

**DEVELOPING ENGLISH SUPPLEMENTARY SPEAKING MATERIALS
BASED ON THE CONTEXTUAL TEACHING AND LEARNING
FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOLS**

A Thesis

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



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YOGYAKARTA STATE UNIVERSITY**

2015

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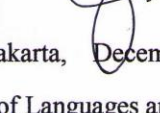
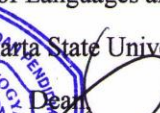
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, December 2015

Penulis,



Erika Artha Dini

DEDICATIONS

I dedicate this thesis to:

My father S Budiarto and my mother Dra. Elly Samodrati

My little Sister Amalia Arthadiani

My little brother Adiartha Nugraha

MOTTOS

‘Oh you, who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.’

-Quran 2:153-

Success consists of going from failure to failure without loss of enthusiasm.

-Winston Churchill-

Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

-Helen Keller-

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I realize that this thesis is far from being perfect. Thus, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, November 2015

The Writer

Erika Artha Dini

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DEVELOPING ENGLISH SUPPLEMENTARY SPEAKING MATERIALS BASED ON CONTEXTUAL TEACHING AND LEARNING FOR GRADE TEN STUDENTS OF SENIOR HIGH SCHOOLS

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ABSTRACT

The objective of this research was to design English supplementary speaking materials for grade ten students of senior high schools. The teacher's guide book was developed to help the English teachers in teaching process. This study was concerned with how to provide contextual teaching and learning speaking materials for English teaching and learning process especially in speaking skill.

The study was educational Research and Development (R & D). The procedure of the research was conducting the needs analysis, writing the course grid, developing the first draft of the English supplementary speaking materials, evaluating the first draft of the English supplementary speaking materials, and revising and writing the final draft of the English supplementary speaking materials. The instruments of the study were questionnaires and interview guidelines. The needs analysis was conducted in SMA PIRI 1 Yogyakarta. The data from the interview and the observation were analysed qualitatively and the data from the questionnaires were analysed quantitatively through the descriptive statistics. The respondents of the research were 10 people, consisting of 10 university students. The university students were the students of English Education Department. To validate the appropriateness of the book, the developed materials book was judged by the expert.

The result of the needs analysis showed that the students needed materials for speaking which were attractive and interesting and based on their social life context. The product of this study was supplementary speaking materials entitled 'Meet and Speak Speaking Materials for High School' completed with teacher's guide book. The teacher's guide book was completed with an answer key. The contextual teaching and learning supplementary reading materials consisted of three units. Each unit had 17 tasks and it consisted of five stages. Those five stages were relating, experiencing, applying, cooperating and transferring. The result of the data computation of the book evaluation from the expert showed that the developed contextual teaching and learning supplementary speaking materials was categorized as good. Thus, it can be concluded that contextual teaching and learning supplementary speaking materials had been appropriated for grade tenth students of Senior High School.

Keywords: Contextual Teaching and Learning, Supplementary, Speaking, Materials, Teacher's Guide Book, Teaching Speaking in High School

APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

English, as one of the subjects at school, has four language skills to learn, they are reading, writing, listening and speaking. Every skill has different levels of difficulties. To master this subject, students should get the same portion of every skill in the learning process. However, most of the teachers in Senior High School only focus on reading, writing and listening skills. They emphasized these three skills, because those are the only skills which are needed by the students to pass the national examination. This fact implies to the least portion for the students not getting speaking skill sessions when they learn English in the classroom.

Speaking becomes one of the four basic language skills that should be learned by the students in any level, because it is used by someone to deliver his/her opinion, thought, feeling, etc to other in order the messages can be clearly received by the listener. Nowadays, the world requires that the goal of teaching English should improve the students' communicative skills, because in that way they can express themselves and learn how to follow the social and cultural rules appropriately in every communicative circumstances. Nunan (2003:48), states that 'speaking skill in a new language is more difficult than other skills'. Moreover, as Indonesians who are not English speaker, the students will feel not easy to speak in English, because they

are not accustomed. Besides, speaking is also natural in which the students cannot easily revise what they have said, so tend to be afraid to speak in English. Therefore, it becomes a challenge for English teacher to teach the student to be able to use the language in real communication.

The least portion of speaking sessions in the classroom makes the students face some problems, such as the lack of vocabulary and the difficulty in expressing their feeling, since they do not know much about expression. The writer believes that students have problems in speaking skill because there is no specific book and appropriate materials used by their teacher to support their speaking skill improvement.

Teachers also face a problem in teaching speaking such as the lack of speaking materials. They have to find the materials of certain topics by themselves. They simply lack of speaking materials because mostly the general English textbooks which they used only focus on the writing and reading comprehension. In order to solve to the problem, the writer conducts the research on designing speaking materials. The designed material is developed to help the student to overcome their speaking problems.

This study aims to design supplementary speaking materials based on Contextual Teaching and Learning (CTL). CTL is an approach of teaching and learning that helps the teacher to relate subject materials to the real world situations

and motivates the student to make connection between knowledge and its application to their daily life. According to Johnson (2005:25):

“CTL is an educational process that aims to help student see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is with the context of their personal, social and cultural circumstances. To achieve this aim, system encompass the following eight components: making meaningful connection, doing significant work, self regulating learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment.”

The Contextual Teaching and Learning concept believes that students will be able to learn better if they connect the content which they are currently studying to the life context in which the content can also be applied. This approach is the most appropriate to be used as the basic of designing the speaking materials because of its foundation, and constructivism. It will make the students understand and solve the problems, express and develop their ideas.

Contextual Teaching and Learning also encourages the writer to design the material contextually based on the students' real life, students' needs, students' previous knowledge and students' meaningful learning experience. By looking at the importance of the concept, Contextual Teaching and Learning is considered as the aspect in designing a set of instructional English speaking materials in this study. As stated by Tomlinson (2008:5), helping learners to participate in meaningful communication in which they are using languages to achieve intended outcomes is essential to the development of their communicative competence.

To sum up, this study aimed to produce English Speaking Materials based on Contextual Teaching and Learning for the first semester of the tenth grade students of X SMA Piri Yogyakarta to help them develop their English skill. The concept of Contextual Teaching and Learning intended to create the meaningful English speaking learning process for the students.

B. Problem Identifications

Based on the background of the study mentioned above, the problem identifications of the research are:

1. The limited amount of speaking materials. Teachers use the general English textbook which covers mainly in reading comprehension and writing skills, because speaking is not evaluated in national examination. However, English itself is not only limited to the national examination, but also for the communicative purpose. The communicative purpose of English can only be learned through learning speaking skills.

2. The limited variety of speaking activity in the classroom. The amount of speaking activities in the classroom is limited, because teachers only have few materials for speaking teaching and learning process. Teachers have to find materials for their speaking class by themselves.

3. The materials that are used by the teachers do not support the students to develop their speaking skill. The consequence is there are many students who found difficulties when they try to speak English inside or outside the classroom.

C. Problem Limitation

This study deals with designing the supplementary speaking materials based on Contextual Teaching Learning for the first semester of grade X student of SMA 1 Piri Yogyakarta, because there are limited amount of speaking materials, limited amount of speaking activities and the materials that are used by the teachers do not support the students to develop their speaking skill.

D. Problem Formulation

This research has formulated the problems as follows:

1. What are the speaking target needs of the grade ten high school students?
2. What are the learning needs of the grade ten high school students?
3. What are the appropriate speaking materials for grade tenth of High School students?

E. Objectives of the Development

The study has some objectives that cope with students and English materials.

Those objectives are:

1. To describe the speaking target needs of tenth grade students of High School.
2. To describe the learning needs of tenth grade students of High School.
3. To design the appropriate contextual teaching and learning supplementary speaking materials for the tenth grade students of Senior High School.

F. Specification of the Product

The product of this study is the Supplementary English Speaking Materials based on Contextual Teaching and Learning for the tenth grade students of SMA Piri

Yogyakarta for the first semester and completed with the course grid, teacher's guide and answer key.

The designed materials consist of 3 units. Every unit of the materials has been developed through the students' need analysis result. The three functions that students prefer the most are about inviting someone, expressing happiness and expressing sympathy.

The teacher's guide consists of the steps which assist the teacher to teach the designed materials. The teacher's guide also gives the additional information such as the worksheet, media and assessment sheet that the teacher can use in teaching the materials to the students. Lastly, the teacher's guide is also completed with the answer keys of the exercises in the student's designed materials.

G. Significances of the Study

The study is expected to have a significant contribution theoretically and practically for:

1. High School Students

By learning through this designed material the students will realize that speaking is easy to be learned, because they are expected to have a meaningful learning experience with the concept.

2. English Teachers

The designed materials are expected to be used as a reference to teach speaking in the classroom of tenth grade students. Besides, the teachers will be able not only develop their comprehension about Contextual Teaching and

Learning, but also implement this principles in the classroom learning activities. The teachers can modify and add some interesting speaking activities to improve the students' speaking skill.

3. English Teachers candidates

The designed materials can be used as the resources to learn about how to teach speaking communicatively and meaningfully, so they can apply it in their future class.

4. Other researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion. The concept of Contextual Teaching and Learning is appropriate to develop the materials since this approach has some benefits to the students.

5. Material developers.

The result of the designed materials can be used as a resource and reference for the development of English materials especially in speaking. The material produced in this research can be combined with other English skills as needed.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. SPEAKING

a. The Nature of Speaking

Speaking of language is a means of communication. Speaking is so complex, because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. According to Nunan (2003: 48), speaking is a productive aural/oral skill. It involves the production of verbal utterance to grasp meaning. Bygate states as cited by Louma (2004:104), the special features of speaking results from two sets of condition under which people speak: processing and reciprocity. Processing means that speaking involving action which simultaneously happens. Reciprocity means what a speaker says according to what his or her listener's reaction. On the other words, the speaker has to adapt and pay attention to his or her listener.

In this study, speaking means the students' capability to deliver and apply their knowledge in real context communicatively in form of speech production. Speaking is expected to be used by the students in their practical needs and daily activities.

b. Teaching Speaking

Harmer (2007:123) says that teaching speaking provides opportunities for rehearsal give both teacher and students feedback and motivate students because of

their engaging qualities. According to Goh and Burns (2012:23), second language learners who attend school or tertiary institution where teaching is conducted in the target language can engage effectively in the discourse of an academic environment if they have good speaking abilities. It means that the students who come to learn English effectively in an academic institution will reach the academic standard with a good achievement.

Goh and Burns (2012:32) add speaking also directly benefits learners because it can facilitate second language acquisition. In this case, teacher has the role of giving the students feedback so they can improve their second language acquisition effectively. From the statement, we can conclude that feedback engages students to improve their speaking skill effectively. This speaking material is expected to improve the speaking production from the students, so that they will be able to use words and phrases fluently in appropriate real life context.

c. The Techniques in Teaching Speaking

There are some activities that can be used to encourage students to speak more and to give them understanding about speaking as an important skill. Those activities can be used to facilitate the students to practice and improve their speaking skill. The followings are activities in teaching speaking :

1) Role-plays

Students have to act and speak as a different person or new character in this activity. This activity encourages students to develop their perception, creativity and imagination.

2) Problem solving activities

Here, teacher gives the students problem orally or in written form. The students need to complete the task by solving the problem given.

3) Simulation

Harmer (2007:125) says that in simulations, students act as if they were in real-life situation. In this activity, the students are facing an imaginary setting and a role. They have to share their opinion and idea by using the appropriate expressions to the given setting.

5) Speeches

Speeches are one of the common activity conduct in classroom. According to Murcia (2001:106), topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some ways in determining the content of their talks. Teachers should provide some particular contexts before asking students to prepare the speech.

5) Information gap

This activity encourages students to use English to share the information. According to Nunan (2003:56), information gap is a useful activity in which one person has information that other lacks.

6) Jigsaw activities

This activity conducts when the teacher gives the members of group separate and different parts of the whole topics to learn, and they have a responsibility to teach what they have learned to the other members of the class or group. According to

Nunan (2003:56), jigsaw activities are a directional or multidirectional information gap.

7) Discussion

In this activity, teacher has a role to organize the appropriate topics. The topics should be interesting and appropriate for their level, so it will motivate the students. Green, Christopher, and Lam as cited by Murcia (2001:106), state that students will be more involved with and motivated to participate in discussions if they are allowed to select discussion topics and evaluate their peers' performance; this idea is in line with the principle of students taking responsibilities for their own learning.

d. Characteristics of Senior High School Students

High school students are more capable in the higher levels of reasoning and abstract thought than younger students. They can make connections between different concepts and analyze events that have multiple causes and effects. They also are beginning to be more interested in the world at large as they begin to understand how the past, present and future connect together. By looking at the fact, high school students can follow the contextual teaching and learning process since it requires their real life experience.

Senior high school students' age which range from 15-18 years are categorized into adolescence. The characteristics of adolescence learners according to Harmer (2001: 38-39) are (1) they are less lively, less humorous, less motivated, and presents outright discipline problems than adults; (2) individual identity has to be created among classmates and friends; peer approval are more important for the students

than the attention of the teacher; (3) they would be much happier with such discipline problems i.e problem with their friends did not exist; (4) they are disruptive in the class because of some factors i.e boredom; (5) they have a great capacity to learn, a great potential of creativity and an excited commitment to things that interest them.

Brown (2001: 92) says that the teens are an age of transition, confusion, self consciousness, growing and changing bodies and minds. It means that, High School students are in the age where they can build their own way to make them understand what is being taught by the teacher.

2. Contextual Teaching and Learning

a. The Definitions of Contextual Teaching and Learning (CTL)

Berns and Erickson (2001: 2) define CTL as conception of teaching and learning that helps teachers relate subject matter or content to real world situations; and motivates students to make connections between knowledge and its applications to their lives. It focuses on the context of what we teach from the students' point of view. Muslich (2007:41) defines the foundation of Contextual Teaching and Learning is constructivism, which emphasizes that learning is not only memorizing, but also reconstructing or constructing new knowledge and new competence through factors or proportion which they experience in their life. This theory views learning as where the students construct their own understanding based on prior knowledge and experience and apply them in a new situation. Constructivism calls for active participation from the students. It means that they will be able to maximize their knowledge if they learn through the real life context materials.

