

**DEVELOPING TASK-BASED SPEAKING MATERIALS FOR GRADE
VIII STUDENTS OF THE JUNIOR HIGH SCHOOL**

A Thesis

**Submitted in Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



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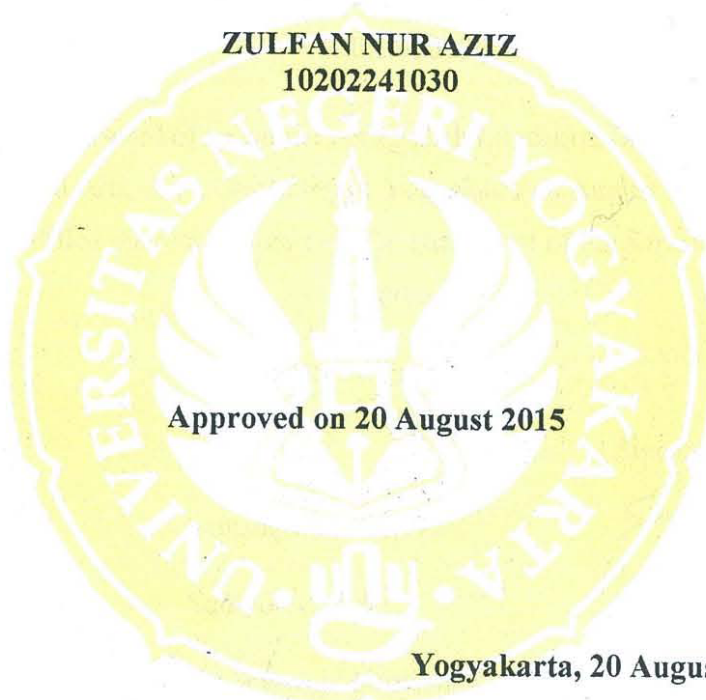
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APPROVAL SHEET

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A Thesis

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Approved on 20 August 2015

Yogyakarta, 20 August 2015

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A THESIS

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Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on August 2015 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan*

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

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

Yogyakarta, 20 Agustus 2015

Penulis,



Zulfan Nur Aziz

DEDICATIONS

I dedicate this work to:

My beloved parents

My beloved family

MOTTOS

Whatever you are, do your best.
(Emirsyah Satar)

Always do what you're afraid to do.
(E. Lockhart)

It's easier to go down a hill, but the view is better on top.
(Merry Riana)

The good guys aren't as organized as organized crime.
(Pandji Pragiwaksono)

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 20 August 2015

Zulfan Nur Aziz

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DEVELOPING TASK-BASED SPEAKING MATERIALS FOR GRADE VIII STUDENTS OF THE JUNIOR HIGH SCHOOL

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Abstract:

Speaking materials become an important component in the teaching and learning process of speaking, but some teachers have complained that there are not enough speaking materials which are ready for classroom use. In response to the teachers' complaint, this study aims to develop task-based speaking materials for Grade VIII students of the junior high school.

This study was a research and development (R & D) study which involved 48 students of VIII C and VIII D in SMP Negeri 3 Berbah, Sleman, Yogyakarta in the data collection for the needs analysis step of the study. The instrument used to collect data on the needs was a questionnaire which focused on what kind of speaking materials the students wanted. The data in the form of answers to the questionnaire were then scored and converted into a description of students' characteristics and needs in the learning. Based on the result of the needs analysis, a course grid was written and a draft of the speaking materials was developed. The draft was then reviewed by the expert judge who was a lecturer of the English Education Department of Yogyakarta State University. The instrument used to collect data on the evaluation about the quality of the speaking materials was a questionnaire. The review was based on the textbook evaluation criteria published by *Puskurbuk* (The Book and Curriculum Centre) in cooperation with *BSNP* (The Board of the National Education Standard). To determine the quality of the speaking materials, the expert judge gave scores to the answers to the questions. The quality of the materials was based on the mean scores of the aspects of materials evaluation.

The result of the needs analysis shows that students prefer to have materials which make them active in the learning. They want the teacher to be a facilitator in the class activities. The length that they want is no more than 250 words. Based on the result of the expert judgment, the developed materials are suitable for Grade VIII students of the junior high school. This is shown by the appropriateness of all aspects with a mean score of 3.56, categorized as "Very Good."

CHAPTER I

INTRODUCTION

A. Background of the study

Most educated people realize the importance of English as a means of communication nowadays. Therefore, English has become one of the obligatory subjects for junior and senior high school students (Nuh, 2013). However, the students are not always successful in achieving their English learning goal.

Almost all the people who study English want to have good skills in listening, speaking, reading and writing. From reading newspapers and other reading materials, watching television, or listening to the radio people can increase their knowledge about certain subjects of their interest. Through reading and listening people can increase their knowledge as an input to develop their writing and speaking skills.

Ideally, the students are expected to develop the four language skills in a balance, but in practice most teachers focus on developing the reading skills only. Developing reading skills is good for the students in general, especially for those who will continue their study in the university. However, teachers must understand that not all of them will continue the study to university. Some of them will work in places where they must have a good ability in speaking a foreign language, especially English. For example, those who want

to be tourist guides, waitresses in a big restaurant, flight attendants, etc., need good English speaking skills.

Speaking is important because it is also one of the indicators of the mastery of English proficiency. Most people think that when someone can speak English fluently it indicates that he or she has already mastered the English language. It shows that this person can use the language directly to communicate with other people.

From the researcher's teaching practicum and teaching experiences, the ideal expectation that the four language skills can be developed in a balance is not always fulfilled. Some teacher only focuses on grammar, vocabulary and reading. Speaking only gets a small portion of time in the class activity so that further development is expected to happen in the extracurricular activities. It means that in the regular English class the students may read a lot, not speak a lot. Students are not used to practicing speaking English in the English class. The lack of exposure to spoken English and practice in speaking makes the students find difficulties in achieving the goal to speak English fluently.

The researcher himself has been asked to teach English at one of the junior high schools in Berbah to develop the students' speaking ability through English Conversation Club (ECC) belonging to an extracurricular program at the school. It is one evidence that speaking is not given a good

portion of time and attention during the regular classroom activities or during school hours.

There are a few reasons why the teacher rarely gives speaking practice. The first and the most frequently mentioned reason is the limited time so that most teachers focus on how students can pass the National Examination, not how to improve the students' ability on the four language skills. As they focus on the National Examination, they will give more attention to the skills included in the examination: reading and listening, not writing and speaking. Some teachers also state that there are not enough speaking materials which are ready for classroom use. One evidence is that, when the researcher first came to the English Conversation Club (ECC), all the ECC teachers decided what the class would do and the materials they would use spontaneously, without preparation in advance. There was no information from the school for teachers about what they had to teach. So, the teachers only had a few minutes to prepare what they had to teach that day. It made them unable to maximize their efforts to motivate and help the students to develop their speaking ability.

Other than the problem above, there is also a problem related to the mindset. Some of the teachers say that if the students have low ability in English is common because they come from a rural area. There must be something wrong if the teachers think that the students who come from a rural area should not be expected to be able to speak English fluently. English can

be learnt by anyone who wants to learn it. The success of learning is not only caused by the students' living area.

From the researcher's experience during his high school study a few years ago, the English teacher usually used a speaking material, such as conversation text, as a reading material, not as a speaking material. The teacher asked the students to read and tell what the text was about. The teacher did not use it for speaking practice. So, the use of the conversation text just stopped at understanding what the text was about, or at a reading comprehension stage. After reading the conversation text, the students had to answer questions about the text.

Another problem that happens is that the speaking materials in some course book are not really clear. Readers, teachers and students sometimes cannot understand what they have to do with the speaking materials which are given. Just like what has been explained before, in the textbook there are some conversation texts that can be used as speaking materials but the instructions do not ask the students to do a task which can make them practice using English in speaking. It can be said that the available materials do not function properly.

Language learning materials that can function properly are those that are presented in the form of tasks. One of the reasons is that a task instructs the students to use the target language in their task completion. Every task has a clear purpose and contains what the teacher and students must do. In

completing the task, students have to be active using the target language so that the task will make them learn English as a target language actively. As Ellis (2003 in Nunan, 2004: 3-4) states, a task is intended to result in language use that is similar to the way language is used in the real world, in real everyday life situation. Thus, a dialogue provided in a textbook is not only meant for the students to understand what the text tells about. The dialogue can function as a model of language use in speaking. The classroom activity will involve the students complete a task in which the students can use the dialogue as an example of language use in completing the task. Through this way, the students complete the task but at the same time they also develop their speaking ability.

Harmer (2007: 345) states that getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. Thus learning materials with appropriate tasks will stimulate the students' participation in the classroom.

In addition, if suitable materials for speaking class with clear instructions for developing speaking ability are available, some teachers may also be ready to teach speaking. If the materials include tasks which ask the students to practice speaking, the materials will make the students able to speak because they will practice speaking with the materials given.

Based on the problems mentioned and some solutions by using tasks suggested by some authors above, the researcher will conduct research on Developing Task-Based Speaking Materials for Students in SMPN 3 Berbah, Sleman. It is expected that the materials will encourage the teachers to teach speaking and help the students to develop their speaking ability.

B. Identification of the problem

Based on the background of the study presented above, there are some problems that need to be considered. The first problem is that teacher did not teach speaking in the same portion as the other language skills. Most teachers only focus on how the students pass the national examination, not on how to improve the four language skills in the same proportion. During the school hours, students mostly get attention on the input skills which are reading and listening. The lack of attention and opportunity for practice cause the students to have difficulties speaking English fluently.

The second problem is related to the materials. Most teachers do not teach speaking because speaking materials are limited and the materials which are available do not give clear instructions of use. As a result, the teachers do not know how to use the speaking materials properly. They only use them as an input and just ask the student to know what the text is talking about, not how to develop the students speaking ability. In this case the speaking materials are just used like reading materials.

Materials are important for the teaching and learning process. Without any prepared materials, the teaching learning process cannot run effectively. Materials are said to be good when they make the students reach the goal of the teaching learning process. Speaking materials should be able to help the students develop their speaking ability.

The next problem is the limitation of time to teach speaking. The number of students in the class and the time are not balanced. The teacher finds it difficult to teach speaking to all the students one by one with only two meetings in a week. The students sometimes want to speak but they do not get a turn before the class is over. The teacher does not have enough time so that only some students can really learn something from the English class.

The last problem is related to task. The tasks that may be available in textbook are not clear enough so that the students do not know what they should do. If the materials do not contain clear tasks, there is no guarantee that students will have opportunities to use the language in real communication. Without enough opportunities to use English for real communication with other students or with the teacher, they cannot develop their speaking ability. These are the main reasons why the researcher intends to develop speaking materials with tasks as the focus of the research.

C. Limitation of the problem

Based on the background of the study, some problems have been identified. However, the researcher will not deal with all of the problems

above. This research is limited to the effort to develop English speaking materials based on tasks which are appropriate for the students of grade VIII at SMP N 3 Berbah, Sleman. However, it is expected that the materials can also be used by students of other schools in the area.

D. Formulation of the Problem

Based on the limitation of the scope of the research stated above, the problems of this research can be formulated as follows.

1. What are the appropriate speaking materials for Grade VIII SMP Students according to the results of the needs analysis?
2. How good are the speaking materials that the researcher has developed according to expert judgment?

E. Objective of the study

The objective of the study is to develop task-based speaking materials for grade VIII students of SMP.

F. Significance of the study

This research is expected to give contributions to teachers, students, other researchers who are interested in speaking or materials development. The expected contributions are:

1. For English teachers, this research can be used as a reference or even additional materials for use in the teaching and learning process of speaking.

2. For students, the materials can be used for input and practice in developing their speaking ability.
3. For the researcher, this research is a good training experience for doing further and better materials development studies in the future.
4. For other researchers, this research may be used as a reference in research on materials development.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

As mentioned in Chapter I, the objective of this study is to develop task-based speaking materials for Grade VIII students of SMP. In relation to this there are some concepts related to the topic that need to be discussed. Among the concepts are given below.

1. Speaking

a. The nature of speaking

From the four language skills, speaking is the most different skill. The three skills, reading, writing, and listening can be done alone but speaking in a normal situation always needs the participation of another person or other persons to do it. Now we can often see someone speaking by himself or herself but he or she is actually speaking with another person through the hand phone.

Speaking sometimes is also used to judge a person's mastery of the language. When someone can speak English fluently, other people will think that he or she masters the language well. In contrast, when someone cannot speak fluently, other people will think that he or she is still learning the language. In reality, there are people who can speak fluently but cannot write well. There are also people who have written books but who are not perfect

speakers. As Graham (2012) claims, good speakers are not always good writers. Graham admits he is more confident as a writer than a speaker.

Some authors give various definitions of speaking. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. This means that speaking is considered a measurement of mastering the oral language skill.

Meanwhile Scott (in Johnson & Morrow, 1981: 70), who calls speaking as oral communication, defines speaking as an activity involving two or more people in which hearers and speakers have to react to what they hear. Each participant has a purpose or intention that he/she wants to achieve in the interaction. He/she has to be able to interpret what is said to her/him and to reply while taking into account of what has just been said and which statements show his/her own purpose of the interaction.

Another author, Luoma (2009: 9), states that when people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status. Thus a speech performance is also judged to represent the speaker's characteristics.

Nunan (1991, adapted by Brown, 2001: 251) divides speaking, oral or spoken language, into monologues and dialogues. Monologues can be planned monologues such as planned or pre-written speeches, and unplanned

monologues such as stories told within conversations. Dialogues, which involve two or more speakers, can be divided into interpersonal dialogues and transactional dialogues. Interpersonal dialogues are exchanges which aim at promoting social relationship without any particular message to be conveyed, such as greetings followed by one or two exchanges just for the purpose of maintaining a good friendship. When a dialogue is intended to share factual information such as news about a classmate who is in hospital or even followed by a suggestion or an agreement to see the classmate together, that is a transactional dialogue. Sharing information, giving suggestion and making agreement involve transaction. It influences another person or makes another person build an opinion and react to the information given. It is common in everyday life two people meet, start with an interpersonal dialogue but it then develops into a transactional dialogue.

Thus, speaking is an oral language skill – off which the mastery is indicated by the ability to carry on a monolog or dialog reasonably competently. In a dialog, one must be able to interpret what is said to her/him and to reply while taking into account of what has just been said. In a monolog, the information to be passed on (a speech or a story) must enable the listeners to interpret what has been said.

b. Microskills of speaking

Brown (2004: 142) proposes the microskills of speaking. The microskills refer to producing the smaller chunks of language such as

phonemes, morphemes, words, collocations, and phrasal units. There are eleven microskills proposed by Brown; they are:

- 1) Producing differences among English phonemes and allophonic variants.
- 2) Producing chunks of language of different lengths.
- 3) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Producing reduced forms of words and phrases.
- 5) Using an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Producing fluent speech at different rates of delivery.
- 7) Monitoring one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- 8) Using grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Producing speech in natural constituents: in appropriate phrases, pause groups, and sentence constituents.
- 10) Expressing a particular meaning in different grammatical forms.
- 11) Using cohesive devices in spoken discourse.

2. Teaching speaking in Junior High School

One thing that must be considered in teaching speaking is the students' age. Harmer (2007: 81) states that people with different ages have their own needs, competences, and cognitive skills. Junior high school students can be categorized as young learners and they belong to adolescents. Harmer (2007: 83) says adolescents are often seen as problematic learners. Adolescence is bound up with a pronounced search for identity and a need for self-esteem. Students will be happy when people, especially teachers, know their identity. Both teacher and students need peers' approval.

a. Competence

In the previous curriculum the students' competences were formulated from the lowest to the highest (Basic Competences [KD], Competence Standard [SK] and Graduate's Competence Standard [SKL]). This formulation has made graduate's competences which are not integrated in thinking and acting system (Ministry of Education and Culture, 2013). It is further stated that in the 2013 Curriculum the graduate competence standard (SKL) means a whole competence unit which reflects a quality of a person who is competent at the end of every education level. The quality of a person who is competent after completing every class/grade is formulated in Core Competence (KI), while the quality of a person who is competent after completing every subject (for example, English) is formulated in Basic Competence (KD).

Table 1. Core Competence and Basic Competence of 2013 Curriculum that will be used in this research

KELAS: VIII KOMPETENSI INTI	KOMPETENSI DASAR
1. Respecting and appreciating the teachings of their religion. 2. Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, confidence, in interacting effectively with the natural social environment within the reach of the association and its existence. 3. Understanding and applying	1.1 Being grateful for the opportunity to learn English as an international language communication which is embodied in the spirit of learning. 2.4 Demonstrating the well mannered behavior, care, and confidence for implementing an interpersonal communication with teachers and friends. 3.1 Applying text structure and

<p>knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, and culture and related to phenomena and incidence in plain view.</p> <p>4. Trying, cultivating, and presenting, in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.</p>	<p>linguistic elements to carry out social functions of asking for attention, asking for peoples' understanding, appreciating people, and asking and giving opinion according to the context of its use.</p> <p>3.2 Applying text structure and linguistic elements to carry out social functions of stating and asking about the ability and the willingness to perform an action, according to the context of its use.</p> <p>3.3 Applying text structure and linguistics elements to carry out social functions of giving instruction, inviting, prohibiting, and asking for permission, according to the context of its use.</p> <p>3.5 Applying text structure and linguistics elements to carry out social functions of stating and asking of existence of people, things, according to the context of its use.</p> <p>3.10 Applying text structure and linguistics elements to carry out social functions of descriptive text by clarifying and asking descriptions of people, animal and things, according to the context of its use.</p> <p>3.11 Applying text structure and linguistics elements to carry out social functions of stating and asking action / event in the past, according to the context of its use.</p>
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	<p>3.12 Applying text structure and linguistics elements to carry out social functions of recount text by clarifying and asking descriptions of people, animal and things, according to the context of its use.</p> <p>4.1 Developing simple oral texts to express and ask about asking for attention, asking for peoples' understanding, appreciating people, and asking for and giving opinion, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.2 Developing oral and written texts to express and ask the ability and willingness to perform an action, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.3 Developing oral and written texts to express ask and response about the expressions of giving instruction, inviting, prohibiting, and asking for permission, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.6 Developing oral and written texts to state and ask about the existence of people, animal, and things, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.12 Developing oral and written descriptive texts, short and simple, about people, animal, and things, taking into account to the</p>
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	<p>social function, the structure of the text and linguistic elements in context.</p> <p>4.13 Developing oral and written texts about stating and asking action / event in the past, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.15 Developing oral and written recount texts, short and simple, about activities, incidents, events, taking into account to the social function, the structure of the text and linguistic elements in context.</p>
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As mentioned earlier, one thing that must be considered in teaching speaking is the students' age. Considering age is important because every age level has its own characteristics and needs. Students of different ages may have different problems and need different ways of treating them.

Brown and Yule (1983 in Nunan, 1989: 27) suggest that teachers concerned with teaching the spoken language must confront the following types of questions.

- 1) What is the appropriate form of spoken language to teach?
- 2) From the point of view of pronunciation, what is a reasonable model?
- 3) How important is pronunciation?
- 4) Is it any more important than teaching appropriate handwriting in the foreign language?

- 5) If so, why?
- 6) From the point of view of the structure taught, is it alright to teach the spoken language as if it were exactly like the written language, but with a few “spoken expressions” thrown in?
- 7) Is it appropriate to teach the same structures to all foreign language students, no matter what their age is or their intentions in learning the spoken language?
- 8) Are those structures which are described in standard grammars the structure which our students should be expected to produce when they speak English?
- 9) How is it possible to give students any sort of meaningful practice in producing spoken English?

These questions must receive proper attention and must be responded in designing materials that will be used in teaching speaking.

a. Process

Based on the *Panduan Mata Pelajaran Bahasa Inggris SMP* (Ministry of Education and Culture, 2013), the teaching and learning process in the 2013 Curriculum uses the scientific approach, which is more suitable with the natural learning process of humans in the real world. There are five steps in the scientific approach: *observing, questioning, exploring, associating* and *presenting*.

In order to carry out the competency-based curriculum, the English subject applies competency-based, genre-based, and scientific approaches. Competency-based approach expects English teaching and learning to include dealing with attitudes, knowledge, and skills. Genre-based approach underlies the decision and selection of teaching and learning materials for attitudes, knowledge, and communication skills in English, namely social functions, text structures, and language elements. Scientific approach underlies the decision and selection of steps in the teaching and learning of attitude, knowledge, and communication skills in English, which includes five activities: observing, questioning, collecting information, associating, and communicating/presenting. From the experience in the teaching practicum, teachers commonly used the PPP (presentation, practice and production) approach in the teaching learning process. The following is the comparison of the three approaches mentioned above.

Table 2. Comparing the Scientific Approach, Genre-Based Approach and PPP. (Synthesized from Ministry of Education and Culture, 2013: 549-551; Feez & Joyce, 1998: 29; Richards, 2006: 8).

No	Scientific Approach	Genre-Based Approach	Situational Approach
1.	Observing	Modeling and deconstructing the text	Presentation
2.	Questioning		Practice
3.	Exploring		
4.	Associating	Linking to related text	Production
5.	Communicating/ Presenting	Joint and independent construction of the text	

The five steps in the application of scientific approach can be elaborated as follows (Ministry of Education and Culture, 2013).

1) Observing

The activity at this stage is aimed at maximizing the function of the human's five senses by looking, listening, reading, or watching. The observed objects are materials in the form of social function, text structure, and language elements from a text that is heard and read. Observing has a purpose to introduce students to the texts that they will learn. To know the texts well, the students need to actively observe many text examples in a variety of activities involving the use of more than one sense. The focus of the observation is on the content of the message, not on the theory about the text. The text structure and language elements need not be discussed from the aspect of form yet.

The observing step can be compared with other approaches. First is Presentation from Situational Approach, known as the *P-P-P cycle* (Richards, 2006: 8). In this step, the new grammar structure is presented, often by means of a conversation or a short text. The teacher explains the new structure and checks the students' comprehension of it.

The second approach is Genre-Based Approach. Comparing the observing step with the modeling of and deconstructing the text (Feez and Joyce, 1998: 29), the students investigate the structural pattern and language features of the model.

2) Questioning

After doing an observation, students have a chance to ask some questions to know the information which is not understood and get some more information about what has been observed. Suharyadi (2013) mentions the following benefits of using questioning in the classroom activities.

- a) instruction which includes posing questions during lessons is more effective in producing achievement gains than instructions carried out without questioning the students;
- b) students perform better on test items previously asked as recitation questions than on items they have not been exposed to before;
- c) oral questions posed during classroom recitations are more effective in fostering learning than are written questions
- d) questions which focus students' attention on salient elements in the lesson result in better comprehension than questions which do not.

3) Exploring

In this step, students are asked to use the new knowledge that they have just got from the teacher and try to use it in the classroom or even outside the classroom. Students can also do an experiment, reading books from other sources and even interviewing some informants. Experiment is important for students to learn from authentic or real world resources.

By comparing this step with modeling of and deconstructing the texts (Feez and Joyce, 1998: 29) students compare the model with other examples

of text type. In addition, by comparing this step with the practice in the Situational Approach (Richards, 2006: 8) students practice using the new structure in a controlled context, through drills or substitution exercises. It means that students practice exploring the text based on the activities above.

4) Associating

In this step, students are asked to relate what they have learned in the previous steps. Students are guided to group and compare texts based on their social functions, structures and language elements. Suharyadi (2013) states that associating refers to the ability to group diverse ideas and associate diverse events as experiences. When the experiences are stored in the brain, they will interact with the previous events or experiences. He also proposes the following activities that teachers can do in the classroom.

- a) Teachers prepare the learning materials in a form that is already in accordance with the demands of the curriculum,
- b) the main task of the teacher is to give brief but clear instructions with accompanying examples, either by themselves or by means of simulation,
- c) the learning materials are arranged in a tiered or hierarchical order, starting from the simple to the complex ones,
- d) results-oriented learning activities can be measured and observed,
- e) every error must be corrected or repaired,

- f) repetition and practice need to be done so that the desired behavior can become a habit,
- g) evaluation or assessment is based on the behavior of a real or authentic task performance, and
- h) the teachers record all learners' progress.

Comparing this step with *linking related text* (Feez and Joyce, 1998: 31), students investigate how what they have learnt in this teaching and learning cycle can be related to other texts in the same or similar contexts and future or past cycles of teaching and learning. Activities which link the text-type to related texts include:

- a) comparing the use of the text-type across different fields,
- b) researching other text-types used in the same field,
- c) role-playing what happens if the same text-type is used by people with different roles and relationships,
- d) comparing spoken and written models of the same text-type, and
- e) researching how a key language feature used in this text-type is used in other text-types.

5) Communicating/Presenting/Creating

The last step of the approach is communicating or presenting. In this step, students present the text that they have produced. In the production step, Richards (2006: 8) states that students practice using the new structure in

different contexts, often using their own content or information, in order to develop fluency with the pattern.

The presenting step can also be compared with the joint construction of the text and independent construction of the text because both are producing a text. Feez and Joyce (1998) state that joint construction activities include:

- a) teacher questioning, discussing, and editing whole class construction, then scribing onto board or OHT.
- b) skeleton texts
- c) jigsaw and information gap activities
- d) small group construction of texts
- e) dictogloss, and
- f) self-assessment and peer assessment activities.

Meanwhile, independent construction activities include activities suggested by Feez and Joyce (1998: 31) such as speaking tasks, e.g. spoken presentation to class, community organization, workplace, etc.

The expectation of this level is that students are able to present what they have learned in the previous four steps. This is the step where students learn how to present the text they have created to others. Powel (2002: 6) states that all good presenters have one thing in common, enthusiasm, both for their subject and for the business of presenting it. Enthusiasm is infectious. Audiences cannot help but be affected by it. And the best public speakers

always make what they say sound as if it really matters. They know that if it matters to them, it will matter to their audience.

b. Speaking assessment

Luoma (2009: 9) states that assessing speaking is challenging because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for the purpose. In addition, Luoma (2009: 5) proposes activities of assessing speaking as illustrated in Figure 1.

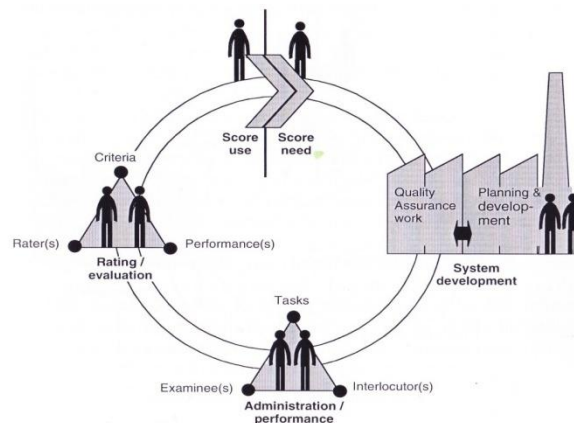


Figure 1. **The activity of assessing speaking** (Luoma, 2009: 5)

Figure 1 above shows that the activity of assessing speaking begins with score need which leads to a planning and development stage during which the developers define exactly what needs to be assessed, and then develop, try out and revise tasks, rating criteria and administration procedures of implementing assessment.

The first cycle is the test administration or task performance to show and record the participants' and/or examinees' speaking skills. The second cycle is rating/evaluation, where raters apply the rating criteria to the test performance and produces the score that satisfy the need that was identified in the beginning of the test development.

To assess the speaking skills of grade VIII of Junior High School, the Ministry of Education and Culture proposes the following rubric of speaking skills.

Table 3. The Rubric of Speaking Skills

No.	Aspek yang dinilai	Kriteria	Score
1.	Pengucapan (Pronunciation)	Hampir Sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2.	Intonasi (Intonation)	Hampir Sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3.	Kelancaran (Fluency)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4.	Ketelitian	Sangat teliti	5

	(Accuracy)	Teliti	4
		Cukup teliti	3
		Kurang teliti	2
		Tidak teliti	1

From Louma's (2005) speaking assessment system (Figure 1) above, it can be seen that assessment and the score obtained are based on the examinee's tasks performance. Thus task is a key element in the assessment because through the task performance the examiner can record how well the examinee speaks or uses the language to complete the task. Aspects related to task and task-based language teaching will be presented in the next section.

3. Task-Based Language Teaching

a. The nature of task

Long (1985 in Nunan, 2004: 2) states that task is a piece of work undertaken for oneself or for others, freely or for some reward. In other words, task is meant the hundred and one things people do in every day life, at work, at play and in between.

In addition, Van den Branden (2006: 1) states that to a great extent, the introduction of Task Based Language Teaching (TBLT) into the world of language education has been a 'top-down' process. Nunan (1993: 81) states that top-down processing is the opposite direction from bottom-up processing: listeners or readers make a sense of discourse by moving from the highest

units of analysis to the lowest. Van den Branden (2006: 1) states that tasks have been widely used as a vehicle to elicit language production, interaction, negotiation of meaning, processing of input and focus on form, all of which are believed to foster second language acquisition.

TBLT is an effective way to do a teaching-learning process because the materials that are used are phenomena that happen in the students' daily life. They do not need to imagine the materials that make them confused. Besides, a task forces the students to use the language in the process of completing it. A task insures that classroom activities will make the students practice using the language they are learning.

Nunan (2004: 35) states seven principles for task-based language teaching.

- 1) Scaffolding

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

- 2) Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3) Recycling

Recycling language maximizes opportunities for learning and activates the 'organic' learning principles.

4) Active learning

Learners learn best by actively using the language they are learning.

5) Integration

Learners should be taught in ways that make clear the relationship between linguistic form, communicative function, and semantic meaning.

6) Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

b. Speaking Task

Nunan (1993: 59 in Luoma, 2009: 30) defines a communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. Meanwhile, Bachman and Palmer (1996: 44 in Luoma, 2009: 31) define language use task in a similar term. To modify their definition slightly for specific context of speaking, speaking tasks can be seen as activities that involve speakers in

using language for the purpose of achieving a particular goal or objective in a particular speaking situation. In order to achieve the goal, the tasks must be considered well in developing the materials for any speaking class.

4. Materials Development

a. The nature of materials

Tomlinson (1998: 2) states that materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in a way which maximizes the likelihood of intake; in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. In addition, materials could obviously be cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises.

Brown (1995: 139) states that materials are defined as any systematic description of the techniques and exercises to be used in classroom teaching. The key in developing sound materials is to ensure that they are described and organized well enough so that teacher can use them with no confusion and with minimum time for preparation. Brown adds that there are three strategies of materials development: adopting, developing and adapting materials. Meanwhile, developing materials will be discussed in terms of three phases: developing, teaching (field testing), and evaluating the materials.

b. The process of materials writing

Jolly and Bolitho (1998:90) propose the process of writing materials as visualized in the following figure.

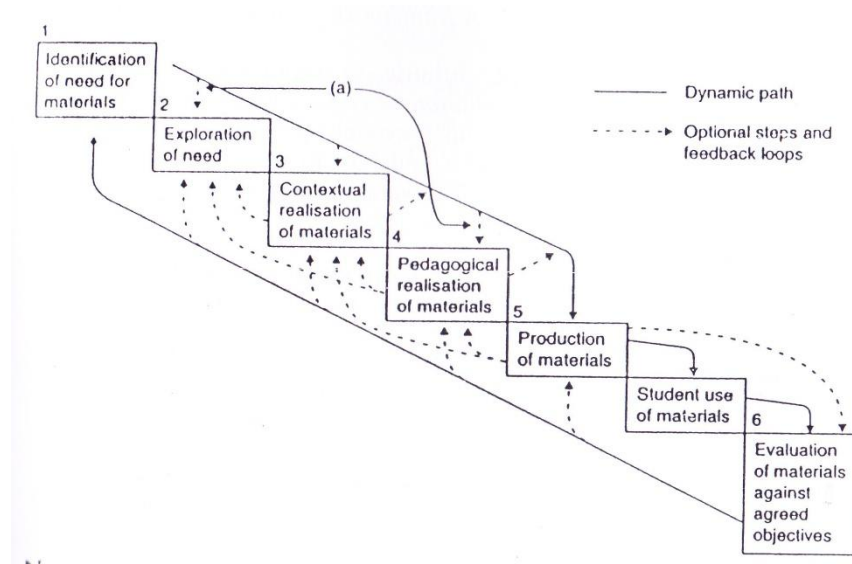


Figure 2. The Process of Writing Materials

As can be seen in Figure 3, the process of writing materials consists of the following steps.

a) Identification of need for materials

In this step, the researcher needs to find the problems the students face in learning that must be solved. For example, if the students still have a problem of understanding the use of the past form of the verbs in “If I had a lot of money, I would buy everyone of you a new flash disk,” then the past conditional sentences must be included in the materials to be developed.

b) Exploration of need

After identifying the needs, the researcher must think about the skills and language functions that the students need to practice. The researcher has to think how the material can help students in their learning process.

c) Contextual realization of materials

At this stage, the researcher must think about how to make students interested to learn English using the materials that have been produced. The materials should be suitable with the culture, needs, and students' daily knowledge or activity.

d) Pedagogical realization

This step means translating or putting the materials that have been identified in Steps a) and b) into appropriate texts, exercises, repetition of language use, activities, and instructions to enable the achievement of the goals using the materials that have been identified and selected.

e) Physical production

This step refers to the writing of the first draft of the materials. In writing the draft, other than considering the language and the content of the materials to be included, the researcher must also consider the layout, type size, fonts, colors used, visuals, tape lengths, number of pages in each unit, etc.

f) Students' use of materials.

This step refers to the try-out or the use of the materials in the classroom followed by the assignment given to be done at home or outside the classroom. The purpose is to find the students' impression, whether or not they like the materials after they have used them in their learning process.

g) Evaluation of materials against agreed objectives

There are two kinds of evaluation, expert judgment and try out. In the expert judgment process, the materials will be evaluated by the people who are experts in the materials development. In the try out, the materials will be used in the teaching and learning process. After using the materials in the classroom and completing the assignment at home, the students are asked to comment on the materials used. The researcher needs to know whether or not the materials are already appropriate for the students and enable them to achieve the learning objectives that have been determined in advance.

c. The Characteristics of Good Materials

Good materials are needed in order to insure that the teaching and learning process can run effectively. Tomlinson (1998: 7-21) proposes the following characteristics of good materials.

1) Materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners that is when the materials attract the learners' curiosity, interest and attention.

2) Materials should help learners to feel at ease

Feeling at ease is important because without it learners will feel anxious, uncomfortable and tense. Materials with more space without too much stuff inside, texts and illustrations that are related to their culture, etc., can make the students feel at ease.

3) Materials should help learners to develop confidence

Dulay, Burt, and Krashen (1982, in Tomlinson, 1998: 9) state that relaxed and self-confident learners learn faster. Developing confidence is not a process of simplification. It is better to attempt to build confidence through activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too.

4) What is being taught should be perceived by learners as relevant and useful

When learners feel that the materials taught are what they need to know and useful for performing the language task at hand, they will do their best to master them.

5) Materials should require and facilitate learner self-investment

Materials can require and facilitate learner self-investment by providing learners with choices of focus and activity, by giving them topic control and by engaging them in learner-centred discovery activities. This way, the learners will invest or make maximum efforts to achieve the goal of the activities.

6) Materials should expose the learners to language in authentic use

Materials at all levels should provide frequent exposure to authentic input which is rich and varied. The input should vary in style, mode, medium, and purpose and should be rich in features which are characteristic of authentic discourse in the target language.

7) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

Giving students' opportunities to use the target language is better than just asking them to practice where the situation is controlled by the teacher.

8) Materials should take into account that the positive effects of instruction are usually delayed

This means that learners cannot be expected to learn a new feature and be able to use it in the same lesson. They need time to learn the new feature and use it in the next session.

9) Materials should take into account that learners differ in learning styles

Different learners have different preferred learning styles. It means that activities should be variable and should cater for all learning styles. There are learners who learn best by hearing, and there are others who learn best by seeing. The materials should accommodate all these needs.

10) Materials should take into account that learners differ in affective attitudes

Each class of learners using the same materials will differ from each other in terms of long- and short-term motivation and of feeling and attitudes about the language, their teachers, their fellow learners and their learning materials, and of attitudes towards the language, the teacher and the materials.

11) Materials should permit a silent period at the beginning of instruction

Silent period can facilitate the development of an effective internalized grammar which can help learners to achieve proficiency when they eventually start to speak in the second language (L2). This means that in the early part of learning the learners do not have to speak as they need time to internalize the grammar, new words and their pronunciation, etc. Instruction to speak is given when the learners have been relatively ready with these language features.

- 12) Materials should maximize learning potentials by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activity

It is important that the material is not trivial and that it stimulates thoughts and feelings in the learners. It is also important that the activities are not too simple and they cannot be too easily achieved without the learners making use of their previous experience and their brains.

- 13) Materials should not rely too much on controlled practice

Materials can provide the students with the opportunity to have controlled practice in items such as pronunciation and some grammatical patterns. However, more opportunities should be given to the students to use the target language for the purpose of communicating the real message they want to express.

- 14) Materials should provide opportunities for outcome feedback

Feedback which is focused first on the effectiveness of the outcome rather than just on accuracy of the output can lead to output becoming a profitable source of input. Thus feedback given should focus on the achievement of the goal of communication rather than on the grammatical accuracy of the language expression. Through this way, the next expressions the students produce will focus more on the achievement of the communication purposes, not merely on the correct sentence pattern or pronunciation of the words.

In this part the researcher has discussed aspects related to speaking, the teaching of speaking, tasks in language teaching with a focus on speaking tasks, and their realization in materials development. The materials development also includes efforts to find whether the materials developed are suitable with the objectives to be achieved by the students using the materials. In order to have more information related to the use of tasks in language teaching, the next part will present a review on research about the influence of task-based learning on EFL classroom.

B. Relevant studies

To support the literature review above, there are researchers who have done research studies related in topic to this research. The studies are entitled *The Influence of Task-Based Learning on EFL Classroom* (by Ruso, 2007) and *The Development of Culture-Oriented Japanese Speaking Materials for Intermediate Kaiwa (Speaking)* (Sri Wahyu Widiati, 2013).

Based on the results of her research, Ruso (2007) states that task-based learning is helpful in students' motivation and learning. It encourages the students' practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. In the light of the students' reflections for the tasks used during the study, which are very positive, it can be concluded that students are receptive to the idea of task-based learning (TBL) while learning English as a second language.

In addition, she states that students do not like their teachers talking too much. They do not want to be passive while the teacher dominates the class activity or teacher-centred classroom. The students admit that their teacher has presented various tasks in class and they have made use of practice opportunities. They also indicate that an enjoyable classroom atmosphere has developed as a result of the tasks, and the nature of this enjoyable classroom learning situation has affected their learning.

She also mentions that using task-based learning makes her teaching improve in four areas. Firstly, the barrier between her and her students has decreased. Secondly, the class has become more learning centred, so the motivation of the learners increases. Thirdly, she realizes the importance of preparing daily lesson plans in teaching. Finally, as a result of reflection she has found the chance to go over the mistakes she made while she was teaching so as not to repeat them.

