

**DEVELOPING COMMUNICATIVE SPEAKING TASKS
FOR THE FIFTH GRADE STUDENTS OF SD N BAKALAN**

A THESIS

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



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

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APPROVAL

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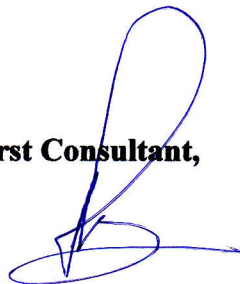
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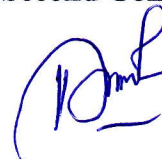
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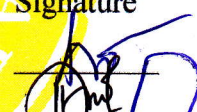
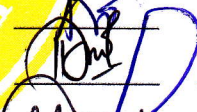
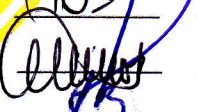
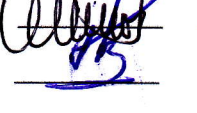
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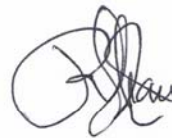
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 1 April 2013

Penulis,



Refrilia Ulfah

DEDICATIONS

This thesis is fully dedicated to:

My beloved Mom and Dad

My sisters

My friends

MOTTOS

- "Then which of the favors of Alloh will you deny?" (Q.S Ar Rahman: 13)
- "Life can be difficult sometimes, and things not going exactly like you planned, but that's what makes it interesting." (Grown Ups)
- "Children must be taught how to think, not what to think."
(Margaret Mead)

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Finally, I realize that this thesis is far from being perfect. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, April 1st 2013

The writer,



Refrilia Ulfah

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LIST OF ABBREVIATIONS

SD N	Sekolah Dasar Negeri
LKS	Lembar Kerja Siswa
TV	Television
DVD	Digital Versatile Disc
CLT	Communicative Language Teaching
R&D	Research and Development
SA	Strongly Agree
A	Agree
D	Disagree
SD	Strongly Disagree

DEVELOPING COMMUNICATIVE SPEAKING TASKS FOR THE FIFTH GRADE STUDENTS OF SD N BAKALAN

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ABSTRACT

The objective of this research study was to develop a set of communicative speaking tasks for the fifth grade students of SD N Bakalan. The four research questions in the study concerned the needs analysis of communicative speaking tasks, the arrangement of the course grid, the draft of the developed tasks, and the review for evaluation of the tasks related to the try-out of the tasks.

This study was Research and Development (R and D). The subjects of the study were the fifth grade students of SD N Bakalan. The instruments of the study were questionnaires supported by a classroom observation. The data were analyzed quantitatively for the questionnaires and qualitatively for the classroom observation. The steps of this study were conducting needs analysis, writing the course grid, developing communicative speaking tasks, evaluating and revising the first draft of the developed tasks, trying out the second draft of the tasks, and evaluating and revising the second draft of the developed tasks.

There are four findings obtained in this study based on the research questions. First, the results of the needs analysis show that the fifth grade students of SD N Bakalan need communicative speaking tasks which can cater their needs and characteristics. Second, the course grid is developed based on the data obtained from the needs analysis and the school-based curriculum which consists of eight aspects. They are topics, standards of competences, basic competences, indicators, language functions, vocabulary words, communicative tasks, and media. The course grid is used as the guideline in developing the communicative speaking tasks. Third, there are four units of communicative speaking tasks which are developed in this study. The units of the tasks are “*When do you Have English Lessons?*”, “*How Much is the Cake?*”, “*Where is the Post Office?*”, and “*Can you Sweep the Floor, Please?*” Each unit consists of 6 tasks which focus on speaking activities. Fourth, from the evaluation, the developed communicative speaking tasks are categorized as good and very good since the mean scores of the tasks evaluation range from 3.00 to 3.70.

CHAPTER I

INTRODUCTION

A. Background of the Study

The aims of the teaching of English in Indonesian elementary schools based on the 2006 curriculum are divided into two. First, the teaching of English in the elementary schools is expected to develop the students' communication competence in simple oral forms to accompany actions in school contexts. Second, it is expected to give the students awareness of the nature and importance of English in order to be ready to take a part in daily life communication.

Like other elementary schools, the state elementary school of Bakalan (*Sekolah Dasar Negeri Bakalan* in Bahasa Indonesia abbreviated as SD N Bakalan) which is located in Bakalan, Pendowoharjo, Sewon, Bantul has included English in the school subjects for all grades. For the first up to third grades, English is taught as an extracurricular activity. For the fourth up to sixth grades, English is taught as a local content. The first up to third grades get English lesson for 60 minutes per week, while the fourth up to sixth grades get English lesson for 70 minutes per week.

The English teacher of SD N Bakalan teaches English based on the syllabus which is made by a group of English teachers in Bantul Regency. The teacher uses a topic-based syllabus. Each topic in each meeting during the lesson is based on students' interests. It is also related to the topics that are useful and most relevant to students' needs such as foods and drinks, things in the classroom, parts of body, family, etc. Meanwhile, the language function in each topic is

derived from the standard competences and basic competences of the 2006 curriculum. In other words, besides referring to the standard competences and basic competences, the teacher also pays attention to the topics that are relevant to the students' interests in creating the syllabus.

The objectives of the teaching of English in SD N Bakalan are different for each grade. For the first grade, the objective is to introduce English vocabulary words to the students. For the upper grades, the focus of English teaching covers the four language skills of listening, speaking, reading, and writing. For the fifth grade, students are expected to be able to interact with others using English in limited contexts such as in the classroom or in the school. It means that the students are expected to use English as a communicative language. The English materials of the fifth grade are based on the standard competences and basic competences developed by the government. The materials in each topic cover the four English skills. For instance, students are expected to be able to respond to some instructions related to the topic, to introduce themselves, to identify objects, or to rewrite simple sentences. These skills will make them ready to attend English lessons in the next level of education when they are in the junior high school.

However, based on the observation in the class, it was found that there were still some problems related to materials and tasks which made the aims of English teaching in SD N Bakalan not achieved yet. Due to the limited number of English textbooks, the teacher used a workbook (*Lembar Kerja Siswa* in Bahasa Indonesia abbreviated as LKS) as her source to teach English to the students. She

asked the students to do the exercises and tasks in the workbook to check students' understanding. Some exercises and tasks in the workbook were not appropriate with the objectives in each unit, such as translating and arranging sentences. In other words, most activities in the workbook only focused on the reading and writing skills. The speaking activities which promote communicative language functions had not been covered in the workbook.

Considering the problems above, the aims of English teaching in SD N Bakalan do not seem to be achieved yet, especially for the speaking skills. The teacher still feels it difficult to provide speaking activities and tasks. She realizes and agrees that it should be improved. Thus, the researcher intends to develop speaking tasks which will help the students to use English communicatively. The outcome of the study will be communicative speaking tasks.

B. Identification of the Problems

As it has been presented above, the teaching of speaking in SD N Bakalan still had some problems. The problems made the aims of English teaching not achieved. From the interview and observation, the researcher found some problems which were related to the teacher, media, and tasks.

The first problem was related to the teacher. There should be various activities which provided appropriate contexts for students to practice their English. Nevertheless, the teacher still used a technique in the teaching of speaking which was not suitable for children. The technique was monotonous and uninteresting for the students. She only presented the new vocabulary words and

drilled the students to repeat pronouncing the words. There was no challenging activity to make students involved in communicative speaking activities.

The second problem was related to the media. It was observed that the teacher rarely used any interesting media. Sometimes, she only used pictures during the English teaching. Games were also rarely used by the teacher. It made the students bored during the lessons.

The third problem was related to the tasks. Considering that the students came from low and middle class economic backgrounds, the teacher did not use textbooks as the main source of materials. Besides, there were limited textbooks provided by the school. Thus, the teacher used workbooks that every student should have. However, the workbook was not suitable for them. There were some activities which were not appropriate and not related to the objectives that had been mentioned earlier in the beginning of the unit such as rearranging jumbled words into a correct sentence, translating Indonesian sentences into English, and matching Indonesian instructions with English. For speaking activities, the teacher had not found appropriate tasks to check students' understanding. The workbook did not provide suitable speaking tasks which could involve the students in communicative activities.

C. Limitation of the Problems

Based on the identification of the problems above, there are three problems found in the English teaching and learning process in the fifth grade of SD N Bakalan. The problems are related to the teacher, the media, and the tasks. Because of the researcher's limitation of energy, knowledge, and time, the

researcher limits the study to the third problem which is related to the tasks. The researcher focuses on developing communicative speaking tasks for the fifth grade students of SD N Bakalan.

The researcher decides to develop speaking tasks because of some reasons. First, since the class teacher still has limited sources for speaking materials and tasks, this study will give an immediate product. It is in the form of tasks for the English teacher that can be used to teach English using the communicative mode. Second, economically, compared to the textbooks that are recently used in the school, the development of tasks is simpler and less expensive. Third, the researcher is interested in developing communicative speaking tasks. The researcher feels challenged to develop communicative speaking tasks because for many students speaking is regarded as a difficult skill to learn. Therefore, this study is intended to provide suitable speaking tasks for the fifth grade students.

D. Formulation of the Problem

In accordance with the discussion above, there is a problem related to the speaking tasks for the students. The problem is concerned with kinds of speaking tasks which are suitable for the fifth grade students of SD N Bakalan. To make it clear, the formulation of the problem is presented as “What are the suitable communicative speaking tasks for the fifth grade students of SD N Bakalan?”

E. Objective of the Study

Based on the statement of the problem above, the objective of this study is aimed at developing communicative speaking tasks for the fifth grade students of SD N Bakalan. It is related to kinds of speaking tasks which are suitable for the

students. At the end of the study, it is expected that the researcher produces four units of communicative speaking tasks.

F. Significance of the Study

The researcher expects that this study gives some advantages to the English teacher of SD N Bakalan, fifth grade students of SD N Bakalan, and other researchers. For the teacher, the result of this study may help the English teacher of SD N Bakalan to conduct English teaching learning processes by using appropriate communicative speaking tasks. It can encourage the teacher to create appropriate speaking tasks. For the students, it can be used to help students of SD N Bakalan to get suitable communicative tasks which are related to their speaking skills. It can assist them to reach the communicative purposes of English learning. It gives the students opportunities to practice their speaking skills more freely. Lastly, for the other researchers who have interest in the same field, the result of this study can be used as a reference for conducting similar research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Communicative Speaking Tasks

This subchapter discusses some theories which are related to communicative speaking tasks. In this discussion, there are three important points related to communicative speaking tasks. They are the definition of communicative speaking tasks, the components of communicative speaking tasks, and the advantages of using communicative speaking tasks.

1. The Definition of Communicative Speaking Tasks

This subchapter discusses the definition of communicative speaking tasks. There are three important points related to the definition of communicative speaking tasks. They are tasks, speaking, and communicative tasks. The definitions of these three points are discussed below.

a. The definition of tasks

A task is a piece of classroom work that involves learners in comprehending, manipulating, producing, and interacting in the target language as the result of processing or understanding a language which is used for a communicative purpose to achieve an outcome (Nunan, 2004: 4; Nunan, 1989: 10; Willis, 1996: 23). There are three important concepts in this definition. First, a task involves learners in comprehending, manipulating, producing, or interacting in the target language. This means that a task requires learners' interactions to comprehend the target language. Second, a task is an action as the result of

understanding the language. It means that a task is used to know the learners' comprehension toward the process of learning a language. Third, a task is used for communicative purposes to achieve an outcome. Here, tasks should focus on real communicative contexts, where real information is exchanged, and where the language used is not totally predictable (Richards, 2006: 16).

b. The definition of communicative speaking tasks

Speaking is the process of building and sharing meaning in a variety of contexts to express meanings so that other people can make sense of them and it can be directly and empirically observed (Chaney, 1998: 13; Cameron, 2001: 40). Meanwhile, communicative tasks are classroom works which resemble activities that students or other people carry out in everyday life, so that the emphasis is on exchanging meanings not producing specific language forms (Estaire & Zanon, 1994: 13; Willis 1996: 36). According to the definitions above, there are two important points of communicative speaking tasks that have to be emphasized. First, communicative speaking tasks should be focused on the process of sharing meaning in everyday life contexts. Being communicative here means that the speaking tasks should resemble activities that students or other people carry out in the outside world. Second, communicative speaking tasks are focused on meanings rather than forms. It means that communicative tasks are focused on a non-linguistic purpose of learning a language, but it does not mean that language forms are of little importance in the learner's language.

2. The Components of Communicative Speaking Tasks

Nunan (1989: 10) proposed some components that should be taken into account in developing communicative speaking tasks. The components of communicative tasks are classified based on their goals, inputs, activities, teacher's role, learner's role, and settings. Those components are connected to each other as it can be seen in the figure below.

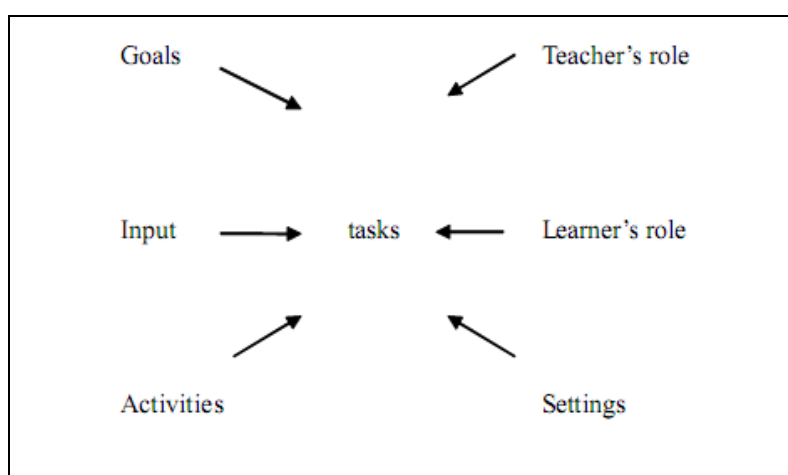


Figure 1: **Components of communicative speaking tasks**

a. Goals

Goals refer to the general intentions for the learning task behind any given communicative and learning tasks. In developing the communicative speaking tasks, the goal is a very basic important component to be considered for developing communicative activities. The purpose of the goal is usually to exchange personal information. Without goals, the activities cannot be said as communicative because there are no communication goals to be done by the students as in their real life. Clark in Nunan (2004: 42) divides communicative goals into three goal areas shown in the table below.

Table 1: **Communicative Goal Areas**

Type	Goal Areas
Communicative	1) Establishing and maintaining interpersonal relationships, and through this to exchange information, ideas, opinions, attitudes and feelings, and to get things done.
	2) Acquiring information from more or less public sources in the target language, for example from books, magazines, newspapers, brochures, documents, signs, notices, films, television, slides, tapes, radios, public announcements, lectures, or written reports and using this information in some way.
	3) Listening to, reading, or enjoying and responding to creative and imaginative uses of the target language, for example stories, poems, songs, rhymes, drama and, for certain learners, creating them themselves.

Goals provide links between the task and the broader curriculum. In communicative speaking tasks, the aims are derived based on the curriculum that is stated in school syllabus. The example of a goal in a developed task is shown below.

Objective:

In the end of this unit, you should be able to use the expressions of asking for and giving direction.

(Taken from LKS)

Figure 2: **An example of goal statements**

b. Input

Input is the data that forms the point of departure for the task. It is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner (Ellis, 1999: 127). In providing rich input for the students, teachers need realistic samples of discourse uses surrounding native speaker and non-native speaker accomplishments of targeted tasks (Doughty and Long, 2003: 61). Thus, it is obvious that during

teaching and learning process of a foreign language, students need to hear the target language as much as possible, whether from the teacher, from multimedia resources (TV, DVDs, video and audio tapes), from other students, or from any other sources. It can be in the form of pictures, stories, photographs, drawings, shopping lists, brochures, timetables, street maps, recipes, newspaper extracts, postcards, etc.

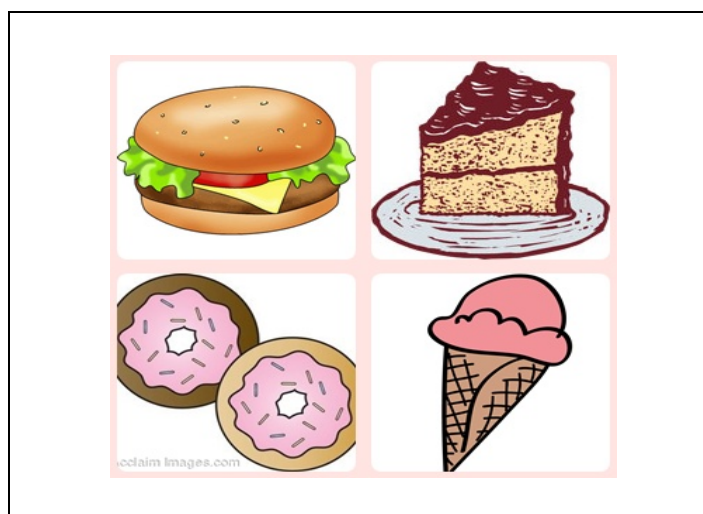


Figure 3: Examples of pictures

	Mon	Tue	Wed	Thu	Fri	Sat
1	Math	P.E	Social	Bahasa Indonesia	Science	English
2	English	Science	Religion	Math	Religion	Bahasa Indonesia
3	Science	Math	Bahasa Indonesia	English	Math	Social
4	Social	Javanese	Javanese	Science	Computer	Art
break						
5	Computer	Music	English	Music	Art	Computer

Figure 4: An example of school timetables

c. Activities

Activities specify what learners will actually perform using the input. There are three general ways of characterizing communicative activities. They are rehearsals for the real world (authenticity), skills use, and fluency and accuracy.

Communicative activities are intended to encourage learners in meaning making for a communicative purpose. It means that communicative language activities are designed for learners to exchange information or express opinions through using the target language in order to complete the tasks. Some types of activities are jig-saws, information gaps, problem solving, decision making, role plays, games, surveys, and opinion exchanges.

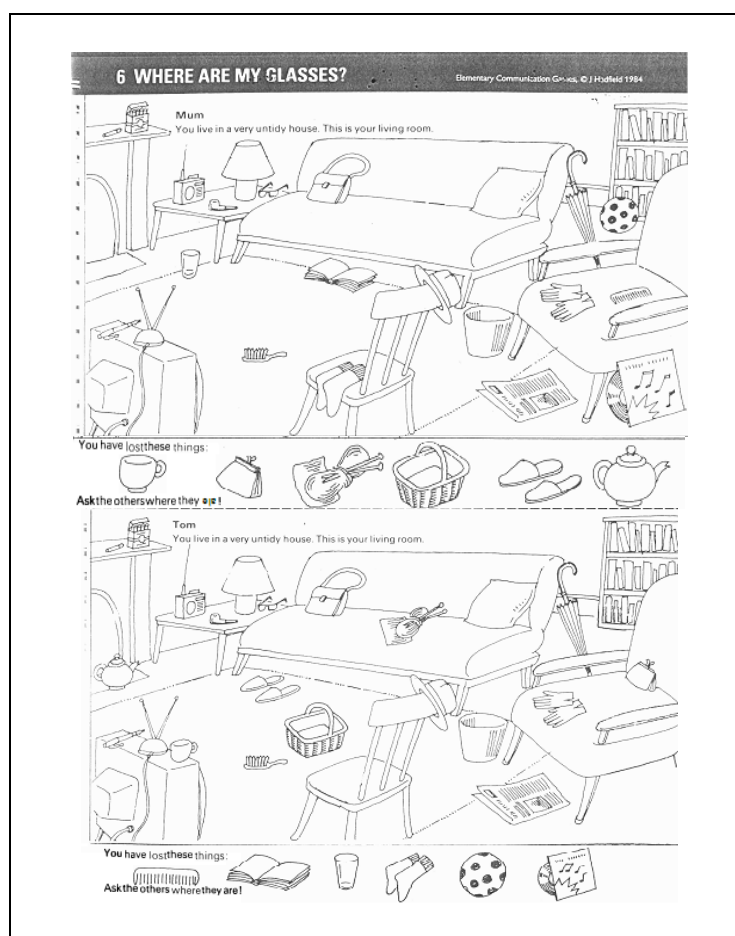


Figure 5: An example of information gap activities

d. Teachers' roles

Teachers' roles are the parts that teachers are supposed to take in undertaking the task as well as in establishing social interpersonal relationship among the participants. In a communicative classroom, the teacher has two main roles. The first role is to facilitate the communication process among all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself and second, as a guide within the classroom procedures and activities (Breen and Candlin, 1980: 99). Other roles assumed for teachers are needs analyst, counselor, and group process manager.

Table 2: **Teachers' Roles and their Implications**

Teachers' Roles	Implications
Facilitator	Facilitating the process of learning to make learning easier for students.
Organizer	Organizing the communicative activity and having a clear understanding of each step in the lesson.
Need analyst	Having a responsibility for determining and responding to learner language needs.
Counselor	Exemplifying an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrases, confirmation, and feedbacks.
Group Process Manager	Monitoring and encouraging the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice.

Practically, teachers should be able to determine which role they will occupy. There are times when teachers need to act as counselors where, on other

activities, it would be more appropriate to act as facilitators. Therefore, teachers need to be able to switch among various roles for each type of activity by deciding which one is appropriate to use.

e. Learners' roles

In communicative language teaching, the learning teaching activities should be emphasized on the processes of communication, rather than the mastery of language. Learners have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. It means that they have to be more responsible for their own learning process by learning cooperatively with their peers in group work tasks rather than relying on the teacher for a model. Rubin and Thomson in Nunan (2004: 66-67) explain the characteristics of good language learners as follows.

Table 3: **Characteristics of Good Language Learners**

Good Language Learners	Implications
Find their own ways.	Learn from others and experiment with different methods.
Organize their study of the language.	Organize information about the language they study.
Are creative.	Experiment with the language.
Make their own opportunities.	Practice the language inside and outside of the classroom.
Learn to live with uncertainty.	Focus on the meaning of what they can understand and continue to talk or listen without necessarily understanding every word.
Use mnemonics.	Use memory strategies to recall what they are learning.
Make errors work.	Make errors work for them and not against them.
Use linguistic knowledge.	Use linguistic knowledge, including knowledge of their first language, in learning a second language.
Use contextual clues.	Maximize use of all potential contexts around the language attended to for enhancing comprehension.
Are intelligent guesses.	Work out meaning and guess on the basis of probabilities and occurrence.
Learn formalized routines.	Apply formalized routines to help them perform beyond their competence by knowing what the whole phrase means without necessarily understanding each individual part.
Learn certain production techniques.	Learn certain production techniques that also fill in the gaps in their own competence.
Learn different styles.	Learn different styles of speech or writing to learn to vary their language according to the formality of the situation.
Learn certain tricks.	Learn certain tricks that keep conversations going.

(Nunan, 2004: 66-67)

f. Settings

Setting is the classroom arrangement consisting of learner configuration and environment employed for the task completion. Wright in Nunan (1989: 92) states that a task may be carried out individually, in pairs, in small groups, or by the whole class. Here below Harmer (2001: 114-118) presents some advantages of using those classroom arrangements during the teaching learning process.

Table 4: **Classroom Arrangements and their Advantages**

Settings	Advantages
Individual	a. Develop learner autonomy.
	b. Are less stressful for students than performing in whole-class setting.
	c. Allow the teacher to respond to individual students' differences.
Pairwork	d. Increase the amount of speaking time.
	e. Allow students to work and interact independently without guidance of the teacher.
	f. Are relatively quick and easy to organize.
Small group	g. Promote learner autonomy by allowing students to make their own decision in the group.
	h. Encourage broader skills of cooperation and negotiation than pairwork.
	i. Provide greater chance of different opinions.
	j. Increase the amount of talking for individual students.
Whole class	k. Reinforce a sense of belonging among the group members.
	l. Are good ways for the teacher to get a general understanding of students' progress.
	m. Are suitable for activities where the teacher is acting as a controller.

However, in deciding the setting that will be used, the teacher should notice some aspects such as the type of tasks, the lesson sequence, and the mood of the students. As with the environment aspect, a task can also be done outside or inside the classroom.

3. The Advantages of Using Communicative Speaking Tasks

Communicative tasks are very important to improve students' speaking skills. According to Cameron (2001), this importance has two reasons. First, communicative tasks help children to find a purpose for using their knowledge. Second, they help children to understand the foreign language as a medium of communication. Moreover, communicative tasks provide goals to communicate. The existence of goals makes the students activate their knowledge and speaking skills in a similar way to real life listening and speaking.

Candlin in Nunan (1989: 45) offers five criteria for judging the values of communicative speaking tasks. First, tasks can make the students put attention to meaning, purposes, and negotiation. They also have a clear purpose and give opportunities for the students to do the interaction. Otherwise, the students do not get any benefit from it. Moreover, good tasks can encourage attention to relevant topics and draw objectives from the communicative needs of the students. Good tasks also allow the flexible approaches to the task, offering different routines, media, models of participation, and affects. Second, tasks are challenging but not threatening for the students. Tasks are done in order to promote risk taking and require inputs from all students in terms of knowledge, skills, and participations. Third, tasks give the learners and the teacher a chance for co-evaluation in doing tasks. Good tasks provide opportunities for students to talk about communication and about learning. Fourth, tasks promote information sharing among the students. They also provide monitoring and feedbacks to be given by the teacher to the learners. Lastly, tasks can arouse the students' critical awareness about the lesson and the process of language learning.

B. The Teaching of Speaking for Children

1. The Characteristics of Children

As it has been stated in the previous chapter, the subjects of this study are fifth grade students of SD N Bakalan who are in the age of nine to ten years old. Harmer (2001: 38) states that children at the age of nine or ten learn differently from older children, adolescents, and adults. Therefore, related to the teaching language to children, it is necessary for the teacher to understand and note some

points of children's characteristics in order to provide appropriate learning activities since teaching children is different from teaching adults. Here below is a discussion about children's characteristics proposed by some experts.

a. Active learners

Children are active learners since their cognitive ability is still developing. It can be seen from their ability in building their knowledge about the world by observing their environment and developing their knowledge to problem solving by doing assimilation and accommodation (Brown, 2001: 92; Cameron, 2001: 2-4). Assimilation is the process where children solve a problem by imitating similar actions done by people in the environment without any change, while accommodation involves the process of students' minds in building new concepts by searching new possibilities offered by their own language potentials.

Related to children's intellectual development, the teacher should give enough examples and repetition. The learning materials should be delivered or explained in certain ways in order to help them to activate their knowledge such as by using interesting media. Meanwhile, the inductive exercises in the second language should be contextualized in interesting ways.

b. Attention span

Attention span is the length of time a person can concentrate on a task or activity without being distracted. Unlike adults' attention spans, children's attention spans can be shortened when they are involved in activities that they find boring, useless, and complicated (Brown, 2001: 88). It means that with children's limited attention spans, they cannot concentrate long enough if the class activities

are boring. On the other hand, they can concentrate longer when they are interested in the activities or tasks during the teaching learning process. By knowing the students' attention spans, the teacher can design activities so that they can concentrate or do the activities and tasks during the lesson effectively.

Since the process of learning a foreign language for children is not as easy as that for adults, the teacher should give more efforts in creating learning activities in order to make the language lesson interesting and fun for the students. This can be done by selecting appropriate language inputs, using some attractive teaching techniques, and providing clear contexts in learning activities. Moreover, providing activities and tasks that promote interaction and communication can arouse children's attention spans since having learning experience with peers is more interesting and can develop their confidence.

c. Curiosity and exploration

Children have a lot of natural curiosity as they want to make sense of things, find out how things work, gain competence, control over themselves, and do what they can see from others (Brown, 2000: 89; Haldfield, 2005: 13). This curiosity leads them to get involved in their world by learning things surrounding them. They learn through their explorations and plays and through opportunities to talk things with others (Pinter, 2006: 5).

Exploring things in concrete terms means that children are having real interactions with objects in their environment such as playing with cards, toys, etc. Meanwhile, exploring things in abstract terms means that interactions occur during the conversation with others. To help children to explore and learn their

world, the teacher should provide them with appropriate learning activities which are interesting and challenging. Challenging activities can offer opportunities for children to activate their knowledge to make sense of the things which they are curious about.

d. Social interaction

All learning happens in social interactions with others (Pinter, 2006: 12). Children learn through their social interactions with peers and adults surrounding them such as parents and teachers. It can also be said that in the beginning of children's development, the social environment is one of the main sources of their learning and development. Here, adults take a great responsibility to mediate the world for children and to make it accessible for them. With adults' assistance, children can learn and do much more than they can on their own.

By knowing the characteristics of children as social beings, the teacher should be able to give opportunities for them to use language meaningfully with each other. Besides providing social activities in the classroom, the teacher can also set the activities into group and pair works to promote interactions during the learning process. Working with others in various kinds of cooperation such as group works and pair works, is also beneficial in terms of sustaining interest and motivation. Moreover, children will enjoy working together in pairs or small groups (Pinter, 2006: 15).

e. Delight in talking

Children tend to be self-oriented and keen to talk about themselves since they respond well to learning that uses themselves and their own lives as the main

topics (Harmer, 2001: 38). They will be more interested in learning when the topics and activities are closely related to them. Moreover, children learn indirectly rather than directly so that they do not rely only on teachers' explanation. They take information from everything around them and their understanding comes from what they see, hear, touch, and interact with.

To cater this unique characteristic, the teacher should be able to give opportunities for children to express their desire to speak. It can be done by providing meaningful communication activities that challenge them to speak up. The teacher can also encourage them to learn the language indirectly through problem solving activities and the like.

2. The Teaching of Speaking for Children

a. The nature of speaking

Speaking is the process of building and sharing meaning in a variety of contexts to express meanings so that other people can make sense of them and it can be directly and empirically observed (Chaney, 1998: 13; Cameron, 2001: 40). There are three important concepts in this definition. First, speaking is the process of building and sharing meanings in a variety of contexts. Here, when the speakers speak to convey their meanings to others, they need to choose and use the most appropriate words or language depending on the context or situation they face. Second, speaking is using language to express meanings. It means that people speak to deliver their intended meanings to others in order to be understood. Third, speaking is a productive language use that can be directly and empirically

observed. It means that the outcome of a speaking process can be measured and observed directly.

b. Speaking activities for children

The goal of teaching speaking is to enable the learners to communicate with other speakers of the language. In line with that, teachers need to provide meaningful activities for children as young learners in order to make them speak for their own reason, and not merely because the teacher asks them to. Here below are some activities that are most widely used to promote speaking. They are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role-plays (Harmer, 2001: 271-275).

1) Acting from a script

The teacher can make use of this activity by asking the students to act out scenes from plays or course books or from the dialogues they have written themselves. The students should act out the script in front of the class. They pretend that they are in a movie or drama and playing certain roles of people in social life. Here, the teacher gives contribution as the director who is helping the students to understand the scripts, encouraging the students to act totally, and giving enough time to rehearse the dialogues. By using this kind of activity, both learning and a language producing activities occur indirectly.

2) Communication games

Most children or young learners like games since they find them fun and interesting activities. Games which are designed to promote communication among students frequently depend on an information gap. In playing the

information gap game, learners should use the target language to exchange information that others do not possess. Each learner plays an important role since the problem in this activity cannot be solved if he or she does not work together with others to share certain information needed. Other games such as 'Fishbowl' and 'Call my Bluff', are also good to make speaking activities amusing for children.

3) Discussion

Some students may be reluctant to express their ideas to others in the classroom. However, not many of them are really delighted in talking during the lesson, especially when they are talking about themselves. This kind of discussion that happens in the class, if encouraged, can provide some of the most enjoyable and productive speaking in the language classes. The teacher can encourage the students to be involved in the discussion by providing activities that force the students to reach a decision.

4) Prepared talks

A prepared talk is an activity where a student makes a presentation on a topic of their own choice. It represents a defined and useful speaking genre, and if properly organized, it can be very interesting for the students. Here, it is expected that the students speak from notes rather than from scripts. They should first decide on their ideas about the topic chosen and write it on paper. Later, they should present it in front of the class. After the presentation, the teacher should give feedbacks on what the speaker has said.

5) Questionnaires

A questionnaire is a list of questions to be answered to get information. It is useful because, by being pre-planned, using questionnaires ensures both the questioner and respondent to have something to say to each other. The results obtained from the questionnaire can form the basis for written work, discussion, or prepared talks. One of the questionnaire activities is in the form of ‘survey games’ in which the students are asked to do a survey about interesting topics related to their daily life.

6) Simulation and role-play

Simulation is a technique to imitate or simulate real world situations in the classroom. Meanwhile, a role-play is an activity when a group of people act out roles for a certain scenario. These activities are fun and can motivate the students because they allow the students to be creative and brave to express their ideas to speak. Moreover, simulation and role-plays allow students to use a much wider range of language use than some more task-centred activities may do.

C. Communicative Language Teaching

1. The Definition of Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach that connects classroom-based language learning with the language that learners need in order to communicate outside of the classroom which include not only a re-examination of what aspects of language to teach, but also a shift in the emphasis of how to teach (Nunan, 2004; Harmer, 2001: 84). In other words, teachers should make attempts in creating learning activities which link learning materials with

students' real life situations. The real life situations that the teacher sets up arouse students' motivation in learning the target language since they have the desire to communicate with peers in meaningful ways. Thus, it is obvious that teaching the target language is not merely about grammar, but it is also about language use. The language use that is taught must be relevant with students' needs based on the demand of their environments.

2. The Principles of Communicative Language Teaching

In relation to Communicative Language Teaching, here below are some principles offered by some experts.

a. Focusing on the learners

Language techniques are designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes, so that the learner's own personal experiences are regarded as important contributing elements to classroom learning (Richards, 2006: 13; Nunan, 1991). It means that one of the features in CLT focuses on the learners with very specific language needs. Therefore, teaching activities should be planned and designed based on learners' language needs. Learners who are considered as active and creative language users should be facilitated by the teachers to use the language communicatively. Providing various communicative activities will give them much opportunity to practice the language as a means of communication with others.

b. Focusing on the process

One of principles in CLT is the provision of opportunities for learners to focus not only on language, but also on the learning process (Nunan, 1991: 281). Since the CLT approach stresses on the process of using language communicatively, teaching a target language using this approach is not only by providing learners opportunity to practice language forms, but also by creating appropriate contexts where learners can interchange meanings. However, for young language learners, it is still important to pay more attention on forms in communication in order to be able to use new linguistic forms communicatively. They need the opportunity to practice those new forms in order to practice them not in a drill but in a meaning-focused language use. Moreover, it can make them confident in using forms not only during the mechanical practice, but also when interchanging meanings.

c. Providing error corrective feedbacks

Since the main goal of CLT is to prepare learners for meaningful communication, errors are tolerated. Here, the teacher's role in giving corrective feedback is much needed for the learners in order to be successful in using the language for communication. Feedback refers to the evaluation of a task (Candlin in Nunan, 2004: 40). In a CLT class, the teachers should be able to change their roles based on the situation faced. The teacher's roles in a CLT class are as a needs analyst, a classroom manager, a counselor, and a facilitator. As a needs analyst, the teacher should evaluate students' communication needs and motivation to design activities. As a classroom manager, the teacher should be

able to organize learning settings and activities for effective communication. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Meanwhile, as a counselor and facilitator, the teacher should be available in giving guidance and providing feedbacks on students' performance. It can be said that the teacher, indirectly, also has a role as an independent participant who monitors the students' activities. Monitoring the students can be useful to know the students' strengths and weaknesses to design the next learning activities. Meanwhile, giving evaluative feedbacks on the students' errors is useful in facilitating the progression of their language skills.

d. Promoting cooperative and collaborative learning

The primary function of language is for interaction and communication (Richards and Rodgers, 2000: 71). Communicative classrooms emphasize on the process of communication through performing activities. It requires learners to negotiate, discuss, interact, and communicate with their peers in order to accomplish various communicative learning goals. Since interaction and communication are primary keys in communicative classrooms, the teacher should give many efforts to set the teaching learning process that promotes interaction among the students. Teachers can make use of pair works or group works as a collaborative learning technique to force the students interact and communicate using the target language. When interaction among the students takes place, students are active participants. They make use of the input given to run the conversation when they use language to communicate.

e. Using authentic materials

One of the principles of communicative language teaching is using authentic materials. Authentic materials refer to texts, photographs, video selections, and other teaching resources that are not specially prepared for pedagogical purposes (Richards, 2001). In the teaching learning process, authenticity refers not only to the materials, but also to the atmosphere that can be created in the class. Thus, teachers are expected to develop their creativity in developing activities and tasks that fit the students' learning styles and needs.

Exposing learners to authentic materials not only gives benefits to them to develop strategies necessary to comprehend the target language that native speakers use in real-life communication, but also helps them to transfer what they have learned in the classroom to the real world (Larsen-Freeman, 2000). It means that using authentic materials in CLT classes can give much opportunity for the students to use real language in the contexts where it naturally occurs. Moreover, it can provide a link between the classroom teaching process and students' needs in the real world.

D. Developing Communicative Speaking Tasks

1. The Principles of Developing Communicative Speaking Tasks

Speaking tends to be the most difficult skill for teachers to teach because of some reasons related to the planning and learners' attitudes (Scott and Yteberg, 1990: 33; Riddle, 2003: 120). Some teachers tend not to plan speaking in advance. Like other skills, speaking must be planned properly with clear aims. Student's attitudes to speaking are the other factor that makes the teaching of speaking

difficult. Students sometimes view speaking as an activity like a grammar exercise that they want to finish soon rather than a practice. To overcome this matter, teachers need to encourage the learners to speak and provide meaningful activities in order to make them speak for their own reason, and not merely because the teacher asks them to. Below are seven principles for developing speaking techniques proposed by Brown (2001: 275).

a. Using techniques that cover the learners' needs

Learners sometimes view speaking as an activity like a grammar exercise that they want to finish soon rather than practice. Thus, teachers should provide activities based on learners' needs and characteristics which focus on interaction, meaning, and fluency. For example, in doing a jigsaw group technique, playing a game, or discussing solutions to the environmental crisis, the tasks given should include techniques designed to help learners to perceive and use the building blocks of language. Drilling techniques should be done as meaningful as possible; otherwise the learners will get bored with it.

b. Providing intrinsically motivating techniques

The teacher should try to appeal to learners' ultimate goals and interests and to their needs for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. It means that motivating learners is one of the teachers' duties in order to make them get involved in the learning process. This can be done by helping the learners to see the benefit of any classroom activities for them. Stating clear objectives and the benefits of the activities is one of the ways to attract learners to get into the lesson.

c. Encouraging the usage of authentic language in meaningful contexts

It is not easy to devise authentic contexts and meaningful interaction. The teacher should use their creativity to provide authentic contexts and meaningful interaction by using appropriate materials. Even drills can be structured to provide a sense of authenticity. Teachers can use authentic materials such as magazines, newspapers, brochures, notices, public announcements, etc., while authentic contexts should be related to learners' daily life.

d. Providing appropriate feedbacks and correction

Learning a foreign language is not as easy as it seems. In learning a foreign language, learners are fully dependent on the teacher for useful feedbacks. It is important for the teacher to use their knowledge of English to give the kinds of corrective feedbacks that are appropriate for the moment. As an independent participant who monitors the learners' activities, the teacher should be able to give guidance and provide feedbacks on learners' performance. Monitoring the learners by giving corrective feedbacks can be useful to know their strengths and weaknesses in order to design the next learning activities. Meanwhile, for the learners, it is useful for them in facilitating the progression of their language skills.

e. Capitalizing on the natural link between speaking and listening

Teaching speaking and listening cannot be separated. Many interactive techniques that involve speaking will also include listening. The two skills should be integrated, even though the focus is on the speaking goals. When the teacher focuses the task on speaking goals, listening goals may naturally happen in the

same time. Those two skills can reinforce each other. Moreover, in learning a foreign language, young learners need to start with plenty of listening practices and opportunities to listen to rich inputs that will naturally lead to speaking tasks. Thus, the teacher should be able to combine listening and speaking through meaningful activities.

f. Giving learners opportunities to initiate oral communication

Part of oral communicative competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change subjects. These abilities are important in building interaction in the class. The teacher should allow the learners to initiate language use in order to give them opportunities to speak up. It can be done by using speaking techniques which give many opportunities for the learners to practice the language.

g. Encouraging the development of speaking strategies

Learners need to develop their speaking strategies for accomplishing oral communicative purposes. There are some strategies that can be practiced in the classroom such as asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrases for structures one cannot produce, appealing for assistance from the interlocutor, using formulaic expressions, and using mimes and nonverbal expressions to convey meaning.

2. The Components of Developing Communicative Speaking Tasks

There are six elements needed to be considered carefully by a task designer in developing a communicative task. The six elements are actually

related to the components of a task itself. Here below are the six elements which are required in developing communicative speaking tasks as proposed by Nunan (1989: 137).

a. Goals and objectives of the tasks

The starting point in developing tasks should be the goals and objectives which are set out in the syllabus or curriculum guidelines. In determining the goals, a task designer may modify these if they are not written in forms which can be directly translated into communicative tasks. The objectives may be set out as a checklist of grammatical items. It is also possible to find the broad statement in the syllabus or curriculum as the rationale. Here below is an example of a task goal that is formed into a checklist of grammatical item.