In a Contextual Teaching and Learning (CTL) students discover meaningful relationship between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement and interrelationship. By connecting their background knowledge and real life experience, students are able to absorb the knowledge effectively based on the communicative purposes of the knowledge.

Another definition promoted by Johnson (2002: 25) is that CTL is an educational process that help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, it covers the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments. In other words, when we talked about context, most people say that it is related to their social life. In the classroom teaching, CTL means teachers should present the students' real world inside the classroom.

b. Constructivism

Constructivism is a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Bruner (1989) states that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The formulation of this idea

involves the terminology of the active learner, stressing that the learner needs to do something; that learning is not the passive acceptance of knowledge which exists, but that learning involves the learner's engaging with the world. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure. Cognitive structure includes schema and mental models provides meaning and organization to experiences and allows the individual to go beyond the information given.

In constructivism, learning is contextual. The contextual aspect is where learners connect their previous knowledge or background knowledge to help them understand the message intended. Learners need knowledge to learn. It is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build. The more we know, the more we can learn. Therefore, any effort to teach must be connected to the state of the learner must provide a path into the subject for the learner based on that learner's previous knowledge.

The concern of constructivism is finding the right level at which to engage the learner. Vigotsky states the theory of the zone of proximal development (ZPD) a term which refers to a level of understanding that is possible when a learner engages in a task with the help of a more expert peer (i.e. a teacher). People learn as they are stretched beyond their own knowledge but only within a range that is within their grasp given what knowledge and skills they bring to a task.

It is believed that it takes time to learn. Learning is not instantaneous. For significant learning, students need to revisit ideas, ponder them try them out, play

with them and use them. Constructivism is also the learning process that involves the language. It means the language we use influences learning. Many researchers have noted that people talk to themselves as they learn. This process makes them easier to construct the background knowledge to the new situation.

c. The Components of Contextual Teaching and Learning (CTL)

Johnson (2002:24) identifies eight components of CTL as bellow:

1. Making meaningful connections.

Students are expected to learn actively as individual or in a group, and expected to be able to learn by doing.

2. Doing significant work.

Students make relationship between school and various contexts in their social life in their real life context as a part of society.

c. Self regulated learning.

Students are expected to do significance work which means there is a goal in it, there is a connection between human in it, there is connection with something they have to decide.

d. Collaborating.

Students are able to collaborate with each other. Teachers help student effectively in a group, by understanding their way to communicate and influence each other.

e. Critical and creative thinking.

Students are able to use high order thinking critically and creatively. they are able to analyze, making the sintesys, solving the problem, making the decision and using the facts logically.

f. Nurturing the individual.

Students are able to nuture themselves by knowing, caring and giving hopes, motivate and strenghten their self.

g. Reaching high standarts.

Students are able to move to higher standart by absorbing the knowledge step by step in learning process trough discovering the meaning of the materials.

h. Using authentic assessment.

Students use their academic knowledge in real life context in order to reach meaningful goal.

d. The Characteristics of Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning has several characteristics which are different from the other teaching and learning approach. Blanchard (2001:2-8) identifies some characteristics of contextual instructions, they are; (1) relies on spatial memory, (2) typically integrated multiple subjects, (3) value of information is based on individual need, (4) relates information with prior knowledge, (5) authentic assessment. Meanwhile Bern and Erickson (2001:3-9) state the characteristics of contextual learning as; (1) interdiscilinary learning, (2) problem based learning, (c) external context of learning.

e. The Procedures of Contextual Teaching and Learning

The contextual teaching and learning (CTL) procedure applied in this research was based on Crawford's procedure: relating, experiencing, applying, cooperating, and transferring (REACT) (Crawford, 2001). REACT is described as follows :

1. Relating

Relating is the heart of constructivism. It means that students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001). Teachers relate when they link a new concept to something completely familiar to students, thus connecting what students already know to the new information. When the link is successful, students gain almost instant understanding.

2. Experiencing

After the teacher connect the knowledge to their knowledge, students have to experience it before going further. Experiencing means learning by doing, through exploration, discovery, and invention. Students got knowledge based on their critical thinking through inquiry cycle.

3. Applying

Applying means by putting the concepts to use in the learning process. By doing this, students are expected to use the knowledge, information to their future life.

4. Cooperating

Cooperating is the form of learning process by sharing the students knowledge to each other and gain some new informations in order to reach the learning process goal. Here, students are expected to develop their communicative skill. By listening

to others in the group, students reevaluate and reformulate their own sense of understanding. They learn to value the opinions of others because sometimes a different strategy proves to be a better approach to the problem.

5. Transferring

Transferring is a teaching strategy that defines as using information or knowledge in a new context which the context has not been covered in class. This activity helps students to get new learning experience.

f. The Principles of Contextual Teaching and Learning

To implement Contextual Teaching and Learning concepts, we have to consider the basic principle before we use it in the teaching process. As stated by Ditjen Dikdasmen (2003: 10-19) there are seven principles of Contextual Teaching and Learning process. The following are those principles :

1) Constructivism

Constructivism is the main fondation in Contextual Teaching and Learning concept. It emphasizes on the construction of the learners' understanding which is done actively, creatively, and productively not only based o their knowledge and their previous knowledge but also from their meaningful learning experiences. The learners need to be accustomed to solve the problems, find something which is useful for themselves and develop their own idea.

2) Questioning

Contextual Teaching and Learning encourages student to understand something by relating their real life concept to the material. Teacher has some roles to make sure

that students develop their thinking capability. One of the roles is by questioning the students to find out the information they have already understood. Questioning activity is useful for: (1) digging information, (2) checking students' understanding, (3) knowing the students current interest, (4) knowing things which are known by the students, (5) arousing more questions for the students and refreshing the students' knowledge.

3) Inquiry

It means the learning process is based on a search and discovery through a process of thinking in a systematic way. Knowledge is the result of the process of finding itself instead of considering a number of facts.

4) Learning Community

In CTL, learning can be done through study groups. Students are divided into groups whose members are heterogeneous. The teachers might combine slow and fast learners. The teacher should let the students learn in their group in which the fast learners can be pushed to help the slow learners.

5) Modeling

Modeling is an example to demonstrate something that can be imitated by every student. For example, the teacher gives examples of how to pronounce an English word.

6) Reflection

Reflection is a process of straightening out the experience that has been learned by re-organizing events or events that have gone through the learning. Through reflection

on learning experiences, that will be included in students' cognitive structure that will eventually become part of the knowledge that has been formed.

7) Authentic Assessment

Authentic assessment is the process where the teachers gather information about the students learning progress. This assessment is needed to determine whether students are actually learning or not. It is whether the knowledge of student has its positive impact to both intellectual and mental development in their lives.

f. The Benefit of Contextual Teaching and Learning

Firstly, Learning becomes more meaningful and real. This means that students are required to grasp the relationship between their experiences of studying in school to real life context. They can correlate material found with real life, not only for the students the material that will work functionally, but the material learned will be embedded firmly in the memory so it will not easily forgotten. Secondly, learning becomes more productive and strengthens the concept to the students because the learning method adopted CTL flows constructivism, in which a student is led to find his own knowledge. Through the foundation of philosophical constructivism students are expected to learn through "experience" instead of "memorizing".

3. English Learning Materials

a. Definition of Materials

Tomlinson (1998:2) states that materials refer to anything which is used by the teacher or learners to facilitate the learning of a language that is able to improve

the students' knowledge and experience of the language. It means that materials are a set of product that teacher and student use in language teaching and learning.

Nunan (1991:208) says that materials are an important element within the curriculum and the most tangible and visible aspect of it. Richards (2001:251) defines instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. In conclusion materials are things used by the teacher or learners in teaching and learning process that give students opportunity to improve their skill and knowledge.

b. Materials Development

Tomlinson states that materials development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the use of language, which is designed to promote language learning. Before developing the materials the writer has to identify students' needs to consider the objective of the learning process. After that they can develop the materials by analyzing the students' need and the objective in order to improve or to make them more suitable for learners' needs.

c. The Principles in Designing Materials

There are some principles in designing the materials. Nunan (1988) states principles of materials design as follow:

1. Materials should be clearly linked to the curriculum they serve
2. Materials should be authentic in terms of texts and tasks
3. Materials should stimulate interaction

Students' interaction promotes language learning in several ways, including:

- a) Providing greater opportunity for students to use language;
- b) Creating a less stressful environment for language use;
- c) Allowing students to use a greater range of language functions;
- d) Encouraging students to help one another;
- e) Increasing motivation to learn.

4. Materials should allow learners to focus on formal aspects of the language

5. Materials should encourage learners to develop learning skills

Nunan (1988) identifies five key aims of instruction which help students acquire language learning skill:

- a) to provide learners with efficient learning strategies;
- b) to assist learners to identify their own preferred ways of learning;
- c) to develop skills needed to negotiate the curriculum;
- d) to encourage learners to set their own objectives;
- e) to develop learners skills in self-evaluation.

6. Material should encourage learners to apply their developing language skills to the world beyond the classroom

d. Supplementary Materials

1. Definition of Supplementary Materials

According to McGrath (2002), supplementary materials refer to materials taken to another source or any other material that is designed for learning purposes. It means that adding something new to provide additional materials in order to supplement the

textbooks. Supplementary materials are designed when teachers find that there are no suitable or relevant materials that can be found in the published textbooks. Printed materials and audio-visual material are the supplementary materials' common form.

The early stage in gaining the motivation for the students is to make them understand how they learn. Supplementary materials are designed to help them understanding better. Brown (1994) says that teachers need to supplement materials to promote motivation, which is one of the key factors in learning. That means, teachers also need supplementary materials to teach the students to give more input to them and to motivate learner to get the better understanding.

2. Advantages of Supplementary Materials

There are some advantages of supplementary materials proposed by Reddy (2003). The benefits are:

a. Creativity

Students can find various references in supplementary materials. They can find varied types of activities and boost their creativity in doing the tasks.

b. Activities can excite students

Supplementary materials are designed based on the students' needs and interests, so it gains their interest in the learning process. Materials in the textbooks might not be enough for the students, so they need another sources such as supplementary materials.

c. Breaks monotony of the class

Supplementary materials can give the learners extra language practice, so that they can have varied lessons and useful practice. This might be the way to overcome the problem faced by the students who often feel bored when the teachers only use one textbook in the teaching and learning process.

d. Encourages situational English

Supplementary materials can encourage speaking skills to the students. They can have more speaking materials to enhance their skills. Besides gaining the students' interest in speaking, it can make them aware in using English in the classroom.

e. Enhances language skills and communication skills

Varied activities and tasks in the supplementary materials can enhance the language and communication skills of the students. By doing some activities in supplementary materials students are encouraged to practice their skill more.

f. Leads to group/team work

Some activities in supplementary materials lead students to work in a group. They can discuss, argue, and make conclusion together with their group. This can build their social skill and learn how to be a leader in the team work.

g. Tasks can be challenging

Supplementary materials sometimes use authentic materials which are not design for a particular level, in order to give learners with experiences of working in one step or few steps higher level challenge materials.

g. Criteria of Good Learning Materials

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

Tomlinson (1998:7-22) also states the criteria of good materials, some of them related to this research are mentioned below:

1. Materials should achieve impact.

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken in for processing. Materials can achieve impact through:

a) novelty (e.g. unusual topics, illustrations and activities);

b) variety (e.g. breaking up the monotony of a unit routine with an unexpected

activity; using many different text types taken from many different types of sources; using a number of different instructor voices on a cassette);

c) attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs);

d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references).

2. Materials should help learners to feel at ease

Although it is known that pressure can stimulate some types of language learners, the writer finds that most researchers agree that most language learners benefit from feeling at ease and that they lose opportunities for language learning when they feel anxious, uncomfortable or tense. Materials can help learners to feel at ease in a number of ways. For example:

- The learner feel more comfortable with materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page;
- The learner feel more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic;
- The learners are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

3. Materials should require and facilitate learner self-investment

Materials can help them to achieve this by providing them with choices of

focus and activity, by giving them topic control and by engaging them in learner-centred discovery activities.

4. The learners' attention should be drawn to linguistic features of the input

To help learners to pay attention to linguistic features of authentic input can help them to eventually acquire some of those features.

5. Materials should provide the learners with opportunities to use the target

language to achieve communicative purposes

Learners should be given opportunities to use language for communication rather than just to practise it in situations controlled by the teacher and the materials.

6. Materials should provide opportunities for outcome feedback

Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to an output which becomes a profitable source of input. Or in other words, if the language that the learner produces is evaluated in relation to the purpose for which it is used that language can become a powerful and informative source of information about language use.

4. Unit Design Development

a. Task Continuity

Nunan (2004: 119) states that task continuity refers to the chaining activities together to form a sequence, in which the successful completion of prior activities is a prerequisite of the succeeding ones. Based on this principle activities are sequenced, not only according to the complexity as determined by input learner and activity factors, but also by the logic learning themes and pathways. He adds, developing

interlinked sets of activities in which succeeding steps are dependent on those which come before (either in term of context or skills), will ensure greater coherence and consistency for the language programme (2004 : 119).

b. Task Development

a. Definition of Task

Nunan (2004: 4) defines task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention in mobilizing their grammatical knowledge in order to express meaning rather than manipulate form.

Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of various tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

b. Task Components

Nunan (2004:40) suggests that a task consist of the following elements: content, materials, activities, goals, students, and social community and should contain input, roles, settings, actions, monitoring, outcomes, and feedback. He also proposes that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings as shown in the following figures.

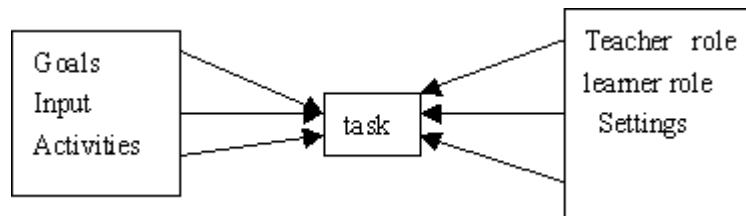


Figure 1. The Components of Tasks

1. Goals

Before developing the task, teacher has to decide the goals of the task. Goals are the vague, general intention that students behind learning task. There can be a relation between the range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behaviour.