Implementing task-based learning can also change the class atmosphere. The class becomes enjoyable for students and the teacher and they can learn together. It can make the students concentrate on the lesson so that they have spent no time feeling bored.

In developing Culture-Oriented Japanese Speaking Materials for Intermediate *Kaiwa* (Speaking), Sri Wahyu Widiati (2013) uses task-based instruction (TBI). The speaking materials produced have supported the development of the students' speaking ability because in their tasks the

students are required to speak about real life situation based on their own culture. They are required to speak about something they know relatively well so that they have no problem on the content they want to say. The exercises also pay attention to language focus, but it is this real life situation or authenticity that has helped and motivated the students to speak.

C. Conceptual framework

It has been mentioned in Chapter I that speaking is important because it is one of the indicators of the mastery of English proficiency. However, speaking only gets a small portion of time in the class activity so that further development is expected to happen in the extracurricular activities. The lack of exposure to spoken English and practice in speaking makes the students find difficulties in achieving the goal of speaking English fluently.

There are a few reasons why some teachers rarely give speaking practice. Because of the limited time for the English class, the teachers focus on skills which will be included in the national examination: reading and listening, not writing and speaking. Other than using the materials from the books, they still have to use test materials for the students' test preparation. Besides, there are not enough speaking materials which are ready and suitable for their classroom use.

Language learning materials that can function properly are the materials which are presented in the form of tasks with clear instructions. The

tasks are stimulating if they are related to the real life situations. With this kind of materials the students work to complete the task and at the same time they actually also develop their speaking ability.

Based on the problems that have been mentioned and the good advantages of using tasks suggested by some people above, the researcher has decided to do research on Developing Task-Based Speaking Materials for Students of Junior High School (SMP) based on principles of effective tasks by using suggestions that Nunan (2004), Tomlinson (1998), and other researchers have proposed.

If the task-based speaking materials can be developed successfully, they will be useful for the students and teachers. The students will be able to prepare what they want to speak before they come to the English class. With the materials which are ready for use, the teachers can teach speaking with little preparation. They can use the ready materials with some modification, if necessary, to suit the context.

CHAPTER III

RESEARCH METHOD

A. Type of the study

As stated in the previous chapter this study aims at developing task-based speaking materials for students of junior high school (SMP). Because this study is intended to develop a product, task-based speaking materials, it is classified into educational research and development. Educational research and development is a process used to develop and validate educational products. The term “product” refers not only to material objects such as textbooks, but it also refers to processes such as method of teaching or method for organizing instruction.

B. Setting

The research was conducted in one of junior high schools (SMP) in Sleman, namely SMP Negeri 3 Berbah, Sleman, Yogyakarta. The school is located in Jogotirto, Berbah, Sleman, Yogyakarta, approximately three kilometers southeast of Adi Soetjipto Airport of Yogyakarta.

As stated in Chapter I, in order to give more time for the students to have English speaking practice, the school has set up a speaking club called the English Conversation Club (ECC). However, the ECC teachers have not had speaking materials ready for the club. They usually decide what the class will do and the materials they will use almost spontaneously, without written

preparation. As a result, they have not been able to do much to help the students to develop their speaking ability.

C. The Subjects of The Research

The population of this research were 96 grade VIII students of SMP Negeri 3 Berbah, Sleman, Yogyakarta. Due to the reason of the teacher's time table, only VIII C and D classes, which consisted of 48 students, participated in the data collection of the research.

D. Research procedure

This research has adapted the procedure of research proposed Jolly and Bolitho (1998: 90). The research procedure consists of identification of need for materials, exploration of need, contextual realization of materials, pedagogical realization of materials, production of materials, student use of materials and evaluation of materials against agreed objectives. In this research, the researcher has modified the procedure because of the limitation of time and other reasons. The modified steps are described below.

a. Identification and exploration of need

In this step, researcher did the needs analysis. The data that the researcher needed were students' characteristics, social factors and situational factors (Sugeng: 2010). All of the data were based on the problems in the field that had to be solved and also the skill and the language functions that the students needed to practice.

b. Contextual and pedagogical realization of materials

After identifying and exploring of needs, the researcher needed to consider how to make students interested to learn English using the materials developed which are suitable with the students' culture, needs, and daily knowledge or activities relevant to the core competence and basic competence in the curriculum. Both contextual and pedagogical realization of materials was done by making a course grid. The exercises, activities and instruction were made appropriate to students' level of language mastery and content understanding so that they can perform the tasks without great difficulty.

c. Physical Production

This was the step of developing the materials. The course grid that had been written before was used as the guideline to develop the task-based speaking materials for grade VIII students of SMP. The researcher also decided the layout, type size, font, and visuals of materials.

d. Evaluation of materials against agreed objectives

In this step, there were two things done by the researcher. The first was evaluation and the second one was revision. There were supposed to be two kinds of evaluation, expert judgment and field testing. Because of the limitation of time, in this research the researcher only used one kind of evaluation, expert judgment. The revision was done based on the results of the expert judgment, namely the expert's suggestions.

E. Data collection techniques and instruments

There are two groups of data collected in this research: data related to needs for the materials and data related to the evaluation of the materials that have been developed. The instruments used to collect data on the needs are questionnaires. To collect data related to the evaluation of the materials the researcher used a questionnaire.

The first questionnaire, which was used to collect data on the students' needs, mainly focused on what kind of speaking materials the students wanted. Details of the questions can be seen in Table 3.

Table 4. The Organization of the First Questionnaire

Question Number	The Purpose of the Question	Reference
1-3	To find information about the necessities in the teaching and learning process	Hutchinson and Waters (1987: 55)
4-7	To find information about students' difficulties in the teaching learning process related to the speaking skills	Hutchinson and Waters (1987: 59)
8-11	To find information about students' wants in the teaching learning process	Hutchinson and Waters (1987: 56)
12-22	To find information about students' opinion on the input related to the speaking skills	Nunan (2004: 47)
23-38	To find information about the procedures in the teaching and learning process related to the speaking skills	Nunan (2004: 52)
39-44	To find information related to the setting or design of the materials	Nunan (2004: 70)
45-48	To find information about the teachers' role that the students' wants	Nunan (2004: 64)
49-53	To find information about the students' role that they want	Nunan (2004: 64)
1.C	To find information about how confident the	Nunan

	learner to carry out the tasks	(2004: 120)
2-3.C	To find information about types of speaking tasks related to the speaking activities that are easy and difficult to do in the classroom	Nunan (2004: 85)
4.C 1.	To find information about what kind of speaking activities interest the students	Nunan (2004: 174)

Documents such as curriculum and syllabus were used as references for writing the course grid for the materials that would be developed. The observation sheet was used as a guide in writing the field note during the observation of teaching and learning process to know the data on the students' participation, attention, and activities in the classroom. The observation was done by the researcher himself.

The second questionnaire, which was used to collect data on the evaluation of the materials, mainly asked questions on the quality of the speaking materials from the aspects of content, language, presentation and layout design. Details of the questions can be seen in Table 4 below.

Table 5. The Organization of the Second Questionnaire

No	The Purposes of the Questions	Reference
1	To find out the appropriateness of the content in the materials	BSNP
2	To find out the appropriateness of the language in the materials	BSNP
3	To find out the appropriateness of the presentation in the materials	BSNP
4	To find out the appropriateness of the layout design of the materials	BSNP

F. Data Analysis Techniques

In this research, the researcher distributed two types of questionnaire. The first questionnaire was the needs analysis questionnaire distributed before designing the materials. There were two parts in this questionnaire; the first one was quantitative questionnaire that used close-ended questions, and the second one was qualitative questionnaire that used open-ended questions. The purpose of the questionnaires was to obtain the appropriate data of the students' needs as reference in designing task-based speaking materials. After the data were collected, the researcher converted the questionnaire into a description of students' characteristics and needs in learning English.

The second type of questionnaire was the empirical evaluation questionnaire. This questionnaire was submitted to the expert to find judgment about the effectiveness of the developed materials. This was also to collect data in the form of suggestions and scores from the expert. By using *Likert-scale*, each indicator of the statement was measured by scores. The statistical data that were collected through the second questionnaire were weighted with a score. For Strongly Agree (SA) the score was 5. For Agree (A) the score was 4. For Undecided (U) the score was 3. For Disagree (D) the score was 2. And for Strongly Disagree (SD) the score was 1.

1. Data of Students' Needs

Data from the needs analysis were analyzed using frequency and percentage. The highest percentage was considered representing the students' condition. The formula is as follows:

$$\text{Percentage (\%)} = \frac{f}{N} (100\%)$$

P : Percentage

f : frequency

N : total respondents

100% : fixed number

2. Evaluation by the Expert

The quality of the speaking materials developed was evaluated through the second questionnaire. The data in the form of scores showed the result of the analysis of each aspect of the speaking materials. The researcher decided the quality of the developed materials based on the mean or average scores obtained from the questionnaire. The average scores were then used to give qualitative descriptions of the quality of the task-based speaking materials that had been developed.

a. Defining the Mean

The formula below is to find the average score.

$$\bar{X} : \frac{\sum X}{n}$$

in which

\bar{X} : mean

$\sum X$: total score per aspect

n : number of questions

(Hall, 2010: 64)

b. Converting the Quantitative Result into the Qualitative Description

The collected data were analyzed to describe the quality of the product that fulfilled the standard as effective learning and teaching materials. The scores were converted into the qualitative description using the formula to calculate the result proposed by Suharto (2005: 59) as follows.

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

R : Range

Xh : the highest score

Xl : the lowest score

4 : range of Likert-Scale

Table 6. Table of Conversion from Quantitative Data to Descriptive Analysis (Suharto, 2005: 52-53)

Scales	Interval	Descriptive Categories
1	$1 < X \leq 1.75$	Poor
2	$1.75 < X \leq 2.5$	Fair
3	$2.5 < X \leq 3.25$	Good
4	$3.25 < X \leq 4$	Very good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research findings cover the design of the developed task-based speaking materials, first draft, evaluation, product revision and the final draft.

1. Needs Analysis

In conducting Research and Development, the first step was collecting information on needs for the development. The step of collecting the data was done through the needs analysis which was conducted at SMP Negeri 3 Berbah, Sleman.

In the step of collecting the data, the researcher used two kinds of instruments which were one close questionnaire (using close-ended questions) and one open questionnaire (using open-ended questions).

a. The Result of the Close Questionnaire

The aim of conducting a needs analysis was to obtain the information related to the target needs and the learners' needs. Data collection on needs analysis was conducted on 23rd and 28th January 2015. There were 48 students involved in the data collection process. There were 24 male students and 24 female students from two different classes namely VIII C and VIII D. The

students were given a questionnaire which had 53 questions related to target needs and learners' needs.

The questionnaire was divided into two parts. The first part was about the target needs of the students, while the second part consisted of learning needs of the students. The researcher used scales to know the percentage of the needs based on the students' opinion. The scales were:

- 1 for Disagree
- 2 for Moderately Agree
- 3 for Agree
- 4 for Strongly Agree
- NA for No Answer

1) Target Needs

1. Necessities

Hutchinson and Waters (1991: 55) define necessities as the type of needs determined by the demands of the target situations. They are what the learners have to know in order to function effectively in the target situations.

Table 7: **The Use of English in the Future**

No	Statements	Scale (%)				
		1	2	3	4	NA
Based on your opinion, the use of English in the future is...						
1	to communicate with foreigners easily	2.08	22.91	33.33	41.66	0
2	to understand kinds of	0	10.41	62.5	27.08	0

	information easily					
3	to use it for the next level of study	0	14.58	58.33	27.08	0

According to Table 7, there were 41.66% of the students who strongly agreed that in their future they could use English to communicate with foreigners easily. There were 33.33% who agreed while 22.91% moderately agreed. Only 2.08% disagreed that the use of English in the future would make them communicate with foreigners easily.

There were 62.5 % of the students who agreed that the use of English in the future could make them understand kinds of information easily. The rests were 27.08% who strongly agreed, 10.41% who moderately agreed, and none of them disagreed with this statement.

Meanwhile, there were 58.33 % of the students who agreed that they could use English in their next level of study. There were 27.08 % who strongly agreed with the statement and 14.58 % who moderately agreed. No student disagreed with it.

2. Lacks

Lacks refer to the gap between what the students already know and what they need to know. This point is closely related to their necessities. The target proficiency needs to be matched against the existing proficiency of the learners (Hutchinson & Waters, 1987: 56). The following table presents the lack of the students' speaking skill in English.

Table 8: **The Difficulties that Students Usually Faced**

No	Statements	Scale (%)				
		1	2	3	4	NA
The difficulties that you usually face in speaking English are						
4	Vocabulary	0	18.75	68.75	12.5	0
5	Grammar	4.16	8.33	81.25	6.25	0
6	Pronunciation	0	14.58	58.33	27.08	0
7	Context	2.08	10.41	72.91	14.58	0

Based on Table 8, there were 68.75% of the students who agreed that vocabulary was difficult. There were 18.75% who moderately agreed and 12.5% who strongly agreed with the statement. None of them said that vocabulary was easy to learn.

Related to the grammar, 81.25% of students agreed that it was difficult, 8.33% moderately agreed while 6.25% strongly agreed and only 4.16% who said that grammar was easy.

Referring to pronunciation, 58.33% of students agreed that they had difficulties in pronouncing the words and 27.08% strongly agreed. Only 14.58% moderately agreed and none disagreed.

Knowing the context of text was also considered important. Most students did not master the context so it made them unable to know what to say. There were 72.91% who agreed and 14.58% who strongly agreed with it. There were only 10.41% who moderately agreed and 2.08% who disagreed.

3. Wants

The last term in the target needs explained by Hutchinson & Waters is wants. Wants refer to what the learners wish to learn. The table below presents the result of the questionnaire related to the students' wants.

Table 9: **Wants**

No	Statements	Scale (%)				
		1	2	3	4	NA
How do you want English speaking skills to be taught?						
8	Teachers' explanation using texts from the text book	0	25	62.5	10.41	2.08
9	Teachers' explanation using texts and kinds of media (picture, audio, video)	0	6.25	41.66	52.08	0
10	Direct practice with the teacher	6.25	31.25	41.66	20.83	0
11	Direct practice with friends	0	12.5	56.25	31.25	0

Table 9 shows most students agreed that the teachers explained the materials using the text book. There were 25% who moderately agreed and 10.41% who strongly agreed. Meanwhile, there were 52.08% who strongly agreed and 41.66% who agreed that the teacher used texts and various media in their explanation. There were only 6.25% who moderately agreed.

Related to the speaking practice, there were 41.66% of the students who agreed to have a direct practice with the teacher, 31.25% who moderately agreed if they had practice with the teacher, 20.83% who strongly agreed and only 6.25% disagreed. Meanwhile, 56.25% agreed to have a direct practice with their friends and 31.25% strongly agreed with the statement. Only 12.5% moderately agreed, and none of them disagreed.

2) Learning Needs

1. Input

The first component of learning needs is input. Nunan (2004: 47) defines input as the spoken, written and visual data that learners work with in the course of completing a task. In this context the input can be a text, pictures, narration from the teacher, recording, and video. The tables below present the results of the questionnaire related to the input that the students tended to use in learning, the length of an input text and the topics that they preferred to use for the input texts.

Table 10: **Length of Input Texts**

No	Statements	Scale (%)				
		1	2	3	4	NA
Related to the speaking skills, the length of the text input you want is						
12	100-150 words	6.25	18.75	47.91	27.08	0
13	150-200 words	8.33	35.41	56.25	0	0
14	200-250 words	10.41	39.38	47.91	2.08	0
15	More than 250 words	12.5	52.08	31.25	4.16	0

Based on Table 10, there were 47.91% of students who agreed to choose 100-150 words for the length of the input text. There were 27.08% who strongly agreed and 18.75% who moderately agreed. Only 6.25% of the students disagreed with the statement.

With the input text around 150-200 words, 56.25% of the students agreed with the statement while 35.41% moderately agreed. None of them strongly agreed, while 8.33% disagreed.

In response to the length of input text around 200-250 words, 47.91% of the students agreed with the length, and 39.38% moderately agreed. There were 10.41% who disagreed and 4.16% who strongly agreed.

In the level of more than 250 words, 52.08% of the students moderately agreed with the statement. There were 31.25% who agreed with it and only 4.16% who strongly agreed. There were 12.5% who disagreed.

Table 11: Topic

No	Statements	Scale (%)				
		1	2	3	4	NA
In studying English speaking skills, the topic that you want is...						
16	Text appropriate with the theme	0	20.83	56.25	22.91	0
17	Audio appropriate with the theme	2.08	20.83	43.75	31.25	2.08
18	Video appropriate with the theme	0	12.5	31.25	56.25	0

Table 11 presents the students' various preferences among the topics. There were 56.25% of the students who agreed to use texts which were appropriate with the theme. There were 22.91% who strongly agreed and 20.83% who moderately agreed. No students disagreed.

Related to the use of audio which was appropriate with the theme, there were 43.75% who agreed, 31.25% who strongly agreed and 20.83% who moderately agreed. There was only one respondent or 2.08% who disagreed.

Meanwhile, 56.25% of the students strongly agreed with the use of appropriate video, and 31.25% strongly agreed with the statement. Only 12.5% moderately agreed.

Table 12: **Activities Related to the Input**

No	Statements	Scale (%)				
		1	2	3	4	NA
The activities which are related to the input that you want is...						
19	Listening the recording	4.16	43.75	37.5	14.58	0
20	Listening to the teacher telling story	8.33	18.75	62.5	10.41	0
21	Watching movie	8.33	18.75	58.33	14.58	0
22	Reading texts	0	39.58	56.25	4.16	0

Based on Table 12, there were 43.75% of the students who moderately agreed with listening to the recording. There were 37.5% who agreed and 14.58% who strongly agreed. There were only 4.16% who disagreed with the use of recording in the activities of providing the input.

Meanwhile, most of the students (62.5%) agreed that story telling by the teacher was good. The rest, 18.75% moderately agreed, 10.41% strongly agreed, and 8.33% disagreed.

Related to watching movie, most of the students agreed that they wanted to use it as an input. There were 18.75% who moderately agreed and 14.58% who strongly agreed.

Most students (56.25%) agreed to read texts as an activity related to the input provision. There were 39.58% who moderately agreed and only two students (4.16%) who strongly agreed.

2. Procedure

The next component of learning needs is procedure. According to Nunan (2004: 52), procedure specifies what learners will actually do with the

input that forms the point of departure for the learning task. The following table presents the result of the questionnaire related to the task that the students preferred to do in learning English speaking skill.

Table 13: Tasks or Activities Related to the Input

No	Statements	Scale (%)				
		1	2	3	4	NA
Types of task/ activities related to the speaking skills that you want is...						
23	Story telling	6.25	33.33	41.66	18.75	0
24	Dialogue	4.16	12.5	68.75	14.58	0
25	Giving opinion	0	39.58	52.08	8.33	0
26	Discussion	0	8.33	64.58	25	0
27	Problem solving	0	31.25	58.33	1.41	0
28	Games	0	2.08	14.58	83.33	0
29	Guessing games	0	8.33	25	64.58	0

Table 13 shows that most students agreed with all of the statements. It also shows most students strongly agreed and none of them disagreed with the use of games and guessing games as the types of task or activities related to the speaking skill development. This shows that students like fun activities in the teaching and learning process.

Table 14: Grammar Mastery Improvement

No	Statements	Scale (%)				
		1	2	3	4	NA
In your opinion, task types or activities which are related to speaking skills that can improve the grammar mastery are...						
30	Listening and understanding teacher's explanation	0	12.5	56.25	27.08	4.16
31	Reading the materials which have been given in the text book	8.33	18.75	54.16	14.58	4.16

Based on Table 14, 56.25% of the students agreed with the statement that listening and understanding teachers' explanation could improve their grammar mastery. There were 27.08% who strongly agreed and only 12.5 % who moderately agreed.

Related to reading the materials which had been given in the text book, 54.16 % students agreed with the statement. Around 18.75% moderately agreed and 14.58% strongly agreed.

Table 15: Pronunciation Mastery Improvement

No	Statements	Scale (%)				
		1	2	3	4	NA
In your opinion, task types or activities which are related to speaking skills that can improve the pronunciation mastery are...						
32	Repeat after the teacher	2.08	16.66	35.41	45.83	0
33	Imitate the native speaker in the audio	4.16	25	47.91	22.91	0
34	Imitate the native speaker in the video	2.08	2.08	22.91	41.66	33.33
35	Read the pronunciation list in the text book	6.25	16.66	45.83	31.25	0

According to Table 15, most students agreed and strongly agreed with the statements to improve their pronunciation mastery. Repeating the teacher, imitating native speakers in the audio and video, and reading the pronunciation lists in the text book are tasks related to the speaking skill that can improve their pronunciation mastery.

Table 16: **Vocabulary Mastery Improvement**

No	Statements	Scale (%)				
		1	2	3	4	NA
In your opinion, task types or activities which are related to speaking skills that can improve the vocabulary mastery are...						
36	Always read the dictionary	4.16	27.08	45.83	22.91	0
37	Fill in the blank after watching video	0	37.5	41.66	20.83	0
38	Playing vocabulary games	0	4.16	33.33	62.5	0

Based on Table 16, most students like playing vocabulary games to improve their vocabulary mastery. It can be seen there were 62.5% of the students who strongly agreed with the statement and 33.33% who agreed.

Most students (45.83%) still liked to always open the dictionary to improve their vocabulary mastery. However, some others did not always depend on the use of dictionary.

In terms of filling in the blank after watching video, there were 41.66% who agreed, 37.5% who moderately agreed and 20.83% who strongly agreed. None of them disagreed.

3. Setting

Nunan (2004: 70) states that setting refers to the classroom arrangements specified or implied in the task. It also requires considerations of whether the task is to be carried out wholly or partly outside the classroom.

Table 17: **The Process of Learning and Teaching Activities**

No	Statements	Scale (%)				
		1	2	3	4	NA
In the process of learning and teaching activities you prefer to work...						
39	Individually	16.66	50	31.25	2.08	0
40	In pairs	0	8.33	56.25	35.41	0
41	Small group	0	8.33	62.5	27.08	2.08
42	Large group	0	8.33	33.33	58.33	0
43	Inside the class	4.16	16.66	52.08	25	2.08
44	Outside the class	4.16	0	25	70.83	0

Related to Table 17, most students agreed to use various kinds of settings. The students do not like to work individually and they want to do it together with friends. It was shown by 50% of the students who moderately agreed and 16.66% who disagreed to work individually.

4. Teacher's Role

Nunan (2004: 64) defines "Role" as referring to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.

Table 18: **Teacher's Role**

No	Statements	Scale (%)				
		1	2	3	4	NA
In the process of learning and teaching you prefer that the teacher plays the role as ...						
45	An organizer of the class activities	2.08	58.33	35.41	4.16	0
46	A facilitator in the class activities	0	4.16	68.75	27.08	0
47	A main example in the class activities	0	6.25	66.66	27.08	0
48	A corrector of the students' mistakes	0	14.58	43.75	27.08	0

Based on Table 18, most of the students agreed that teachers should not organize all of the class activities but as a facilitator, as an example, and a corrector of mistakes or a feedback giver.

5. Student's Role

Table 19: Student's Role

No	Statements	Scale (%)				
		1	2	3	4	NA
In the process of learning and teaching activities you prefer to ...						
49	be an active students in all activities	0	2.08	52.08	45.83	0
50	look for something new independently	0	16.66	56.25	27.08	0
51	always ask the teacher when you face difficulties	0	6.25	50	41.66	2.08
52	always ask friends when you face difficulties	0	6.25	62.5	29.61	2.08
53	always help friends when they face difficulties	0	10.41	58.33	29.16	2.08

Related to Table 19, most students agreed and strongly agreed that they wanted to be active students in the class and not only did what the teacher asked them to do. They also wanted to help each other and work together with friends when they faced difficulties.

b. The Result of Open-ended Questionnaire

Table 20: Students Confidence

No	Question	Answer
1.	Do you feel confident when you do the task given by the teacher? Why?	<ul style="list-style-type: none"> - No, because I am afraid to make mistakes (7) - Less confident because I am not skilled yet. (3) - No, because I have not mastered English yet. (2) - No, because a lack of understanding. (14)

		<ul style="list-style-type: none"> - Yes, because I can get new experience and add new knowledge. - Less confident because of being nervous. - Yes, because I can do the task. - Yes, because I consider that all of my friends are the same. - Less confident because I do not really like English. - Yes, because I want to try another thing. - Yes, because it is understandable. - No because I cannot speak English. - I believe I can. - I don't believe that I can speak English.
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Based on Table 20, most students felt that they were not confident in doing the tasks that were given by the teacher. There were 14 students who said that they had a lack of understanding about the task that made them unconfident. Seven students stated that they were afraid of making mistakes, three students stated that they were not skilled yet and two of them stated that they did not master English yet. There was also a student who was nervous, did not like English, and even one student with the mindset that he did not believe he could speak English.

Only few students felt confident in doing the tasks that were given by the teacher. They felt confident because the tasks were understandable; they considered that their friends were the same; they wanted to do something new; and they could get new experience and could add new knowledge.

Table 21: Easy Tasks

No	Question	Answer
2.	What kind of task related to the speaking skill that	<ul style="list-style-type: none"> - Having a dialog with friends and tourists - Having a dialog with friends (8)

	you think is easy?	<ul style="list-style-type: none"> - Tourist Hunt (4) - English Conversation Club - Completing sentences - Linking word (3) - Discussion (4) - Dialog (13) - Dialog using book - Quiz - Playing games - Watching English Video - Singing a song - Asking and answering activities - Asking question about daily activities - Nothing (2) - Repeating the teacher - Degree of comparisons - Guessing - Completing the blanks in the sentences - Memorizing vocabulary
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Related to Table 21, the students stated that the easiest tasks related to the speaking skills were active tasks that gave them fun, not tasks that just needed their brain to think and sat inside the class with ordinary sitting arrangement that made them bored. Students liked to do the tasks together with their friends that were shown by 21 students who stated that dialogs, and four students who stated that discussion, were easy tasks to do. The next tasks considered easy by the students were linking words (stated by 3 students) and tourist hunt (stated by 4 students).

There were also students who stated that there were no easy tasks related to speaking skill. They already had a mindset that all tasks in English, especially related to speaking activities, were hard.

Table 22: **Hard Tasks**

No	Question	Answer
3.	What kind of task related to the speaking skill that you think is hard?	<ul style="list-style-type: none"> - Story telling. (12) - Having a dialog with tourists. (4) - Vocabulary - Having inside class activities (2) - Tourist Hunt - Memorizing - Asking and answering activities - Dialogs (5) - In front of the class - Reading texts - Doing an individual task - Memorizing a dialog - Reading - Writing an essay - Listening to the recording - Giving opinion - Translating English texts - Reading the time/clock - Speaking - Memorizing vocabulary - Everything is hard - Singing a song

According to Table 22, there were 12 students who stated story telling as a hard task to do. There were four students who stated that having a dialog with tourists and five students having a dialog with others were difficult to do. There were two students who stated that having speaking activities inside the classroom was also hard or it could be that they did not like it. The other students answered that doing an activity in front of the class, reading texts, doing an individual task, memorizing a dialog, reading, writing an essay, listening to the recording, giving opinion, translating English texts, reading the time/clock, speaking, singing a song and memorizing vocabulary were

hard tasks. One student stated that all the tasks related to speaking skill were hard.

Table 23: Students' Interest

No	Question	Answer
4.	In your opinion, what kind of task that interest you to learn English?	<ul style="list-style-type: none"> - Guessing game (3) - Having outdoor classes - Games (5) - Having an interview outside the school/being an interviewer (7) - English Conversation Club - Group activities (2) - Telling stories - Dialogs (3) - Discussion (2) - Singing a song - Can talk to tourists (2) - Reading texts in English - Watching video (6) - English - Repeating the teacher - Audio or listening - Vocabulary game

From Table 23 it can be seen that the students were interested in fun tasks and tasks that did not make them bored. It was shown by seven students who wanted to have an interview or act as an interviewer outside the class or school, six students wanted to watch videos, five students wanted to have games, three students wanted to have guessing games and dialogs, and two students wanted to have group activities and discussions. Repeating the teacher, listening, vocabulary game, singing a song, ECC, and having outdoor classes also made the students interested to learn English.

B. The Course Grid

The course grid has been developed as the basis for the learning materials to insure that the materials are appropriate for the students according to their needs and interest. It consists of eight items i.e. title, core competence, basic competence, indicators, input, language, activities, and media. The complete course grid for the materials is in Appendix C. The explanations below are the detailed information about the course grid for each unit.

a. Unit 1

The course grid for unit 1 was generally developed based on the core competences and basic competences of English subject in the junior high school, and the result of the needs analysis. The competences used are in points 1, 2, 3, 4. Meanwhile, the basic competences used are in points 1.1, 2.4, 3.1, 3.2, 4.1, and 4.2.

The first item of the course grid is the title. The title for Unit 1 is “*Attention Please*”. It emphasizes the topic about asking for attention and giving a response, asking for and responding to questions of people’s understanding, asking for and giving opinions, giving and responding to appreciation, stating and asking someone’s ability to do something, and stating and asking if someone is willing to do something. The title also indicates the expressions which will be used in Unit 1, so the students will have the background knowledge before having the tasks in Unit 1.

The next item of the course grid is the core competences and basic competences. The core competences are 1) Respecting and appreciating the teachings of their religion, 2) Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, confidence, in interacting effectively with the natural social environment within the reach of the association and its existence. 3) Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, and culture and related to phenomena and incidence in plain view, and 4) Trying, cultivating, and presenting, in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints/theories.

The next item of the course grid is the indicators. The indicators were generated from the basic competences of junior high school of in points 1.1, 2.4, 3.1, 3.2, 4.1, and 4.2.

The fifth item is input. There are four inputs in this unit which are: pictures, short dialogs, texts, and videos.

The sixth item is language. The language is based on the syllabus and the basic competences. The focuses of language in this course grid are vocabulary and grammar. The vocabulary focus in Unit 1 is simple adjective.

Meanwhile, the grammar focus is on the use of *it, they, these, those, that, and this*.

The next item is activities. The steps of the activities follow the steps of scientific approach that is required by Curriculum 2013. Those steps are observing, questioning, collecting information, analyzing and communicating. In the step of observing, students read texts and watch the videos, then observe things they want to know. After that, they ask the things they want to know in the questioning step. In collecting information, students have a discussion which is guided by the teacher and also have new texts so they have some comparison with the texts in the observing step. In the analyzing, students practice using the texts while in communicating, students create and present what they have learnt.

The last item in Unit 1 is media. There are two media that are used in this unit; they are pictures and videos.

b. Unit 2

The same as the course grid of Unit 1, the course grid for Unit 2 has also been developed based on the core competences and basic competences of the English subject in junior high school, and the result of needs analysis. The competences used are in points 1,2,3,4, while the basic competences used are in points 1.1, 2.5, 3.3, and 4.3.

The title for Unit 2 is “*Would you like to come?*” It emphasizes the topic about giving and responding to an instruction, giving and responding to

an invitation, telling and responding to a prohibition, and asking for and giving permission. The title also indicates the expressions which will be used in Unit 2, so the students will have the background knowledge before having the tasks in Unit 2.

The next item of the course grid is the core competences and basic competences. The core competences are the same as Unit 1 which are in points 1,2,3,4 while the basic competences used are in 1.1, 2.5, 3.3, and 4.3.

The next item of the course grid is the indicators. The indicators have been generated from the basic competences in points 1.1, 2.5, 3.3, and 4.3.

The fifth item is input. The inputs for this unit are the same as those in Unit 1 which are pictures, short dialogs, texts, and videos.

The sixth item is language. The language was based on the syllabus and the basic competence. The focuses of language in this course grid are vocabulary and grammar. The vocabulary focus in Unit 2 is the use of “please, okay, certainly, sure, sorry, and let’s”. Meanwhile, the grammar focus in this unit is imperative sentences.

The next item is activities. The steps of activities in all units are the same. The steps of the activities follow the step of scientific approach that is required by Curriculum 2013 which are observing, questioning, collecting information, analyzing and communicating.

The last item in Unit 1 is media. There are two media that are used in this unit; they are pictures and videos.

c. Unit 3

Similar to the previous course grid, the course grid for Unit 3 has also been developed based on the core competences and basic competences and the result of needs analysis. The competences used are in points 1,2,3,4. Meanwhile, the basic competences used are in points 1.1, 2.6, 3.5, 3.10, 4.6, and 4.12.

The title for Unit 3 is “*What is it?*” It emphasizes the topic about describing people, animals, and things. The title also indicates the expressions which will be used in Unit 3, so the students will have the background knowledge before having the tasks in Unit 3.

The next item of the course grid is the core competences and basic competences. The core competences are the same as those in the previous unit which are in points 1, 2, 3, and 4, while the basic competences used are in points 1.1, 2.6, 3.5, 3.10, 4.6, and 4.12.

The next item of the course grid is the indicators. The indicators were generated from the basic competences in points 1.1, 2.6, 3.5, 3.10, 4.6, and 4.12.

The fifth item is input. The inputs for this unit are the same as Unit 1 which are pictures, short dialogs, texts, and videos.

The sixth item is language. The language has been based on the syllabus and the basic competences. The vocabulary focus for Unit 3 is *noun* and the use of *few*, *some*, *many*, *much*, and *a lot (of)*. It also focuses on the

verbs and *adjectives* related to people, animals and things using simple present tense.

The next item is activities. The steps of this unit also follow the step of scientific approach observing, questioning, collecting information, analyzing and communicating.

The last item in Unit 3 is media. There are two media that are used in Unit 3, which are pictures and videos.

d. Unit 4

The same as the previous course grid, the course grid for Unit 4 has also been developed based on the core competences and basic competence and the result of needs analysis. The competences used are in points 1, 2, 3, and 4, while the basic competences used are in points 1.1, 2.6, 3.11, 3.12, 3.13, and 4.15.

The title for Unit 4 is “*Tell me*”. It emphasizes the topic about recount texts. The title also indicates the expressions which will be used in this unit.

The next item of the course grid is the core competences and basic competences. The core competences are the same as those in the previous unit which are in points 1, 2, 3, 4, while the basic competences used are in points 1.1, 2.6, 3.11, 3.12, 3.13, and 4.15.

The next item of the course grid is the indicators. The indicators were generated from the basic competences in points 1.1, 2.6, 3.11, 3.12, and 4.15.

The fifth item is input. The inputs for all the units are the same, which are pictures, short dialogs, texts, and videos.

The sixth item is language. The language was based on the syllabus and the basic competence. The vocabulary focus for Unit 4 is the simple past tense, past continuous tense, verbs related to action, and adverbs.

The next item is activities. The steps of this unit also follow the step of scientific approach: observing, questioning, collecting information, analyzing, and communicating.

The last item in Unit 4 is media. There are two media that are used in this unit; they are pictures and videos.

C. The First Draft of the Materials

The first drafts of the materials consist of four units. Unit 1 consists of 21 tasks, Unit 2 consists of 21 tasks, Unit 3 consists of 35 tasks, and Unit 4 consists of 15 tasks. Each unit is divided into five steps of the scientific approach which are observing, questioning, collecting information, associating, and communicating.

The developed units are described in the following table. The description covers the title of each unit, steps, instructions, and brief description of each task.

Table 24: **First Draft of Unit 1**

Unit 1. Attention Please. In this unit, the students will learn about asking for attention and giving a response, asking for and responding to questions of people's understanding, asking for and giving opinions, giving and responding to appreciation, stating and asking someone's ability to do something, and stating and asking someone is willing to do something.	
A. Observing	
Task 1	Instruction: Look at the pictures below. Guess where they were taken and what the people were doing. Description: Task 1 makes students understand what they will learn in this unit.
Task 2	Instruction: Study the dialogs below. Description: This task is aimed at giving students some examples of materials that they will learn. It makes students have some background knowledge in the following units.
Task 3	Instruction: Study carefully the video about giving opinion. Description: This task is aimed at providing students an example of giving opinion by native speakers through a video.
Task 4	Instruction: Study the dialogs between Mr. Dono, Yusuf, Bambang, and the other students in the classroom. Description: This task is aimed at giving students another example of texts related to the unit.
Task 5	Instruction: Study the dialogs between Mr. Dayat, Mr. Aji, Mrs. Diana, and the other staff in the meeting room. Description: This task is aimed at giving students another example of texts related to the unit.