“At the end of the course learners will be able to use the present continues tense to describe an action in progress”
(Nunan, 1989: 137)

Figure 6: An example of a task goal in the form of a grammatical item checklist

b. The input of the task

The next step is selecting or creating inputs for learners to work with. In communicative tasks, the use of authentic inputs is one of its characteristics. However, the use of authentic inputs depends on such factors as the attitudes of the learners and the availability of resources. Many low-level learners are traumatized when they are first exposed to authentic samples of language. They

have to be taught things in which it is not necessary to understand every word for communication to be successful.

c. Building up a bank of data

In developing tasks, it is suggested for the task designer to build up a bank of data. These can be classified and filed under topics or themes, and provide a ready-made resource to be drawn on. It is better to derive communicative activities and other exercises, such as grammatical manipulation exercises, from the input rather than to decide to teach a particular item, and then create a text to exemplify the target feature or item.

d. The rehearsal of the task

When designing activities of the tasks, the teacher needs to decide whether the learners need to rehearse in class which they would want to carry out in the real world. If the tasks have a pedagogic rationale, the teacher needs to be clear of what this is. It is not good enough to set learners tasks on the basis that they seem good ideas at the time, or because they work well with another class.

e. The roles of the teacher and the learners

Both teacher's roles and learners' roles which will be adopted in carrying out the tasks should be considered in developing the tasks. The teacher needs to assess whether those roles are appropriate for the given group. The teachers have to be able to decide which roles they should carry out in the classrooms since each class has different characteristics. To make the teacher understand his or her roles, tasks should have clear language learning goals.

f. Settings of the tasks

Settings and learners' configurations also need to be considered in developing the tasks. It is important for the teacher to get the learners into different sizes of groups quickly and efficiently to provide the task with maximum time. In other words, teachers should have the ability in managing the classroom in order to gain the objectives of the tasks.

3. The Evaluation of Communicative Speaking Tasks

There are five steps of evaluating a task. They are describing the task, planning the evaluation, collecting information, analyzing information, and making conclusion and recommendation (Tomlinson, 1998: 228). Those steps can be seen in the figure below.

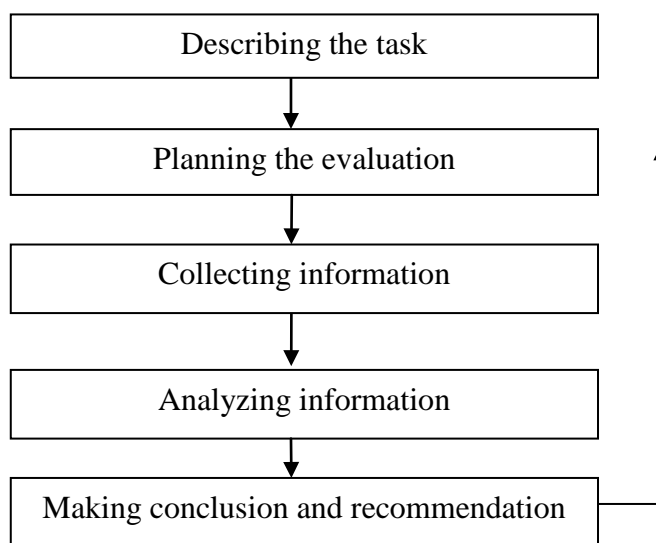


Figure 7: Steps in conducting an evaluation of a task

a. Describing the developed tasks

The evaluation of a task requires a clear description of the task to be evaluated. It can be accomplished by specifying the content of a task such as inputs, procedures, language activities, and outcomes. The inputs of a task can be

in verbal or non-verbal forms, such as the pictures of foods and drinks in a canteen. Procedures are the activities that the learners are to perform in order to accomplish the task. It is related to the instruction given by the teacher to do the task. For example, the teacher asks the learners to complete the table given with pictures provided and the learners complete the blank table by exchanging information with their partners. The next content is related to whether the learners are engaged in receptive or productive language activities. For instance, the learners ask for information to their partners to complete the task. Meanwhile, the outcomes mean what the learners will have done on the completion of the task, such as performing role-plays. Besides the contents, a full description of the task also requires consideration of the objectives of the task. Thus, the task developer as the evaluator can judge that the task is a good communicative task that can represent and meet the objectives.

b. Planning the evaluation

The second step is planning the evaluation. This step has a beneficial impact on the choice and development of the tasks. The task developer needs to make various decisions about what information to collect, when to collect it, and how to collect it. This information is obtained in three ways. The first is before the tasks are tried out. The second is during the try-out of the tasks. The third is on the completion of the tasks.

c. Collecting information

It has been stated before that information about the tasks can be obtained in three ways. The first way is done before the tasks are tried out. Here, the

instruments that can be used are teacher interviews or achievement tests. In a teacher interview, the task developer will collect information about learners' experiences with the tasks being evaluated and any problem that the teacher has faced with such tasks. An achievement test will be used to determine how far the learners know the target words. It can be done by giving a test, for example one in which the learners are asked to match target words with pictures.

The second way of collecting information is done while tasks are being used. The instruments that can be used are observation sheets. It can be used to collect information about what occurs while the task is being performed. The observation of the tryout of the tasks will be carried out by the observers. The observation will consist of keeping a record of events, such as the number of times each learner requests clarification.

The third way is carried out on the completion of the tasks. In this stage, the instruments that can be used are teacher interviews, achievement tests, or learner questionnaires. The interview focuses on the teacher's views about how successful the tasks are, what problems are faced during the use of the tasks, and how the tasks might be improved. The achievement test can be done by asking the students to complete the same achievement test used before the task was performed. It will be used to determine how far the learners know the target words after the tryout of the task. The learner questionnaire will be used to gain data about learners' opinions about the tasks. The learners will be given a simple questionnaire to complete.

d. Analyzing information

To analyze information collected, the task evaluator should decide whether he or she will provide a quantitative analysis or qualitative analysis of the data or both. The quantitative analysis involves the use of numbers. It can be obtained by collecting data from questionnaires. The qualitative analysis involves a more holistic analysis than the quantitative analysis. It provides rich and detailed pictures about the data collected. The data are obtained from observations, interviews, or recording that will be written out in the form of transcripts.

e. Making conclusions and recommendations

Conclusions relate to what has been discovered as the results of the analysis. Recommendations relate to proposals for future teaching. Conclusions and recommendations cover such issues as whether the tasks should be used again or abandoned, what changes are needed to improve the tasks, and what kinds of follow-up work are needed by the learners.

E. Conceptual Framework and Research Questions

This section presents the underlying concepts that are used in this research study. The following are the explanations of the conceptual framework and the research questions that become the bases for of the discussion in Chapter 4.

1. Conceptual Framework

The purpose of this research study is to develop communicative speaking tasks for the fifth grade students of SD N Bakalan, Bantul. Based on the 2006 curriculum, one of the goals in the teaching and learning process of English in elementary schools is to make the students develop their communicative

competence in the simple oral form to accompany classroom actions within the school context. Here, the communicative competence is the main aspect in the teaching and learning process. Therefore, in this process, it is necessary to give the students plenty of activities which encourage them to speak communicatively using the target language. The language use which is taught by the teacher should fit the students' needs in their real life.

Since the English teachers teach the target language to the students only by using students' worksheets (*Lembar Kerja Siswa*), the objectives of the English teaching cannot be achieved. The tasks in the worksheets do not provide appropriate activities that give enough opportunities for the students to practice the target language communicatively. Since the teacher uses worksheets which are not suitable with students' needs and characteristics, it cannot improve students' speaking skills to fulfill communicative demands.

To overcome that problem, it is necessary to develop communicative speaking tasks. If there are plenty of tasks which support students to speak using the target language communicatively, the goal of the English teaching and learning process as it is stated in the 2006 curriculum will be achieved. Besides considering students' needs in learning the target language which should relate to their real life, the students' characteristics should also be taken into account during the process of developing the tasks. Fifth grade students as young learners who are active, delighted in talking, curious, explorative, and able to learn through social interaction need appropriate activities which can cater their characteristics.

Thus, the activities in the tasks should be set up in certain ways in order to make them get involved in the teaching and learning process.

In developing the tasks, the components of the tasks proposed by Nunan (1989: 11) are used as the consideration of developing, evaluating, and revising the tasks. The components are goals, inputs, activities, teacher's roles, students' roles, and settings. In developing the tasks, the researcher needs to follow some steps. First, the researcher is conducting students' needs analysis. Second, the researcher is creating the course grid and developing the communicative speaking tasks. Third, the researcher is trying-out the tasks. Fourth, the researcher is evaluating and revising the tasks. The conceptual framework of the study can be visually presented in the following chart.

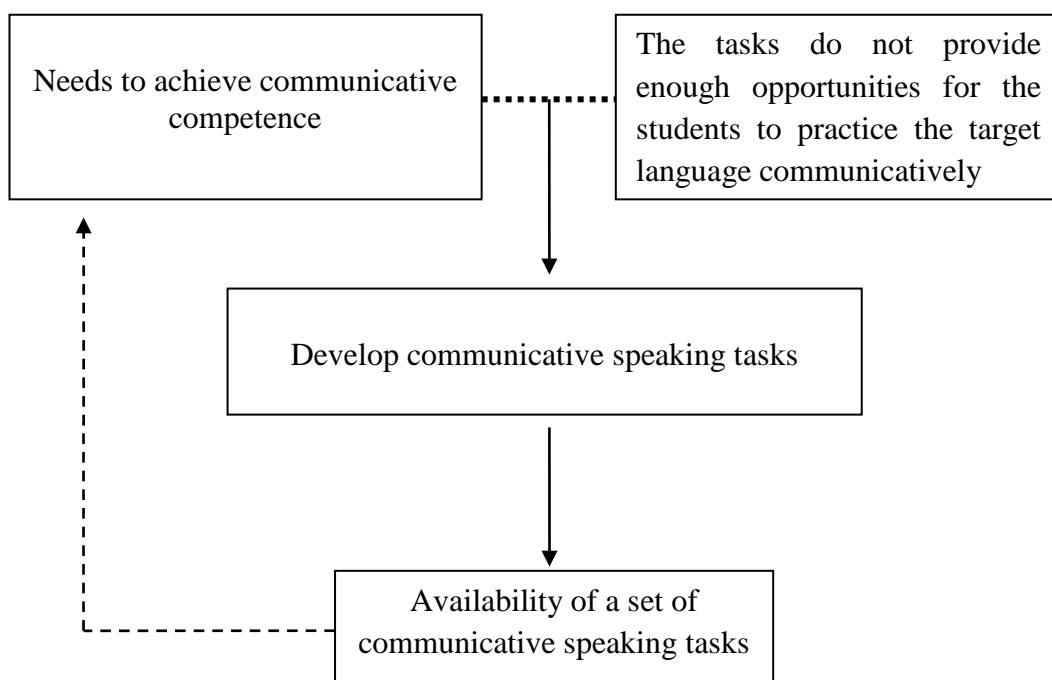


Figure 8: **The conceptual framework of the study**

2. Research Questions

Based on the observation in the classroom, in this study the researcher finds the main problem which occurs during the teaching and learning process. By identifying the problem, the researcher can take some effective ways to solve the problem. Here, the problem faced by the fifth grade students of SD N Bakalan Bantul is that there are not enough activities in the tasks which provide opportunities for them to communicate. This problem needs to be solved since the 2006 curriculum points out that one of the objectives of English lessons in the elementary school is to make students develop communicative competence in the simple oral form to accompany classroom actions within the school context. Due to the fact that the materials used by the teacher are far from being communicative, the students do not get enough opportunities to use the target language communicatively. It will lead to the difficulties in achieving the objectives of the English teaching and learning process. In this research study, the researcher develops communicative speaking tasks to overcome the problem.

Based on the research problem, the researcher formulates questions to lead to the more specific topics of discussion. The research questions can be seen as follows.

1. What are the needs of the students in communicative speaking tasks?
2. What is the course grid for the communicative speaking tasks like?
3. How are the developed communicative speaking tasks presented?
4. How are the developed communicative speaking tasks being evaluated and revised?

CHAPTER III

RESEARCH METHODS

A. Research Design

In this research study, the researcher's objective was to develop a particular educational product. For this reason, this research study could be classified as Research and Development (R & D). Borg and Gall (1983: 772) defined R & D as a process used to develop and validate educational products. The R & D cycle consisted of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it is used eventually, and revising it to correct the deficiencies found in the field-testing stage. This cycle could be repeated until the field-test data indicated that the product meet its behaviorally defined objectives.

B. Product

According to Gay (1987: 10), the main purpose of R & D is developing a product that can be effectively used in the educational program. In this research study, the educational product consisted of four units of communicative speaking tasks for the fifth grade students of SD N Bakalan, Bantul.

C. Subjects of the Study

The subjects of this study were the fifth grade students of SD N Bakalan in the academic year of 2011/2012. There were 24 students in class VB. They were 10 male students and 14 female students. The age of the students were from 10 to 11 years. They came from different family backgrounds. Their parents were civil servants, farmers, laborers, and merchants. Most of them were farmers.

D. Setting

This study was conducted in SD N Bakalan, Pendowoharjo, Sewon, Bantul in class VB. This school was located near the main street of Bantul. It consisted of twelve classrooms, a library, a computer lab, a teacher office, and a mosque. Data collection was done in the VB classroom during the English lessons. Collaborative work and discussion with the teacher were done after classes mostly in the teachers' office.

E. Research Instruments

The instruments used in this research study were three questionnaires and a classroom observation guide. The first questionnaire was intended to get information about students' characteristics and needs. The second questionnaire was intended for a group of respondents to obtain the data of the respondents' opinions about the developed tasks. The third questionnaire was intended to obtain data about students' opinions about the developed tasks. The classroom observation guide was intended for the observers to know what was happening during the tryout.

1. First Questionnaire

The first questionnaire was intended for the students. It was used to find some information about students' characteristics and needs of English learning. There were 20 items in this questionnaire.

a. Validity

To fulfill the validity requirements for the first questionnaire, the researcher used construct validity. To obtain the construct validity, the researcher

consulted the outline of the questionnaire to the first consultant to know whether or not the questionnaire was capable of providing information about students' characteristics and needs. The researcher used some references related to the students' profiles, previous knowledge, attitudes toward English, interests, learning styles, and learning goals and expectations (Tomlinson, 1998; Hutchinson and Waters, 1987; Pinter, 2006). The organization of the first questionnaire is presented as follows.

Table 5: The Organization of the First Questionnaire for Needs Analysis for the Students

The purpose of the Questions	The Content of the Questions	References	Item Numbers
To get information related to the students' profiles.	- Age - Sex - Educational background - Cultural background	Tomlinson (1998: 240)	Part A
To get information related to the students' background knowledge.	- Teaching styles - Students' previous knowledge - Students' attitudes toward English	Hutchinson and Waters (1987: 63)	1, 2, 5, 7, 16, 18, 19
To get information related to the students' interest.	- Interests	Tomlinson (1998: 240)	3, 6, 17, 20
To get information related to the students' needs about speaking tasks.	- Learning styles - Learning goals and expectations	Tomlinson (1998: 240) Pinter (2006: 38)	4, 8, 9, 10, 11, 12, 13, 14, 15

b. Reliability

There were three steps conducted to show the reliability of the questionnaire. First, the researcher administered the questionnaires to 21 students outside the subjects of the study. There were four possible responses with four possible points; four points for Strongly Agree (SA), three points for Agree (A), two points for Disagree (D), and one point for Strongly Disagree (SD). Second, the researcher made the recapitulation of the students' responses after all the questionnaires were given back to the researcher. Third, the researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire. Based on the calculation, the reliability coefficient of the questionnaire was 0.905. It can be stated that the questionnaire was excellent to use (George and Mallery cited in Gliem and Gliem, 2003: 87).

2. Second Questionnaire

The second questionnaire was intended for a group of respondents after the development of the tasks. It was used to know the respondents' opinions about the developed tasks. There were 20 items in this questionnaire.

a. Validity

For the validity requirements, the researcher also used construct validity. For that, the researcher consulted the outline of the questionnaire to the first consultant to know whether or not the questionnaire gave information about the respondents' opinions towards the developed tasks. The researcher used some references related to the respondents' profiles, the contents of the developed tasks, the sequence of the tasks, the clarity of the instructions, the general layout, and the

goal of the developed tasks (Brown, 2001; Hutchinson and Waters, 1987; Tomlinson, 1998). The organization of the second questionnaire can be seen below.

Table 6: The Organization of the Questionnaire for the Task Evaluation for the Respondents

The purpose of the Questions	The Content of the Questions	References	Item Numbers
To find information about the respondents' profiles.	<ul style="list-style-type: none"> • Name • Age • Sex • Educational background 	Masuhara via Tomlinson (1998: 241)	Part A
To get information about the respondents' opinions on the quality of the developed tasks.	<ul style="list-style-type: none"> • Contents • Sequence • Instructions 	Brown (2001: 142) Hutchinson and Waters (1987) Ellis via Tomlinson (1998: 235) Brown (2001: 142) Brown (2001: 142) Brown (2001: 142)	1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 17
To get information about the respondents' opinions related to the format of the developed tasks.	<ul style="list-style-type: none"> • Typesetting • Illustrations • General layout 	Brown (2001: 142)	16, 19, 20
To find information about the respondents' opinions related to the relevance among tasks, the curriculum, and the course grid (syllabus).	<ul style="list-style-type: none"> • Goal • Methodology 	Brown (2001)	7, 8, 9, 18

b. Reliability

To find out the reliability of the questionnaire, the researcher administered the questionnaire to 15 respondents. The respondents were English teachers and students of the English Education Department of Yogyakarta State University who had experience in teaching English to children. There were four possible responses with four possible points; four points for Strongly Agree (SA), three points for Agree (A), two points for Disagree (D), and one point for Strongly Disagree (SD). After all the questionnaires were given back to the researcher, the researcher made the recapitulation of the respondents' answers. In the last step, the researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire. The reliability coefficient of the questionnaire was 0.862. It can be concluded that the questionnaire was good to use (George and Mallery cited in Gliem and Gliem, 2003: 87).

3. Third Questionnaire

The third questionnaire was administered to the students after the tryout of the developed tasks. It was aimed at finding students' opinions about the developed tasks. There were 20 questions in this questionnaire.

a. Validity

For the validity measures, the researcher used construct validity. To obtain the construct validity, the researcher consulted the outline of the questionnaire to the first consultant to know whether or not the questionnaire was capable of giving the information about students' opinions towards the developed tasks. The researcher took some references related to the students' profiles, the relation

between the goals of developed tasks and students' needs, the contents of the developed tasks, the varieties of the tasks and activities, the clarity of the instructions, and the general layout of the developed tasks (Nunan, 2004; Harmer, 2001; Brown, 2001). Here below is the organization of the first questionnaire.

Table 7: The Organization of the Second Questionnaire for the Task Evaluation for the Students

The Purpose Of The Questions	The Content of the Questions	References	Item Numbers
To find information about students' profiles.	<ul style="list-style-type: none"> • Name • Age • Sex 	Masuhara via Tomlinson (1998:240)	Part A
To find information to evaluate the relation between the developed tasks and the students' needs.	<ul style="list-style-type: none"> • The goal of the tasks • Students' needs 	Nunan (2004:175)	7, 8, 9
To find information to evaluate the quality of the developed tasks and the activities.	<ul style="list-style-type: none"> • Content • Variety of tasks and activities • Clarity of the instructions 	Brown (2001: 142) Nunan (2004: 175) Harmer (1992: 279)	1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 17, 18
To get information about the students' opinions related to the format of developed tasks.	<ul style="list-style-type: none"> • Typesetting • Illustrations • General layout 	Brown (2001: 142)	16, 19, 20

b. Reliability

To show the reliability of the questionnaire, the researcher administered the questionnaire to 21 students. There were four possible responses with four possible points; four points for Strongly Agree (SA), three points for Agree (A), two points for Disagree (D), and one point for Strongly Disagree (SD). After all the questionnaires were given back to the researcher, the researcher made the

recapitulation of the students' answers. In the last step, the researcher used the Alpha Cronbach formula to calculate the reliability coefficient of the questionnaire. The reliability coefficient of the questionnaire was 0.836. This means that the questionnaire was good to use (George and Mallery cited in Gliem and Gliem, 2003: 87).

4. Observation Guide

The observation was intended to obtain information on what was happening in the classroom during the tryouts of the developed tasks. It was done by the researcher and the English teacher by using an observation guide containing some aspects related to the tryout of the developed tasks such as the students' attitudes and the teacher's roles.

a. Validity

The researcher used construct validity to know the validity of the classroom observation guide. The researcher did a discussion with the first consultant about the outline of the observation guide to make sure that it was capable of showing what was happening in the classroom during the tryout of the tasks. The researcher used some theories from some experts to develop the observation guide. It was related to the observer's profiles, the students' behaviors and attentions, the quality of the developed tasks, and the teacher's roles (Tomlinson, 1998; Nunan, 2004; Brown, 2001; Wajnryb, 1992). The organization of the observation guide can be seen as follows.

Table 8: **The Organization of the Observation Guide**

The Purpose of the Questions	The Content of the Questions	References	Item Numbers
To find information about the observer's profiles.	- Name - Age - Sex - Educational background	Masuhara via Tomlinson (1998: 241)	Part A
To find information about the students' attitudes during the tryout of the tasks.	- Behavior - Attention	Wajnryb (1992: 131)	1-8
To find information about the quality of the developed tasks activities.	- Activities and tasks	Nunan (2004: 170) Brown (2001: 142)	9-12
To find information about the teacher's roles during the tryout of the tasks.	- Presentation - Reinforcement	Wajnryb (1992: 131)	13-15

b. Reliability

To find out the reliability of the observation guide, the researcher used inter-rater reliability. The researcher administered the observation guide to two different observers. They were the English teacher and an English Education Department student. After the observation guides were given back to the researcher, the researcher made the recapitulation. It was found out that the results were similar. Based on the results, the observers were consistent in observing what was happening in the class during the tryout of the developed tasks.

F. Research Procedure

In designing the communicative speaking tasks, the researcher conducted eight steps adapted from the Research and Development cycle by Borg and Gall

(1983: 773). The steps consisted of conducting needs analysis, selecting the topics and the objectives of the tasks, writing the course grid, developing the tasks, evaluating and revising the first draft of the developed tasks, trying out the second draft of the developed tasks, and evaluating and revising the second draft of the developed tasks. Below was the description of the steps in developing the communicative speaking tasks.

1. Conducting Needs Analysis

Needs analysis was conducted to find information about students' characteristics and needs of English learning. The researcher used the first questionnaire to obtain these data. The questionnaire was divided into two parts. The first part was intended to know information about students' profiles. The second part was intended to know students' characteristics and needs of English learning.

2. Selecting the Topic and the Objective of the Speaking Tasks

The researcher selected some topics and objectives of the speaking tasks by analyzing students' needs which were obtained from the first questionnaire. The researcher also selected the topics based on the school syllabus. Because of the limitation of the time, the researcher decided to develop four topics which were relevant to the VB students of SD N Bakalan.

3. Writing the Course Grid

After conducting the needs analysis and selecting the topics, the researcher developed the course grid. The development of the course grid was based on the basic competence which was derived from the 2006 curriculum and the results of

the needs analysis. The course grid consisted of eight items. They were topic, standard of competence, basic competence, indicators, language functions, vocabulary words, communicative tasks, and media. In developing the course grid, the researcher used many sources such as available English textbooks of the fifth grade and some theories from Nunan (1998), Tomlinson (1998), and Hutchinson and Waters (1987).

4. Developing the First Draft of the Communicative Speaking Tasks

The researcher developed four units of communicative speaking tasks according to the students' needs and the school syllabus. The units of the developed tasks were "When do you Have English Lessons?", "How Much is the Cake?", "Where is the Post Office?", and "Can you Sweep the Floor, Please?". In developing the tasks, the researcher used some references from experts and some available textbooks.

5. Evaluating and Revising the First Draft of the Developed Tasks

After developing the tasks, the researcher conducted the evaluation and revision of the first draft of the developed tasks. The evaluation was conducted by delivering the second questionnaire to a group of respondents. The revision of the first draft of the developed tasks was done based on the opinions and suggestions from the 15 respondents.

6. Trying out the Second Draft of the Developed Tasks

The revision of the first draft of the developed tasks resulted in the second draft of the developed tasks. Then, the researcher tried out the second draft of the developed tasks. The tryout of the second draft was done to know whether the

revision of the first draft had met the performance objectives. Furthermore, it was aimed at getting information that could be used to improve the second draft of the developed tasks. In this stage, the researcher performed as the teacher and the English teacher acted as the observer. The classroom observation guide was used during the tryout of the developed tasks in order to know what was happening in the class. After trying out the revised tasks, the researcher distributed the third questionnaire to the students to get their responses about the tasks.

7. Evaluating and Revising the Second Draft of the Developed Tasks

Evaluation of the second draft was done to know whether the developed tasks were ready to use. The revision was conducted because there were feedbacks from the teacher and students about the tasks that could be used to improve the tasks. In this stage, the researcher analyzed the data obtained from the third questionnaire in order to revise the developed tasks. Having analyzed the data, the researcher revised the second draft of the developed tasks to produce the final draft.

G. Data Collection

The data in this research study were gathered from the three questionnaires and the classroom observation. The data revealed students' needs of English learning were gathered from the first questionnaire which was administered to the students when the researcher conducted the needs analysis. The data intended to get opinions and suggestions from the students and the respondents about the developed tasks were obtained from the second and third questionnaires. The data to reveal what occurred in the class were from the classroom observation sheets

carried out by the English teacher and the researcher in every meeting during the tryout of the developed tasks.

H. Data Analysis Technique

There were two different types of data collected in this research study. The first type of the data was collected from the questionnaires for needs analysis and tasks' evaluations. The second type of the data was collected from the observation sheets.

The data from the questionnaires were analyzed quantitatively. There were two parts of each questionnaire. The first part of the questionnaire (part A) was related to students' or respondents' demographic identities. The second part of the questionnaire (part B) was analyzed quantitatively using "Likert scale" to give score weights to each indication of the response to the statement. The response was scored four points for Strongly Agree (SA), three points for Agree (A), two points for Disagree (D), and one point for Strongly Disagree (SD). In analyzing the results, the researcher used descriptive analysis which included the central tendency statistics: Mean and Mode. In order to make the quantitative data of the questionnaires easier to read, those data were converted into the interval of mean values on the scales of 1 to 4 using the range of the factual score. According to Suharto (2006: 52-53), the range of the score can be used to create score conversion by dividing the range with the objected categories as follows.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The explanation in this chapter is presented in the order of the research questions which are stated in Chapter 2. They are related to the processes of how to conduct the needs analysis of communicative speaking tasks, how to organize the course grid of the communicative speaking tasks, how to present the developed communicative speaking tasks, and how the developed communicative speaking tasks are being evaluated and revised. These four processes are presented below.

A. Needs Analysis

This section discusses the results of the needs analysis which were obtained through the first questionnaire. The needs analysis was conducted to gain the data of the students' characteristics and the descriptions of their learning needs. In this step, the researcher conducted needs analysis by giving the first questionnaire which consisted of 20 items to the students. The aim of conducting the first questionnaire was to find information about students' identities and learning needs. The results of the needs analysis are explained below.

1. The Characteristics of the Students

There were 24 students in class VB of SD N Bakalan. They were 10 male and 14 female students. The age of the students was about ten to eleven years. Most of the students were very active during the lesson. They actively asked the teacher questions if they did not understand the meaning of English words. Other students did not pay attention to the lessons and made some noise. Some students

could not be handled during the lesson because they did not want to do the exercises or activities just by sitting in their seats. Most of the students liked moving around the class during the lesson. There were also two male students who needed special guidance from the teacher in understanding the instructions in every activity they should do. This condition made the teacher take much time in explaining the lesson for both students. Although some of the students were difficult to be handled, they were very enthusiastic to learn English.

2. Descriptions of the Students' Needs

The result of the first questionnaire showed the students' interests and needs in the English teaching and learning. It revealed the kinds of tasks that the students needed to practice. The detail information is presented in Table 9 below.

Table 9: The Results of the Needs Analysis

No.	Variable	Indicator	Mean
1.	Students' interests in learning English		3.20
2.	Learning styles	a. Kinaesthetic	3.20
		b. Visual	3.16
		c. Auditory	2.50
		d. Audio visual	2.62
3.	Learning methods	a. Individual	2.12
		b. In pairs	2.95
		c. In groups	3.29
		d. Individual with the teacher guidance	1.95
		e. Individual with the guidance from the instructions	1.87
4.	Learning performances	a. Individual	1.91
		b. In pairs	3.16
		c. In groups	3.08
5.	Learning materials	a. Content	3.12
		b. Lay-out	3.29

The data shows the students' interests in English, learning styles, learning methods, learning performances, and learning materials. Based on the data, the mean of the students' interests was 3.20. It meant that there were more than half of the students who were eager to learn English. It could be said that students' interests in learning English were high.

Students' learning styles included kinesthetic, visual, auditory, and audio visual styles. The data revealed that the highest mean from the four learning styles was kinesthetic (3.20). It meant that more than half of the students preferred the kinesthetic learning style than other styles. The other characteristics that they had were visual (3.16), auditory (2.50), and audio visual (2.62). The data indicated that most of the students liked to learn English through actions.

Related to students' learning methods, the data revealed that the students of the fifth grade of SD N Bakalan liked to study English in groups (3.29). The other methods that the students' choose were in pairs (2.95), individual (2.12), individual with the teacher guidance (1.95), and individual with the guidance from the instructions (1.87). It meant that they could learn English better by being involved in some activities with their friends. It showed that being involved in pairs made them more confident in learning English and gave them more opportunities to communicate with their friends.

Concerning learning performances, the results of the needs analysis showed that more than half of the students preferred to perform in pairs than in the other modes (3.16). The other modes that they chose were in groups (3.08) and individual (1.91).

The indicators in learning materials were the content and the appearance or layout. From the data obtained, more than half of the students stated that the content of the lesson should be the topics and things that they commonly used in their daily activities (3.12). In the case of the layout, most of the students preferred colorful pictures to be included in the developed tasks.

From the results of the needs analysis, it could be inferred that the fifth grade students of SD N Bakalan needed appropriate speaking tasks which could give them many opportunities to communicate with each other. They needed tasks that could accommodate their needs and characteristics in learning English. It was in accordance with the 2006 curriculum which stated that the students were directed to acquire communicative competence in simple oral forms to accompany actions in school contexts and to have awareness of the nature and importance of English in order to be ready to take a part in daily life communication.

B. The Course grid

1. Developing the Course Grid

The course grid was developed as the guideline in developing the communicative speaking tasks. The researcher developed the course grid based on the data obtained from needs analysis and the 2006 curriculum. From the needs analysis, the researcher found data about students' needs and characteristics which were used as the foundation to develop the course grid. Later, the course grid was used as the guideline in developing the communicative speaking tasks. In this research study, the researcher developed the course grid which consisted of eight main components. They were topics, standards of competences, basic

competences, indicators, language functions, vocabulary words, communicative tasks, and media. The following is a part of the course grid.

Table 10: The Table of the Course Grid

No	Topics	Standards of Competences	Basic Competences	Indicators	Language Functions	Vocabulary Words	Communicative Tasks	Media
1	School Time-table	6. Give very simple instructions and information	6.3 Use expressions to give information involving speech acts in the appropriate context	The student are able to: - use the expressions of asking for and giving information about favourite subjects.	A : "What is your favourite subject?" B : "My favourite subject is Math."	English, math, social science, science, bahasa Indonesia, Javanese, art.	Task 1 (Questions-answers) 1.The teacher asks the students about the school subjects that they have.	Timetables, hand puppets, pictures, cards
2	...	....	...	...	...	...	...	...

The researcher derived the topic in each unit of the tasks from the school syllabus and the results of the needs analysis. The topics were related to foods and drinks, school subjects, public places, and environment. The topics were presented in more communicative names. They were "When do you Have English Lessons?", "How Much is the Cake?", "Where is the Post Office?", and "Can you Sweep the Floor, Please?"

The standards of competency and the basic competences in the course grid of communicative speaking tasks were taken from the elementary school English curriculum which was recently used in Indonesia. In this research study, the researcher only focused on the speaking skills for the fifth grade students in the second semester. The indicators indicated the abilities that should be mastered by the students in the end of the lesson in each unit. They were determined based on

the standards of competency and the basic competences. The language functions represented the purpose of learning English for communication in real life such as asking for information and giving direction. The vocabulary section consisted of some words that should be emphasized in each unit related to the topic. The communicative tasks were the tasks that the students should accomplish during the teaching learning process. Media were used as a means to help the teacher to conduct the English teaching and learning process. The examples of media used were pictures, board games, and hand puppets. All of the components in the course grid were related to each other in order to achieve the goal of the teaching learning process.

Since this research study was aimed at developing communicative speaking tasks, the tasks were developed to make the students communicate with each other during the teaching learning process. The following is the description of the communicative speaking tasks in each unit.

2. Description of the Course Grid of Communicative Speaking Tasks

a. Unit 1: “When do you Have English Lessons?”

In this unit, the basic competence was using expressions to give preference information involving speech acts in the appropriate context. There were two indicators of the basic competence in this theme. First, the students were able to use the expressions of asking for and giving information about favourite school subjects. Second, the students were able to use the expressions of asking for and giving information about schedules.

The media which were used in this unit were in the form of pictures, cards, hand puppets, and timetables. The pictures were about the kinds of school subjects. They were used to introduce new words related to the names of school subjects. The cards contained the names of the days which were used to remind the students about the names of the days. The hand puppets were used as the media to introduce the expressions of asking for and giving information about school timetables. The timetables were used to practice the language function that the students had learned. The vocabulary emphasized in this unit was related to the names of the days, the names of school subjects, and the prepositions 'after' and 'before'.

In the beginning, Task 1 was aimed at directing the students in order to be involved in the topic of the lesson they were going to learn. Here, the students were asked questions in the native language about the names of school subjects that they had. The first task was followed by introducing the new words and expressions as the input. These activities made use of some pictures, cards, and hand puppets. The pictures and cards were used to give the vocabulary input about school subjects and names of the days. The expressions of asking for and giving information about favourite school subjects and school timetables were introduced using the hand puppets. The examples of expressions were "What is your favourite subject?" and "My favourite subject is English."

In the next section, the students were expected to have experience of using the expressions they had got. Task 2 which was in the form of a survey game focused on practising the expressions of asking for and giving information about

favourite school subjects. Task 3 was developed to give students more opportunities to practice the expressions of asking for and giving information about the school timetable.

Task 4 until Task 6 emphasized on exchanging information. The activities were in the forms of information-gap and role-play activities. Here, the students were expected to find information about school timetables. Students were free to choose the expressions that they learned in order to get information that they did not possess to complete the tasks. In Task 4, each group of students was given two different timetables. They should describe their own timetable in turn and find similarities between the two timetables. In Task 5, each pair of students was given two different timetables. They should complete the tables by exchanging information with each other based on the timetable they had. In Task 6, students were supposed to make an appointment to go to the bookshop after school hours. In pairs, they should decide when they had free time to go to the bookshop together.

b. Unit 2: “How Much is the Cake?”

The basic competence in this unit was using expressions to give preference information involving speech acts in the appropriate context. There were three indicators in this theme. First, the students were able to use the expressions of asking for and giving information about favourite foods and drinks. Second, the students were able to use the expressions of asking for and giving information about how to order foods and drinks from the menu. Third, the students were able to use the expressions of asking for and giving information about prices.

In this unit, the teaching and learning process made use of the media which were in the form of pictures, hand puppets, cards, and menu lists. The pictures were about kinds of foods and drinks. They were used to introduce the new words about foods and drinks. The hand puppets were used as the media to give examples of how to ask for and give information related to the topic. The menu lists and cards were used during the role play when the students were supposed to use the expressions of ordering foods and drinks. The vocabulary words emphasized in this unit were the names of foods and drinks such as cake, noodles, orange juice, iced tea, etc.

In the warming up section, the students were directed to focus on the materials they were going to learn. The students were asked to mention foods and drinks that they usually found in the canteen. Then, it was followed by introducing the new words and expressions as the input. These activities made use of some pictures of foods and drinks and hand puppets. The pictures were used to give vocabulary inputs, while the hand puppets were used to introduce the expressions of asking for and giving information about favourite foods and drinks and the expressions of asking for and giving information about prices. The example of the expressions was “What’s your favourite food?”

To provide enough opportunities for the students to practice the language, the next tasks were given. Here, the students were expected to practice the expressions they had got. In the following tasks, students mostly worked in pairs and in groups. Task 2 which was in the form of a survey game focused on practising the expressions of asking for and giving information about favourite

foods. Here, the students should find information about their friends' favourite foods. The next tasks, Task 3 and Task 4, were in the form of information gap activities. The students should complete tables by exchanging information with their partners. In Task 3, the students should complete their tables by asking for information about students' favourite foods and drinks to their partners. In Task 4, the students did the tasks in groups of four. They should find the similarities about prices of foods and drinks from different menu lists. Before giving the tasks, the teacher provided examples related to the expressions that the students might use in accomplishing the tasks.

Task 5 and Task 6 emphasized on exchanging information. The activity in Task 5 was completing the prices of foods and drinks by exchanging information with partners. In Task 6, the students did the task in groups. Here, the students did a role play as if they were in a restaurant or a canteen. The students were supposed to be a waiter and customers. They were expected to use the expressions they had learned about how to order foods and drinks and ask for information about prices.

c. Unit 3: "Where is the Post Office?"

The topic of Unit 3 was about My Town. Here, the materials given were related to some public places in the town and some expressions usually used around them. The basic competence in this unit was using the expressions to give preference information involving speech acts in the appropriate context. There were two indicators that should be mastered by the students in the end of the lesson. First, the students were able to use the expressions of asking for and giving information about the location of certain places. Second, the students were able to

use the expressions of asking for and giving information about directions to go to some places.

The media used in the teaching and learning process were pictures of public places, hand puppets, board games, and maps. The pictures were used to introduce to the students new vocabulary about public places. The hand puppets were used to introduce the expressions of asking for and giving information. The board games were used to practise asking for and giving information about directions. The maps were used to practice the expressions of asking for and giving information about locations of public places. The vocabulary items emphasized in this unit were prepositions and the names of public places.

Starting the lesson, the students were shown a picture and given some questions. The picture and questions were used to build a background image on students' minds related to the topic of materials they were going to learn. The students were asked to mention some public places. After that, new words and expressions of public places were introduced to the students as the input using the pictures and hand puppets. The pictures were used to give vocabulary input, while the hand puppets were used to introduce the expressions such as "Do you live near the school?"

In the next activity, the students were given tasks that were set up in pairs or groups in order to help the students to be more courageous and confident in practising the language. In Task 2, the survey game, the students should ask their friends questions about public places near their houses. Task 3 which was in the form of an information gap activity required the students to complete tables in

pairs. They should complete the table by asking information that they did not possess to their partner.

In Task 4, in pairs, the students were given different incomplete maps. They should complete the map by exchanging information about the locations of the places. Here, they could practice to use vocabulary related to the names of public places and prepositions such as *in front of*, *behind*, *between*, *beside*, etc. In the next task, the students played a board game about public places in groups of four. The students were expected to use the expressions of asking for and giving information about the directions. In the last task, the students should complete maps by giving directions to go to certain places. In pairs, they should fill in the blanks with the names of the places in the list by giving information about directions.

d. Unit 4: “Can you Sweep the Floor, Please?”

In unit 4, the basic competence was using expressions to give information involving speech acts in the appropriate context. In the end of the lesson in this unit, the students were expected to be able to use the expressions of asking for and giving information about activities they did to keep their school environment clean. The students were also expected to be able to give and respond to the instructions related to the topic.

In the teaching and learning process, some pictures, hand puppets, and board games were used as the media. The pictures were used to introduce the kinds of activities that the students usually did to keep their school environment clean. Meanwhile, to introduce the language expressions, the teacher made use of

the hand puppets. The board games were used to play a game related to the topic. The vocabulary items emphasized in this unit were related to kinds of cleaning activities at school.

In the beginning of the lesson, Task 1 was aimed at directing the students to concentrate on the topic of the lesson they were going to learn. The type of the activity was the question-answer activity. The students were shown a picture and asked about the kinds of activities they usually did to keep their school clean. After drilling the students to pronounce the words related to the topic, the teacher gave examples of how to ask for and give information about cleaning activities. This section made use of the hand puppets as the media in order to gain the students' attentions. The examples of the expressions were "Do you usually sweep the floor?", "Do you usually water the plants?", etc.

The next tasks were a survey game and information gap activities. In Task 2, the students were asked to do a survey to their friends to find information about the activities that they usually did to keep the environment clean. In the next task, the students did the task in pairs to complete the table given. The students should complete the table by matching the pictures in the correct boxes. To know where they should put the pictures correctly, they should ask their partners about information they did not possess.

The rest of the tasks were in the forms of information gap, role play, and board game activities. In Task 4, students should complete tables by asking information based on their partners' pictures. In Task 5, the students were required to do a role play in pairs. They were supposed to put the rubbish in the

correct bin and one of them should ask where they should put certain types of rubbish. The other student should give the correct information about the right bin. The examples of the expressions that they used were “Where should I put this rubbish?” and “Put it into the blue bin”. In Task 6, students played a board game of cleaning activities in groups. It was imagined that their class were messy so that they should clean it up. They played a board game by giving instructions to their friends based on the picture in the box where they landed their marker such as “Can you sweep the floor, please?”

C. Task Format

1. The Unit Format of the Developed Communicative Speaking Tasks

As it had been mentioned before, the developed communicative speaking tasks in this research study consisted of four units. They were “When do you Have English Lessons?”, “How Much is the Cake?”, “Where is the Post Office?”, and “Can you Sweep the Floor, Please?” Each unit contained six tasks. The format of the developed tasks can be seen in the figure below.

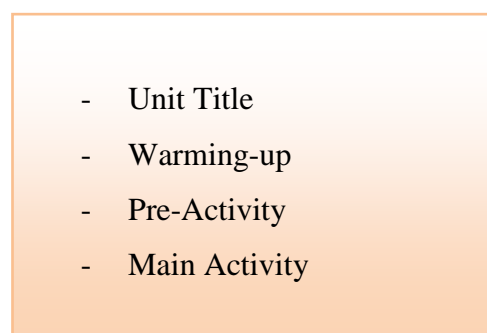


Figure 9: **Task format**

Based on the figure above, each unit of the developed communicative speaking tasks consisted of four main parts. The first part was the unit title that

was decided on from the topic related to the needs analysis and learning goal in the basic competences. The second part was warming-up which was aimed at making the students get ready by having background images of what they were going to learn. The third part was pre-activity. The pre-activity consisted of guided tasks which were expected to check students' comprehension about the input that they had just grasped. The fourth section was the main activities which focused on the process of communication. The tasks were developed in order to make students become freer in using their language skills. The tasks were more challenging because it required the students' knowledge, skills, and participation based on the input they had got.