2. Input

Input refers to the spoken, written, and visual data that learner work with in the course of completing the task. Data can be provided by a teacher, a textbook, some other source, or alternatively can be generated by the learners themselves (Nunan, 2004: 47). Authentic materials are important for the students to comprehend oral and written language outside the class. Authenticity according to Nunan (2004: 49) refers to the use of spoken and written material that has been produced for purposes of communication not for purposes of language teaching.

3. Procedures

The next component is procedures. Procedures specify what learners will actually do with the input that forms the point of departure for the

learning task (Nunan, 2004: 52). Some ways of evaluating procedures according to Nunan (2004: 53-56) are: (1) it can be analyzed in the terms of to which the sorts of communicative behaviours task might be expected to use in genuine communicative interactions outside the classroom; (2) analyzing in terms of the task focus of goal whether they are basically concern with skills getting or skills using; (3) analyzing them those that focus the learner on developing accuracy and those that focus on the development of fluency; (4) analyzing the task focus of control.

4. Teacher and learners roles

‘Role’ refers to the part that learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationship between the participants (Nunan, 2004: 64). By looking at the statement above, can be concluded that the developed materials should encourage or allow learners to explore the strategy in the classroom. Teacher need to make a balance proportion in the activity with the demands of their students.

5. Setting

Nunan (2004: 70) defines setting as the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Meanwhile Wright (1987:58) states that arrangement of the task can be done individually, in pairs, in groups, or in a whole class mode. From the statements above,

setting can be defined as learning mode and learning environment. Students learn based on the class arrangement in learning mode, while learning environment is place of the learning itself.

c. Task Types

There are so many kinds of task types, but in this study task types are limited as real world task and pedagogy task as stated by Nunan (2004:1). Nunan (2004:1) defines task as a real world or target task and pedagogical task target task, based on the name it refers to use of language in the world beyond the classroom and pedagogical tasks are those that occur in the classroom.

B. Review of Related Studies

The related studies which the writer used was *The Application of Contextual Teaching and Learning Using REACT in Speaking Practices for Business English Class* by Elli Setio Wahyuni (2013).

The study by Elli Setio Wahyuni was the classroom research by implementing contextual teaching and learning in speaking to the first semester student of Business Administration in Hang Tuah University aimed to investigate the strategies of Contextual Teaching and Learning (CTL) and the advantages of using Crawford's REACT procedures (Crawford, 2011) as one of the CTL procedures. The findings revealed that the teaching speaking was successful to improve students' pronunciation and fluency. The benefits of applying REACT were: (1) engaging students in the speaking activity; (2) increasing students' motivation to participate actively in the speaking class; (3) helping students to solve their problems; (4) providing ways for

students to discuss or interact with their friends. Based on the research's findings, it was recommended that CTL be implemented in teaching speaking. In this research the REACT procedure was used in developing the tasks' stages.

C. Conceptual Framework

The purpose of this research was to develop appropriate English Supplementary Speaking Materials Based on Contextual Teaching and Learning for grade ten senior high school. Contextual Teaching and Learning required the teacher to relate the subject matter content of speaking to real world context situations and motivate the students to make connection between knowledge and its application in their lives. Therefore, the materials should cover the five procedures of Contextual Teaching and Learning (REACT) based materials development to help the students meet the objectives. The context was the important thing that should be taken into account in developing the materials. The material could not only guide the learners to use the context of their own circumstance but also enhanced them to explore the meaning of the context itself. The writer used material development process of designing materials.

The materials were designed based on the 2006 KTSP curriculum competencies combined with the needs analysis result. By applying all of those concepts needed, it was expected that the design materials could meet the objectives and appropriate to the learners' need.

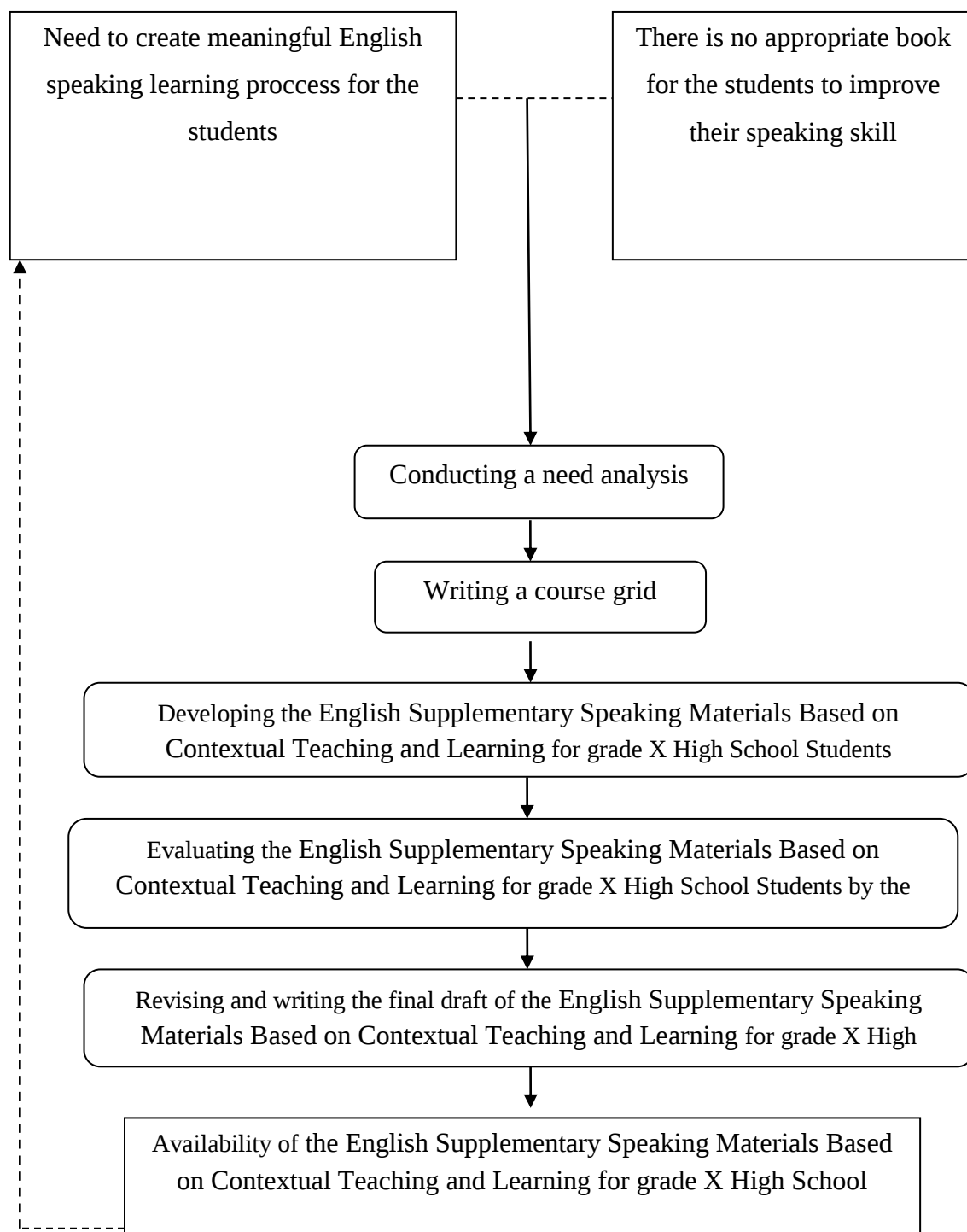


Figure 2. The Conceptual Framework

D. Research Questions

This research has formulated the questions as follow:

1. What are the speaking target needs of grade ten of High School students?
2. What are the learning needs of grade ten of High School students?
3. What are the appropriate English supplementary speaking materials for grade tenth of High School students?

CHAPTER III

RESEARCH METHOD

A. Research Method

The research method used in this study was educational research and development (R&D). According to Borg and Gall, educational research and development (R&D) is the process to develop and validate educational product (1983:772). Some products developed in R&D were a variety of teaching tools such as curriculum, syllabus, learning modules, including teaching materials. This study aimed to develop teaching and learning products for using in schools, in this case, students speaking learning materials. It was conducted to design English supplementary speaking materials based on contextual teaching and learning for high school students grade X on the first semester.

B. Procedure of Development

The research procedure used in developing English supplementary speaking materials based on contextual teaching and learning was adapted from Gall, Gall and Borg (2003) and Masuhara in Tomlinson (1998:247). There were five steps used in this research. Those five steps were conducting the needs analysis, designing a course grid, developing three units of the speaking materials, expert judgment and the final step was writing the final draft. In result, this study used the model as follows:

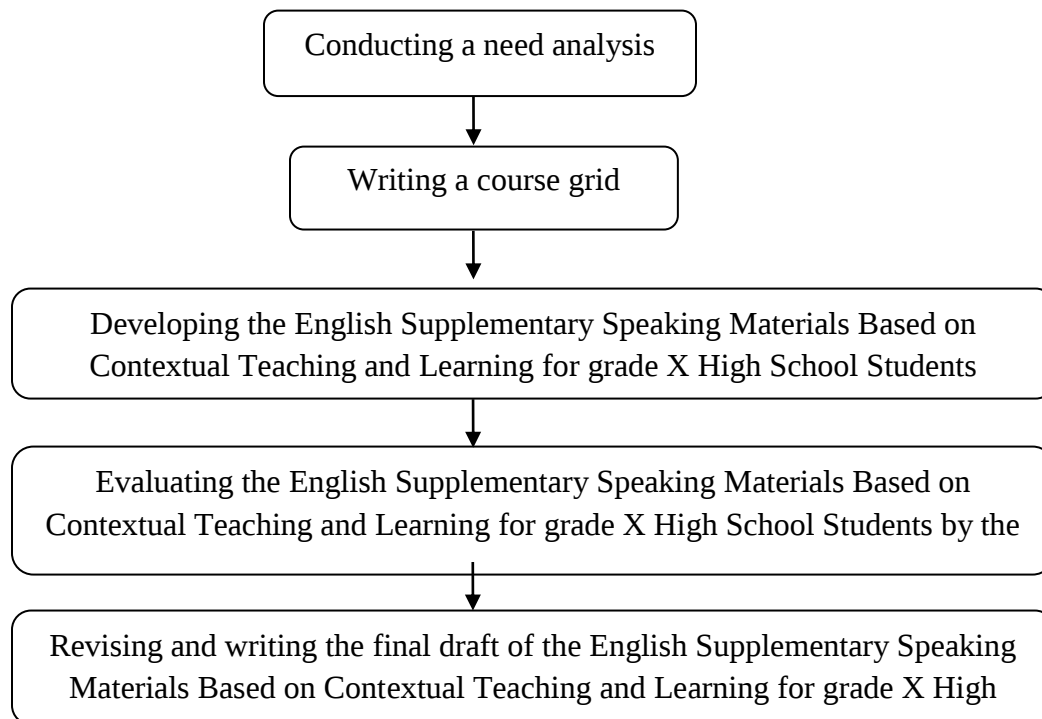


Figure 3: The model of the research procedure (modified based on Gall, Gall and Borg (2003) and Masuhara (in Tomlinson 1998: 247)

There were five steps conducted in developing the supplementary English speaking materials based on contextual teaching and learning for grade X highschool students. The explanations of the research procedure used in the study are below.

1. Conducting a Needs Analysis

This step was conducted at the early stage of the research. The researcher distributed questionnaires to the students and conducted the interview to the teachers. Need analysis was used to collect the information from the learners and the teachers at the beginning of the course. The results of the needs analysis were used as

guidelines in designing the speaking materials based on contextual teaching and learning for grade X high school students.

2. Writing the Course Grid

The data results from the questionnaires in the need analysis were used to write the course grid. The course grid was written based on the students' needs and the KTSP (School Based) curriculum. The goal of this course grid was to become the guideline in developing the speaking materials. There were eight main components in the course grid. Those were unit, standart competence, basic competence, learning materials, learning activities, time allocation, teaching kits and evaluation technique.

3. Developing the English Supplementary Speaking Materials Based on Contextual Teaching and Learning.

After the course grid was made, the researcher developed the first draft of the English Speaking Materials Based on Contextual Teaching and Learning. Developing the kits was an important step in instruction planning, in facts, succesful instruction depend much on how well kits were developed and presented. The kits consisted of course grid, student's book, teacher's guide, and key answer.

4. Evaluating English Supplementary Speaking Materials Based on Contextual Teaching and Learning by the Expert.

The researcher asked the expert to fill the evaluation sheet in giving the feedback and suggestion of the developed materials. The researcher also asked the students of English Education Department in giving the suggestion of the English Speaking

Materials Based on Contextual Teaching and Learning teacher's guide book. Those evaluation instruments were aimed to find the feedback and the suggestions for the developed materials. The data collected were used to write the final draft.

5. Revising and Writing the Final Draft of English Supplementary Speaking Materials Based on Contextual Teaching and Learning.

After the data were evaluated, the second draft of English Speaking Materials Based on Contextual Teaching and Learning were revised. This revision was based on the analysis of the opinions and suggestions from the expert. The final product of this stage was a final draft of the English Speaking Materials Based on Contextual Teaching and Learning for Grade X High School Students

C. Design of Product Testing

1. Testing Design

The product of the study was English Supplementary Speaking Materials Based on Contextual Teaching and Learning for grade X students of Senior High School on the first semester. The book contains of three units which consists of topic, introduction of the topic, content, language focus, and reflection activity. It was completed with the teacher's guide book. The teacher's book contains of how to use the book based on the instruction given on the student's book. There was also answer key as a help for teacher to find the answer easily. The developed materials were tested by the expert in October 2015.