Task 6	<p>Instruction: Do you understand? Study the texts and video once again. Play the roles of the speakers in all the texts and video above.</p> <p>Description: This task is aimed at asking for students' understanding and preparing for the next step of the scientific approach.</p>
B. Questioning	
Task 7	<p>Instruction: Find all the difficult words in the texts that you have read and the video that have you watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.</p> <p>Description: This task is aimed at making the students want to ask questions in the questioning step of the scientific approach.</p>
Task 8	<p>Instruction: Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.</p> <p>Description: In this task students are asked to make questions about the things that they do not understand yet related to the task in the observing step.</p>
C. Collecting Information	
Task 9	<p>Instruction: Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.</p> <p>Description: In this task, the students are asked to have a discussion with their friends and guided by the teacher discussing the difficult words they have found in the questioning step.</p>
Task 10	<p>Instruction: Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that have you write down in task 8. Number one has been done for you.</p>

	<p>Description: In this task the students are asked to have a discussion with their friends and guided by the teacher they discuss things that they want to know about the expressions that they have written down in Task 8.</p>
Task 11	<p>Instruction: Repeat the following exchanges after the teacher. After that, practice the exchanges in pairs.</p> <p>Description: This task is aimed at giving students another text related to the unit and also asking students to have a practice.</p>
Task 12	<p>Instruction: Write down some exchanges using “What is your opinion about ...?” or “What do you think about ...?” related to the pictures below. After that practice the exchanges with your friends. Number one and two have been done for you.</p> <p>Description: In this task, the students are asked to make some exchanges using “What is your opinion about ...?” or “What do you think about ...?” based on the picture as the topic of the exchanges. After they finished in making the exchanges, they have to practice it with their friends.</p>
Task 13	<p>Instruction: Write down some exchanges using “Can you ...?” related to the pictures below. After that practice the exchanges with your friends. Number one and two have been done for you.</p> <p>Description: Almost the same as task 12, the students are asked to make some exchanges using “Can you ...?” based on the picture as the topic of the exchanges. After they finished in making the exchanges, they have to practice it with their friends.</p>
Task 14	<p>Instruction: Answer the questions below orally as fast as possible.</p> <p>Description: The students are asked to answer the questions orally. It encourages them to learn more so they can answer them as fast as possible.</p>

Task 15	<p>Instruction: Match a question in Column A and a response in Column B to make an exchange. Practice it with your partner. Two exchanges have been done for you.</p> <p>Description: The students are asked to match a question in Column A and its response in Column B to make an exchange. It is to check students' understanding about the texts that they have learnt.</p>
Task 16	<p>Instruction: Watch the video between Lavanya and her mother about her first day at school answer the questions below. Do not forget to practice the dialogs with your friends.</p> <p>Description: The students are asked to watch the video and pay attention to it. After that, they are asked to answer the questions. Because this is a speaking task, the students are also asked to practice it with their friends.</p>
D. Associating	
Task 17	<p>Instruction: Study the expressions of greetings, leave-takings, and thanking.</p> <p>Description: This task is aimed at giving some background about greetings, leave-takings, and thanking before moving to Task 18 which are using those expressions in the dialogs.</p>
Task 18	<p>Instruction: Make a short conversation with your partner using the related picture below. Make sure that you use the expression that you have learnt before. Number one has been done for you. Fill in the blanks for number two.</p> <p>Description: The students are asked to make a short conversation using the pictures that have been given as the topic of the conversation. Number one has been done for the students as an example and they have to fill in the blanks for conversation number two.</p>
E. Communicating and Creating	
Task 19	Instruction:

	<p>Ask a friend about his or her opinion about something. One example has been done for you.</p> <p>Description: The students are asked to make an exchange with their friends about asking for and expressing opinion.</p>
Task 20	<p>Instruction: Ask a friend if he or she can or will do something using “Can you ...?” or “Will you ...?” Two examples have been done for you.</p> <p>Description: The students are asked to make an exchange with their friends using “Can you ...?” or “Will you ...?” in terms of stating and asking someone’s ability to do something and also stating and asking if someone is willing to do something.</p>
Task 21	<p>Instruction: Make some conversations with your friends using the expression that you have learnt in this unit. Use the theme that had been given in each box.</p> <p>Description: The students are asked to make conversations using the given theme in each box. There are no examples in this task because they must show their understanding or what they have learnt in the previous tasks. After finishing the written conversation, they have to practice it in front of the class.</p>

Table 25: First Draft of Unit 2

<p>Unit 2. Would you like to come? In this unit, the students will learn about giving and responding to an instruction, giving and responding to an invitation, telling and responding to a prohibition, and also asking for and giving permission.</p>	
A. Observing	
Task 1	<p>Instruction: Stand up. Let’s sing together.</p> <p>Description: In this task, the students are asked to dance and sing the Hokey Pokey together. The Hokey Pokey makes students</p>

	know what they will learn in this unit because some parts of the lyric contain instructions.
Task 2	<p>Instruction: Study the exchanges below.</p> <p>Description: Is aimed at giving students some examples of materials that they will learn. It makes students have some background knowledge for the following units. The students will get a clearer concept about the topic they will learn. The comics also help students to know what the concepts are.</p>
Task 3	<p>Instruction: Study the dialog between Yusril and Fikri on the phone.</p> <p>Description: Same as Task 2, this unit is aimed at giving students knowledge on the observing step.</p>
Task 4	<p>Instruction: Study the videos about invitation and asking for permission.</p> <p>Description: This task is aimed at providing students an example of giving opinion by native speakers through videos.</p>
Task 5	<p>Instruction: Study the dialog between Ami and Esti.</p> <p>Description: This dialog is aimed at giving students another example of text related to this unit.</p>
Task 6	<p>Instruction: Do you understand? Study the texts and video once again. Play the roles of the speakers in all the texts and video above.</p> <p>Description: The role play is aimed at asking for students' understanding.</p>
Task 7	<p>Instruction: Study how to tell the time.</p> <p>Description: This task is aimed at encouraging students to study the expressions of telling the time that will be taught in the next</p>

	task.
Task 8	<p>Instruction: Study the invitation card below.</p> <p>Description: The students are asked to study the invitation card and read the conversation of inviting using the invitation card.</p>
B. Questioning	
Task 9	<p>Instruction: Find all the difficult words in the texts that you have read and the video that have you watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.</p> <p>Description: This task is aimed at making students want to ask questions in the questioning step of the scientific approach.</p>
Task 10	<p>Instruction: Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.</p> <p>Description: In this task, students are asked to make questions about the things that they do not understand yet related to the task in the observing step.</p>
C. Collecting Information	
Task 11	<p>Instruction: Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.</p> <p>Description: In this task, students are asked to have a discussion with their friends and guided by the teacher discussing the difficult words they have found in the questioning step.</p>
Task 12	<p>Instruction: Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that have you write down in task 8. Number one has been done for you.</p>

	<p>Description: In this task, guided by the teacher, students are asked to have a discussion with their friends on things that they want to know about the expressions that they have learnt in the unit that they have written down in Task 10.</p>
Task 13	<p>Instruction: Answer the questions below orally as fast as possible.</p> <p>Description: The students are asked to answer the questions orally. It encourages the students to learn more so they can answer them as fast as possible.</p>
Task 14	<p>Instruction: Instruct (checklist sign) or prohibit (cross sign) your friend related to the pictures below. Discuss the task with your friends and then practice it. Use the vocabulary list below. Numbers one and two have been done for you. Fill in the blanks for numbers three and four.</p> <p>Description: In this task, the students are asked to make instructions using the vocabulary that has been given in the table by matching them with the pictures.</p>
D. Associating	
Task 15	<p>Instruction: Invite your friend using “Would you like to ...?” and ask for your friend’s opinion. Discuss it with your friend in English and then practice it.</p> <p>Description: In this task, the students are asked to invite their friends using “Would you like to ...?” The theme is given for each number.</p>
Task 16	<p>Instruction: Invite your friend using “Would you like to ...?” based on the invitation card below.</p> <p>Description: In this task, the students are asked to invite their friends using “Would you like to ...?” based on the invitation cards that are given. It is to check whether or not the students have understood about how to invite using the invitation card.</p>

Task 17	<p>Instruction: Ask for permission to someone using “May I ...?” or “Can I ...?” related to the pictures below. Three pictures have been done for you.</p> <p>Description: The students are instructed to ask for permission using “May I ...?” or “Can I ...?” There are three examples as a guide for the students in completing the tasks and three incomplete expressions for the students to complete.</p>
E. Communicating and Creating	
Task 18	<p>Instruction: Play a role to instruct and prohibit using “Please” or “..., please” and “Don’t” Number one has been done for you.</p> <p>Description: The students are asked to instruct and prohibit using the following expressions related to the given pictures.</p>
Task 19	<p>Instruction: Ask for your friends’ permission using “May I ...?” or “Can I ...?” One example has been done for you.</p> <p>Description: The students are instructed to ask for friends’ permission using the following expressions related to the given pictures.</p>
Task 20	<p>Instruction: Make your own invitation card invite your friends using the invitation card that you made.</p> <p>Description: The students are asked to make three invitation cards and use them to make a conversation of inviting with friends.</p>
Task 21	<p>Instruction: Discuss and make a dialog with at least five friends. Remember to use the expression that you have learnt in this unit.</p> <p>Description: The students are asked to make a dialog with their friends using the expressions that they have learnt. They are free to choose their own topics.</p>

Table 26: First Draft of Unit 3

Unit 3. What is it? In this unit, the students will learn about describing people, things, and animal.	
A. Observing	
Task 1	Instruction: Stand up. Let's sing and dance together. Description: In this task, the students are asked to dance and sing the Old MacDonald had a Farm together. This song makes students know what they will learn in this unit because some parts of the lyric contain describing animals.
Task 2	Instruction: Guess the picture. Description: The students are asked to guess what the pictures are.
Task 3	Instruction: Study the following pictures of people's physical appearance. Description: In this task, students are given some pictures about people's physical appearance. The first picture is My Body, the second picture is My Face, the third picture is Hair, and the fourth picture is Height.
Task 4	Instruction: Study the videos about describing people. Description: This task is aimed at giving students an example of describing people by native speakers through a video.
Task 5	Instruction: Study the following texts about describing people. Description: This task is aimed at giving students examples of texts about describing people. There are 11 people who are described.
Task 6	Instruction: Study the following picture of describing things.

	<p>Description: In this task, students are given some pictures about people's physical appearance. The first picture is Shape, the second picture is Color, the third picture is Material, the fourth picture is Function, and the fifth picture is Size.</p>
Task 7	<p>Instruction: Study the videos about describing things.</p> <p>Description: This task is aimed at giving students an example of describing things by native speakers through videos.</p>
Task 8	<p>Instruction: Study the following texts about describing things.</p> <p>Description: Is aimed at giving students examples of texts about describing things. There are 11 objects which are described.</p>
Task 9	<p>Instruction: Study the videos about describing animals.</p> <p>Description: This task is aimed at giving students an example of describing animals by native speakers through videos.</p>
Task 10	<p>Instruction: Study the following texts about describing animals.</p> <p>Description: This task is aimed at giving students examples of texts about describing animals. There are 8 animals which are described.</p>
B. Questioning	
Task 11	<p>Instruction: Find all the difficult words in the texts that you have read and the video that have you watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.</p> <p>Description: This task is aimed at making students want to ask questions in the questioning step of the scientific approach.</p>
Task 12	<p>Instruction: Write down what you want to know more about the</p>

	<p>expressions you have learnt in the unit. Number one has been done for you.</p> <p>Description: In this task, students are asked to make questions about the things that they do not understand yet related to the task in the observing step.</p>
C. Collecting Information	
Task 13	<p>Instruction: Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.</p> <p>Description: In this task, guided by the teacher, students are asked to have a discussion with their friends about the difficult words they have found in the questioning step.</p>
Task 14	<p>Instruction: Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that have you write down in task 8. Number one has been done for you.</p> <p>Description: In this task, guided by the teacher, students are asked to have a discussion with their friends about the expressions that they have learnt in the unit that they have written down in Task 10.</p>
Task 15	<p>Instruction: Study the pictures of famous people below.</p> <p>Description: The students are given pictures of famous people and are asked to study the texts. The reason why the materials developer uses famous people is to make it easy for the students to imagine the people who are described and also to tell them some people that they should know, such as Indonesian heroes.</p>
Task 16	<p>Instruction: Read the text below and repeat after the teacher. Then, practice it with your friends.</p>

	<p>Description: In this task, the students are given a text entitled My Family. The teacher needs to guide the students to know how to read the text correctly and to ask them to practice reading the text with their friends.</p>
Task 17	<p>Instruction: Answer the questions orally as fast as possible.</p> <p>Description: The students are asked to answer the questions orally. It encourages the students to learn more so that they can answer the questions as fast as possible.</p>
Task 18	<p>Instruction: Study the dialogs below and play the role.</p> <p>Description: The students are given a dialog between Hanif and Zaki. They are describing their fathers. The students need to do the role play.</p>
Task 19	<p>Instruction: Answer the questions orally as fast as possible.</p> <p>Description: The students are asked to answer the questions orally. It encourages the students to learn more so that they can answer the questions as fast as possible.</p>
Task 20	<p>Instruction: Study these examples and complete the sentences that follow. Number one has been done for you.</p> <p>Description: In this step, students are asked to fill in the blanks to complete texts about describing people. This is a preparation step before they create texts without any guidance.</p>
Task 21	<p>Instruction: Mention things that you can find in your school. Describe them with your friends. Number one has been done for you.</p> <p>Description: The students are asked to find things around their school and are asked to describe them.</p>
Task 22	<p>Instruction:</p>

	<p>Watch the video about animals below. Repeat it.</p> <p>Description: The students are asked to watch a video about animals in the zoo.</p>
Task 23	<p>Instruction: Read the description of kittens carefully.</p> <p>Description: The students are asked to read the text about kittens.</p>
Task 24	<p>Instruction: Answer the questions orally as fast as possible.</p> <p>Description: The students are asked to answer the questions orally. It encourages the students to learn more so that they can answer the questions as fast as possible.</p>
D. Associating	
Task 25	<p>Instruction: Fill in the form with some information on your family members.</p> <p>Description: The students are asked to fill the form to get information about their family members. The information is about father, mother, brother, and sister. The information consists of name, occupation, what they like to read, what sports they like, what they usually drink, and the kind of music they listen to. The information will be used in the next task.</p>
Task 26	<p>Instruction: Use the information in the form to complete the sentences below. Then, tell your friends what you have done.</p> <p>Description: In this task, the students are asked to use the information in Task 25 to complete the blank sentences. After that, they are asked to tell their family members to their friends using the complete sentences.</p>
Task 27	<p>Instruction: Your teacher will give you some cards about things. Pick four of them and discuss them with your friends. Take turns to describe each card in front of your class.</p>

	<p>Description: The students are given cards of pictures and then are asked to describe them.</p>
Task 28	<p>Instruction: Your teacher will give you some cards about things. Pick four of them and discuss them with your friends. Take turns to describe each card in front of your class.</p> <p>Description: The students are given cards of pictures and then are asked to describe them.</p>
E. Communicating and Creating	
Task 29	<p>Instruction: Chose seven friends and describe their physical appearance. Present the result in front of your class.</p> <p>Description: The students are asked describe their friends' physical appearance and present the descriptions in front of the class.</p>
Task 30	<p>Instruction: Interview your friend and ask them about their family members.</p> <p>Description: The students are instructed to ask their friends about their family members and use the information to fill out the form. The information is about father, mother, brother, and sister. The information consists of name, occupation, what they like to read, what sports they like, what they usually drink, and the kind of music they listen to. The information will be used in the next task.</p>
Task 31	<p>Instruction: Use the information in the form to complete the sentences below. Then, tell your friends what you have done.</p> <p>Description: In this task, the students are asked to use the information in Task 25 to complete the blanks in the given sentences. After that, the students are asked to tell their friends' family members using complete sentences.</p>

Task 32	<p>Instruction: Imagine some animals or things without mentioning the animals or things and write them down in the table below. Don't let your friends know your descriptions when you write it. In turns, tell your description in front of your class and ask your friends to guess what animals or things you have described.</p> <p>Description: The students are asked describe some animals or things that they imagined in front of the class and let the other students guess the animals or things after getting the clues.</p>
Task 33	<p>Instruction: Guessing Game.</p> <p>Description: The students need to study how to play guessing games. The teacher gives students some examples.</p>
Task 34	<p>Instruction: Imagine some animals and things and write it down in the table below. Make sure that your friends don't know your animals and things. Go to the front of the class and let your friends guess your animals and things.</p> <p>Description: The students are asked to imagine without telling what they imagine to their friends, and just list the things and animals that they have imagined in the table.</p>
Task 35	<p>Instruction: Guess your friends' imagination. Write down the clues in the table below. Guess as much as possible your friends' imagination so you can win the game.</p> <p>Description: The students are asked to write down the clues. To get the clues, they need to ask Yes/No questions based on how to play guessing games in Task 33. Collect as many clues as possible.</p>

Table 27: First Draft of Unit 4

Unit 4. Tell me. In this unit, the students will learn about giving a recount.	
A. Observing	
Task 1	<p>Instruction: Study the following video about a recount text.</p> <p>Description: In this task, the students are asked to study the video so they get some knowledge about what they will learn in this unit.</p>
Task 2	<p>Instruction: Study the following texts.</p> <p>Description: This task is aimed at giving students some examples of materials that they will learn. It makes students have some knowledge about what they will learn in the following units. There are two recount texts, the first is entitled <i>A Day Visit to Yogyakarta</i>, and the second is <i>My Holiday was Fantastic</i>.</p>
Task 3	<p>Instruction: Study the following conversation between Ilmi, Tissa, and Nina about their holiday.</p> <p>Description: This unit is aimed at giving students an example of a recount text.</p>
B. Questioning	
Task 4	<p>Instruction: Find all the difficult words in the texts that you have read and the video that have you watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.</p> <p>Description: This task is aimed at making students want to ask questions in the questioning step of the scientific approach.</p>
Task 5	<p>Instruction: Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.</p> <p>Description:</p>

	In this task, students are asked to make questions about the things that they do not understand yet related to the task in the observing step.
C. Collecting Information	
Task 6	<p>Instruction: Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.</p> <p>Description: In this task, guided by the teacher, students are asked to have a discussion with their friends about the difficult words they have found in the questioning step.</p>
Task 7	<p>Instruction: Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that have you write down in task 8. Number one has been done for you.</p> <p>Description: In this task, guided by the teacher, students are asked to have a discussion with their friends about things that they want to know about the expressions that they have written down in the questioning step or Task 4.</p>
Task 8	<p>Instruction: Study the recount text below and its generic structure.</p> <p>Description: The students are asked to study the texts about Trip to Bandung and its generic structure.</p>
Task 9	<p>Instruction: Answer the questions below orally as fast as possible.</p> <p>Description: The students are asked to answer the questions orally. It encourages the students to learn more so they can answer the questions as fast as possible.</p>
Task 10	<p>Instruction: Listen to the audio and fill in the blanks. Use the vocabulary list in the table below. After that, present it to your friends.</p> <p>Description:</p>

	The students are asked to listen to the audio which plays the text of <i>My Trip to Solo</i> . The students are asked to fill in the blanks in the given text. After that, they present the completed text in front of the class.
Task 11	<p>Instruction: Answer the questions below orally as fast as possible.</p> <p>Description: The students are asked to answer the questions orally. It encourages the students to learn more so they can answer the questions as fast as possible.</p>
D. Associating	
Task 12	<p>Instruction: In groups, write down some recount texts related to the picture. Then, present them in front of the class. Number one has been done for you.</p> <p>Description: In this task, the students are asked make groups and write some recount texts related to the pictures. The pictures are <i>Monumen Nasional</i> or <i>Monas</i> (as an example), <i>Borobudur</i>, <i>Beach</i>, and <i>Boom-Boom Car</i>.</p>
Task 13	<p>Instruction: Read the text that you have presented once again. Try to analyze the generic structure in groups. Present it in front you your class.</p> <p>Description: In this task, the students are asked to identify the generic structure of the text. Even though this is a speaking task, students still need to know the generic structure of the text that they have studied. The other reason is this task is at the end of the whole unit so they need to have more knowledge about the recount text.</p>
E. Communicating and Creating	
Task 14	<p>Instruction: Make two conversations about your past experience with your partner. Do it in turns.</p> <p>Description: The students are asked to create a conversation in pairs.</p>
Task 15	Instruction:

	<p>Make two recount texts based on your past experience. Don't forget to use the past tense. Present it in front of the class.</p> <p>Description: The students are asked to present their past experience in front of the class.</p>
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D. The Expert Judgment

After the materials were developed, the next step was the evaluation by the expert. The evaluation was conducted by giving questionnaires to the expert. There were two parts in this questionnaire; the first one contained close-ended questions, and the second one contained open-ended questions. The questionnaires were adapted from BSNP and consisted of four aspects. They were content appropriateness, language appropriateness, presentation appropriateness, and lay-out appropriateness.

There was one expert who evaluated the materials. The material expert was a credible lecturer from the English Language Department of Yogyakarta State University. The expert is a Master of Arts graduate of University of Canberra, Australia.

1. The Result of Expert Judgment and Revision of Unit 1

a. The Result of Expert Judgment

1) The Appropriateness of the Content

The first aspect to evaluate in Unit 1 was the appropriateness of the content. The table below shows the result of the Expert Judgment analysis of content appropriateness of Unit 1 of the developed materials.

Table 28: The Appropriateness of the Content of Unit 1

No	Item	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competences and the Basic Competences for the grade VIII of the junior high school.	4
3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the students' language ability.	3
7.	The developed materials contain spiritual and social attitudes.	3

2) The Appropriateness of the Language

The second aspect to evaluate in Unit 1 was the appropriateness of the language. The table below shows the result of the Expert Judgment analysis of language appropriateness of this unit of the developed materials.

Table 29: The Appropriateness of the Language of Unit 1

No	Item	Score
8.	The language used in the instructions and explanations are relevant with the level of students' cognitive development.	4
9.	The language used in the instructions and explanations are clear and understandable.	4
10.	The language used in the instructions and explanations consistently use one style of English.	4
11.	The developed materials use the appropriate grammar of English.	3

12.	The developed materials use the appropriate spelling of English.	3
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3) The Appropriateness of the Presentation

The third aspect to evaluate in Unit 1 was the appropriateness of the presentation. The table below shows the result of the Expert Judgment analysis of presentation appropriateness of the unit of the developed materials.

Table 30: The Appropriateness of the Presentation of Unit 1

No	Item	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4
15.	The developed materials consist of things that the students want based on the needs analysis that has been done by the researcher.	3
16.	The developed materials encourage students to interact using English with other students, the teacher, and other people.	4

4) The Appropriateness of the Layout

The last aspect to evaluate in Unit 1 was the appropriateness of the layout. The table below shows the result of the Expert Judgment analysis of layout appropriateness of Unit 1 of the developed materials.

Table 31: The Appropriateness of the Layout of Unit 1

No	Item	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	3
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3

20.	The illustration of the materials makes the presentation of the materials clear.	3
21.	The developed materials are not using too many types of fonts.	3
22.	The designs are totally interesting.	3

b. The Review of Unit 1

The scores of all the aspects of materials evaluation were quite good. Based on the answers to the open-ended questions, the expert stated that the materials were good because they had a lot of tasks in every step of the scientific approach.

There were still some parts that had weaknesses and needed revision. The weaknesses were grammar and spelling accuracy, especially in the instructions. The expert also suggested improving the accuracy and also making the layout and the illustration more interesting. The developed materials needed more white spaces.

c. The Revisions of Unit 1

Based on the result of the expert judgment and the suggestions given, there were some aspects to revise. The following table describes the points to be revised and their revisions.

Table 32: The Revisions of Unit 1

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision

Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	The instruction “... <i>that have you watched.</i> ” should be revised.	Changing the part “... <i>that have you watched.</i> ” into “... <i>that you have watched</i> ”.
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	The instruction “... <i>that have you watched.</i> ” should be revised.	Changing the part “... <i>that have you watched.</i> ” into “... <i>that you have watched</i> ”.
Task 11	The word <i>Well done</i> was miss-typed.	Correcting it into <i>Well-done</i>
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	The word <i>leave takings</i> was miss-typed.	Correcting it into <i>leave-takings</i>
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision

d. Validation of Unit 1

Based on the result of component analysis above, the materials have been validated as shown in the table below.

Table 33: **The Validation of Unit 1**

No.	Component	n	Mean	Description
1.	Appropriateness of the content	7	3.71	Very Good
2.	Appropriateness of the language	5	3.6	Very Good
3.	Appropriateness of the presentation	4	3.75	Very Good
4.	Appropriateness of the layout	6	3.16	Good

Based on Table 33, the developed materials in terms of the appropriateness of the content have achieved the mean score of 3.71 which is categorized as “Very Good”. In terms of the appropriateness of the language, the aspect is categorized as “Very Good” with the mean score of 3.6. The next aspect is the appropriateness of the presentation which has achieved the mean score of 3.75 and categorized as “Very Good”. The last aspect is the appropriateness of the layout which is categorized as “Good” with the mean score of 3.16.

2. The Result of Expert Judgment and Revision of Unit 2

a. The Result of Expert Judgment

1) The Appropriateness of the Content

The first aspect to evaluate in Unit 2 was the appropriateness of the content. The table below shows the result of the Expert Judgment analysis of content appropriateness of the unit of the developed materials.

Table 34: The Appropriateness of the Content of Unit 2

No	Item	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competences and the Basic Competences for the grade VIII of the junior high school.	4
3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the	3

	students' language ability.	
7.	The developed materials contain spiritual and social attitudes.	3

2) The Appropriateness of the Language

The second aspect to evaluate in Unit 2 was the appropriateness of the language. The table below shows the result of the Expert Judgment analysis of language appropriateness of the unit of the developed materials.

Table 35: The Appropriateness of the Language of Unit 2

No	Item	Score
8.	The language used in the instructions and explanations are relevant with the level of students' cognitive development.	4
9.	The language used in the instructions and explanations are clear and understandable.	4
10.	The language used in the instructions and explanations consistently use one style of English.	4
11.	The developed materials use the appropriate grammar of English.	3
12.	The developed materials use the appropriate spelling of English.	3

3) The Appropriateness of the Presentation

The third aspect to evaluate in Unit 2 was the appropriateness of the presentation. The table below shows the result of the Expert Judgment analysis of presentation appropriateness of the unit of the developed materials.

Table 36: The Appropriateness of the Presentation of Unit 2

No	Item	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4

15.	The developed materials consist of things that the students want based on the needs analysis that has been done by the researcher.	3
16.	The developed materials encourage students to interact using English with other students, the teacher, and other people.	4

4) The Appropriateness of the Layout

The last aspect to evaluate in Unit 2 was the appropriateness of the layout. The table below shows the result of the Expert Judgment analysis of lay-out appropriateness of the unit of the developed materials.

Table 37: The Appropriateness of the Layout of Unit 2

No	Item	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	4
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3
20.	The illustration of the materials makes the presentation of the materials clear.	3
21.	The developed materials are not using too many types of fonts.	3
22.	The designs are totally interesting.	3

b. The Review of Unit 2

The scores of all the aspects of materials evaluation were quite good. Based on the answers to the open-ended questions, the expert stated that the materials were good enough because they had a lot of tasks in every step of the scientific approach.

There were still some parts that had weaknesses and needed revision. The weaknesses were language and spelling accuracy, especially in the instructions. The expert also suggested improving the accuracy and also making the layout and the illustration more interesting. The developed materials needed more white spaces.

c. The Revisions of Unit 2

Based on the result of the expert judgment and the suggestion proposed by the expert, there are some aspects to revise. The following table describes the points of revisions of Unit 2 and their revisions.

Table 38: The Revisions of Unit 2

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	The instruction should be revised	Adding the word “speaking”
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	The instruction should be revised	Changing the instruction to “ <i>Study the expressions of telling the time</i> ”.
Task 8	No revision	No revision
Task 9	The instruction “... <i>that have you watched.</i> ” should be revised.	Changing the part “... <i>that have you watched.</i> ” Into “... <i>that you have watched</i> ”.
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	The instruction “... <i>that have you watched.</i> ” should be revised.	Changing the part “... <i>that have you watched.</i> ” Into “... <i>that you have watched</i> ”.
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision

Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision

d. Validation of Unit 2

Based on the result of component analysis above, the materials are validated as shown the table below.

Table 39: The Validation of Unit 2

No.	Component	n	Mean	Description
1.	Appropriateness of the content	7	3.71	Very Good
2.	Appropriateness of the language	5	3.6	Very Good
3.	Appropriateness of the presentation	4	3.75	Very Good
4.	Appropriateness of the layout	6	3.16	Good

Based on Table 39, the appropriateness of the content has achieved the mean score of 3.71 which is categorized as “Very Good”. In terms of the appropriateness of the language, the aspect is categorized as “Very Good” with the mean score of 3.6. The next aspect is the appropriateness of the presentation which achieved the mean score of 3.75 and categorized as “Very Good”. The last aspect is the appropriateness of the layout which categorized as “Good” with the mean score of 3.16.

3. The Result of Expert Judgment and Revision of Unit 3

a. The Result of Expert Judgment

1) The Appropriateness of the Content

The first aspect to evaluate in Unit 3 was the appropriateness of the content. The table below shows the result of the Expert Judgment analysis of content appropriateness of Unit 3 of the developed materials.

Table 40: The Appropriateness of the Content of Unit 3

No	Item	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competences and the Basic Competences for the grade VIII of the junior high school.	4
3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the students' language ability.	3
7.	The developed materials contain spiritual and social attitudes.	4

2) The Appropriateness of the Language

The second aspect to evaluate in Unit 3 was the appropriateness of the language. The table below shows the result of the expert judgment analysis of language appropriateness of the unit of the developed materials.

Table 41: The Appropriateness of the Language of Unit 3

No	Item	Score
8.	The language used in the instructions and explanations are relevant with the level of students' cognitive development.	4
9.	The language used in the instructions and explanations are clear and understandable.	4
10.	The language used in the instructions and explanations consistently use one style of English.	4
11.	The developed materials use the appropriate grammar of English.	3

12.	The developed materials use the appropriate spelling of English.	3
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3) The Appropriateness of the Presentation

The third aspect to evaluate in Unit 3 was the appropriateness of the presentation. The table below shows the result of the expert judgment analysis of presentation appropriateness of this unit of the developed materials.

Table 42: The Appropriateness of the Presentation of Unit 3

No	Item	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4
15.	The developed materials consist of things that the students want based on the needs analysis that has been done by the researcher.	3
16.	The developed materials encourage students to interact using English with other students, the teacher, and other people.	4

4) The Appropriateness of the Layout

The last aspect to evaluate in Unit 3 was the appropriateness of the layout. The table below shows the result of the Expert Judgment analysis of lay-out appropriateness of the unit of the developed materials.

Table 43: The Appropriateness of the Layout of Unit 3

No	Item	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	4
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3

20.	The illustration of the materials makes the presentation of the materials clear.	3
21.	The developed materials are not using too many types of fonts.	3
22.	The designs are totally interesting.	3

b. The Review of Unit 3

The means of all aspects of materials evaluation are good. The expert stated on the open-ended questions that the materials are good enough because the use of many tasks in every steps of the scientific approach.

There materials still have some weaknesses in several parts which need revision. Language and spelling accuracy, especially in the instruction part are the weaknesses.

The expert also suggested improving the accuracy and also making the layout and the illustration more interesting. The developed materials need more white spaces.

c. The Revisions of Unit 3

Based on the result of the expert judgment and the suggestion proposed by the expert, there are some aspects to revise. The following table describes the points of revisions of this unit and their revisions.

Table 44: The Revisions of Unit 3

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision

Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	The instruction “... <i>that have you watched.</i> ” should be revised.	Changing the part “... <i>that have you watched.</i> ” Into “... <i>that you have watched</i> ”.
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	The instruction “... <i>that have you watched.</i> ” should be revised.	Changing the part “... <i>that have you watched.</i> ” Into “... <i>that you have watched</i> ”.
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
Task 27	No revision	No revision
Task 28	No revision	No revision
Task 29	No revision	No revision
Task 30	No revision	No revision
Task 31	No revision	No revision
Task 32	No revision	No revision
Task 33	No revision	No revision
Task 34	No revision	No revision
Task 35	No revision	No revision

d. Validation of Unit 3

Based on the result of component analysis above, the materials are validated as shown the table below.

Table 45: **The Validation of Unit 3**

No.	Component	n	Mean	Description
1.	Appropriateness of the content	7	3.85	Very Good
2.	Appropriateness of the language	5	3.6	Very Good
3.	Appropriateness of the presentation	4	3.75	Very Good
4.	Appropriateness of the layout	6	3.16	Good

Based on Table 45, the appropriateness of the content has achieved the mean score of 3.85 which is categorized as “Very Good”. In terms of the appropriateness of the language, the aspect is categorized as “Very Good” with the mean score of 3.6. The next aspect is the appropriateness of the presentation which achieved the mean score of 3.75 and is categorized as “Very Good”. The last aspect is the appropriateness of the layout categorized as “Good” with the mean score of 3.16.

4. The Result of Expert Judgment and Revision of Unit 4

a. The Result of Expert Judgment

1) The Appropriateness of the Content

The first aspect to evaluate in Unit 4 was the appropriateness of the content. The table below shows the result of the Expert Judgment analysis of content appropriateness of the unit of the developed materials.

Table 46: **The Appropriateness of the Content of Unit 4**

No	Item	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competences and the Basic Competences for the grade VIII of the junior high school.	4

3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the students' language ability.	3
7.	The developed materials contain spiritual and social attitudes.	4

2) The Appropriateness of the Language

The second aspect to evaluate in Unit 4 was the appropriateness of the language. The table below shows the result of the Expert Judgment analysis of language appropriateness of the unit of the developed materials.

Table 47: The Appropriateness of the Language of Unit 4

No	Item	Score
8.	The language used in the instructions and explanations are relevant with the level of students' cognitive development.	4
9.	The language used in the instructions and explanations are clear and understandable.	4
10.	The language used in the instructions and explanations consistently use one style of English.	4
11.	The developed materials use the appropriate grammar of English.	3
12.	The developed materials use the appropriate spelling of English.	3

3) The Appropriateness of the Presentation

The third aspect to evaluate in Unit 4 was the appropriateness of the presentation. The table below shows the result of the Expert Judgment analysis of presentation appropriateness of the unit of the developed materials.

Table 48: **The Appropriateness of the Presentation of Unit 4**

No	Item	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4
15.	The developed materials consist of things that the students want based on the needs analysis that has been done by the researcher.	3
16.	The developed materials encourage students to interact using English with other students, the teacher, and other people.	4

4) The Appropriateness of the Layout

The last aspect to evaluate in Unit 4 was the appropriateness of the layout. The table below shows the result of the Expert Judgment analysis of lay-out appropriateness of the unit of the developed materials.

Table 49: **The Appropriateness of the Layout of Unit 4**

No	Item	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	4
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3
20.	The illustration of the materials makes the presentation of the materials clear.	3
21.	The developed materials are not using too many types of fonts.	4
22.	The designs are totally interesting.	3

b. The Review of Unit 4

The means of all aspects of materials evaluation are quite good. Based on the open-ended questions which are given to the expert judgment, the

expert stated that the materials are good because it has many tasks in each steps of the scientific approach.

There are still some parts that have weaknesses and need revision. The weaknesses are language and spelling accuracy, especially in the instruction part.

The expert also suggested improving the accuracy and also making the layout and the illustration more interesting. The developed materials need more white spaces.

c. The Revisions of Unit 4

Based on the result of the expert judgment and the suggestion proposed by the expert, there are some aspects to revise. The following table describes the points of revisions of Unit 4 and their revisions.

Table 50: The Revisions of Unit 4

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	The instruction "... <i>that have you watched.</i> " should be revised.	Changing the part "... <i>that have you watched.</i> " Into "... <i>that you have watched</i> ".
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	The instruction "... <i>that have you watched.</i> " should be revised.	Changing the part "... <i>that have you watched.</i> " Into "... <i>that you have watched</i> ".
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision

Task 12	No revision	No revision
Task 13	The word “ <i>text</i> ” in the instruction should be revise	Making the word “ <i>text</i> ” to plural.
Task 14	No revision	No revision
Task 15	No revision	No revision

d. Validation of Unit 4

Based on the result of component analysis above, the materials are validated as shown the table below.

Table 51: The Validation of Unit 4

No.	Component	n	Mean	Description
1.	Appropriateness of the content	7	3.85	Very Good
2.	Appropriateness of the language	5	3.6	Very Good
3.	Appropriateness of the presentation	4	3.75	Very Good
4.	Appropriateness of the layout	6	3.33	Very Good

Based on Table 51, the developed materials in terms of the appropriateness of the content have achieved the mean score of of 3.85 which is categorized as “Very Good”. In terms of the appropriateness of the language, the aspect is categorized as “Very Good” with the mean score of 3.6. The next aspect is the appropriateness of the presentation which achieved the mean score of 3.75 and categorized as “Very Good”. The last aspect is the appropriateness of the layout which categorized as “Very Good” with the mean score of 3.33.

E. Discussion

The aim of this research is to develop English speaking materials based on tasks which are appropriate for the students of Grade VIII at SMP N

3 Berbah, Sleman, Yogyakarta based on Curriculum 2013. However, it is expected that the materials can also be used by students of other schools in the area.

The research was started from the process of conducting the needs analysis. The needs analysis was conducted on 23rd and 28th January 2015. There were 48 students involved in the needs analysis process and they were given the needs analysis questionnaire which had 53 questions related to target needs and learners' needs. There were two parts in this questionnaire; the first one was quantitative questionnaire that used close-ended questions, and the second one was qualitative questionnaire that used open-ended questions. The questionnaires have been able to obtain the appropriate data of the students' needs as reference in designing task-based speaking materials.

The close-ended questions have been developed in accordance with the principle of needs analysis proposed by Hutchinson and Waters (1987) that cover the Target Needs. Hutchinson and Waters (1987: 55-56) propose three kinds of target needs which are: *necessities*, *lacks*, and *wants*. The results of the target needs are considered as the basis for developing the speaking materials.

Meanwhile, the learning needs was adapted from the Task Components proposes by Nunan (2004). The learning needs are *input*, *procedure*, *setting*, *teacher's role* and *learner's role*. The results of the

learning needs are considered as the components of tasks of the developed unit.

Nunan (2004: 47) defines input as the spoken, written, and visual data that learners work with in the course of completing task. In term of input that was used in the materials, the students believe that pictures, short dialogs, audios, and videos which are appropriate to the theme will help them a lot.

According to Nunan (2004: 52), procedure specifies what learners will actually do with the input that forms the point of departure for the learning task. Based on the result of the needs analysis, the activities the students' needs are listening the recording, listening to the teacher telling story, watching movie or videos, and reading texts.

Nunan (2004: 70) states that setting refers to the classroom arrangements specified or implied in the task. In term of setting, most students agreed to work in small groups outside the class. In the developed materials, students are also asked to work in pairs and individually.

In term of the teacher's role, most students agreed the teacher plays the role as a facilitator of the class activities. Nunan (2004: 64) defines "Role" as referring to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. The result of the needs analysis about teacher's role is in line with the activities of the tasks that are guided by the teacher.

The open-ended questions asked about the confidence of the students to carry out the task (Nunan, 2004: 120), the task difficulty (Nunan, 2004: 85), and the students' interest (Nunan, 2004: 174). In carrying out the task, most students did not feel confident because they had a lack of understanding which made them afraid to make mistakes. The students stated that tasks that might interest them to learn English were fun tasks and tasks that did not make them bored.

After analyzing the needs, the researcher developed a course grid. The course grid is the guidance in developing the materials. It consists of the number of units, titles, the core competences and the basic competences of grade VIII students of the junior high school, indicators, input, language, activities, and media.

There are four units in the developed materials. Unit 1 consists of 21 tasks, Unit 2 consists of 21 tasks, Unit 3 consists of 35 tasks, and Unit 4 consists of 15 tasks. Every unit has a similar pattern based on the steps of the scientific approach. The steps are: observing, questioning, collecting information, associating, and communicating.

After the materials had been developed, then the materials were evaluated through the expert judgment. The process of evaluation was done by distributing the *Likert* Scale questionnaire. Based on the result of the expert judgment, the result shows that the developed materials have a good

score. The score is based on the results of the aspects of evaluation adapted from BSNP and consisted of four aspects which are described below.

1. The appropriateness of the content.

Based on the result of the expert judgment, the content appropriateness is categorized as *Very Good* with the mean score of 3.71 for Unit 1 and Unit 2, while Unit 3 and Unit 4 achieve the mean score of 3.85. The content in all units are in accordance with the aims, the core competences, and the basic competences so that the developed materials contain spiritual and social attitudes. The materials are also developed based on the course grid and students' daily life.

2. The appropriateness of the language.

Based on the result of the expert judgment, the language appropriateness is categorized as *Very Good* with the mean score of 3.6. The language used in the materials is clear, understandable, and relevant with the level of students' cognitive development.

3. The appropriateness of the presentation.

Based on the result of the expert judgment, the presentation appropriateness is categorized as *Very Good* with the mean score of 3.75. The developed materials are presented step by step from guided activities, group activities, and individual activities, and have covered all steps of the scientific approach. The steps of the scientific approach are *observing, questioning, collecting information, associating, and*

communicating. In this research, the scientific approach was compared with the genre-based approach (Feez & Joyce: 2013) and the situational approach (Richards: 2006). The following table shows the comparisons of the approaches.