2. Description of the Communicative Speaking Tasks

a. Unit 1: “When do you Have English Lessons?”

The title in this unit was derived from the topic which was determined based on the needs analysis. It was used to give students information about the learning goal of this unit. Moreover, in order to provide routines, the title was presented in a more communicative way, that was “When do you Have English Lessons?”

The next section was a warming-up section. This part was aimed at making the students get ready by having background knowledge about what they were going to learn. In addition to making them ready to get involved in the lesson, the goal of this part was also to catch the students' attentions. By getting the students' attentions, it would be easier for the teacher to bring them into the lesson. The attention getter here was in the form of a picture which was followed

by some questions related to the picture. The following figure is the warming-up of Unit 1.

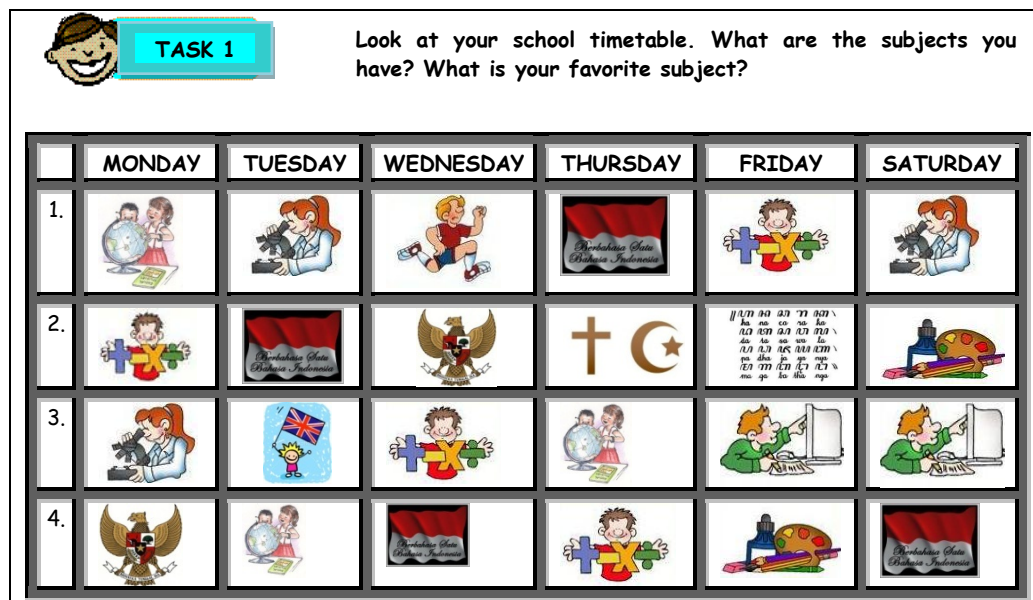



Figure 10: The picture of timetable and questions for warming-up section in the theme “When do you Have English Lessons?”

The picture in Task 1 above functioned as a framework to build an image in students’ minds about what they were going to study. The questions were aimed at stimulating the students to think about kinds of school subjects that they had and about their favorite subjects. The teacher played a part in giving clear answers by introducing the names of school subjects in the target language.

The next part was the pre-activity which contained guided tasks to help students to comprehend the lesson. After giving the language input, the teacher used the tasks in this section to make sure whether the students had understood the input given such as the words and expressions. The guided tasks here were in the forms of a survey game and information gap activities. They can be seen below.



TASK 2

Let's do a survey. Ask your friends about their favorite subjects.
Look at the example.






No.	Name	What is your favorite subject?				
						other
1.	Linda	V	-	-	-	-
2.						
3.						
4.						
5.						

Figure 11: Task 2 in the theme “When do you Have English Lessons?”







TASK 3

Do it in pairs. Complete the school timetable below. Follow the instructions.

Instructions:

- Each of you will get an incomplete timetable.
- Complete your timetable by asking questions to your partner about the schedule of the subjects below. (See the example.)
- Draw lines from the pictures of school subjects to the right boxes in the table after you get information from your partner.










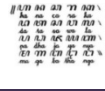



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
Break Time					
					


Figure 12: Task 3 in the theme “When do you Have English Lessons?”

Task 2 in the form of a survey game focused on checking students' vocabulary mastery and speaking skills in pronouncing the names of the school subjects. This task was also aimed at making students be accustomed to the expression of asking questions to their friends' about favorite subjects. The task was presented in a table which was guided with an expression of asking for information about favorite school subjects and some pictures of school subjects. The students should ask four friends who were sitting around them to find information about their friends' favorite subjects.

In Task 3, the students, in pairs, were required to do the task by completing the table. The class was divided into two parts; students A and students B. Students A and students B got similar incomplete timetables with different pieces of information. They were not allowed to show their timetables to their partners. Student A completed his or her timetable by asking for information about the schedule of some subjects to student B. Student B gave information to student A about the schedule based on information in his or her timetable. Student A completed his or her table based on information from student B by drawing lines from the pictures of school subjects to the right boxes. They did it in turns. This task emphasized on checking students' comprehension about the vocabulary related to the school subjects and the names of the days. In addition to checking students' comprehension about the vocabulary that they had learnt, this task also gave space for students to practice the language expressions modeled before by the teacher. Students used the expressions of asking information about the schedule such as "When do you have English?", to fill in their incomplete school

timetables. As a result, they could check their works by comparing their completed tables.

The following part contained the main activities. Basically, the tasks in this part were similar to the tasks in the previous part. However, the tasks here were designed to make students become freer in using their language skills. The tasks were more challenging because it required the students' knowledge, skills, and participation based on the material input they had got. The activities were in the forms of information-gap and role-play activities as shown below.



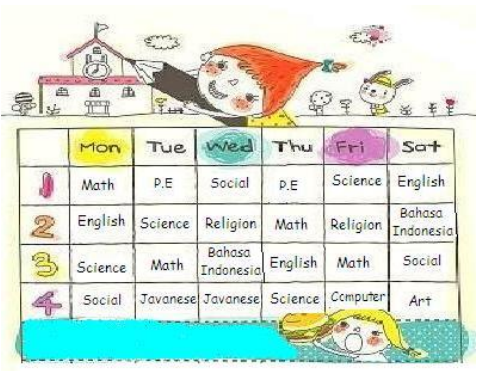
TASK 4

Do it in groups. Find the similarities. Follow the instructions.

Instructions:

1. Each group will get a different timetable.
2. Group A describes their timetable to group B. (See the example in Task 3.)
3. Group B listens to the description from group A. Circle the subjects that have the same schedule.

Timetable for Group A




	Mon	Tue	Wed	Thu	Fri	Sat
1	Math	P.E	Social	P.E	Science	English
2	English	Science	Religion	Math	Religion	Bahasa Indonesia
3	Science	Math	Bahasa Indonesia	English	Math	Social
4	Social	Javanese	Javanese	Science	Computer	Art

Figure 13: Task 4 in the theme “When do you Have English Lessons?”

In Task 4, the students were asked to find similarities between two school timetables. The students were put into groups of four. The groups were divided into groups A and groups B. Group A worked in pairs with group B. Group A and group B got different timetables. They were not allowed to show their timetable to

the other group. Group A described their timetable to group B using the expressions to tell about the school schedule, for example “We have Math, English, Social Science, and Science on Monday”. Group B paid attention to the description from group A and found the subjects which were in the same schedule as theirs. They should describe their timetable in turns.









TASK 5

Do it in pairs. Complete the table. Follow the instructions.

Instructions:

1. Each student will get a different timetable.
2. Fill in the table below by asking your partner questions about the school schedule.
3. Write the names of the days after you get information from your partner.

Subjects	Days
Math	
English	
Science	
Art	

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Civics	Math	religious education	Science	English	physical education
Social	Civics	B. Indonesia	Javanese	Math	Science
Science	English	Social	music	B. Indonesia	Computer
Math	Computer	Art	B. Indonesia	Social	Art

Figure 14: Task 5 in the theme “When do you Have English Lessons?”

In Task 5, the students worked in pairs. Each student was given a different timetable. In pair, they should complete their own tables by asking for information that they did not possess to their partners based on the timetable they had. The students were required to use language expressions of asking for information such as “When do you have Math?” Furthermore, they should be able to give the

answer based on their own timetables such as “I have Math on Monday, Thursday, and Friday”. They should write the names of the days in the table after they got information from their partners.

TASK 6

Do it in pairs. Follow the instructions.

After school, you will go to the bookshop with your friend from another class. Discuss with your friend to find your free time to go to the bookshop together. Use your timetable below.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Math	P.E	Science	Civics	Art	Science
Bahasa Indonesia	Math	Religion	Social Science	Javanese	Social Science
English	Music	Bahasa Indonesia	Math	English	Computer
Civics	Social Science	Extra-Curricular	Computer	Religion	Extra-curricular
Extra-curricular	Extra-curricular	Free time	Free time	Extra-curricular	Free time

Figure 15: Task 6 in the theme “When do you Have English Lessons?”

In the last task, students did the role play in pairs. They were supposed to make an appointment to go to the bookshop after school hours. In pairs, they had to look up their schedule to decide when they had free time to go to the bookshop together.

b. Unit 2: “How Much is the Cake?”

This unit was started by a picture of a canteen and questions about the picture as the warming-up. Use of the picture was aimed at making students have a background image about the topic they were going to learn. The questions helped the students to link the knowledge that they already had with the topic. By knowing what they were going to learn, students were expected to be more ready to be involved in the lesson. The picture and questions of the warming up section are presented below.



TASK 1


Look at this picture. Where are they? Mention some foods and drinks you can find in the canteen.



Figure 16: The picture of a canteen and questions for warming-up section in the theme “How Much is the Cake?”

The picture above was aimed at giving a clue for the students that the topic they were going to learn was related to the canteen. Then, the students were directed to the next question about kinds of foods and drinks that they usually found in the canteen. In this part, it was expected that the students were able to mention some names of the foods and drinks in the canteen. After that, the teacher repeated their answers by giving correct names of the foods and drinks in the target language.

The next part was the pre-activity. This part contained guided tasks to help students to comprehend the lesson. After giving the language input, the teacher used the tasks in this section to make sure whether or not the students had understood the lesson after she gave the language input such as the words and expressions. The tasks in this section were in the forms of a survey game and information gap activities. They are presented below.



TASK 2

Let's do a survey. Ask questions to your friends about their favorite foods. Look at the example.






No.	Name	What is your favorite food?				
						Other
1.	Dian	-	-	√	-	-
2.						
3.						
4.						
5.						

Figure 17: Task 2 in the theme “How Much is the Cake?”







TASK 3

Do it in pairs. Follow the instructions.

Instructions:

- Each of you will get an incomplete table.
- Complete your table by asking questions to your partner about students' favorite foods and drinks. (See the example.)
- Draw lines from the pictures of foods or drinks to the right boxes after you get information from your partner.





Name	Andy	Rora	Sinta	Tony
Favorite food				
Favorite drink				

Figure 18: Task 3 in the theme “How Much is the Cake?”

Task 2 emphasized on checking students' vocabulary mastery and speaking skills in pronouncing the names of the many kinds of foods. This task

was also aimed at making students be familiar with the language expressions of asking questions about their friends' favorite foods. The task was in the form of a table which was guided with an expression of asking for information about favorite foods and some pictures of foods. The students should ask four friends to complete the table of a survey game.

In Task 3, the students should accomplish the task by completing the table. In pairs, each student was given a different incomplete table. They were required to complete their own tables by asking their partners for information they did not possess. This task was aimed at checking students' comprehension about the vocabulary related to the foods and drinks. In addition to checking students' comprehension about the vocabulary that they had learnt, this task was also aimed at giving space for students to practice the language expressions which had been modeled before by the teacher. To fill in their incomplete tables, students could use the expressions of asking for information about someone's favourite foods and drinks such as "What is Andy's favourite drink?" In the end, they could check their works by comparing their completed tables.

The last part contained the main activities. In this part, the students were freer to use the language input they had got. The tasks were in the forms of information-gap and role-play activities. They are presented below.



TASK 4

Do it in groups. Find the similarities. Follow the instructions.

Instructions:


1. Each group will get a different menu list.
2. Group A describes their menu list to group B.
3. Group B listens to the description from group A.
4. Circle the foods or drinks which have the same prices.
5. Do steps 2 and 3 in turns.

Menu List for Group A



Figure 19: Task 4 in the theme “How Much is the Cake?”

In Task 4, the students were put into groups of four. The groups were divided into groups A and groups B. Group A worked in pairs with group B. Each group got different menu lists. Group A should describe the price of foods and drinks from their menu list to group B. Group B listened to the description from group A and found the foods or drinks which had the same prices as theirs. They described their own menu in turns. In the end, they could compare their menu lists to check the results.



TASK 5

Do it in pairs. Follow the instructions to do the task.

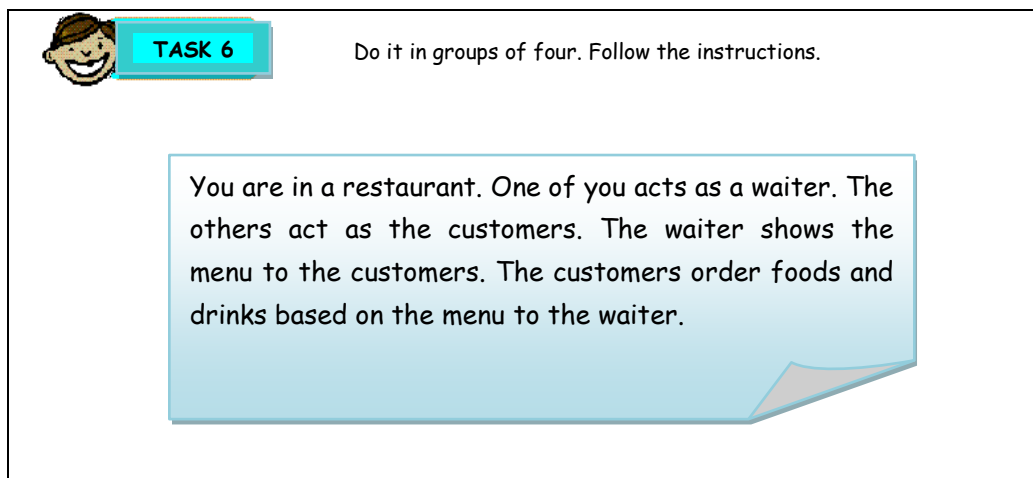
Instructions:

1. Each of you will get an incomplete price list.
2. Complete your price list by asking questions to your partner about the prices of foods or drinks. (See the example.)
3. Write the prices of foods or drinks in the table after you get information from your partner.

Price list	
Satay	Rp 1.000,00
Meatball	.....
Doughnut	.....
Cake	Rp 500,00
Orange juice	Rp 1.000,00
Iced tea	.....

Figure 20: **Task 5 in the theme “How Much is the Cake?”**

In Task 5, the class was divided into two parts; students A and students B. In each pair, student A and student B got similar incomplete price lists with different information on them. Student A should fill in his or her price list by asking for information about prices of foods or drinks to student B. Student A wrote the prices of foods or drinks in the table after he or she got information from student B. They did those steps in turns. After completing their price lists, they could compare them with each other to check the results.



TASK 6

Do it in groups of four. Follow the instructions.

You are in a restaurant. One of you acts as a waiter. The others act as the customers. The waiter shows the menu to the customers. The customers order foods and drinks based on the menu to the waiter.

Figure 21: **Task 6 in the theme “How Much is the Cake?”**

Task 6 was designed to be done in groups. In groups of four, students were supposed to be in a restaurant. One of them was supposed to be a waiter or a waitress and the others the customers. The waiter showed the menu to the customers and the customers ordered foods and drinks based on the menu. After that, the waiter took the ordered foods and drinks and gave them to the customers.

c. Unit 3: “Where is the Post Office?”

The first part of this unit was the warming-up section which contained a picture and questions related to the picture. The picture was presented in order to build a background image on students’ minds related to the topic they were going to learn. The questions played a role in giving clues so that students were able to link their knowledge with the topic. Students were expected to be ready to be engaged in the lesson since they had activated their knowledge during this section. The picture and questions of the warming up section can be seen below.

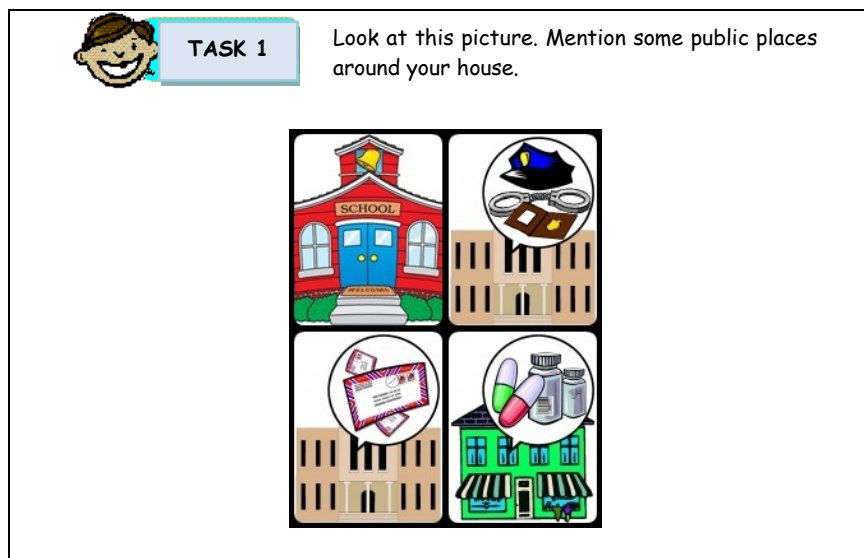


Figure 22: **The picture of public places and questions for the warming-up section in the theme “Where is the Post Office?”**

In the figure above, the warming-up section contained some pictures of public places. They were a school, police station, post office, and drugstore. This picture was expected to make students ready to study the language related to public places. The questions led them to activate their knowledge and link it with the topic. In this part, the students were asked to mention some public places around their houses. The teacher helped them by encouraging the students to mention some public places and by mentioning the correct names of the public places in target language.

The second part was the pre-activity. There were some tasks in this part which were aimed at helping students to comprehend the language input. The teacher used the tasks in this section to make sure that the students had understood the input such as the words and expressions. The tasks in the pre-activity section are presented in the following figures.

TASK 2

Let's do a survey. Ask your friends about public places near their houses. Look at the dialogue as the example.

No.	Name	Do you live near the ... ?			
1.	Rina				✓

Figure 23: Task 2 in the theme “Where is the Post Office?”

TASK 3

Do it in pairs. Follow the instructions.


Instructions:

1. Each of you will get an incomplete table.
2. Complete your table by asking questions to your partner about the location of the public places in the table. (See the example.)
3. Draw lines from the pictures of public places to the right boxes in the table after you get information from your partner.

Figure 24: Task 3 in the theme “Where is the Post Office?”

Task 2 was aimed at checking students' vocabulary about the names of the public places. They were asked to do a survey to their friends. The survey table contained incomplete questions about what public places were located near their friends' houses. In Task 3, the students were given an information gap task. They should accomplish the task by completing the table. In pairs, each student was given an incomplete table which consisted of different pictures of public places. They were required to complete their own table by asking their partner for information that they did not possess in their tables. This task was aimed at checking students' comprehension about the vocabulary items related to the names of the public places and the use of prepositions such as between, beside, etc. Moreover, it gave opportunities for students to practice the language expressions which had been modeled by the teacher before so that they became familiar with the language use such as "Where is the school?"

The last part of this unit formed the main activities. The tasks here still focused on interaction and communication which had been promoted in the previous tasks. However, in this section, the tasks were more demanding since the students should give more efforts to link what they had learnt before with the problems in the tasks to solve the task problems. The tasks were in the forms of information-gap and board game activities. They are presented below.



TASK 4

Do it in pairs. Follow the instructions.

Instructions:


1. Each of you will get an incomplete map.
2. Complete your map by asking questions to your partner about the locations of some places below. (See the example in Task 3)
3. Write the correct numbers for the buildings after you get information from your partner.

Student A	
Police station	(....)
Post office	(....)
Zoo	(....)
Hospital	(....)
Library	(....)
Park	(....)

Student B	
Drugstore	(....)
Mosque	(....)
Market	(....)
School	(....)
Bank	(....)
Church	(....)

Figure 25: Task 4 in the theme “Where is the Post Office?”

In Task 4, the students should accomplish the task of map completion. In pairs, each student was given an incomplete map with different information on it. They should fill in the blanks with the correct places by exchanging information about the locations of the places. They were expected to use the vocabulary words related to the names of the public places and the prepositions such as *in front of*, *behind*, *between*, etc. Furthermore, to do the task, they should use the language expressions which had been learnt before such as “Where is the police station?”



TASK 5

Do it in groups of four. Follow the instructions.

Instructions:

1. Roll the dice and move your counter into the box according to the number appearing on the dice.
2. One of your friends asks you about the directions to go to the place where your counter stops.
3. You must give the correct directions to go to that place.
4. If you give the wrong directions, you must move your marker one step back. Take turns.

















1. 	2. 	3. 	4. 	5. 
14. 				6. 
13. 				7. 
12. 	11. 	10. 	9. 	8. 

Figure 26: Task 5 in the theme “Where is the Post Office?”

In Task 5, each group of students was given a game board which contained the pictures of some public places and a map. They played this game by rolling a dice and moving the counter into the box according to the number appearing on the dice. After that, their friends should ask information about the location of the

place in the box where his or her counter stopped. The student who got a turn should give information correctly based on the map.



TASK 6

Do it in pairs. Follow the instructions.

Instructions:

1. Each of you will get a different map.
2. Complete your map by asking questions to your partner about the directions to go to some places below.
3. Write the names of the buildings on the correct places in the map after you get information from your partner.

Student A	Student B
school	mall
park	restaurant
mosque	bank

Figure 27: Task 6 in the theme “Where is the Post Office?”

In Task 6, the students should complete the map by giving directions to go to a certain place. The class was divided into two parts; students A and students B. Students A and students B got similar incomplete maps with different information on them. In each pair, student A should complete his or her map by asking for information about the directions to go to the location of some places in the map to student B. Student B should give information about the directions to student A based on his or her map. They did it in turn to exchange information needed. After completing the maps, they could compare it with each other to check the results. In this task, the students were expected to use the vocabulary items related to the names of the public places and the prepositions and give directions such as go straight, turn left, or turn right. They should use the language expressions such as “Can you tell me the way to the police station?”

d. Unit 4: “Can you Sweep the Floor, Please?”


The warming-up section in this unit consisted of a picture and some questions related to the topic. The use of the picture was aimed at getting the students’ attentions toward the topic they were going to learn. The questions were expected to build students’ background knowledge so that they would be ready to get involved in the lesson. Here below is the warming-up section of Unit 4.



Figure 28: The picture and questions for warming-up section in the theme “Can you Sweep the Floor, Please?”

The picture above shows a classroom cleaning activities. It functioned as a starter to activate students’ minds that they were going to learn the language in the context of cleaning activities. After that, the students were directed to some questions. Here, the questions were expected to encourage the students to guess what the picture was about. Then, the students were asked to mention some activities that they could do to keep their environment clean. The teacher helped them by giving some clues. She gave the correct model of how to say some expressions related to the topic.

The next part was the pre-activity section. This section consisted of some guided tasks which would help the students to comprehend the lesson. The teacher used the tasks in this section to know if the students had understood the input given such as the language expressions and vocabulary words. The tasks here were in the forms of a survey game and information gap activities. They are presented below.



TASK 2

Let's do a survey. Ask for information to your friends about the activities that they usually do to keep the environment clean. Look at the example.







No	Name	Do you usually ... ?				
						
1.	Ratih	✓				
2.						
3.						
4.						
5.						

Figure 29: Task 2 in the theme “Can you Sweep the Floor, Please?”






TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. Each of you will get an incomplete table.
2. Complete your table by asking questions to your partner about students' cleaning activities. (See the example.)
3. Draw lines from the pictures to the right boxes in the table after you get information from your partner.
4. Do steps 2 and 3 in turn.






Suzan	Thomas	Andy	Evan	Anton	Rosi
					


Figure 30: Task 3 in the theme “Can you sweep the floor, please?”

As it can be seen in the figures above, Task 2 was presented in a table which was completed with expressions of asking for information about cleaning activities that they usually did. This task focused on checking students’ vocabulary mastery and speaking skills in mentioning some cleaning activities. Here, the students were asked to do a survey to four of their friends to find information about the activities that they usually did to keep the environment clean.

In Task 3, the students were required to do the task in pairs by completing tables. In pairs, the students were given different incomplete tables. The tables contained some pictures of cleaning activities. The students should complete the table by matching the pictures in the correct boxes. To know where they should

match the picture, they should ask questions to their partner or exchange information based on their own tables. This task was aimed at checking students' comprehension about the vocabulary words and giving space for students to practice the language expressions modeled before by the teacher such as "What is Evan doing?" In the end, they could check their works by comparing their tables.

The last part contained the main activities. This part contained some tasks which were similar to the tasks in the previous part. However, the tasks here were more challenging. It was designed in such a way to make students become freer in using their language skills since the students should link the input knowledge they had already got with the problems in the tasks. The activities were in the forms of information-gap, role-play, and board game activities. The tasks are shown below.



TASK 4

Do it in pairs. Follow the instructions.

Instructions:

1. Each of you will get a different picture.
2. Fill in your table below by asking questions to your partner about students' activities.
3. Write your friends' activities in the table after you get information from your partner.
4. Do steps 2 and 3 in turn.

Table for Student A

Name	Activity
Rita	
Doni	
Kevin	

Figure 31: Task 4 in the theme "Can you sweep the floor, please?"

In Task 4, the students worked in pairs. The class was divided into two parts; students A and students B. Students A and students B got different pictures. They were not allowed to show their pictures to their partners. Students A and students B should complete their tables by asking for information about the students' activities to their partners in turn. They should give information that was needed by their partners. After completing the tables, they could compare their pictures with each other to check the results. In this task, students could use the expressions of asking information such as "What is Andi doing?"

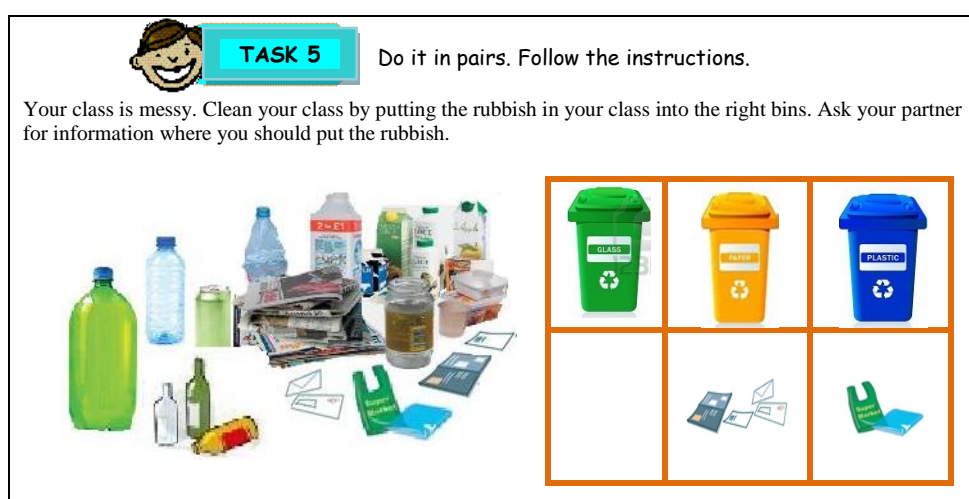


Figure 32: Task 5 in the theme "Can you sweep the floor, please?"

In Task 5, the students were asked to do a role-play in pairs. They should put the rubbish into the correct bin. One of the pair should ask where he or she should put the certain rubbish. Then, the other student should identify the kind of the rubbish whether it was made of plastic, glass, or paper and give the correct information about the right bin. The expressions that they could use had been modeled by the teacher before such as "Where should I put this rubbish?" and "Put it into the blue bin."

TASK 6 Do it in groups of four. Follow the instructions.

Instructions:

1. Roll the dice and move your counter through the boxes according to the number appearing on the dice.
2. You must give an instruction to your friend based on the picture in the box where your counter stops.
3. If you give the instructions correctly, your friend should respond it by saying: "Yes, sure."
4. If you give the wrong instructions, your friend should respond it by saying: "Sorry, I'm busy" and you must move your counter one step back. Take turns.


















1. 	2. 	3. 	4. 	5. 
16. 				6. 
15. 				7. 
14. 				8. 
13. 				9. 
12. 	11. 	10. 		

Figure 33: Task 6 in the theme "Can you sweep the floor, please?"

In the last task, the students worked in groups of four. Each group was given a board game about cleaning activities. It was supposed that their class was messy so that they should clean it up. Each of the students must give an

instruction to their friends based on the picture in the box where his or her counter stopped, for example “Can you sweep the floor, please?” If he or she gave the instruction correctly, their friends should respond to it by saying: “Yes, sure”. However, if he or she gave the wrong direction, their friends should respond to it by saying: “Sorry, I’m busy” and he or she had to move his or her counter one step back.

D. Evaluation and Revision of the First Draft

The developed communicative speaking tasks in this study consisted of four units. They were “When do you Have English Lessons?”, “How Much is the Cake?”, “Where is the Post Office?”, and “Can you Sweep the Floor, Please?”. The first draft of the communicative speaking tasks was evaluated and revised in order to know whether the tasks were appropriate for the fifth grade students. The results of the evaluation and revision of the first draft are presented below.

1. The First Draft of Unit 1 “When do you Have English Lessons?”

There were six tasks in this unit. The objective of this unit was to make the students able to ask for and give information about school schedules. The theme of this unit was related to students’ environment in which the topic was about school timetables.

a. The Evaluation

As it has been mentioned in Chapter 3, fifteen respondents completed the questionnaire for the evaluation of the tasks in the unit. The results are presented in Table 11.

Table 11: The Mean Scores of the Respondents' Responses on the First Draft of Unit 1 "When do you Have English Lessons?"

Aspect to be Considered	N	Mean	Statement Number	Statement
Activity	15	2.46	7	The developed tasks are appropriate with the students' ability.
	15	3.33	19	The developed tasks can improve students' interaction to communicate with their friends using English.
	15	3.33	8	The developed tasks can be used to know how far the students comprehend the lessons.
	15	3.40	9	The developed tasks are developed from easy to difficult.
	15	3.40	4	Tasks which are set in pairs and groups can improve students' cooperation.
	15	3.46	3	The developed tasks can motivate students to speak up.
	15	3.53	1	The topic of the developed tasks is relevant with the students' needs of English learning.
	15	3.53	2	Activities in the tasks are relevant with the topic.
	15	3.60	5	The developed tasks are interesting.
	15	3.60	6	The developed tasks are varied.
	15	3.67	16	The procedures of doing the developed tasks are varied.
Goal	15	3.40	17	The activities in the developed tasks are helpful to be used in daily life.
	15	3.53	15	The developed tasks are relevant with the current curriculum.
Input	15	2.26	11	The examples given in the developed tasks are clear and understandable.
	15	2.93	14	The pictures in the developed tasks can help the students to understand the material they are going to learn.
	15	3.13	18	The pictures in the developed tasks are clear and can help students to follow the instructions.
Instructions	15	2.33	12	The instructions of the developed tasks are understandable.
	15	2.46	10	The instructions of the developed tasks are clear.
Layout	15	3.20	20	The layout of the tasks is interesting and effective.
	15	3.46	13	The font of the developed tasks is clear.

As can be seen in Table 11, the mean scores were classified into four categories: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The mean scores that were categorized into fair and poor will be revised in the form of the second draft of the tasks. Below is the explanation of the table above based on the aspects to be considered.

1) Activity

The statements in the aspect of activity can be found in statements numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 16, and 19. For these eleven statements, ten statements received mean scores in the range of good and very good categories (3.33 – 3.67) and one statement (number 7) was in the fair category (2.46). It showed that the developed tasks were inappropriate with students' ability. The tasks were too difficult for the fifth grade students of elementary school. In line with the data from the second questionnaire, the researcher's advisors also gave suggestions to revise the tasks in term of difficulty levels. The researcher revised the level of the task difficulty by reducing some item numbers in the tasks and adding some examples of how to do the tasks.

2) Goal

The aspect of goals could be found in statements numbers 15 and 17. From the table, the mean scores for both statements were 3.53 and 3.40 which were considered very good. The mean scores showed that the goal of the tasks had been relevant with the 2006 curriculum (3.53). The tasks also had been designed related to students' environment in their real life (3.40).

3) Input

The three statements (numbers 11, 14, and 18) received mean scores that were considered fair and good. The mean scores were 2.26, 2.93, and 3.13 respectively. It showed that the aspect of input related to the examples and pictures needed to be revised. In the revision, first, the researcher gave clearer examples of language use which could be more easily understood by the students. Second, the researcher added some relevant pictures in the warming-up section of the unit of the tasks. The pictures were intended to make the warming-up clearer for the students.

4) Instructions

There were two statements (numbers 10 and 12) in the aspect of instructions having the mean scores in the range of fair classification (2.46 and 2.33). These scores showed that the tasks instructions were not clear yet. The instructions were difficult to be understood by the students. For this aspect, the researcher made the instructions clearer by providing steps to do the tasks.

5) Layout

From the table above, the mean scores for the aspect of layout were 3.20 and 3.46. These scores showed that the layout of the tasks was adequate. However, minor additions were given to make the tasks arrangement look more interesting.

b. The Revision

Based on the evaluation presented above, the first draft of unit 1 was revised. The revision is summarized in the table below.

Table 12: The Revision of the First Draft of Unit 1 “When do you Have English Lessons?”

Aspects	Evaluation	Revision
Activity	The levels of tasks difficulty were not relevant with the students’ ability.	Lowered the level of difficulty.
Input	The warming-up was not clear enough.	Added some interesting and relevant pictures.
	No example was given in the tasks.	Examples were added.
Instructions	The instructions were not easily understood.	Added steps of how to do the tasks.
Layout	The layout was adequate.	Minor addition was given to make the layout more interesting.

2. The First Draft of Unit 2 “How Much is the Cake?”

The topic of this unit was about the canteen. Here, the students were expected to be able to use the expressions of asking for and giving information about telling about prices, ordering foods and drinks, and asking for information about favorite foods or drinks. The evaluation and revision of the first draft of this unit are presented as follows.

a. The Evaluation

The results obtained from the questionnaire concerning the evaluation of this unit can be seen in Table 13.

Table 13: The Mean Scores of the Respondents' Responses on the First Draft of the Unit 2 "How Much is the Cake?"

Aspect to be Considered	N	Mean	Statement Number	Statements
Activity	15	2.73	7	The developed tasks are appropriate with the students' abilities.
	15	3.33	9	The developed tasks are developed from easy to difficult.
	15	3.40	8	The developed tasks can be used to know how far the students comprehend the lesson.
	15	3.46	16	The procedures of doing the developed tasks are varied.
	15	3.46	1	The topic of the developed tasks is relevant with the students' needs of English learning.
	15	3.47	19	The developed tasks can improve students' interaction to communicate with their friends using English.
	15	3.53	3	The developed tasks can motivate students to speak up.
	15	3.53	4	Tasks which are set in pairs and groups can improve students' cooperation.
	15	3.53	6	The developed tasks are varied.
	15	3.60	5	The developed tasks are interesting.
	15	3.67	2	Activities in the tasks are relevant with the topic.
Goal	15	3.46	17	The activities in the developed tasks are helpful to be used in daily life.
	15	3.53	15	The developed tasks are relevant with the current curriculum.
Input	15	2.13	11	The examples given in the developed tasks are clear and understandable.
	15	3.13	14	The pictures in the developed tasks can help the students to understand the material they are going to learn.
	15	3.33	18	The pictures in the developed tasks are clear and can help students to follow the instructions.
Instructions	15	2.40	10	The instructions of the developed tasks are clear.
	15	2.46	12	The instructions of the developed tasks are understandable.
Layout	15	3.20	20	The layout of the tasks is interesting and effective.
	15	3.53	13	The font of the developed tasks is clear.

The table shows that the mean scores range from 2.13 to 3.67. It could be inferred that the mean scores of the respondents' responses on the first draft of the unit "How Much is the Cake?" belonged to fair, good, and very good categories. The mean scores which were categorized into fair would be revised. The explanation of the evaluation of unit 2 is presented as follows.

1) Activity

Of the eleven statements in this aspect, ten already fulfilled the criteria for good and very good categories (3.33 – 3.67), and one was under the ideal score (2.73). The respondents considered that the level of the task difficulty did not suit the students' ability. It was in line with the researcher's advisors that the tasks were regarded too difficult for the fifth grade students of elementary school. The researcher revised the tasks in term of the difficulty level by reducing some item numbers from the tasks and adding more examples of how to do the tasks.

2) Goal

Of the two statements related to the goal, both mean scores belonged to a very good category. It could be stated that the goal of the developed tasks had been in accordance with the 2006 curriculum (3.53). The activities in the developed tasks fitted into students' needs of learning English in order to be able to take a part in their daily life (3.46).

3) Input

In terms of input, the mean scores were 2.13 for the examples, 3.13 for the pictures for the materials, and 3.33 for the pictures for the instructions. In line with this, the researcher's advisors proposed that the tasks should be guided with

the examples to help the students to understand the input more easily. With regard to this matter, the researcher gave clearer examples of language use in the form of dialogues which would be more easily understood by the students.

4) Instructions

Of the two statements in this aspect, the first indicated that the task instructions were not easily understood by the students (2.40) and the second indicated that the instructions were not clear enough to follow (2.46). Coupled with the suggestions from the advisors, the researcher made the instructions of the tasks clearer by giving clear steps to do the tasks.

5) Layout

Similar to the previous finding, the two statements in the layout received good and very good rating. The layout of the tasks was regarded as interesting (3.20) and the font used in the materials was clear enough to read (3.53). However, based on the feedback from the advisors related to the arrangement of the tasks, the researcher rearranged the format of the tasks to be more efficient.

c. The Revision

Based on the evaluation presented above, the first draft of unit 2 was revised. The revision of this unit can be seen in Table 14.

Table 14: **The Revision of the First Draft of Unit 2 “How Much is the Cake?”**

Aspects	Evaluation	Revision
Activity	The levels of task difficulty were not relevant with the students’ ability.	Lowered the level of difficulty.
Input	The example of language use was not clear.	Added examples of language use.
Instructions	The instructions were not easily understood.	Made the instructions clearer by providing steps to do the tasks.
Layout	The layout was adequate.	Minor changes were made on the arrangement of the format of the tasks.

3. The First Draft of Unit 3 “Where is the Post Office?”

In the end of the lesson, the students were expected to be able to use the expressions of asking for and giving directions. The evaluation and revision of the first draft of unit 3 “Where is the Post Office?” are explained below.

a. The Evaluation

The following presents the results from the questionnaire related to the respondents’ responses on the first draft of unit 3. The details of the scores can be seen in Table 15.

Table 15: The Mean Scores of the Respondents' Responses on the First Draft of Unit 3 "Where is the Post Office?"

Aspect to be Considered	N	Mean	Statement Number	Statements
Activity	15	3.13	7	The developed tasks are appropriate with the students' abilities.
	15	3.47	9	The developed tasks are developed from easy to difficult.
	15	3.47	8	The developed tasks can be used to know how far the students comprehend the lesson.
	15	3.47	6	The developed tasks are varied.
	15	3.53	16	The procedures of doing the developed tasks are varied.
	15	3.53	3	The developed tasks can motivate students to speak up.
	15	3.60	5	The developed tasks are interesting.
	15	3.60	1	The topic of the developed tasks is relevant with the students' needs of English learning.
	15	3.66	19	The developed tasks can improve students' interaction to communicate with their friends using English.
	15	3.67	4	Tasks which are set in pairs and groups can improve students' cooperation.
	15	3.73	2	Activities in the tasks are relevant with the topic.
	15	3.60	15	The developed tasks are relevant with the current curriculum.
Goal	15	3.60	17	The activities in the developed tasks are helpful to be used in daily life.
	15	2.47	11	The examples given in the developed tasks are clear and understandable.
Input	15	3.46	14	The pictures in the developed tasks can help the students to understand the material they are going to learn.
	15	3.53	18	The pictures in the developed tasks are clear and can help students to follow the instructions.
	15	2.33	12	The instructions of the developed tasks are understandable.
Instructions	15	2.40	10	The instructions of the developed tasks are clear.
	15	3.40	20	The layout of the tasks is interesting and effective.
Layout	15	3.40	20	The layout of the tasks is interesting and effective.
	15	3.53	13	The font of the developed tasks is clear.

The mean scores in Table 15 ranged from 2.35 to 3.73. It showed that some items were already adequate and some others still needed revision. The evaluation of the first draft of unit 3 is summarized as follows.

1) Activity

Of the eleven statements of the aspect of activity, all were already within the good and the very good category (3.13 to 3.67). One item (difficulty level), however, was considered low and needed to be improved. For this, the researcher revised the tasks in term of the difficulty level by reducing some item numbers in the tasks.

2) Goal

Both statements in the aspect of goal were categorized as very good (mean scores = 3.60). No revision was done on this unit related to the goal.

3) Input

By looking at the table above, the mean scores related to the aspect of input ranged from 2.47 to 3.53. The revision in this aspect was needed for statement number related to the examples of how to do the tasks (2.47). For this, the researcher added clearer examples of using the expressions in the form of dialogues which would be more easily understood by the students.

4) Instructions

Similar to the previous unit in the tasks, the statements related to the aspect of instructions needed to be revised (mean scores for statement number 10 = 2.33 and number 12 = 2.40). Accordingly, the advisors suggested that

instructions should be revised. Based on both inputs, the researcher provided the steps of how to do the tasks for the instructions in both statements.