2. Subject Design.

The subjects of the research were grade ten students of SMA 1 Piri Yogyakarta. There were 2 classes (A and B) and because time limitation, the researcher only used one class as the sample in this research which is XA. There were 30 students in the class consisted of 12 girls and 18 boys. The tenth grade students of SMA Piri Yogyakarta were needed as the participants to find out their needs and interest. The writer also involved the tenth grade English teacher as the interviewees to gain as much information as possible about the English speaking teaching in the classroom, the students need, difficulties and interests. This research was done to analyse the target needs and the learning needs of the students.

Table 1. The Description of the subject of the study

Number of Students	Sex		Age Range
	Male	Female	
30	18	12	15-16

C. Setting of the Design

The needs analysis was conducted in June 2015 in SMA Piri Yogyakarta. It is located in Jalan Kemuning 14, Baciro, Yogyakarta.

3. Techniques and Instrument of Data Collection

a. Data Collection Techniques

The data collection techniques which were used in this research were distributing questionnaires for student and interviewing the teacher. The questionnaires were applied in the needs analysis stage. The students' characteristics and learning resources were observed by doing need analysis.

The next technique of data collection was interviewing the teacher. The result of the interview was used in the process of materials development. The next step was displaying the data. The data that had been reduced were organized and compressed and displayed in the form of a text. After that, the last step was making a conclusion.

b. Data Collection Instrument

Questionnaires sheets and interview guideline were used in this step. Those instruments were used to obtain the students' needs and interests. Moreover, questionnaires were also be used to revise the materials.

1. Questionnaire for the Needs Analysis

The writer used questionnaire in gathering the data. The questionnaire was for the students to do the need analysis step. This questionnaire was in the form of multiple choices. Students were required to choose several statements provided in the questionnaire. The questionnaire was distributed to the tenth grade of SMA Piri 1 Yogyakarta to gain as much as possible about their needs.

Table 2: The Organization of the Need Analysis Questionnaire for students

No	Aspects	Item Number	The Purposes of The Questions	References
1	Background Knowledge	1	To know the students' current proficiency in English	Hutchinson and Waters (1987:63)
Target Needs				
2	Necessities	8	To know the students' need of the supplementary materials	Hutchinson (1987:55)
3	Lacks	13	To know the difficulties students' find in speaking learning activity	Hutchinson (1987:55)
4	Wants	6, 7, 14	To find some activities that students want in learning English in the classroom	Hutchinson (1987:55)
5	Goals	2, 3, 15, 16, 17	To find the students' goal in learning English	Hutchinson (1987:55)
Learning Needs				
6	Input	4, 5, 9, 10, 11, 12	To find what kind of input that students want in their English learning activities in the classroom and developed materials	Nunan (2004:47)
7	Teacher's Role	18, 19	To find information about the teachers' role	Nunan (2004:64)
8	Students' Role	20	To find information about students' role	Nunan (2004:67)

2. Interview for the Teachers

This step was used to analyze the target needs of the students. The interview involved the tenth grade English teacher of SMA Piri Yogyakarta to give as much information as needed.

Table 3: The Organization of the Interview Questions for the teacher.

No	Aspects	Item Number	The Purposes of The Questions	References
1	Goal	1,11,12, 13,14,16, 17, 18	To find out the teacher' opinion and interest of learning activities in the classroom.	Graves (2000:104)
2	Wants	2,15	To find out what the teacher wants to be included in the materials.	Graves (2000: 103)
3	Input	3,4,8	To find the information about kinds of input that the teacher use.	Nation (2008: 1, 7-11) Nunan (2004: 47)
4	Materials	5,6,7	To find out the appropriateness of the content and presentation in the materials.	Nation (2008: 2-6)
5	Lacks	10, 11	To find out the problems occurred in the speaking teaching and learning process.	Hutchinson and Waters (1987: 55-56)
6	Necessities	14	To find out the teacher's needs.	Graves (2000: 103)

3. Expert judgment for the developed materials

The writer also used questionnaire for an expert to evaluate the first draft's designed materials. The purpose of this stage was to obtain the evaluation and feedback for the designed materials. The feedback was used as much as possible to revise the designed materials.

Table 4. The Organization of the Expert Judgment Rating Scales

No	Aspect of Evaluation	Purpose	Item(s) Number	Reference
	Content appropriateness	To evaluate the appropriateness of the	1, 2, 3, 4, 5, 6, 7, 8, 9,	Hutchinson and Waters

		first draft's materials	10, 11	(1987:99)
	Presentation appropriateness	To evaluate the appropriateness of the first draft's materials are presented	12, 13, 14, 15, 16, 17, 18, 19, 20, 21	Hutchinson and Waters (1987:99)
	Language appropriateness	To evaluate the appropriateness of the first draft's language	22, 23, 24, 25, 26, 27	Hutchinson and Waters (1987:99)
	Layout appropriateness	To evaluate the appropriateness of the first draft's graphics and media	28, 29, 30, 31, 32	Smaldino, Lowther and Russel (2012: 257)

4. Evaluation for teacher's guide book

Another questionnaire was for teacher candidates to evaluate the first draft's of teacher's guide for the designed materials. Ten teacher's candidate were asked to fill the questionnaire. The purpose of this stage was to obtain the opinion and feedback for the guide book. The opinion was used as much as possible to revise the guide book.

Table 5. The rganization of the Teacher's Guide Book evaluation

No	Aspect of Evaluation	Purpose	Item(s) Number	Reference
	Presentation	To evaluate the appropriateness of the teacher's guide first draft's presented	1, 2, 3, 4, 5, 6, 7, 8, 9	Hutchinson and Waters (1987:99)
	Language	To evaluate the appropriateness of the teacher's guide first draft's language	10, 11, 12, 13, 14, 15	Hutchinson and Waters (1987:99)
	Media	To evaluate the appropriateness of the	15, 16, 17, 18, 19, 20	Smaldino, Lowther and

		teacher's guide first draft's graphic and media		Russel (2012: 257)
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c. The Validity and Reliability of the Instruments

To find the validity of the instrument the researcher used construct validity. To fulfil the validity, the researcher discussed the questionnaire and the interview guideline with the supervisor. The researcher consulted the research's instruments to make sure whether the instruments were capable and appropriate to obtain the information. Some references related to the good criteria of the book and the aspects of evaluating the book.

Alpha Cronbach formula was used to measure the reliability in this research, especially in expert judgment. There were five possible points. They were Strongly Agree for 5 points, Agree for 4 points, Quite Agree for 3 points, Not Agree for 2 points and Very Not Agree for 1 point. After that the researcher made a recapitulation and conclusion of the students, respondents' and expert answers.

F. The Technique of Data Analysis

The data and the information obtained were used to develop supplementary English Speaking Materials Based on Contextual Teaching and Learning. There were two types of data collected in this research. They were qualitative and quantitative

data. The first was the data from the students' need analysis and the teacher's interview and the second was the data from the materials evaluation by the expert.

a. The Qualitative Data

The Qualitative data were obtained from the interview. The interview was based on the interview guideline. The blueprint of the interview guideline has been mentioned before. The interview was obtained from the English teacher. The result of the interview was written in the form of interview transcripts. The aimed of the interview was at finding information about the students' characteristics, students' needs and interests and the needs of English teaching and learning process. The results of the data were used to develop the book in order to make it appropriate with the students' needs.

b. The Quantitative Data

The quantitative data were obtained from the first questionnaire in the needs analysis and second questionnaire. The formula of frequency was used to analyze the data from the first questionnaire. the number of data were presented in the form of percentage. The formula can be seen as follows:

$$P (\%) = \frac{f}{N} \times 100\%$$

P = Percentage of the item F = Collected Scores
N = Number of Cases 100% = Fix number

The second questionnaire which was addressed to the expert to get their judgements was also analyzed using *Likert Scale*. The data from this questionnaire was measured by using Mean and analyzed by using formula proposed by Suharto (2008) which is:

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

Where: Mn= Mean

 Σfx = total score

 N= total number of data

In classifying the category of mean, theory proposed by Suharto (2006) about quantitative data conversion was used.

$$R = \frac{(Xt - Xr)}{4}$$

Where: R= Range

 Xt= highest score

 Xr= lowest score

The range obtained from calculating of the formula above was 0,75. The conversion was presented below.

Table 6: Data Conversion Table for Expert Judgement

Scale	Descriptive Categories	Interval
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.75 \leq x \leq 2.24$
3	Good	$2.25 \leq x \leq 3.24$
4	Very Good	$3.25 \leq x \leq 4$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

There were five steps conducted in designing English supplementary speaking materials based on the contextual teaching and learning for grade ten High School students. In order to answer the questions in the research questions, the steps were presented as the result of the research development. Those were the needs analysis, the course grid, the activities format, the evaluation and the revision of the first draft of the English supplementary speaking materials based on the contextual teaching and learning for grade ten High School students.

1. Needs Analysis

Gathering information was the first step in conducting this research and development. Collecting the data was very important in conducting this research because it provides useful information to obtain the students' needs and interests. The needs analysis was conducted at SMA Piri 1 Yogyakarta.

There were two instruments in gathering the data. The instruments were presented in the previous chapter. The two instruments were close-ended questionnaires for students, and one interview guidelines. The first step of making the instrument was making the blue prints of the instruments. The blue prints were designed based on the theories and literature reviews. The next step was organizing

and developing the questions in the interview and questionnaire based on the blue prints. The third step was developing the blue prints into the questionnaire and the interview guidelines. The questions were constructed in some categories to gain the students' information of their needs and interests. The next step was consulting the instruments to the expert. After that, the instrument was evaluated and revised. Finally, the revised instruments of needs analysis were distributed to the grade ten students of SMA Piri 1 Yogyakarta class XA and the English teacher of that school.

The first instrument was a close-ended questionnaire for the students. The questionnaire consisted of several questions related to the students' profile; the students' opinion and interest of learning activities in the classroom; students' preference in the election of input, topic, materials; and the involvement of contextual theme in the speaking materials. Those components were constructed into 20 questions with four options of answer.

The second instrument was an interview guideline for the English teacher of grade ten students of SMA Piri 1 Yogyakarta. Eighteen questions were developed based on the blue prints. The questions were aimed to obtain the teacher's opinion about the contextual teaching and learning speaking materials, the input in teaching speaking and the teaching method conducted in the class.

a. The Result of the First Questionnaire

A. The Description of Students' Profile.

The class XA of SMA Piri 1 Yogyakarta consisted of 30 students. There were 18 male students and 12 female students in the class. They were mostly at 15 years old and the rest are 16 years old.

Table 7. Data of the students in Class XA

Number of Students	Sex		Age Range
	Male	Female	
30	18	12	15-16

B. The Descriptions of the Students' Needs Analysis

1) Background Knowledge

Table 8.1 Result of Question Number 1

No.	Question	Items	N	%
1.	Since when you have learned English?	A. Pre-School	3	10%
		B. Kindergarten	16	53.3%
		C. Elementary School	11	36,7%
		D. Junior High School	0	0%

The question number 1 was aimed at finding the information about students' background knowledge. The result showed that most of the students have been learning English since their kindergarten. Background knowledge was the information that is essential to understand a situation or problem. By looking at the result, it can be concluded that students were already familiar with English since their early childhood.

a. The Description About Students' Target Needs

1) Necessities

- a. The needs of supplementary speaking materials.

Table 8.2 The Result of Question Number 8

No	Question	Items	N	%
8.	According to your opinion, in addition to books that are currently used in learning process, do you still need additional material to support your speaking ability in daily life context?	A. Strongly needed	16	53,3%
		B. Needed	11	35,67 %
		C. Not needed	3	10%
		D. Strongly not needed	0	0%

This question was aimed to find the students' need of the additional book. Additional book here was supplementary speaking materials. 53,33 % of them said that they really need speaking materials especially based on their contextual life

theme. According to the result, the researcher developed the supplementary speaking materials based on contextual teaching and learning.

2) Lacks

- a. The difficulties found by the students in speaking learning activity.

Table 8.3 The Result of Question Number 13

No	Question	Items	N	%
13.	What kind of difficulties you find in the speaking learning activity? (you can chose more than one)	A. Analyzing the dialogue.	11	26%
		B. Creating conversation based on the situation given	10	23%
		C. Doing monologue activity (eg. speech, storytelling)	12	29,5%
		D. Role playing in a given situation	9	21,5%

29,5% of the students found the difficulties in doing monologue practices. The researcher decided to give some monologue practices in the developed materials in order they could practice more. Some monologue activities in the developed materials were repeating some expressions and presenting their understanding towards a particular topic.

3) Wants

In the questions number 6, 7, 9, 11 and 14, the researcher tried to find out the students' desire in learning speaking. The data below were the result of the students' urge to improve their speaking skills.

- b. Students' goal in learning English especially speaking for their academic grade.

Table 8.4 The Result of Question Number 6

No	Question	Items	N	%
6.	By learning speaking, what kind of ability you would like to gain in the classroom?	A. To enhance the fluency in speaking	9	30%
		B. To be able to understand the goal and intended meaning in English dialogue and texts	6	20%
		C. To improve the communication skill in English	11	36,7%
		D. To be able to interpret the meaning of words in English	4	13,3%

This question was made to find out the students' goal in learning English especially speaking for their academic grade. The result showed that they were aware of the importance of speaking skill and they feel the oral skill was more important for them than the other skill.

- c. The students' goal in learning speaking for their daily life used.

Table 8.5 The Result of Question Number 7

No	Question	Items	N	%
7.	By learning speaking, what kind of ability you would like to gain in your daily life?	A. To enhance the fluency in speaking	12	40%
		B. To be able to understand the goal and intended meaning in English texts	4	13,3
		C. To improve the communication skill in English	6	20%
		D. To be able to interpret the meaning of words in English	8	26,7%

This question was made to find out the students' goal in learning English especially speaking for their daily life used. Speaking is important for students' daily life. Most of them said that they learned speaking in order to improve their fluency in speaking English. It can be concluded that students wanted to be fluent speaking in English with people around them. In order to reach the communicative purpose in the communication, fluency is the important part to be mastered.

d. Students' style of learning.