Table 52: The Comparison of the Scientific Approach (Ministry of Education and Culture, 2013: 549-551), Genre-Based Approach (Feez & Joyce, 1998: 29), and PPP (Richards, 2006: 8).

No	Scientific Approach	Genre-Based Approach	Situational Approach
1.	Observing	Modeling and deconstructing the text	Presentation
2.	Questioning		Practice
3.	Exploring		
4.	Associating	Linking to related text	Production
5.	Communicating/ Presenting	Joint and independent construction of the text	

4. The appropriateness of the layout.

Based on the result of the expert judgment, the presentation appropriateness is categorized as *Very Good* with the mean score of 3.75. There were some weaknesses related to the layout that needed to be revised; they were illustrations and the need for more white spaces.

Based on the open-ended questions, the expert stated that the materials were good because they had a lot of tasks in every step of the scientific approach. A lot of tasks encourage students' to practice more using the language. Consequently, using the developed materials the students will have a lot of opportunities to practice using the language that will enable them to develop their speaking ability. Van den Branden

(2006: 1) states that tasks have been widely used as a vehicle to elicit language production, interaction, negotiation of meaning, processing of input and focus on form, all of which are believed to foster second language acquisition. In the end, based on the result of the evaluation by the expert, the developed materials are suitable for grade VIII students of the junior high school.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research is aimed to realize the appropriate materials for the students of grade VIII of the junior high school. This chapter presents the conclusions and the suggestions derived from the findings of this research.

A. Conclusion

Based on the result of the needs analysis questionnaire it can be concluded that the appropriate speaking materials for Grade VIII SMP Students are:

1. The use of English in the future is to understand various kinds of information easily.
2. The difficulties that the students face in speaking English are related to grammar and vocabulary.
3. The students want to have the teacher's explanation using the text book and many kinds of media in the learning process.

Three points above are classified as the target needs of the needs analysis. Meanwhile, in terms of the learning needs, there are five components that the students viewed. The first component is input. In the input, the lengths of the texts which are related to the theme that the students want are no more than 250 words. The second component is setting. In terms of setting, the

students prefer to have a discussion in pairs or small groups. The next component is the teacher's role. The students prefer that the teacher play the role as a facilitator in the class activities. The last component is the students' role. The students want to be active in the class and did not only do what the teacher asked.

After analyzing the results of the needs analysis, the next step was developing the materials of speaking based on the result of the analysis. The developed materials were evaluated by the expert.

Based on the result of the expert judgment questionnaire, the developed materials are appropriate for Grade VIII SMP students. The means of all the aspects of materials evaluation are very good. There are plenty of tasks in each unit which make the students have enough opportunities to have speaking practice. Despite weaknesses in the first draft, especially related to the language accuracy and the layout, after revisions of the first draft, the final draft of the materials is categorized as "Very Good".

B. SUGGESTIONS

Based on the conclusions from this research, the following suggestions are proposed.

1. English Teachers

English teachers should use the developed materials from this research in the process of teaching and learning speaking at school wisely. The

teachers do not have to use all these developed materials in successive activities, but they can select the parts which are suitable for their needs. It is expected that by using these ready materials, developing the four language skills in balance can be fulfilled.

2. For other researchers

Despite the efforts the researcher has made, the result of this research is still limited. He expects that, based on the result of this research, other researchers can further develop task-based speaking materials for students of other grades so that teachers will have more speaking materials ready for the students' speaking skill development.

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Kepada

Siswa-Siswi kelas VIII SMP N 3 Berbah

Di Yogyakarta

Sehubungan dengan dilaksanakannya penelitian untuk mengembangkan *Task-Based Speaking Materials* Bahasa Inggris untuk siswa-siswi kelas VIII SMP, peneliti mengharapkan kesedian Adik untuk mengisi kuesioner ini.

Kuesioner ini bertujuan untuk mengetahui kebutuhan belajar Bahasa Inggris khususnya ketrampilan berbicara (*speaking skill*) Adik sebagai pertimbangan dalam mengembangkan dan menyusun bahan ajar ketrampilan berbicara (*speaking skill*) Bahasa Inggris untuk siswa-siswi kelas VIII SMP **TANPA** ada maksud untuk menguji atau menilai Adik.

Adik diminta memilih jawaban dan/atau menuliskan informasi dengan sejujurnya dan sebenar-benarnya sesuai dengan keadaan Adik saat ini. Semua jawaban yang diisikan dalam lembar kuesioner ini benar-benar hanya untuk kepentingan pengembangan dan penyusunan materi belajar Bahasa Inggris khususnya keterampilan berbicara. Jawaban dan identitas Adik akan peneliti jaga kerahasiaannya. Jawaban Adik tidak akan memengaruhi nilai Bahasa Inggris Adik.

Terimakasih atas kesediaan Adik meluangkan waktu untuk mengisis kuesioner ini.

Yogyakarta, Januari 2015

Peneliti,

Mahasiswa Jurusan Pendidikan Bahasa Inggris UNY

Zulfan Nur Aziz

NIM. 10202241030



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A. Data Pribadi Siswa

Isilah data diri Adik sesuai dengan format sebagai berikut.

Nama (*Boleh tidak diisi*) :

Umur :

Jenis Kelamin : L / P (*lingkari yang sesuai*)

B. Kebutuhan Belajar Siswa

Pilihlah jawaban dengan memberi tanda silang (X) pada angka 1, 2, 3, 4, pada jawaban yang Adik pilih. Pilihlah angka sesuai keterangan berikut:

- **Satu (1)** untuk **Tidak Setuju**
- **Dua (2)** untuk **Kurang Setuju**
- **Tiga (3)** untuk **Setuju**, dan
- **Empat (4)** untuk **Sangat Setuju**

No	Questions	Skala			
		1	2	3	4
Menurut Adik, kegunaan berbahasa Inggris dalam kehidupan mendatang adalah					
1	Mudah berkomunikasi dengan orang asing				
2	Mudah memahami berbagai macam informasi				
3	Dapat menggunakannya dalam studi lebih lanjut				
Kesulitan yang Adik temui ketika berbicara dalam Bahasa Inggris adalah					
4	Pemilihan kosa kata (<i>vocabulary</i>) yang harus digunakan				
5	Pemilihan tatabahasa (<i>grammar</i>) yang harus digunakan				
6	Cara pengucapan (<i>pronunciation</i>) yang benar				
7	Pemahaman isi yang hendak digunakan				
Pembelajaran yang Adik inginkan dalam keterampilan berbicara dalam Bahasa Inggris berupa					
8	Penjelasan oleh guru menggunakan teks dalam buku pelajaran Bahasa Inggris				
9	Penjelasan oleh guru menggunakan teks disertai berbagai macam media (gambar, video)				
10	Melakukan praktik secara langsung dengan guru				
11	Melakukan praktik secara langsung dengan teman				
Dalam pembelajaran keterampilan berbicara teks yang Adik inginkan sebanyak					
12	100-150 kata				
13	150-200 kata				
14	200-250 kata				
15	Lebih dari 250 kata				
Pada saat belajar keterampilan berbicara dalam Bahasa Inggris, input yang Adik inginkan berupa					
16	Teks sesuai dengan tema				
17	Audio sesuai dengan tema				
18	Video sesuai dengan tema				
Kegiatan yang sesuai dengan input yang Adik inginkan berupa					
19	Mendengarkan rekaman				



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20	Mendengarkan guru bercerita				
21	Menonton film				
22	Membaca teks				
Jenis tugas/ kegiatan dalam pembelajaran keterampilan berbicara (<i>speaking skill</i>) Bahasa Inggris yang Adik inginkan adalah					
23	Bercerita				
24	Berdialog				
25	Menyampaikan pendapat				
26	Berdiskusi				
27	Penyelesaian masalah				
28	Permainan				
29	<i>Guessing Game</i>				
Tugas atau kegiatan dalam pembelajaran keterampilan berbicara (<i>speaking skill</i>) Bahasa Inggris yang menurut Adik dapat meningkatkan penguasaan tatabahasa (<i>grammar</i>) adalah					
30	Mendengarkan dan memahami penjelasan guru				
31	Membaca materi yang sudah disediakan pada buku ajar				
Tugas atau kegiatan dalam pembelajaran keterampilan berbicara (<i>speaking skill</i>) Bahasa Inggris yang menurut Adik dapat meningkatkan penguasaan cara pengucapan (<i>pronunciation</i>) adalah					
32	Menirukan ucapan guru				
33	Menirukan ucapan <i>native speaker</i> dalam media audio				
34	Menirukan ucapan <i>native speaker</i> dalam media video				
35	Membaca bantuan cara membaca (<i>pronunciation list</i>) yang terdapat pada bahan ajar				
Tugas atau kegiatan dalam pembelajaran keterampilan berbicara (<i>speaking skill</i>) Bahasa Inggris yang menurut Adik dapat meningkatkan penguasaan kosa kata (<i>vocabulary</i>) adalah					
36	Melihat kamus secara terus menerus				
37	Melengkapi kalimat rumpang setelah ditayangkan video				
38	Bermain <i>games</i> kosa kata				
Dalam proses kegiatan belajar mengajar Bahasa Inggris khususnya keterampilan <i>speaking (speaking skill)</i> Adik suka mengerjakan tugas secara					
39	Individu				
40	Berpasangan				
41	Kelompok kecil				
42	Kelompok besar				
43	Di dalam kelas				
44	Di luar kelas				
Dalam kegiatan belajar mengajar di dalam kelas, Adik lebih suka jika guru					
45	Mengatur seluruh kegiatan dalam kelas				
46	Menjadi fasilitator atau membantu siswa dalam kegiatan				
47	Menjadi contoh utama dalam kegiatan				
48	Mengoreksi kesalahan siswa				
Dalam kegiatan belajar mengajar di dalam kelas, Adik lebih suka jika					
49	Menjadi siswa yang aktif dalam kegiatan				
50	Mencari hal yang baru secara mandiri				



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51	Selalu bertanya apabila menemui kesulitan kepada guru				
52	Selalu bertanya apabila menemui kesulitan kepada teman/ siswa lain				
53	Selalu membantu teman yang mengalami kesulitan				

C. Jawablah pertanyaan berikut ini menurut pendapat Adik masing-masing sesuai dengan keadaan yang menggambarkan Adik saat ini!

1. Apakah Adik merasa percaya diri setiap mengerjakan tugas yang diberikan oleh guru? Sebutkan alasannya!
2. Aktifitas apa sajakah yang berkaitan dengan keterampilan berbicara dalam Bahasa Inggris yang dianggap mudah selama ini?
3. Aktifitas apa sajakah yang berkaitan dengan keterampilan berbicara dalam Bahasa Inggris yang dianggap susah selama ini?
4. Menurut Adik, aktifitas apa saja yang membuat Adik tertarik untuk belajar Bahasa Inggris?

- Thank You -

The Result of the Needs Analysis Questionnaire

The researcher himself used scales to know the presentation of the needs based on the students. The scales are:

1	2	3	4	NA
Disagree	Moderately Agree	Agree	Strongly Agree	No Answer

No	Questions	Skala				
		1	2	3	4	NA
NECESSITIES						
	Based on your opinion, the use of English in the future is...					
1	to communicate with foreigners easily	2.08	22.91	33.33	41.66	0
2	to understand kinds of information easily	0	10.41	62.5	27.08	0
3	use it for the next level of study	0	14.58	58.33	27.08	0
LACKS						
	The difficulties that you usually face in speaking English are...					
4	Vocabulary	0	18.75	68.75	12.5	0
5	Grammar	4.16	8.33	81.25	6.25	0
6	Pronunciation	0	14.58	58.33	27.08	0
7	Context	2.08	10.41	72.91	14.58	0
WANTS						
	How you want English speaking skill to be taught?					
8	Teachers' explanation using texts from the text book	0	25	62.5	10.41	2.08
9	Teachers' explanation using texts and kinds of media (picture, audio, video)	0	6.25	41.66	52.08	0
10	Direct practice with teacher	6.25	31.25	41.66	20.83	0
11	Direct practice with friends	0	12.5	56.25	31.25	0
INPUT						
	Related to the speaking skills, the length of the text input you want is					
12	100-150 words	6.25	18.75	47.91	27.08	0
13	150-200 words	8.33	35.41	56.25	0	0
14	200-250 words	10.41	39.38	47.91	2.08	0
15	More than 250 words	12.5	52.08	31.25	4.16	0
	In studying English speaking skills, the topic that you want is...					
16	Text appropriate with the theme	0	20.83	56.25	22.91	0
17	Audio appropriate with the theme	2.08	20.83	43.75	31.25	2.08
18	Video appropriate with the theme	0	12.5	31.25	56.25	0
	The activities which are related to the input that you want is...					
19	Listening the recording	4.16	43.75	37.5	14.58	0
20	Listening to the teacher telling story	8.33	18.75	62.5	10.41	0

21	Watching movie	8.33	18.75	58.33	14.58	0
22	Reading texts	0	39.58	56.25	4.16	0
PROCEDURES						
Types of task/ activities related to the speaking skills that you want is...						
23	Story telling	6.25	33.33	41.66	18.75	0
24	Dialogue	4.16	12.5	68.75	14.58	0
25	Giving opinion	0	39.58	52.08	8.33	0
26	Discussion	0	8.33	64.58	25	0
27	Problem solving	0	31.25	58.33	1.41	0
28	Games	0	2.08	14.58	83.33	0
29	Guessing games	0	8.33	25	64.58	0
In your opinion, task type or activities which are related to speaking skills that can improve the grammar mastery are...						
30	Listening and understanding teacher's explanation	0	12.5	56.25	27.08	4.16
31	Reading the materials which have been given in the text book	8.33	18.75	54.16	14.58	4.16
In your opinion, task type or activities which are related to speaking skills that can improve the pronunciation mastery are...						
32	Repeat after the teacher	2.08	16.66	35.41	45.83	0
33	Imitate the native speaker in the audio	4.16	25	47.91	22.91	0
34	Imitate the native speaker in the video	2.08	2.08	22.91	41.66	33.33
35	Read the pronunciation list in the text book	6.25	16.66	45.83	31.25	0
In your opinion, task type or activities which are related to speaking skills that can improve the vocabulary mastery are...						
36	Always read the dictionary	4.16	27.08	45.83	22.91	0
37	Fill in the blank after watching video	0	37.5	41.66	20.83	0
38	Playing vocabulary game	0	4.16	33.33	62.5	0
SETTING						
In the process of learning and teaching activities you prefer to work...						
39	Individually	16.66	50	31.25	2.08	0
40	In pairs	0	8.33	56.25	35.41	0
41	Small group	0	8.33	62.5	27.08	2.08
42	Large group	0	8.33	33.33	58.33	0
43	Inside the class	4.16	16.66	52.08	25	2.08
44	Outside the class	4.16	0	25	70.83	0
TEACHERS' ROLE						
In the process of learning and teaching activities you prefer that the teacher...						
45	Organized all of the class activities	2.08	58.33	35.41	4.16	0
46	As a facilitator in the class activities	0	4.16	68.75	27.08	0
47	As a main example in the class activities	0	6.25	66.66	27.08	0
48	Correcting the students mistake	0	14.58	43.75	27.08	0
STUDENTS' ROLE						
In the process of learning and teaching activities you prefer to...						
49	As an active students in all activities	0	2.08	52.08	45.83	0

50	Looking for something new independently	0	16.66	56.25	27.08	0
51	Always ask the teacher when face difficulties	0	6.25	50	41.66	2.08
52	Always ask friends when face difficulties	0	6.25	62.5	29.61	2.08
53	Always help friends when they face difficulties	0	10.41	58.33	29.16	2.08

No	Question	Answer
1.	Do you feel confident when you do the task given by the teacher? Why?	<ul style="list-style-type: none"> - No, because I am afraid to make mistakes (7) - Less confident because I am not skilled yet. (3) - No, because I am not mastering English yet. (2) - No, because less understanding (14) - Yes, because I can get new experience and add new insight. - Less confident because of nervous - Yes, because I can do the task - Yes, because I consider that all of my friends are same - Less confident because I do not really like English - Yes, because I want to try another thing - Yes, because it is understandable - No because I cannot speak English - I believe I can - I don't believe that I can speak English
2.	What kind of task related to the speaking skill that you think is easy?	<ul style="list-style-type: none"> - Having dialog with friends and tourists. - Having dialog with friends. 8 - Tourist Hunt 4 - English Conversation Club - Completing the sentences - Linking word (3) - Discussion (4) - Dialog (13) - Dialog using book - Quiz - Playing games - Watching English Video - Singing a song - Asking and answering activities - Asking question about daily activities - Nothing (2) - Repeating the teacher - Degree of comparisons - Guessing - Completing blank sentences - Memorizing vocabulary

3.	What kind of task related to the speaking skill that you think is hard?	<ul style="list-style-type: none"> - Story telling. (12) - Having dialog with tourists. (4) - Vocabulary - Having an inside class (2) - Tourist Hunt - Memorizing - Asking and answering activities - Dialog (5) - In front of the class - Reading texts - Doing an individual task - Memorizing dialog - Reading - Doing an essay - Listening to the recording - Giving opinion - Translating English texts - Reading the time/clock - Speaking - Memorizing vocabulary - Everything is hard - Singing a song
4.	In your opinion, what kind of task that interest you to learn English?	<ul style="list-style-type: none"> - Guessing game (3) - Having outdoor classes - Games (5) - Having an interview outside the school/being an interviewer (7) - English Conversation Club - Group activities (2) - Telling stories - Dialog (3) - Discussion (2) - Singing a song - Can talk to tourists (2) - Reading texts in English - Watching video (6) - English is interesting - Repeating the teacher - Audio or listening - Vocabulary game

COURSE GRID

School : Junior High School
 Grade : VIII
 Subject : English

Unit	Title	Core Competencies	Basic Competencies	Indicators	Input	Language	Activities	Media
1	Attention Please	1. Respecting and appreciating the teachings of their religion. 2. Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, confidence, in interacting effectively with the natural social environment within the reach of the association and its existence. 3. Understanding and applying knowledge (factual, conceptual, and	1.1 Being grateful for the opportunity to learn English as an international language communication which is embodied in the spirit of learning. 2.4 Demonstrating the well mannered behavior, care, and confidence for implementing an interpersonal communication with teachers and friends. 3.1 Applying text structure and linguistic elements to carry out social functions of asking for attention, asking for peoples' understanding, appreciating	1. Students are able to identify the expressions of asking for attention and giving response. 2. Students are able to identify the expressions of asking for and responding to questions of people's understanding. 3. Students are able to identify the expressions of asking for and giving opinions. 4. Students are able to identify the expressions of giving and responding to appreciation. 5. Students are able to identify the expressions	1. Pictures 2. Short dialogs 3. Audios 4. Videos	1. Vocabulary: Simple Adjective 2. Grammar: it, they, these, those, that, this. 3. The use of singular and plural, the use of "a/an", the, this, those, my, their, etc. 4. Expression, stress, and intonation.	Observing 1. The students guess the situations of the pictures. 2. The students are given some dialogs about asking for and responding to attention, asking for and responding to people's understanding, appreciating someone. 3. The teacher becomes an example by reading the dialogs for the students. 4. The students watch videos about asking and giving opinions. 5. The students pay attention to the video. 6. The students watch the video again and then repeat after the narrator. 7. The students watch a video about stating and asking if someone can do something.	1. Pictures 2. Audios 3. Videos

		<p>procedural) based on his curiosity about science, technology, arts, and culture and related to phenomena and incidence in plain view.</p> <p>4. Trying, cultivating, and presenting, in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.</p>	<p>people, and asking and giving opinion according to the context of its use.</p> <p>3.2 Applying text structure and linguistic elements to carry out social functions of stating and asking about the ability and the willingness to perform an action, according to the context of its use.</p> <p>4.1 Developing simple oral texts to express and ask about asking for attention, asking for peoples' understanding, appreciating people, and asking for and giving opinion, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.2 Developing oral and written texts to express and ask the ability and willingness to</p>	<p>of stating and asking someone's ability to do something.</p> <p>6. Students are able to identify the expressions of stating and asking someone is willing to do something.</p>		<p>8. The students pay attention to the video.</p> <p>9. The students watch the video again and then repeat after the narrator by pausing the video.</p> <p>Questioning</p> <ol style="list-style-type: none"> 1. The students are asked to read the text again. 2. Students try to find difficult words. 3. The students mention the difficult words that they found. 4. The students ask what they want to know more about asking for and responding to attention, asking for and responding to people's understanding, asking and giving opinion, appreciating someone and/or stating and asking if someone can do something. <p>Collecting information</p> <ol style="list-style-type: none"> 1. The students discuss the difficult words that they found with other students. 2. The students are guided by the teacher in the discussion. 3. The students are given another dialogs about 	
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			perform an action, taking into account to the social function, the structure of the text and linguistic elements in context.				<p>asking for and responding to attention, asking for and responding to understanding, asking for and giving opinion, appreciating someone, and also stating and asking if someone can do something.</p> <p>4. The students repeat the dialog after the teacher.</p> <p>5. The students play the roles of the dialogs in pairs.</p> <p>6. The students write down some dialogs related to the picture.</p> <p>7. Students practice the dialogs in pairs.</p> <p>8. Students discuss the questions with their partner.</p> <p>9. Students answer the questions orally.</p> <p>10. Students match the dialogs in Column A and Column B.</p> <p>11. Students watch the video.</p> <p>12. Students discuss the questions related to the video.</p> <p>13. Students play the role related to the video.</p> <p>Associating</p> <p>1. Students study and practice the example of</p>	
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							<p>the conversation related to the picture.</p> <p>2. Students fill in the blank of the conversation related to the picture.</p> <p>3. Students practice the blank dialogs that they have filled.</p> <p>4. Students discuss in pairs to make conversations related to the picture.</p> <p>5. Students practice the conversations that they have made.</p> <p>Communicating</p> <p>1. Students express their opinion to their friends.</p> <p>2. Students ask and respond if they can or will do something.</p> <p>3. Students have an interview using the expressions of asking for and responding to attention, asking for and giving opinion, appreciating, and stating and asking if someone can or will do something.</p>	
2.	Would you like to come?	<p>1. Respecting and appreciating the teachings of their religion.</p> <p>2. Respecting and appreciating the</p>	1.1 Being grateful for the opportunity to learn English as an international language communication	1. Students are able to identify the expressions of giving and responding to	<p>1. Pictures</p> <p>2. Short dialogs</p> <p>3. Video</p>	<p>1. Vocabulary: please, okay, certainly, sure, sorry, Let's</p>	<p>Observing</p> <p>1. The students play the Hokey Pokey.</p> <p>2. The students are given some dialogs about giving and responding</p>	

		<p>honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, confidence, in interacting effectively with the natural social environment within the reach of the association and its existence.</p> <p>3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, and culture and related to phenomena and incidence in plain view.</p> <p>4. Trying, cultivating, and presenting, in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting,</p>	<p>which is embodied in the spirit of learning.</p> <p>2.5 Demonstrate the honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends.</p> <p>3.3 Applying text structure and linguistics elements to carry out social functions of giving instruction, inviting, prohibiting, and asking for permission, according to the context of its use.</p> <p>4.3 Developing oral and written texts to express ask and response about the expressions of giving instruction, inviting, prohibiting, and asking for permission, taking into account to the social function, the structure of the text</p>	<p>an instruction.</p> <p>2. Students are able to identify the expressions of giving and responding to an invitation.</p> <p>3. Students are able to identify the expressions of giving and responding to a prohibition.</p> <p>4. Students are able to identify the expressions of asking for and giving permission.</p>		<p>2. Grammar: Imperative Sentences, the use of “May”.</p> <p>3. The use of singular and plural, the use of “a/an”, the, this, those, my, their, etc.</p> <p>4. Expression, stress, and intonation.</p>	<p>to instructions, giving and responding to invitations, giving and responding to prohibition and also asking for and giving permissions.</p> <p>3. The students watch or listen to an audio or video about giving and responding to invitations.</p> <p>4. The students watch or listen to the video or audio again, and asked to repeat after the narrator by pausing the audio or video.</p> <p>5. The students watch a video about asking for and giving permissions.</p> <p>6. The students watch the video again, and asked to repeat after the narrator by pausing the video.</p> <p>7. The students study about time.</p> <p>8. The students read examples of invitations.</p> <p>9. The teacher becomes an example by reading the dialogs for the students.</p> <p>Questioning</p> <p>1. The students are asked to read the text again.</p>	
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		drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.	and linguistic elements in context.				<ol style="list-style-type: none"> 2. Students try to find difficult words. 3. The students mention the difficult words that they found. 4. The students ask what they want to know about giving and responding to instructions, giving and responding to invitations, giving and responding to prohibition and also asking and giving permissions. <p>Collecting information</p> <ol style="list-style-type: none"> 1. The students discuss the difficult words that they found with other students. 2. The students are guided by the teacher in the discussion. 3. The teacher gives another dialogs about giving and responding to instructions, giving and responding to invitations, giving and responding to prohibition and also asking and giving permissions. 4. The students repeat the dialog after the teacher. 5. The students play the roles of the dialogs in 	
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						<p>pairs.</p> <ol style="list-style-type: none"> The students discuss the questions related to the dialogs. The students answer the questions orally. The students discuss the picture related to the checklist and cross sign. Students practice the dialog related to the picture. <p>Associating</p> <ol style="list-style-type: none"> Students invite their friends related to the instructions. Students make invitation dialogs related to the invitation card. Students practice the invitation dialogs that they have made. Students ask for friends' permission related to the pictures. <p>Communicating</p> <ol style="list-style-type: none"> Students instruct and prohibit their friends. Students have some dialogs with their friends using the instructions and prohibition dialogs that they have made. Students ask for friends' permission. 	
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							4. Students practice the dialogs of asking for friends permissions. 5. Students make invitation cards. 6. Students invite their friends related to the invitation card they have made.	
3.	What is it?	1. Respecting and appreciating the teachings of their religion. 2. Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, confidence, in interacting effectively with the natural social environment within the reach of the association and its existence. 3. Understanding and applying knowledge (factual, conceptual, and procedural) based	1.1 Being grateful for the opportunity to learn English as an international language communication which is embodied in the spirit of learning. 2.6 Demonstrate the responsibility behavior, care, cooperation, and peace for implementing a functional communication. 3.5 Applying text structure and linguistics elements to carry out social functions of stating and asking of existence of people, things, according to the context of its use.	1. Students are able to identify the expressions of describing people. 2. Students are able to identify the expressions of describing things. 3. Students are able to identify the expressions of describing animals.	1. Pictures 2. Short dialogs 3. Video	1. Vocabulary: noun, the use of little, few, some, many, much, a lot (of). 2. Verb, and adjective related to people, animal, things around home, class and school and surround 3. The use of singular and plural, the use of "a/an", the, this, those, my, their, etc. 4. Pronouns: it, they, she, we, our, my, your, their, etc.	Observing 1. Students sing Old MacDonald Had A Farm. 2. The students guess the situations of the pictures about vocabulary. 3. The students are given some pictures about human body. 4. The teacher explains the picture. 5. The students study texts about describing people. 6. The students are given some pictures about things. 7. The teacher explains the picture. 8. The students study texts about describing things. 9. The students study texts about describing animal. Questioning 1. The students are asked to read the text again.	

		<p>on his curiosity about science, technology, arts, and culture and related to phenomena and incidence in plain view.</p> <p>4. Trying, cultivating, and presenting, in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.</p>	<p>3.10 Applying text structure and linguistics elements to carry out social functions of descriptive text by clarifying and asking descriptions of people, animal and things, according to the context of its use.</p> <p>4.6 Developing oral and written texts to state and ask about the existence of people, animal, and things, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.12 Developing oral and written descriptive texts, short and simple, about people, animal, and things, taking into account to the social function, the structure of the text and linguistic elements in context.</p>		<p>5. Nominal phrase: dark brown, beautiful red flower.</p> <p>6. Verb that used in the simple present tense.</p>	<p>2. Students try to find difficult words.</p> <p>3. The students mention the difficult words that they found.</p> <p>4. The students ask what they want to know about describing people, things and animal.</p> <p>Collecting information</p> <p>1. The students discuss the difficult words that they found with other students.</p> <p>2. The students are guided by the teacher in the discussion.</p> <p>3. Students are given another description texts and pictures of famous people.</p> <p>4. The students read and practice the text about My Family.</p> <p>5. The students answer the question orally as quick as possible.</p> <p>6. Students are given a dialog.</p> <p>7. The students play the role of the dialog.</p> <p>8. The students answer the question orally as quick as possible.</p> <p>9. The students study the example and complete the blank dialogs.</p>	
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						<p>10. The students practice the dialogs.</p> <p>11. Students mention things in the around the school.</p> <p>12. Students try to describe the things with the teacher.</p> <p>13. The students watch video about describing animals.</p> <p>14. The students are given other texts of describing animals.</p> <p>15. The students answer the question orally as quick as possible.</p> <p>Associating</p> <p>1. Students fill in the form about their family members.</p> <p>2. Students describe their family members related to the information in the form that they have made.</p> <p>3. The teacher prepares some pictures of things.</p> <p>4. The students pick some picture given by the teacher.</p> <p>5. Students try to describe the pictures.</p> <p>6. The teacher prepares some pictures of animals.</p> <p>7. The students pick</p>	
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						<p>some picture given by the teacher.</p> <p>8. Students try to describe the pictures.</p> <p>Communicating</p> <p>1. Students try to describe their friends' physical appearance orally.</p> <p>2. Students interview their friends to ask about their friends family members.</p> <p>3. Students describe their friends family members related to the information that they have.</p> <p>4. Students imagine things, people and animal.</p> <p>5. Students describe the things, people and animal that they have imagined in front of the class without saying the things, people, and/or animal that they imagine.</p> <p>6. The other students guess the things, people, and/or animal that the students describe.</p> <p>7. Students are having a guessing game.</p> <p>8. Students read the instruction of guessing game.</p>	
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							9. Students listen to the example. 10. Students imagine people, things and/or animal. 11. The other students ask questions to get some clues. 12. The other students write down the clues based on the answer of the Yes/No questions. 13. The other students guess the student imagination.	
4.	Tell Me	1. Respecting and appreciating the teachings of their religion. 2. Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, confidence, in interacting effectively with the natural social environment within the reach of the association and its existence. 3. Understanding and applying knowledge (factual,	3.11 Applying text structure and linguistics elements to carry out social functions of stating and asking action / event in the past, according to the context of its use. 3.12 Applying text structure and linguistics elements to carry out social functions of recount text by clarifying and asking descriptions of people, animal and things, according to the context of its use. 4.13 Developing oral	1. Students are able to identify the expressions of stating and asking past events. 2. Students are able to identify the expressions of recount text.	1. Pictures 2. Short dialogs 3. Video	1. Simple Past Tense 2. Past Continuous Tense. 3. Vocabulary: Verb related to action. 4. Adverb: first, then, after that, before, at last, finally, etc. 5. The use of singular and plural, the use of "a/an", the, this, those, my, their, etc.	Observing 1. The students study the video. 2. The students are given examples of recount texts. Questioning 1. The students are asked to read the text again. 2. Students try to find difficult words. 3. The students mention the difficult words that they found. 4. The students ask what they want to know about recount text. Collecting information 1. The students discuss the difficult words that they found with other students. 2. The students are	

		<p>conceptual, and procedural) based on his curiosity about science, technology, arts, and culture and related to phenomena and incidence in plain view.</p> <p>4. Trying, cultivating, and presenting, in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.</p>	<p>and written texts about stating and asking action / event in the past, taking into account to the social function, the structure of the text and linguistic elements in context.</p> <p>4.15 Developing oral and written recount texts, short and simple, about activities, incidents, events, taking into account to the social function, the structure of the text and linguistic elements in context.</p>			<p>guided by the teacher in the discussion.</p> <ol style="list-style-type: none"> The students are given another recount text. The students study the generic structure of recount texts. The teacher explains the aspects of recount texts. The students answer the questions orally as quick as possible. Students listen to the audio of recount texts. Students fill in the blank on the text based on the audio that they listen to. Students answer the question orally as quick as possible. <p>Associating</p> <ol style="list-style-type: none"> Students are given some pictures of places. Students are asked to discuss what the pictures are about. The students present the text that they have made according to the picture in front of the class. Students read the texts once again and analyze the generic structure of the texts. 	
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							<p>Communicating</p> <ol style="list-style-type: none">1. In pairs, students have a conversation about their past experiences.2. The students imagine their past activities.3. The students present their past activities in front of the class.	
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UNIT 1

Attention Please.



In this unit, you will learn:

- Asking for attention and giving a response.
- Asking for and responding to questions of people's understanding.
- Asking for and giving opinions.
- Giving and responding to appreciation.
- Stating and asking someone's ability to do something.
- Stating and asking if someone is willing to do something.

TASK 1 Look at the pictures below. Guess where they were taken and what the people were doing.



Picture 1.

They are in the library.
They are reading.



Picture 2.

They are in
They are



Picture 3.

They are in
They are



Picture 4.

.....
.....



Picture 5.

.....
.....



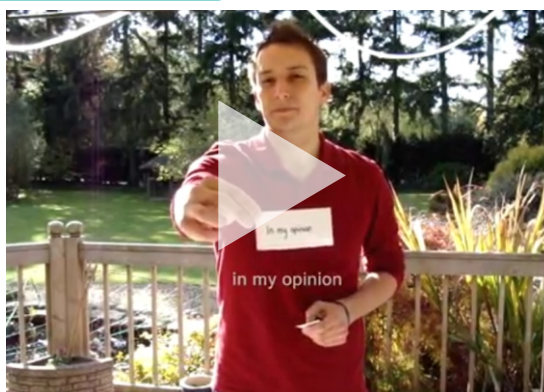
Picture 6.

.....
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TASK 2 Study the dialogs below.

1. A: Attention please.
B: Yes, sir.
2. A: Excuse me?
B: Yes, Ma'am.
3. A: May I get your attention, please.
B: Yes, sir.
4. A: Please listen to me.
B: Yes, Dad.
5. A: Sorry to bother you.
B: It's okay Ma'am.
6. A: Are you ready?
B: Yes, sir.
7. A: Do you understand?
B: Yes, I do.
8. A: Do you understand Mrs. Susanti's explanation?
B: Of course.
9. A: Understand?
B: Yes.
10. A: Is it clear?
B: Yes, sir.
11. A: Do you get my point?
B: Yes, I do.
12. A: Do you know what I am saying?
B: Yes, I do.
13. A: What do you think of the school? Is it good?
B: Yes, it is good.
14. A: What do you think about the task? Is it easy?
B: No, it isn't. The task is hard.
15. A: She has a beautiful voice, doesn't she?
B: Yes, she does.
16. A: Toni is lazy, don't you think so?
B: I don't think so. He is diligent.
17. A: Aga is kind, isn't he?
B: Yes, he is.
18. A: What a nice picture, Haris.
B: Thank you, Mom.
19. A: Excellent. Well done Fikri.
B: Thank you, Sir.
20. A: Well done. You got the best score in the class. Always do your best.
B: Thank you Dad. I will always do my best.
21. A: Do you sing?
B: Yes, I do.
22. A: Can you help me?
B: Yes. What can I do for you?

TASK 3 Study carefully the video about giving opinion.



TASK 4 Study the dialogs between Mr. Dono, Yusuf, Bambang, and the other students in the classroom.

- Mr. Dodo : Attention please.
Students : Yes, sir.
Mr. Dodo : Next month we are going to have a study tour. Yusuf, can you suggest any place to visit?
Yusuf : How about Solo? We can visit Keraton Solo and compare it with Keraton Yogyakarta.
Mr. Dodo : Good idea. How about you, Bambang?
Bambang : I think it is a good idea. We visited Keraton Yogyakarta last year so we can compare it with Keraton Solo.
Mr. Dodo : How about the others, do you agree?
Students : Yes, sir.
Mr. Dodo : Good. Don't forget to bring your book to take notes and wear the T-shirt that you got yesterday. Do you understand?
Students : Yes, sir.
Mr. Dodo : Bambang, can you bring your camera tomorrow?
Bambang : Yes, sir.

TASK 5 Study the dialogs between Mr. Dayat, Mr. Aji, Mrs. Diana, and the other staff in the meeting room.

- Mr. Dayat : May I have your attention, please.
Staff : Yes, sir.
Mr. Dayat : Next month we are going to launch our new car. Do you have any idea for the event?
Mr. Aji : How about a mini concert in one of the mall in Yogyakarta? Then, we invite another car community and have a dinner with them?
Mr. Dayat : Good idea. How about you, Mrs. Diana?
Mrs. Diana : I think it is a good idea. We have to appreciate people who already bought our product.
Mr. Dayat : How about the others, do you agree?
Staff : Yes, sir.
Mr. Dayat : Good. Now, each division must have a meeting. I want to have the result from each division in three hours. Do you understand?
Staff : Yes, sir.
Mr. Dayat : Thank you, guys. See you in three hours?
Bambang : You're welcome, sir.

**TASK 6 Do you understand? Study the texts and video once again.
Play the roles of the speakers in all the texts above.**

TASK 7 Find all the difficult words in the texts that you have read and video that you have watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word "hard" mean?
2.
3.
4.
5.
6.
7.
8.
9.
10.

11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

TASK 8 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. What is difference between "Can you sing?" and "Do you sing?".

2.

3.

4.

5.

6.

TASK 9 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. hard	1. difficult
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 10 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that you have write down in task 8. Number one has been done for you.

1.

What is the difference between “Can you ...?” and “Do you ...?”?

Result of discussion:

“Can you ...?” refers to ability and “Do you ...?” refers to habit and ability”.

Example: “Do you sing?”. “Yes, I do”.

“Can you sing ..., now?”. “Okay, I’ll try”.

2.

3.

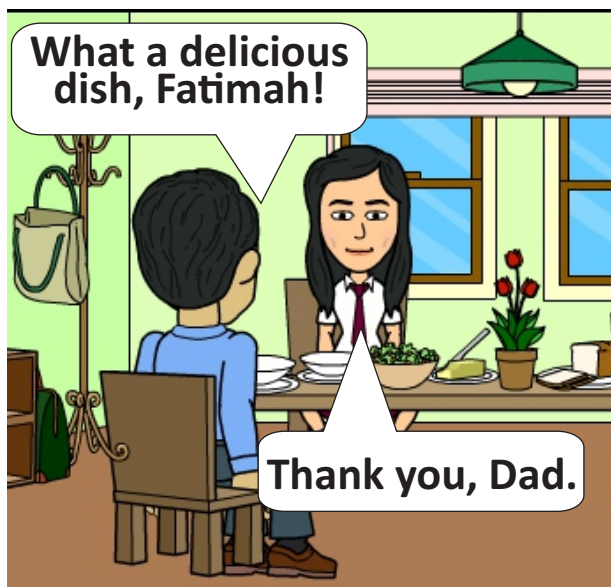
4.