5) Layout

The aspect of layout was in statements number 13 and 20 and both received the scores for the good category (3.53 and 3.40 respectively). This means that the layout of the tasks was regarded as adequate by the respondents. However, to make the layout more effective for the students, the researcher rearranged the tasks, especially for pair works, by rearranging the format in the layout of the tasks.

b. The Revision

The researcher revised the first draft of unit 3 based on the evaluation above. The revision of this unit can be seen in the table below.

Table 16: The Revision of the First Draft of Unit 3 “Where is the Post Office?”

Aspects	Evaluation	Revision
Activity	The levels of task difficulty were not suitable with the students’ ability.	Lowered the level of difficulty by cutting some items of the tasks and giving enough examples.
Input	There were no examples of using the expressions.	Added examples of language use in the form of dialogues.
Instructions	The instructions were not easily understood.	Added steps of how to do the tasks
Layout	The layout was adequate.	Minor changes were made on the arrangement of the format of the tasks.

4. The First Draft of Unit 4 “Can you Sweep the Floor, Please?”

In this unit, the students can learn about the expressions of asking for information related to the topic and of giving instructions related to cleaning activity. The evaluation and revision of this unit can be seen as follows.

a. The Evaluation

The evaluation of the first draft this unit was held after it was developed.

The scores for each aspect in the evaluation can be seen below.

Table 17: The Mean Scores of the Respondents' Responses on the First Draft of Unit 4 "Can you Sweep the Floor, Please?"

Aspect to be Considered	N	Mean	Statement Number	Statements
Activity	15	3.25	7	The developed tasks are appropriate with the students' abilities.
	15	3.27	9	The developed tasks are developed from easy to difficult.
	15	3.33	8	The developed tasks can be used to know how far the students comprehend the lesson.
	15	3.40	1	The topic of the developed tasks is relevant with the students' needs of English learning.
	15	3.46	2	Activities in the tasks are relevant with the topic.
	15	3.53	5	The developed tasks are interesting.
	15	3.53	6	The developed tasks are varied.
	15	3.53	3	The developed tasks can motivate students to speak up.
	15	3.60	19	The developed tasks can improve students' interaction to communicate with their friends using English.
	15	3.66	4	Tasks which are set in pairs and groups can improve students' cooperation.
	15	3.67	16	The procedures of doing the developed tasks are varied.
Goal	15	3.53	17	The activities in the developed tasks are helpful to be used in daily life.
	15	3.66	15	The developed tasks are relevant with the current curriculum.
Input	15	2.27	11	The examples given in the developed tasks are clear and understandable.
	15	3.33	14	The pictures in the developed tasks can help the students to understand the material they are going to learn.
	15	3.40	18	The pictures in the developed tasks are clear and can help students to follow the instructions.
Instructions	15	2.40	10	The instructions of the developed tasks are clear.
	15	2.53	12	The instructions of the developed tasks are understandable.
Layout	15	3.27	20	The layout of the tasks is interesting and effective.
	15	3.41	13	The font of the developed tasks is clear.

From the table, the mean scores ranged from 2.27 to 3.67. It showed that some items were already in good and very good categories and some others still needed revision. The explanation of the table above is presented below.

1) Activity

Of the eleven statements of the aspect of activity, all were already within the good and the very good categories (3.25 to 3.67). However, one item which was related to the difficulty level of the tasks was considered low and needed to be revised (3.25). The researcher revised the tasks in term of the difficulty level by reducing some item numbers in the tasks and adding more examples related to the topic.

2) Goal

The mean scores of the aspect of goal were 3.53 and 3.66 for statements number 15 and 17. It showed that the tasks had been relevant with the goal to reach the communicative language aspect and did not to be revised.

3) Input

Of the statements for the aspect of input (statements number 11, 14, and 18), two were already within the good and the very good categories (3.33 and 3.40), but one statement related to the examples needed to be revised (mean score = 2.27). For this, the researcher gave examples in the form of dialogues to make students comprehend how to do the tasks easily.

4) Instructions

Of the statements for the aspect of input, both were considered low (2.40 and 2.53). It showed that the instructions were considered difficult to understand.

For this aspect, the researcher made the instructions of the tasks clearer by adding steps to do the tasks.

5) Layout

From the table above, the mean scores for the aspect of layout were 3.27 and 3.41. Since its mean scores were still considered low, the layout of the tasks in this unit needed to be redesigned to make the tasks arrangement look more interesting. For this, the researcher redesigned the layout of the tasks by adding some colorful pictures.

b. The Revision

Based on the evaluation, the first draft of unit 4 needed to be revised. There were some points that should be taken into account by the researcher to revise the developed tasks. The revision can be seen in the table below.

Table 18: The Revision of the First Draft of Unit 4 “Can you Sweep the Floor, Please?”

Aspects	Evaluation	Revision
Activity	The levels of the task difficulty were not relevant with the students’ ability.	Lowered the level of difficulty.
Input	Pictures should be added.	Added some interesting and relevant pictures.
	The example of language use should be added.	Added the examples of language use.
Instructions	The instructions were not easily understood.	Made the instructions clearer by providing steps to do the tasks.
Layout	The layout of the unit was adequate.	Minor changes were done by redesigning the format of the tasks.

E. Try-out, Evaluation, and Revision of the Second Draft

Based on the evaluation and revision of the first draft which had been explained before, a second draft of the developed tasks was produced. The second draft was tried out to the fifth grade students of SD N Bakalan. The tryout was to know whether the tasks fitted the students' needs of learning English. The results of the tryout are presented below.

1. The Second Draft of Unit 1 “When do you Have English Lessons?”

The topic in this unit was related to students' daily life which occurred around the school. The title was aimed at giving information to the students about the goal of the language learning in this unit. The goal of this unit was to make students be able to ask for and give information about school schedules.

a. The Tryout

The second draft of unit 1 “When do you Have English Lessons?” was tried out on Thursday, 15 March, 2012. There were 24 students in the class. In this try-out, the researcher was the teacher who taught the students using the second draft of the developed communicative speaking tasks, while the English teacher was the observer.

After greeting the students, the researcher who was the teacher started the lesson by introducing the topic of the unit. The teacher directed the students to Task 1 which was warming-up. This section was aimed at giving students background knowledge about the topic they were going to learn. First, she asked them to look at the picture of a school timetable. Some students were having small chit-chat with their tablemates commenting on the picture. Then, the teacher asked questions related to the topic, “What are your school subjects?” At first, some

students looked confused after they were given this question. Some students asked a question to the teacher about the question, “*Apa sih Miss artinya?*” The teacher gave some clues to clarify the question. Then, some students answered the question by mentioning some school subjects that they had at school. The others were enthusiastic and directly mentioned other school subjects. Three students already mentioned the school subjects in English for Sport, Computer, and English. They also pointed to the picture to show the subjects that they meant. The class was getting noisy because some students who had high confidence shouted the names of the school subjects. Then, the teacher showed some pictures illustrating school subjects and asked the students to mention them in English. Students who were able to mention them were allowed to stick the pictures on the blackboard. It made other students enthusiastic to mention the names of the school subjects based on the pictures shown. The following figure shows the picture of a timetable for the warming-up section.











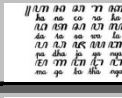


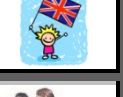





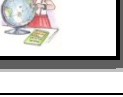
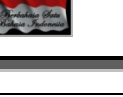



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1.						
2.						
3.						
4.						

Figure 34: The picture of a timetable for warming-up section in unit 1 “When do you Have English Lessons?”

After that, the teacher asked a question to the students, “When do you have English lessons?” The class was quiet because the students did not understand the question. Then, the teacher used some Indonesian words in the question to make them understand it. After having a discussion with their friends about the schedule, the students answered the question by mentioning the day when they had English, “Wednesday, Miss”. The teacher repeated their answer by giving the complete answer, “So, we have the English lesson on Wednesday”. After making sure that the students understand what she meant, she continued with the next question. In this step, the teacher pointed at a student and asked him about his favorite subject, “What is your favorite subject?” At first, the student was hesitant to answer the question, but after the teacher gave him encouragement, he said that his favorite subject was Sport. The same question was given to the next three students. The teacher, then, wrote their answers on the blackboard. After that, some students were asked to practice asking the same question to other students about favorite subjects.

After completing Task 1, which was warming-up, the teacher brought the students into Task 2. The teacher began with explaining the instructions to do the task about doing a survey. In the beginning, the students looked confused about how to do the survey. The teacher clarified the instructions by giving an example of the expressions using hand puppets. After they understood the instructions, the students were enthusiastic to do the survey. They moved around the class to find respondents to complete the survey table. The teacher assisted them by giving correct pronunciation when some students said some words with incorrect

pronunciation. In this task, the students interacted with their peers to find information to complete the survey. They used the language expressions well to communicate with their friends to know their friends' favorite subjects. The figure below shows the table used in the survey game.





No.	Name	What is your favorite subject?				
						other
1.						
2.						
3.						
4.						
5.						

Figure 35: **The table for the survey game in unit 1 “When do you Have English Lessons?”**

The next task, Task 3, was in the form of an information gap activity. In this task, the students worked in pairs. At the beginning of the activity, the teacher divided the class into two groups. The students who were tablemates belonged to different groups. Students who sat in the left rows would be students A, while the students who sat in the right rows would be students B. The teacher gave students A and students B similar incomplete timetables with different pictures of school subjects on them. They were asked to complete their timetables by exchanging information with their partners. When the teacher distributed the incomplete timetables, the class was noisy. Some of the students were impatient to get the timetables. After that, the teacher explained the instructions to do the task. When the teacher explained the instructions, some students did not understand it. The teacher repeated the instructions and used some Indonesian words to clarify the

instructions. To make it clearer, the teacher gave an example of how to do the task. While students were doing this task, the teacher moved around the class to help some students who still faced difficulties to do the task. Based on the results of the observation, there were still around five students who did not do the task well. They did not try to exchange information using the language expressions provided. They completed the blank table by looking at their partners' timetables. The teacher, then, asked them not to look at their partners' timetables but asked questions to their partners about the pictures to complete the timetables. The students did what the teacher asked although the teacher still had to monitor them. The table used during the information-gap activity in Task 3 can be seen below.














Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
Break Time					
					

Figure 36: The table for the information gap activity in unit 1 “When do you Have English Lessons?”

After accomplishing Task 3, the students were directed to the next task. In Task 4, the students did the task in groups of four. The groups were three groups A and three groups B. Each of groups A worked in pairs with each of groups B.

Each pair of groups got a different timetable. They were asked to find the similarities between the timetables. At the beginning, some students got confused in understanding the instructions. They knew that they were asked to find similarities between the timetables of their own group with the timetable of another group. However, they did not know how to do that. The teacher explained to them that they should use the language expressions that she gave in the example. In this task, it was observed that some students did not give significant contribution to their groups. Meanwhile, in Task 5, working in pairs, the students found the task easy. The task was in the form of an information gap activity as what they had done before. Although the task was more challenging, they were able to complete their tables by asking their partners information that they did not possess in their schedule. They worked enthusiastically. It could be seen from the data in the observation guide sheets that almost all of the students were able to accomplish the task well. The communication and interaction among each other occurred since they needed to exchange information to complete the task.

In the next task, Task 6, the students were asked to make an appointment with their partners to go to the bookshop after school. At first, the students felt difficult in understanding the situation given. They looked confused at how to make that appointment. Then, the teacher used some Indonesian to explain how to do the task. The students seemed to understand the instructions. Based on the observation data, the students could do this task well. They interacted and shared information with each other in their groups. It seemed that they enjoyed practicing to act as persons making appointments.

b. The Evaluation

As it had been mentioned in Chapter 3, the evaluation of the second draft was done by administering the third questionnaire to the students. The results of this step can be seen below.

Table 19: The Mean Scores of the Students' Responses on the Second Draft of the Unit 1 "When do you Have English Lessons?"

Aspect to be Considered	N	Mean	Statement Number	Statements
Activity	24	3.10	3	The tasks are not too difficult for me.
	24	3.20	2	The tasks make me become more eager to speak English.
	24	3.25	11	The topic in each unit of the tasks is interesting.
	24	3.25	4	The tasks motivate me to learn English.
	24	3.33	1	The tasks help me understand words and expressions in English.
	24	3.45	6	The activities in the tasks are interesting.
	24	3.45	13	The tasks help me become more confident to speak in English.
	24	3.50	10	The materials given are appropriate with my ability.
	24	3.54	18	The pair and group works make me become more confident to practice English.
	24	3.62	5	The tasks are varied.
Goal	24	3.25	8	The tasks help me communicate in English with my friends.
	24	3.33	7	The tasks help me understand English daily expressions.
	24	3.41	9	I can use the materials in these tasks in the daily activities.
Input	24	3.25	17	The pictures help me understand the tasks.
	24	3.45	14	The examples in the tasks help me understand the instructions of the tasks.
Instructions	24	3.04	15	The instructions and steps to do the activities in the tasks are easy to understand.
	24	3.21	12	The instructions of the tasks are clear.
Layout	24	3.25	19	I like the design of the tasks.
	24	3.50	16	I like the pictures in the tasks.
	24	3.70	20	The font in the tasks is clear.

The mean scores of the students' responses on the second draft of this unit were classified into four categories: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The mean scores that were categorized into fair and poor would be revised. Here below is the explanation of the table above based on the aspects to be considered.

1) Activity

Based on the table above, the eleven statements in the aspect of activity received mean scores ranged from 3.10 to 3.62. The mean scores were already categorized into good and very good. It indicated that the developed tasks were suitable for the students and did not need to be revised.

2) Goal

Of the three statements (numbers 7, 8, and 9) for the aspect of goal, all were considered good and very good (3.25 to 3.41). It could be seen that the developed tasks matched with the current curriculum demands. For this aspect, this unit of tasks needed no revision.

3) Input

The mean scores for the statements of the input aspect were 3.25 and 3.45. It indicated that the input given, in the form of pictures and dialogues, helped the students to follow the lesson. Based on these mean scores, which already belonged to the good and very good categories, the aspect of input did not need to be revised.

4) Instructions

Based on the table above, the mean scores in the aspect of instructions were considered good (3.04 and 3.21). It showed that the instructions of the tasks were clear enough. However, considering the English teacher's suggestion stated in the observation sheet, it would be better if there was further explanation related to the instructions, especially for the tasks that were done in pairs. In line with this suggestion, the researcher developed additional teachers' instructions for some tasks that were presented separately from the developed tasks.

5) Layout

The mean scores of the statements for the aspect of layout were considered good and very good (3.25 to 3.70). The scores showed that the students found the developed tasks interesting. They liked the pictures in the tasks and the design of the tasks. It indicated that this aspect did not need to be revised.

d. The Revision

Based on the evaluation, it seemed obvious that some points related to the second draft of developed communicative speaking tasks in unit 1 were appropriate and useful for the students. Therefore, the tasks did not have to be revised except for the addition of teachers' instructions. The results of the evaluation of the second draft are summarized in the following table.

Table 20: The Revision of the Second Draft of the Unit 1 “When do you Have English Lessons?”

Aspects	Feedback	Revision
Activity	The activities were appropriate for fifth grade students.	Needed no revisions.
Input	The pictures and dialogues helped students understand the material.	Needed no revisions.
Instructions	Needed teachers’ instructions.	Developed teachers’ instructions for the tasks.
Layout	The layout (theme/design) was interesting.	Needed no revisions.

5. The Second Draft of Unit 2 “How Much is the Cake?”

The topic in this unit was about the canteen. The title was aimed at giving information to the students about the goal of the lesson in this unit. The goal of this unit was to make students be able to ask for and give information about prices.

a. The Try-out

The second draft of unit 2 “How Much is the Cake?” was tried out on Thursday, 22 March, 2012. There were 24 students in the class. After greeting the students, the teacher who was the researcher started the lesson by introducing the topic. The teacher led the students to Task 1, the warming-up section. She asked them to look at the picture of a canteen. Then, the teacher asked a question about the picture. The students were asked to mention some foods and drinks they usually found in the canteen. When the students got the question, some of them did not understand the question. Then, the teacher gave clues to clarify the question by pointing at some kinds of foods in the picture shown. After the students got the points about what was asked by the teacher, they mentioned some

foods and drinks enthusiastically. After that, the teacher introduced the kinds of foods and drinks in English. The teacher made use of some pictures as the media. Each picture was not shown fully in order to make the students curious. Though some of the students had already known the names of some of the foods and drinks, they were still curious and enthusiastic to guess the items. After they could mention them, the students were asked to repeat the words pronounced by the teacher. The following figure shows the picture of a canteen for the warming-up section.



Figure 37: The picture of a canteen for warming-up section in unit 2 “How Much is the Cake?”

After introducing the new vocabulary of foods and drinks, the teacher asked a question to a student about her favorite food. The teacher asked her, “What is your favorite food?” That student looked slightly confused. Then, the teacher gave a clue by showing some pictures of foods. After the teacher showed some pictures and repeated the question, the student pointed at a picture and mentioned it hesitantly. To give a clearer example, the teacher gave a model of

language expressions using hand puppets. After that, when the teacher asked questions to other students about their favorite foods, they followed easily by mentioning their favorite foods enthusiastically.

When the students were getting more enthusiastic, the teacher continued the lesson to the next task. Task 2 emphasized on checking students' vocabulary mastery and speaking skills in pronouncing the names of many kinds of foods. Furthermore, the activity was aimed at drilling the students in order to be more familiar with the language expressions of asking about friends' favorite foods. After explaining how to fill in the survey table, the teacher allowed the students to do the survey by themselves. Some of them were still confused about how to complete the table. Considering this situation, the teacher gave an example of how to fill in the table. When doing this task, most of the students were already fluent in practicing the language expressions of asking about their friends' favorite foods. Some of them answered their friends' questions completely such as "My favorite food is meatball" and the rest just simply answered "meatball". Based on the observation sheet, all of the students were involved in this task and found this task easy because they had done a similar task in the previous unit. The following figure shows the table used in the survey game.





No.	Name	What is your favorite food?				
						other
1.	Dian		✓			
2.						
3.						
4.						
5.						

Figure 38: The table for the survey game in unit 2 “How Much is the Cake?”

In the next task, Task 3, the teacher divided the class into two groups. The students who were tablemates belonged to different groups. Students who sat in the left rows would be students A, while the students who sat in the right rows would be students B. The students should do the tasks in pairs with their tablemates. In making the group, the students were not confused anymore since they had experienced it in the previous unit. In pairs, the students were given different incomplete tables. There were some pictures of students' favorite foods and drinks in each table. The students were asked to complete their own table by exchanging information with their partners. At the beginning, they were confused about how to complete the tables. Then, the teacher reminded them of the instructions of how to do the task as they did in the previous unit. To make it clearer, the teacher asked two students to come in front of the class and showed the example of how they should do the task. As a result, the students seemed eager to do the task. While the students were doing this task, the teacher monitored the class and assisted students who were still facing difficulties by


giving examples of how to complete their tables. The teacher also reminded the students not to cheat by just looking at their partner's table to complete their own table. According to the data from the observation guide sheets, almost all of the students did the task well. They completed the tables by exchanging information using language expressions provided such as "What is Lina's favourite food?" The other students still asked "What is Lina favourite food?" Here, the teacher gave corrections to the language expressions. After completing their tables, the students were asked to check their works by comparing them with each other. Most of the students were excited when they knew that their tables were correct.

After the students had already completed Task 3, the teacher directed them to the next task. Before asking the students to do Task 4, the teacher gave examples related to the language expressions that the students could use in the task. She asked a question to a student about the price of meatball in the canteen, "How much is the meatball?" The student was suddenly silent and did not answer the question. The teacher then gave an example of the answer using hand puppets. After the teacher reminded them of how to say prices, the students looked eager to practice using the hand puppets. Then, the teacher asked questions to some students using the hand puppet. After giving enough examples, the teacher asked the students to do the task. In Task 4, the students worked in groups of four. It did not take much time to divide the groups because the students had already experienced in the previous unit. Each group of students was given two different menu lists. They were required to find the similarities between the two menu lists. For this, the teacher gave the instructions to do the task. The students looked

confused. However, after the teacher gave an example, they understood the instructions well. From the results of the observation, it seemed that some students found this task difficult. There were some students in each group who still needed helps and corrections from their friends in telling the prices of foods and drinks. In Task 5, the students worked in pairs. Student A and student B got different incomplete price lists. They were asked to complete them by exchanging information with their partners. This task required the students to use the expressions of asking for and giving information about prices. Most of the students were already confident in using the expressions with their partners. They interacted with their peers to accomplish the task.

In the last task, students worked in groups. Task 6 was a role-play about a situation in a restaurant. The students acted as customers and waiters. The class was noisy when they made the groups. After dividing the students into groups of four, the teacher gave a menu list and some pictures of foods and drinks to each group. When they got the pictures, they looked so excited and grabbed the pictures from the teacher at once. Before the role play, the teacher asked the students questions about how to order foods and drinks from the menu list. There were some students who shouted that they should point to the menu list. He said, *“Ya tinggal bilang aja mau ini, ini, sama ini gitu Miss.”* Other students said, *“I want apa gitu Miss”*. In this section, the teacher explained that the students should order the foods in more polite ways such as “Can I have noodles and a glass of iced tea, please?” or “Can I have a burger, please?” After the students understood the polite ways of ordering foods and drinks, they started the role play. Some of

the students still used incomplete expressions to order the foods and drinks such as “Can I have satay and burger?” However, it was still tolerated since their friends got the meaning of what he said. During the role-play, all of the students seemed to enjoy the activity. They acted like adults in a restaurant who ordered the foods and drinks. They interacted and communicated with their peers using the language expressions which had been taught by the teacher. The figure below presents the menu list for the role-play in unit 2.



Menu	
Foods & Snacks	Drinks
<ul style="list-style-type: none"> • Noodles • Burger • Satay • Cake • Pop - corn 	<ul style="list-style-type: none"> • Orange juice • Strawberry juice • Tea • Iced tea • Milk • Ice cream

Figure 39: The menu list for role-play in unit 2 “How Much is the Cake?”

b. The Evaluation

The data for the evaluation of this unit were obtained from the third questionnaire. The results of the evaluation are presented in Table 21.

Table 21: The Mean Scores of the Students' Responses on the Second Draft of the Unit 2 "How Much is the Cake?"

Aspect to be Considered	N	Mean	Statement Number	Statements
Activity	24	3.33	1	The tasks help me understand English.
	24	3.37	2	The tasks make me become more eager to speak English.
	24	3.37	3	The tasks are not too difficult for me.
	24	3.41	4	The tasks motivate me to learn English.
	24	3.45	13	The tasks help me become more confident to speak in English.
	24	3.45	10	The materials given are appropriate with my ability.
	24	3.46	6	The activities in the tasks are interesting.
	24	3.54	11	The topic in each unit of the tasks is interesting.
	24	3.58	18	The pair and group works make me become more confident to practice English.
	24	3.70	5	The tasks are varied.
Goal	24	3.25	8	The tasks help me communicate in English with my friends.
	24	3.33	7	The tasks help me understand English daily expressions.
	24	3.54	9	I can use the materials in these tasks in the daily activities.
Input	24	3.20	14	The examples in the tasks help me understand the instructions of the tasks.
	24	3.41	17	The pictures help me understand the tasks.
Instructions	24	3.16	15	The instructions and steps to do the activities in the tasks are easy to understand.
	24	3.29	12	The instructions of the tasks are clear.
Layout	24	3.33	19	I like the design of the tasks.
	24	3.58	20	The font in the tasks is clear.
	24	3.62	16	I like the pictures in the tasks.

The table shows the mean scores of the students' responses to the second draft of the unit "How Much is the Cake?" which were presented based on the five aspects to be considered. The mean scores ranged from 3.16 to 3.70. The mean

scores that were categorized into fair and poor will be revised. Here below is the explanation of the table above based on the aspects to be considered.

1) Activity

The eleven statements in the aspect of activity got mean scores which already fulfilled the very good category. The mean scores ranged from 3.33 to 3.70. This means that the activities in the developed tasks fitted the students' needs and did not need to be revised.

2) Goal

Based on the table, the mean scores for the statements in the aspect of goal were considered very good (3.25, 3.33, and 3.54). It can be stated that the tasks already matched with the current curriculum demands which emphasized on communicative language use. For this, no revision related to this aspect was needed.

3) Input

The statements (numbers 14 and 17) in the aspect of input were considered good (3.20) and very good (3.41). The scores indicated that the input helped the students to understand the materials in the lesson. For this, the researcher did not need to revise the tasks in term of input.

4) Instructions

From the table above, the mean scores in the aspect of instructions were considered good and very good (3.16 and 3.29). It showed that the instructions of the tasks were easy to understand. However, based on the data from the observation sheet, there were some students who still had difficulties in

understanding the instructions of the developed tasks. The English teacher suggested the researcher to construct teachers' instructions in order to help the students to do the tasks. For this, the researcher developed teachers' instructions for the tasks to help the students to understand them.

5) Layout

Of the statements related to the aspect of layout (numbers 16, 19, and 20), all the mean scores were considered very good (3.33 to 3.62). The scores showed that the students found the layout of the tasks interesting. For this, the researcher did not revise the task layouts.

c. The Revision

Based on the evaluation, it can be inferred that the students considered the developed tasks to be appropriate for them. Therefore, the tasks did not have to be revised except for the addition of teachers' instructions. The results of the evaluation of the second draft are presented in Table 22 below.

Table 22: The Revision of the Second Draft of the Unit 2 “How Much is the Cake?”

Aspects	Feedback	Revision
Activity	The activities were appropriate for the fifth grade students.	Needed no revisions.
Input	The pictures and dialogues helped students understand the material.	Needed no revisions.
Instructions	Needed teachers' instructions.	Developed teachers' instructions for the tasks.
Layout	The layout (theme/design) was interesting.	Needed no revisions.

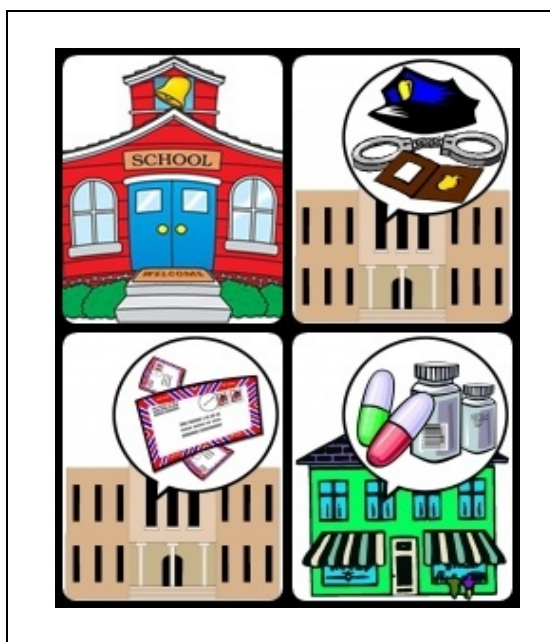
3. The Second Draft of Unit 3 “Where is the Post Office?”

In the end of the try-out of unit 3, the students were expected to be able to use the expressions of asking for and giving information about directions. The following is the explanation regarding the try-out, evaluation, and revision of the second draft of unit 3.

a. The Try-out

The try-out of the second draft of unit 3 “Where is the Post Office?” was done on Thursday, 29 March, 2012. The class was still intact with 24 students. After greeting the students, the teacher started Task 1, which was the warming-up section, by asking students about some public places around their houses. This section was aimed at giving students background knowledge about the topic of public places that they were going to learn. It was also aimed at activating information that the students already had related to the topic. In trying to mention public places near their houses, some students understood the question and directly mentioned the names of some public places. Other students followed by mentioning other public places that they already knew. Before the class became noisy since some students started shouting, the teacher showed some pictures of public places to them. She asked students to repeat after her the words she mentioned. Then, the teacher allowed the students who were able to mention the names of the pictures correctly to stick the pictures on the blackboard. The students were enthusiastic to pick up the pictures. After that, using a hand puppet, the teacher asked questions to some students about public places near their houses. Some of them did not understand when the teacher asked, “Do you live near school?” or “Do you live near a mosque?” However, after the teacher switched the

question using some Indonesian, they understood it and answered “Yes, Miss” or “No”. The figure below presents the pictures of public places for the warming-up section.



**Figure 40: The pictures of public places for warming-up section in unit 3
“Where is the Post Office?”**

After accomplishing Task 1 and giving inputs to the students related to the topic, the teacher directed the students to Task 2. In this task, the students were observed to be excited in doing the survey activity. They asked their friends questions about public places near their houses. This task was aimed at giving the chance for students to practice drilling the language expressions related to public places. It was also aimed at checking students’ vocabulary mastery which had been introduced by the teacher before. While doing this activity, the students enjoyed the task since it made them move around the class. It was supported by the observation sheet that all students did the task well.

In Task 3, the activity ran quite well. After the teacher introduced the use of the language expressions of asking for and giving information about location, the students did the information gap activity. In pairs, they completed their tables with some pictures of public places. They exchanged information with their partners. In this section, the interaction and communication occurred when they were asking each other for information that they needed to complete the tables in the task. The figure below shows the table for the information-gap activity in Task 3.

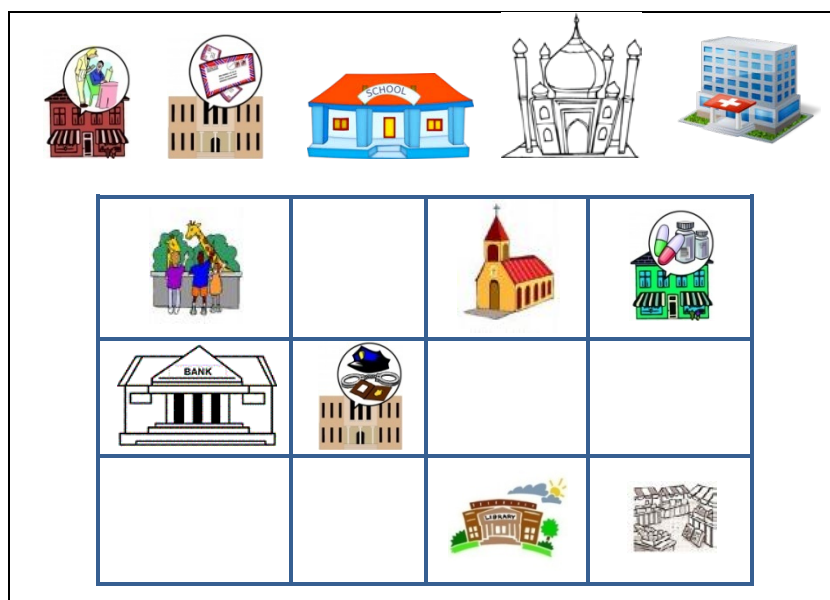


Figure 41: **The table for the information-gap activity in unit 3 “Where is the Post office?”**

The students did the activities in the remaining tasks smoothly. In Task 4, they made use of the maps given by the teacher to finish the tasks. They did the information-gap activity by completing the blank maps. In pairs, they filled in the blank maps by exchanging information with partners using the correct prepositions. They were fluent in using the prepositions since they had

experienced it in Task 3. In Task 5, the students were enthusiastic when the teacher distributed the game boards. Some students were not patient to play the game. It made them not pay attention to the teacher when she was explaining the rules of the game. However, when they got confused in playing the game, they asked questions to the teacher about the problems. For this matter, the teacher gave the example of how to play the game in front of the class. The students paid full attention to the teacher's explanation. At first, they thought that the task was difficult to do. They felt it difficult to combine the rules of the game with the language expressions needed. However, after each of them got the turn to play, they followed the task easily. They even corrected their friends who made mistakes. The figure below shows the map used in Task 5.



Figure 42: The example of maps in unit 3 “Where is the Post Office?”

In Task 6, the students found the activity quite difficult since it was not simply about asking directions, but it was in the form of an information gap activity. When the teacher explained the instructions, some students still did not follow the instructions well. To clarify the instructions, the teacher asked two students to come in front of the class to give an example of how to do the task. After that, all of the students were eager to do the task. They filled in the blanks in the maps with the places in the lists by asking their partners questions about asking for and giving information about directions. Most of them were already accustomed to some phrases to give directions such as *go ahead*, *turn left*, and *turn right*. Based on the data from the observation sheet, almost all of the students did the tasks well.

b. The Evaluation

After the researcher tried out the second draft of unit 2, she conducted the evaluation through the third questionnaire. The data obtained from the questionnaire can be seen below.

Table 23: The Mean Scores of the Students' Responses on the Second Draft of Unit 3 "Where is the Post Office?"

Aspect to be Considered	N	Mean	Statement Number	Statements
Activity	24	3.33	2	The tasks make me become more eager to speak English.
	24	3.41	3	The tasks are not too difficult for me.
	24	3.41	10	The materials given are appropriate with my ability.
	24	3.45	4	The tasks motivate me to learn English.
	24	3.45	13	The tasks help me become more confident to speak in English.
	24	3.45	11	The topic in each unit of the tasks is interesting.
	24	3.50	6	The activities in the tasks are interesting.
	24	3.58	1	The tasks help me understand English spoken language.
	24	3.62	18	The pair and group works make me become more confident to practice English.
	24	3.62	5	The tasks are varied.
Goal	24	3.45	8	The tasks help me communicate in English with my friends.
	24	3.45	7	The tasks help me understand English daily expressions.
	24	3.54	9	I can use the materials in these tasks in the daily activities.
Input	24	3.50	14	The examples in the tasks help me understand the instructions of the tasks.
	24	3.62	17	The pictures help me understand the tasks.
Instructions	24	3.21	15	The instructions and steps to do the activities in the tasks are easy to understand.
	24	3.33	12	The instructions of the tasks are clear.
Layout	24	3.45	20	The font in the tasks is clear.
	24	3.54	19	I like the design of the tasks.
	24	3.66	16	I like the pictures in the tasks.

The mean scores above were classified into four categories: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The aspects of the tasks that received mean scores categorized into fair and poor would

be revised. The explanation of the table above, based on the aspects that should be taken into account, is presented as follows.

1) Activity

Based on the table above, the mean scores of the statements related to the aspect of activity belonged to the very good category (3.33 – 3.62). These mean scores indicated that the students enjoyed the activities in the tasks. They found the tasks interesting and useful for them to improve their motivation to speak in English. Supported by the data from the observation sheet, it can be stated that most of the students interacted with each other using the expressions which had been introduced by the teacher. For this, the researcher did not need to revise the tasks.

2) Goal

Of the three statements in the aspect of goal, all received mean scores ranging from 3.45 to 3.54. It can be inferred that the goal of the developed tasks had been in accordance with the current curriculum. For this, no revision was needed.

3) Input

The mean scores of the statements (numbers 14 and 17) related to the aspect of input were 3.50 and 3.62. Those scores were categorized as very good. It could be inferred from the scores above that the inputs of the tasks were easily understood by the students and helped the students to understand the materials. The researcher decided that the aspect of input in the tasks did not need to be revised.

4) Instructions

The mean scores of the statements in the aspect of instructions were 3.21 and 3.33. From those mean scores which were categorized good and very good, it could be seen that the instructions of the tasks were clear enough and that they did not need to be revised. However, based on the data from the observation sheet, there were some students who still had difficulties in understanding the instructions for the tasks. The English teacher gave suggestions to the researcher to develop teachers' instructions in order to help the students to do the task. For this, the researcher developed teachers' instructions which were presented separately from the tasks for the students.

5) Layout

The mean scores of the statements in the aspect of layout belonged to a very good category (3.45, 3.54, and 3.66). The scores indicated that the layout of the tasks was interesting and the font of the developed tasks was clear enough. For this, the researcher did not do any revision.

c. The Revision

From the evaluation, it can be indicated that the students considered the developed tasks to be appropriate for them. There was no revision for the tasks, except for the availability of the teachers' instructions. The results of the revision can be seen in the following table.

Table 24: The Revision of the Second Draft of Unit 3 “Where is the Post Office?”

Aspects	Feedback	Revision
Activity	The activities were appropriate for the fifth grade students.	Needed no revisions.
Input	The pictures and dialogues helped students understand the material.	Needed no revisions.
Instructions	Needed teachers’ instructions.	Developed teachers’ instructions.
Layout	The layout (theme/design) was interesting.	Needed no revisions.

4. The Second Draft of Unit 4 “Can you Sweep the Floor, Please?”

The title of this unit was aimed at showing the students the objective of the lesson. By the end of the lesson in this unit, the students were expected to be able to use the expressions of asking for and giving information about activities they usually did to keep their school environment clean. The explanation about the try-out, evaluation, and revision of the second draft of unit 4 is presented below.

a. The Try-out

The second draft of unit 4 “Can you Sweep the Floor, Please?” was tried out on Thursday, 5 April, 2012. After greeting the students, the teacher asked the students questions about the topic they were going to learn. The questions were aimed at directing the students to be involved in the lesson. When the teacher asked the students a question about their daily activities at home, not all of the students understood the question. The teacher then used some Indonesian words to clarify the question. After being clarified, the question was easy for the students to understand. Some students answered the question by mentioning the activities they usually did at home. However, there were a few of them who were still

facing difficulties. In order to make it clearer, the teacher showed a picture. After looking at the picture, the students were getting more eager to mention other cleaning activities. When they mentioned these activities in Indonesian, the teacher translated them into English. After that, she showed some pictures of cleaning activities one by one and mentioned them in English clearly. She asked the students to repeat after her the names of the activities. The students were excited in mentioning some of the cleaning activities correctly since the teacher allowed some of them to stick the pictures on the blackboard. After getting the students' attention towards the lesson, the teacher gave an example of how to ask for and give information about cleaning activities. She made use of hand puppets as the media. She modeled the expressions by involving some students. The example of the expressions was "What is she doing?" The figure below is the picture for the warming-up section in unit 4.



Figure 43: The picture of cleaning activities used in warming-up section of unit 4 "Can you Sweep the Floor, Please?"

After that, the teacher directed the students into Task 2. This task consisted of some activities which were aimed at helping the students to comprehend the input given by applying the language expressions in the form of survey and information gap activities. The activity in Task 2, the survey game, ran well. The students did the survey enthusiastically. They enjoyed moving around the class to do the survey. This made the situation in the classroom become slightly uncontrolled so that it took more time for the teacher to send them back to their seats. In Task 3, the students found the task difficult. To anticipate this condition, the teacher assisted them in doing the task by giving examples. Based on the observation sheet, most of the students did the task well. They just needed to practice the language expressions more in order to be more familiar in using them for real communication. The figure below presents the table for the information gap activity in Task 3.

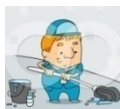





					
Suzan	Thomas	Andy	Evan	Anton	Rosi
					

Figure 44: **The table for the information-gap activity in unit 4 “Can you Sweep the Floor, Please?”**

The next task, Task 4, was more challenging. It was designed to make students become freer in using their language skills. This was because the students should link the input knowledge they had already got with the problems in the

tasks. After the teacher gave the instructions and an example, the students filled in the table by asking for information based on their partners' picture. Some students had already been accustomed to using the expressions of asking for information such as "What is Andi doing?" Based on the observation sheet, there were some students who were still hesitant to communicate using the expressions. The teacher encouraged and assisted them to interact and communicate using the expressions they had learned. In Task 5, the students found the task easy. Since they liked doing role plays, the students felt excited during this section. After being explained by the teacher about how to do the task, in pairs the students did the role play well. One of the students asked where they should put certain rubbish. Then, the other student identified the kind of the rubbish whether it was made of plastic, glass, or paper and gave the correct information about the right bin. The expressions that they used had been modeled by the teacher before such as "Where should I put this rubbish?" and "Put it into the blue bin".

In the last task, Task 6, the students played a board game about cleaning activities. It was not taking much time in explaining the rules since the teacher directly gave the example while she was explaining the rules. In groups, they played the board game by giving instructions to their friends according to the pictures in the boxes where they landed their counters such as "Can you sweep the floor, please?" Then, other students gave the responses to the instructions. Based on the observation sheet, interaction and communication happened among the students when they did the tasks in this unit. However, some students still needed encouragement to be confident to communicate using English.

b. The Evaluation

The evaluation was done after the tasks were tried out. The data obtained from the questionnaire can be seen as follows.

Table 25: The Mean Scores of the Students' Responses on the Second Draft of Unit 4 "Can you Sweep the Floor, Please?"

Aspect to be Considered	N	Mean	Statement Number	Statements
Activity	24	3.33	2	The tasks make me become more eager to speak English.
	24	3.33	13	The tasks help me become more confident to speak in English.
	24	3.37	10	The materials given are appropriate with my ability.
	24	3.37	3	The tasks are not too difficult for me.
	24	3.37	4	The tasks motivate me to learn English.
	24	3.41	11	The topic in each unit of the tasks is interesting.
	24	3.41	6	The activities in the tasks are interesting.
	24	3.45	1	The tasks help me understand English spoken language.
	24	3.50	18	The pair and group works make me become more confident to practice English.
	24	3.54	5	The tasks are varied.
Goal	24	3.37	8	The tasks help me communicate in English with my friends.
	24	3.43	9	I can use the materials in these tasks in the daily activities.
	24	3.45	7	The tasks help me understand English daily expressions.
Input	24	3.54	17	The pictures help me understand the tasks.
	24	3.67	14	The examples in the tasks help me understand the instructions of the tasks.
Instructions	24	3.25	15	The instructions and steps to do the activities in the tasks are easy to understand.
	24	3.37	12	The instructions of the tasks are clear.
Layout	24	3.45	19	I like the design of the tasks.
	24	3.54	16	I like the pictures in the tasks.
	24	3.54	20	The font in the tasks is clear.

It can be seen from the table that the mean scores ranged from 3.25 to 3.67. It meant that the mean scores of the students' responses on the second draft of this unit belonged to the good and very good categories. Below is the explanation of the table above based on the aspects that should be considered.

1) Activity

The mean scores related to the aspect of activity belonged to the very good category (3.33 – 3.54). It indicated that the students found the activities in the developed tasks interesting and suitable for them. By looking at the mean scores of the activity aspect, the activities of the developed tasks did not need to be revised.