Table 8.6 The Result of Question Number 14

No	Question	Items	N	%
14.	When you are completing speaking task and activity, how do you expect to finish the task?	A. Individually	6	20%
		B. Working in pairs	7	23,33 %
		C. Working in a group	13	43,33 %
		D. All of the opinion	4	13,3%

This question aimed to find out the students' preference in completing the task. The result suggested that 43,33 % students preferred to learn speaking in a group. From the result, the researcher developed various speaking tasks for group's activity such as role playing, group's discussion and group's presentation.

4) Goals

The questions 2, 3, 15, 16, and 17 were aimed to find information about the students' opinion and interest of learning activities in the classroom.

- a. The teaching and learning process in the classroom, especially in speaking activities.

Table 8.7 The Result of Question Number 2

No	Question	Items	N	%
2.	In your opinion, what do you think about the speaking learning process in the classroom?	A. Very Interesting	3	10%
		B. Interesting	10	33,3%
		C. Not Interesting	13	43,3%
		D. Very Not Interesting	4	13,4%

This question was aimed to obtain the students' opinion whether the current learning process was interesting or not. Most of the students said that the teaching learning process in the classroom, especially speaking, was not interesting, and only few students said that speaking class was interesting. This means the speaking learning process in their classroom should be improved. One of the improvement can be conducted in their speaking class is adding interesting materials. Interesting speaking materials will engage their attention longer.

- b. The importance of learning English, especially speaking skill.

Table 8.8 The Result of Question Number 3

No	Question	Items	N	%
3.	According to you, how important is it to learn speaking in English?	A. Very Important	21	70%
		B. Important	9	30%

		C. Not Important	0	0%
		D. Very Not Important	0	0%

This question was aimed to know the importance of the speaking ability in English for the students. Most of the students in class said that speaking English was very important for their life. None of the students said that English speaking skill was not important. This result showed that the tenth grader were eager to learn speaking. They were aware with the importance of speaking skill for their life.

- c. The importance of learning topics they have learned.

Table 8.9 The Result of Question Number 15

No	Question	Items	N	%
15.	Are the topics used in the speaking learning process in the classroom can be used for practical needs?	A. Very useful	12	40%
		B. Useful	18	60%
		C. Not useful	0	0%
		D. Very Not useful	0	0%

This question was aimed to know the importance of topics they have learned in speaking class. This question reflected their opinion about the topic that the teacher used in the process of teaching and learning. More than a half of the students in class said that topics they have learned in speaking class were useful for their daily life.

Based on the result the researcher used the previous topics they have already learned as a reference.

- d. The role of learning book they used for their speaking learning process.

Table 8.10 The Result of Question Number 16

No	Question	Items	N	%
16.	Is the module currently used in learning speaking has been improving your ability to speak in English?	A. Very Improving	4	13,33 %
		B. Improving	9	30%
		C. Not Improving	13	43,33
		D. Very Not Improving	4	12,33 %

The majority of the students said that the book they have was not helping them to improve their speaking ability. The book can be the previous book which they used in the past or the current book. 43, 33 % of the students said that the module was not helping their speaking ability. From the result it can be concluded that they need an appropriate book which could enhance their speaking skill.

- e. The role of the book's evaluation in improving their speaking ability.

Table 8.11 The Result of Question Number 17

No	Question	Items	N	%
17.	Is English the book that	A. Very Enough	5	16,67

	currently used in learning speaking in the class consisted of enough evaluation to measure your ability of speaking?			%
		B. Enough	8	26,67 %
		C. Not enough	16	53,33 %
		D. Very not enough	1	3,33%

This question aimed to find out the importance of the evaluation in the textbook used by the students. Evaluation is important to measure student's understanding about a particular topic. More than a half of students said that their textbook was not pretty much enough to measure their speaking skill. That means students need a book that provides more evaluation in it.

b. The Description of Students' Learning Needs

1) Input

- a. The attraction of the topic in the previous class.

Table 8.12 The Result of Question Number 4

No	Question	Items	N	%
4.	Do teachers provide interesting topics in learning activities in the classroom speaking?	A. Very Interesting	5	16,6%
		B. Interesting	14	46,7%
		C. Not interesting	9	30%
		D. Very not interesting	2	6,7%

The question aimed to know about students' previous speaking materials topic in order to decide the new topic to be more attractive for them. The topic can be a topic they found on their previous book which they have once used in the past or the current book. Almost a half of the class stated that their previous topic was interesting. This result helped the researcher in choosing the reference for the developed materials book's topic.

- b. The relation between their previous topics and their critical thinking development.

Table 8.13 The Result of Question Number 5

No	Question	Items	N	%
5.	Are the topics used in speaking activities in class can enhance your critical thinking?	A. Very enhance	3	10%
		B. Enhance	21	70%
		C. Not enhance	6	20%
		D. Very not enhance	0	0%

In order to develop students' critical thinking, the choice of topics should capture their previous knowledge to build a new knowledge. As the result of question 5, the materials used in the class were quite helping them to develop their critical thinking. By seeing the result, students need more appropriate topics to improve their critical thinking.

- c. The benefit of the topic given in students' speaking class.

Table 8.14 The Result of Question Number 10

No	Question	Items	N	%
10.	Are topics used in the speaking learning activities in the classroom may provide new information?	A. Very provided new information	6	20%
		B. Provided new information	10	33,3%
		C. Not provided	14	46,67 %
		D. Very not provided	0	0%

This question aimed to answer the role of the topic they have learned in class. 33,3 % students stated that the topic given by the teacher in their class was quite giving them new information they need. None of them said that the topic did not really provide them with new information. This result showed that students have already been familiar with the new topics which give them new things to learn.

- d. Developed materials input.

Table 8.15 The Result of Question Number 12

No	Question	Items	N	%
12.	What kind of learning materials do you want to have in the	A. New information and description	12	20%
		B. Monologue and dialogue texts	18	30%

	supplementary speaking book?	C. Pictures	24	40%
		D. Simulation	6	10%

This question aimed to find the materials input that the students preferred to learn. Input has the big role in the developed materials. Students can choose inputs they like to have in the developed materials by choosing the answer. Moreover, they can choose more than one choice. By seeing the result, the researcher decided to develop various activities with various combination of learning materials.

- e. The speaking learning activities they would like to do.

Table 8.16 The Result of Question Number 9

No	Question	Items	N	%
9.	What kind of speaking activity would you like to have in the classroom?	A. Analyzing the pictures with dialogues	12	40%
		B. Role Playing	6	20%
		C. Discussion	8	26,67 %
		D. Speaking monologue	4	13,33 %

The aim of this question was to find out the most interesting way to teach speaking based on their preference. It would be easier for them to learn new knowledge if their interests were already engaged with the activity. 40% of them said that they preferred to learn speaking by analyzing pictures with dialogue. The rest of them wanted to learn speaking through discussion, role play, and monologue practices. Looking at the result, the developed materials should contain a lot of

pictures to gain their interest. Other activities such as role play, discussion and monologue practice were also developed for their speaking learning process in the developed materials.

- f. Topics they preferred to learn.

Table 8.17 The Result of Question Number 11

No	Question	Items	N	%
11.	According to your opinion, what kind of theme for the topics you would like to have in speaking learning process in the classroom?	A. Cultural Theme	10	22%
		B. Education Theme	7	16%
		C. Daily Life Theme	16	37%
		D. Technology Theme	11	25%

This question aimed to find the topic they preferred to learn in the developed materials. In this question, the students can choose more than one answer. 46,67% preferred to learn speaking in social life theme. It proved that the students like the daily life topics in the developed materials.

2) Teacher's Role

- a. Finding teacher roles in class.

Table 8.18 The Result of Question Number 18

No	Question	Items	N	%
18.	Do teachers give more	A. Always giving examples	9	30%

	examples than explanation in speaking learning activities?	B. Giving examples	6	20%
		C. Not giving examples	15	50%
		D. Very not giving examples	0	0%

The two questions aimed to find the role of the teacher in the class. Teacher has several roles in the class. The result of the question number 18 showed that the teacher needed to give more examples in the classroom. Half of the students stated that the teacher needed to give more examples. Example has big roles in speaking learning process. It gives students vivid illustration or explanation in using some expressions. By seeing the result, the researcher decided to develop speaking materials with a lot of examples and explanations.

Table 8.19 The Result of Question Number 19

No	Question	Items	N	%
19.	When you find a problem with the task given by the teacher, what do you do?	A. Asking teachers	4	13,33%
		B. Asking friends	20	66,67%
		C. Finding the answer by yourself	6	20%
		D. Doing nothing	0	0%

Question number 19 aimed to see the teacher's role as the problem solver in speaking teaching and learning process. More than a half of students stated that they would find the answer from their friend. Only 13,33% would find the answer by asking the teacher. The result showed that students preferred to asks their friends than the teacher. This means students more convinced to their friends than the teacher. As

the problem solver, teacher should master the ability to identify and solve problems by applying some approaches to students. If the teacher has already mastered the problem solving ability, students will consider teacher as their problem solver. The researcher decided to develop teacher's guide in order to help the teacher solves the problem they meet on the book. The teacher's guide consisted of instructions and basic explanations of all the activities on the students' book.

3) Students' Role

Table 8.20 The Result of Question Number 20

No	Question	Items	N	%
20.	When you find a problem during group's activities, what do you do?	A. Asking teachers	10	33,3%
		B. Discussing with friends	14	46,67%
		C. Finding the answer by yourself	6	20%
		D. Doing nothing	0	0%

The question was aimed to see the students' role in the class. In the speaking teaching and learning process, students were asked to involve in active learning. By seeing the result of question number 20, most of them would find the answer by discussing it with the other students. Only 10 people would ask the teacher if they find some difficulties with their task. The surprising result of this question was there were no students who chose to do nothing if they found difficulties. That means that all of the students were eager to participate in active learning process.

b. The Result of the Interview with the Teacher

The interview guideline developed for the English teacher of grade ten students of Piri 1 High School was designed after designing the blue prints. There were eighteen questions aimed at finding information about the technique in teaching speaking, the source of the materials, and the teacher's opinion about contextual teaching and learning speaking materials. The script of the interview can be seen as follows.

- | | |
|----------|---|
| <i>R</i> | <i>:Bagaimana ibu memandang adanya pembelajaran khusus speaking untuk murid SMA bu?</i>
(What do you think about the speaking teaching and learning for high school students ?) |
| <i>T</i> | <i>:Saya kira itu bagus sekali ya. Baik, bagus. Karena itu untuk bekal keterampilan siswa. Karena misalnya mereka bisa ngomong aja bahasa Inggris dalam bentuk yang simple dia merasa bangga.</i>
(I think that is a good thing. Good, because it can be used as their skill. For example, if students are able to talk in English even just a simple sentence, they would feel proud) |

Interview with Teacher-10th August 2015-no.1

R	: <i>Bagaimana ibu memandang adanya pembelajaran khusus speaking bu?</i> (What do you think about the speaking learning process n the classroom?)
T	: <i>Saya kira itu bagus sekali ya. Baik, bagus. Karena itu untuk bekal keterampilan siswa. Karena misalnya mereka bisa ngomong aja bahasa Inggris dalam bentuk yang simple dia merasa bangga.</i> (I think that's good. Students need to improve their speaking. Students will feel proud if they can speak in English, although its just in a simple sentence)
R	: <i>Berarti memang diperlukan ya bu pembelajaran speaking?</i> (So speaking learning process is necessary for them?)
T	: <i>Iya diperlukan mbak.</i> (Yes)
<i>Interview with Teacher-10th August 2015-no.1</i>	

From the script above, it can be concluded that the students need supplementary speaking materials as the book for speaking skill for grade tenth students of High School was not available yet. Supplementary speaking materials which contained contextual theme will help them to understand more about the concrete use of some expressions.

2. Course Grid

a. Planning

Course grid was written after conducting the need analysis. The result of the need analysis was used to write course grid. The standard competences of the course grid were taken from the KTSP 2006 Curriculum as the school was using that curriculum in the teaching and learning for class X process. Two basic competences

were taken in the curriculum 2006 in which there were three different expressions to be learned. Supplementary speaking materials were developed to reach the objectives of the speaking teaching and learning process in High School especially class X.

The supplementary speaking book consisted of three units, and each unit contained one type of the expression. The approach of the book was contextual teaching and learning as mentioned before in the previous chapter. Based on the result of the needs analysis, 46, 67% of the students in class X of SMA PIRI 1 Yogyakarta said that they liked the daily social life context as the theme of the unit. Each of the unit has different topics from the other. Those were '*Come With Us*' for the first unit, '*I'm So Happy*' for the second unit, and '*Don't be Sad My Friend!*' for the last unit.

The objectives of the lessons were to make the students able to comprehend the meaning of some expressions and how to use them. After deciding the learning objectives, the indicators were listed in detail. Some indicators were listed in each of the unit to indicate the skill and ability that should be learned in the end of every lesson.

There were four sub components in the learning materials. The first component was topic. The topic in the unit 1 was '*Come with Us*', the topic in the unit 2 was '*I'm So Happy*', and the topic in the unit 3 was '*Don't be Sad My Friend!*'. The second component was the expression input used in every topic.

The next component was grammar. Grammar was used to explain the construction of the sentence and how to make a good sentence based on the type of the expressions and texts given. Grammar was written in the language features component, because there were some characteristics used in sentences in every topic. Grammar that was used to be learnt were simple future tense, present perfect tense and past perfect tense.

The last component of the learning materials was idiomatic expression. In speaking learning process, idiomatic expressions are important to be learnt. The idiomatic expression was written in every unit based on the topic of every unit.

b. Developing the Course Grid

The course grid was developed based on the KTSP Curriculum 2006 and the result of the needs analysis. There were three types of expressions to be developed. Those were *inviting someone*, *expressing happiness* and *expressing sadness*. There were seven main components in the course grid. These components were taken from Hutchinson and Waters (1987). Those were unit, basic competence, indicators, learning materials, learning activities, time allocation and teaching kits. The components of the course grid can be seen as follows

Table 9. The Components of the Course Grid

Unit	Standard Competences	Indicators	Learning Materials	Learning Activities	Time Allocation	Teaching Kits
			1. Topic 2. Input Text/ Expression 4. Language Features 5. Idiomatic Expression			

The first component of the course grid was the unit. There were three units written in the course grid and each of the unit was developed based on the expression in standard competencies. Unit one explains about the expression of inviting someone; unit 2 explains about the expression of showing happiness; and unit 3 explains about the expression of sympathy.