5.

6.

TASK 11 Repeat the following exchanges after the teacher. After that, practice the exchanges in pairs.





TASK 12 Write down some exchanges using “What is your opinion about...?” or “What do you think about...?” related to the pictures below. After that practice the exchanges with your friends. Number one and two have been done for you.

1.



Question:

What is your opinion about the fried rice?

Answer:

The fried rice is delicious.

2.



<http://bimg.antaranews.com/gorontalo/2014/08/ori/20140814old-trafford.jpg>

Question:

What do you think about the stadium?

Answer:

3.



http://saucomy.boscomp.net/runforgood.com/wp-content/uploads/2010/03/KidsSprint_RFG.jpg

Question:

Answer:

4.



<https://facultyoflawyer.files.wordpress.com/2013/12/2dfea-dofluas.jpg>

Question:

Answer:

5.



http://photos.wikimapia.org/p/00/03/87/37/15_full.jpg

Question:

Answer:

6.



Question:

Answer:

7.



<http://www.kabarmaya.com/wp-content/uploads/2015/02/Afgan-Syahreza-images.jpg>

Question:

Answer:

8.



http://www.kidssprint.com/wp-content/uploads/2014/03/KidsSprint_RFG.jpg

Question:

Answer:

9.



<http://www.nose2tail.co.uk/cat-matlock-derbyshire.jpg>

Question:

Answer:

10.



<http://www.downeastcoffee.ca/sites/default/files/media/slides/coffee.png>

Question:

Answer:

TASK 13 Write down some exchanges using "Can you...?" related to the pictures below. After that practice the exchanges with your friends. Number one and two have been done for you.

1. Can you play football?



Yes, I can.

2. Can you play badminton?



No, I can't.

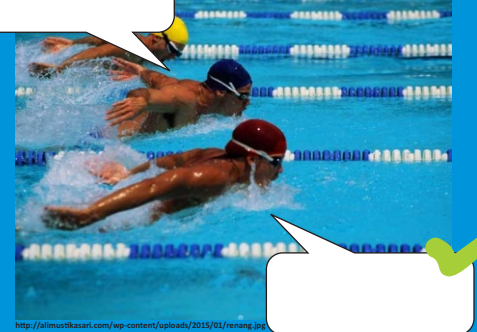
3.



4.



5.



6.



7.



8.



TASK 14 Answer the questions below orally as fast as possible.

1. To get people's attention, you will say
2. To check someone's understanding, you will say
3. To ask someone's opinion, you will say
4. When someone ask my opinion, I will answer
5. You will say ... to appreciate someone's work.
6. You will say ... when someone appreciates your work.

TASK 15 Match a question in Column A and a response in Column B to make an exchange. Practice it with your partner. Two exchanges have been done for you!

Column A		Column B	
1.	Can you ride a bicycle, Daffa?	a.	It's delicious.
2.	Great job, Salma.	b.	Yes, I did.
3.	Do you understand?	c.	Yes, I can.
4.	What do you think of the food, Yusril?	d.	Thank you, sir.
5.	What do you think of the film?	e.	No, I am bad at swimming.
6.	What is your opinion about the new uniform?	f.	Oh, I have a noisy neighbor.
7.	Do you like the food?	g.	It was great. I have new friends.
8.	How was your new house?	h.	Wow, her voice is wonderful.
9.	Did you enjoy the game?	i.	It is nice, but the uniform that we have before is better.
10.	How was the examination? Was it easy?	j.	I am sorry, I just have one pen.
11.	Can you swim?	k.	Sure, it is delicious.
12.	Can you go to the market?	l.	The film is very interesting, you should watch it.
13.	Can I borrow your pen?	m.	Of course, the game is fun.
14.	How was your school?	n.	Sure, what should I buy?
15.	What do you think about her voice?	o.	No, it was hard.

TASK 16 Watch the video between Lavanya and her mother about her first day at school and answer the questions below. Do not forget to practice the dialogs with your partner.

1. Who are in the dialog?
2. Mention how Lavanya's mother asked Lavanya's opinion about her new school.
3. What was Lavanya's opinion about her new school?
4. Who is Lavanya's new teacher?
5. Does everyone like the teacher? Why?
6. How about Lavanya's new book? Is it interesting? Why?

TASK 17 Study the expressions of greetings, leave-takings, and thanking.

Greetings	Leave-Takings	Thanking
1. Good morning. 2. Good evening. 3. Good afternoon. 4. How are you? 5. How do you do. 6. How's life? Response: 1. I'm fine, thank you. 2. How do you do.	1. Bye-bye. 2. Good bye. 3. See you later. 4. See you tomorrow. 5. See you soon. 6. See you.	1. Thank you. 2. Thanks. Response: 1. You're welcome. 2. Any time. 3. With pleasure. 4. My pleasure.

TASK 18 Make a short conversation with your partner using the related picture below. Make sure that you use the expression that you have learnt before. Number one has been done for you. Fill in the blanks for number two.

1.



Dina : Hi Tia. How are you?
 Tia : I am fine, Dina.
 Dina : Glad to hear that.
 Tia : Thank you.
 Dina : Dina, can you accompany me to the car dealer?
 Tia : Why? Do you want to buy a new car?
 Dina : Yes, I plan to.
 Tia : Okay.
 (In the car dealer)
 Dina : What is your opinion about this one?
 Tia : In my opinion, this is nice. It is small so you can drive it in the busy traffic easily.
 Dina : Thank you, I will take this one.
 Tia : Good, you have a new car right now.
 Dina : Thank you, Tia.

2.



Bowo : Hi, Amir. How ...?
 Amir : I..., Bowo. How ... you?
 Bowo : What do you think about ...?
 Amir : The bag
 Bowo : How about the black one?
 Amir : The red bag is Do you get it?
 Bowo : Yes. Thank you, Amir.
 Amir : You're welcome, Bowo.

3.



4.



5.



6.



7.



http://upload.wikimedia.org/wikipedia/commons/9/98/Prambanan_Trimurti.jpg

8.



http://www.planespotters.net/aviation_photos/photo.show?id=556369

TASK 19 Ask a friend about his or her opinion about something. One example has been given to you.

No.	Name	Asking for opinion	Expressing opinion
1.	Irvan	What is your opinion about English?	English is an easy subject.

TASK 20 Ask a friend if he or she can/will do something using “Can you....?” or “Will you....?”. Two examples have been done for you.

No.	Name	Asking for opinion	Expressing opinion
1.	Zaqi	Can you play basketball?	Yes, I can.
2.	Fitri	Will you go to Effendi's birthday party?	Yes, I will.

TASK 21 Make some conversations with your friends using the expression that you have learnt in this unit. Use the theme that have been given in each box.

1.

Name:

Theme: Sports

2.

Name:

Theme: Music

3.

Name:

Theme: Food

4.

Name:

Theme: School

5.

Name:

Theme: Transportation

6.

Name:

Theme: Gadget

UNIT 2

Would you like to come?



<http://bigeasyparenting.com/wp-content/uploads/2015/01/kids-birthday-party.jpg>

In this unit, you will learn:

- Giving and responding to an instruction
- Giving and responding to an invitation
- Telling and responding to a prohibition
- Asking for and giving permission

TASK 1 Stand up. Let's sing and dance together.


<https://www.youtube.com/watch?v=tldjJ3FYoS8>

You put your right foot in,
You put your right foot out,
You put your right foot in,
And you shake it all about,

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You put your bottom in,
You put your bottom out,
You put your bottom in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your left foot in,
You put your left foot out,
You put your left foot in,
And you shake it all about,

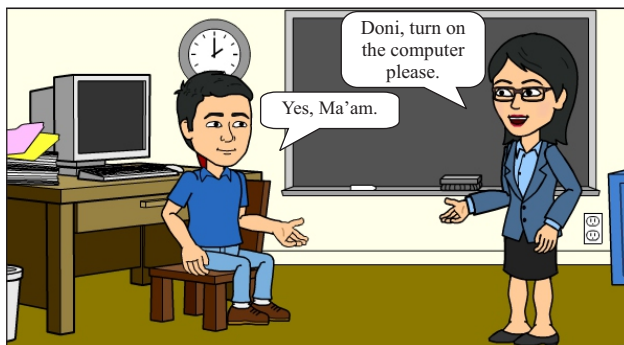
You put your left hand in,
You put your left hand out,
You put your left hand in,
And you shake it all about,

You put your head in,
You put your head out,
You put your head in,
And you shake it all about,

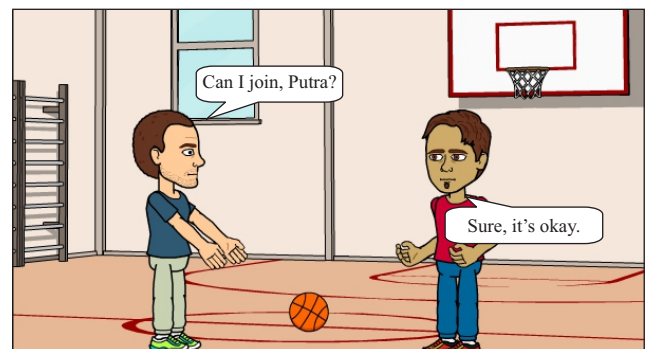
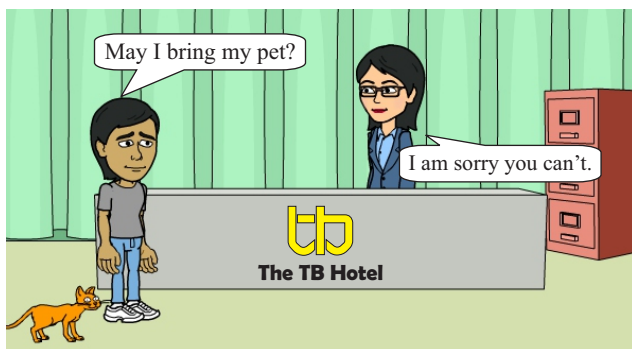
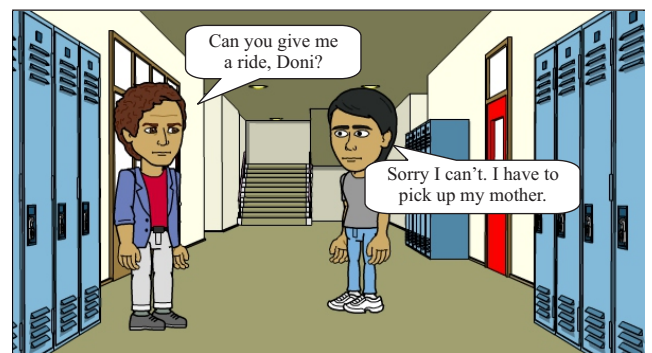
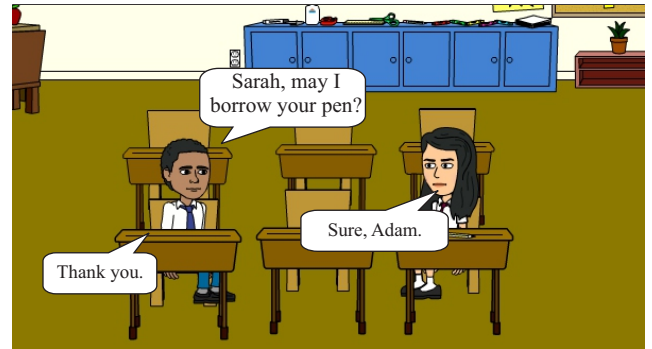
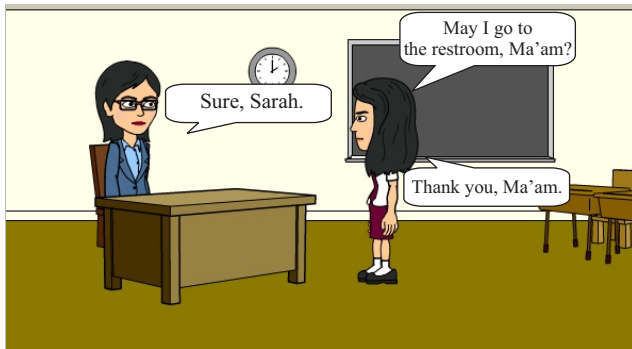
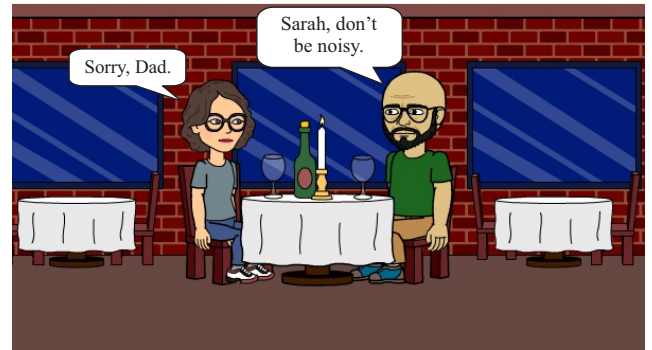
You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

TASK 2 Study the exchanges below.






TASK 3 Study the dialog between Yusril and Fikri speaking on the phone.

Hallo, Yusril speaking.

Hallo Yusril, this is Fikri.

Fikri, how are you?

I'm great. Yusril, next Monday I plan to go to Bali for vacation. Would you like to go with me?

Sure, Fikri. Thank you for inviting me.

No problem. Don't forget to bring your swimming suit. We are going to swim at the beach.

Okay. May I ask my brother to join?

It's fine, but don't bring your pet.

Thank you. Where will we meet you?

Just come to my house at 6.00 a.m. Please bring your camera.

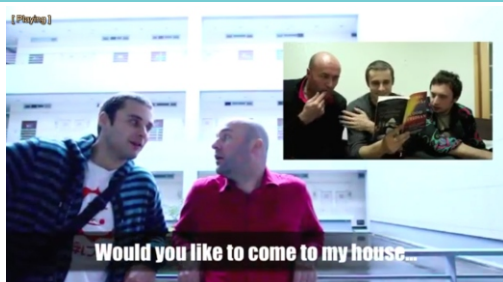
Okay, I will. Once again, thank you.

You're welcome. See you next Monday.

See you.



TASK 4 Study the videos about invitation and asking for permission.



TASK 5 Study the dialog between Ami and Esti.

- Ami : Hi, Esti. How are you?
 Esti : Hi, Ami. I'm fine.
 Ami : Glad to hear that. I'm going to the beach next Saturday. Would you like to come?
 Esti : I'd love to, Ami. Thank you for inviting me.
 Ami : You're welcome, Esti. Just remember, don't swim in the sea. It is dangerous.
 Esti : Sure, Ami. Now, let's go to the canteen.
 Ami : Good idea.
(In the canteen)
 Esti : Ami, open the window please. It is hot.
 Ami : You're right. I'll open it.
 Esti : Thank you.
 Ami : You're welcome. May I go to the restroom?
 Esti : Sure. Would you like some juice?
 Ami : Yes, please. Thank you.

TASK 6 Do you understand? Study the texts and videos once again. Play the roles of the speakers in all the texts and videos above.

TASK 7 Study the expressions of telling the time.



A quarter to Twelve



One o'clock



Half Past Two
Two Thirty



Five to Ten
Four Fifty









TASK 8 Study the invitation card below.



<http://livehdwallpaper.com/wp-content/uploads/2014/10/Birthday-Cake-Pictures-Images-Photos.jpg>

- Nana : Hi, Sari.
- Sari : Hi, Nana.
- Nana : How are you?
- Sari : Fine, thank you.
- Nana : Are you free next Thursday, 20th August?
- Sari : Yes, why?
- Nana : Well, I'm having my birthday party from 16.00 to 17.30.
Would you like to come?
- Sari : Sure, I would. Where is it?
- Nana : At Selangkung Resto. You know that place, right?
- Sari : Yes, I know. That's great.
- Nana : Don't forget to wear a casual dress.
- Sari : Sure.
- Nana : Well, thank you, Sari. See you there.
- Sari : You're welcome. See you.

RIDE YOUR BIKE

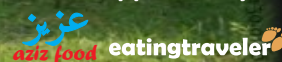
Sunday, 31 May 2015

06.00-09.00

Start : Tugu Jogja

Finish : Sultan Palace

Supported by:



http://kejogja.com/wp-content/uploads/2015/05/19932_1193161395668_1921777_n.jpg

- Doni : Hello, Hamid.
- Hamid : Hi, Doni.
- Doni : How are you?
- Hamid : Good, thank you.
- Doni : Do you have any activity next Sunday, 31 May?
- Hamid : No, I don't?
- Doni : Good. There will be a fun bike on that day. It starts at 06.00.
Are you coming?
- Hamid : That's interesting. Where is it?
- Doni : The starting point is at Tugu Jogja. I'll pick you up at 5.30.
- Hamid : Okay, thanks.
- Doni : Don't forget to check your bike.
- Hamid : I will. Thank you.



- Mr. Sulistyo : Good morning, Sulistyo speaking.
- Mr. Ferdian : Good morning, Mr. Sulistyo. I am Ferdian from Fun English Course Yogyakarta.
- Mr. Sulistyo : Oh, Mr. Ferdian. How are you, sir?
- Mr. Ferdian : I am great. How about you?
- Mr. Sulistyo : I am fine. Can I help you, sir?
- Mr. Ferdian : Well, FEC Office Branch of Yogyakarta will conduct a Writing Competition for junior high school students. It will be on Tuesday, 25 August 2015 from 07.30 to 11.00 at our office. Would your school like to join?
- Mr. Sulistyo : What a great competition. Of course we will join it.
- Mr. Ferdian : Great. Please register your students who will join the competition to our office at Jalan Dermawan 23 or send an email to fecyogyakarta@gmail.com.
- Mr. Sulistyo : I will send an email, sir.
- Mr. Ferdian : Okay, sir. Thank you and goodbye.
- Mr. Sulistyo : You're welcome. Bye.

TASK 9 Find all the difficult words in the texts that you have read and video that have you watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word “mess” mean?

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

TASK 10 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. When should I use “Can I ...?” and “May I ...?”?

2.

3.

4.

5.

6.

TASK 11 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. mess	1. looks dirty
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 12 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that have you write down in task . Number one has been done for you.

1.

When should I use “Can I ...?” and “May I ...?”

Result of discussion:

“Can I ...?” can be use in an informal situation while “May I ...?” can be use in a formal situation.

2.

3.

4.

5.

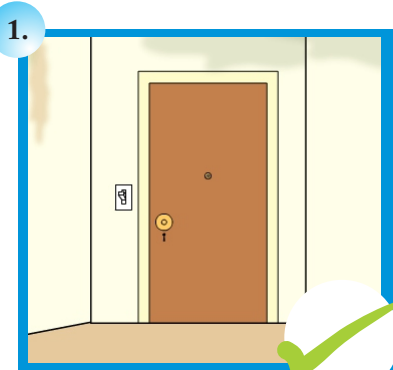
6.

TASK 13 Answer the questions below orally as fast as possible.

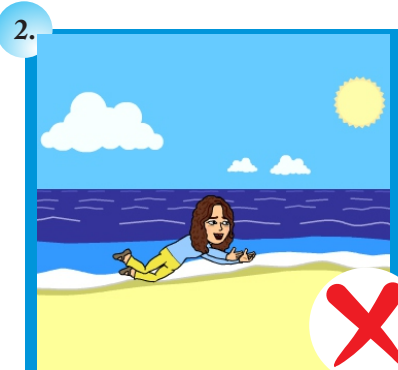
1. To instruct someone to do something, you will say ...
2. To prohibit someone to do something, you will say
3. To invite people, you will say
4. When someone instruct you to do something, you will answer
5. To ask for people's permission you will say ...

TASK 14 Instruct (checklist sign) or prohibit (cross sign) your friend related to the pictures below. Discuss the task with your friend using English and then practice it. Use the Vocabulary list below. Numbers one and two have beendone for you. Fill in the blanks in numbers three and four.

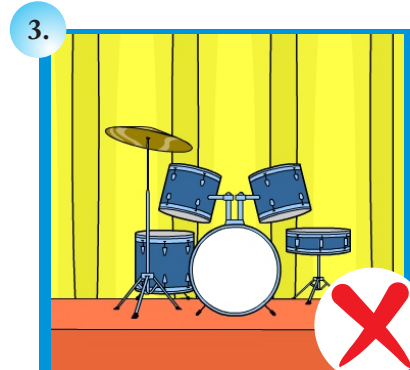
Open Swim Turn Off Turn On Blackboard Drum Sleep Wash
Door Beach Light Play Run Clean Bass Clothes



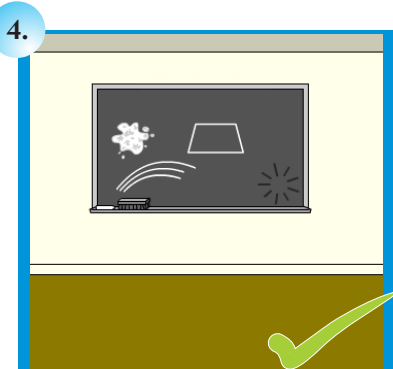
Open the door, please.



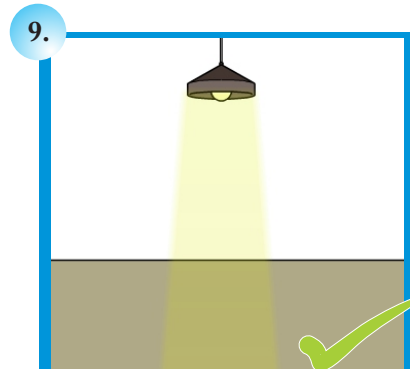
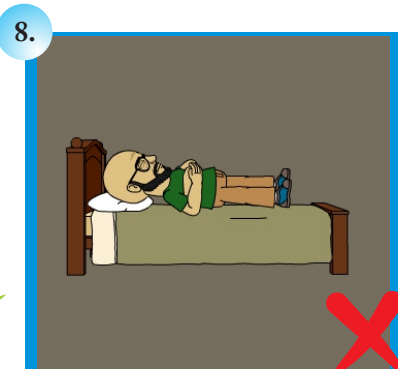
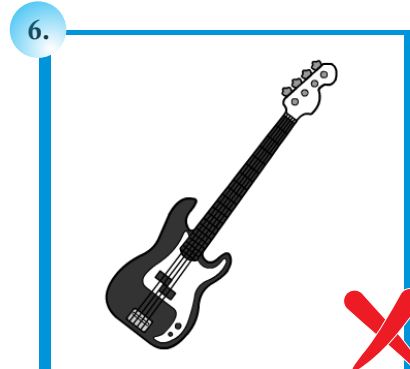
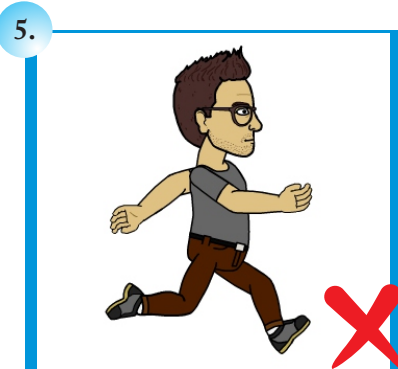
Don't swim at the beach.



Don't play the ...



Clean the..., please.



TASK 15 Invite your friend using “Would you like to...” and ask for your friend’s responses. Discuss it with your friend using English and then practice it. Number one has been done for you.

1. Invite your friend to play tennis with you.
Invitation : *Would you like to play tennis with me next Saturday?*
Response : *Sure, I will.*
2. Invite your friend to visit your grandmother.
Invitation :
Response :
3. Invite your friend to go to the zoo.
Invitation :
Response :
4. Invite your friend to go swimming.
Invitation :
Response :
5. Invite your friend to go to the bookshop.
Invitation :
Response :
6. Invite your friend to play football.
Invitation :
Response :
7. Invite your friend to visit Surabaya for a vacation.
Invitation :
Response :
8. Invite your friend to the canteen.
Invitation :
Response :
9. Invite your friend to watch a movie.
Invitation :
Response :
10. Invite your friend to have dinner.
Invitation :
Response :

TASK 16 Invite your friend using “Would you like to...” based on the invitation card below.

1.

[illegible]



SUNDAY GOODDAY
Running Competition

Sunday, 29 August 2015
Mandala Krida Stadium
Starts at 06.00

Get your tickets at Twenty Five Mart for Rp 15.000,-
http://freedesignfile.com/upload/2013/07/running_people_02.jpg

[illegible]

FREE!!!


SMP Harapan Jaya
Presents



MASTER COOK
Students Cooking Competition

Monday, 7 September 2015
SMP Harapan Jaya Hall
08.00-11.00

For registration contact:
SMP Harapan Jaya Office
Yudhanto : 086552524509

This image shows a full page of primary-ruled paper. It features ten evenly spaced horizontal dashed lines across the entire width of the page, providing a guide for handwriting practice. The background is white, and there are no margins or other markings present.

**JUNIOR HIGH SCHOOL
ENGLISH DEBATE
COMPETITION**

**Wednesday, 7 October 2015
SMP Harapan Jaya Hall
08.00-11.00**



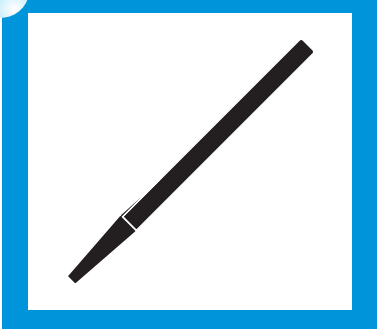
**For registration contact:
SMP Harapan Jaya Office
Yudhanto : 086552524509**

<http://www.arabianbusiness.com/incoming/article548565.ece> **BINARY**

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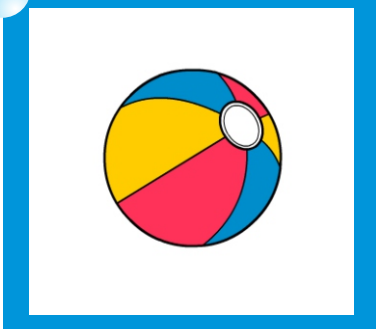
TASK 17 Ask for permission to someone using “May I...?” or “Can I...?” related to the pictures below. Three pictures have been done for you.

1.



May I borrow your pen?

2.



Can I buy a new ball, Mom?

3.



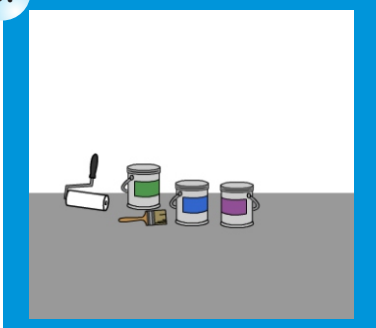
May I use your laptop, Dad?

4.



May I go to the ...,sir?

5.



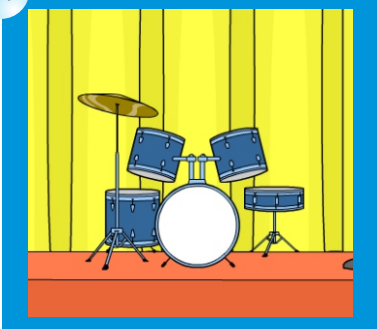
Can I ... the room?

6.

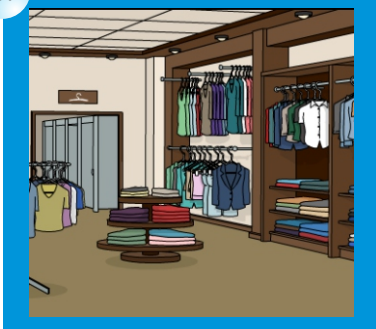


Can I go ...?

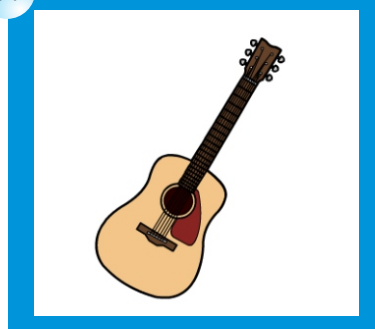
7.



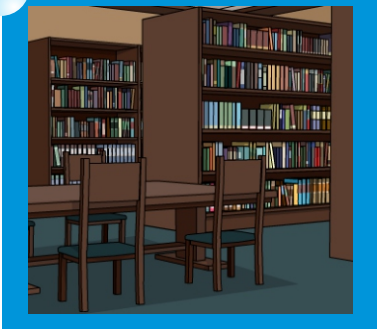
8.



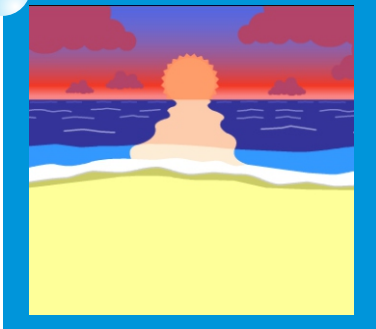
9.



10.



11.



12.



TASK 18 Play a role to instruct and prohibit using “Please” or “..., please” and “Don’t” or “Please don’t”
Number one has been given to you.

No.	Name	“Please...”	“Don’t...”
1.	Tata	Please open the door. Open the door, please.	Don’t open the door. Please don’t open the door.

TASK 19 Ask for your friends' permission using "May I ...?" or "Can I ...?" One example has been given to you.

No.	Name	Asking for permission	Response
1.	Irvan	May I borrow you pen?	Yes, sure.

TASK 20 Make your own invitation card and Invite your other friends using the invitation card that you made.

	Invitation Card	Dialogs
1.		
2.		
3.		

TASK 21 Discuss and make a dialog with at least five friends. Remember to use the expression that you have learnt in this unit.

1.

Name:

2.

Name:

3.

Name:

4.

Name:

5.

Name:

6.

Name:

UNIT 3

What is it?

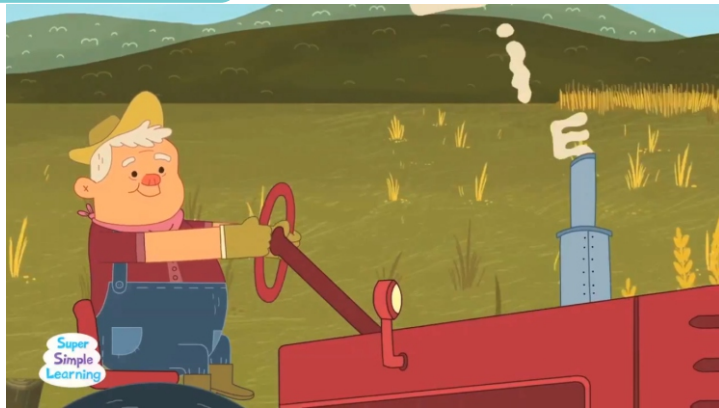


<http://www.codeproject.com/KB/connected-devices/831012/internet-of-things-800x535.jpg>

In this unit, you will learn:

- Describing people
- Describing things
- Describing animals

TASK 1 Stand up. Let's sing and dance together.



<https://www.youtube.com/watch?v=5oYKonYBujg>

OLD MACDONALD HAD A FARM

Old MacDonald had a farm E-I-E-I-O
 And on that farm he had a cow E-I-E-I-O
 With a Moo-moo here and ana Moo-moo there
 Here a moo there a moo everywhere a moo-moo
 Old MacDonald had a farm E-I-E-I-O

Old MacDonald had a farm E-I-E-I-O
 And on that farm he had a horse E-I-E-I-O
 With a Neigh-neigh here and a neigh-neigh there
 Here aneigh there a neigh everywhere a neigh-neigh
 Old MacDonald had a farm E-I-E-I-O

Sounds of Animal

Pig	: Oink-oink
Sheep	: Baa-baa
Duck	: Quack-quack
Rooster	: Cock-a-doodle-doo
Cat	: Meow-meow
Dog	: Woof-woof/Bark
Bird	: Tweet-tweet
Chicken/hens	: Cluck-cluck
Frog	: Ribbit
Lion	: Roar
Mice	: Squeak

TASK 2 Guess the picture.



http://www.waremakers.com/sites/default/files/bags_rucksack.png

It is a bag.



<http://opisat.wikiindonesia.org/wiki/pedia:komunikasi/Presiden%20RI/Presiden%20RI%20Soekarno%20Presiden%20RI>

He is Ir. Soekarno.



http://www.lapis.lh.pl/sello/dlugopis_BIC_cristal.jpg

They are pens.



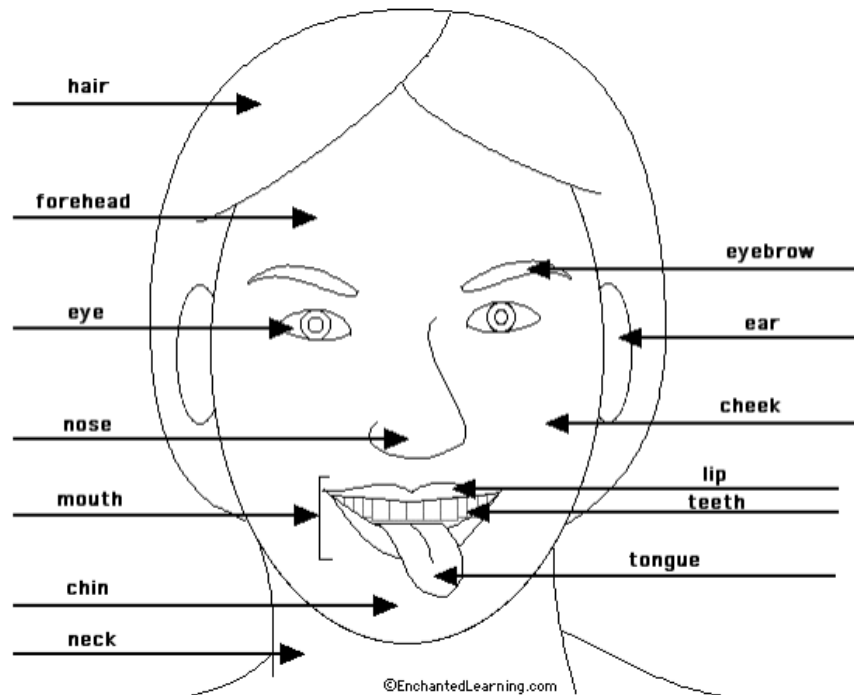
<http://motormobila.net/images/karimun-wagen-modif.jpg>

http://i.telegraph.co.uk/multimedia/archive/01250/cats-meow_1250010i.jpg

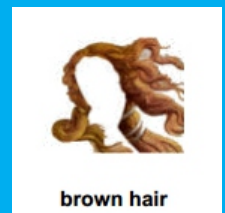
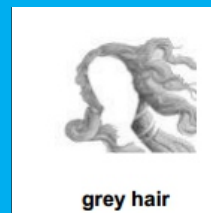
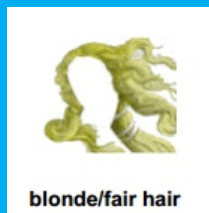
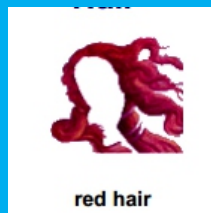
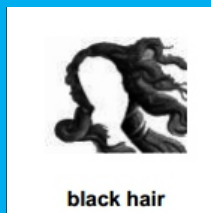
<http://www.cliparthut.com/clip-arts/350/cartoon-snake-clip-art-350706.jpg>

http://www.telegraph.co.uk/multimedia/archive/01400/Books_1400185c.jpg

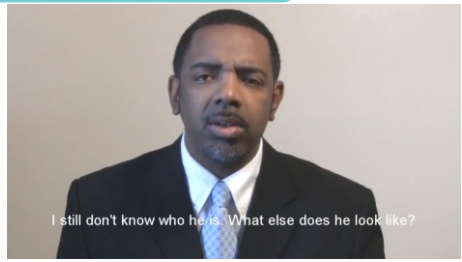
My Face



Hair



TASK 4 Study the following video about describing people.



TASK 5 Study the following texts about describing people.

1.



<http://www.tokohpopuler.com/wp-content/uploads/2015/05/BJ-Habibie-Presiden-Indonesia-yang-Pertama-Kali-Bisa-Membuat-Pesawat-Terbang-dan-Memperkuat-Rupiah-dari-15.000-menjadi-6500-5.jpg>

He was the third President of Indonesia from 1998 to 1999.
He was B.J. Habibie.
He was wearing a dark grey coat, a batik tie, white shirt, glasses and a black headdress.

2.



https://pbs.twimg.com/media/A9WVOhsCUAA7i_i.jpg

He is a doctor.
His name is Ferdiriva Hamzah.
He is wearing a surgery coat and glasses.

3.



<http://img.lensaIndonesia.com/uploads/2011/10/Garuda-Indonesia-Experience.jpg>

She is a flight attendant.
She is wearing a light blue dress.
She has black hair.
She is tall.

4.



http://www.indonesiakreatif.net/upload/Image/Berita%20Juli/PPKI%20hari3/IMG_0177.jpg

He is a magician.
His name is Deddy Corbuzier.
He is tall with a bald head.
He is muscular.
He has a lot of fans.

5.



http://gerbang.ubaya.ac.id/gb_konten/resize_1340958332.jpg

He was Raden Mas Soewardi Soerjaningrat who was known as Ki Hajar Dewantara.
He was the national hero of Education in Indonesia.
He was the first Indonesian Minister of Education.
He was wearing a white coat and shirt, a red tie, glasses and a black headdress.

6.



[http://upload.wikimedia.org/wikipedia/commons/8/8b/Hamengku_Buwono_IX_\(1973\).jpg](http://upload.wikimedia.org/wikipedia/commons/8/8b/Hamengku_Buwono_IX_(1973).jpg)

He was the second Vice President of Indonesia.
His name was Bendara Raden Mas Dorodjatun who was known as Sri Sultan Hamengku Buwono IX.
He was tall.
He was wearing a black coat, white shirt, red tie and black headdress.

7.



They are students.
They are wearing sport uniforms.
They are having sports in the field.

8.



<http://ayokupas.com/2015/01/05/4-pilot-cantik-indonesia/>

She is a pilot.
Her name is Allendia Traviana.
She is wearing a white pilot uniform and a black tie.
She flies a plane.
She has short black hair.
She is carrying a black hat.

9.



<http://cdn.klimp.com/merdeka.com/i/w/photonews/2013/11/25/282953/640x320/20131125095539-cantiknya-polwan-berilbab-saat-ikuti-apel-di-polda-metro-java-001-nfi.jpg>

She is a police woman.
She is wearing a police uniform and a veil.
She protects the community.

10.



<http://assets.kompasiana.com/statics/files/14005638951927387081.jpg>

His name is Chairul Tanjung.
He is a successful businessman in Indonesia.
He owns a lot of business company like Trans Media, Trans Mart, Mega Bank, and more.
He was the former Coordinating Minister for Economics in the Indonesia Cabinet in 2014.
He is wearing a black coat, white shirt, and blue tie.

11.