2) Goal

The mean scores of the statements in the aspect of goal ranged from 3.37 to 3.45. Based on the mean scores, it could be seen that the goal of the developed tasks had been in accordance with the current curriculum. The aims of the developed tasks had been appropriate with the students' needs to learn English. For this, the researcher did not revise the tasks.

3) Input

Of the statements in the aspect of input (numbers 14 and 17), both received the mean scores of 3.54 and 3.67 which were categorized as very good. It indicated that the input of the tasks had matched with the students' needs in learning English communicatively. For this, the revision of the tasks was not needed.

4) Instructions

The statements in the aspect of instructions got mean scores which were categorized into good and very good categories (3.25 and 3.37). The instructions and steps of how to do the activities in the tasks were easy to understand. Considering that there were few students who still did not understand the steps in some tasks, the researcher decided to construct teachers' instructions for this unit. It was aimed to help the teacher to conduct the tasks easily.

5) Layout

In term of layout, the mean scores of the statements ranged from 3.45 to 3.54. Since its mean scores belonged to the very good category, it can be stated that the aspect of layout did not need to be revised.

c. The Revision

Based on the evaluation above, the tasks were already suitable for the students. Thus, the researcher did not revise the tasks except developing the teachers' instructions. The summary of the revision as the results from the evaluation is presented in the following table.

Table 26: The Revision of the Second Draft of Unit 4 “Can you Sweep the Floor, Please?”

Aspects	Feedback	Revision
Activity	The activities were appropriate for fifth grade students.	Needed no revisions.
Input	The pictures and dialogues helped students to understand the material.	Needed no revisions.
Instructions	Needed teachers' instructions.	Developed teachers' instructions.
Layout	The layout (theme/design) was interesting.	Needed no revisions.

F. Final Product

The final product of the developed communicative speaking tasks was obtained after the second draft was revised. It was the results of the improvements which had been done in the try-out. In this draft, there was no task that needed to be revised. There were only additional teachers' instructions which were presented separately from the developed tasks for the students. The final product of the developed communicative speaking tasks is presented in Appendix F.

G. Summary

The summary of the research findings are related to the four research questions mentioned in chapter 2. The following explanations are related to those questions which are concerned with the results of the needs analysis, the arrangement of the course grid, the draft of the developed tasks, and the review for evaluation of the tasks related to the try-out of the task.

The first finding is related to the results of the needs analysis. It was gained by administering the first questionnaire to 24 fifth grade students of B class of SD N Bakalan. Based on the data, it can be stated that the fifth grade students of B class of SD N Bakalan needed appropriate speaking tasks which could give them many opportunities to communicate with each other. More than half of the students were eager to learn English. Since they were physically active, they liked to learn English through activities that required them to move or do actions. They preferred English materials in which the topics were related to their daily activities and which were aided with some interesting pictures. They found that they would become more comfortable in learning English if they did the

activities in pairs or in groups so that they could improve the interaction and communication among them. It was in accordance with the 2006 curriculum which stated that the students were directed to learn communicative competence in simple oral forms to accompany actions in the school contexts and to have awareness of the nature and importance of English in order to be ready to take a part in daily life communication. They needed activities that provided them with opportunities to communicate with each other in their social life, especially in the oral form. The results of students' need analysis were used as the basis to develop the course grid in accordance with the curriculum.

The second finding is related to the second research question about the development of the course grid. The course grid was the guideline in developing the communicative speaking tasks. It was developed based on the data obtained from the needs analysis and the school-based curriculum which consisted of some aspects. They were topics, standards of competence, basic competence, indicators, language functions, vocabulary words, communicative tasks, and media. The topics were determined based on the curriculum demands in SD N Bakalan which were stated in the school syllabus. It was supported by the results of the needs analysis that the students needed English materials the topics of which were close to their daily life. The standards of competence and the basic competence were taken from the 2006 curriculum for the fifth grade of the even semester for the aspect of speaking skills. The indicators were derived from the points that indicated whether or not the students could accomplish the goal of the lessons drawn in the basic competence. The communicative goals of the lesson were

mainly focused as the language function that should be mastered by the students, especially in the aspect of speaking skills. It was included in the developed communicative speaking tasks. The vocabulary section consisted of some words that should be emphasized in each unit related to the topic. The communicative tasks which were developed to promote the communicative goals in the learning of English were in the form of survey games, informational gap activities, and role plays. Selected media were used to support the try-out of the developed tasks so that the students felt it easy to follow the lessons in order to achieve the goal of the lessons.

The third finding is related to the draft of the developed tasks. There were four units of tasks which were developed in this study. In unit 1, namely “When do you Have English Lessons?”, the students learned the expressions of asking for and giving information about school schedules. In unit 2, “How Much is the Cake?”, the students learned the expressions of asking for and giving information about prices. In unit 3, “Where is the Post Office?”, the students were expected to be able to use the expressions of asking for and giving directions. In the last unit, “Can you Sweep the Floor, Please?”, the students learned the expressions of giving and responding to the instructions about cleaning activities that they usually did in their daily life. Each unit consisted of six tasks which focused on speaking activities. All tasks in each unit had similar sections which was started with the warming up section and followed by some communicative tasks.

The last finding is concerned with the for evaluation of the tasks related to the try-out of the task. After the tasks were developed as the first draft, they were

reviewed by the researcher's advisors. Then, the second questionnaire was administered to ten respondents who were English teachers to evaluate the first draft of the developed tasks. The feedback and suggestion from the reviewers and respondents were used to evaluate and revise the tasks before the tasks were tried out to the students. The results of this evaluation and revision produced the second draft of the tasks. The second draft was then tried out. After that, the third questionnaire was administered to the students to get their opinions about the tasks which later were used to revise the tasks for the second time in order to produce the final draft. From the try-out of the second draft of the developed tasks, the data showed that the tasks were categorized good and very good. It can be inferred from the mean scores which ranged from 3.00 to 3.70. Since the mean scores of all the aspects of the developed tasks belonged to the good and very good categories, it could be said that the developed tasks were appropriate for the fifth grade students of class B of SD N Bakalan. After being tried out and evaluated, the second draft which had been revised was considered to be the final draft. Additionally, based on the class teacher's suggestions, the researcher developed additional task instructions for every unit in the form of a separate file.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two main parts. They are conclusion and suggestions which are presented below.

A. Conclusion

The findings of this study are obtained based on the research questions. They are related to the results of the needs analysis of communicative speaking tasks, the arrangement of the course grid, the draft of the developed tasks, and the review for evaluation of the tasks related to the try-out of the task.

First, based on the data gained from the needs analysis, it can be inferred that the fifth grade students of class VB of SD N Bakalan need appropriate speaking tasks which can give them many opportunities to communicate with each other. It is in line with the 2006 curriculum that the students are directed to acquire communicative competence in simple oral forms to accompany actions in school contexts. The students need communicative speaking tasks that can cater their characteristics. From the results of the needs analysis, the data show that more than half of the students are eager to learn English. They find that they become more comfortable in learning English when they do classroom activities in pairs or in groups.

Second, in this study, the course grid is the guideline used in developing the communicative speaking tasks. It is developed based on the data obtained from the needs analysis and the school-based curriculum which consists of eight aspects. They are topics, standards of competence, basic competence, indicators,

language functions, vocabulary, communicative tasks, and media. The topics are determined based on the curriculum demands and from the results of the needs analysis. The standards of competence and the basic competence are taken from the 2006 curriculum for the fifth grade of the even semester for the aspect of speaking skills. The indicators are derived from the points that indicate whether or not the students can accomplish the goal of the lessons stated in the basic competence. The communicative tasks are the tasks in the forms of survey games, informational gap activities, and role plays.

Third, there are four units of communicative speaking tasks which are developed in this study. In unit 1, namely, “When do you Have English Lesson?”, the students learn the expressions of asking for and giving information about school schedules. In unit 2, “How Much is the Cake?”, the students learn the expressions of asking for and giving information about prices. In unit 3, “Where is the Post Office?”, the students are expected to be able to use the expressions of asking and giving directions. In unit 4, “Can you Sweep the Floor, Please?”, the students learn the expressions of giving and responding to the instructions related to cleaning activities they usually do in their daily life. Each unit consists of six tasks which focus on speaking activities.

Fourth, the developed communicative speaking tasks are categorized as good and very good. It can be inferred from the mean scores of the task evaluation which range from 3.00 to 3.70. Since the mean scores of all of the aspects of the developed tasks belong to good and very good categories, it can be said that the developed tasks are appropriate for the fifth grade students of SD N Bakalan. The

developed communicative speaking tasks can promote interaction and communication among the students since the tasks provide activities that offer the students opportunities to practice the language communicatively. The final product is produced after the second draft is tried out and evaluated. In the revision of the second draft, the researcher develops additional task instructions for every unit in the form of a separate file. It is done based on the class teacher's suggestions.

B. Suggestions

There are some suggestions related to the findings of this research study. The suggestions are addressed to the English teacher and other researchers who are interested in this field.

The first finding of this study is related to the needs analysis. As it has been stated before, the fifth grade students of class VB of SD N Bakalan need appropriate speaking tasks which are in line with the current curriculum and can cater their characteristics. Related to this finding, the researcher gives suggestions for the English teacher to consider students' needs and characteristics in order to select, adapt, adopt, or develop tasks for students. The tasks given to the students should be based on the current curriculum demands and should be able to cater students' characteristics. Similar suggestions are addressed to other researchers who are interested in the same field. In developing or designing instructional tasks, they should notice students' needs and characteristics which can be obtained from needs analyses.

The second finding states that the course grid of the developed tasks is developed based on the data obtained from the needs analysis and the school-based curriculum which consists of eight aspects. They are topics, standards of competence, basic competence, indicators, language functions, vocabulary, communicative tasks, and media. Since the course grid is the guideline for developing the instructional materials, the English teacher should develop it carefully by considering all of its aspects. It is also important for the English teachers and other researchers, when developing the course grid, to take into account the current curriculum.

The third finding is about the draft of the developed tasks. There are four units of communicative speaking tasks which are developed in this study in which each unit consists of six tasks and focuses on speaking activities. All tasks in each unit have similar sections starting with the warming up section and followed by some communicative tasks. In line with this finding, the researcher suggests that, when presenting the tasks, the English teacher focuses her or his teaching on achieving the instructional goals. He or she should provide adequate inputs for the students to accomplish the tasks. For other researchers who develop instructional tasks, they should consider all of the components required for the tasks.

The last suggestion is related to the fourth finding about the evaluation for revising the tasks. The finding shows that the developed communicative speaking tasks are categorized as good and very good since the mean scores of the tasks evaluation range from 3.00 to 3.70. Related to this finding, in order to know whether the developed tasks are regarded appropriate for the students, it is

suggested for the English teacher to evaluate the tasks that she or he will give to the students. The tasks should fit students' needs and characteristics. For other researchers who develop instructional tasks, it is important for them to conduct evaluation by trying-out the developed tasks in order to get the appropriate tasks and by using appropriate instruments. The try-out of the developed tasks is aimed at finding out whether or not the tasks are suitable for the students. The data from the questionnaire for the evaluation and from the data collection during the try-out can be used to revise the developed tasks.

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Appendices

APPENDIX A
Data of the Fifth Grade Students of SD N Bakalan

No.	Nama Siswa
1.	Enitri Wahyuni
2.	Andika K W
3.	Haflatul Agustina
4.	Angga S N
5.	Ichsannur F S
6.	Annisa Qibti N A
7.	Chobita D N
8.	Dhimas Rizki Ambar T
9.	Dwi Yoga W
10.	Fajar Nur R
11.	Hanifah Nur A
12.	Yola Sekar W
13.	Yenny Merry
14.	Laili Nur A
15.	Muhammad Misbachul U
16.	Malicatus Sa'diyah
17.	Muhammad S Husna
18.	Muhammad Wildan R
19.	Mazidatul F
20.	Shollu Sulthon
21.	Tasya Salwa S
22.	Titania Esa M
23.	Ria Azni A
24.	Devita Indah P

APPENDIX B
Data of the Respondents

No.	Name	Education
1.	Ika Nur Rahmawati, S.Pd	S1 degree of Yogyakarta State University English teacher in SD Al-Azhar Yogyakarta
2.	Valeria Westri, S.Pd	S1 degree of Yogyakarta State University English teacher in SD Kanisius Wates
3.	Riza Indah Pramesthi, S.Pd	S1 degree of Yogyakarta State University English teacher in SDN Mejing
4.	Wulan Asriningrum, S.Pd	S1 degree of Yogyakarta State University English teacher in SDIT Ar-Raihan Bantul
5.	Kurnia Wulandari	Student of English Education Department English teacher in Kindergarten
6.	Andika Trisurini	Student of English Education Department English teacher in Realia
7.	Duidamayanti	Student of English Education Department English teacher in Kindergarten
8.	Erna Sulistyowati	Student of English Education Department English teacher in SD N Gebangan
9.	Raisa Adyana Akyas	Student of English Education Department
10.	Windi Arini	Student of English Education Department
11.	Brian Herniasti	Student of English Education Department
12.	Esti Ermawati	Student of English Education Department
13.	Ayuk Puspitasari	Student of English Education Department
14.	Aditya Adrian Nusantara	Student of English Education Department
15.	Dhanang Prihardono	Student of English Education Department

APPENDIX C

Course Grid

Unit	Topics	Standard of Competences	Basic Competences	Indicators	Language Functions	Vocabulary Words	Communicative Tasks	Media
1	School Time-table	6. Give a very simple instructions and information	6.3 Use expressions to give information involving speech acts in the appropriate context	<p>The student are able to:</p> <ul style="list-style-type: none"> - use the expressions of asking for and giving information about favourite subject. - use the expressions of asking for and giving information about schedule of school timetable. 	<ul style="list-style-type: none"> - A : “What is your favourite subject?” B : “My favourite subject is Math.” - A : “Do you have English on Monday?” B : “Yes, I do./ No, I don’t.” - A : “When do you have Math?” B : “I have Math on Monday after English./ I have Math on Monday.” 	<ul style="list-style-type: none"> • Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. • English, math, social science, science, Bahasa Indonesia, Javanese, art. • After, before 	<p>Task 1 (Questions-answers)</p> <p>1. The teacher asks the students about the school subjects that they have.</p> <p>Task 2 (survey)</p> <p>2. The students do a survey game to find their friends’ favourite school subjects.</p> <p>Task 3 (information-gap)</p> <p>3. In pairs, the students complete their timetables by exchanging information with partners.</p> <p>Task 4 (find the similarities)</p> <p>4. In groups, the students describe their timetables in turn and find the</p>	Time-tables, hand puppets, pictures, cards

							<p>similarities between them.</p> <p>Task 5 (information-gap)</p> <p>5. In pairs, the students complete their own tables by asking for information that they did not possess to their partners.</p> <p>Task 6 (role-play)</p> <p>6. In pairs, the students do a role play to make an appointment to go to the bookshop.</p>	
2	In the Canteen	6. Give a very simple instructions and information	6.3 Use expressions to give information involving speech acts in the appropriate context	<p>The students are able to:</p> <ul style="list-style-type: none"> - use the expressions of asking for and giving information about favourite foods. - use the expressions of asking for and giving 	<ul style="list-style-type: none"> - A : “What’s your favourite food?” B : “I like meatball.” - A : “How much is the cake?” B : “It’s two thousand rupiah.” - A : “What do you want?” 	<p>Cake, noodles, burger, satay, pizza, donut, cupcake, orange juice, ice cream, coffee, tea, iced tea, milk,</p>	<p>Task 1 (Questions-answers)</p> <p>1. The teacher asks the students about foods and drinks that they usually find in the canteen.</p> <p>Task 2 (Survey)</p> <p>2. The students do a survey game to know their</p>	<p>Pictures, cards, menu lists, hand puppets</p>

				<p>information about price.</p> <p>- use the expressions of asking for and giving information of how to order menu.</p>	<p>B : “Can I have a bowl of meatball, please?”</p>	<p>a bowl of noodles, a glass of milk, etc.</p>	<p>friends’ favourite foods and drinks.</p> <p>Task 3 (Information-gap)</p> <p>3. In pairs, the students complete their own tables by asking their partner for information about favourite foods and drinks.</p> <p>Task 4 (find the similarities)</p> <p>4. In groups, the students find the same prices of foods and drinks in their menu lists.</p> <p>Task 5 (information-gap)</p> <p>5. In pairs, the students complete their price lists by exchanging information with partners.</p> <p>Task 6 (role-play)</p> <p>6. The students do a role play as a waiter and</p>	
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							customers in a restaurant using the expressions of ordering foods and drinks.	
3	My Town	6. Give a very simple instructions and information	6.3 Use expressions to give information involving speech acts in the appropriate context	<p>The students are able to:</p> <ul style="list-style-type: none"> - use the expressions of asking for and giving information about the location of places. - Use the expressions of asking for and giving information about direction. 	<p>A : “Where is the zoo?” B : “It’s between the bank and restaurant.”</p> <p>A : “Can you show me the way to go to the post office?” B : “Sure. Go straight, then turn right. The post office is on your right side.”</p>	<ul style="list-style-type: none"> • School, zoo, post office, bank, police office, market, restaurant, market, mosque, church, drugstore • next to, beside, behind, between, in front of, on the right side, on the left side, turn left, turn right, go straight. 	<p>Task 1 (Questions-answers) 1. The teacher asks the students about the buildings around their houses.</p> <p>Task 2 (Survey) 2. The students do a survey game to know the public places which are located near their friends’ houses.</p> <p>Task 3 (Information-gap) 3. In pairs, the students complete their own tables by exchanging information about the location of each building in the table.</p>	<p>Pictures, hand puppets, maps, game boards</p>

							<p>Task 4 (information-gap)</p> <p>4. In pairs, the students complete their own maps by exchanging information about the location of each building in the map.</p> <p>Task 5 (board game)</p> <p>5. In groups, the students play a board game about the location of some buildings in a map by using the expressions of asking for and giving information about directions.</p> <p>Task 6 (information-gap)</p> <p>6. In pairs, the students complete their own maps by asking their partners for information about directions to go to some buildings.</p>	
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4	Environment	6. Give a very simple instructions and information	6.3 Use expressions to give information involving speech acts in the appropriate context	<p>The students are able to:</p> <ul style="list-style-type: none"> - use the expressions of asking for and giving information about cleaning activities. - give and respond to the instructions related to the topic. 	<ul style="list-style-type: none"> - A : “What is Ambar doing?” B : “She is sweeping the floor.” - A : “Where should I put this rubbish?” B : “Put it into the blue bin.” - A : “Can you sweep the floor, please?” B : “Sure.” 	Sweep the floor, mop the floor, clean the blackboard, wipe the window, clean the dust, throw the rubbish, empty the dustbin	<p>Task 1 (Questions-answers)</p> <p>1. The teacher asks the students about cleaning activities that they usually do.</p> <p>Task 2 (Survey)</p> <p>2. The students do a survey game to know their friends’ activities to keep the environment clean.</p> <p>Task 3 (Information-gap)</p> <p>3. In pairs, the students complete their own tables by asking for information about the activities in the table to their partners.</p> <p>Task 4 (information-gap)</p> <p>4. The students fill in their tables by exchanging information.</p>	Pictures, cards, hand puppets, game boards
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							<p>Task 5 (role-play)</p> <p>5. In pairs, the students ask for information about where they should put the rubbish into the correct bin to their partner.</p> <p>Task 6 (board game)</p> <p>6. The students play a board game about the activities to keep the environment clean using the expressions of giving and responding to instructions.</p>	
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APPENDIX D

THE FIRST DRAFT
OF COMMUNICATIVE SPEAKING
TASKS FOR THE FIFTH GRADE
STUDENTS OF SD N BAKALAN

UNIT 1

When do you Have English Lessons?



TASK 1

Look at your school timetable. What are your school subjects? What is your favorite subject?



TASK 2

Do a survey to your friends to find information about their favorite subjects.















No.	Name					Others
1.						
2.						
3.						
4.						
5.						














TASK 3

Do it in pairs. Complete the table from your teacher by asking for information about school schedule to your partner.

Student A

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
					
Break Time					
					

Student B


Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
					
Break Time					
					




TASK 4

Do it in groups of four. Group A and group B will get a different timetable. Describe your own timetable in turn. Find the similarities of both timetables.


Group A




	Mon	Tue	wed	Thu	Fri	Sat
1	Math	P.E	Social	p.E	Science	English
2	English	Science	Religion	Math	Religion	Bahasa Indonesia
3	Science	Math	Bahasa Indonesia	English	Math	Social
4	Social	Javanese	Javanese	Science	Computer	Art



Group B



	Mon	Tue	Wed	Thu	Fri	Sat
1	Javanese	Social	P.E	Religion	Science	Science
2	English	English	Math	Math	Bahasa Indonesia	Religion
3	Bahasa Indonesia	Math	Bahasa Indonesia	Social	Math	Social
4	Art	Science	Computer	Science	English	Computer





TASK 5

Do it in pairs. Complete the table below by asking for information about schedule to your partner in turn.







Student A

Subjects	Days
Math	
English	
Science	
Art	
Social	



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Civics	Math	religious education	Science	English	physical education
Social	Civics	B. Indonesia	Javanese	Math	Science
Science	English	Social	music	B. Indonesia	Computer
Math	Computer	Art	B. Indonesia	Social	Art

Student B

					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Math	Social	physical education	religious education	English	Civics
Computer	Science	Math	Social	Computer	Science
Science	Art	English	Math	B. Indonesia	Social
music	Civics	B. Indonesia	Art	Javanese	B. Indonesia

Subjects	Days
Civics	
English	
Physical Education	
Art	
Computer	



TASK 6

Do it in pairs. You will go to the bookshop with your friend from other class after school. Discuss with your friend to decide when you have your free time. Here below is your school timetable.

Student A

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Math	P.E	Science	Civics	Art	Science
B.Indonesia	Math	Religion	Social	Javanese	Social
English	Music	B.Indonesia	Math	English	Computer
Civics	Social	Extra-curricular	free	Religion	Free
Extra-curricular	Extra-curricular	free	free	Extra-curricular	free

Student B

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
P.E	Math	Math	Religion	Javanese	Social
Music	English	Social	Science	Art	Science
Social	B.Indonesia	B.Indonesia	B.Indonesia	Computer	English
Math	Civics	Civics	Extra-curricular	Religion	Extra-curricular
free	free	Extra-curricular	free	free	free

UNIT 2

How Much is the Cake?



TASK 1

Look at this picture. Where are they? Mention some foods and drinks you can find in the canteen.



TASK 2

Do a survey to your friends to find information about their favorite foods.

No.	Name					others
1.						
2.						
3.						
4.						
5.						



TASK 3

Do it in pairs. Complete the table below by asking for information about students' favorite foods and drinks to your partner.

Student A



Andy	Rora	Sinta	Tony	Cindy
				
				

Student B



Andy	Rora	Sinta	Tony	Cindy
				
				



TASK 4

Do it in groups of four. Group A will get a menu list of canteen A and group B will get a menu list of canteen B. Describe your own menu list in turn. Find the similarities of both menu lists.

Group A

Canteen A

Burger	Rp 4.000,00
Meatball	Rp 4.000,00
Noodles	Rp 3.000,00
Satay	Rp 3.000,00
Orange juice	Rp 2.000,00
Iced tea	Rp 1.000,00
Milk	Rp 2.000,00
Strawberry juice	Rp 2.000,00
Ice cream	Rp 1.000,00

Group B

Canteen B

Meatball	Rp 3.000,00
Noodles	Rp 2.000,00
Satay	Rp 2.000,00
Burger	Rp 4.000,00
Milk	Rp 1.000,00
Strawberry juice	Rp 2.000,00
Ice cream	Rp 2.000,00
Orange juice	Rp 1.000,00
Iced tea	Rp 1.000,00

**TASK 5**

Do it in pairs. Complete the table below by asking for information about the price of foods and drinks to your partner.

Student A

Price list	
Satay	Rp 1.000,00
Meatball	.....
Doughnut	.....
Cake	Rp 500,00
Orange juice	Rp 1.000,00
Iced tea	.....
Noodles	.....
Burger	Rp 5.500,00

Student B

Price list	
Satay	.....
Meatball	Rp 3.500,00
Doughnut	Rp 1.500,00
Cake	.....
Orange juice	.....
Iced tea	Rp 2.000,00
Noodles	Rp 3.500,00
Burger	.....



TASK 6

Role play. Do it in groups of five.

You are in a restaurant. One of you act as a waiter. The others act as the customers. The customers order foods and drinks based on the menu to the waiter. The waiter writes the ordered menu and takes the ordered foods and drinks. Use this following menu list. Take turns.

Menu	
Foods & Snacks	Drinks
<ul style="list-style-type: none">• Noodles• Burger• Satay• Cake• Pop - corn	<ul style="list-style-type: none">• Orange juice• Strawberry juice• Tea• Iced tea• Milk• Ice cream

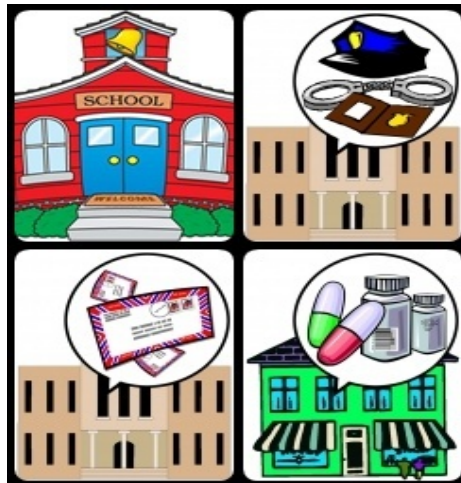
UNIT 3

Where is the Post Office?



TASK 1

Look at this picture. Mention some public places around your house.



TASK 2

Do a survey to your friends to find information about public places around their houses.

No	Name	Do you live near the ?			
1.					
2.					
3.					
4.					
5.					



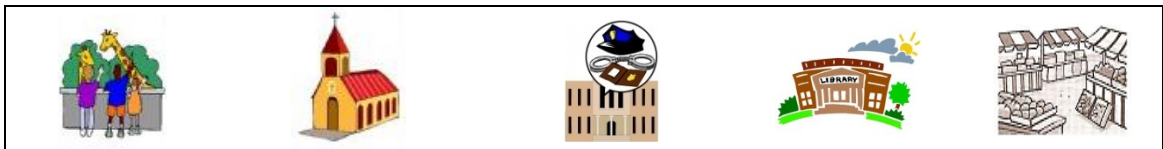
TASK 3

Do it in pairs. Complete the table below by asking for information about the location of the pictures to your partner.

Student A



Student B





TASK 4

Do it in pairs. Complete the map below. Fill in the name of the blank buildings by asking for information about the location of public places to your partner.

Map for Student A



Police office

Post office

Zoo

Hospital

Library

Park

Map for Student B



Drugstore

Mosque

Market

School

Bank

Church



TASK 5

Do it in groups of four.

Roll the dice and move your counter into the box according to the number on the dice. Your friend asks for information about the direction to go to the place where your counter stops. You must give correct information about the direction to go to that place based on the map. If you give the wrong direction, you must move your marker one step back. Do it in turn.

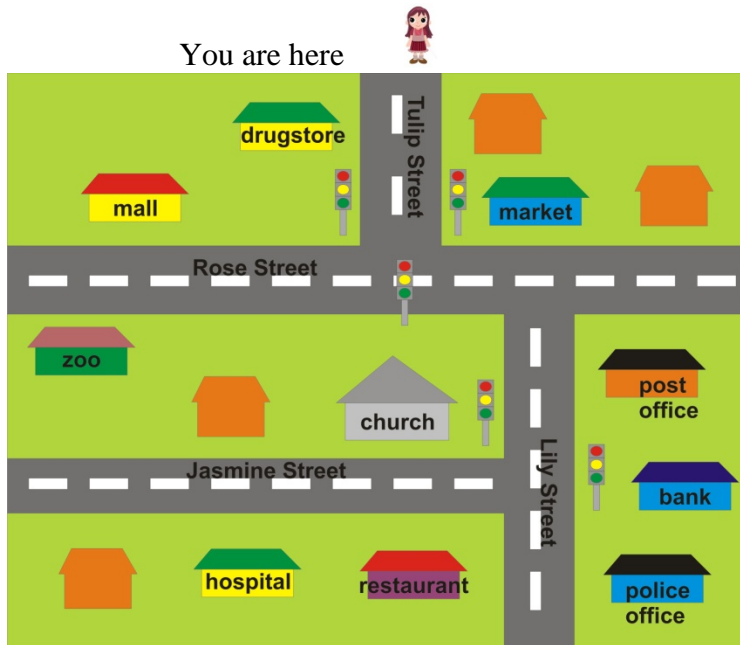
1. start	2. 	3. 	4. 	5.
14. finish				6.
13. 				7.
12. 	11. 	10. 	9. 	8.



TASK 6

Do it in pairs. Complete the map below. Fill in the name of the blank buildings by asking for information about the direction to go to some public places to your partner.

Map for Student A

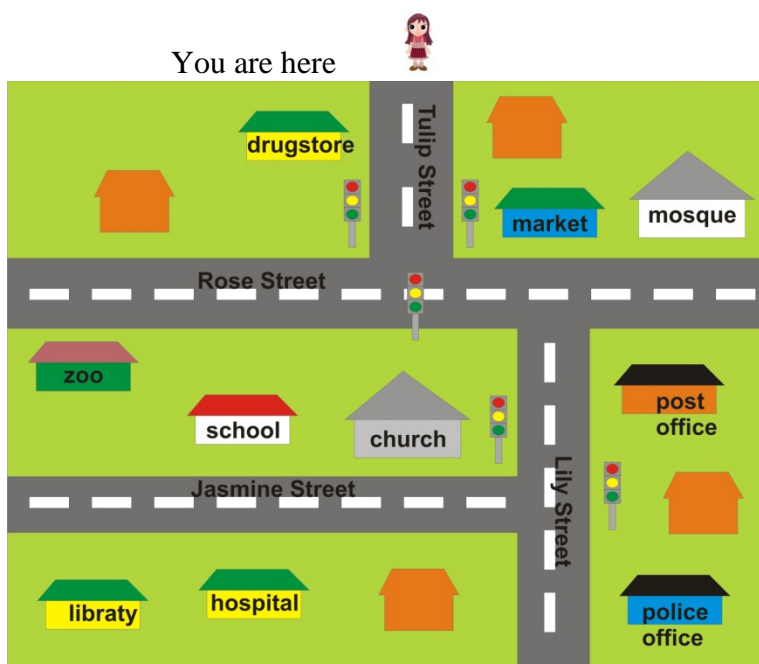


school

park

mosque

Map for Student B



Mall

Restaurant

Bank

UNIT 4

Can you Sweep the Floor, Please?







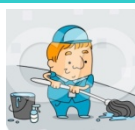
TASK 1

Look at this picture. What are they doing? What can you do to keep your environment clean?



TASK 2

Do a survey to your friends to find information about activities that they usually do to keep the environment clean.

No.	Name	Do you usually ... ?				
						
1.						
2.						
3.						
4.						
5.						






TASK 3

Do it in pairs. Complete the table below by asking for information about the students' activities to your partner.




Student A



Suzan	Thomas	Andy	Evan	Anton	Rosi
					

Student B



Suzan	Thomas	Andy	Evan	Anton	Rosi
					

**TASK 4**

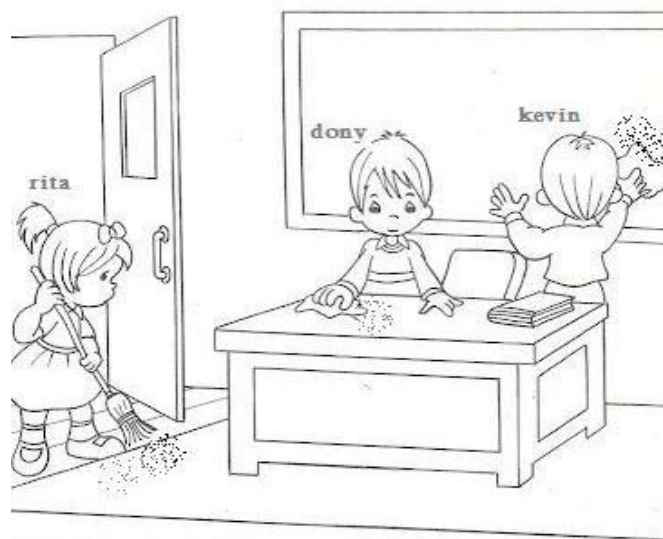
Do it in pairs. Complete the table below by asking for information about the duty list during the classroom cleaning activity to your partner.

Student A

Name	Duty
Rita	
Doni	
Kevin	

**Student B**

Name	Duty
Andre	
Santi	
Rudi	



TASK 5

Do it in pairs. Throw the rubbish below into the right bin. Ask your partner for information where you should throw the rubbish.



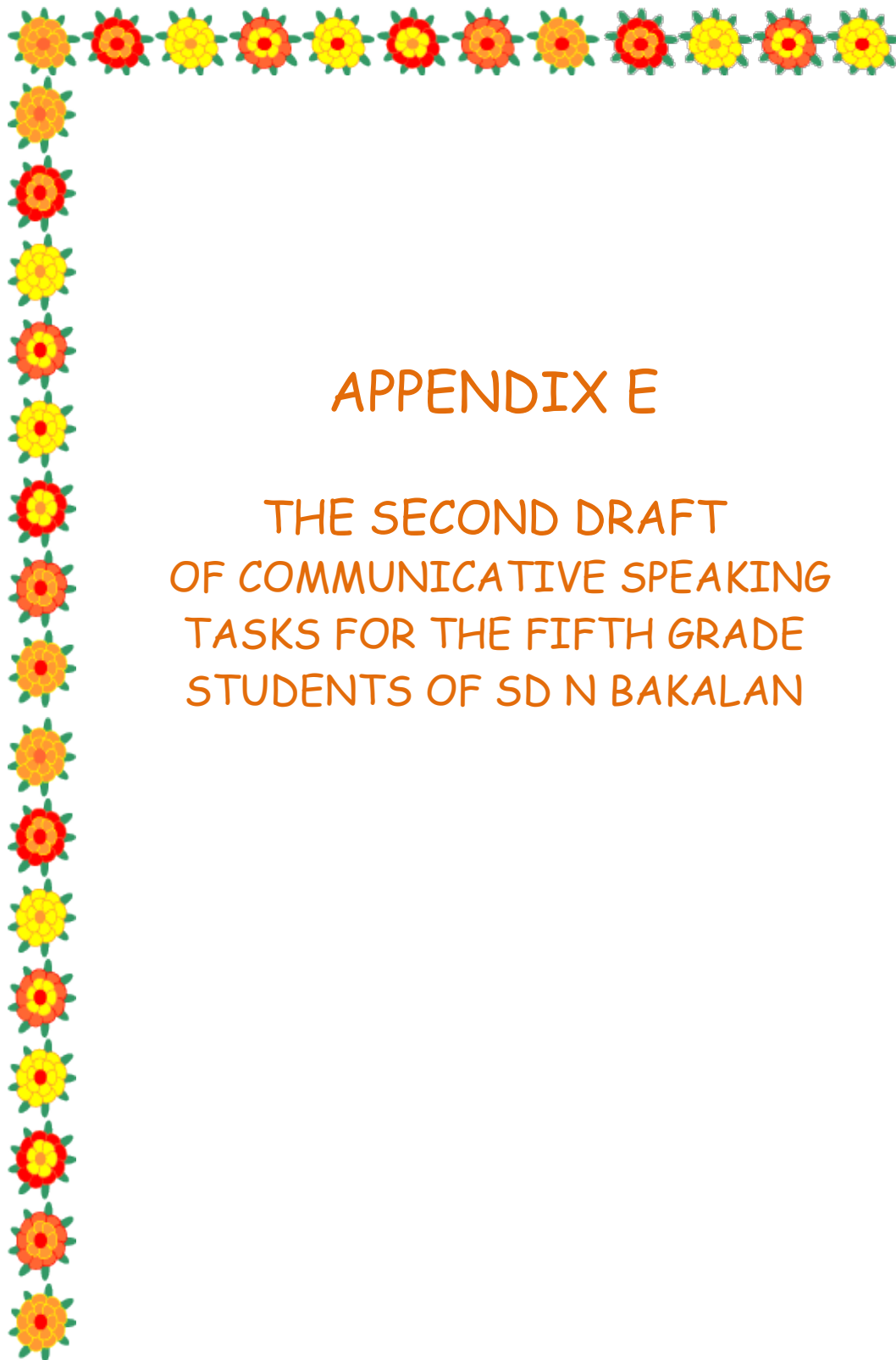


TASK 6

Do it in groups of four.

Roll the dice and move your counter into the box according to the number on the dice. Give an instruction to your friend based on the picture on the box where your counter stops. If you give the instruction correctly, your friend should response it by saying: "Yes, sure". If you give the wrong direction, your friend should response it by saying: "Sorry, I'm busy" and you must move your marker one step back. Take turns.

1. start	2. 	3. 	4. 	5.
16. finish				6.
15. 				7.
14. 				8.
13. 	12. 	11. 	10. 	9.



APPENDIX E

THE SECOND DRAFT
OF COMMUNICATIVE SPEAKING
TASKS FOR THE FIFTH GRADE
STUDENTS OF SD N BAKALAN

UNIT 1

When do you Have English Lessons?



TASK 1

Look at your school timetable. What are your school subjects? What is your favorite subject?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



TASK 2

Do it on your own. Ask your friends about their favorite subjects. See the example.



Hi Linda, what's your favorite subject?

My favorite subject is English.



No.	Name					Others
1.	Linda	✓				
2.						
3.						
4.						
5.						



TASK 3

Do it in pairs. Complete the school timetable below. Follow the instructions to do the task.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Student A and student B will get an incomplete timetable with different information. (Don't show your timetable to your partner!)
3. Student A completes his/her timetable by asking questions to student B about the schedule of some subjects.
4. Student B gives information to student A about the schedule based on the information on his/her timetable.
5. Student A completes his/her table based on the information from student B by drawing lines from the picture of school subjects to the right table.
6. Do the step 3 until 5 in turns. (See the dialogue below as the example)
7. After completing your timetables, compare it with your partner to check the result.



When do you have Civics?



I have Civics on Monday before Math and Tuesday after Science.



TASK 4

Do it in groups. Find the similarities. Follow the instructions.

Instructions:

1. The students are put into groups four. The groups are divided into groups A and groups B.
2. Group A works in pairs with group B.
3. Group A and group B will get a different timetable. (Don't show your timetable to the other group!)
4. Group A describes their timetable to group B. (For example: "We have Math, English, Social, and Science on Monday")
5. Group B listens to the description from group A and find the subjects which are in the same schedule as theirs. Circle on the same subjects.
6. Do the step 4 and 5 in turns.
7. In the end, compare your timetables to check the result.



TASK 5

Do it in pairs. Follow the instructions to do the task.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Student A and student B will get a different timetable. (Don't show your timetable to your partner!)
3. Student A fills in his/her table by asking for information about the schedule of some subjects to student B.
4. Student B gives information about the schedule of some subjects to student A based on the information on his/her timetable.
5. Student A writes names of the days on the table after he/she gets the information from student B.
6. Do the step 3 until 5 in turns.
7. After completing the tables, compare your timetables with your partner to check the result.

Table for Student A

Subjects	Days
Math	
English	
Science	
Art	
Social	

Table for Student B

Subjects	Days
Civics	
English	
Physical Education	
Art	
Computer	



TASK 6

Do it in pairs. Follow the instructions.

Discuss with your friend to find your free time to go to the bookshop together. You can use the expressions that you have learned in the previous tasks. Use your timetable from your teacher.

UNIT 2

How Much is the Cake?



TASK 1

Look at this picture. Where are they? Mention some foods and drinks that you can find in the canteen.





TASK 2

Do it on your own. Ask your friends about their favorite foods. See the example.



Hi Dian, what's your favorite food?

My favorite food is meatball.



No.	Name					others
1.	Dian	-	-	v	-	-
2.						
3.						
4.						
5.						



TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Student A and student B will get an incomplete table of students' favorite foods and drinks with different information. (Don't show your table to your partner!)
3. Student A completes his/her table by asking questions to student B about students' favorite foods and drinks.
4. Student B gives information to student A based on the information on his/her table.
5. Student A completes his/her table based on the information from student B by drawing a line from the picture of food or drink to the right box in the table.
6. Do the step 3 until 5 in turns. (See the dialogue below as the example.)
7. After completing your tables, compare it with your partner to check the result.



What's Sinta's favorite food?

Her favorite food is burger





TASK 4

Do it in groups. Find the similarities. Follow the instructions.

Instructions:

1. The students are put into groups four. The groups are divided into groups A and groups B.
2. Group A works in pairs with group B.
3. Group A and group B will get a different menu list. (Don't show your menu list to the other group!)
4. Group A describes the prices of foods and drinks from their menu list to group B. (For example: "The satay is eight thousands rupiah")
5. Group B listens to the description from group A and find the foods or drinks which are in the same price as theirs. Circle on the food or drink with the same prices.
6. Do the step 4 and 5 in turns.
7. In the end, compare your menu lists to check the result.



TASK 5

Do it in pairs. Follow the instructions.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Student A and student B will get an incomplete price list with different information on it. (Don't show your price list to your partner!)
3. Student A fills in his/her price list by asking for information about prices of foods or drinks to student B.
4. Student B gives information about prices to student A based on the information on his/her price list.
5. Student A writes the prices of foods or drinks on the table after he/she gets the information from student B.
6. Do the step 3 until 5 in turns. (See the dialogue below as the example.)
7. After completing the price lists, compare it with your partner to check the result.



How much is the burger?

It's five thousand rupiah.





TASK 6

Do it in groups of four. Follow the instructions.

Instructions:

1. You are in a restaurant. One of you acts as a waiter. The others act as the customers.
2. The waiter offers the menu to the customers. The customers order foods and drinks based on the menu to the waiter.
3. The waiter writes the ordered menu and takes the ordered foods and drinks. Use this following menu list. (See the example of how to order the foods and drinks.)