The next component of the course grid was the Standard Competences. The Basic Competences in the course grid was taken from curriculum KTSP 2006 for grade ten High School. There were two basic competences put in the course grid.

The third component of the course grid was indicators. The indicators were listed from the learning objectives of the lesson. The objectives of the lessons were to make the students able to comprehend the meaning of some expressions and how to use them. After deciding the learning objectives, the indicators were listed in detail.

The next component was the learning materials. The learning materials consisted of some sub components. Those sub components were topic, input of the text and expression, language feature and idiomatic expression. Those sub components were developed based on each type of expression. For example, the type of expression for the second unit was expression of showing happiness. The language feature of the unit was the present perfect tense and the idiomatic expression can be learned in the unit is *'I'm over the moon'*.

The learning activities were the next component after the learning materials. This component was about activities done by the students in the learning process. The activities were divided into five main activities. They were relating, experiencing, applying, cooperating, and transferring. Every main activity consisted of some learning activities done by students.

The next component was the time allocation. Every activity in the unit had a certain time and the students had to finish the activity based on the time given in order to reach the objectives of the learning process. The time allocation was decided by looking at the difficulty level of the task. The more difficult the task, the more

time allocation the task had. The time allocation for the lesson in each unit was 2x45 minutes.

The last component of the course grid was the teaching kits. In the learning process, teaching kits are the media used by the teacher and students in the class. The teaching kits used in every unit were audio recording, working sheet, presentation and evaluation sheet.

3. The Format of the Activities

a. The Course Grid, Supplementary Reading Book and Teacher's Guide Book

Three teaching instruments were developed in this research. They were course grid, supplementary reading book and the teacher's guide book. The development of course grid was already presented before. The supplementary speaking materials based on contextual teaching and learning book was developed based on the result of the needs analysis. It was developed based on the students' needs and interests in learning English, especially in learning speaking.

In developing the supplementary speaking materials based on contextual teaching and learning book, the researcher used many attractive fonts, different colours, pictures, interesting short functional texts and dialogues to make the students enjoy in the teaching and learning process. Supplementary speaking materials was made based on contextual teaching and learning book which used students' contextual social daily life as the main theme of the book, and it helped the students

in comprehending the expressions. There were three units in the book and it consisted of 17 tasks in each unit.

The format of the developed supplementary speaking materials based on contextual teaching and learning book can be seen below:

1. Cover of the book

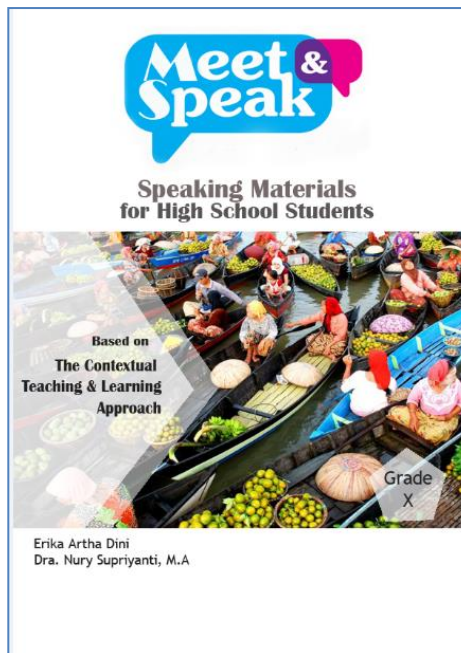


Figure 3: The Cover of the Student Book

2. Content of the book

Table of Content
Course Grid
UNIT.....
Introduction of the Unit
A. Let's Remember
(Relating stage)
Task 1-3
B. Let's Try
(Experiencing stage)
Task 4-7
C. Let's Use
(Applying stage)
Task 8-13
D. Let's Cooperate
(Cooperating stage)
Task 14-15
E. Let's Share
(Transferring stage)
Task 16-17

Figure 4: The Outline of the Content of the Student Book

To operate the supplementary speaking materials based on contextual teaching and learning book and to guide students in teaching and learning process, the researcher wrote teacher's guide book. *Teacher's guide book* consisted of the standard operating procedure of the book and the answer key. The standard operating procedure consisted of in many instructions used by the teachers to operate the book. The format of teacher's guide book can be seen in the table below.

1. Cover of the Book

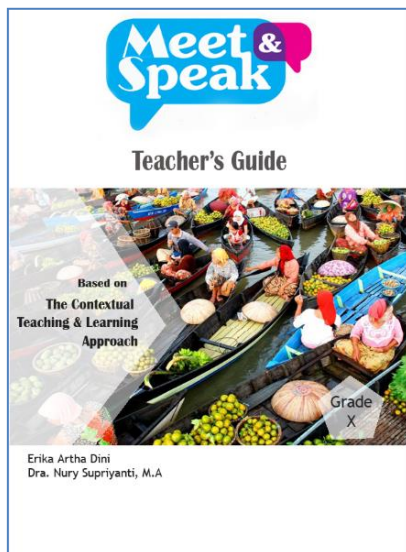


Figure 5: The Cover of Teacher's Guide Book

2. Content of the Book

Table of Content
Basic Competence and standard Competence
The Rationale of the Designed Materials
Teaching and Learning Process
UNIT ...
The Procedure in Each Task
(Picture of every task)
Answer Key

Figure 6: The Outline of the Contents of the of Teacher's Guide Book

b. The Outline of the Supplementary Reading Book and the Teacher's Guide Book

1. The Outline of the Supplementary Reading Book

Table 10. The Outline of the Supplementary Reading Book

UNIT	STAGE	TASKS	ACTIVITIES
1 Come with us	• Relating (Let's remember) • Experiencing (Let's Try) • Applying (Let's Use)	• TASK 1 • TASK 2 • TASK 3 • TASK 4 • TASK 5 • TASK 6 • TASK 7 • TASK 8 • TASK 9 • TASK 10	• Choose the best expression in the box to complete the dialogue. • Repeat some expressions after the teacher • Read the dialogues and answer the following questions • Complete the sentences • Study the explanation • Listen and study the expression • Categorize the expression by the degree of formalities • Categorize the expression by the degree of formalities • Listen to the dialogue and fill the blank parts of the dialogue • Practice the dialogue in pairs

	- Cooperating (Let's Cooperate) - Transferring (Let's Share)	- TASK 11 - TASK 12 - TASK 13 - TASK 14 - TASK 15 - TASK 16 - TASK 17	- Make a simple dialogue based on the situation given in pairs - Make a dialogue based on the flow chart. - Perform the dialogue in front of the class. - Make a simple role play in group using the situation given. - Make a small presentation in front of the class - Write the summary about what they have learned - Complete the statement about the opinion towards the unit.
2 I'm So Happy	- Relating (Let's remember) - Experiencing (Let's Try)	- TASK 1 - TASK 2 - TASK 3 - TASK 4	- Look at the picture and answer the following questions. - Read the dialogue and choose the best expression to complete the dialogue. - Repeat and study the expression after the teacher. - Read the dialogue and answer the following questions. - Complete the sentences.

	• Applying (Let's Use) • Cooperating (Let's Cooperate) • Transferring (Let's Share)	• TASK 5 • TASK 6 • TASK 7 • TASK 8 • TASK 9 • TASK 10 • TASK 11 • TASK 12 • TASK 13 • TASK 14 • TASK 15 • TASK 16 • TASK 17	• Study the following explanation. • Categorize the expression • Categorize the expression • Listen to the dialogue and fill the blank parts of the dialogue Categorize the expression by the degree of formalities. • Listen to the dialogue and fill the blank part of the dialogue. • Make a dialogue based on students' experience. • Make a dialogue based on your friend's story. • Study the idiomatic expression given. • Make a small presentation in front of the class. • Write the summary about what they have learned • Complete the statement about the opinion towards the unit.
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3 Don't be Sad My Friend !	• Relating (Let's remember) • Experiencing (Let's Try) • Applying (Let's Use) • Cooperating (Let's Cooperate)	• TASK 1 • TASK 2 • TASK 3 • TASK 4 • TASK 5 • TASK 6 • TASK 7 • TASK 8 • TASK 9 • TASK 10 • TASK 11 • TASK 12 • TASK 13	• Look at the picture and answer the following questions. • Read the dialogue and choose the best expression to complete the dialogue. • Study and answer the questions. • Listen and repeat the expressions after the teacher. • Read the dialogue and answer the following questions. • Read the short functional text and answer the questions. • Complete the blank parts of the text using the words in the box. • Study the following explanation. • Listen to the expressions given and remember them. • Categorize the expression by the degree of formalities. • Listen to the dialogue and fill the blank part of the dialogue. • Practice the whole dialogue in pairs. • Make a condolence letter based on the situation and explain it in front of the class.
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	• Transferring (Let's Share)	• TASK 14 • TASK 15 • TASK 16 • TASK 17 • TASK 18	• Make a simple dialogue based on the situation. • Perform the dialogue in front of the class. • Make a small presentation in front of the class. • Write the summary about what they have learned • Complete the statement about the opinion towards the unit.
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c. The Description of the Supplementary Speaking Book Based on The Contextual Teaching and Learning and the Teacher's Guide Book

1) Unit 1 "Come with Us"

There are 17 activities in this unit. The activities are divided into five main stages. The first stage is relating stage called 'Let's Remember'. It consists of one activity to stimulate the students' background knowledge. The second stage is

experiencing stage namely 'Let's Try'. The stage consists of three activities. The third stage is applying stage called 'Let's Use'. This stage consists of six activities. The next stage is cooperating stage. This stage consists of five activities. The final stage is transferring stage. This stage consists of four activities.

The first stage in this unit is the relating stage 'Let's Remember'. The activity in this stage is about choosing the best expression in the box to complete the dialogue. This activity is aimed to gain the students' previous knowledge and to activate the students' interest towards the next knowledge they will learn in the next activities.

The second stage is experiencing stage 'Let's Try'. This stage consists of three activities. The first activity is repeating some expressions given in the book after their teacher. This activity aims to give students the correct example to pronounce the expression. The second activity is reading dialogues given and answers the following questions. This activity aims to increase the students' understanding about the use of the expression. The third activity is completing the sentences. This activity aims to test the students' understanding of the difference the use of 'will' and 'be going to'.

The third stage is applying stage. Learning activities in this stage are studying the explanation, listening and studying the expression, categorizing the expression by the degree of formalities, listening to the dialogue and filling the blank parts of the dialogue and practicing the dialogue in pairs. The activities in this stage aim to give

students more vivid examples and model of the topics. By modelling and trying to remodelling the examples, it will be easier for students to understand the materials.

The fourth stage is cooperating stage. This stage consists of making a simple dialogue based on the situation given in pairs, making a dialogue based on the flow chart and performing the dialogue in front of the class. This stage is a production stage. Students work on speaking learning activities such as creating their own dialogues, discussions, role play, and problem solving activities. Those activities aim to provide ways for students in developing their new knowledge.

The last stage is transferring stage. This stage consists of making a small presentation in front of the class, writing the summary about what they have learned, completing the statement about the opinion towards the unit. This is a post activity section. The activities in this section were concerning in their learning experience results.

2) Unit 2 “I’m so Happy”

There are 18 activities in this unit. The activities are divided into five main stages. The first stage is relating stage ‘Let’s Remember’. It consists of three activities. The second stage is experiencing stage ‘Let’s Try’. The stage consists of two activities. The third stage is applying stage ‘Let’s Use’. This stage consists of six activities. The next stage is cooperating stage. This stage consists of two activities. The final stage is transferring stage. This stage consists of five activities.

The activity in the first stage is looking at the picture and answering the following questions, reading the dialogue and choosing the best expression to complete the dialogue. This section provides pictures in several themes in order to make it easier for students to remember their previous knowledge.

The second stage consists of two activities. The activities are listening and repeating the expressions after the teacher, reading the dialogue and answering the following questions. This stage provides several activities to attract students to the main topic by giving scaffolding questions and teaser examples.

The activities in the third stage are studying the following explanation of some words, categorizing the expression whether the expression is expressing happiness or sadness, listening to the dialogue and filling the blank parts of the dialogue, categorizing the expression by the degree of formalities and listening to the dialogue and fill the blank part of the dialogue. This section provides several activities which can be used for the students to imitate the previous example in applying the knowledge.

The fourth stage consists of three activities. Those are making a dialogue based on students' experience, making a dialogue based on your friend's story, studying the idiomatic expression given. The same as the previous unit activities, this unit are also a producing activities. Students work on speaking learning activities such as creating their own dialogues, discussions, role play, and problem solving activities.

The last stage is transferring stage. This stage consists of making a small presentation in front of the class, writing the summary about what they have learned, and completing the statement about the opinion towards the unit. The activities in this section were concerning in their learning experience results.

3) Unit 3 “Don’t be Sad My Friend!”

There are 18 activities in this unit. The activities in each stage are the same with the previous unit’s activities. The first stage is relating stage ‘Let’s Remember’ consists of two activities. The second stage is experiencing stage ‘Let’s Try’ consists of three activities. The third stage is applying stage ‘Let’s Use’. This stage consists of six activities. The next stage is cooperating stage. This stage consists of four activities. The final stage is transferring stage. This stage consists of three activities.

Some activities in the first stage are looking at the picture and answering the following questions, reading the dialogue and choosing the best expression to complete the dialogue, studying and answering the questions. Teachers have to ask some intended questions in order to encourage the students in the unit’s title. Teacher has also to introduce them to the whole new knowledge they would learn in the unit.

The second stage is consisting of three activities. The activities are repeating and studying the expression after the teacher, reading the dialogue and answer the following questions, completing the sentences. These activities allow students to observe how to put the new knowledge in their concept before they use it.

The activities in the third stage are reading the short functional text and answering the questions, completing the blank parts of the text using the words in the box, studying the following explanation, listening to the expressions given and remembering them, categorizing the expression by the degree of formalities, listening to the dialogue and filling the blank part of the dialogue. In this stage, students are given more vivid examples and model of the topics. The explanation of the expression and explanation of new things are presented here.