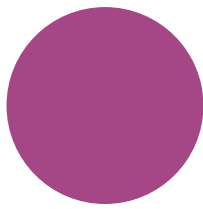


http://images.solopos.com/2014/12/FOTO-EMIRSYAH-SATAR-MUNDUR_-_Bertemu-Rini-Soemarno-Emirsyah-Satar-Undur-Diri-370x217.jpg

His name is Emirsyah Satar.
He was the CEO of Garuda Indonesia.
He is wearing a red batik, black trousers and a black shoes.

TASK 6 Study the following picture of describing things.

Shape



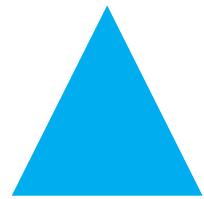
Circle



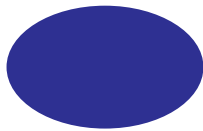
Square



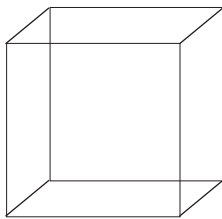
Rectangle



Triangle



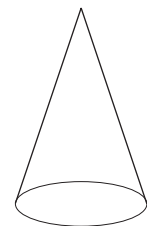
Oval



Cube



Cylinder



Cone

Color



Yellow



Black



Brown



Dark Green



White



Orange



Purple



Dark Blue



Blue



Pink



Red



Dark Green



Green



Light Blue



Purple



Dark Grey

Material



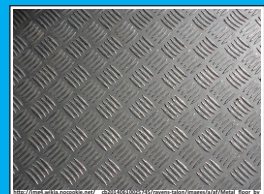
Wood



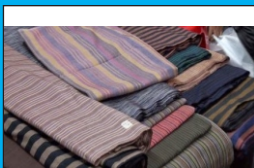
Paper



Plastic



Metal



Cloth



Glass

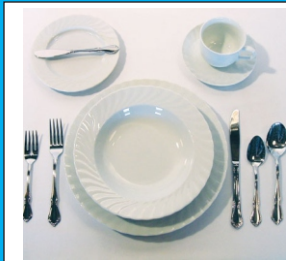


Ceramic

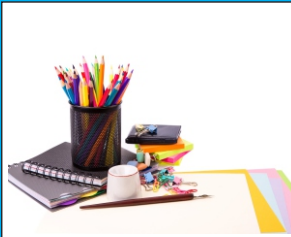


Leather

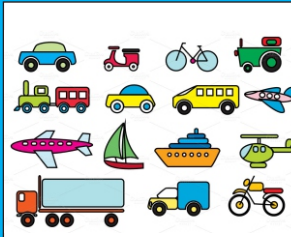
Function



Eat



Write



Ride



Fix



Cook



Record



Clean



Read



Entertain

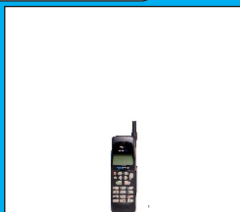


Pay



Communicate

Size



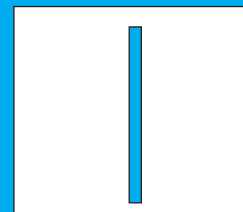
Small



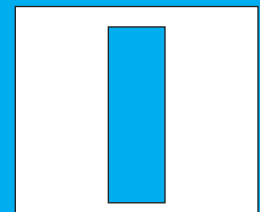
Medium



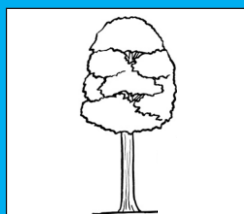
Large



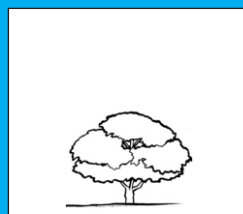
Thin



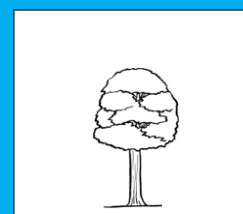
Thick



Tall



Short



Average

TASK 7 Study the following video about describing things.



<https://www.youtube.com/watch?v=WQ2otB3Xzoc>

TASK 8 Study the following texts about describing things.

1.



It is a table.
It is made of wood.
The color is brown.
It has four legs.
It is a rectangle.

http://www.harida.net/table-wallpaper-2/128_black_table_with_cabriole_legs_2/

2.



It is a big sofa.
It is made from cloth and wood.
The color is light brown.
It is soft.

<http://content.blueport.com/ProductImages/0/95434.jpg>

3.



It is a doll.
The doll is a Barbie.
It is made from plastic and cloth.
It is brown.
It is wearing a pink long dress.

<http://media.askmebazaar.com/media/catalog/product/p/m/pmat1-12943948enh-z6.jpg>

4.



It is a pair glasses.
It is made from glass and plastic.
The color of the frame is black.
It is used for reading and protecting the eyes.

http://www.specspost.co.uk/products_pictures/Michael%20Caine%20Glasses.jpg

5.



This is a blackboard.
It is made of wood.
The color is black.
The shape is a rectangle.
Teachers write sentences and draw pictures on the blackboard.

https://c4.staticflickr.com/8/7168/6833123861_50d8295b1b_b.jpg

6.



It is a half-faced helmet.
The color is black.
It has a soft foam to make the user feel comfortable.
It is used to protect the user from any injuries.

7.



It is a car.
The color is white.
It is a small car.
It has four wheels.
It is a city car.
It is made in Indonesia.

8.



It is a bottle.
It is made of plastic.
It is a cylinder.
It is transparent.
It contains mineral water.

9.



It is a bowl.
It is made of ceramics.
The color is white.
It is used for serving soup.

10.



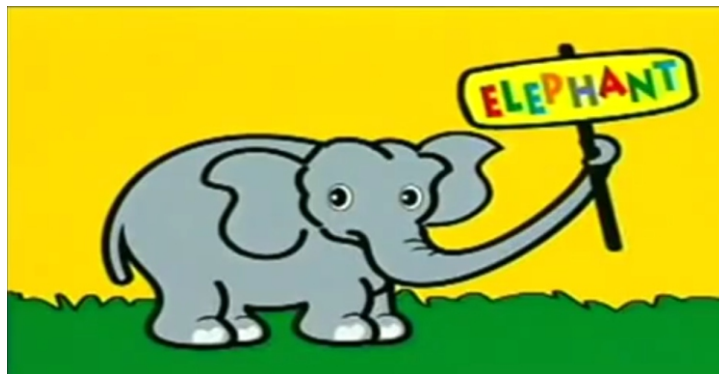
It is a computer set.
It consists of CPU, monitor, keyboard and mouse.
The case is made from plastic and metal.
The screen is made of glass.
The keyboard and the mouse are also made from plastic and metal.
Students, teachers, and office workers use the computer to complete their work.

11.



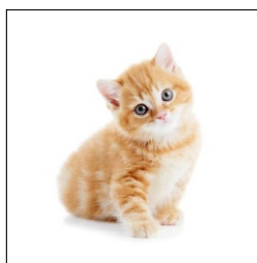
This is an air conditioner.
It is made from metal and plastic.
The color is white.
It cools the room.

TASK 9 Study the following video about describing animals.



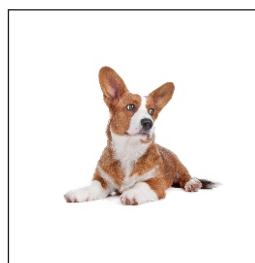
<https://www.youtube.com/watch?v=CYMclpp9aQ8>

TASK 10 Study the following texts about describing animals.



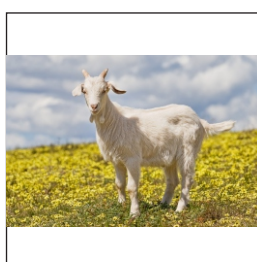
<http://i.cdn.net/cats/images/totd/199706-367421-kitten.jpg>

It is a kitten.
It has soft brown fur
and a white chest.
It has blue eyes and a
flat nose.
It is cute.



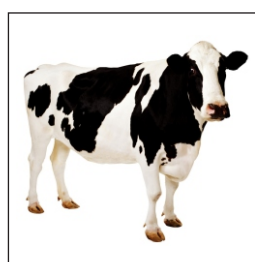
<http://humansociety.org/arkive-content/uploads/2013/02/geckle-Webb-Camp-Dog-110209021.jpg>

It is a dog.
It has brown and white
fur.
It has black big eyes,
big ears, and a big
nose.
It is lying on the floor.



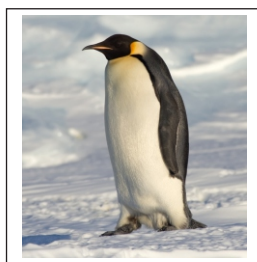
http://upload.wikimedia.org/wikipedia/commons/0/07/Domestic_goat_kid_in_capeweed.jpg

It is a goat.
It has a white wool.
It has four legs.
Its eyes are black.
It eats grasses.



http://img4.wikia.nocookie.net/_cb20110412003057/oreospasta/images/f/fc/700cow.jpg

It is a cow.
It has black and white
colors.
It has four strong legs.



http://upload.wikimedia.org/wikipedia/commons/0/07/Empenn_Penguin_Manchet_empenur.jpg

It is a penguin.
It lives in the Artic.
It has black and white
colors with a little
orange color on its
neck like a necklace.
The color of its peak is



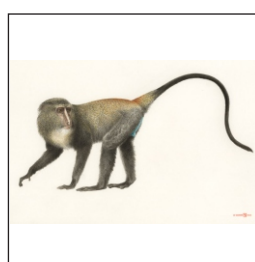
<http://images.wisegeek.com/red-black-and-white-snake.jpg>

It is a snake.
It is small but long.
This snake has orange,
white and black strips.



<http://sci.aero/wp-content/uploads/2014/11/DolphinPhoto.jpg>

It is a dolphin.
It is swimming.
It has a long tail, a big
fin and a big mouth.
It has a smooth skin.



<http://voices.nationalgeographic.com/files/2012/08/1.esula-monkey-drawing-by-Kimio-Honda.jpg>

It is a monkey.
It has a long tail.
It has short brown fur.
It is standing on the
ground.

TASK 11 Find all the difficult words in the texts that you have read and video that have you watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word "pet" mean?
2.
3.
4.
5.
6.
7.
8.
9.
10.

11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

TASK 12 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. What is difference between color and colour?

2.

3.

4.

5.

6.

TASK 13 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. pet	1. an animal which is kept in the home as a companion and treated kindly.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 14 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that have you write down in task 12. Number one has been done for you.

1.

What is the difference between color and colour?

Result of discussion:

Color is spelling in American English. **Colour** is spelling in British English.

2.

3.

4.

5.

6.

TASK 15 Study the pictures about famous people below.

1.



His name was Ir. Soekarno. He was the first president of Indonesia. He was wearing a black headdress, black tie and white coat.

2.



He is Michael Schumacher. He is a seven-time Formula One World Champion racer. He is from Germany. He has short brown hair. He has a big nose and a white skin. He is wearing a red and white racing suit.

3.



He is Pandji Pragiwaksono. He is a multi talented artist. He is a rapper, a standup comedian, and an MC. He is big and tall. He is wearing a black coat. He is speaking to the audience.

4.



This man was Letnan Jendral Oerip Soemoharjo. He was a national hero of Indonesia. He was the first staff of the Indonesian ARMY. He was wearing a black headdress and a grey coat.

5.



They are the troops of Keraton Yogyakarta soldiers called Bregodo Wirobrojo. They are always in the front line when they are in the war. They are wearing a red uniform with a red hat like a chilli. That is why they are called Pasukan Lombok Abang or Red Chilli Troops.

TASK 16 Read the text below and repeat after the teacher. Then, practice it with your partner.

My Family

My family has four members: those are my parents, my sister, and me of course.

My mother is 47 years old. Her name is Anisa. She has a thin face, long blond hair and beautiful green eyes. She is slim because she always does exercises to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52 but all his hair is still black. He has bright blue eyes. He is quite tall, but a bit shorter than I am. He is a hard-working person. He works for a travel agent. He often prepares dinner when my mother is not at home. His dish is as tasty as my mother's dish.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we lived in Bandung for 5 years. My sister studied in the primary school there. Unfortunately I was only 3 when we left for Jakarta. That is why I can't speak Sundanese. Now we are happily living in Jakarta.

TASK 17 Answer the questions orally as fast as possible.

1. How many family members are they?
2. How old is her mother?
3. Who is her father's name?
4. Can she speak Sundanese well? Why?
5. Where are they living now?

TASK 18 Study the dialogs below and play the role.

- Hanif : Tell me, Zaki. What does your father do?
Zaki : He's a teacher. What about your father?
Hanif : He's a librarian.
Zaki : Does he read a lot?
Hanif : Yes. He reads many books and magazines in the library.
Zaki : My dad likes reading, too, and he also plays tennis a lot.
Hanif : Does he like music?
Zaki : Yes. What about your father?
Hanif : Oh, he likes classical music.

TASK 19 Answer the questions below orally as fast as possible.

1. What does Zaki's father do?
2. Does he like reading?
3. What sports does he play?
4. What does Hanif's father do?
5. Does he play sports?
6. What music does he listen to?

TASK 20 Study these examples and complete the sentences that follow. Number one has been done for you.



- a. What is your father's name?
What's your father's name?
What's his name?
- b. My father's name is Jarwo.
His name is Jarwo.
He is Jarwo.
He's Jarwo.



- a. What does your father do?
What ... he .. ?
- b. My father is a driver.
He is a
He's a
He drives a



- a. What ... does your brother play?
What sports your brother play?
What sports he ...?
- b. My brother plays
... plays



- a. What does your sister read in her spare time?
What ... she ... read?
- b. My ... reads novel and magazine.
My sister ... reads novel and magazine.
She ... novel and magazine.
She ... Hai magazine.



- a. What does your uncle do?
What do?
- b. My uncle is a carpenter.
He is a
... a carpenter.
He makes something using wood.



- a. What music does your grandmother grandfather listen to?
What music ... he ...?
- b. My grandfather listens to classical music.
He classical music.

TASK 21 Mention things that you can find in your school. Describe them with your friends. Number one has been done for you.

Things	Description
1. blackboard	1. The color is black and the shape is a rectangle.
2. ...	2. ...
3. ...	3. ...
4. ...	4. ...
5. ...	5. ...
6. ...	6. ...

TASK 22 Watch the video about animals below. Repeat it.



<https://www.youtube.com/watch?v=OwRmivbNgQk>

TASK 23 Read the description of the kitten carefully in front of the class.

My Kitten



Sunshine is the sweet mom cat. She's a fluffy orange and white, loves people attention and is a great mom to her 3 kittens.

Hunter is the biggest of her kittens and is orange and white with a white ring around his neck, like a necklace.

Hobbs is the smallest of the litter and is also orange and white.

Hazel is a calico with striking markings of black, orange and white.

Sunshine and her kittens are used to being around humans and she is tolerant of us interacting with her babes. Every mom needs a break now and then.

Joe thinks this litter of kittens is 5 – 6 weeks old. They are still nursing but are also eating dry food already.

The little family is housed in the 2nd mini cat room. Sunshine comes out in the hallway for a little exercise and attention when the babes are napping.

TASK 24 Answer the questions orally as fast as possible.

1. Who is the name of the mom cat?
2. Who is Hunter?
3. Who is the smallest kitten?
4. How does Hazel look like?
5. What do the kitten eat?

TASK 25 Fill in the form with some information on your family members.

Name of father	:	Name of mother	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

Name of brother	:	Name of sister	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

TASK 26 Use the information in the form to complete the sentence below. Then, tell your friends what you have done.

My father's name is
 He is a
 He likes reading
 He plays/does not play*
 He drinks
 He likes/does not like*

My mother's name is
 She is a
 She likes reading
 She plays/does not play*
 She drinks
 She likes/does not like*

My brother's name is
 He is a
 He likes reading
 He plays/does not play*
 He drinks
 He likes/does not like*

My sister's name is
 She is a
 She likes reading
 She plays/does not play*
 She drinks
 She likes/does not like*

TASK 27 Your teacher will give you some cards of things. Pick four of them and discuss them with your friends.
Take turns to describe each card in front of your class.

1.

PASTE THE PICTURE HERE

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2.

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3.

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4.

PASTE THE PICTURE HERE

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TASK 28 Your teacher will give you some cards about animals. Pick four of them and discuss them with your friends. Take turns to describe each in front of your class.

1.

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2.

PASTE THE PICTURE HERE

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3.

PASTE THE PICTURE HERE

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4.

PASTE THE PICTURE HERE

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TASK 29 Chose seven friends and describe their physical appearance. Present the result in front of your class.

	Friends' name	Physical Appearance
1.		
2.		
3.		
4.		
5.		
6.		
7.		

TASK 30 Interview your friend and ask them about their family members.

Name of father	:	Name of mother	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

Name of brother	:	Name of sister	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

TASK 31 Use the information in the form to complete the sentences below. Then, tell your friends what you have done.

My father's name is
He is a
He likes reading
He plays/does not play*
He drinks
He likes/does not like*

My mother's name is
She is a
She likes reading
She plays/does not play*
She drinks
She likes/does not like*

My brother's name is
He is a
He likes reading
He plays/does not play*
He drinks
He likes/does not like*

My sister's name is
She is a
She likes reading
She plays/does not play*
She drinks
She likes/does not like*

TASK 32 Imagine some animals or things without mentioning the animals or things and write the description down in the table below. Don't let your friends know your description when you write it. In turns, tell your description in front of the class and ask your friends to guess what animals or things you have described.

1.

2.

3.

4.

TASK 33 Guessing Game

1. Ask whether it is animate or inanimate.
 - Is it animate?
 - Is it inanimate?
2. Ask about the kind of thing.
 - Is it a kind of tool/equipment/accessories?
 - Is it a person?
 - Is it an animal?
3. If it is a kind of things, say
 - a. Can we use it to ...? (function)
 - b. Is it made of ...? (material)
 - c. Is it big? (size)
 - d. Is it white? (color)
4. If it is a person, say
 - a. Is he/she a/an ...? (occupation)
 - b. Is he/she ...? (appearance)
 - c. Does he/she like (hobby/habit)
5. If it is an animal, say
 - a. Is it big/small/long/short? (size)
 - b. Is it wild/tame/domestic animal?
 - c. Does it have ...? (appearance)
 - d. Can it ...? (ability)
 - e. Does it have ...? (characteristics)
 - f. Does it like ...? (food)

TASK 34 Imagine some animals and things and write it down in the table below. Make sure that your friends don't know your animals and things. Go to the front of the class and let your friends guess your animal and things.

The name of the animal and thing.	Your friends' name who guesses.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

TASK 35 Guess your friends imagination. Write down the clues in the table below. Guess as much as possible your friends imagination so you can win the game.

1.

Name :
Clues :

The answer that you guess :
The right answer :

2.

Name :
Clues :

The answer that you guess :
The right answer :

3.

Name :
Clues :

The answer that you guess :
The right answer :

4.

Name :
Clues :

The answer that you guess :
The right answer :

5.

Name :
Clues :

The answer that you guess :
The right answer :

6.

Name :
Clues :

The answer that you guess :
The right answer :

7.

Name :
Clues :

The answer that you guess :
The right answer :

8.

Name :
Clues :

The answer that you guess :
The right answer :

9.

Name :
Clues :

The answer that you guess :
The right answer :

UNIT 4

Tell me.



In this unit, you will learn:

Giving a recount

TASK 1 Study the following video about a recount text.**TASK 2** Study the following texts.

A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

Source: <http://englishwithgalih.blogspot.com/2014/01/list-of-examples-recount-text.html>

My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places.

I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

TASK 3 Study the following conversation between Ilmi, Tissa, and Nina about their holiday.

Holiday in Bali

The first day after the holiday, Ilmi, Tissa and Nina talked in front of the classroom. They talked very enthusiastic.

- Ilmi : Hello Friends. How are you today?
Tissa : I'm fine.
Nina : Me too. How about you Ilmi? Are you fine?
Ilmi : Of course. I'm fine. Thank you.
Tissa : By the way, was your holiday great? Tell us about your holiday?
Ilmi : Ok guys. I went to Bali island last holiday. Bali was the most popular destination to visited, I think.
Tissa : Did you go alone?
Ilmi : Oh no. There were so many places to see in Bali, so my family decided to join the tours to see as much as possible.
Nina : What did you do there?
Ilmi : My cousins stayed in Kuta, so we spent the first two days to swimming and surfing on Kuta beach.
Nina : And then what?
Ilmi : I just stayed in my cousins home for three days after that. It was so boring to me. Where did you go on this holiday guys?
Tissa : Ow. Same with you. Nina and me went to Bali island on this holiday. We visited some tour agents and selected two tours.
Nina : All right. The first one was to Singaraja, and the second was to Ubud. On the day of the tour, we were ready.
Ilmi : What did you do there guys?
Tissa : My family and Nina's family drove on through mountains in Singaraja. Singaraja was a city of about 90 thousands people in the Bali island.
Ilmi : Yes, I know that. It was a busy but quiet town. The street was lined with trees and there were many old Dutch houses. That's right guys?
Nina : Of course. Then, we returned very late in the evening to some hotel near the Kuta beach.
Ilmi : Hmm, nice. Now, please tell me about your experience in Ubud?
Tissa : Ok. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island.
Nina : All right. The first stop was at Batubulan, a center of stone sculpture.
Ilmi : Yes, I know that. Two years ago, my family watched young boys were carving away at big blocks of stone in Batubulan. And then?
Tissa : Of course. The next stop was to Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at some restaurant in there.
Nina : And the last day, we were spent on the beach. We went sailing or surfing along day. We were quiet satisfied.
Ilmi : Wow, your holiday sounded great. But.. (Kring..) Wow, the bell has sounded. It's time to learn in the classroom. That's right? See you guys?
Tissa : Of course. See you..
Nina : See you..

TASK 4 Find all the difficult words in the texts that you have read and video that you have watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word “drove” mean?
2.
3.
4.
5.
6.
7.
8.
9.
10.

11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

TASK 5 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. Why must recount texts use the past tense?

2.

3.

4.

5.

6.

TASK 6 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. drove	1. Past simple of drive. To move or travel on land in a motor vehicle.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 7 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that you have write down in task 5. Number one has been done for you.

1.

Why must recount texts use the past tense?

Result of discussion:

Because recount texts tell people past experience.

2.

3.

4.

5.

6.

TASK 8 Study the recount text below and generic structure.



Trip to Bandung

Orientation	[On the weekend, I went to Bandung, West Java with Rio and Roy. We stayed at my Uncle's house, Mr. Alfian. His house is around Jalan Asia Afrika.
		Early in the morning, my Uncle asked us to visit Masjid Raya Bandung. We went to the ninth floor of the tower of the Masjid. It was high so we can see all parts of Bandung. After that, we had a breakfast food stall in front of the Masjid. My Uncle and I had porridge while Rio and Roy had Soto. After we finished our breakfast, we went home and took a bath.
Events 1	[At 11 o'clock, we went to Trans Studio Bandung. The place is huge. There were lots of games inside like Car Racing, Giant Swing, Kong Climb, Sky Pirates, Dragon Riders, Science Center and City Theater. My favorite game was Sky Pirates because I can see all parts of the Trans Studio.
		At 5 p.m., we went back to my Uncle's house. We were tired. It was an exciting day.
Events 2	[
Re-orientation	[

TASK 9 Answer the question orally as fast as possible.

1. Where did we stay when we were in Bandung?
2. With whom did I go to Bandung?
3. Where did I go at 11'th o'clock?
4. What was my favorite games at Trans Studio Bandung?
5. How was our day?

TASK 10 Listen to the audio and fill in the blanks. Use the vocabulary list in the table below. After that, present it to your friends.

visited bought sat exited ate	went used dress arrived reached
was three morning were afternoon	stayed took one two lived



My Trip to Solo

Orientation	On Wednesday afternoon, my father and I (1) ... to Solo, Central Java. We (2) ... at Lor In Hotel which is not far from Adisumarmo Airport.
Events 1	On Thursday, we (3) ... Keraton Surakarta. It (4) ... amazing. There are so many kinds of traditional trains that was (5) ... by the Sultan. We (6) ... many pictures there.
Events 2	After that, we visited Pasar Klewer. We (7) ... a lot of souvenirs there. I bought (8) ... T-shirts, one for my brother, one for my sister and one for me. My father bought a (9) ... for my mother and some key chains for his friends.
Events 3	On Friday (10) ..., we went back to Yogyakarta by train. We spent about (11) ... hour in the train. I was so (12) ... because it was my first time to travel by train. I (13) ... near the window.
Re-orientation	Finally, we (14) ... at 11 o'clock. We (15) ... very tired. It was a great tout to Solo.

TASK 11 Answer the question orally as fast as possible.

1. Where did I go last Wednesday?
2. With whom did I go there?
3. Where did I stay when I was there?
4. What tourist objects did I visit?
5. When did I go back to Yogyakarta?
6. What kind of transportation did my father and I use to go home?

TASK 12 In groups, write down some recount texts related to the picture. Then, present them in front of the class. Number one has been done for you.

1.



http://upload.wikimedia.org/wikipedia/commons/b/b1/Merdeka_Square_Monas_02.jpg

Trip to Jakarta

Last month, I went Jakarta with my family. We stayed at my cousin's house, Wulandari. Her house is at Pasar Jumat, South Jakarta.

We went there by car. My father drove it. It took 12 hours in the car. I sat at front accompanying my father, while my mother and sister sat in the second row. The road was not crowded because it was not a holiday season. We took rests every three hours.

We arrived at six o'clock in the afternoon. Wulandari asked us to take a rest. At 8 p.m., she already prepared a dinner for us. She cooked it by herself. I ate a lot that evening.

In the next day, we visited Samudra Ancol. We saw many kinds of fishes like shark, stingray, ... Then I bought some souvenirs. After that, we continued our trip and visited Monumen Nasional as known as Monas. It was so tall. I took many pictures there. In the afternoon, we went back to Wulandari's house.

The next day, we planned to go to Pondok Indah Mall as known as PIM. The Mall was so big. There were many good quality shops. I didn't buy anything because it was so expensive. Wulandari took us to the steak house there. It was so delicious. It was very different with the steak that I usually bought at my hometown.

In the afternoon, we went back to Wulandari's house to pack up our things because the next day we went home.

2.



<http://batasnusa.com/wp-content/uploads/2014/11/Stupa-Candi-Borobudur-View.jpg>

3.



4.



TASK 13 Read the texts that you have presented once again. Try to analyze the generic structure in groups. Present it in front off your class.

1.

Orientation:

Events:

Re-orientation:

2.

Orientation:

Events:

Re-orientation:

3.

Orientation:

Events:

Re-orientation:

4.

Orientation:

Events:

Re-orientation:

TASK 14 Make two conversations about your past experience with your partner. Do it in turns.

1.

Your partner's name:

The topic of the conversation:

2.

Your partner's name:

The topic of the conversation:



TASK 15 Make two recount texts based on your own experience. Don't forget to use the past tense. Present it in front of the class.



**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA**

Alamat : Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281

Hal : Permohonan Kesediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Ella Wulandari, M.A.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Zulfan Nur Aziz

NIM : 10202241030

Judul penelitian : *Developing Task-Based Speaking Materials for Grade*

VIII Students of the Junior High School

Memohon dengan sangat kesediaan Ibu untuk memberikan *Expert Judgment* pada produk yang telah saya buat berupa empat unit materi keterampilan berbicara bahasa Inggris berbasis tugas untuk siswa kelas VIII SMP.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Ibu, saya ucapkan terimakasih.

Yogyakarta, Juni 2015

Pemohon,

Zulfan Nur Aziz

NIM. 10202241030

ANGKET EVALUASI
MATERI BERBICARA BAHASA INGGRIS
BERBASIS TUGAS UNTUK SISWA KELAS VIII SMP

A. IDENTITAS RESPONDEN

Nama :

.....

Jenis Kelamin : L/P (coret yang tidak sesuai)

Pekerjaan :

.....

Pendidikan : () D3 () S1 () S2 () S3

Lama Bekerja :

.....

B. EVALUASI MATERI BAHASA INGGRIS

Berilah tanda centang (✓) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Ibu. Ibu juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

UNIT 1
“ATTENTION PLEASE”

Dikembangkan berdasarkan tujuan pembelajaran:

1. Siswa dapat mengungkapkan ekspresi meminta perhatian berserta responnya.
2. Siswa dapat mengungkapkan ekspresi mengecek pemahaman berserta responnya.
3. Siswa dapat mengungkapkan ekspresi menghargai kinerja yang baik berserta responnya.
4. Siswa dapat mengungkapkan ekspresi meminta dan mengungkapkan pendapat.
5. Siswa dapat mengungkapkan ekspresi untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
2.	Materi pembelajaran dikembangkan sesuai dengan KI dan KD untuk SMP kelas VIII.				
3.	Materi pembelajaran dikembangkan sesuai <i>course grid</i> .				
4.	Topik unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari siswa.				
5.	Teks yang terdapat di dalam materi pembelajaran relevan dengan konteks kehidupan siswa.				
6.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa.				
7.	Materi yang dikembangkan sudah mencakup sikap spiritual dan sosial.				
KELAYAKAN BAHASA					
8.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat				

	perkembangan kognitif siswa.				
9.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh siswa.				
10.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
11.	Materi yang dikembangkan menggunakan Bahasa Inggris yang sesuai dengan tata Bahasa Inggris yang benar.				
12.	Materi yang dikembangkan menggunakan ejaan Bahasa Inggris yang benar dan tepat.				
KELAYAKAN PENYAJIAN					
13.	Materi pembelajaran sudah sesuai dengan langkah-langkah <i>scientific approach</i> .				
14.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan berkelompok, dan mandiri atau individu.				
15.	Materi pembelajaran yang disajikan memuat hal-hal yang diinginkan siswa berdasarkan hasil <i>needs analysis</i> yang dilakukan oleh pengembang materi.				
16.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
KELAYAKAN GRAFIS					
17.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				

18.	Penempatan unsur tata letak (judul, subjudul, ilustrasi, nomor halaman) pada bidang cetak proporsional.				
19.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
20.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
21.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
22.	Keseluruhan desain visual materi menarik.				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

1. Secara umum, bagaimana pendapat Ibu tentang materi yang telah disusun?

.....
.....

2. Menurut Ibu, apakah kekurangan dari materi yang telah disusun?

.....
.....

3. Apakah saran Ibu untuk memperbaiki materi yang telah disusun?

.....
.....

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi berbicara Bahasa Inggris berbasis tugas untuk siswa kelas VIII SMP Unit 1 dengan judul “Attention Please” dinyatakan :

- () Layak tanpa revisi
- () Tidak layak
- () Layak dengan revisi sebagai berikut

.....

.....

.....

.....

.....

.....

.....

.....

*beri tanda centang (✓) pada pilihan yang sesuai pendapat Ibu.

Yogyakarta, _____

Evaluator Materi,

NIP.

UNIT 2

“WOULD YOU LIKE TO COME?”

Dikembangkan berdasarkan tujuan pembelajaran:

1. Siswa dapat menyatakan, menanyakan dan merespon ungkapan member instruksi.
2. Siswa dapat mengungkapkan ekspresi mengajak.
3. Siswa dapat mengungkapkan ekspresi melarang.
4. Siswa dapat mengungkapkan ekspresi meminta ijin.

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
2.	Materi pembelajaran dikembangkan sesuai dengan KI dan KD untuk SMP kelas VIII.				
3.	Materi pembelajaran dikembangkan sesuai <i>course grid</i> .				
4.	Topik unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari siswa.				
5.	Teks yang terdapat di dalam materi pembelajaran relevan dengan konteks kehidupan siswa.				
6.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa.				
7.	Materi yang dikembangkan sudah mencakup sikap spiritual dan sosial.				
KELAYAKAN BAHASA					
8.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif siswa.				

9.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh siswa.				
10.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
11.	Materi yang dikembangkan menggunakan Bahasa Inggris yang sesuai dengan tata Bahasa Inggris yang benar.				
12.	Materi yang dikembangkan menggunakan ejaan Bahasa Inggris yang benar dan tepat.				
KELAYAKAN PENYAJIAN					
13.	Materi pembelajaran sudah sesuai dengan langkah-langkah <i>scientific approach</i> .				
14.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan berkelompok, dan mandiri atau individu.				
15.	Materi pembelajaran yang disajikan memuat hal-hal yang diinginkan siswa berdasarkan hasil <i>needs analysis</i> yang dilakukan oleh pengembang materi.				
16.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
KELAYAKAN GRAFIS					
17.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
18.	Penempatan unsur tata letak (judul,				

	subjudul, ilustrasi, nomor halaman) pada bidang cetak proporsional.				
19.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
20.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
21.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
22.	Keseluruhan desain visual materi menarik.				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

5. Secara umum, bagaimana pendapat Ibu tentang materi yang telah disusun?

.....

6. Menurut Ibu, apakah kekurangan dari materi yang telah disusun?

.....

7. Apakah saran Ibu untuk memperbaiki materi yang telah disusun?

.....

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi berbicara Bahasa Inggris berbasis tugas untuk siswa kelas VIII SMP Unit 2 dengan judul “Would You Like to Come?” dinyatakan :

- () Layak tanpa revisi
- () Tidak layak
- () Layak dengan revisi sebagai berikut

.....

.....

.....

.....

.....

.....

.....

.....

*beri tanda centang (✓) pada pilihan yang sesuai pendapat Ibu.

Yogyakarta, _____

Evaluator Materi,

NIP.

UNIT 3
“WHAT IS IT?”

Dikembangkan berdasarkan tujuan pembelajaran:

1. Siswa dapat mengungkapkan ekspresi mendeskripsikan orang.
2. Siswa dapat mengungkapkan ekspresi mendeskripsikan benda.
3. Siswa dapat mengungkapkan ekspresi mendeskripsikan binatang.

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
2.	Materi pembelajaran dikembangkan sesuai dengan KI dan KD untuk SMP kelas VIII.				
3.	Materi pembelajaran dikembangkan sesuai <i>course grid</i> .				
4.	Topik unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari siswa.				
5.	Teks yang terdapat di dalam materi pembelajaran relevan dengan konteks kehidupan siswa.				
6.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa.				
7.	Materi yang dikembangkan sudah mencakup sikap spiritual dan sosial.				
KELAYAKAN BAHASA					
8.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif siswa.				
9.	Bahasa yang digunakan dalam materi				

	pembelajaran yang dikembangkan jelas dan dapat dipahami oleh siswa.				
10.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
11.	Materi yang dikembangkan menggunakan Bahasa Inggris yang sesuai dengan tata Bahasa Inggris yang benar.				
12.	Materi yang dikembangkan menggunakan ejaan Bahasa Inggris yang benar dan tepat.				
KELAYAKAN PENYAJIAN					
13.	Materi pembelajaran sudah sesuai dengan langkah-langkah <i>scientific approach</i> .				
14.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan berkelompok, dan mandiri atau individu.				
15.	Materi pembelajaran yang disajikan memuat hal-hal yang diinginkan siswa berdasarkan hasil <i>needs analysis</i> yang dilakukan oleh pengembang materi.				
16.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
KELAYAKAN GRAFIS					
17.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
18.	Penempatan unsur tata letak (judul, subjudul, ilustrasi, nomor halaman) pada				

	bidang cetak proporsional.				
19.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
20.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
21.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
22.	Keseluruhan desain visual materi menarik.				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

4. Secara umum, bagaimana pendapat Ibu tentang materi yang telah disusun?

.....

5. Menurut Ibu, apakah kekurangan dari materi yang telah disusun?

.....

6. Apakah saran Ibu untuk memperbaiki materi yang telah disusun?

.....

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi berbicara Bahasa Inggris berbasis tugas untuk siswa kelas VIII SMP Unit 3 dengan judul “What Is It?” dinyatakan :

- () Layak tanpa revisi
- () Tidak layak
- () Layak dengan revisi sebagai berikut

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*beri tanda centang (✓) pada pilihan yang sesuai pendapat Ibu.

Yogyakarta, _____

Evaluator Materi,

NIP.

UNIT 4
“TELL ME”

Dikembangkan berdasarkan tujuan pembelajaran:

1. Siswa dapat melaksanakan fungsi social *recount text* dengan mengungkapkan ekspresi menyatakan dan menanyakan tentang kejadian dan kegiatan dan peristiwa.

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
2.	Materi pembelajaran dikembangkan sesuai dengan KI dan KD untuk SMP kelas VIII.				
3.	Materi pembelajaran dikembangkan sesuai <i>course grid</i> .				
4.	Topik unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari siswa.				
5.	Teks yang terdapat di dalam materi pembelajaran relevan dengan konteks kehidupan siswa.				
6.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa.				
7.	Materi yang dikembangkan sudah mencakup sikap spiritual dan sosial.				
KELAYAKAN BAHASA					
8.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif siswa.				
9.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan				

	dapat dipahami oleh siswa.				
10.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
11.	Materi yang dikembangkan menggunakan Bahasa Inggris yang sesuai dengan tata Bahasa Inggris yang benar.				
12.	Materi yang dikembangkan menggunakan ejaan Bahasa Inggris yang benar dan tepat.				
KELAYAKAN PENYAJIAN					
13.	Materi pembelajaran sudah sesuai dengan langkah-langkah <i>scientific approach</i> .				
14.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan berkelompok, dan mandiri atau individu.				
15.	Materi pembelajaran yang disajikan memuat hal-hal yang diinginkan siswa berdasarkan hasil <i>needs analysis</i> yang dilakukan oleh pengembang materi.				
16.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
KELAYAKAN GRAFIS					
17.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
18.	Penempatan unsur tata letak (judul, subjudul, ilustrasi, nomor halaman) pada bidang cetak proporsional.				

19.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
20.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
21.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
22.	Keseluruhan desain visual materi menarik.				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

2. Secara umum, bagaimana pendapat Ibu tentang materi yang telah disusun?

.....

3. Menurut Ibu, apakah kekurangan dari materi yang telah disusun?

.....

4. Apakah saran Ibu untuk memperbaiki materi yang telah disusun?

.....

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi berbicara Bahasa Inggris berbasis tugas untuk siswa kelas VIII SMP Unit 4 dengan judul “Tell Me” dinyatakan :

- () Layak tanpa revisi
- () Tidak layak
- () Layak dengan revisi sebagai berikut

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*beri tanda centang (✓) pada pilihan yang sesuai pendapat Ibu.

Yogyakarta, _____

Evaluator Materi,

NIP.