Menu	
Foods & Snacks	Drinks
<ul style="list-style-type: none">• Noodles• Burger• Satay• Cake• Pop - corn	<ul style="list-style-type: none">• Orange juice• Strawberry juice• Tea• Iced tea• Milk• Ice cream



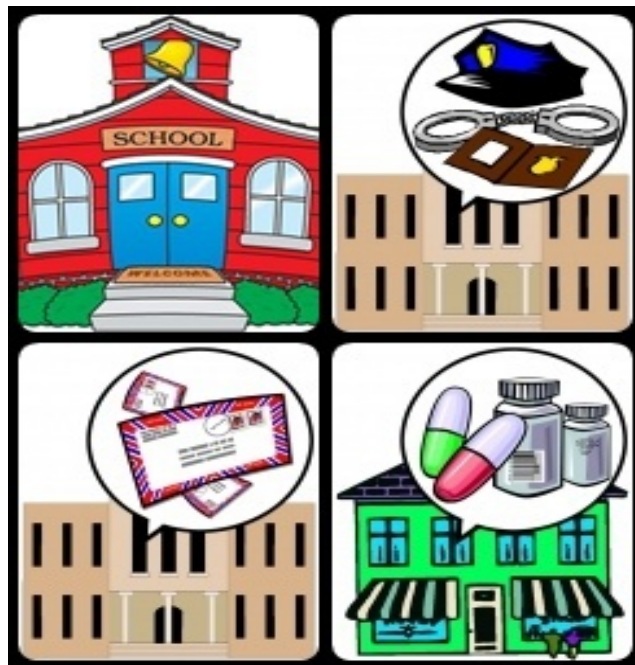
UNIT 3

Where is the Post Office?



TASK 1

Look at this picture. Mention some public places around your house.





TASK 2





Do it on your own. Ask your friends about public places near their houses. See the example.



Hi Rina, do you live near the school?

Yes, I do.



No	Name				
1.	Rina				✓
2.					
3.					
4.					
5.					



TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Each student (student A and student B) will get an incomplete table with different pictures of public places on it. (Don't show your table to your partner!)
3. Student A completes his/her table by asking questions to student B about the location of the following public places in the table.
4. Student B gives the information about location of the pictures to student A based on his/her table.
5. Student A completes his/her table based on the information from student B by drawing lines from the pictures of public places to the right boxes in the table.
6. Do the step 3 until 5 in turns. (See the dialogue below as the example)
7. After completing the tables, compare it with your partner to check the result.



Where is the drugstore?

It's beside the church.





TASK 4

Do it in pairs. Complete the map below. Follow the instructions to do the task.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Each student (student A and student B) will get an incomplete map. (Don't show your map to your partner!)
3. Student A completes his/her map by asking for information about the location of some places in the map to student B.
4. Student B gives the information about the location of some places to student A based on his/her map.
5. Student A completes his/her map based on the information from student B by writing the correct numbers of the building on the table below.
6. Do the step 3 until 5 in turns. (See the dialogue in the previous task)
7. After completing the maps, compare it with your partner to check the result.

Student A	
Police office	(....)
Post office	(....)
Zoo	(....)
Hospital	(....)
Library	(....)
Park	(....)

Student B	
Drugstore	(....)
Mosque	(....)
Market	(....)
School	(....)
Bank	(....)
Church	(....)



TASK 5

Do it in groups of four. Follow the instructions.

Instructions:

1. Roll the dice and move your counter into the box according to the number on the dice.
2. Your friend asks for information about the directions to go to the place where your counter stops. (For example: "Can you show me the way to go to the police office, please?")

3. You must give correct information about the directions to go to that place. Use the map to give the information. (For example: "From here, go straight, then turn right. The police office is in front of the restaurant.")
4. If you give the wrong directions, you must move your marker one step back. Take turns.
5. The game is over if one of you has reached the finish.



TASK 6

Do it in pairs. Follow the instructions to do the task.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Each student (student A and student B) will get an incomplete map. (Don't show your map to your partner!)
3. Student A completes his/her map by asking for information about the directions to go to the location of some places in the map to student B.
4. Student B gives the information about the directions to student A based on his/her map.
5. Student A completes his/her map based on the information from student B by writing the names of places on the correct building.
6. Do the step 3 until 5 in turns.
7. After completing the maps, compare it with your partner to check the result.

Student A	Student B
school	mall
park	restaurant
mosque	bank

UNIT 4

Can you Sweep the Floor, Please?



TASK 1

Look at this picture. What are they doing? What can you do to keep your environment clean?





TASK 2





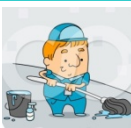
Do it on your own. Ask for information to your friends about the activities that they usually do to keep the environment clean. See the example.



Hi Ratih, do you usually water the plants?

Yes, I do.



No.	Name					
1.	Ratih	V				
2.						
3.						
4.						
5.						



TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Student A and student B will get an incomplete table of students' cleaning activities. (Don't show your table to your partner!)
3. Student A completes his/her table by asking for information about students' cleaning activities to student B.
4. Student B gives information to student A based on the information on his/her table.
5. Student A completes his/her table based on the information from student B by drawing a line from the pictures to the right boxes in the table.
6. Do the step 3 until 5 in turns. (See the dialogue below as the example.)
7. After completing your tables, compare it with your partner to check the result.



What is Suzan doing?

She is sweeping the floor.





TASK 4

Do it in pairs. Follow the instructions to do the task.

Instructions:

1. The class is divided into two parts; students A and students B.
2. Student A and student B will get a different picture. (Don't show your picture to your partner!)
3. Student A fills in his/her table by asking for information about the students' activities to student B.
4. Student B gives information to student A based on his/her picture.
5. Student A writes students' activities on the table after he/she gets the information from student B.
6. Do the step 3 until 5 in turns.
7. After completing the tables, compare your picture with your partner to check the result.

Table for Student A

Name	Duty
Rita	
Doni	
Kevin	

Table for Student B

Name	Duty
Andre	
Santi	
Rudi	



TASK 5

Do it in pairs. Follow the instructions.

Instructions:

Your class is messy. Clean your class by put the rubbish in your class into the right bins. Ask your partner for information where you should put the rubbish. See the example.



Where should I put this rubbish?

Put it into the yellow bin.



TASK 6

Do it in groups of four. Follow the instructions.


















Instructions:

1. Roll the dice and move your counter into the box according to the number on the dice.
2. You must give an instruction to your friend based on the picture on the box where your counter stops. (For example: "Can you sweep the floor, please?")
3. If you give the instruction correctly, your friend should respond it by saying: "Yes, sure".
4. If you give the wrong instruction, your friend should respond it by saying: "Sorry, I'm busy" and you must move your marker one step back. Take turns.
5. The game is over if one of you has reached the finish.
















Appendix for Unit 1

Task 3

Timetable for Student A


					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
Break Time					
<p>אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן אָנאָן</p>					

Timetable for Student B


					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
Break Time					
					

Task 4


Timetable for Group A




	Mon	Tue	wed	Thu	Fri	Sat
1	Math	P.E	Social	p.E	Science	English
2	English	Science	Religion	Math	Religion	Bahasa Indonesia
3	Science	Math	Bahasa Indonesia	English	Math	Social
4	Social	Javanese	Javanese	Science	Computer	Art



Timetable for Group B









	Mon	Tue	wed	Thu	Fri	Sat
1	Javanese	Social	p.E	Religion	Science	Science
2	English	English	Math	Math	Bahasa Indonesia	Religion
3	Bahasa Indonesia	Math	Bahasa Indonesia	Social	Math	Social
4	Art	Science	Computer	Science	English	Computer









Task 5

Timetable for Student A

 Monday	 Tuesday	 Wednesday	 Thursday	 Friday	 Saturday
Civics	Math	Religious education	Science	English	Physical education
Social	Civics	B.Indonesia	Javanese	Math	Science
Science	English	Social	Music	B.Indonesia	Computer
Math	Computer	Art	B.Indonesia	Social	Art

Timetable for Student B

 Monday	 Tuesday	 Wednesday	 Thursday	 Friday	 Saturday
Math	Social	Physical education	Religious education	English	Civics
Computer	Science	Math	Social	Computer	Science
Science	Art	English	Math	B.Indonesia	Social
Music	Civics	B.Indonesia	Art	Javanese	B.Indonesia

Task 6

Timetable for Student A

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Math	P.E	Science	Civics	Art	Science
B.Indonesia	Math	Religion	Social Science	Javanese	Social Science
English	Music	B.Indonesia	Math	English	Computer
Civics	Social Science	Extra-Curricular	Computer	Religion	Extra-Curricular
Extra-curricular	Extra-Curricular	Free time	Free time	Extra-curricular	Free time

Timetable for Student B

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
P.E	Math	Math	Religion	Javanese	Social Science
Music	English	Social Science	Science	Art	Science
Social Science	B.Indonesia	B.Indonesia	B.Indonesia	Computer	English
Math	Civics	Civics	Extra-curricular	Religion	Extra-Curricular
Free time	Free time	Extra-curricular	Free time	Free time	Free time








Appendix for Unit 2

Task 3

Table for Student A

				
Name	Andy	Rora	Sinta	Tony
Favorite food				
Favorite drink				

Table for Student B

				
Name	Andy	Rora	Sinta	Tony
Favorite food				
Favorite drink				

Task 4

Menu List for Group A



Menu List for Group B



Task 5

Price List for Student A

Price list	
Satay	Rp 1.000,00
Meatball	.....
Doughnut	.....
Cake	Rp 500,00
Orange juice	Rp 1.000,00
Iced tea	.....

Price List for Student B

Price list	
Satay	.....
Meatball	Rp 3.500,00
Doughnut	Rp 1.500,00
Cake	.....
Orange juice	.....
Iced tea	Rp 2.000,00

Task 6

Menu list

Menu	
Foods & Snacks	Drinks
<ul style="list-style-type: none">• Noodles• Burger• Satay• Cake• Pop - corn	<ul style="list-style-type: none">• Orange juice• Strawberry juice• Tea• Iced tea• Milk• Ice cream

Appendix for Unit 3

Task 3

Table for Student A
























				
				
				
				

Table for Student B

Task 4

Map for Student A







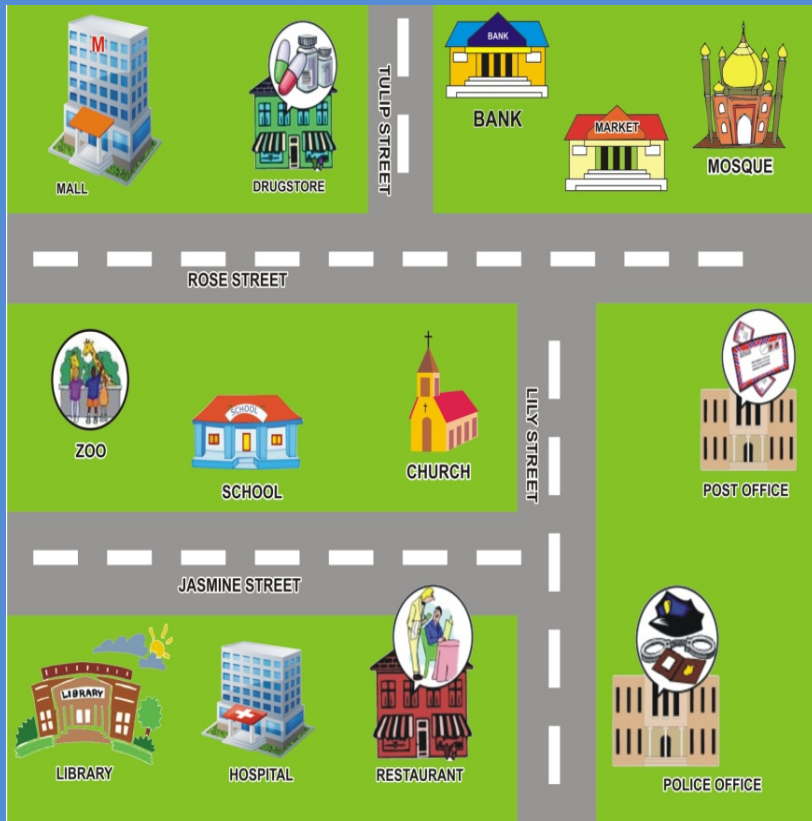






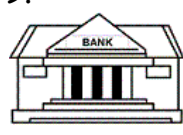



Map for Student B



Task 5

The game board

1. 	2. 	3. 	4. 	5. 
14. 				6. 
13. 				7. 
12. 	11. 	10. 	9. 	8. 

Task 6

Map for Student A



Map for Student B



Appendix for Unit 4

Task 3

Table for Student A









					
Suzan	Thomas	Andy	Evan	Anton	Rosi
					

Table for Student B

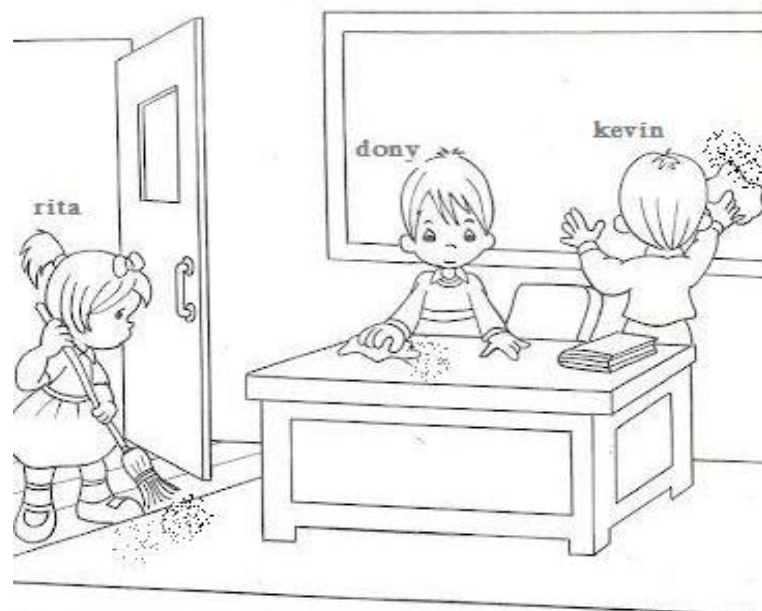
					
Suzan	Thomas	Andy	Evan	Anton	Rosi
					

Task 4

Picture for Student A

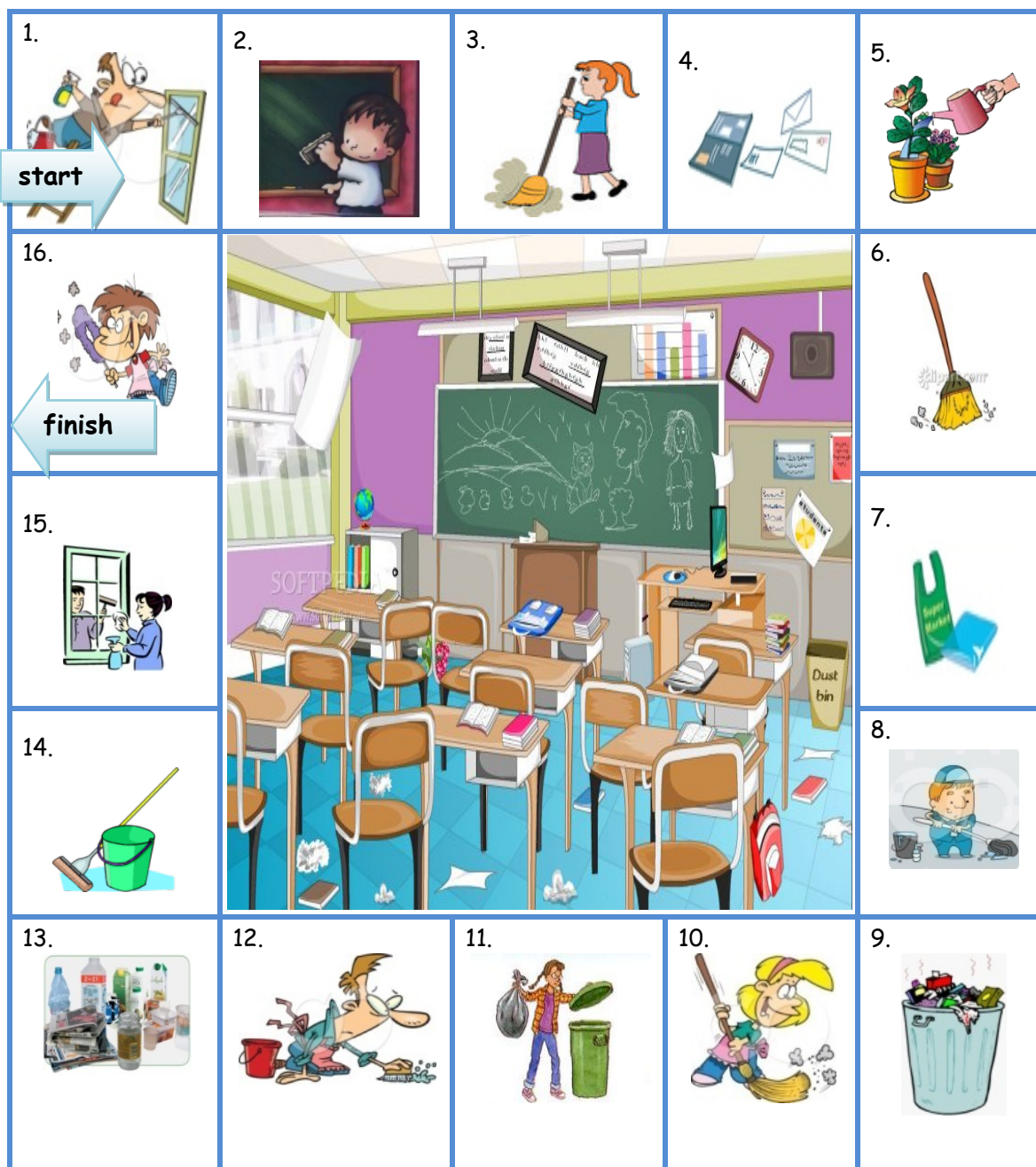


Picture for Student B



Task 6

The Game Board





APPENDIX F

THE FINAL PRODUCT
OF COMMUNICATIVE SPEAKING
TASKS FOR THE FIFTH GRADE
STUDENTS OF SD N BAKALAN



Refrilia Ulfah
English Education Department
Yogyakarta State University

UNIT 1

When do you Have English Lessons?



TASK 1

Look at your school timetable. What are your school subjects? What is your favorite subject?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



TASK 2

Let's do a survey. Ask your friends about their favorite subjects. See the example.



Hi Linda, what's your favorite subject?

My favorite subject is English.



No.	Name					Others
1.	Linda	✓	-	-	-	-
2.						
3.						
4.						
5.						



TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. Each student will get an incomplete timetable.
2. Complete your timetable by asking questions to your partner about the schedule of the subjects below. (See the example.)
3. Draw lines from the pictures of school subjects to the right boxes in the table after you get information from your partner.



When do you have Civics?

I have Civics on Monday before Math and Tuesday after Science.



**TASK 4**

Do it in groups. Find the similarities. Follow the instructions.

Instructions:

1. Each group will get a different timetable.
2. Group A describes their timetable to group B. (See the example in Task 3.)
3. Group B listens to the description from group A. Circle the subjects that have the same schedule.

**TASK 5**

Do it in pairs. Follow the instructions.

Instructions:

1. Each student will get a different timetable.
2. Fill in the table below by asking questions to your partner about the school schedule.
3. Write the names of the days after you get information from your partner.

Student A

Subjects	Days
Math	
English	
Science	
Art	

Student B

Subjects	Days
Civics	
English	
Art	
Computer	



TASK 6

Do it in pairs. Find your free time.

You will go to the bookshop with your friend from another class after school. Discuss with your friend to find your free time to go to the bookshop together. Use your timetable from your teacher.

Communicative Speaking Tasks for the Fifth Grade Students

UNIT 2

How Much is the Cake?



TASK 1

Look at this picture. Where are they? Mention some foods and drinks that you can find in the canteen.





TASK 2





Let's do a survey. Ask your friends about their favorite foods. See the example.



Hi Dian, what's your favorite food?

My favorite food is meatball.



No.	Name					others
1.	Dian	-	-	v	-	-
2.						
3.						
4.						
5.						



TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. Each student will get an incomplete table.
2. Complete your table by asking questions to your partner about students' favorite foods and drinks. (See the example.)
3. Draw lines from the pictures of foods or drinks to the right boxes after you get information from your partner.



What's Sinta's favorite food?

Her favorite food is burger.





TASK 4

Do it in groups of four. Find the similarities. Follow the instructions.

Instructions:

1. Each group will get a different menu list.
2. Group A describes their menu list to group B.
3. Group B listens to the description from group A. Circle the foods or drinks which have the same prices.
4. Do steps 2 and 3 in turns.



TASK 5

Do it in pairs. Follow the instructions to do the task.

Instructions:

1. Each student will get an incomplete price list.
2. Complete your price list by asking questions to your partner about the prices of foods or drinks. (See the example.)
3. Write the prices of foods or drinks in the table after you get information from your partner.



How much is the burger?

It's five thousand rupiah.



TASK 6

Do it in groups. Follow the instructions.

You are in a restaurant. One of you acts as a waiter. The others act as the customers. The waiter shows the menu to the customers. The customers order foods and drinks based on the menu to the waiter.



Communicative Speaking Tasks for the Fifth Grade Students

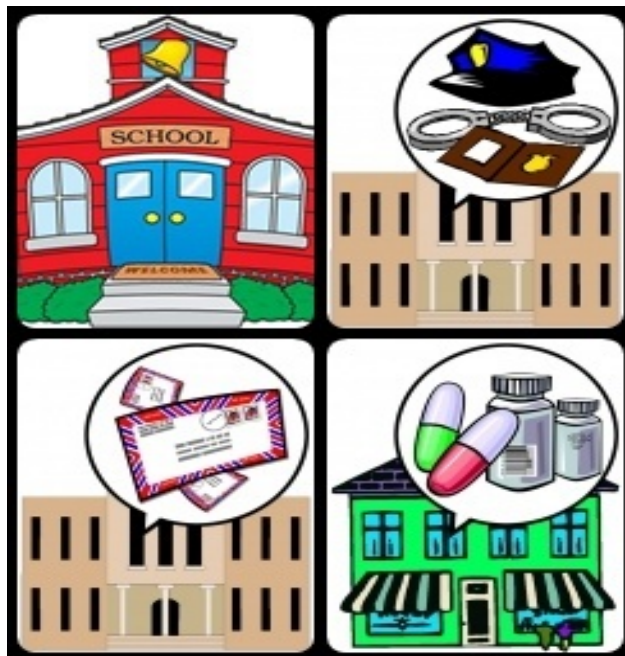
UNIT 3

Where is the Post Office?



TASK 1

Look at this picture. Mention some public places near your house.





TASK 2





Let's do a survey. Ask questions to your friends about public places near their houses. See the example.



Hi Rina, do you live near the school?

Yes, I do.



No.	Name				
1.	Rina				V
2.					
3.					
4.					
5.					



TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. Each student will get an incomplete table.
2. Complete your table by asking questions to your partner about the location of the public places in the table. (See the example.)
3. Draw lines from the pictures of public places to the right boxes in the table after you get information from your partner.



Where is the drugstore?

It's beside the church.





TASK 4

Do it in pairs. Complete the map. Follow the instructions.

Instructions:

1. Each student will get an incomplete map.
2. Complete your map by asking questions to your partner about the locations of some places below. (See the example in Task 3)
3. Write the correct numbers for the buildings after you get information from your partner.

Student A	
Police office	(....)
Post office	(....)
Zoo	(....)
Hospital	(....)
Library	(....)
Park	(....)

Student B	
Drugstore	(....)
Mosque	(....)
Market	(....)
School	(....)
Bank	(....)
Church	(....)



TASK 5

Do it in groups of four. Follow the instructions.

Instructions:

1. Roll the dice and move your counter into the box according to the number on the dice.
2. One of your friends asks you about the directions to go to the place where your counter stops.
3. You must give the correct directions to go to that place.
4. If you give the wrong directions, you must move your marker one step back. Take turns.



TASK 6

Do it in pairs. Follow the instructions.

Instructions:

1. Each student will get a different map.
2. Complete your map by asking questions to your partner about the directions to go to some places below.
3. Write the names of the buildings on the correct places in the map after you get information from your partner.

Student A	Student B
school	mall
park	restaurant
mosque	bank

Communicative Speaking Tasks for the Fifth Grade Students

UNIT 4

Can you Sweep the Floor, Please?



TASK 1

Look at this picture. What are they doing? What can you do to keep your environment clean?





TASK 2





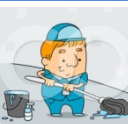
Let's do a survey. Ask questions to your friends about the activities that they usually do to keep the environment clean. See the example.



Hi Ratih, do you usually water the plants?

Yes, I do.



No.	Name					
1.	Ratih	✓				
2.						
3.						
4.						
5.						



TASK 3

Do it in pairs. Follow the instructions.

Instructions:

1. Each student will get an incomplete table.
2. Complete your table by asking questions to your partner about students' cleaning activities. (See the example.)
3. Draw lines from the pictures to the right boxes in the table after you get information from your partner.
4. Do steps 2 and 3 in turn.



What is Suzan doing?

She is sweeping the floor.



**TASK 4**

Do it in pairs. Follow the instructions to do the task.

Instructions:

1. Each student will get a different picture.
2. Fill in your table below by asking questions to your partner about students' activities.
3. Write the students' activities in the table after you get information from your partner.
4. Do steps 2 and 3 in turn.

Table for Student A

Name	Activity
Rita	
Doni	
Kevin	

Table for Student B

Name	Activity
Andre	
Santi	
Rudi	



TASK 5

Do it in pairs. Follow the instructions.

Your class is messy. Clean your class by putting the rubbish in your class into the right bins. Ask your partner for information where you should put the rubbish.



Where should I put this rubbish?



Put it into the yellow bin.





TASK 6

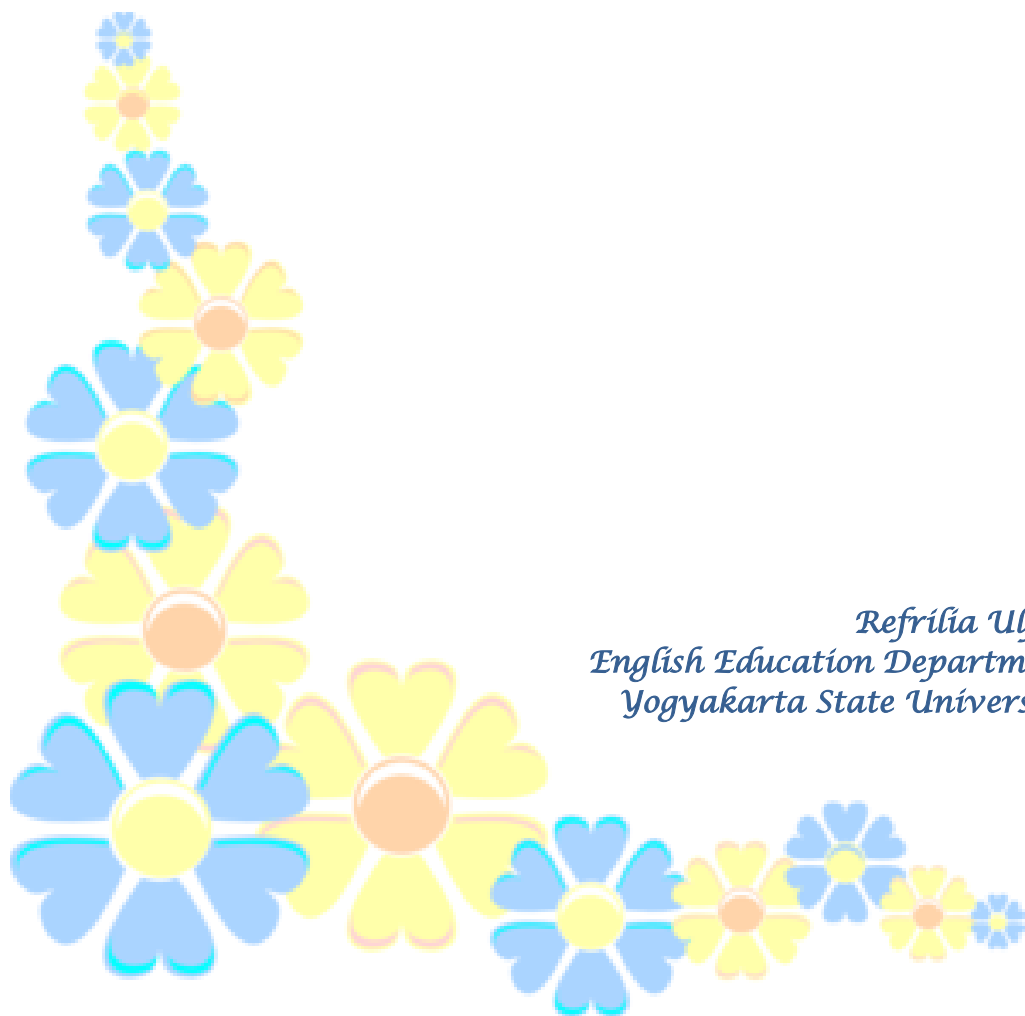
Do it in groups of four. Follow the instructions.

Instructions:

1. Roll the dice and move your counter through the boxes according to the number on the dice.
2. You must give an instruction to your friend based on the picture in the box where your counter stops.
3. If you give the instruction correctly, your friend should respond it by saying: "Yes, sure."
4. If you give the wrong instruction, your friend should respond it by saying: "Sorry, I'm busy" and you must move your counter one step back. Take turns.

Communicative Speaking Tasks for the Fifth Grade Students

TEACHERS' INSTRUCTIONS



Refrilia Ulfah
English Education Department
Yogyakarta State University

UNIT 1

When do you Have English Lessons?

Task 3

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different timetable. (Available in the appendix).
3. Give an example of how to do the task using the expression of asking for and giving information about schedule (example: “When do you have Math?”, “I have Math on Monday after English and Friday before Civics”, etc.)
4. Students complete their timetables. Student A asks questions to student B about schedule of some school subjects. (Do not allow students see each other’s timetable.)
5. Student B gives information needed by student A based on his/her timetable.
6. Student A draws lines from the pictures of school subjects to the right boxes in the table after they get information from student B.
7. Student A and Student B do the steps 4 until 6 in turns to complete their timetables.
8. At the end of the task, ask the students to compare their timetables to check the results.

Task 4

Instructions:

1. Put the students into groups of four (groups A and groups B). Group A works in pair with group B.
2. Give each group a different timetable (available in the appendix) and make the groups cannot see each other’s timetable.



3. Group A describes their timetable to the group B. Each student should takes turn describing the timetable.
4. Group B listens to the description from the group A and circles the subjects that have the same schedule.
5. Repeat the steps 3 and 4 for group B.
6. At the end of the task, ask students to compare their timetables to check the results.

Task 5

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different timetable. (available in the appendix).
3. Student A fills in his/her table by asking questions to student B about the schedule of some subjects in the table.
4. Student B gives information needed by student A based on his/her timetable.
5. Student A writes the names of the days on the table after he/she gets information from student B.
6. Student A and Student B do the steps 3 until 5 in turns to fill in their tables.
7. At the end of the task, ask students to compare their timetables to check the result.

Task 6

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different timetable. (Available in the appendix).
3. The students should find their similar free time to go to the bookshop together.
4. Student A and student B should ask questions to each other about their free times, such as “When do you have free times?”
5. Student A and student B should find their free time to go to the bookshop together.



UNIT 2 How Much is the Cake?

Task 3

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different table. (Available in the appendix).
3. Student A asks for information about students' favorite foods and drinks to student B such as "What's Lina's favorite food?" (Make students cannot see each other's table.)
4. Student B gives information needed by student A based on his/her table, such as "Her favorite food is burger".
5. Student A draws lines from the pictures of foods or drinks to the right boxes in the table after they get information from student B.
6. Student A and Student B do the steps 3 until 5 in turns to complete their tables.
7. At the end of the task, ask students to compare their tables to check the result.

Task 4

Instructions:

1. Put the students into groups of four (groups A and groups B). Group A works in pair with group B.
2. Give each group a different menu list (available in the appendix) and make the groups cannot see each other's menu list.
3. Group A describes their menu list to the group B. Each student should takes turn describing the menu list.
4. Group B listens to the description from the group A and circles the foods or drinks which have the same prices.
5. Repeat the steps 3 and 4 for group B.
6. At the end of the task, ask students to compare their menu lists to check the results.



Task 5

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different price list. (See the appendix).
3. Student A completes his/her price list by asking for information about prices to student B.
4. Student B gives information needed by student A based on his/her price list.
5. Student A writes the prices of foods or drinks on the price list after he/she gets information from student B.
6. Student A and Student B do the steps 3 until 5 in turns to complete their price lists.
7. At the end of the task, ask students to compare their price lists to check the results.

Task 6

Instructions:

1. Put the students into groups of four.
2. Give each group a menu list and a set of pictures of foods and drinks (available in the appendix).
3. One of the students acts as the waiter/waitress. Other students act as customers of the restaurant.
4. The waiter/waitress should offer the menu of the restaurant, such as “Excuse me, what do you want to eat?”
5. The customers order foods or drinks based on the menu list, such as “Can I have a glass of orange juice, please?”
6. The waiter/waitress should takes the pictures of foods and drinks ordered by the customers and serve it.



UNIT 3 Where is the Post Office?

Task 3

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different table. (See the appendix).
3. Student A asks for information about location of some public places to student B, such as “Where’s the post office?” (Make students cannot see each other’s table.)
4. Student B gives information needed by student A based on his/her table, such as “It is between the drugstore and school”.
5. Student A draws lines from the pictures of public places to the right boxes in the table after they get information from student B.
6. Student A and Student B do the steps 3 until 5 in turns to complete their tables.
7. At the end of the task, ask students to compare their tables to check the result.

Task 4

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different map. (available in the appendix).
3. Student A asks for information about location of some public places to student B. (Make students cannot see each other’s map.)
4. Student B gives information needed by student A based on his/her map.
5. Student A writes the numbers of the pictures of public places after they get information from student B.
6. Student A and Student B do the steps 3 until 5 in turns.
7. At the end of the task, ask students to compare their maps to check the results.



Task 6

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different map. (Available in the appendix).
3. Student A asks for information about directions to go to some public places to student B. (Make students cannot see each other's map.)
4. Student B gives information needed by student A based on his/her map.
5. Student A writes the names of public places on the correct building after they get information from student B.
6. Student A and Student B do the steps 3 until 5 in turns.
7. At the end of the task, ask students to compare their maps to check the result.

UNIT 4

Can you Sweep the Floor, Please?

Task 3

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different table. (See the appendix).
3. Student A asks for information about students' cleaning activities to student B, such as "What's Andi doing?" (Make students cannot see each other's table.)
4. Student B gives information needed by student A based on his/her table, such as "He is sweeping the floor".
5. Student A draws lines from the pictures of cleaning activities to the right boxes in the table after they get information from student B.
6. Student A and Student B do the steps 3 until 5 in turns to complete their tables.
7. At the end of the task, ask students to compare their tables to check the results.



Task 4

Instructions:

1. Put the students in pairs (Student A and Student B).
2. Give each student a different picture. (Available in the appendix).
3. Student A fills in his/her table by asking questions to student B about class cleaning activities.
4. Student B gives information needed by student A based on his/her picture.
5. Student A writes the cleaning activities on the table after he/she gets information from student B.
6. Student A and Student B do the steps 3 until 5 in turns to fill in their tables.
7. At the end of the task, ask students to compare their pictures to check the results.

Task 5

Instructions:


















1. Put the students in pairs (Student A and Student B).
2. Give each student a different picture of rubbish.
3. Student A asks for information about for information where he/she should puts the rubbish, such as “Where should I put this rubbish?”
4. Student B gives information needed by student A based on the kinds of the rubbish, such as “Put it into the blue bin”.
5. Student A and Student B do the steps 3 and 4 in turns.



















Appendix for Unit 1

Task 3

Timetable for Student A


   					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
Break Time					
<p> \תחביר חב חב חב חב ha na co na ha תחביר חב חב חב חב da ha co na ha חב חב חב חב חב חב na ha co na ha חב חב חב חב חב חב na ha co na ha חב חב חב חב חב חב na ha co na ha </p>					

Timetable for Student B


 <p> \תחביר חב חב חב חב ha na co na ha תחביר חב חב חב חב da ha co na ha חב חב חב חב חב חב na ha co na ha חב חב חב חב חב חב na ha co na ha חב חב חב חב חב חב na ha co na ha </p>  					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					
					
Break Time					
					

Task 4


Timetable for Group A




	Mon	Tue	wed	Thu	Fri	Sat
1	Math	P.E	Social	p.E	Science	English
2	English	Science	Religion	Math	Religion	Bahasa Indonesia
3	Science	Math	Bahasa Indonesia	English	Math	Social
4	Social	Javanese	Javanese	Science	Computer	Art



Timetable for Group B









	Mon	Tue	wed	Thu	Fri	Sat
1	Javanese	Social	p.E	Religion	Science	Science
2	English	English	Math	Math	Bahasa Indonesia	Religion
3	Bahasa Indonesia	Math	Bahasa Indonesia	Social	Math	Social
4	Art	Science	Computer	Science	English	Computer









Task 5

Timetable for Student A

 Monday	 Tuesday	 Wednesday	 Thursday	 Friday	 Saturday
Civics	Math	Religious education	Science	English	Physical education
Social	Civics	B.Indonesia	Javanese	Math	Science
Science	English	Social	Music	B.Indonesia	Computer
Math	Computer	Art	B.Indonesia	Social	Art

Timetable for Student B

 Monday	 Tuesday	 Wednesday	 Thursday	 Friday	 Saturday
Math	Social	Physical education	Religious education	English	Civics
Computer	Science	Math	Social	Computer	Science
Science	Art	English	Math	B.Indonesia	Social
Music	Civics	B.Indonesia	Art	Javanese	B.Indonesia

Task 6

Timetable for Student A

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Math	P.E	Science	Civics	Art	Science
B.Indonesia	Math	Religion	Social Science	Javanese	Social Science
English	Music	B.Indonesia	Math	English	Computer
Civics	Social Science	Extra-Curricular	Computer	Religion	Extra-Curricular
Extra-curricular	Extra-Curricular	Free time	Free time	Extra-curricular	Free time

Timetable for Student B

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
P.E	Math	Math	Religion	Javanese	Social Science
Music	English	Social Science	Science	Art	Science
Social Science	B.Indonesia	B.Indonesia	B.Indonesia	Computer	English
Math	Civics	Civics	Extra-curricular	Religion	Extra-Curricular
Free time	Free time	Extra-curricular	Free time	Free time	Free time









Appendix for Unit 2

Task 3

Table for Student A

				
Name	Andy	Rora	Sinta	Tony
Favorite food				
Favorite drink				

Table for Student B

				
Name	Andy	Rora	Sinta	Tony
Favorite food				
Favorite drink				

Task 4

Menu List for Group A



Menu List for Group B



Task 5

Price List for Student A

Price list	
Satay	Rp 1.000,00
Meatball	.....
Doughnut	.....
Cake	Rp 500,00
Orange juice	Rp 1.000,00
Iced tea	.....

Price List for Student B

Price list	
Satay	.....
Meatball	Rp 3.500,00
Doughnut	Rp 1.500,00
Cake	.....
Orange juice	.....
Iced tea	Rp 2.000,00

Task 6

Menu list

Menu	
Foods & Snacks	Drinks
<ul style="list-style-type: none">• Noodles• Burger• Satay• Cake• Pop - corn	<ul style="list-style-type: none">• Orange juice• Strawberry juice• Tea• Iced tea• Milk• Ice cream

Appendix for Unit 3

Task 3

Table for Student A





















				
				
				
				

Table for Student B

Task 4

Map for Student A







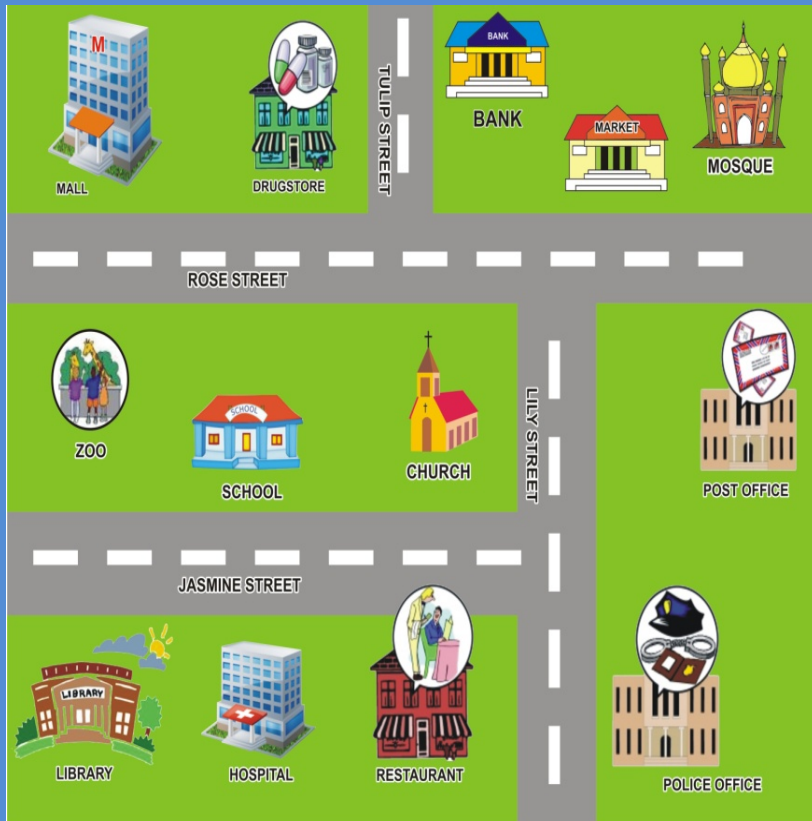






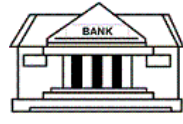



Map for Student B



Task 5

The game board

1. 	2. 	3. 	4. 	5. 
14. 				6. 
13. 				7. 
12. 	11. 	10. 	9. 	8. 