The fourth stage consists of four activities. Those are practicing the whole dialogue in pairs, making a condolence letter based on the situation and explain it in front of the class, making a simple dialogue based on the situation, performing the dialogue in front of the class. The same as the previous unit activities, this unit is also a producing activities. Students work on speaking learning activities such as creating their own dialogues, discussions, role play, and problem solving activities.

The last stage is transferring stage. This stage consists of making a small presentation in front of the class, writing the summary about what they have learned, and completing the statement about the opinion towards the unit. The activities in this section are concerning in their learning experience results.

3. Result of the Product Testing

a. The Result of Expert Judgment

After the material was developed, the next step was asking an expert to evaluate the first draft of the materials. This step was called expert judgment in which the experts gave the comment, suggestion and evaluation for the materials whether they already appropriate enough or not. The expert judgment was conducted by distributing the second questionnaire to the English lecturer of English Education Department Yogyakarta State University.

The question consisted of aspects related to materials evaluation: content appropriateness, language appropriateness, presentation appropriateness and layout appropriateness. The four aspects are evaluated through a likert scales with the range of four options: strongly agree, agree, disagree and strongly disagree.

The comment and suggestion from the English Education Department lecturer were very important at improving the book. The result of the second questionnaire is shown as follow:

1. UNIT 1 “Come with Us” Expert Judgment Result

a. The Appropriateness of the Developed Materials’ Content

Table 11.1 The Result of Designed Materials’ Content Appropriateness Judgment

Item Number	Statement	Score
1	The developed materials are related to the SK KD	3

	SMA Grade X (1.1 offering invitation, accepting and cancelling invitation)	
2	The learning materials are related to the students' daily life context	3
3	The learning materials (text, pictures and table) are relevant with the topic discussed in the unit	3
4	The learning materials are related to the 10 th grade students' needs	3
5	The learning are up to date	3
6	The use of the learning materials are related to students' life	3
7	The learning materials are related to the students' life skills	3
8	The materials are consisted with many expressions which are appropriate with students' needs	3
9	The materials are related to the social function of the expression and text discussed	3
10	The learning materials are aimed to make the students understand about the use of the expression in their life	3
11	The learning materials focus on the linguistic features and the grammatical aspect of the text	3
Mean		3

It can be seen that the mean of the appropriateness for the content of Unit 1 was in the range of $2.25 \leq x \leq 3.24$ which can be categorized as Good. The topic of the unit was the expression inviting someone and declining invitation. The chosen topic was considered relevant and appropriate to the standard competence and students' daily lives.

b. The Appropriateness of the Developed Materials' Presentation

Table 11.2 The Result of Designed Materials' Presentation Judgment

Item Number	Statement	Score
12	The task sequences are arranged systematically, from the easiest task to the difficult ones	3
13	The tasks in each part are balance	3
14	The aim of the task arrangement focuses on communication in oral form	3
15	The tasks guide students to enhance their creative thinking	3
16	The tasks help students to work individually	3
17	The tasks are arranged systematically based on the REACT theory (relating, experiencing, applying, cooperating and transferring)	4
18	The tasks consist of the students' skill evaluation to measure the students' understanding of speaking materials	4
19	The tasks consist of pre task, task cycle and language focus.	4
20	The task consist of the vocabulary learning materials based on the topic	3
21	The tasks consist of the difficult word based on the topic	4
Mean		3,4

The second aspect to evaluate was the appropriateness of the presentation of the developed materials. The presentation has a mean of 3.4 which in the range of $3.25 \leq x \leq 4$. The aspect presentation such as the organization of tasks was considered as Very Good by the expert.

c. The Appropriateness of the Developed Materials' Language Use

Table 11.3 The Result of Designed Materials' Language Appropriateness Judgment

Item Number	Statement	Score
22	Students can understand the instruction easily	3
23	The use of the language can improve the students' cognitive aspect	3
24	The developed materials in the unit has minimum grammatical mistakes	2
25	The book uses an appropriate English spelling words	3
26	The book has an appropriate word choices	3
27	The language focus I each materials are related to the other materials	3
Mean		2,8

The third aspect concerned with the language appropriateness. This covered the language of the materials' instructions, texts, questions, and explanations. In terms of language appropriateness the materials need some revision, especially some grammar mistakes and misspelling. The mean of the third aspect was 2.8 which considered as Good within the range of $2.25 \leq x \leq 3.24$.

d. The Appropriateness of the Developed Materials Media

Table 11.4 The Result of Designed Materials' Media Appropriateness Judgment

Item Number	Statement	Score
28	The font styles in the materials are appropriate enough to be used	3
29	The choice of the color is appropriate enough to be used in the learning materials	3
30	The choice of the pictures are effective and functional	3

31	The use of the audio recording helps students to improve their speaking	3
32	The use of the audio recording is appropriate enough with the developed materials	3
Mean		3

The fourth aspect to evaluate was the appropriateness of the layout of the developed materials. Things to evaluate related to the appropriateness of layout included the fonts used in the materials, pictures and color choice. The mean of the third aspect was 3 which was considered as Good within the range of $2.25 \leq x \leq 3.24$.

In general, Unit 1 of the developed materials was categorized as Good. The mean of the four aspects was within the interval of $2.25 \leq x \leq 3.24$. The result was taken from the mean value of 3.05.

2. The Revision of Unit 1

Table 12. The Revision of Unit 1

Parts of the Unit 1	Comment	Action Taken
Activity 3	Instead of labeling the dialogue with '1st dialogue, 2 nd dialogue...' it would be better if the label is dialogue 1, dialogue 2, dialogue 3 etc	Changed the label to dialogue 1, dialogue 2, dialogue 3 etc.
Language Focus	It would be better if it written in English, because it was a simple concept.	Changed the explanation in English.
Activity 5	Change 'accept' into to accept/acceptance and to decline, so it would be more	Changed 'accept' into to accept and to decline.

	appropriate.	
Activity 8	The instruction of ‘Select the expression above which are appropriate to be spoken in formal or casual situations’ is not appropriate.	Changed the instruction into ‘Categorize the expression above...’
Activity 10	Delete the ‘afterwards’, because there’s no correlation with the previous activity.	Deleted the ‘afterwards’ word.
Activity 11	The instruction of the first situation is not clear, clarify the instruction.	Added more information for the situation in order to make it clearer.
Activity 13	Grammatical Mistakes ‘finished’ should be written as ‘finish’	Changed the word ‘finished’ into ‘finish’.
Activity 14	Clarify the instruction, whether the group has to make a role play based on the two situations or whether they can choose either one.	Clarified the instruction, so that the group can make a role play by choosing one of the two situations given.
Activity 15	Change the ‘another group presentation’ into other group’s presentation. A lot of singular/plural mistakes.	Changed ‘another group presentation’ into other group’s presentation and the grammatical mistake.

2. UNIT 2 “I’m so Happy” Expert Judgment Result

a. The Appropriateness of the Developed Materials’ Content

Table 13.1 The Result of Designed Materials’ Content Appropriateness Judgment

Item Number	Statement	Score
1	The developed materials are related to the SK KD	3

	SMA Grade X (1.1 offering invitation, accepting and cancelling invitation)	
2	The learning materials are related to the students' daily life context	3
3	The learning materials (text, pictures and table) are relevant with the topic discussed in the unit	3
4	The learning materials are related to the 10 th grade students' needs	3
5	The learning are up to date	3
6	The use of the learning materials are related to students' life	3
7	The learning materials are related to the students' life skills	3
8	The materials are consisted with many expressions which are appropriate with students' needs	3
9	The materials are related to the social function of the expression and text discussed	4
10	The learning materials are aimed to make the students understand about the use of the expression in their life	3
11	The learning materials focus on the linguistic features and the grammatical aspect of the text	4
Mean		3

It can be seen that the mean of the appropriateness for the content of Unit 2 was 3, which was in the range of $2.25 \leq x \leq 3.24$, which can be categorized as Good. The topic of the unit was the expression expressing happiness. The chosen topic was considered relevant and appropriate to the standard competence and students' daily lives.

b. The Appropriateness of the Developed Materials' Presentation

Table 13.2 The Result of Designed Materials' Presentation Appropriateness Judgment

Item Number	Statement	Score
12	The task sequences are arranged systematically, from the easiest task to the difficult ones	3
13	The tasks in each part are balance	3
14	The aim of the task arrangement focuses on communication in oral form	3
15	The tasks guide students to enhance their creative thinking	3
16	The tasks help students to work individually	3
17	The tasks are arranged systematically based on the REACT theory (relating, experiencing, applying, cooperating and transferring)	4
18	The tasks consist of the students' skill evaluation to measure the students' understanding of speaking materials	3
19	The tasks consist of pre task, task cycle and language focus.	4
20	The task consist of the vocabulary learning materials based on the topic	3
21	The tasks consist of the difficult word based on the topic	4
Mean		3.3

The second aspect to evaluate was the appropriateness of the presentation of the developed materials. The presentation has a mean of 3.3 which is in the range of $3.25 \leq x \leq 4$. The aspect presentation such as the organization of tasks was considered as Very Good by the expert.

c. The Appropriateness of the Developed Materials' Language Use

Table 13.3 The Result of Designed Materials' Language Appropriateness Judgment

Item Number	Statement	Score
22	Students can understand the instruction easily	3
23	The use of the language can improve the students' cognitive aspect	3
24	The developed materials in the unit has minimum grammatical mistakes	2
25	The book uses an appropriate English spelling words	2
26	The book has an appropriate word choices	3
27	The language focus I each materials are related to the other materials	3
Mean		2,7

The third aspect concerned with the language appropriateness. This covered the language of the materials' instructions, texts, questions, and explanations. In terms of language appropriateness, the materials need some revision, especially some grammar mistakes and misspelling. The mean of the third aspect was 2.7 was considered as Good within the range of $2.25 \leq x \leq 3.24$.

d. The Appropriateness of the Developed Materials Media

Table 13.4 The Result of Designed Materials' Media Appropriateness Judgment

Item Number	Statement	Score
28	The font styles in the materials are appropriate enough to be used	3
29	The choice of the color is appropriate enough to be used in the learning materials	3
30	The choice of the pictures are effective and functional	3
31	The use of the audio recording helps students to improve their speaking	3

32	The use of the audio recording is appropriate enough with the developed materials	3
Mean		3

The fourth aspect to evaluate was the appropriateness of the media used developed materials. Things to evaluate related to the appropriateness of layout included the fonts used in the materials, pictures and color choice. The mean of the third aspect was 3 was considered as Good within the range of $2.25 \leq x \leq 3.24$.

By calculating the four aspects' means, Unit 2 of the developed materials was categorized as Good. The mean of the four aspects was within the interval of $2.25 \leq x \leq 3.24$. The result is taken from the mean value of 3.

3. The Revision of Unit 2

Table 14. The Revision of Unit 2

Parts of the Unit	Comment	Action Taken
Activity 1	Add (s) to the picture, because there are a lot of picture in the activity.	Added (s) in picture word, so the word picture became plural word.
Activity 2	Clarify the singular or plural used in the instruction.	Making the then noun in the instruction into plural.
Activity 3	Add 'the' to the instruction of 'Study and repeat expressions below'	Added 'the' to the instruction of 'Study and repeat expressions below' into 'Study and repeat the expressions below'
Activity 4	Instead of labeling the dialogue with '1st dialogue, 2 nd dialogue...' it would be better if the label is dialogue	Changed the label to dialogue 1, dialogue 2, dialogue 3 etc.

	1, dialogue 2, dialogue 3 etc	
Language Focus	It would be better if it written in English, because it was a simple concept.	Changed the explanation in English.
Activity 5	Change the instruction ‘the word in the parentheses’ into ‘the word in the bracket’, so it will be more appropriate.	Changed ‘the word in the parentheses’ into ‘the word in the bracket’.
Activity 6	The definition of happiness should be more concrete.	Added the more information of ‘happiness’ explanation.
Activity 9	The word ‘expression’ should be written in plural form, because there are lots of expressions	Changed the word ‘expression’ into ‘expressions’.

3. UNIT 3 “Don’t be Sad My Friend!” Expert Judgment Result

a. The Appropriateness of the Developed Materials’ Content

Table 15.1 The Result of Designed Materials’ Content Appropriateness Judgment

Item Number	Statement	Score
1	The developed materials are related to the SK KD SMA Grade X (1.1 offering invitation, accepting and cancelling invitation)	3
2	The learning materials are related to the students’ daily life context	3
3	The learning materials (text, pictures and table) are relevant with the topic discussed in the unit	3
4	The learning materials are related to the 10 th grade students’ needs	3
5	The learning are up to date	3
6	The use of the learning materials are related to students’ life	3
7	The learning materials are related to the students’ life skills	3

8	The materials are consisted with many expressions which are appropriate with students' needs	3
9	The materials are related to the social function of the expression and text discussed	3
10	The learning materials are aimed to make the students understand about the use of the expression in their life	3
11	The learning materials focus on the linguistic features and the grammatical aspect of the text	3
Mean		3

It can be seen that the mean of the appropriateness for the content of Unit 2 was 3 which was in the range of $2.25 \leq x \leq 3.24$ which can be categorized as Good. The topic of the unit was the expression expressing happiness. The chosen topic was considered relevant and appropriate to the standard competence and students' daily lives.

b. The Appropriateness of the Developed Materials' Presentation

Table 15.2 The Result of Designed Materials' Presentation Appropriateness Judgment

Item Number	Statement	Score
12	The task sequences are arranged systematically, from the easiest task to the difficult ones	3
13	The tasks in each part are balance	3
14	The aim of the task arrangement focuses on communication in oral form	3
15	The tasks guide students to enhance their creative thinking	3
16	The tasks help students to work individually	3
17	The tasks are arranged systematically based on the REACT theory (relating, experiencing, applying, cooperating and transferring)	4
18	The tasks consist of the students' skill evaluation to	3

	measure the students' understanding of speaking materials	
19	The tasks consist of pre task, task cycle and language focus.	4
20	The task consist of the vocabulary learning materials based on the topic	3
21	The tasks consist of the difficult word based on the topic	4
Mean		3.3

The second aspect to evaluate was the appropriateness of the presentation of the developed materials. The presentation has a mean of 3.3 which is in the range of $3.25 \leq x \leq 4$. The aspect presentation such as the organization of tasks was considered as Very Good by the expert.

c. The Appropriateness of the Developed Materials' Language Use

Table 15.3 The Result of Designed Materials' Language Appropriateness Judgment

Item Number	Statement	Score
22	Students can understand the instruction easily	3
23	The use of the language can improve the students' cognitive aspect	3
24	The developed materials in the unit has minimum grammatical mistakes	2
25	The book uses an appropriate English spelling words	2
26	The book has an appropriate word choices	3
27	The language focus I each materials are related to the other materials	3
Mean		2,7

The third aspect concerned with the language appropriateness. This covered the language of the materials' instructions, texts, questions, and explanations. In terms of language appropriateness the materials need some revision, especially some

grammar mistakes and misspelling. The mean of the third aspect was 2.7 which was considered as Good within the range of $2.25 \leq x \leq 3.24$.

d. The Appropriateness of the Developed Materials Media

Table 15.4 The Result of Designed Materials' Media Appropriateness Judgment

Item Number	Statement	Score
28	The font styles in the materials are appropriate enough to be used	3
29	The choice of the color is appropriate enough to be used in the learning materials	3
30	The choice of the pictures are effective and functional	3
31	The use of the audio recording helps students to improve their speaking	3
32	The use of the audio recording is appropriate enough with the developed materials	3
Mean		3

The fourth aspect to evaluate was the appropriateness of the media used in the developed materials. Things to evaluate related to the appropriateness of layout included the fonts used in the materials, pictures and color choice. The mean of the third aspect was 3 which was considered as Good within the range of $2.25 \leq x \leq 3.24$.