A. Close-ended Questions

a. The result of the Expert Judgment and Revisions of Unit 1

a) The Appropriateness of the Content

No	Items	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competence and the Basic Competence for the grade VIII of the junior high school.	4
3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the students' language ability.	3
7.	The developed materials contain spiritual and social attitudes.	3

b) The Appropriateness of the Language

No	Items	Score
8.	The language used in the explanations and instructions are relevant with the level of students' cognitive development.	4
9.	The language used in the explanations and instructions are clear and understandable.	4
10.	The language used in the explanations and instructions are consistent using one style of English.	4
11.	The developed materials are using the appropriate grammar of English.	3

12.	The developed materials are using the appropriate spelling of English.	3
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c) The Appropriateness of the Presentation

No	Items	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4
15.	The developed materials consist of things that the students' wants based on the needs analysis that was done by the researcher.	3
16.	The developed materials encourage students' to interact to each other using English with other students', teacher, and surroundings.	4

d) The Appropriateness of the Layout

No	Items	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	3
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3
20.	The illustration of the materials makes the presentation of the materials more clearly.	3
21.	The developed materials are not using too many fonts.	3
22.	The designs are totally interesting.	3

b. The result of the Expert Judgment and Revisions of Unit 2

a) The Appropriateness of the Content

No	Items	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competence and the Basic Competence for the grade VIII of the junior high school.	4
3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the students' language ability.	3
7.	The developed materials contain spiritual and social attitudes.	3

b) The Appropriateness of the Language

No	Items	Score
8.	The language used in the explanations and instructions are relevant with the level of students' cognitive development.	4
9.	The language used in the explanations and instructions are clear and understandable.	4
10.	The language used in the explanations and instructions are consistent using one style of English.	4
11.	The developed materials are using the appropriate grammar of English.	3
12.	The developed materials are using the appropriate spelling of	3

	English.	
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c) The Appropriateness of the Presentation

No	Items	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4
15.	The developed materials consist of things that the students' wants based on the needs analysis that was done by the researcher.	3
16.	The developed materials encourage students' to interact to each other using English with other students', teacher, and surroundings.	4

d) The Appropriateness of the Layout

No	Items	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	4
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3
20.	The illustration of the materials makes the presentation of the materials more clearly.	3
21.	The developed materials are not using too many fonts.	3
22.	The designs are totally interesting.	3

c. The result of the Expert Judgment and Revisions of Unit 3

a) The Appropriateness of the Content

No	Items	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competence and the Basic Competence for the grade VIII of the junior high school.	4
3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the students' language ability.	3
7.	The developed materials contain spiritual and social attitudes.	4

b) The Appropriateness of the Language

No	Items	Score
8.	The language used in the explanations and instructions are relevant with the level of students' cognitive development.	4
9.	The language used in the explanations and instructions are clear and understandable.	4
10.	The language used in the explanations and instructions are consistent using one style of English.	4
11.	The developed materials are using the appropriate grammar of English.	3
12.	The developed materials are using the appropriate spelling of	3

	English.	
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c) The Appropriateness of the Presentation

No	Items	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4
15.	The developed materials consist of things that the students' wants based on the needs analysis that was done by the researcher.	3
16.	The developed materials encourage students' to interact to each other using English with other students', teacher, and surroundings.	4

d) The Appropriateness of the Layout

No	Items	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	4
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3
20.	The illustration of the materials makes the presentation of the materials more clearly.	3
21.	The developed materials are not using too many fonts.	3
22.	The designs are totally interesting.	3

d. The result of the Expert Judgment and Revisions of Unit 4

a) The Appropriateness of the Content

No	Items	Score
1.	The developed materials are in accordance with the aims.	4
2.	The developed materials are in accordance with the Core Competence and the Basic Competence for the grade VIII of the junior high school.	4
3.	The materials are developed based on the course grid.	4
4.	The topics of the developed materials are relevant to students' daily life.	4
5.	The texts which are in the developed materials are relevant to students' daily life.	4
6.	The developed materials are in accordance with the students' language ability.	3
7.	The developed materials contain spiritual and social attitudes.	4

b) The Appropriateness of the Language

No	Items	Score
8.	The language used in the explanations and instructions are relevant with the level of students' cognitive development.	4
9.	The language used in the explanations and instructions are clear and understandable.	4
10.	The language used in the explanations and instructions are consistent using one style of English.	4
11.	The developed materials are using the appropriate grammar of English.	3
12.	The developed materials are using the appropriate spelling of	3

	English.	
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c) The Appropriateness of the Presentation

No	Items	Score
13.	The developed materials are in accordance with the steps of scientific approach.	4
14.	The developed materials are presented step by step from guided activities, group activities, and individual activities.	4
15.	The developed materials consist of things that the students' wants based on the needs analysis that was done by the researcher.	3
16.	The developed materials encourage students' to interact to each other using English with other students', teacher, and surroundings.	4

d) The Appropriateness of the Layout

No	Items	Score
17.	The developed materials are printed using the ISO standard paper size. (A4, A5, B5)	4
18.	The setting (title, subtitle, illustration, page numbers) are proportional.	3
19.	The illustration and the graphic of the materials are aesthetic and functional.	3
20.	The illustration of the materials makes the presentation of the materials more clearly.	3
21.	The developed materials are not using too many fonts.	4
22.	The designs are totally interesting.	3

B. Open-ended Questions

The results of the Expert Judgment open-ended questions are the same, which are:

1. In general, what is your opinion about the developed materials?
Good, it has a lot of tasks in every steps of the scientific approach.
2. In your opinion, what are the lacks of the developed materials?
The language and the spelling accuracy, especially in the part of the instruction.
3. What are your suggestions to improve the developed materials?
 - a. Improve the accuracy
 - b. Make the lay-out and illustration more interesting (white space).

UNIT 1

Attention Please.



In this unit, you will learn:

- Asking for attention and giving a response.
- Asking for and responding to questions of people's understanding.
- Asking for and giving opinions.
- Giving and responding to appreciation.
- Stating and asking someone's ability to do something.
- Stating and asking if someone is willing to do something.

TASK 1 Look at the pictures below. Guess where they were taken and what the people were doing.



Picture 1.

They are in the library.
They are reading.



Picture 2.

They are in
They are



Picture 3.

They are in
They are



Picture 4.

.....
.....



Picture 5.

.....
.....



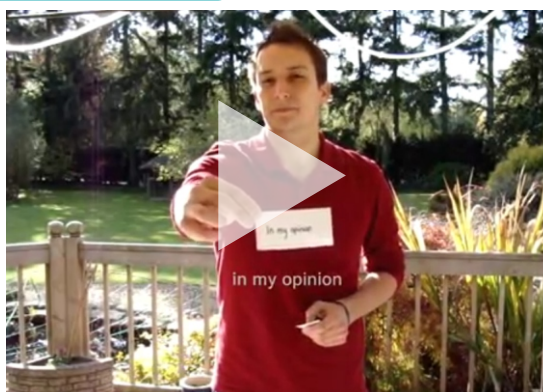
Picture 6.

.....
.....

TASK 2 Study the dialogs below.

1. A: Attention please.
B: Yes, sir.
2. A: Excuse me?
B: Yes, Ma'am.
3. A: May I get your attention, please.
B: Yes, sir.
4. A: Please listen to me.
B: Yes, Dad.
5. A: Sorry to bother you.
B: It's okay Ma'am.
6. A: Are you ready?
B: Yes, sir.
7. A: Do you understand?
B: Yes, I do.
8. A: Do you understand Mrs. Susanti's explanation?
B: Of course.
9. A: Understand?
B: Yes.
10. A: Is it clear?
B: Yes, sir.
11. A: Do you get my point?
B: Yes, I do.
12. A: Do you know what I am saying?
B: Yes, I do.
13. A: What do you think of the school? Is it good?
B: Yes, it is good.
14. A: What do you think about the task? Is it easy?
B: No, it isn't. The task is hard.
15. A: She has a beautiful voice, doesn't she?
B: Yes, she does.
16. A: Toni is lazy, don't you think so?
B: I don't think so. He is diligent.
17. A: Aga is kind, isn't he?
B: Yes, he is.
18. A: What a nice picture, Haris.
B: Thank you, Mom.
19. A: Excellent. Well done Fikri.
B: Thank you, Sir.
20. A: Well done. You got the best score in the class. Always do your best.
B: Thank you Dad. I will always do my best.
21. A: Do you sing?
B: Yes, I do.
22. A: Can you help me?
B: Yes. What can I do for you?

TASK 3 Study carefully the video about giving opinion.



<https://www.youtube.com/watch?v=AEZhRFk7Eck>

TASK 4 Study the dialogs between Mr. Dono, Yusuf, Bambang, and the other students in the classroom.

- Mr. Dodo : Attention please.
Students : Yes, sir.
Mr. Dodo : Next month we are going to have a study tour. Yusuf, can you suggest any place to visit?
Yusuf : How about Solo? We can visit Keraton Solo and compare it with Keraton Yogyakarta.
Mr. Dodo : Good idea. How about you, Bambang?
Bambang : I think it is a good idea. We visited Keraton Yogyakarta last year so we can compare it with Keraton Solo.
Mr. Dodo : How about the others, do you agree?
Students : Yes, sir.
Mr. Dodo : Good. Don't forget to bring your book to take notes and wear the T-shirt that you got yesterday. Do you understand?
Students : Yes, sir.
Mr. Dodo : Bambang, can you bring your camera tomorrow?
Bambang : Yes, sir.

TASK 5 Study the dialogs between Mr. Dayat, Mr. Aji, Mrs. Diana, and the other staff in the meeting room.

- Mr. Dayat : May I have your attention, please.
Staff : Yes, sir.
Mr. Dayat : Next month we are going to launch our new car. Do you have any idea for the event?
Mr. Aji : How about a mini concert in one of the mall in Yogyakarta? Then, we invite another car community and have a dinner with them?
Mr. Dayat : Good idea. How about you, Mrs. Diana?
Mrs. Diana : I think it is a good idea. We have to appreciate people who already bought our product.
Mr. Dayat : How about the others, do you agree?
Staff : Yes, sir.
Mr. Dayat : Good. Now, each division must have a meeting. I want to have the result from each division in three hours. Do you understand?
Staff : Yes, sir.
Mr. Dayat : Thank you, guys. See you in three hours?
Bambang : You're welcome, sir.

TASK 6 Do you understand? Study the texts and video once again.
Play the roles of the speakers in all the texts above.

TASK 7 Find all the difficult words in the texts that you have read and video that you have watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word “hard” mean?

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

TASK 8 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. What is difference between “Can you sing?” and “Do you sing?”.

2.

3.

4.

5.

6.

TASK 9 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. hard	1. difficult
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 10 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that you have write down in task 8. Number one has been done for you.

1.

What is the difference between “Can you ...?” and “Do you ...?”?

Result of discussion:

“Can you ...?” refers to ability and “Do you ...?” refers to habit and ability”.

Example: “Do you sing?”. “Yes, I do”.

“Can you sing ..., now?”. “Okay, I’ll try”.

2.

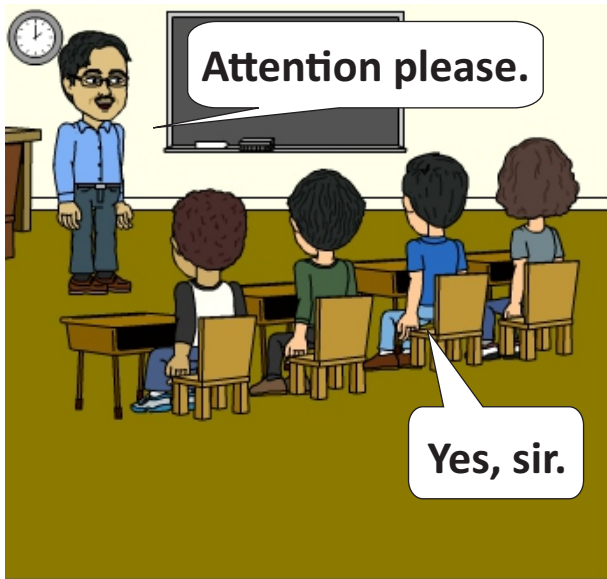
3.

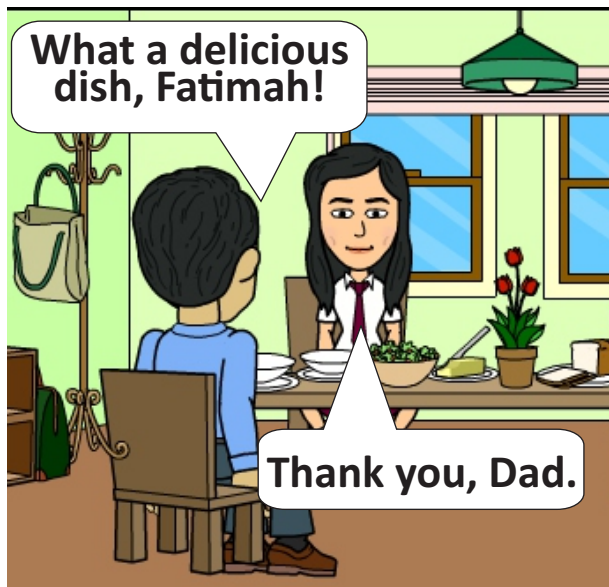
4.

5.

6.

TASK 11 Repeat the following exchanges after the teacher. After that, practice the exchanges in pairs.





TASK 12 Write down some exchanges using “What is your opinion about...?” or “What do you think about...?” related to the pictures below. After that practice the exchanges with your friends. Number one and two have been done for you.

1.



Question:

What is your opinion about the fried rice?

Answer:

The fried rice is delicious.

2.



<http://bimg.antaranews.com/gorontalo/2014/08/ori/20140814old-trafford.jpg>

Question:

What do you think about the stadium?

Answer:

3.



http://saucony.boscomp.net/runforgood.com/wp-content/uploads/2010/03/KidsSprint_RFG.jpg

Question:

Answer:

4.



<https://facultyoflawyer.files.wordpress.com/2013/12/2dfea-dofluas.jpg>

Question:

Answer:

5.



http://photos.wikimapia.org/p/00/03/87/37/15_full.jpg

Question:

Answer:

6.



Question:

Answer:

7.



<http://www.kabarmaya.com/wp-content/uploads/2015/02/Afgan-Syahreza-images.jpg>

Question:

Answer:

8.



https://www.kereta-api.co.id/media/content/galeri_lok_cc2061.jpg

Question:

Answer:

9.



<http://www.nose2tail.co.uk/cat-matlock-derbyshire.jpg>

Question:

Answer:

10.



<http://www.downeastcoffee.ca/sites/default/files/media/slides/coffee.png>

Question:

Answer:

TASK 13 Write down some exchanges using “Can you...?” related to the pictures below. After that practice the exchanges with your friends. Number one and two have been done for you.

1.

Can you play football?



Yes, I can.

2.

Can you play badminton?



No, I can't.

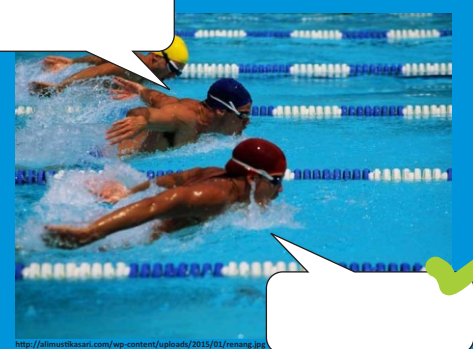
3.



4.



5.



6.



7.



8.



TASK 14 Answer the questions below orally as fast as possible.

1. To get people's attention, you will say
2. To check someone's understanding, you will say
3. To ask someone's opinion, you will say
4. When someone ask my opinion, I will answer
5. You will say ... to appreciate someone's work.
6. You will say ... when someone appreciates your work.

TASK 15 Match a question in Column A and a response in Column B to make an exchange. Practice it with your partner. Two exchanges have been done for you!

Column A		Column B	
1.	Can you ride a bicycle, Daffa?	a.	It's delicious.
2.	Great job, Salma.	b.	Yes, I did.
3.	Do you understand?	c.	Yes, I can.
4.	What do you think of the food, Yusril?	d.	Thank you, sir.
5.	What do you think of the film?	e.	No, I am bad at swimming.
6.	What is your opinion about the new uniform?	f.	Oh, I have a noisy neighbor.
7.	Do you like the food?	g.	It was great. I have new friends.
8.	How was your new house?	h.	Wow, her voice is wonderful.
9.	Did you enjoy the game?	i.	It is nice, but the uniform that we have before is better.
10.	How was the examination? Was it easy?	j.	I am sorry, I just have one pen.
11.	Can you swim?	k.	Sure, it is delicious.
12.	Can you go to the market?	l.	The film is very interesting, you should watch it.
13.	Can I borrow your pen?	m.	Of course, the game is fun.
14.	How was your school?	n.	Sure, what should I buy?
15.	What do you think about her voice?	o.	No, it was hard.

TASK 16 Watch the video between Lavanya and her mother about her first day at school and answer the questions below. Do not forget to practice the dialogs with your partner.

1. Who are in the dialog?
2. Mention how Lavanya's mother asked Lavanya's opinion about her new school.
3. What was Lavanya's opinion about her new school?
4. Who is Lavanya's new teacher?
5. Does everyone like the teacher? Why?
6. How about Lavanya's new book? Is it interesting? Why?

TASK 17 Study the expressions of greetings, leave-takings, and thanking.

Greetings	Leave-Takings	Thanking
<ol style="list-style-type: none"> Good morning. Good evening. Good afternoon. How are you? How do you do. How's life? <p>Response:</p> <ol style="list-style-type: none"> I'm fine, thank you. How do you do. 	<ol style="list-style-type: none"> Bye-bye. Good bye. See you later. See you tomorrow. See you soon. See you. 	<ol style="list-style-type: none"> Thank you. Thanks. <p>Response:</p> <ol style="list-style-type: none"> You're welcome. Any time. With pleasure. My pleasure.

TASK 18 Make a short conversation with your partner using the related picture below. Make sure that you use the expression that you have learnt before. Number one has been done for you. Fill in the blanks for number two.

1.



Dina : Hi Tia. How are you?
Tia : I am fine, Dina.
Dina : Glad to hear that.
Tia : Thank you.
Dina : Dina, can you accompany me to the car dealer?
Tia : Why? Do you want to buy a new car?
Dina : Yes, I plan to.
Tia : Okay.
(In the car dealer)
Dina : What is your opinion about this one?
Tia : In my opinion, this is nice. It is small so you can drive it in the busy traffic easily.
Dina : Thank you, I will take this one.
Tia : Good, you have a new car right now.
Dina : Thank you, Tia.

2.



Bowo : Hi, Amir. How ...?
Amir : I..., Bowo. How ... you?
Bowo : What do you think about ...?
Amir : The bag
Bowo : How about the black one?
Amir : The red bag is Do you get it?
Bowo : Yes. Thank you, Amir.
Amir : You're welcome, Bowo.

3.



4.



5.



6.



7.



http://upload.wikimedia.org/wikipedia/commons/9/98/Prambanan_Trimurti.jpg

8.



http://www.planespotters.net/Aviation_Photos/photo.show?id=556369

TASK 19 Ask a friend about his or her opinion about something. One example has been given to you.

No.	Name	Asking for opinion	Expressing opinion
1.	Irvan	What is your opinion about English?	English is an easy subject.

TASK 20 Ask a friend if he or she can/will do something using “Can you....?” or “Will you....?”. Two examples have been done for you.

No.	Name	Asking for opinion	Expressing opinion
1.	Zaqi	Can you play basketball?	Yes, I can.
2.	Fitri	Will you go to Effendi's birthday party?	Yes, I will.

TASK 21 Make some conversations with your friends using the expression that you have learnt in this unit. Use the theme that have been given in each box.

1.

Name:

Theme: Sports

2.

Name:

Theme: Music

3.

Name:

Theme: Food

4.

Name:

Theme: School

5.

Name:

Theme: Transportation

6.

Name:

Theme: Gadget

UNIT 2

Would you like to come?



<http://bigeasyparenting.com/wp-content/uploads/2015/01/kids-birthday-party.jpg>

In this unit, you will learn:

- Giving and responding to an instruction
- Giving and responding to an invitation
- Telling and responding to a prohibition
- Asking for and giving permission

TASK 1 Stand up. Let's sing and dance together.


<https://www.youtube.com/watch?v=tldjJ3FYoS8>

You put your right foot in,
You put your right foot out,
You put your right foot in,
And you shake it all about,

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You put your bottom in,
You put your bottom out,
You put your bottom in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

You put your left foot in,
You put your left foot out,
You put your left foot in,
And you shake it all about,

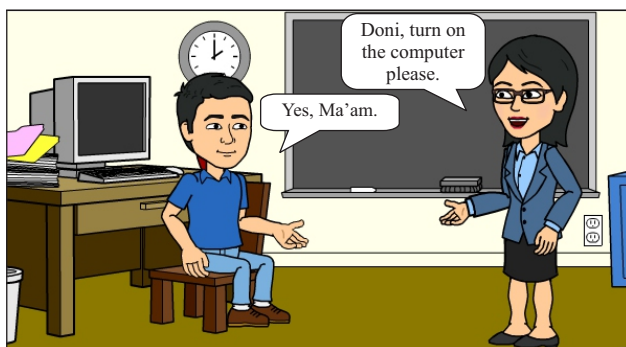
You put your left hand in,
You put your left hand out,
You put your left hand in,
And you shake it all about,

You put your head in,
You put your head out,
You put your head in,
And you shake it all about,

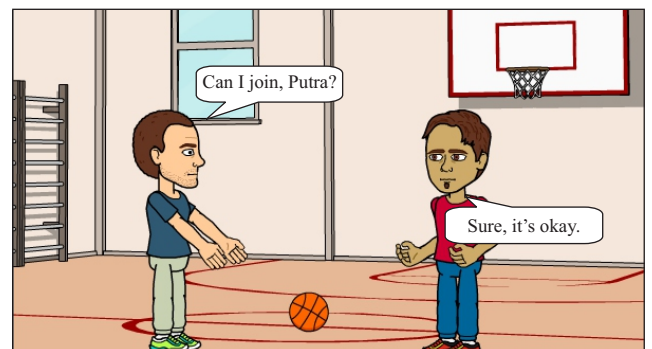
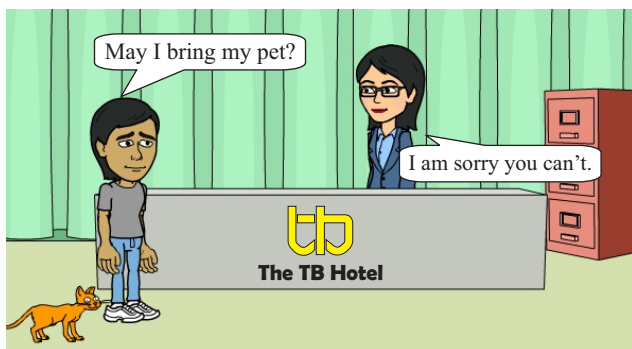
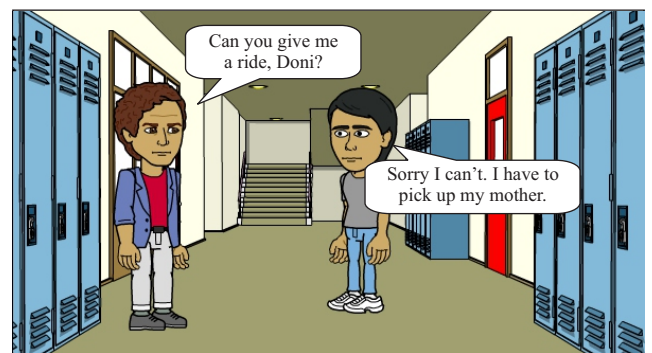
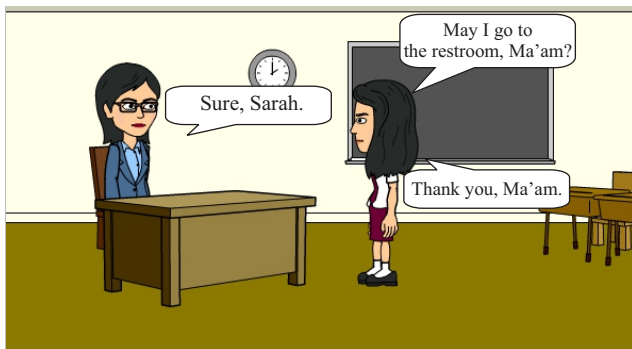
You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

You do the hokey pokey
and you turn yourself around
That what it's all about.

TASK 2 Study the exchanges below.






TASK 3 Study the dialog between Yusril and Fikri speaking on the phone.

Hallo, Yusril speaking.

Hallo Yusril, this is Fikri.

Fikri, how are you?

I'm great. Yusril, next Monday I plan to go to Bali for vacation. Would you like to go with me?

Sure, Fikri. Thank you for inviting me.

No problem. Don't forget to bring your swimming suit. We are going to swim at the beach.

Okay. May I ask my brother to join?

It's fine, but don't bring your pet.

Thank you. Where will we meet you?

Just come to my house at 6.00 a.m. Please bring your camera.

Okay, I will. Once again, thank you.

You're welcome. See you next Monday.

See you.



TASK 4 Study the videos about invitation and asking for permission.



TASK 5 Study the dialog between Ami and Esti.

Ami : Hi, Esti. How are you?
 Esti : Hi, Ami. I'm fine.
 Ami : Glad to hear that. I'm going to the beach next Saturday. Would you like to come?
 Esti : I'd love to, Ami. Thank you for inviting me.
 Ami : You're welcome, Esti. Just remember, don't swim in the sea. It is dangerous.
 Esti : Sure, Ami. Now, let's go to the canteen.
 Ami : Good idea.
(In the canteen)
 Esti : Ami, open the window please. It is hot.
 Ami : You're right. I'll open it.
 Esti : Thank you.
 Ami : You're welcome. May I go to the restroom?
 Esti : Sure. Would you like some juice?
 Ami : Yes, please. Thank you.

TASK 6 Do you understand? Study the texts and videos once again. Play the roles of the speakers in all the texts and videos above.

TASK 7 Study the expressions of telling the time.



A quarter to Twelve



One o'clock



Half Past Two
Two Thirty



Five to Ten
Four Fifty



TASK 8 Study the invitation card below.



<http://livehdwallpaper.com/wp-content/uploads/2014/10/Birthday-Cake-Pictures-Images-Photos.jpg>

- Nana : Hi, Sari.
- Sari : Hi, Nana.
- Nana : How are you?
- Sari : Fine, thank you.
- Nana : Are you free next Thursday, 20th August?
- Sari : Yes, why?
- Nana : Well, I'm having my birthday party from 16.00 to 17.30.
Would you like to come?
- Sari : Sure, I would. Where is it?
- Nana : At Selangkung Resto. You know that place, right?
- Sari : Yes, I know. That's great.
- Nana : Don't forget to wear a casual dress.
- Sari : Sure.
- Nana : Well, thank you, Sari. See you there.
- Sari : You're welcome. See you.

RIDE YOUR BIKE

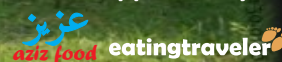
Sunday, 31 May 2015

06.00-09.00

Start : Tugu Jogja

Finish : Sultan Palace

Supported by:



http://kejogja.com/wp-content/uploads/2015/05/19932_1193161395668_1921777_n.jpg

- Doni : Hello, Hamid.
- Hamid : Hi, Doni.
- Doni : How are you?
- Hamid : Good, thank you.
- Doni : Do you have any activity next Sunday, 31 May?
- Hamid : No, I don't?
- Doni : Good. There will be a fun bike on that day. It starts at 06.00.
Are you coming?
- Hamid : That's interesting. Where is it?
- Doni : The starting point is at Tugu Jogja. I'll pick you up at 5.30.
- Hamid : Okay, thanks.
- Doni : Don't forget to check your bike.
- Hamid : I will. Thank you.



- Mr. Sulistyo : Good morning, Sulistyo speaking.
- Mr. Ferdian : Good morning, Mr. Sulistyo. I am Ferdian from Fun English Course Yogyakarta.
- Mr. Sulistyo : Oh, Mr. Ferdian. How are you, sir?
- Mr. Ferdian : I am great. How about you?
- Mr. Sulistyo : I am fine. Can I help you, sir?
- Mr. Ferdian : Well, FEC Office Branch of Yogyakarta will conduct a Writing Competition for junior high school students. It will be on Tuesday, 25 August 2015 from 07.30 to 11.00 at our office. Would your school like to join?
- Mr. Sulistyo : What a great competition. Of course we will join it.
- Mr. Ferdian : Great. Please register your students who will join the competition to our office at Jalan Dermawan 23 or send an email to fecyogyakarta@gmail.com.
- Mr. Sulistyo : I will send an email, sir.
- Mr. Ferdian : Okay, sir. Thank you and goodbye.
- Mr. Sulistyo : You're welcome. Bye.

TASK 9 Find all the difficult words in the texts that you have read and video that you have watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word “mess” mean?

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

TASK 10 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. When should I use “Can I ...?” and “May I ...?”?

2.

3.

4.

5.

6.

TASK 11 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. mess	1. looks dirty
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 12 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that you have write down in task 10. Number one has been done for you.

1.

When should I use “Can I ...?” and “May I ...?”

Result of discussion:

“Can I ...?” can be use in an informal situation while “May I ...?” can be use in a formal situation.

2.

3.

4.

5.

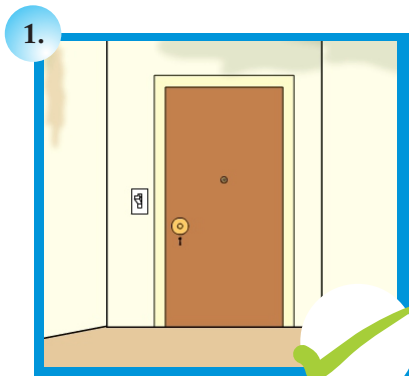
6.

TASK 13 Answer the questions below orally as fast as possible.

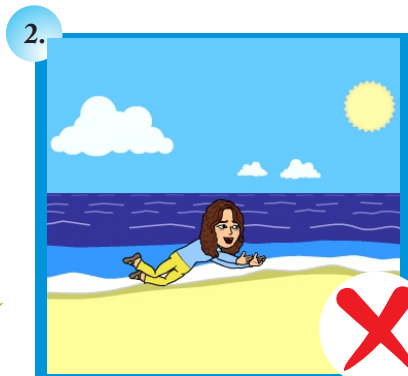
1. To instruct someone to do something, you will say ...
2. To prohibit someone to do something, you will say
3. To invite people, you will say
4. When someone instruct you to do something, you will answer
5. To ask for people's permission you will say ...

TASK 14 Instruct (checklist sign) or prohibit (cross sign) your friend related to the pictures below. Discuss the task with your friend using English and then practice it. Use the Vocabulary list below. Numbers one and two have been done for you. Fill in the blanks in numbers three and four.

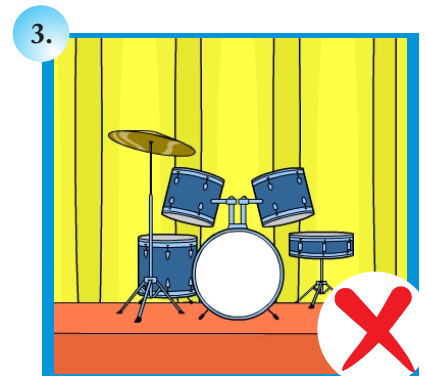
Open	Swim	Turn Off	Turn On	Blackboard	Drum	Sleep	Wash
Door	Beach	Light	Play	Run	Clean	Bass	Clothes



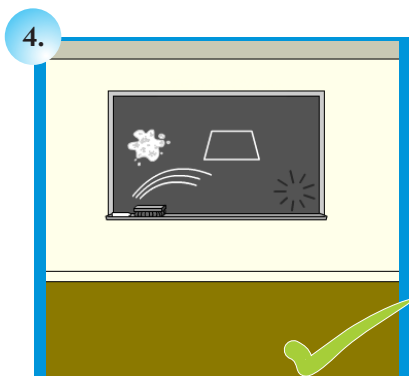
Open the door, please.



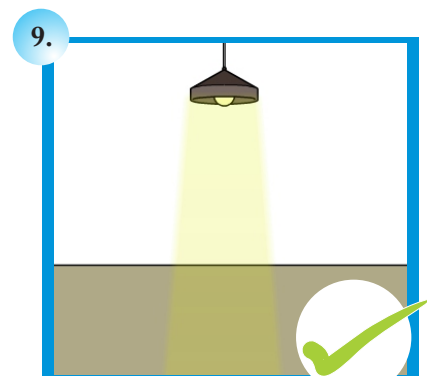
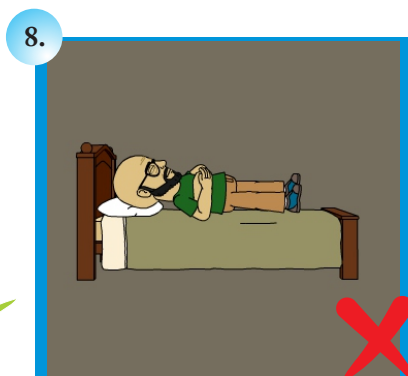
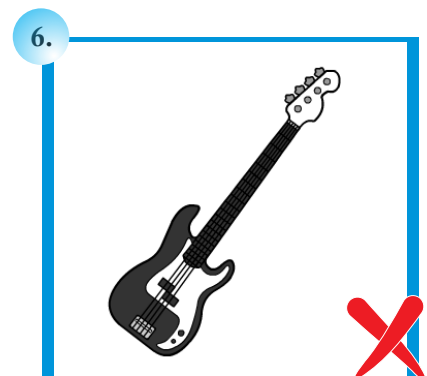
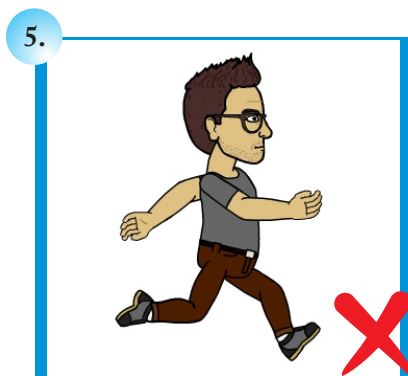
Don't swim at the beach.



Don't play the ...



Clean the..., please.



TASK 15 Invite your friend using “Would you like to...” and ask for your friend’s responses. Discuss it with your friend using English and then practice it. Number one has been done for you.

1. Invite your friend to play tennis with you.
Invitation : *Would you like to play tennis with me next Saturday?*
Response : *Sure, I will.*
2. Invite your friend to visit your grandmother.
Invitation :
Response :
3. Invite your friend to go to the zoo.
Invitation :
Response :
4. Invite your friend to go swimming.
Invitation :
Response :
5. Invite your friend to go to the bookshop.
Invitation :
Response :
6. Invite your friend to play football.
Invitation :
Response :
7. Invite your friend to visit Surabaya for a vacation.
Invitation :
Response :
8. Invite your friend to the canteen.
Invitation :
Response :
9. Invite your friend to watch a movie.
Invitation :
Response :
10. Invite your friend to have dinner.
Invitation :
Response :

TASK 16 Invite your friend using “Would you like to...” based on the invitation card below.

1.

[illegible]

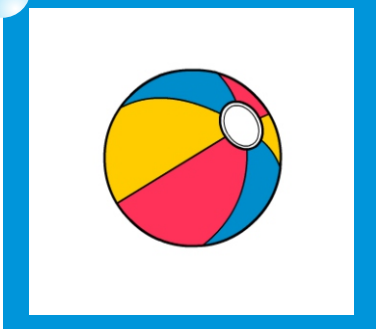
TASK 17 Ask for permission to someone using “May I...?” or “Can I...?” related to the pictures below. Three pictures have been done for you.

1.



May I borrow your pen?

2.



Can I buy a new ball, Mom?

3.



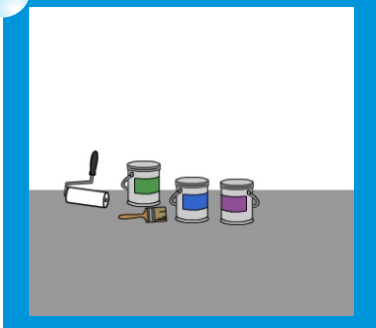
May I use your laptop, Dad?

4.



May I go to the ...,sir?

5.



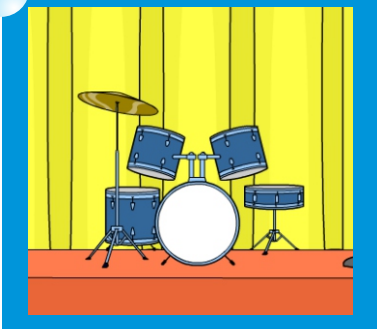
Can I ... the room?

6.

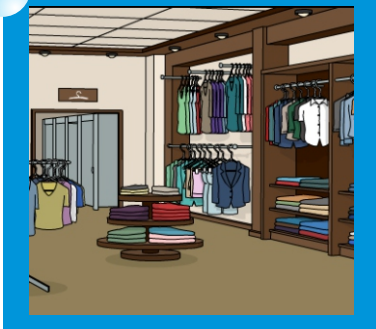


Can I go ...?

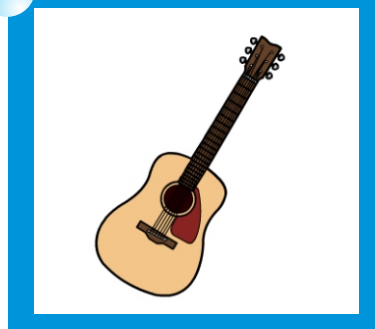
7.



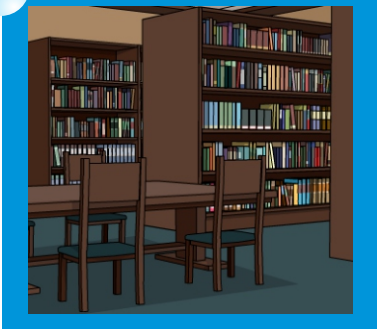
8.



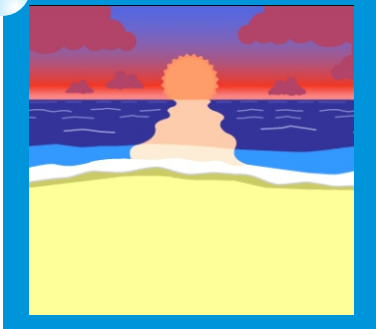
9.



10.



11.



12.



TASK 18 Play a role to instruct and prohibit using “Please” or “..., please” and “Don’t” or “Please don’t”
Number one has been given to you.

No.	Name	“Please...”	“Don’t...”
1.	Tata	Please open the door. Open the door, please.	Don’t open the door. Please don’t open the door.

TASK 19 Ask for your friends' permission using "May I ...?" or "Can I ...?" One example has been given to you.

No.	Name	Asking for permission	Response
1.	Irvan	May I borrow you pen?	Yes, sure.

TASK 20 Make your own invitation card and Invite your other friends using the invitation card that you made.

	Invitation Card	Dialogs
1.		
2.		
3.		

TASK 21 Discuss and make a dialog with at least five friends. Remember to use the expression that you have learnt in this unit.

1.

Name:

2.

Name:

3.

Name:

4.

Name:

5.

Name:

6.

Name:

UNIT 3

What is it?