Task 6

Map for Student A



Map for Student B



Appendix for Unit 4

Task 3

Table for Student A









					
Suzan	Thomas	Andy	Evan	Anton	Rosi
					

Table for Student B

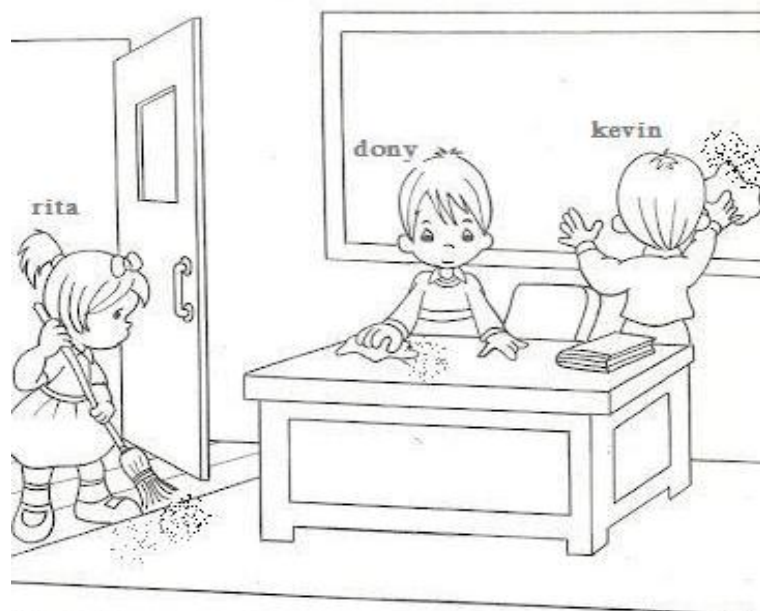
					
Suzan	Thomas	Andy	Evan	Anton	Rosi
					

Task 4

Picture for Student A

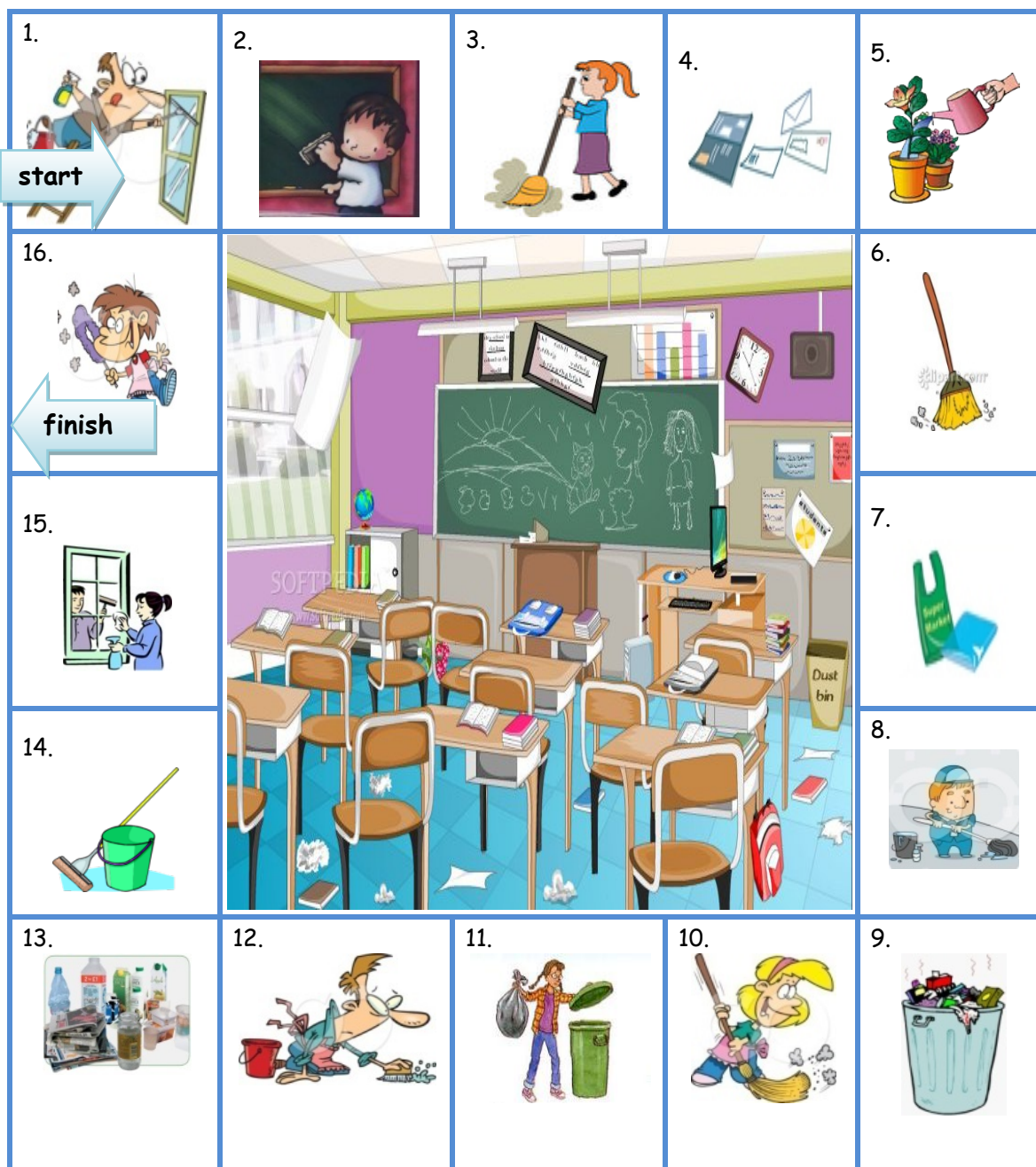


Picture for Student B



Task 6

The Game Board



APPENDIX G

Instruments of the Study

The Questionnaire for Needs Analysis (Administered to Students)

Adik-adik, kakak mohon bantuan adik-adik untuk mengisi angket ini. Angket ini digunakan untuk mengetahui kebutuhan siswa kelas 5 SDN Bakalan dalam pelajaran Bahasa Inggris. Berdasarkan hasil angket ini, kakak akan mengembangkan latihan-latihan Bahasa Inggris untuk mempermudah kalian belajar.

Adik-adik diminta untuk mengisi pernyataan-pernyataan di bawah ini sesuai dengan keadaan adik-adik. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas. Sebelum mengisi, bacalah petunjuk pengisian terlebih dahulu. Jika ada yang belum kalian mengerti, silahkan tanyakan kepada kakak.

A. Isilah titik-titik di bawah ini sesuai dengan identitasmu.

Nama :

Jenis Kelamin :

Kelas :

Sekolah :

Alamat :

Belajar Bahasa Inggris sejak :

Mengikuti les bahasa Inggris: Pernah / Tidak pernah (lingkari yang sesuai)

B. Berilah tanda centang (✓) pada kolom yang sesuai dengan keadaan adik-adik. Perhatikan petunjuk dan contoh pengisian terlebih dahulu.

Petunjuk pengisian:

SS : **Sangat sesuai** dengan pernyataan yang ada

S : **Sesuai** dengan pernyataan yang ada

TS : **Tidak sesuai** dengan pernyataan yang ada

STS : **Sangat Tidak Sesuai** dengan pernyataan yang ada

Contoh pengisian:

No.	Pernyataan	SS	S	TS	STS
1.	Saya senang mengikuti pelajaran Bahasa Inggris.	✓			

No.	Pernyataan	SS	S	TS	STS
1.	Saya senang mengikuti pelajaran Bahasa Inggris.				
2.	Saya belajar bahasa Inggris di rumah meskipun tidak ada PR.				
3.	Saya senang berbicara menggunakan Bahasa Inggris dengan teman.				
4.	Saya senang mengerjakan soal-soal Bahasa Inggris yang berkaitan dengan kehidupan sehari-hari.				
5.	Saya senang jika saat pelajaran Bahasa Inggris di kelas ibu guru mengadakan permainan.				
6.	Saya senang ketika ditanya oleh ibu guru saat pelajaran Bahasa Inggris.				
7.	Saya senang mendengarkan percakapan Bahasa Inggris yang dicontohkan oleh guru..				
8.	Pada saat mengerjakan tugas Bahasa Inggris, saya senang mengerjakannya sendiri.				
9.	Pada saat mengerjakan tugas Bahasa Inggris, saya senang mengerjakannya secara berpasangan dengan teman.				
10.	Pada saat mengerjakan tugas Bahasa Inggris, saya senang mengerjakannya secara berkelompok.				
11.	Pada saat mengerjakan tugas Bahasa Inggris saya lebih suka mengerjakannya sendiri dengan bantuan guru.				
12.	Pada saat mengerjakan tugas Bahasa Inggris saya lebih suka mengerjakannya sendiri dengan bantuan petunjuk yang berhubungan dengan kegiatan tersebut.				
13.	pada saat praktek berbicara dengan Bahasa Inggris cara yang paling saya sukai adalah maju satu persatu.				
14.	pada saat praktek berbicara dengan Bahasa Inggris cara yang paling saya sukai adalah berpasangan.				

No.	Pernyataan	SS	S	TS	STS
15.	pada saat praktek berbicara dengan Bahasa Inggris cara yang paling saya sukai adalah berkelompok.				
16.	Saya senang mengerjakan latihan bahasa Inggris tentang percakapan jika ada gambarnya.				
17.	Tampilan gambar yang menarik dalam materi dapat membantuku dalam belajar Bahasa Inggris.				
18.	Saya senang mengerjakan latihan bahasa Inggris jika ada gambarnya.				
19.	Saya senang jika ibu guru memberikan contoh dengan praktek/ secara langsung.				
20.	Saya senang jika bisa berbicara menggunakan bahasa Inggris dengan lancar.				

**The Questionnaire for Evaluation
(Administered to Respondents)**

Yth. Responden

Di tempat

Dengan hormat,

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta. Saat ini saya sedang melakukan penelitian dengan judul “Developing Communicative Speaking Tasks for the Fifth Grade Students of SD N Bakalan”. Penelitian bertujuan untuk membuat *speaking tasks* yang komunikatif yang sesuai bagi siswa kelas V SD N Bakalan, Sewon, Bantul.

Oleh karena itu, saya mohon bantuan bapak/ibu/saudara/saudari untuk mengevaluasi tugas yang telah saya buat dengan cara mengisi angket evaluasi berikut ini. Petunjuk pengisian sesuai dengan contoh terlampir. Atas bantuannya, saya mengucapkan terimakasih.

Yogyakarta,

Peneliti

Refrilia Ulfah

A. Data Responden

Nama :

Umur :

Jenis kelamin :

Pendidikan :

- a. Kuliah D3
- b. Lulusan D3
- c. Kuliah S1
- d. Lulusan S1

Pengalaman mengajar anak- anak:

- a. > 4 tahun
- b. 2-4 tahun
- c. 0- 2 tahun

B. Berilah tanda centang (✓) pada kolom yang tersedia dengan ketentuan sebagai berikut.

SS : **Sangat sesuai** dengan pernyataan yang ada

S : **Sesuai** dengan pernyataan yang ada

TS : **Tidak sesuai** dengan pernyataan yang ada

STS : **Sangat Tidak Sesuai** dengan pernyataan yang ada

Contoh pengisian:

No.	Pernyataan	SS	S	ST	STS
1.	Topik sesuai dengan lingkup pembelajaran siswa kelas V.	✓			

No.	Pernyataan	SS	S	TS	STS
1.	Topik sesuai dengan lingkup pembelajaran siswa kelas V.				
2.	Kegiatan dari <i>tasks</i> yang dibuat sesuai dengan topik/tema di setiap unit.				
3.	<i>Tasks</i> yang dibuat membantu meningkatkan motivasi siswa untuk berbicara bahasa Inggris.				
4.	<i>Tasks</i> yang dibuat secara berpasangan ataupun berkelompok dapat meningkatkan kemampuan kerjasama siswa.				
5.	Kegiatan dalam <i>tasks</i> menarik.				
6.	<i>Tasks</i> yang dibuat sudah bervariasi.				
7.	<i>Tasks</i> yang dibuat sesuai dengan tingkat kemampuan siswa kelas V.				
8.	<i>Tasks</i> yang dibuat dapat membantu untuk mengetahui kemampuan siswa dalam penguasaan materi.				
9.	<i>Tasks</i> sudah disusun sesuai tingkat kesulitan dari yang mudah ke yang lebih sulit.				
10.	Perintah dari setiap <i>tasks</i> sederhana dan jelas.				
11.	Contoh yang diberikan untuk mengerjakan setiap <i>task</i> sudah jelas dan mudah dipahami oleh siswa.				
12.	Perintah yang digunakan sudah dapat dipahami oleh siswa.				
13.	Jenis huruf yang digunakan sudah sesuai dan jelas dibaca.				
14.	Gambar yang ada dapat membantu siswa untuk memahami materi yang akan dipelajari.				
15.	Tujuan dari <i>tasks</i> yang dibuat sudah sesuai dengan SKKD dalam silabus.				
16.	Metode pengerjaan dari <i>tasks</i> yang dikembangkan sudah bervariasi mulai dari secara berkelompok, berpasangan, dan individu.				
17.	Kegiatan dalam setiap <i>task</i> membantu siswa dalam kehidupan sehari-hari.				

No.	Pernyataan	SS	S	TS	STS
18.	Gambar sudah jelas dan dapat membantu siswa memahami petunjuk <i>tasks</i> .				
19.	<i>Tasks</i> yang disusun dapat meningkatkan interaksi siswa berkomunikasi dengan teman.				
20.	Tata letak penyusunan <i>tasks</i> menarik dan sudah jelas.				

The Questionnaire for Evaluation (Administered to Students)

Adik-adik, setelah adik-adik mengerjakan tugas-tugas bahasa Inggris yang kakak susun, kakak mohon bantuan adik-adik untuk mengisi angket ini. Angket ini digunakan untuk mengetahui apakah tugas-tugas bahasa Inggris yang kakak susun sudah sesuai dengan minat dan kebutuhan adik-adik siswa kelas 5 SD N Bakalan.

Adik-adik diminta untuk mengisi pernyataan-pernyataan di bawah ini sesuai dengan keadaan adik-adik. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas. Sebelum mengisi, bacalah petunjuk pengisian terlebih dahulu. Jika ada yang belum kalian mengerti, silahkan tanyakan kepada kakak.

A. Isilah titik-titik di bawah ini sesuai dengan identitasmu.

Nama :

Jenis Kelamin :

Kelas :

Sekolah :

Alamat :

Belajar bahasa Inggris sejak :

Mengikuti les bahasa Inggris: Pernah / Tidak pernah (lingkari yang sesuai)

B. Berilah tanda centang (✓) pada kolom yang sesuai dengan keadaan adik-adik. Perhatikan petunjuk dan contoh pengisian terlebih dahulu.

Petunjuk pengisian:

SS : **Sangat sesuai** dengan pernyataan yang ada

S : **Sesuai** dengan pernyataan yang ada

TS : **Tidak sesuai** dengan pernyataan yang ada

STS : **Sangat Tidak Sesuai** dengan pernyataan yang ada

Contoh pengisian:

No.	Pernyataan	SS	S	ST	STS
1.	Tugas-tugas Bahasa Inggris ini memotivasiku untuk berbicara menggunakan Bahasa Inggris.	✓			

No.	Pernyataan	SS	S	TS	STS
1.	Tugas-tugas ini membantuku untuk memahami ucapan-ucapan Bahasa Inggris.				
2.	Tugas-tugas Bahasa Inggris ini memotivasiku untuk berbicara menggunakan Bahasa Inggris.				
3.	Tugas-tugas Bahasa Inggris ini tidak terlalu sulit.				
4.	Tugas-tugas Bahasa Inggris ini memotivasiku untuk belajar Bahasa Inggris.				
5.	Kegiatan dalam tugas-tugas Bahasa Inggris ini bervariasi.				
6.	Kegiatan dalam tugas-tugas Bahasa Inggris ini menarik.				
7.	Tugas-tugas ini membantuku untuk memahami ungkapan-ungkapan Bahasa Inggris yang digunakan sehari-hari.				
8.	Tugas-tugas ini membantuku untuk berbicara menggunakan Bahasa Inggris dengan teman.				
9.	Materi dalam tugas-tugas Bahasa Inggris ini berhubungan dengan kehidupan sehari-hari.				
10.	Tugas-tugas Bahasa Inggris ini sesuai dengan kemampuanku.				
11.	Topik dalam setiap unit menarik.				
12.	Perintah yang digunakan sudah jelas.				
13.	Tugas-tugas ini membuatku lebih percaya diri untuk berbicara menggunakan Bahasa Inggris.				
14.	Contoh-contoh yang diberikan membantuku memahami perintah dalam setiap tugas Bahasa Inggris.				
15.	Perintah dan langkah-langkah pengerjaan tugas mudah untuk dipahami.				
16.	Saya suka gambar-gambar di dalam tugas-tugas Bahasa Inggris ini.				
17.	Gambar-gambar yang digunakan membantuku memahami untuk mengerjakan tugas-tugas Bahasa Inggris.				

No.	Pernyataan	SS	S	TS	STS
18.	Pengerjaan tugas-tugas yang dilakukan secara berpasangan dan berkelompok membuatku lebih percaya diri untuk berbicara menggunakan Bahasa Inggris.				
19.	Saya seang dengan tampilan tugas-tugas Bahasa Inggris ini.				
20.	Jenis dan ukuran huruf sudah jelas untuk dibaca.				

The Observation Guide

A. Isilah data observer berikut ini

Nama :

Pendidikan :

B. Isilah tabel di bawah ini sesuai dengan keadaan siswa saat tryout *Communicative Speaking Tasks* berlangsung dengan mengisi jumlah anak pada kolom “Frekwensi jumlah anak” dari pernyataan yang ada dan menuliskan kondisi siswa pada kolom “Uraian” berdasarkan ketentuan sebagai berikut:

(**Ya**) jika jawaban **Sesuai** dengan keadaan siswa saat tryout berlangsung

(**Tidak**) jika jawaban **Tidak Sesuai** dengan keadaan siswa saat tryout berlangsung

Contoh pengisian:

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>tasks</i> dengan sungguh-sungguh.	18	6	- Sebagian kecil siswa mengerjakan <i>tasks</i> dengan melihat punya temannya. -

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>tasks</i> dengan sungguh-sungguh.			
2.	Siswa terlihat percaya diri saat mengerjakan <i>tasks</i> .			
3.	Siswa terlihat kesulitan saat mengerjakan <i>tasks</i> .			
4.	Siswa terlihat bosan saat mengerjakan <i>tasks</i> .			
5.	Siswa mengerjakan <i>tasks</i> dengan benar sesuai perannya masing-masing.			
6.	Siswa mengerjakan <i>tasks</i> sesuai waktu yang telah ditentukan.			
7.	Siswa berusaha menggunakan Bahasa Inggris pada saat mengerjakan <i>tasks</i> .			
8.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>).			
9.	Aktivitas yang diberikan sesuai dengan topik pembelajaran.			
10.	Siswa memahami contoh dialog yang diberikan.			

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
11.	<i>Tasks</i> yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.			
12.	<i>Tasks</i> ini sudah cukup melatih kemampuan siswa dalam aspek speaking.			
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>tasks</i> .			
14.	Guru memberikan feedback dengan jelas.			
15.	Guru memberikan keterangan tentang perintah dengan jelas.			

APPENDIX H

Reliability of the Questionnaires

RELIABILITY

```

/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15 item16 item17 item18 it
em19 item20
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.

```

Reliability

[DataSet0] D:\My Document\reliability of the first questionnaire for needs analysis.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded ^a	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.809	20

Item Statistics

	Mean	Std. Deviation	N
item1	3.4286	.59761	21
item2	2.5238	.60159	21
item3	3.1429	.85356	21
item4	2.0476	.80475	21
item5	3.4762	.60159	21
item6	2.9048	.88909	21
item7	2.8095	.81358	21
item8	2.6190	.97346	21
item9	2.9524	.80475	21
item10	2.3810	.92066	21
item11	3.0000	.89443	21
item12	3.0476	.80475	21
item13	3.4286	.59761	21
item14	3.0952	.83095	21
item15	2.1905	.87287	21

Item Statistics

	Mean	Std. Deviation	N
item16	3.0000	.89443	21
item17	3.3810	.66904	21
item18	3.3810	.74001	21
item19	2.9048	.70034	21
item20	2.6190	.86465	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	54.9048	49.890	.508	.796
item2	55.8095	50.562	.422	.799
item3	55.1905	50.262	.293	.805
item4	56.2857	48.214	.507	.793
item5	54.8571	51.729	.282	.805
item6	55.4286	49.157	.368	.801
item7	55.5238	49.562	.376	.800
item8	55.7143	48.714	.358	.802
item9	55.3810	47.548	.571	.789
item10	55.9524	50.248	.263	.808
item11	55.3333	48.933	.384	.800
item12	55.2857	48.314	.498	.793
item13	54.9048	51.690	.289	.805
item14	55.2381	49.290	.390	.800
item15	56.1429	50.929	.228	.809
item16	55.3333	46.433	.599	.786
item17	54.9524	51.748	.243	.807
item18	54.9524	50.048	.376	.800
item19	55.4286	49.457	.466	.796
item20	55.7143	51.514	.183	.812

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
58.3333	54.533	7.38467	20

RELIABILITY

```

/VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15 item_16
item_17 item_18 item_19 item_20
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.

```

Reliability

[DataSet1] D:\reliability of the second questionnaire for evaluation (respondents).sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.862	20

Item Statistics

	Mean	Std. Deviation	N
item_1	3.0000	.92582	15
item_2	3.1333	.63994	15
item_3	2.8000	.94112	15
item_4	3.2667	.70373	15
item_5	2.8667	.99043	15
item_6	2.8667	.99043	15
item_7	3.2000	.67612	15
item_8	3.4667	.74322	15
item_9	3.0667	.79881	15
item_10	3.0667	.88372	15
item_11	3.1333	.74322	15
item_12	3.1333	.63994	15
item_13	3.1333	.91548	15
item_14	3.4667	.63994	15
item_15	3.4000	.63246	15

Item Statistics

	Mean	Std. Deviation	N
item_16	2.7333	.88372	15
item_17	3.2000	.67612	15
item_18	3.0000	.92582	15
item_19	2.7333	.96115	15
item_20	3.6667	.48795	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	59.3333	61.952	.569	.850
item_2	59.2000	67.457	.307	.860
item_3	59.5333	61.838	.566	.850
item_4	59.0667	65.638	.435	.856
item_5	59.4667	63.695	.406	.858
item_6	59.4667	63.695	.406	.858
item_7	59.1333	65.695	.451	.856
item_8	58.8667	63.981	.552	.852
item_9	59.2667	67.638	.215	.864
item_10	59.2667	65.638	.327	.861
item_11	59.2000	63.171	.624	.849
item_12	59.2000	69.600	.102	.866
item_13	59.2000	62.743	.518	.853
item_14	58.8667	66.981	.354	.859
item_15	58.9333	66.924	.364	.858
item_16	59.6000	63.400	.491	.854
item_17	59.1333	62.410	.770	.845
item_18	59.3333	61.381	.611	.848
item_19	59.6000	61.257	.592	.849
item_20	58.6667	67.524	.416	.858

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
62.3333	71.095	8.43180	20

RELIABILITY

```

/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15 item16 item17 item18 it
em19 item20
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.

```

Reliability

[DataSet0] reliability of the third questionnaire for evaluation (students)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded ^a	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.836	20

Item Statistics

	Mean	Std. Deviation	N
item1	3.4286	.81064	21
item2	3.6667	.48305	21
item3	2.9048	.70034	21
item4	2.6667	.91287	21
item5	3.3333	.57735	21
item6	2.1905	.81358	21
item7	2.7619	.76842	21
item8	2.9524	.86465	21
item9	3.0000	.89443	21
item10	2.9524	.80475	21
item11	2.2857	.90238	21
item12	3.0952	.76842	21
item13	3.4286	.87014	21
item14	3.3810	.86465	21

Item Statistics

	Mean	Std. Deviation	N
item15	3.1429	.85356	21
item16	2.0476	.80475	21
item17	3.4762	.60159	21
item18	3.0000	.89443	21
item19	3.0000	.89443	21
item20	3.0476	.80475	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	56.3333	56.833	.417	.828
item2	56.0952	60.090	.303	.833
item3	56.8571	58.129	.372	.830
item4	57.0952	56.990	.346	.832
item5	56.4286	57.457	.548	.825
item6	57.5714	54.757	.596	.820
item7	57.0000	57.900	.351	.831
item8	56.8095	55.962	.455	.827
item9	56.7619	55.390	.481	.825
item10	56.8095	60.262	.135	.841
item11	57.4762	59.062	.196	.840
item12	56.6667	54.633	.649	.818
item13	56.3333	58.033	.287	.835
item14	56.3810	54.948	.538	.822
item15	56.6190	54.848	.555	.821
item16	57.7143	58.214	.304	.834
item17	56.2857	59.614	.281	.834
item18	56.7619	56.090	.425	.828
item19	56.7619	54.390	.561	.821
item20	56.7143	55.914	.501	.824

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
59.7619	62.590	7.91141	20

APPENDIX I

The Results Data from the Questionnaires and
Observation

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
    item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

```

Frequencies

[DataSet0] Needs Analysis

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.4583	2.9583	3.3750	3.1250	3.1667	2.5417	2.5000	2.1250
Median		3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	2.0000
Mode		3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00 _a
Sum		83.00	71.00	81.00	75.00	76.00	61.00	60.00	51.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		2.9583	3.2917	1.9583	1.9167	1.4167	3.1667	3.0833	2.6250
Median		3.0000	3.0000	2.0000	2.0000	1.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	2.00	2.00	1.00	3.00	3.00	3.00
Sum		71.00	79.00	47.00	46.00	34.00	76.00	74.00	63.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 17	item 18	item 19	item 20
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		3.2917	3.1667	3.2500	3.6667
Median		3.0000	3.0000	3.0000	4.0000
Mode		3.00	3.00	3.00 _a	4.00
Sum		79.00	76.00	78.00	88.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	13	54.2	54.2	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	25.0	25.0	25.0
	S	13	54.2	54.2	79.2
	SS	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

item_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	13	54.2	54.2	58.3
	SS	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	19	79.2	79.2	83.3
	SS	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	12.5	12.5	12.5
	S	14	58.3	58.3	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

item_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	11	45.8	45.8	45.8
	S	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	8.3	8.3	8.3
	TS	8	33.3	33.3	41.7
	S	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	6	25.0	25.0	25.0
TS	9	37.5	37.5	62.5
S	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	4	16.7	16.7	16.7
S	17	70.8	70.8	87.5
SS	3	12.5	12.5	100.0
Total	24	100.0	100.0	

item_10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	8.3	8.3	8.3
S	13	54.2	54.2	62.5
SS	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	8	33.3	33.3	33.3
TS	9	37.5	37.5	70.8
S	7	29.2	29.2	100.0
Total	24	100.0	100.0	

item_12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	6	25.0	25.0	25.0
TS	14	58.3	58.3	83.3
S	4	16.7	16.7	100.0
Total	24	100.0	100.0	

item_13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	14	58.3	58.3	58.3
TS	10	41.7	41.7	100.0
Total	24	100.0	100.0	

item_14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	1	4.2	4.2	4.2
S	18	75.0	75.0	79.2

item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8.3	8.3	8.3
	S	18	75.0	75.0	83.3
	SS	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	10	41.7	41.7	41.7
	S	13	54.2	54.2	95.8
	SS	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	17	70.8	70.8	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	20	83.3	83.3	83.3
	SS	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	16.7	16.7	16.7
	S	10	41.7	41.7	58.3
	SS	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	33.3	33.3	33.3
	SS	16	66.7	66.7	100.0
	Total	24	100.0	100.0	

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
    item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] D:\evaluation of the first draft of unit 1.sav

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.5333	3.5333	3.4667	3.4000	3.6000	3.6000	2.4667	3.3333
Median		4.0000	4.0000	3.0000	3.0000	4.0000	4.0000	2.0000	3.0000
Mode		4.00	4.00	3.00	3.00	4.00	4.00	2.00	3.00
Sum		53.00	53.00	52.00	51.00	54.00	54.00	37.00	50.00

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.4000	2.4667	2.2667	2.3333	3.4667	2.9333	3.5333	3.6667
Median		3.0000	2.0000	2.0000	2.0000	3.0000	3.0000	4.0000	4.0000
Mode		3.00	2.00	2.00	2.00	3.00	3.00	4.00	4.00
Sum		51.00	37.00	34.00	35.00	52.00	44.00	53.00	55.00

Statistics

		item 17	item 18	item 19	item 20
N	Valid	15	15	15	15
	Missing	0	0	0	0
Mean		3.4000	3.1333	3.3333	3.2000
Median		3.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00
Sum		51.00	47.00	50.00	48.00

Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7

item_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Total	15	100.0	100.0	

item_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	46.7	46.7	46.7
SS	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	8	53.3	53.3	53.3
SS	7	46.7	46.7	100.0
Total	15	100.0	100.0	

item_4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	60.0	60.0	60.0
SS	6	40.0	40.0	100.0
Total	15	100.0	100.0	

item_5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	6	40.0	40.0	40.0
SS	9	60.0	60.0	100.0
Total	15	100.0	100.0	

item_6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	6	40.0	40.0	40.0
SS	9	60.0	60.0	100.0
Total	15	100.0	100.0	

item_7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	8	53.3	53.3	53.3
S	7	46.7	46.7	100.0
Total	15	100.0	100.0	

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	10	66.7	66.7	66.7
SS	5	33.3	33.3	100.0
Total	15	100.0	100.0	

item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	60.0	60.0	60.0
	SS	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	53.3	53.3	53.3
	S	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

item_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	6.7	6.7	6.7
	TS	9	60.0	60.0	66.7
	S	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	6.7	6.7	6.7
	TS	8	53.3	53.3	60.0
	S	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	53.3	53.3	53.3
	SS	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	13.3	13.3	13.3
	S	12	80.0	80.0	93.3
	SS	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	5	33.3	33.3	33.3
SS	10	66.7	66.7	100.0
Total	15	100.0	100.0	

item_17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	60.0	60.0	60.0
SS	6	40.0	40.0	100.0
Total	15	100.0	100.0	

item_18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	13.3	13.3	13.3
S	9	60.0	60.0	73.3
SS	4	26.7	26.7	100.0
Total	15	100.0	100.0	

item_19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	10	66.7	66.7	66.7
SS	5	33.3	33.3	100.0
Total	15	100.0	100.0	

item_20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	12	80.0	80.0	80.0
SS	3	20.0	20.0	100.0
Total	15	100.0	100.0	

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
    item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] D:\evaluation of the first draft of unit 2.sav

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.4667	3.6667	3.5333	3.5333	3.6000	3.5333	2.7333	3.4000
Median		3.0000	4.0000	4.0000	4.0000	4.0000	4.0000	3.0000	3.0000
Mode		3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00
Sum		52.00	55.00	53.00	53.00	54.00	53.00	41.00	51.00

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.3333	2.4000	2.1333	2.4667	3.5333	3.1333	3.5333	3.4667
Median		3.0000	2.0000	2.0000	3.0000	4.0000	3.0000	4.0000	4.0000
Mode		3.00	2.00	2.00	3.00	4.00	3.00	4.00	4.00
Sum		50.00	36.00	32.00	37.00	53.00	47.00	53.00	52.00

Statistics

		item 17	item 18	item 19	item 20
N	Valid	15	15	15	15
	Missing	0	0	0	0
Mean		3.4667	3.3333	3.4667	3.2000
Median		3.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00
Sum		52.00	50.00	52.00	48.00

Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	53.3	53.3	53.3

item_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Total	15	100.0	100.0	

item_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	5	33.3	33.3	33.3
SS	10	66.7	66.7	100.0
Total	15	100.0	100.0	

item_3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	46.7	46.7	46.7
SS	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	46.7	46.7	46.7
SS	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	6	40.0	40.0	40.0
SS	9	60.0	60.0	100.0
Total	15	100.0	100.0	

item_6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	46.7	46.7	46.7
SS	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	5	33.3	33.3	33.3
S	9	60.0	60.0	93.3
SS	1	6.7	6.7	100.0
Total	15	100.0	100.0	

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	60.0	60.0	60.0
SS	6	40.0	40.0	100.0

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Total	15	100.0	100.0	

item_9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	10	66.7	66.7	66.7
SS	5	33.3	33.3	100.0
Total	15	100.0	100.0	

item_10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	9	60.0	60.0	60.0
S	6	40.0	40.0	100.0
Total	15	100.0	100.0	

item_11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	1	6.7	6.7	6.7
TS	11	73.3	73.3	80.0
S	3	20.0	20.0	100.0
Total	15	100.0	100.0	

item_12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	1	6.7	6.7	6.7
TS	6	40.0	40.0	46.7
S	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	46.7	46.7	46.7
SS	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	13.3	13.3	13.3
S	9	60.0	60.0	73.3
SS	4	26.7	26.7	100.0
Total	15	100.0	100.0	

item_15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	46.7	46.7	46.7

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	13.3	13.3	13.3
	S	4	26.7	26.7	40.0
	SS	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	53.3	53.3	53.3
	SS	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	6.7	6.7	6.7
	S	8	53.3	53.3	60.0
	SS	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	53.3	53.3	53.3
	SS	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	12	80.0	80.0	80.0
	SS	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
    item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] D:\evaluation of the first draft of unit 3.sav

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.6000	3.7333	3.5333	3.6667	3.6000	3.4667	3.1333	3.4667
Median		4.0000	4.0000	4.0000	4.0000	4.0000	3.0000	3.0000	4.0000
Mode		4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00
Sum		54.00	56.00	53.00	55.00	54.00	52.00	47.00	52.00

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.4667	2.4000	2.4667	2.3333	3.5333	3.4667	3.6000	3.5333
Median		3.0000	3.0000	2.0000	3.0000	4.0000	3.0000	4.0000	4.0000
Mode		3.00	3.00	2.00	3.00	4.00	3.00	4.00	4.00
Sum		52.00	36.00	37.00	35.00	53.00	52.00	54.00	53.00

Statistics

		item 17	item 18	item 19	item 20
N	Valid	15	15	15	15
	Missing	0	0	0	0
Mean		3.6000	3.5333	3.6667	3.4000
Median		4.0000	4.0000	4.0000	3.0000
Mode		4.00	4.00	4.00	3.00
Sum		54.00	53.00	55.00	51.00

Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	6	40.0	40.0	40.0

item_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Total	15	100.0	100.0	

item_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	4	26.7	26.7	26.7
SS	11	73.3	73.3	100.0
Total	15	100.0	100.0	

item_3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	46.7	46.7	46.7
SS	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	5	33.3	33.3	33.3
SS	10	66.7	66.7	100.0
Total	15	100.0	100.0	

item_5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	6	40.0	40.0	40.0
SS	9	60.0	60.0	100.0
Total	15	100.0	100.0	

item_6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	8	53.3	53.3	53.3
SS	7	46.7	46.7	100.0
Total	15	100.0	100.0	

item_7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	13.3	13.3	13.3
S	9	60.0	60.0	73.3
SS	4	26.7	26.7	100.0
Total	15	100.0	100.0	

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	1	6.7	6.7	6.7
S	6	40.0	40.0	46.7

item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	53.3	53.3	53.3
	SS	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	20.0	20.0	20.0
	TS	3	20.0	20.0	40.0
	S	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

item_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	53.3	53.3	53.3
	S	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	20.0	20.0	20.0
	TS	4	26.7	26.7	46.7
	S	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	53.3	53.3	53.3
	SS	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	6	40.0	40.0	40.0

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	6	40.0	40.0	40.0
	SS	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	33.3	33.3	33.3
	SS	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	60.0	60.0	60.0
	SS	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
    item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] D:\evaluation of the first draft unit 4.sav

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.4000	3.4667	3.5333	3.6667	3.5333	3.5333	3.2667	3.3333
Median		3.0000	4.0000	4.0000	4.0000	4.0000	4.0000	3.0000	3.0000
Mode		3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00
Sum		51.00	52.00	53.00	55.00	53.00	53.00	49.00	50.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0
Mean		3.2667	2.4000	2.2667	2.5333	3.4000	3.3333	3.6667	3.6667
Median		3.0000	2.0000	2.0000	3.0000	3.0000	3.0000	4.0000	4.0000
Mode		3.00	2.00 _a	2.00	3.00	3.00 _a	3.00	4.00	4.00
Sum		49.00	36.00	34.00	38.00	51.00	50.00	55.00	55.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 17	item 18	item 19	item 20
N	Valid	15	15	15	15
	Missing	0	0	0	0
Mean		3.5333	3.4000	3.6000	3.2667
Median		4.0000	3.0000	4.0000	3.0000
Mode		4.00	3.00	4.00	3.00
Sum		53.00	51.00	54.00	49.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	60.0	60.0	60.0
	SS	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

item_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	6.7	6.7	6.7
	S	6	40.0	40.0	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	6.7	6.7	6.7
	S	3	20.0	20.0	26.7
	SS	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	73.3	73.3	73.3
	SS	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	1	6.7	6.7	6.7
S	8	53.3	53.3	60.0
SS	6	40.0	40.0	100.0
Total	15	100.0	100.0	

item_9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	13.3	13.3	13.3
S	7	46.7	46.7	60.0
SS	6	40.0	40.0	100.0
Total	15	100.0	100.0	

item_10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	1	6.7	6.7	6.7
TS	7	46.7	46.7	53.3
S	7	46.7	46.7	100.0
Total	15	100.0	100.0	

item_11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	2	13.3	13.3	13.3
TS	7	46.7	46.7	60.0
S	6	40.0	40.0	100.0
Total	15	100.0	100.0	

item_12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	7	46.7	46.7	46.7
S	8	53.3	53.3	100.0
Total	15	100.0	100.0	

item_13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	1	6.7	6.7	6.7
S	7	46.7	46.7	53.3
SS	7	46.7	46.7	100.0
Total	15	100.0	100.0	

item_14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	10	66.7	66.7	66.7
SS	5	33.3	33.3	100.0
Total	15	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	33.3	33.3	33.3
	SS	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	33.3	33.3	33.3
	SS	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	46.7	46.7	46.7
	SS	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	60.0	60.0	60.0
	SS	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	6	40.0	40.0	40.0
	SS	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	13.3	13.3	13.3
	S	7	46.7	46.7	60.0
	SS	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

```
FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.
```

Frequencies

[DataSet1] D:\evaluation of the second draft of unit 1.sav

Statistics									
		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.3333	3.2083	3.0833	3.2500	3.6250	3.4583	3.3333	3.2500
Median		3.0000	3.0000	3.0000	3.0000	4.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00	4.00	3.00	3.00	3.00
Sum		80.00	77.00	74.00	78.00	87.00	83.00	80.00	78.00

a. Multiple modes exist. The smallest value is shown

Statistics									
		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.4167	3.5000	3.2500	3.2083	3.4583	3.4583	3.0417	3.5000
Median		3.0000	3.5000	3.0000	3.0000	4.0000	3.5000	3.0000	3.5000
Mode		3.00	3.00 _a	3.00	3.00	4.00	4.00	3.00	3.00 _a
Sum		82.00	84.00	78.00	77.00	83.00	83.00	73.00	84.00

a. Multiple modes exist. The smallest value is shown

Statistics					
		item 17	item 18	item 19	item 20
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		3.2500	3.5417	3.2500	3.7083
Median		3.0000	4.0000	3.0000	4.0000
Mode		3.00	4.00	3.00	4.00
Sum		78.00	85.00	78.00	89.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	16	66.7	66.7	66.7
	SS	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

item_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	16.7	16.7	16.7
	S	11	45.8	45.8	62.5
	SS	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

item_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	20	83.3	83.3	87.5
	SS	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	18	75.0	75.0	75.0
	SS	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	37.5	37.5	37.5
	SS	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

item_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	13	54.2	54.2	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	16	66.7	66.7	66.7
	SS	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	18	75.0	75.0	75.0
	SS	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	12	50.0	50.0	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	12	50.0	50.0	50.0
	SS	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

item_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	16	66.7	66.7	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	19	79.2	79.2	79.2
	SS	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8.3	8.3	8.3
	S	9	37.5	37.5	45.8
	SS	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	11	45.8	45.8	50.0
	SS	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	20.8	20.8	20.8
	S	13	54.2	54.2	75.0
	SS	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	12	50.0	50.0	50.0
	SS	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	16	66.7	66.7	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	9	37.5	37.5	41.7
	SS	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	16	66.7	66.7	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	29.2	29.2	29.2
	SS	17	70.8	70.8	100.0
	Total	24	100.0	100.0	

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
    item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] D:\evaluation of the second draft of unit 2.sav

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.3333	3.3750	3.3750	3.4167	3.7083	3.4583	3.3333	3.2500
Median		3.0000	3.0000	3.0000	3.0000	4.0000	3.5000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00
Sum		80.00	81.00	81.00	82.00	89.00	83.00	80.00	78.00

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.5417	3.4583	3.5417	3.2917	3.4583	3.2083	3.1667	3.6250
Median		4.0000	3.5000	4.0000	3.0000	3.0000	3.0000	3.0000	4.0000
Mode		4.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00
Sum		85.00	83.00	85.00	79.00	83.00	77.00	76.00	87.00

Statistics

		item 17	item 18	item 19	item 20
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		3.4167	3.5833	3.3333	3.5833
Median		3.0000	4.0000	3.0000	4.0000
Mode		3.00	4.00	3.00	4.00
Sum		82.00	86.00	80.00	86.00

Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	16	66.7	66.7	66.7

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

item_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	15	62.5	62.5	62.5
	SS	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

item_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	15	62.5	62.5	62.5
	SS	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	14	58.3	58.3	58.3
	SS	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	29.2	29.2	29.2
	SS	17	70.8	70.8	100.0
	Total	24	100.0	100.0	

item_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	11	45.8	45.8	50.0
	SS	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	16	66.7	66.7	66.7
	SS	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8.3	8.3	8.3

item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	14	58.3	58.3	66.7
	SS	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	45.8	45.8	45.8
	SS	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	11	45.8	45.8	50.0
	SS	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

item_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	45.8	45.8	45.8
	SS	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8.3	8.3	8.3
	S	13	54.2	54.2	62.5
	SS	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	13	54.2	54.2	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8.3	8.3	8.3
	S	15	62.5	62.5	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8.3	8.3	8.3
	S	16	66.7	66.7	75.0
	SS	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	37.5	37.5	37.5
	SS	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	14	58.3	58.3	58.3
	SS	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	10	41.7	41.7	41.7
	SS	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	16	66.7	66.7	66.7
	SS	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	10	41.7	41.7	41.7
	SS	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

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Frequencies

[DataSet1] D:\evaluation of the second draft of unit 3.sav

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.5833	3.3333	3.4167	3.4583	3.6250	3.5000	3.4583	3.4583
Median		4.0000	3.0000	3.0000	3.0000	4.0000	3.5000	3.0000	3.0000
Mode		4.00	3.00	3.00	3.00	4.00	3.00 ^a	3.00	3.00
Sum		86.00	80.00	82.00	83.00	87.00	84.00	83.00	83.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.5417	3.4167	3.4583	3.3333	3.4583	3.5000	3.2083	3.6667
Median		4.0000	3.0000	3.0000	3.0000	3.0000	3.5000	3.0000	4.0000
Mode		4.00	3.00	3.00	3.00	3.00	3.00 ^a	3.00	4.00
Sum		85.00	82.00	83.00	80.00	83.00	84.00	77.00	88.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 17	item 18	item 19	item 20
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		3.6250	3.6250	3.5417	3.4583
Median		4.0000	4.0000	4.0000	3.0000
Mode		4.00	4.00	4.00	3.00
Sum		87.00	87.00	85.00	83.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

item_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	10	41.7	41.7	41.7
SS	14	58.3	58.3	100.0
Total	24	100.0	100.0	

item_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	16	66.7	66.7	66.7
SS	8	33.3	33.3	100.0
Total	24	100.0	100.0	

item_3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	14	58.3	58.3	58.3
SS	10	41.7	41.7	100.0
Total	24	100.0	100.0	

item_4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	13	54.2	54.2	54.2
SS	11	45.8	45.8	100.0
Total	24	100.0	100.0	

item_5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	37.5	37.5	37.5
SS	15	62.5	62.5	100.0
Total	24	100.0	100.0	

item_6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	12	50.0	50.0	50.0
SS	12	50.0	50.0	100.0
Total	24	100.0	100.0	

item_7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	13	54.2	54.2	54.2
SS	11	45.8	45.8	100.0
Total	24	100.0	100.0	

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	13	54.2	54.2	54.2

item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	45.8	45.8	45.8
	SS	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4.2	4.2	4.2
	S	12	50.0	50.0	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	13	54.2	54.2	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	16	66.7	66.7	66.7
	SS	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	13	54.2	54.2	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	12	50.0	50.0	50.0
	SS	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	16.7	16.7	16.7

item_15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	11	45.8	45.8	62.5
SS	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	8	33.3	33.3	33.3
SS	16	66.7	66.7	100.0
Total	24	100.0	100.0	

item_17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	37.5	37.5	37.5
SS	15	62.5	62.5	100.0
Total	24	100.0	100.0	

item_18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	37.5	37.5	37.5
SS	15	62.5	62.5	100.0
Total	24	100.0	100.0	

item_19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	11	45.8	45.8	45.8
SS	13	54.2	54.2	100.0
Total	24	100.0	100.0	

item_20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	13	54.2	54.2	54.2
SS	11	45.8	45.8	100.0
Total	24	100.0	100.0	

```

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
    item_16 item_17 item_18 item_19 item_20
/STATISTICS=MEAN MEDIAN MODE SUM
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] D:\evaluation of the second draft of unit 4.sav

Statistics

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.4583	3.3333	3.3750	3.3750	3.5417	3.4167	3.4167	3.3750
Median		3.0000	3.0000	3.0000	3.0000	4.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00	4.00	3.00	3.00	3.00
Sum		83.00	80.00	81.00	81.00	85.00	82.00	82.00	81.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16
N	Valid	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0
Mean		3.4583	3.3750	3.4167	3.3750	3.3333	3.6667	3.2500	3.5417
Median		3.0000	3.0000	3.0000	3.0000	3.0000	4.0000	3.0000	4.0000
Mode		3.00	3.00	3.00	3.00	3.00	4.00	3.00	4.00
Sum		83.00	81.00	82.00	81.00	80.00	88.00	78.00	85.00

a. Multiple modes exist. The smallest value is shown

Statistics

		item 17	item 18	item 19	item 20
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		3.5417	3.5000	3.4583	3.5417
Median		4.0000	3.5000	3.0000	4.0000
Mode		4.00	3.00 _a	3.00	4.00
Sum		85.00	84.00	83.00	85.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

item_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	13	54.2	54.2	54.2
SS	11	45.8	45.8	100.0
Total	24	100.0	100.0	

item_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	16	66.7	66.7	66.7
SS	8	33.3	33.3	100.0
Total	24	100.0	100.0	

item_3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	15	62.5	62.5	62.5
SS	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	15	62.5	62.5	62.5
SS	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	11	45.8	45.8	45.8
SS	13	54.2	54.2	100.0
Total	24	100.0	100.0	

item_6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	14	58.3	58.3	58.3
SS	10	41.7	41.7	100.0
Total	24	100.0	100.0	

item_7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	14	58.3	58.3	58.3
SS	10	41.7	41.7	100.0
Total	24	100.0	100.0	

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	15	62.5	62.5	62.5

item_8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SS	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	13	54.2	54.2	54.2
SS	11	45.8	45.8	100.0
Total	24	100.0	100.0	

item_10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	15	62.5	62.5	62.5
SS	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	14	58.3	58.3	58.3
SS	10	41.7	41.7	100.0
Total	24	100.0	100.0	

item_12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	15	62.5	62.5	62.5
SS	9	37.5	37.5	100.0
Total	24	100.0	100.0	

item_13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	16	66.7	66.7	66.7
SS	8	33.3	33.3	100.0
Total	24	100.0	100.0	

item_14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	8	33.3	33.3	33.3
SS	16	66.7	66.7	100.0
Total	24	100.0	100.0	

item_15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	18	75.0	75.0	75.0
SS	6	25.0	25.0	100.0

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Total	24	100.0	100.0	

item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	45.8	45.8	45.8
	SS	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	45.8	45.8	45.8
	SS	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	12	50.0	50.0	50.0
	SS	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	13	54.2	54.2	54.2
	SS	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	11	45.8	45.8	45.8
	SS	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

The Results of the Observation

1. The Tryout of Unit 1 ‘*When do you Have English Lesson?*’

Data of the Observers:

1. The First Observer (The English Teacher of SDN Bakalan)

Name : V. Rifdhanisa, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The Second Observer (The researcher)

Name : Refrilia Ulfah

Education : Student of English Education Department of Yogyakarta State University

Summary :

- *Explanations in the first row are the data taken from the first observer*
- *Explanations in the second row are the data taken from the second observer*

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>tasks</i> dengan sungguh-sungguh.	18	6	Beberapa siswa masih mengerjakan beberapa <i>tasks</i> dengan melihat punya teman.
				Beberapa siswa masih bergurau dan tidak serius dalam mengerjakan <i>tasks</i> .
2.	Siswa terlihat percaya diri saat mengerjakan <i>tasks</i> .	19	5	Sebagian kecil siswa masih malu saat mengerjakan <i>tasks</i> menggunakan ungkapan Bahasa Inggris.
				Beberapa siswa masih kurang percaya diri dalam mengerjakan beberapa <i>tasks</i> .

3.	Siswa terlihat kesulitan saat mengerjakan <i>tasks</i> .	10	14	Siswa masih terlihat kesulitan dalam menanggapi instruksi untuk mengerjakan beberapa <i>tasks</i> .
				Siswa masih merasa kesulitan dalam mengerjakan beberapa <i>tasks</i> .
4.	Siswa terlihat bosan saat mengerjakan <i>tasks</i> .	2	12	Sedikit siswa yang berguaru dan bercakap-cakap dengan teman sebangku saat yang lain mengerjakan <i>tasks</i> .
				Beberapa siswa terlihat malas-malasan saat mengerjakan beberapa <i>tasks</i> .
5.	Siswa mengerjakan <i>tasks</i> dengan benar sesuai perannya masing-masing.	19	5	Sebagian besar siswa sudah mengerjakan <i>tasks</i> dengan benar meski beberapa siswa harus diberi bimbingan terlebih dahulu.
				Sebagian besar siswa sudah mengerjakan <i>tasks</i> sesuai perintah dengan benar.
6.	Siswa mengerjakan <i>tasks</i> sesuai waktu yang telah ditentukan.	15	9	Sebagian siswa masih membutuhkan waktu lebih dalam pengerjaan <i>tasks</i> karena kegiatan dalam <i>tasks</i> merupakan hal yang baru bagi mereka.
				Sebagian siswa masih membutuhkan waktu lebih untuk mengerjakan <i>tasks</i> .
7.	Siswa berusaha menggunakan Bahasa Inggris pada saat mengerjakan <i>tasks</i> .	19	5	Sebagian besar siswa sudah menggunakan Bahasa Inggris meski belum begitu lancar dan tepat.
				Sebagian besar siswa sudah menggunakan Bahasa Inggris saat pengerjaan <i>tasks</i> .

8.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>).	14	10	Sebagian kecil siswa masih merasa bingung dalam menanggapi informasi dari temannya.
				Beberapa siswa masih bingung dalam menanggapi informasi yang diberikan.
9.	Aktivitas yang diberikan sesuai dengan topik pembelajaran.	24	-	Sudah sesuai.
				Sesuai.
10.	Siswa memahami contoh dialog yang diberikan.	17	7	Dialog yang diberikan mudah dipahami siswa. Namun, beberapa siswa baru bisa memahami setelah praktik langsung.
				Beberapa siswa baru mulai paham setelah praktik langsung.
11.	<i>Tasks</i> yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.	24	-	Sudah cukup.
				<i>Tasks</i> sudah membuat siswa berinteraksi dan berkomunikasi dengan teman.
12.	<i>Tasks</i> ini sudah cukup melatih kemampuan siswa dalam aspek speaking.	20	4	Beberapa siswa masih malu untuk berbicara menggunakan Bahasa Inggris.
				Beberapa siswa masih membutuhkan dorongan untuk berani berbicara menggunakan Bahasa Inggris.
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan	6	18	Saran dan bimbingan yang diberikan dalam pengerjaan <i>tasks</i> sudah jelas, tetapi beberapa siswa masih memerlukan penjelasan

	siswa pada saat mengerjakan <i>tasks</i> .			lebih untuk pengerjaan di beberapa <i>tasks</i> .
				Saran yang diberikan cukup jelas, tetapi ada beberapa siswa yang masih belum mengerti.
14.	Guru memberikan feedback dengan jelas.	24	-	Sudah cukup jelas.
				Feedback yang diberikan tidak hanya dari guru tapi juga dari teman.
15.	Guru memberikan keterangan tentang perintah dengan jelas.	13	11	Sebagian siswa masih perlu diterangkan lagi untuk pengerjaan beberapa <i>tasks</i> .
				Sebagian siswa masih perlu dijelaskan lagi dan diberi contoh pengerjaan <i>tasks</i> .

1. Menurut Anda, bagaimanakah evaluasi seluruh penerapan Communicative Speaking Tasks yang telah saya kembangkan ini?

Jawab:

- Anak-anak terlihat antusias mengerjakan latihan-latihan ini. Mereka senang dengan kegiatan secara berpasangan maupun berkelompok, meski beberapa anak masih membutuhkan bimbingan lebih untuk memahami pengerjaan task yang masih baru bagi mereka.
- Anak-anak senang dengan tasks ini, meski beberapa anak masih belum sungguh-sungguh dalam mengerjakan.

2. Menurut Anda, apakah kekurangan dari *tasks* yang sudah saya kembangkan?

Jawab :

- Beberapa siswa masih terlihat kesulitan memahami instruksi beberapa *tasks*. Sebaiknya kalau bisa dibedakan saja instruksi untuk guru tentang pengerjaan tasks, pembagian kelompok, dsb. karena beberapa *tasks* juga masih tergolong baru untuk siswa di sini.
- Anak-anak masih perlu penjelasan lebih lanjut untuk instruksi pengerjaan tasks. Sebagian besar masih bingung dalam pengerjaan information-gap task.

2. The Tryout of Unit 2 ‘How Much is the Cake?’

Data of the Observers:

1. The First Observer (The English Teacher of SDN Bakalan)

Name : V. Rifdhanisa, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The Second Observer (The researcher)

Name : Refrilia Ulfah

Education : Student of English Education Department of Yogyakarta State University

Summary :

- *Explanations in the first row are the data taken from the first observer*
- *Explanations in the second row are the data taken from the second observer*

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>tasks</i> dengan sungguh-sungguh.	20	4	Siswa sudah semakin sungguh-sungguh dalam mengerjakan <i>tasks</i> .
				Beberapa siswa masih ada yang mengerjakan <i>tasks</i> sambil bercanda dengan teman sebangkunya.
2.	Siswa terlihat percaya diri saat mengerjakan <i>tasks</i> .	19	5	Sebagian besar siswa sudah percaya diri untuk bisa mengerjakan <i>tasks</i> .
				Beberapa siswa masih kurang percaya diri dalam mengerjakan beberapa <i>tasks</i> .
3.	Siswa terlihat kesulitan saat mengerjakan <i>tasks</i> .	6	18	Sebagian kecil siswa masih sering bertanya kepada guru untuk pengerjaan <i>tasks</i> .
				Sebagian kecil siswa masih membutuhkan bimbingan lebih saat pengerjaan beberapa <i>tasks</i> .

4.	Siswa terlihat bosan saat mengerjakan <i>tasks</i> .	1	13	Siswa terlihat senang saat mengerjakan <i>tasks</i> yang merupakan pengalaman baru bagi mereka.
				Masih ada siswa yang terlihat mengantuk dan tidak antusias saat mengerjakan <i>tasks</i> .
5.	Siswa mengerjakan <i>tasks</i> dengan benar sesuai perannya masing-masing.	22	2	Sebagian besar siswa sudah mengerjakan <i>tasks</i> dengan benar.
				Sebagian kecil siswa masih belum benar dalam pengerjaan beberapa <i>tasks</i> .
6.	Siswa mengerjakan <i>tasks</i> sesuai waktu yang telah ditentukan.	19	5	Siswa mengerjakan <i>tasks</i> sesuai waktu yang telah ditentukan.
				Sebagian siswa masih membutuhkan waktu lebih untuk mengerjakan <i>taskst</i> tertentu.
7.	Siswa berusaha menggunakan Bahasa Inggris pada saat mengerjakan <i>tasks</i> .	19	5	Sebagian besar siswa sudah menggunakan Bahasa Inggris.
				Sebagian besar siswa sudah menggunakan Bahasa Inggris saat mengerjakan <i>tasks</i> .
8.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addresee</i>).	19	5	Saat tanya jawab dengan teman, sebagian besar siswa sudah mengerti informasi yang diberikan oleh teman lainnya.
				Beberapa siswa masih memerlukan waktu lama dalam memahami informasi yang diberikan oleh pasangannya.
9.	Aktivitas yang diberikan sesuai dengan topik pembelajaran.	24	-	Sudah sesuai
				Sesuai.
10.	Siswa memahami contoh dialog yang diberikan.	24	-	Contoh dialog yang diberikan menarik dan mudah dipahami siswa.

				Siswa sudah memahami contoh dialog.
11.	<i>Tasks</i> yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.	24	-	<p>Semua siswa sudah berinteraksi dengan teman untuk saling bertukar informasi.</p> <p>Semua siswa sudah saling bertukar informasi meski beberapa siswa masih perlu untuk diberikan penjelasan lebih.</p>
12.	<i>Tasks</i> ini sudah cukup melatih kemampuan siswa dalam aspek speaking.	24	-	<p>Sudah cukup.</p> <p>Cukup.</p>
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>tasks</i> .	-	24	<p>Saran yang diberikan sudah jelas.</p> <p>Saran yang diberikan cukup jelas.</p>
14.	Guru memberikan feedback dengan jelas.	24	-	<p>Feedback selain dari guru juga didapat siswa dari rekannya saat mencocokkan <i>tasks</i>.</p> <p>Feedback yang diberikan sudah cukup.</p>
15.	Guru memberikan keterangan tentang perintah dengan jelas.	14	10	<p>Sebagian siswa masih perlu diterangkan lagi untuk pengerjaan beberapa <i>tasks</i>.</p> <p>Sebagian siswa masih perlu dijelaskan lagi dan diberi contoh pengerjaan <i>tasks</i>.</p>

3. Menurut Anda, bagaimanakah evaluasi seluruh penerapan Communicative Speaking Tasks yang telah saya kembangkan ini?

Jawab:

- Anak-anak sudah mulai terbiasa dengan tipe-tipe tasksnya. Mereka sudah mulai percaya diri untuk berinteraksi berlatih *speaking*.
- Anak-anak sudah bisa berinteraksi berkomunikasi menggunakan Bahasa Inggris.

4. Menurut Anda, apakah kekurangan dari *tasks* yang sudah saya kembangkan?

Jawab :

- Anak-anak masih ada yang kesulitan dalam memahami instruksi di beberap task.
- Beberapa siswa masih memerlukan bimbingan guru dalam memahami instruksi.

3. The Tryout of Unit 3 ‘Where is the Post Office?’

Data of the Observers:

1. The First Observer (The English Teacher of SDN Bakalan)

Name : V. Rifdhanita, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The Second Observer (The researcher)

Name : Refrilia Ulfah

Education : Student of English Education Department of Yogyakarta State University

Summary :

- Explanations in the first row are the data taken from the first observer
- Explanations in the second row are the data taken from the second observer

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>tasks</i> dengan sungguh-sungguh.	24	-	Siswa sudah mengerjakan <i>tasks</i> dengan sungguh-sungguh.
				Ada beberapa siswa yang bergurau dalam mengerjakan <i>tasks</i> .
2.	Siswa terlihat percaya diri saat mengerjakan <i>tasks</i> .	20	4	Sebagian besar siswa sudah mengerjakan <i>tasks</i> dengan percaya diri.
				Siswa sudah terlihat percaya diri dalam mengerjakan <i>tasks</i> .
3.	Siswa terlihat kesulitan saat mengerjakan <i>tasks</i> .	4	20	Sebagian besar siswa sudah terbiasa dengan <i>tasks</i> yang baru bagi mereka, sehingga tidak kesulitan dalam mengerjakan.
				Beberapa siswa masih membutuhkan bimbingan dalam mengerjakan beberapa <i>tasks</i> .

4.	Siswa terlihat bosan saat mengerjakan <i>tasks</i> .	-	24	Siswa terlihat antusias dalam mengerjakan <i>tasks</i> .
				Siswa merasa senang dalam mengerjakan <i>tasks</i> .
5.	Siswa mengerjakan <i>tasks</i> dengan benar sesuai perannya masing-masing.	20	4	Sebagian besar siswa sudah mengerjakan <i>tasks</i> dengan benar.
				Sebagian besar siswa sudah mengerjakan <i>tasks</i> sesuai perintah dengan benar.
6.	Siswa mengerjakan <i>tasks</i> sesuai waktu yang telah ditentukan.	20	4	Siswa sudah mulai bisa beradaptasi dengan <i>tasks</i> yang baru sehingga sebagian besar siswa sudah selesai mengerjakan sesuai waktu yang ditentukan.
				Sebagian besar siswa sudah selesai mengerjakan sesuai waktu yang ditentukan.
7.	Siswa berusaha menggunakan Bahasa Inggris pada saat mengerjakan <i>tasks</i> .	24	-	Sebagian besar siswa sudah menggunakan Bahasa Inggris.
				Sebagian besar siswa sudah menggunakan Bahasa Inggris saat pengerjaan <i>tasks</i> .
8.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>).	23	1	Sebagian besar siswa sudah mengerti informasi yang diberikan teman.
				Sebagian siswa sudah saling bertukar informasi dengan baik.
9.	Aktivitas yang diberikan sesuai dengan topik pembelajaran.	24	-	Sudah sesuai.
				Sesuai.
10.	Siswa memahami contoh dialog yang diberikan.	24	-	Dialog yang diberikan membantu siswa dalam pengerjaan <i>tasks</i> .
				Siswa sudah memahami contoh dialog.

11.	<i>Tasks</i> yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.	24	-	Semua siswa sudah berinteraksi dengan teman.
				Semua siswa sudah saling bertukar informasi menggunakan ungkapan yang telah diajarkan.
12.	<i>Tasks</i> ini sudah cukup melatih kemampuan siswa dalam aspek speaking.	24	-	Sudah cukup.
				Cukup.
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>tasks</i> .	-	24	Sudah cukup jelas.
				Saran yang diberikan cukup jelas.
14.	Guru memberikan feedback dengan jelas.	24	-	Feedback yang diberikan sangat membantu siswa.
				Feedback yang diberikan sudah cukup jelas.
15.	Guru memberikan keterangan tentang perintah dengan jelas.	24	-	Perintah pengerjaan sudah cukup jelas karena langsung diberikan contoh.
				Sudah cukup jelas.

1. Menurut Anda, bagaimanakah evaluasi seluruh penerapan Communicative Speaking Tasks yang telah saya kembangkan ini?

Jawab:

- Sudah jauh lebih baik daripada awal kemarin. Anak-anak sudah terbiasa dengan jenis-jenis taks yang tergolong baru ini.
- Sebagian besar anak-anak sudah percaya diri berlatih speaking. Mereka sudah bertukar informasi menggunakan expressions yang telah dipelajari.

2. Menurut Anda, apakah kekurangan dari *tasks* yang sudah saya kembangkan?

Jawab :

- Sudah lebih baik, mungkin hanya masalah instruksi yang sama dengan unit sebelumnya, tadi anak-anak sudah bisa mengikuti karena sudah terbiasa dan contohnya tadi mudah dipahami.
- Sudah lebih baik dari tryout unit sebelumnya.

4. The Tryout of Unit 4 ‘*Can you Sweep the Floor, Please?*’

Data of the Observers:

1. The First Observer (The English Teacher of SDN Bakalan)

Name : V. Rifdhanita, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The Second Observer (The researcher)

Name : Refrilia Ulfah

Education : Student of English Education Department of Yogyakarta State University

Summary :

- *Explanations in the first row are the data taken from the first observer*
- *Explanations in the second row are the data taken from the second observer*

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>tasks</i> dengan sungguh-sungguh.	24	-	Semua siswa terlihat mengerjakan <i>tasks</i> dengan sungguh-sungguh.
				Siswa mengerjakan <i>tasks</i> dengan sungguh-sungguh meski sesekali ada yang bercandaan dengan teman.
2.	Siswa terlihat percaya diri saat mengerjakan <i>tasks</i> .	23	1	Siswa sudah mengerjakan <i>tasks</i> dengan percaya diri.
				Sebagian besar siswa sudah mengerjakan <i>tasks</i> dengan percaya diri.
3.	Siswa terlihat kesulitan saat mengerjakan <i>tasks</i> .	-	24	Siswa sudah terbiasa dengan <i>tasks</i> yang baru bagi mereka, sehingga tidak merasa kesulitan.
				Siswa sudah tidak merasa kesulitan meski saat pengerjaan masih membutuhkan penjelasan lebih lanjut.

4.	Siswa terlihat bosan saat mengerjakan <i>tasks</i> .	4	20	Beberapa siswa terlihat bosan saat mengerjakan <i>tasks</i> .
				Beberapa siswa terlihat malas-malasan saat mengerjakan beberapa <i>tasks</i> .
5.	Siswa mengerjakan <i>tasks</i> dengan benar sesuai perannya masing-masing.	24	-	Siswa sudah mengerjakan <i>tasks</i> dengan benar meski beberapa siswa masih perlu diberi bimbingan.
				Siswa sudah mengerjakan <i>tasks</i> sesuai perintah dengan benar.
6.	Siswa mengerjakan <i>tasks</i> sesuai waktu yang telah ditentukan.	22	2	Beberapa siswa masih membutuhkan waktu lebih.
				Sebagian besar siswa sudah menyelesaikan <i>tasks</i> sesuai waktu yang ditentukan.
7.	Siswa berusaha menggunakan Bahasa Inggris pada saat mengerjakan <i>tasks</i> .	24	-	Siswa sudah menggunakan Bahasa Inggris.
				Siswa sudah menggunakan ungkapan Bahasa Inggris yang diajarkan saat mengerjakan <i>tasks</i> .
8.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>).	24	-	Siswa sudah mengerti informasi yang diberikan teman.
				Siswa sudah saling bertukar informasi dengan baik meski beberapa masih membutuhkan waktu lebih.
9.	Aktivitas yang diberikan sesuai dengan topik pembelajaran.	24	-	Sudah sesuai.
				Sesuai.
10.	Siswa memahami contoh dialog yang diberikan.	24	-	Dialog yang diberikan mudah dipahami siswa.
				Siswa sudah memahami contoh dialog.
11.	<i>Tasks</i> yang diberikan dapat membuat siswa	24	-	Semua siswa sudah berkomunikasi menggunakan ungkapan

	berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.			yang diajarkan.
				Semua siswa sudah saling bertukar informasi menggunakan ungkapan yang telah diajarkan.
12.	<i>Tasks</i> ini sudah cukup melatih kemampuan siswa dalam aspek speaking.	24	-	Sudah cukup.
				Cukup.
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>tasks</i> .	-	24	Saran dan bimbingan yang diberikan dalam pengerjaan <i>tasks</i> sudah jelas dan membantu siswa.
				Saran yang diberikan cukup jelas.
14.	Guru memberikan feedback dengan jelas.	24	-	Feedback yang diberikan membantu siswa.
				Sudah cukup jelas.
15.	Guru memberikan keterangan tentang perintah dengan jelas.	24	-	Perintah pengerjaan sudah cukup jelas dengan contoh.
				Sudah cukup jelas.

1. Menurut Anda, bagaimanakah evaluasi seluruh penerapan Communicative Speaking Tasks yang telah saya kembangkan ini?

Jawab:

- Sudah bagus, anak-anak sudah bisa berlatih speaking dengan baik menggunakan tasks ini.
- Anak-anak sudah terbiasa mengerjakan communicative tasks sehingga mereka langsung tahu untuk saling bertukar informasi.

2. Menurut Anda, apakah kekurangan dari *tasks* yang sudah saya kembangkan?

Jawab :

- Sudah baik.
- Pengerjaan tasks sudah berjalan lancar dengan memberikan contoh dalam setiap pengerjaan.

APPENDIX J VIGNETTES

Vignette 1

Try-out of UNIT 1

Place : SDN Bakalan

Date : 15 March, 2012

Time : 08.10 - 09.45

There were 24 students in the class. In this tryout, the researcher performed as the teacher who taught the students using the second draft of the developed communicative speaking tasks, while the English teacher was the observer. The researcher greeted the students by saying *Salam* and good morning. The students answered it well. Then, the researcher asked the students' condition by saying "How are you today?" They responded "I am fine. Thank you. And you?" She answered, "I'm great. Thanks". The English teacher sat at the back seat to observe the English lesson that morning.

After greeting the students, the researcher started the lesson by introducing the topic of the unit. The teacher directed the students to the warming up section in Task 1. She asked them to look at the picture of a school timetable in the warming up section. Some students were having small chit-chat with their tablemates commenting to the picture. Then, the teacher asked a question related to the topic, "What are your school subjects?" At first, some students did not understand the question. Some students asked to the teacher about the question, "*Apa sih Miss artinya?*" Then the teacher clarified the question by repeating the question and giving some clues. Some students answered it by mentioning school subjects that they had at school. Other students were enthusiastic to mention other school subjects. There were three students who had already mentioned the school subjects using English, such as sport, computer, and English. They also pointed to the picture to show the subjects that they meant. The class was getting noisy because some students who had high confidence shouted the name of the school subjects. After that, the teacher showed some pictures of school subjects and asked the students to mention it in English. Students who could answer it were allowed to stick the picture on the blackboard. It made other students very enthusiastic to mention the name of the school subjects based on the pictures shown.

After that, the teacher gave the next question to the students. She asked, "When do you have English lessons?" The class was getting quiet because the students were confused after listening to that question. Then, the teacher used some Indonesian words in the question to make them understand what was asked about. Then, after having a discussion with friends about their schedule, they answered the question by mentioning the day when they had English lesson, "Wednesday, Miss". The teacher repeated their answer by giving the complete answer, "So, we have an English lesson on Wednesday". The teacher appointed a student and asked him about his favorite subject, "What is your favorite subject?" At first, he was hesitant to answer the question, but after the teacher encouraged

him, he said that sport was his favorite subject. The same question was given to three other students. The teacher, then, wrote their answers of favorite subjects on the blackboard. After that, some students were asked to practice giving the same question about favorite subject to her friend.

After the warming up section, the teacher brought the students into the next tasks. She distributed survey tables to the students. She asked the students to do a survey to their friends to find information about their friends' favorite subjects. In the beginning, they felt confused about how to do the survey, but, after the teacher gave an example using the hand puppets, all of them were enthusiastic moving around the class to do the survey.

The next task, Task 3, was in the form of an information gap activity. Before doing this task, the teacher divided the class into two groups. The class was divided into two parts; students A and students B. The students who were tablemates belonged to different groups. Students who sat in the left rows would be the students A, while the students who sat in the right rows would be the students B. The teacher gave students A and students B similar incomplete timetables with different pictures of school subjects on it. They were asked to complete their own timetable by exchanging information with their partners. When the teacher delivered the survey tables, the class was so noisy. Some students were impatient to get the tables. After delivering the survey tables, the teacher explained the instructions to do the task. When the teacher explained the task using English, some students did not understand the instructions. The teacher repeated the instructions and used some Indonesian words to give the instructions. To make it clear, the teacher gave an example of how to do the task. During doing this task, the teacher was moving around the class to help some students who were still facing difficulties in completing their timetables.

In Task 4, the students did the task in groups of four. Each group, group A and group B, got different timetables. They were asked to find the similarities between them. At the beginning, some students did not understand the instructions. The teacher clarified the instructions by giving an example. In this task, it was observed that some students did not give significant contribution for their groups. While in Task 5, in pairs, the students found the task easy. The task was in the form of information gap activity as what they have done before. Although the task was more challenging, they could complete their tables by asking information that they did not possess about schedule to their partners. They worked enthusiastically. The communication and interaction with others occurred since they needed to exchange information to complete the task.

In the last task, Task 6, the students felt difficult in understanding the situation given. In pairs, they were given different school timetables. Then, they were supposed to make an appointment with their partners to go to the bookshop after school. They felt confused how to make that appointment. Then, the teacher explained the situation in Indonesian that they had to look up their schedule to decide when they had free time to go to the bookshop together. The students could do this task well. They interacted with their partner and shared information. It seemed that they enjoyed acting to make an appointment.

Vignette 2

Try-out of UNIT 2

Place : SDN Bakalan

Date : 22 March, 2012

Time : 08.10 - 09.45

After greeting the students, the researcher led the students to the warming up section in Task 1. She asked them to look at the picture of a canteen in the warming up section. Then, the teacher asked a question about the picture, “Can you mention some foods and drinks in the canteen?” When the students got the question, they seemed confused because the teacher asked them in English. Then, the teacher helped them to mention some foods and drinks in the canteen by pointing some kinds of foods in the picture shown, “*Misalnya ini ada noodles, doughnout, trus apalagi?*”. After the students got the point about what was asked by the teacher, they mentioned some foods and drinks enthusiastically. After that, the teacher introduced the kinds of foods and drinks in the target language. The teacher made use some pictures as the media. Each picture was not shown fully in order to make the students curious. Though some students had already known the names of some foods and drinks, they were still curious and enthusiastic to guess the picture.

After introducing the new vocabulary of foods and drinks, the teacher asked a student about her favourite food. The teacher asked her, “What is your favourite food?”. That student was a bit confused. Then, the teacher gave a clue by showing some pictures of foods. After the teacher showed some pictures and repeated the question, the student pointed a picture and mentioned it hesitantly. To give a clearer example, the teacher gave a model of language use using hand puppets. After that, when the teacher asked others students about their favourite foods, they followed easily by mentioning their favourite foods enthusiastically.

In Task 2, after explaining how to fill in the survey table, the teacher allowed the students to do the survey by themselves. Some of them were still confused about how to fill in table. Considering this situation, the teacher gave an example of how to fill in the table. While doing this task, most students were already fluent in practicing the language expression of asking their friends’ favorite foods. Some of them answered their friends’ question completely, such as, “My favourite food is meatball” and the rest just simply answered “meatball”. After all, based on the observation sheet, all of the students were involved in this task and found this task easy because they had done the similar task in the previous unit.

In the next task, the teacher divided the class into two groups. In dividing the group, the students were not confused anymore since they had experienced it in the previous unit. In pairs, the students were given different incomplete tables. There were some pictures of students’ favorite foods and drinks in each table. The students were asked to complete their own table by exchanging information with their partners. At the beginning, they were confused about how to complete the tables. Then, the teacher reminded them of the instructions how to do the task as they did in the previous unit. To make it clearer, the teacher asked two students to

come in front of the class and showed the example of how they should do the task. As the result, the students seemed so eager to do the task. When the students were doing this task, the teacher assisted them and helped them if there were some students who were still facing difficulties in completing their tables. The teacher also reminded the students not to cheat just by looking at their partner's table to complete their own table. However, most of students did the task well. They completed the tables by exchanging information using language use provided, such as, "What is Lina's favourite food?". The other students were still asked "What's Lina favourite food?". Here, the teacher gave more attention to help them to use the language expression correctly in order to accomplish the task. After completing their tables, the teacher asked them to check their works by comparing it with their partner. Most of students were excited when they knew that their table was correct.

After that, the teacher directed the students into the next activity. The teacher asked the price of meatball in the canteen to a student, "How much is the meatball?". He was suddenly silent and did not answer the question. The teacher then gave an example using hand puppets of how to ask for and give information about price. After the teacher reminded them how to say price, the students looked eager to practice using the hand puppets. Then, the teacher asked some students using the hand puppet. After giving enough examples, the teacher asked the students to practice the expressions of asking for and giving information about price with their partner. In Task 4, the students worked in groups of four. In dividing the groups, it did not take much time because the students had already experienced in the previous tryout of unit 1. Each group of students was given two different menu lists. They were required to find the similarities between their menu lists. After the teacher gave the instruction how to do the task, the students looked confused. However, an example made them understand the instruction well. In Task 5, the students worked in pairs. Student A and student B got different incomplete price lists. They were asked to complete it by exchanging information with their partners. Most of the students were already confident in using the expressions with their partners. They interacted with their peers to accomplish the task.

Task 6 was a role play which was supposed to be done in a restaurant. The students acted as customers and waiters. After dividing the students into groups of four, the teacher gave a menu list and some pictures of foods and drinks to each group. When they got the pictures, they looked so excited and grabbed the pictures from the teacher at once. Before doing the role play, the teacher asked them how to order menu. There were some students who shouted that they should point to the menu list. Other students said, "I want noodles". In this section, the teacher explained that they should order the foods in more polite way, such as, "Can I have noodles and iced tea, please?" or "Can I have burger, please?". After the students understand the polite way to order menu, they continued the role play. During the role play, most of students enjoyed the activities. They acted like adults in a restaurant who ordered the foods and drinks. They interacted and communicated with their peers using language expressions which had been taught by the teacher before.

Vignette 3

Try-out of UNIT 3

Place : SDN Bakalan

Date : 29 March, 2012

Time : 08.10 - 09.45

The try-out of the second draft of unit 3 “Where is the Post Office?” was done on Thursday, 29 March, 2012. There were 24 students in the class. The researcher started the warming up section by asking students about some public places around their house. In the beginning, the students did not understand the teacher’s question, but after the teacher emphasized the words “public places”, some students understood the question and they mentioned some of public places. Other students followed by mentioning other public places that they already knew. Before the class became too noisy since some students started shouting aloud, the teacher showed some pictures of public places to them. She asked students to repeat the words she mentioned after her. Then, the teacher allowed students who could mention the name of the pictures correctly to stick the pictures on the blackboard. The students were getting enthusiastic to grab the pictures. After that, the teacher asked some students one by one about public places near her or his house using a hand puppet. Some of them were confused when the teacher asked, “Do you live near school?” or “Do you live near a mosque?”. After the teacher translated the question into Indonesian, they understood it and answered “Yes, Miss” or “No”. Then, the teacher asked them to ask their tablemates. When they were asking each other about public places near their houses, the teacher assisted them by helping some students who still faced difficulties in asking their partners.

After giving the input to the students, the teacher directed the students to the next tasks. In Task 2, the students were observed excited while doing the survey activity. They asked their friends about public places near their houses. This task was aimed at giving chance for students to practice language expression related to public places by drilling. During this activity, the students seemed enjoy the task since it allowed them to move around the class to do the survey. In Task 3, the activity ran quite well. After the teacher introduced the use of language expressions of asking for and giving information about location, the students did the information gap activity enthusiastically. In pairs, they completed their tables with some pictures of public places. They exchanged information that they did not possess with their partners. In this section, the interaction and communication occurred when they were asking each other for information that they needed to accomplish the task.

The students did the activities in Task 4 until Task 6 smoothly. They made use the maps given by the teacher to finish the tasks. In Task 4, they did information-gap activity using blank maps. In pairs, they filled in the blank maps by exchanging information. They were fluent in using appropriate prepositions since they had experienced it in Task 3. In Task 5, the students observed so enthusiastic when the teacher was distributing the game boards. They worked in groups of four. Some students could not be patient to play the game soon. It made

them do not pay attention to the teacher when she was explaining the rules of the game. However, when they got confused in playing the game, they then asked the teacher about how to play the game. Considering this situation, the teacher gave the example of how to play the game in front of the class. The students paid full attention to the teacher's explanation. At first, they thought the task was difficult to do. They felt difficult in combining the game with the language expressions needed. However, after each of them got the turn to play the game, they followed the task easily. They even corrected their friends who made some mistakes.

In Task 6, the students found the task quite difficult since the task was not simply about asking direction, but it was in the form of information gap activity. When the teacher explained the instructions, the students still looked confused. After that, the teacher asked two students to come in front of the class. The teacher then gave the example of how to do the task. After that, the students looked eager to do the task. They filled in the blank map with the places in the list by asking and giving information about direction to their partners. Most of them were already accustomed by the giving directions, such as go ahead, turn left, and turn right.

Vignette 4

Try-out of UNIT 4

Place : SDN Bakalan

Date : 22 March, 2012

Time : 08.10 - 09.45

The second draft of unit 4 “Can You Sweep the Floor, Please?” was tried out on Thursday, 5 April, 2012. After greeting the students, the researcher who was the teacher started the lesson by questioning the students about the topic they were going to learn. When the teacher asked the students some questions about their daily activities at home, all students looked confused. The teacher then translated the questions into Indonesian. After being translated, the questions were easy to be understood by the students. Some students answered the questions by mentioning the activities they usually do at home. However, there were few of them who were still confused. In order to give clear background knowledge about the topic for all students, the teacher showed a picture. Looking at the picture, the students were getting more eager to mention other activities. When they mentioned it in Indonesian, the teacher translated it into English. After that, she showed some pictures of cleaning activities one by one and mentioned it in English clearly. She asked the students to repeat it after her. The students looked so excited mentioning some of cleaning activities correctly since the teacher allowed some of them to stick the picture on the blackboard. After getting the students’ attention towards the lesson, the teacher directed them to the next activity. She gave an example of how to ask for and give information about cleaning activities. In this section, she made use hand puppets as media. She modeled the expressions by involving some students.

After giving enough time for the students to practice the expressions with their friends, the teacher directed them into the next part of the tasks. The activity in Task 2, the survey game, ran well. The students did the survey enthusiastically. They enjoyed moving around the class to do the survey. This made the situation in the classroom become a little bit uncontrolled so that it took more time to ask them back on their seats. While in Task 3, the students found the task quite difficult since they had not been accustomed with the use of present participle form. To anticipate this condition, the teacher assisted them during doing the task. The teacher helped the students who were still facing difficulties in using the expressions.

The next task, Task 4, was more challenging. After the teacher gave the instructions and an example, the students filled in the table by asking information based on their partners’ picture. Some students had already been accustomed in using the expression of asking for information, such as, “What is Andi doing?”. While in Task 5, the students found the task easy. Since they liked doing role plays, the students felt excited during this section. After being explained by the teacher about how to do the task, in pairs the students did the role play well. One of the students asked where they should throw certain rubbish. Then, the other student identified the kind of the rubbish whether it was made of plastic, glass, or paper and gave the correct information about the right bin. The expressions that

they used had been modeled by the teacher before, such as, “Where should I put this rubbish?” and “Put it into the blue bin”.

In the last task, the students played a board game about cleaning activities. It was not taking much time in explaining the rules since the teacher directly gave the example while she was explaining the rules. In groups, they played a board game by giving instructions to their friend according to the picture in the box where they landed their counter, such as, “Can you sweep the floor, please?”. Then, other students gave respond to the instructions.

APPENDIX K

PHOTOGRAPHS



The students are doing the survey.



The students are exchanging information with partners to accomplish the information-gap task.



The students are playing the board game.



The students are doing the role play “at the restaurant”.



The students are working in pairs.



The students are working in groups.