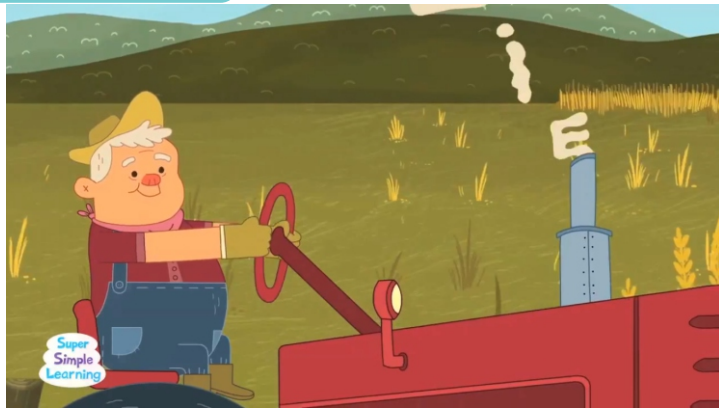


<http://www.codeproject.com/KB/connected-devices/831012/internet-of-things-800x535.jpg>

In this unit, you will learn:

- Describing people
- Describing things
- Describing animals

TASK 1 Stand up. Let's sing and dance together.



<https://www.youtube.com/watch?v=5oYKonYBujg>

OLD MACDONALD HAD A FARM

Old MacDonald had a farm E-I-E-I-O
 And on that farm he had a cow E-I-E-I-O
 With a Moo-moo here and ana Moo-moo there
 Here a moo there a moo everywhere a moo-moo
 Old MacDonald had a farm E-I-E-I-O

Old MacDonald had a farm E-I-E-I-O
 And on that farm he had a horse E-I-E-I-O
 With a Neigh-neigh here and a neigh-neigh there
 Here aneigh there a neigh everywhere a neigh-neigh
 Old MacDonald had a farm E-I-E-I-O

Sounds of Animal

Pig	: Oink-oink
Sheep	: Baa-baa
Duck	: Quack-quack
Rooster	: Cock-a-doodle-doo
Cat	: Meow-meow
Dog	: Woof-woof/Bark
Bird	: Tweet-tweet
Chicken/hens	: Cluck-cluck
Frog	: Ribbit
Lion	: Roar
Mice	: Squeak

TASK 2 Guess the picture.



http://www.waremakers.com/sites/default/files/bags_rucksack.png

It is a bag.



http://opisat.wikiindonesia.org/wiki/pedia:commons:Wikipedia:Presiden_Soekarno.jpg

He is Ir. Soekarno.



http://www.lapis.lh.pl/sello/dlugopis_BIC_cristal.jpg

They are pens.



http://www.wowkeren.com/images/photo/titiek_puspa.jpg

She is



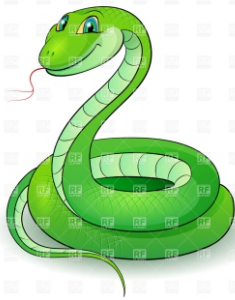
<http://www.motomoto.net/images/kuromoto-suzuki-wagoo.jpg>

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http://i.telegraph.co.uk/multimedia/archive/01250/cats-meow_1250010.jpg

....



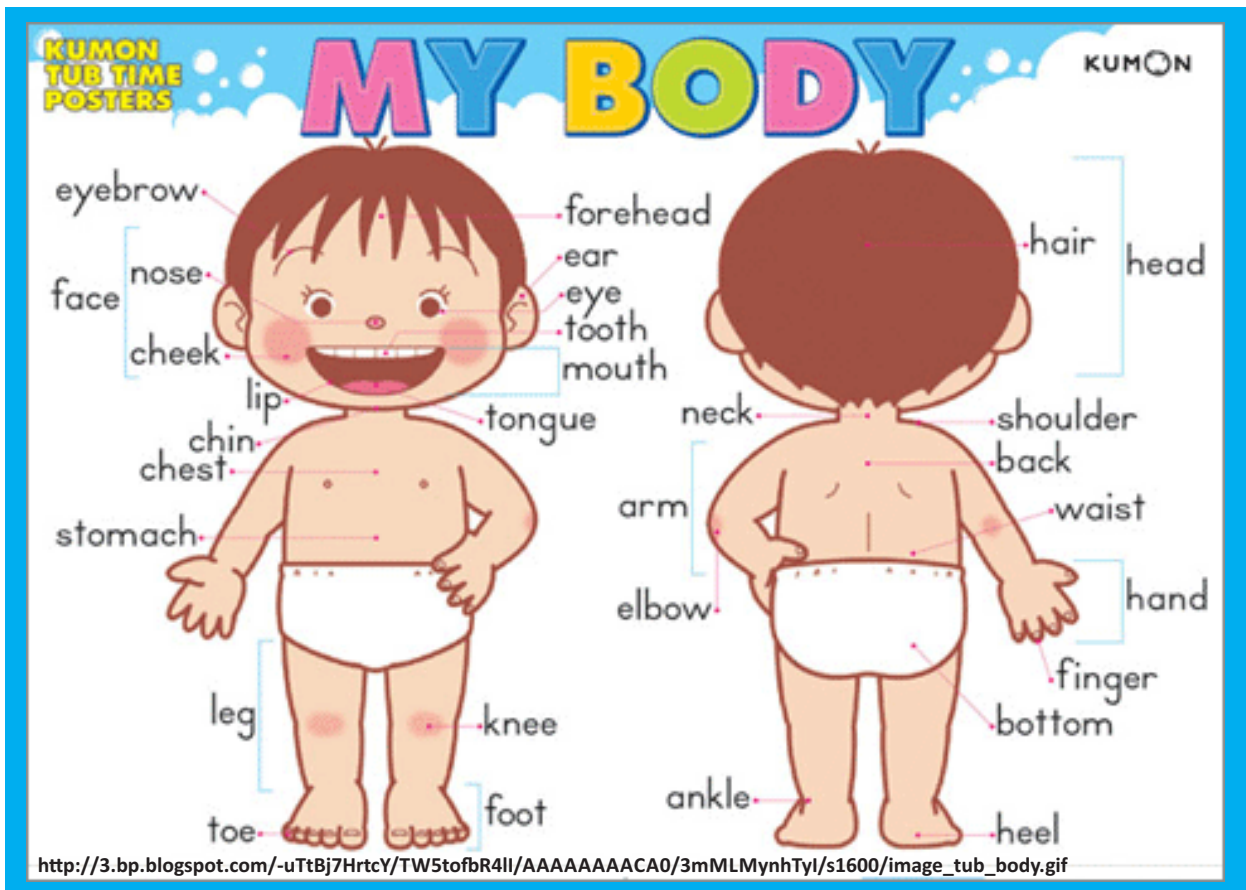
<http://www.clipartut.com/clip-arts/350/cartoon-snake-clip-art-350706.jpg>

....



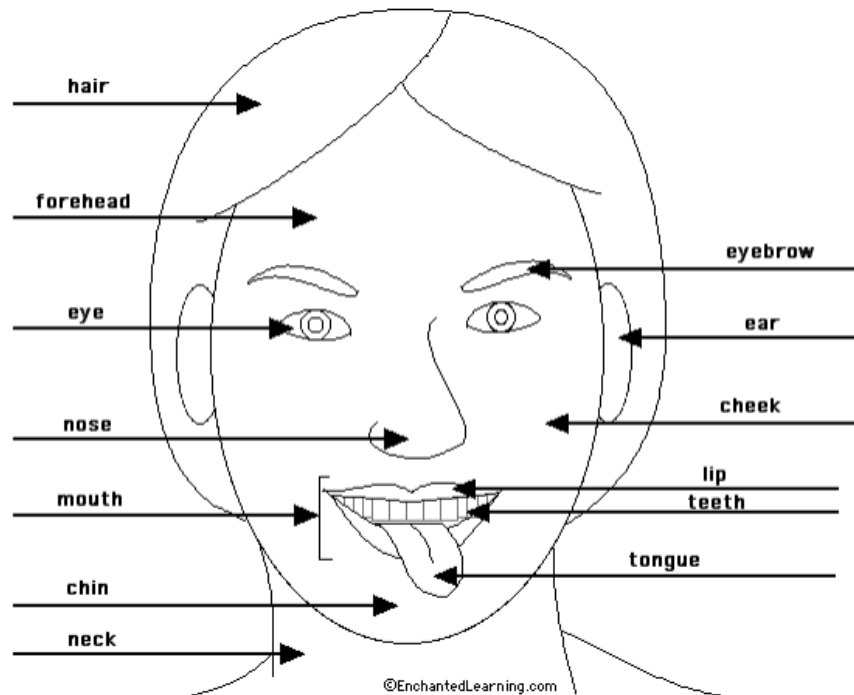
http://i.telegraph.co.uk/multimedia/archive/01400/books_1400152.jpg

TASK 3 Study the following pictures of people's physical appearance.

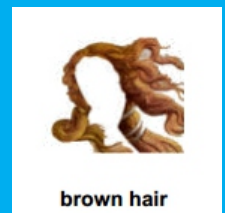
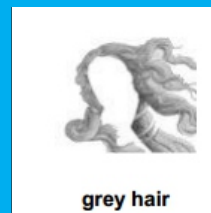
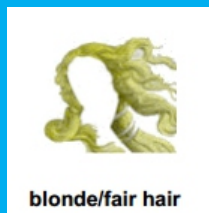
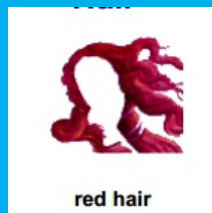
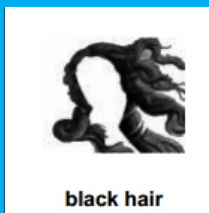


http://3.bp.blogspot.com/-uTtBj7HrtCY/TW5tofbR4II/AAAAAAAAACA0/3mMLMynhTyl/s1600/image_tub_body.gif

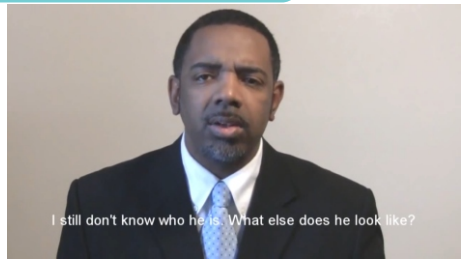
My Face



Hair



TASK 4 Study the following video about describing people.



TASK 5 Study the following texts about describing people.

1.



<http://www.tokohpopuler.com/wp-content/uploads/2015/05/BJ-Habibie-Presiden-Indonesia-yang-Pertama-Kali-Bisa-Membuat-Pesawat-Terbang-dan-Memperkuat-Rupiah-dari-15.000-menjadi-6500-5.jpg>

He was the third President of Indonesia from 1998 to 1999.
He was B.J. Habibie.
He was wearing a dark grey coat, a batik tie, white shirt, glasses and a black headdress.

2.



https://pbs.twimg.com/media/A9WVOhsCUAA7i_i.jpg

He is a doctor.
His name is Ferdiriva Hamzah.
He is wearing a surgery coat and glasses.

3.



<http://img.lensaIndonesia.com/uploads/2011/10/Garuda-Indonesia-Experience.jpg>

She is a flight attendant.
She is wearing a light blue dress.
She has black hair.
She is tall.

4.



http://www.indonesiakreatif.net/upload/Image/Berita%20Juli/PPKI%20hari3/IMG_0177.jpg

He is a magician.
His name is Deddy Corbuzier.
He is tall with a bald head.
He is muscular.
He has a lot of fans.

5.



http://gerbang.ubaya.ac.id/gb_konten/resize_1340958332.jpg

He was Raden Mas Soewardi Soerjaningrat who was known as Ki Hajar Dewantara.
He was the national hero of Education in Indonesia.
He was the first Indonesian Minister of Education.
He was wearing a white coat and shirt, a red tie, glasses and a black headdress.

6.



[http://upload.wikimedia.org/wikipedia/commons/8/8b/Hamengku_Buwono_IX_\(1973\).jpg](http://upload.wikimedia.org/wikipedia/commons/8/8b/Hamengku_Buwono_IX_(1973).jpg)

He was the second Vice President of Indonesia.
His name was Bendara Raden Mas Dorodjatun who was known as Sri Sultan Hamengku Buwono IX.
He was tall.
He was wearing a black coat, white shirt, red tie and black headdress.

7.



They are students.
They are wearing sport uniforms.
They are having sports in the field.

8.



<http://ayokupas.com/2015/01/05/4-pilot-cantik-indonesia/>

She is a pilot.
Her name is Allendia Traviana.
She is wearing a white pilot uniform and a black tie.
She flies a plane.
She has short black hair.
She is carrying a black hat.

9.



<http://cdn.klimp.com/merdeka.com/i/w/photonews/2013/11/25/282953/640x320/20131125095539-cantiknya-polwan-berilbab-saat-ikuti-apel-di-polda-metro-java-001-nfi.jpg>

She is a police woman.
She is wearing a police uniform and a veil.
She protects the community.

10.



<http://assets.kompasiana.com/statics/files/14005638951927387081.jpg>

His name is Chairul Tanjung.
He is a successful businessman in Indonesia.
He owns a lot of business company like Trans Media, Trans Mart, Mega Bank, and more.
He was the former Coordinating Minister for Economics in the Indonesia Cabinet in 2014.
He is wearing a black coat, white shirt, and blue tie.

11.

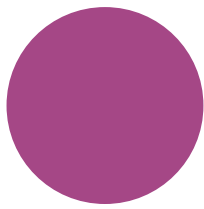


http://images.solopos.com/2014/12/FOTO-EMIRSYAH-SATAR-MUNDUR_-_Bertemu-Rini-Soemarno-Emirsyah-Satar-Undur-Diri-370x217.jpg

His name is Emirsyah Satar.
He was the CEO of Garuda Indonesia.
He is wearing a red batik, black trousers and a black shoes.

TASK 6 Study the following picture of describing things.

Shape



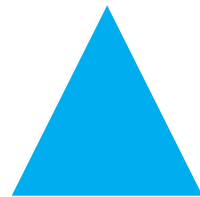
Circle



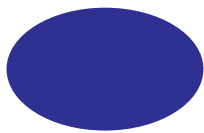
Square



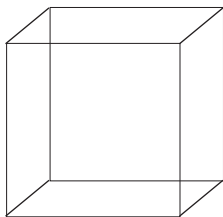
Rectangle



Triangle



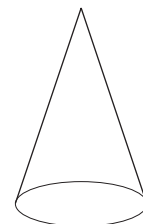
Oval



Cube



Cylinder



Cone

Color



Yellow



Black



Brown



Dark Green



White



Orange



Purple



Dark Blue



Blue



Pink



Red



Dark Green



Green



Light Blue



Purple



Dark Grey

Material



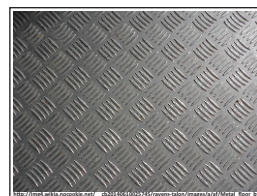
Wood



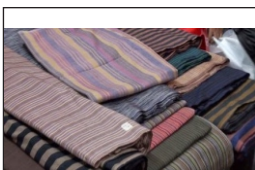
Paper



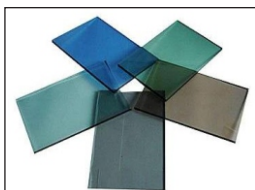
Plastic



Metal



Cloth



Glass



Ceramic



Leather

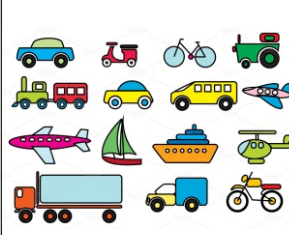
Function



Eat



Write



Ride



Fix



Cook



Record



Clean



Read



Entertain



Pay



Communicate

Size



Small



Medium



Large



Thin



Thick



Tall



Short



Average

TASK 7 Study the following video about describing things.



<https://www.youtube.com/watch?v=WQ2otB3Xzoc>

TASK 8 Study the following texts about describing things.

1.



It is a table.
It is made of wood.
The color is brown.
It has four legs.
It is a rectangle.

http://www.harida.net/table-wallpaper-2/128_black_table_with_cabriole_legs_2/

2.



It is a big sofa.
It is made from cloth and wood.
The color is light brown.
It is soft.

<http://content.blueport.com/ProductImages/0/95434.jpg>

3.



It is a doll.
The doll is a Barbie.
It is made from plastic and cloth.
It is brown.
It is wearing a pink long dress.

<http://media.askmebazaar.com/media/catalog/product/p/m/pmat1-12943948enh-z6.jpg>

4.



It is a pair glasses.
It is made from glass and plastic.
The color of the frame is black.
It is used for reading and protecting the eyes.

http://www.specspost.co.uk/products_pictures/Michael%20Caine%20Glasses.jpg

5.



This is a blackboard.
It is made of wood.
The color is black.
The shape is a rectangle.
Teachers write sentences and draw pictures on the blackboard.

https://c4.staticflickr.com/8/7168/6833123861_50d8295b1b_b.jpg

6.



It is a half-faced helmet.
The color is black.
It has a soft foam to make the user feel comfortable.
It is used to protect the user from any injuries.

7.



It is a car.
The color is white.
It is a small car.
It has four wheels.
It is a city car.
It is made in Indonesia.

8.



It is a bottle.
It is made of plastic.
It is a cylinder.
It is transparent.
It contains mineral water.

9.



It is a bowl.
It is made of ceramics.
The color is white.
It is used for serving soup.

10.



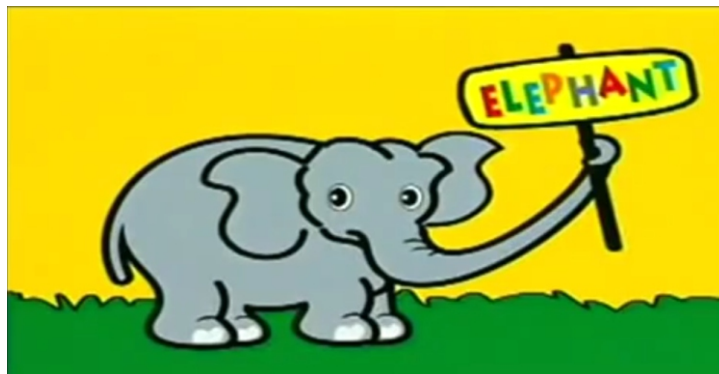
It is a computer set.
It consists of CPU, monitor, keyboard and mouse.
The case is made from plastic and metal.
The screen is made of glass.
The keyboard and the mouse are also made from plastic and metal.
Students, teachers, and office workers use the computer to complete their work.

11.



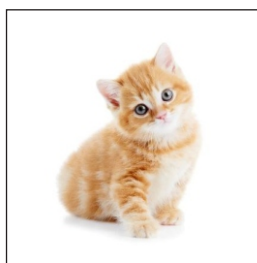
This is an air conditioner.
It is made from metal and plastic.
The color is white.
It cools the room.

TASK 9 Study the following video about describing animals.



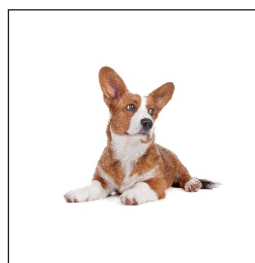
<https://www.youtube.com/watch?v=CYMclpp9aQ8>

TASK 10 Study the following texts about describing animals.



<http://i.cdn.net/cats/images/totd159706-367421-kitten.jpg>

It is a kitten.
It has soft brown fur
and a white chest.
It has blue eyes and a
flat nose.
It is cute.



<http://humansociety.org/arkive-content/uploads/2013/02/geck-Webb-Camp-Dog-11020621.jpg>

It is a dog.
It has brown and white
fur.
It has black big eyes,
big ears, and a big
nose.
It is lying on the floor.



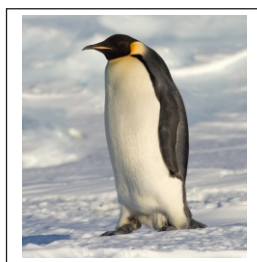
http://upload.wikimedia.org/wikipedia/commons/0/07/Domestic_goat_kid_in_capeweed.jpg

It is a goat.
It has a white wool.
It has four legs.
Its eyes are black.
It eats grasses.



http://img4.wikia.nocookie.net/_cb20110412003057/oreospasta/images/f/fc/700cow.jpg

It is a cow.
It has black and white
colors.
It has four strong legs.



http://upload.wikimedia.org/wikipedia/commons/0/07/Emperor_Penguin_Marchet_emperor.jpg

It is a penguin.
It lives in the Artic.
It has black and white
colors with a little
orange color on its
neck like a necklace.
The color of its peak is



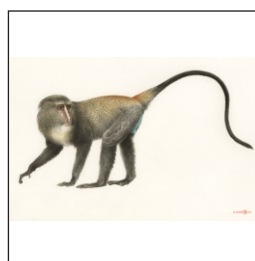
<http://images.wisegeek.com/red-black-and-white-snake.jpg>

It is a snake.
It is small but long.
This snake has orange,
white and black strips.



<http://sci.aero/wp-content/uploads/2014/11/DolphinPhoto.jpg>

It is a dolphin.
It is swimming.
It has a long tail, a big
fin and a big mouth.
It has a smooth skin.



<http://voices.nationalgeographic.com/files/2012/08/1.esula-monkey-drawing-by-Kimio-Honda.jpg>

It is a monkey.
It has a long tail.
It has short brown fur.
It is standing on the
ground.

TASK 11 Find all the difficult words in the texts that you have read and video that you have watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word "pet" mean?
2.
3.
4.
5.
6.
7.
8.
9.
10.

11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

TASK 12 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. What is difference between color and colour?

2.

3.

4.

5.

6.

TASK 13 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. pet	1. an animal which is kept in the home as a companion and treated kindly.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 14 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that you have write down in task 12. Number one has been done for you.

1.

What is the difference between color and colour?

Result of discussion:

Color is spelling in American English. **Colour** is spelling in British English.

2.

3.

4.

5.

6.

TASK 15 Study the pictures about famous people below.

1.



His name was Ir. Soekarno. He was the first president of Indonesia. He was wearing a black headdress, black tie and white coat.

2.



He is Michael Schumacher. He is a seven-time Formula One World Champion racer. He is from Germany. He has short brown hair. He has a big nose and a white skin. He is wearing a red and white racing suit.

3.



He is Pandji Pragiwaksono. He is a multi talented artist. He is a rapper, a standup comedian, and an MC. He is big and tall. He is wearing a black coat. He is speaking to the audience.

4.



This man was Letnan Jendral Oerip Soemoharjo. He was a national hero of Indonesia. He was the first staff of the Indonesian ARMY. He was wearing a black headdress and a grey coat.

5.



They are the troops of Keraton Yogyakarta soldiers called Bregodo Wirobrojo. They are always in the front line when they are in the war. They are wearing a red uniform with a red hat like a chilli. That is why they are called Pasukan Lombok Abang or Red Chilli Troops.

TASK 16 Read the text below and repeat after the teacher. Then, practice it with your partner.

My Family

My family has four members: those are my parents, my sister, and me of course.

My mother is 47 years old. Her name is Anisa. She has a thin face, long blond hair and beautiful green eyes. She is slim because she always does exercises to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52 but all his hair is still black. He has bright blue eyes. He is quite tall, but a bit shorter than I am. He is a hard-working person. He works for a travel agent. He often prepares dinner when my mother is not at home. His dish is as tasty as my mother's dish.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we lived in Bandung for 5 years. My sister studied in the primary school there. Unfortunately I was only 3 when we left for Jakarta. That is why I can't speak Sundanese. Now we are happily living in Jakarta.

TASK 17 Answer the questions orally as fast as possible.

1. How many family members are they?
2. How old is her mother?
3. Who is her father's name?
4. Can she speak Sundanese well? Why?
5. Where are they living now?

TASK 18 Study the dialogs below and play the role.

- Hanif : Tell me, Zaki. What does your father do?
Zaki : He's a teacher. What about your father?
Hanif : He's a librarian.
Zaki : Does he read a lot?
Hanif : Yes. He reads many books and magazines in the library.
Zaki : My dad likes reading, too, and he also plays tennis a lot.
Hanif : Does he like music?
Zaki : Yes. What about your father?
Hanif : Oh, he likes classical music.

TASK 19 Answer the questions below orally as fast as possible.

1. What does Zaki's father do?
2. Does he like reading?
3. What sports does he play?
4. What does Hanif's father do?
5. Does he play sports?
6. What music does he listen to?

TASK 20 Study these examples and complete the sentences that follow. Number one has been done for you.



- a. What is your father's name?
What's your father's name?
What's his name?
- b. My father's name is Jarwo.
His name is Jarwo.
He is Jarwo.
He's Jarwo.



- a. What does your father do?
What ... he .. ?
- b. My father is a driver.
He is a
He's a
He drives a



- a. What ... does your brother play?
What sports your brother play?
What sports he ...?
- b. My brother plays
... plays



- a. What does your sister read in her spare time?
What ... she ... read?
- b. My ... reads novel and magazine.
My sister ... reads novel and magazine.
She ... novel and magazine.
She ... Hai magazine.



- a. What does your uncle do?
What do?
- b. My uncle is a carpenter.
He is a
... a carpenter.
He makes something using wood.



- a. What music does your grandmother grandfather listen to?
What music ... he ...?
- b. My grandfather listens to classical music.
He classical music.

TASK 21 Mention things that you can find in your school. Describe them with your friends. Number one has been done for you.

Things	Description
1. blackboard	1. The color is black and the shape is a rectangle.
2. ...	2. ...
3. ...	3. ...
4. ...	4. ...
5. ...	5. ...
6. ...	6. ...

TASK 22 Watch the video about animals below. Repeat it.



<https://www.youtube.com/watch?v=OwRmivbNgQk>

TASK 23 Read the description of the kitten carefully in front of the class.

My Kitten



Sunshine is the sweet mom cat. She's a fluffy orange and white, loves people attention and is a great mom to her 3 kittens.

Hunter is the biggest of her kittens and is orange and white with a white ring around his neck, like a necklace.

Hobbs is the smallest of the litter and is also orange and white.

Hazel is a calico with striking markings of black, orange and white.

Sunshine and her kittens are used to being around humans and she is tolerant of us interacting with her babes. Every mom needs a break now and then.

Joe thinks this litter of kittens is 5 – 6 weeks old. They are still nursing but are also eating dry food already.

The little family is housed in the 2nd mini cat room. Sunshine comes out in the hallway for a little exercise and attention when the babes are napping.

TASK 24 Answer the questions orally as fast as possible.

1. Who is the name of the mom cat?
2. Who is Hunter?
3. Who is the smallest kitten?
4. How does Hazel look like?
5. What do the kitten eat?

TASK 25 Fill in the form with some information on your family members.

Name of father	:	Name of mother	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

Name of brother	:	Name of sister	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

TASK 26 Use the information in the form to complete the sentence below. Then, tell your friends what you have done.

My father's name is
 He is a
 He likes reading
 He plays/does not play*
 He drinks
 He likes/does not like*

My mother's name is
 She is a
 She likes reading
 She plays/does not play*
 She drinks
 She likes/does not like*

My brother's name is
 He is a
 He likes reading
 He plays/does not play*
 He drinks
 He likes/does not like*

My sister's name is
 She is a
 She likes reading
 She plays/does not play*
 She drinks
 She likes/does not like*

TASK 27 Your teacher will give you some cards of things. Pick four of them and discuss them with your friends.
Take turns to describe each card in front of your class.

1.

PASTE THE PICTURE HERE

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2.

PASTE THE PICTURE HERE

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3.

PASTE THE PICTURE HERE

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4.

PASTE THE PICTURE HERE

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TASK 28 Your teacher will give you some cards of animals. Pick four of them and discuss them with your friends.
Take turns to describe each in front of your class.

1.

PASTE THE PICTURE HERE

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2.

PASTE THE PICTURE HERE

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3.

PASTE THE PICTURE HERE

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4.

PASTE THE PICTURE HERE

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TASK 29 Chose seven friends and describe their physical appearance. Present the result in front of your class.

	Friends' name	Physical Appearance
1.		
2.		
3.		
4.		
5.		
6.		
7.		

TASK 30 Interview your friend and ask them about their family members.

Name of father	:	Name of mother	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

Name of brother	:	Name of sister	:
Occupation	:	Occupation	:
Reading	:	Reading	:
Sports	:	Sports	:
Drink	:	Drink	:
Music	:	Music	:

TASK 31 Use the information in the form to complete the sentences below. Then, tell your friends what you have done.

My father's name is
He is a
He likes reading
He plays/does not play*
He drinks
He likes/does not like*

My mother's name is
She is a
She likes reading
She plays/does not play*
She drinks
She likes/does not like*

My brother's name is
He is a
He likes reading
He plays/does not play*
He drinks
He likes/does not like*

My sister's name is
She is a
She likes reading
She plays/does not play*
She drinks
She likes/does not like*

TASK 32 Imagine some animals or things without mentioning the animals or things and write the description down in the table below. Don't let your friends know your description when you write it. In turns, tell your description in front of the class and ask your friends to guess what animals or things you have described.

1.

2.

3.

4.

TASK 33 Guessing Game

1. Ask whether it is animate or inanimate.
 - Is it animate?
 - Is it inanimate?
2. Ask about the kind of thing.
 - Is it a kind of tool/equipment/accessories?
 - Is it a person?
 - Is it an animal?
3. If it is a kind of things, say
 - a. Can we use it to ...? (function)
 - b. Is it made of ...? (material)
 - c. Is it big? (size)
 - d. Is it white? (color)
4. If it is a person, say
 - a. Is he/she a/an ...? (occupation)
 - b. Is he/she ...? (appearance)
 - c. Does he/she like (hobby/habit)
5. If it is an animal, say
 - a. Is it big/small/long/short? (size)
 - b. Is it wild/tame/domestic animal?
 - c. Does it have ...? (appearance)
 - d. Can it ...? (ability)
 - e. Does it have ...? (characteristics)
 - f. Does it like ...? (food)

TASK 34 Imagine some animals and things and write it down in the table below. Make sure that your friends don't know your animals and things. Go to the front of the class and let your friends guess your animal and things.

The name of the animal and thing.	Your friends' name who guesses.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

TASK 35 Guess your friends imagination. Write down the clues in the table below. Guess as much as possible your friends imagination so you can win the game.

1.

Name :
Clues :

The answer that you guess :
The right answer :

2.

Name :
Clues :

The answer that you guess :
The right answer :

3.

Name :
Clues :

The answer that you guess :
The right answer :

4.

Name :
Clues :

The answer that you guess :
The right answer :

5.

Name :
Clues :

The answer that you guess :
The right answer :

6.

Name :
Clues :

The answer that you guess :
The right answer :

7.

Name :
Clues :

The answer that you guess :
The right answer :

8.

Name :
Clues :

The answer that you guess :
The right answer :

9.

Name :
Clues :

The answer that you guess :
The right answer :

UNIT 4

Tell me.



In this unit, you will learn:

Giving a recount

TASK 1 Study the following video about a recount text.**TASK 2** Study the following texts.

A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

Source: <http://englishwithgalih.blogspot.com/2014/01/list-of-examples-recount-text.html>

My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places.

I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

TASK 3 Study the following conversation between Ilmi, Tissa, and Nina about their holiday.

Holiday in Bali

The first day after the holiday, Ilmi, Tissa and Nina talked in front of the classroom. They talked very enthusiastic.

- Ilmi : Hello friends. How are you today?
Tissa : I'm fine.
Nina : Me too. How about you Ilmi? Are you fine?
Ilmi : Of course. I'm fine. Thank you.
Tissa : By the way, was your holiday great? Tell us about your holiday?
Ilmi : Okay guys. I went to Bali island last holiday. Bali was the most popular destination to visited, I think.
Tissa : Did you go alone?
Ilmi : Oh no. There were so many places to see in Bali, so my family decided to join the tours to see as much as possible.
Nina : What did you do there?
Ilmi : My cousins stayed in Kuta, so we spent the first two days to swimming and surfing on Kuta beach.
Nina : And then what?
Ilmi : I just stayed in my cousins home for three days after that. It was so boring to me. Where did you go on this holiday guys?
Tissa : Ow. Same with you. Nina and me went to Bali island on this holiday. We visited some tour agents and selected two tours.
Nina : All right. The first one was to Singaraja, and the second was to Ubud. On the day of the tour, we were ready.
Ilmi : What did you do there guys?
Tissa : My family and Nina's family drove on through mountains in Singaraja. Singaraja was a city of about 90 thousands people in the Bali island.
Ilmi : Yes, I know that. It was a busy but quiet town. The street was lined with trees and there were many old Dutch houses. That's right guys?
Nina : Of course. Then, we returned very late in the evening to some hotel near the Kuta beach.
Ilmi : Hmm, nice. Now, please tell me about your experience in Ubud?
Tissa : Okay. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island.
Nina : All right. The first stop was at Batubulan, a center of stone sculpture.
Ilmi : Yes, I know that. Two years ago, my family watched young boys were carving away at big blocks of stone in Batubulan. And then?
Tissa : Of course. The next stop was to Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at some restaurant in there.
Nina : And the last day, we were spent on the beach. We went sailing or surfing along day. We were quiet satisfied.
Ilmi : Wow, your holiday sounded great. But.. (Ring..) Wow, the bell has sounded. It's time to learn in the classroom. That's right? See you guys?
Tissa : Of course. See you.
Nina : See you.

TASK 4 Find all the difficult words in the texts that you have read and video that you have watched. Write down the difficult words in the table below and tell your friends the words that you found. Number one has been done for you.

1. What does the word “drove” mean?
2.
3.
4.
5.
6.
7.
8.
9.
10.

11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

TASK 5 Write down what you want to know more about the expressions you have learnt in the unit. Number one has been done for you.

1. Why must recount texts use the past tense?

2.

3.

4.

5.

6.

TASK 6 Make a group of four. Discuss the difficult words that you have found and present the result in front of the class. Number one has been done for you.

Words	Meaning
1. drove	1. Past simple of drive. To move or travel on land in a motor vehicle.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.

TASK 7 Make groups consisting of six to eight students. Discuss the things that you want to know about the expressions that you have learnt in the unit that you have write down in task 5. Number one has been done for you.

1.

Why must recount texts use the past tense?

Result of discussion:

Because recount texts tell people past experience.

2.

3.

4.

5.

6.

TASK 8 Study the recount text below and its generic structure.



Trip to Bandung

Orientation	On the weekend, I went to Bandung, West Java with Rio and Roy. We stayed at my Uncle's house, Mr. Alfian. His house is around Jalan Asia Afrika.
Events 1	Early in the morning, my Uncle asked us to visit Masjid Raya Bandung. We went to the ninth floor of the tower of the Masjid. It was high so we can see all parts of Bandung. After that, we had a breakfast food stall in front of the Masjid. My Uncle and I had porridge while Rio and Roy had Soto. After we finished our breakfast, we went home and took a bath.
Events 2	At 11 o'clock, we went to Trans Studio Bandung. The place is huge. There were lots of games inside like Car Racing, Giant Swing, Kong Climb, Sky Pirates, Dragon Riders, Science Center and City Theater. My favorite game was Sky Pirates because I can see all parts of the Trans Studio.
Re-orientation	At 5 p.m., we went back to my Uncle's house. We were tired. It was an exciting day.

TASK 9 Answer the question orally as fast as possible.

1. With whom did the writer go to Bandung?
2. Where did they stay when they were in Bandung?
3. Where did the writer go at 11 o'clock?
4. What was the writer's favorite games at Trans Studio Bandung?
5. How was their day?

TASK 10 Listen to the audio and fill in the blanks. Use the vocabulary list in the table below. After that, present it to your friends.

visited bought sat exited ate	went used dress arrived reached
was three morning were afternoon	stayed took one two lived



<http://yogyakarta.panduanwisata.id/files/2012/05/1.jpg>
My Trip to Solo

Orientation	On Wednesday afternoon, my father and I (1) ... to Solo, Central Java. We (2) ... at Lor In Hotel which is not far from Adisumarmo Airport.
Events 1	On Thursday, we (3) ... Keraton Surakarta. It (4) ... amazing. There are so many kinds of traditional trains that was (5) ... by the Sultan. We (6) ... many pictures there.
Events 2	After that, we visited Pasar Klewer. We (7) ... a lot of souvenirs there. I bought (8) ... T-shirts, one for my brother, one for my sister and one for me. My father bought a (9) ... for my mother and some key chains for his friends.
Events 3	On Friday (10) ..., we went back to Yogyakarta by train. We spent about (11) ... hour in the train. I was so (12) ... because it was my first time to travel by train. I (13) ... near the window.
Re-orientation	Finally, we (14) ... at 11 o'clock. We (15) ... very tired. It was a great tout to Solo.

TASK 11 Answer the question orally as fast as possible.

1. Where did the writer go last Wednesday?
2. With whom did he go there?
3. Where did they stay when they was there?
4. What tourist objects did they visit?
5. When did they go back to Yogyakarta?
6. What kind of transportation did they use to go home?

TASK 12 In groups, write down some recount texts related to the picture. Then, present them in front of the class. Number one has been done for you.

1.



http://upload.wikimedia.org/wikipedia/commons/b/b1/Merdeka_Square_Monas_02.jpg

Trip to Jakarta

Last month, I went Jakarta with my family. We stayed at my cousin's house, Wulandari. Her house is at Pasar Jumat, South Jakarta.

We went there by car. My father drove it. It took 12 hours in the car. I sat at front accompanying my father, while my mother and sister sat in the second row. The road was not crowded because it was not a holiday season. We took rests every three hours.

We arrived at six o'clock in the afternoon. Wulandari asked us to take a rest. At 8 p.m., she already prepared a dinner for us. She cooked it by herself. I ate a lot that evening.

In the next day, we visited Samudra Ancol. We saw many kinds of fishes like shark, stingray, ... Then I bought some souvenirs. After that, we continued our trip and visited Monumen Nasional as known as Monas. It was so tall. I took many pictures there. In the afternoon, we went back to Wulandari's house.

The next day, we planned to go to Pondok Indah Mall as known as PIM. The Mall was so big. There were many good quality shops. I didn't buy anything because it was so expensive. Wulandari took us to the steak house there. It was so delicious. It was very different with the steak that I usually bought at my hometown.

In the afternoon, we went back to Wulandari's house to pack up our things because the next day we went home.

2.



<http://batasnusa.com/wp-content/uploads/2014/11/Stupa-Candi-Borobudur-View.jpg>

3.



4.



TASK 13 Read the texts that you have presented once again. Try to analyze the generic structure in groups. Present it in front off your class.

1.

Orientation:

Events:

Re-orientation:

2.

Orientation:

Events:

Re-orientation:

3.

Orientation:

Events:

Re-orientation:

4.

Orientation:

Events:

Re-orientation:

TASK 14 Make two conversations about your past experience with your partner. Do it in turns.

1.

Your partner's name:

The topic of the conversation:

2.

Your partner's name:

The topic of the conversation:



TASK 15 Make two recount texts based on your own experience. Don't forget to use the past tense. Present it in front of the class.