By calculating the four aspects' means, Unit 2 of the developed materials was categorized as Good. The mean of the four aspects was within the interval of $2.25 \leq x \leq 3.24$. The result was taken from the mean value of 3.

e. The Revision of Unit 3

Table 16. The Revision of Unit 3

Parts of the Unit	Comment	Action Taken
The Unit's Title	Add exclamation mark in the end of the title 'Don't be sad, my friend'	Added exclamation mark at the end of the title, so it turned into 'Don't be sad, my friend!'
Activity 2	Grammatical mistakes in the instruction -Choose the best expression in the box to complete the dialogue.	Changed the instruction into 'Choose the expressions in the box to complete the dialogues.
Activity 3	There is no instruction given to students.	Added the instruction 'Study the following questions'
Language focus	Write it in English	Changed the Bahasa Indonesia explanation into English.
Activity 7	Add 'parts' after 'the blank' in 'complete the blank using the words in the box'	Changed the instruction to 'Complete the blank parts of the text using the words in the box'
Activity 8	Search a better definition about 'sympathy'.	Changed the definition of 'sympathy' with the more appropriate definitions.
Activity 11	'Blank part' should be written in plural form, because there are more than one blank part.	Added 's' to the 'blank part'.

a. Teacher's Guide Book

The teacher's guide book was judged by the ten respondents using questionnaires. The respondents were ten students of English Education Department State University of Yogyakarta. The respondents gave a lot of suggestions and advices for the development of the teacher's guide. Below is the suggestions and revision for the teacher's guide:

Table 17. The Revision of Teacher's Guide Book

Revision Target	Comment	Action Taken
Language	Why is it written in Indonesian instead of English?	No action taken, because the supervisor of the research asked to write the teacher's guide in Indonesian and the researcher think it will be better if the instruction of using the book given to the teacher is written in Indonesian.
The Layout of the Book	The layout of the book should be as interesting as the students' book.	Added the same colour theme to the teachers' guide and more pictures of the students' book in order to make it easier to use.
The Instruction	The Instructions need to be more specific	Added more explanation in each of the instruction.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusions About the Product

This research aimed at revealing the speaking target needs, the learning needs and finding the out the characteristics of appropriate English supplementary speaking materials based on contextual teaching and learning for grade ten students of High School. To answer the research questions, the conclusion were drawn from the discussion and findings at the previous chapter. There are three conclusions in this research, the conclusion about the speaking target needs of High School students of SMA Piri 1 Yogyakarta, the learning needs of the students of High School students of SMA Piri 1 Yogyakarta and the characteristics of the appropriate English supplementary speaking materials based on contextual teaching and learning for grade ten students of High School students of SMA Piri 1 Yogyakarta

1. The Speaking Target Needs

The things that the students needed to do in the target situation were the speaking target needs. There were three terms in the speaking target needs. They were necessities, lacks and wants in learning speaking. The necessities was the students needed appropriate supplementary speaking materials in order to be able to

speak fluently and appropriately, comprehend the dialogue and answer the questions based on the dialogue correctly. For the lack, they still found lots of difficulties in learning speaking, because there were just few materials and evaluations for speaking skill. For want, students wished to improve their communication skill in English, so they will get better grade in their academic grade. They wished to have appropriate speaking materials in order to enhance their speaking skill. The students wanted an English supplementary speaking materials based on contextual teaching and learning as the theme to support their progress in speaking class.

2. The Learning Needs

The learning needs were about the students' opinions about what they should do to achieve the target situation. Based on the research, the students wanted the input of social interaction based on contextual daily life as the theme in learning speaking. The social interaction in daily life includes various expressions in daily life context, for example, inviting someone to do something, expressing happiness and sympathy which happened in students' daily life context. Students also wanted many pictures and examples in the dialogue to attract their interest in the learning speaking. In addition, students also wanted the topic of the materials give them new and useful information.

For the activities, the students liked to do group activities and some of them liked to do individual activities. It means that the materials should consist of

individual tasks and group discussions tasks. Students wanted to learn speaking by learning through pictures and text. In addition, they preferred the tasks given in dialogue with picture attached to it. It means that the students were more motivated if there were pictures in tasks. In the learners' role, the students liked to solve their problem by asking their teachers and friends. They were expecting teachers to be the facilitator in the teaching and learning process.

3. The Characteristics of the Appropriate Supplementary Speaking Materials Based on the Contextual Teaching and Learning for High School Students.

Based on the result of the product testing, the mean point from the expert judgment was 3.05 so it can be concluded that the developed English supplementary speaking materials based on the contextual teaching and learning for High School students was considered as a good book and appropriate. The appropriate supplementary speaking materials based on the contextual teaching and learning for High School students' book that can be applied for tenth students of High School for the first semester should have the following criteria as presented below.

The English supplementary speaking materials based on the contextual teaching and learning for High School students' book consisted of three units. Each of the unit was developed based on the indicator in the basic competence and standard competence. Each unit of the English supplementary speaking materials based on the contextual teaching and learning for High School students' book consisted of 17 tasks. Unit one explains about expressions of *inviting someone to do*

something, accepting invitation and how to respond it; unit 2 explained about the expressions of showing happiness and how to respond it; and unit 3 explained about the expressions of showing sympathy. There were several parts of the unit, they were the number of the unit, unit title, let's remember, let's try, let's use, let's cooperate and let's share.

The contextual teaching and learning supplementary speaking book was completed with the teacher's guide book. Teacher's guide book consisted of the standard operating procedure of the book and the answer key. The standard operating procedure consisted of many instructions used by the teachers to operate the book. Furthermore, both the students' speaking book and teacher's guide book had a good quality of pictures and various fonts.

B. Recommendations of the Product Use

1. For the English Teachers

This supplementary English speaking book can be used as the materials to teach the students in the teaching and learning process. The materials developed in the book are aimed to improve students' speaking skill. Teachers can use contextual based speaking book to teach some expressions in English used in daily life. Teachers are asked to read the teacher's guide book to know the procedures before using the book. The teachers should explain the students about what they are going to learn in each unit.

Moreover, the teachers can gain students' interest and attention by giving good examples in the learning process by using attractive media and exciting learning method.

2. For the Material Developers

The contextual teaching and learning based supplementary speaking book was developed for ten graders. It consisted of various interesting activities. Material developers were the expert in developing the materials. Thus, the material developers could make more interesting, innovative and effective learning materials with different theme, activities, and teaching and learning method. By conducting the needs analysis, the material developers could know the needs and interests of the students in order to make it relevant. Interesting theme, attractive learning media, various activities, and colourful design could make the supplementary speaking materials fresh and make the students enjoy in improving their speaking skill. The material developers should improve the supplementary speaking materials more attractive and interesting in order to maintain the students' attention in learning speaking skill.

3. For the Course Book Writers

A good course book was completed with the teacher's guide book. Teacher's guide book consists of instruction and explanation in conducting

the activity in students' book. There were some procedures in each activity to help the teachers in the teaching and learning process. The teacher's guide book of contextual teaching and learning supplementary speaking materials was made based on the curriculum and the result of the needs analysis. Moreover, the teacher's guide book of contextual teaching and learning supplementary speaking materials was completed with the answer key.

4. For the Students of English Education Department

The students of English Education Department were expected to become creative teacher in the teaching and learning process in the following year. They were expected to become a person to fulfil the students' needs in learning. To fulfil the students' needs the teacher should be more innovative and creative. Based on the needs analysis the supplementary speaking materials are successful in fulfilling the students' need. The book was really helpful for them to learn speaking, because they do not have any speaking English book.

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APPENDIX A

COURSE GRID

THE COURSE GRID OF ENGLISH SUPPLEMENTARY SPEAKING MATERIALS USING CONTEXTUAL TEACHING AND
LEARNING FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOLS

- Name of the School : SMA PIRI 1 Yogyakarta
- Subject : English
- Class/Semester : X/1
- Standart Competencies : 3. Expressing meaning in interpersonal and transactional conversation in the context of everyday life
4. Expressing meaning in short functional text and recount shaped monologue , narrative and simple procedure in the context of everyday life
- Based Competencies : 3.1 Expressing meaning in transactional conversation (to get things done) and interpersonal (social) in formal and informal way accurately , fluently the simple use of a variety of language spoken in the context of everyday life and speech acts involves : acquainted , meeting / splitting , approved solicitation / offer / invitation , accepting appointments , and canceling appointments
3.2 Expressing meaning in conversation transactional (to get things done) and interpersonal (social) in formal and informal way accurately , fluently with the simple use of a variety of language spoken in the context of everyday life and involves speech acts : express feelings of happiness , showing concern , sympathy , and gave instructions
4.1 Expressing meaning in the form of short functional text (eg, announcements , advertisements , invitations , etc.). Official and unofficial by using a variety of languages spoken in various contexts of everyday life .
4.2 Expressing meaning in simple monologue text using a variety of oral language accurately , fluently and acceptable in various contexts of everyday life in text form : recount , narrative , and procedure

Unit	Indicators	Learning Materials	Learning Activities	Time Allocati on	Teaching Kits	Evaluation
I	Students are able to : • Convey the meaning of accepting offer and invitation in formal and	-Topic Come with us ! -Input	Relating Ask students to remember their experience in inviting someone to come to their	(4x45') 10'	• Pictures • Worksheet	• Self assessment • Peer Evaluation

	informal context. • Convey the meaning of declining offer and invitation in formal and informal context. • Making oral offering or invitation with their peer. • Accept offer • Accept invitation • Decline offer • Decline invitation • Produces oral dialogue about offering, accepting, and declining appointments	1. Expressions of : Making invitation: • Would you like to...? • I would very happy if...? Accepting the invitation: • That's very kind of you • We'd like very much to.... • Declining the invitation: • I'd like to, but ... • I'm sorry I can't • Grammar: • Simple present tense • Will and be going to Vocabulary: • Invite • Accept • Decline	house, inviting someone to their birthday Experiencing Students to look at the expression of offering, accepting and declining invitation. Students repeat after teacher read it for them. Students to look at the example of conversation which includes the expression of offering, accepting and declining invitation. Students are asked to fill the missing expression on the dialogue. Students to answer the questions given based on the dialogue. Applying Students to look at the expressions of offering, accepting and declining invitation. Students are asked to choose the expression in formal and non-formal conversation. Students to listen to conversation and write the missing expressions. Students to practice the whole	10' 10' 5' 20' 10 15 15'	• Worksheet • Worksheet • Worksheet • Worksheet • Table • Worksheet • Worksheet • Audio Recording	Sheet • Evaluation Rubric
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			dialogue they have already listened. Cooperating Students to make short oral conversation in pair. Students use role play given by the teacher to practice the expressions Transferring Students transfer their knowledge about the expression of the expression of offering, accepting and declining invitation by making a presentation in front of class. Students to share their thought about the expressions given.	15 15' 20' 20' 10'	• Worksheet • Worksheet • Role play paper • Power Point presentation • Worksheet	
II	Students are able to : • Convey the meaning of happiness and sadness • Responding to dialogues about happiness and expressing happiness.	-Topic I'm so happy ! -Input 1. Expressions of : Showing happiness	Relating Ask students if they ever felt happy in their life. Ask students to remember the last time someone congratulating them.	(4x45') 10'	• Pictures • Worksheet	• Self assessment • Peer Evaluation Sheet • Evaluation

			the expression which is appropriate in formal and non-formal way. Students to listen to conversation and write the missing expressions.. Cooperating Students to make short oral conversation in pair about sad and happy moment in their life. Students to tell their partner about their happy or sad moment. Students to make simple dialogue based on the situation given in a group of 4-5. Transferring Students transfer their knowledge about the expression of showing happiness and congratulating in front of class. Students to share their thought about the expressions given.	15' 15' 20' 10' 10' 15'	• Worksheet • Worksheet • Power Point presentation • Worksheet • Worksheet • Power Point presentation • Worksheet	
III	Students are able to : • Convey the meaning of sympathy • Responding to dialogues	-Topic Don't be sad, my friend -Input	Relating Ask students if they ever felt sad in their life and talk about it together.	(4x45') 10'	• Pictures • Worksheet	• Self assessment • Peer Evaluation

	about expressing sympathy. • Making oral dialogues about expressing sympathy. • Explain the use of sympathy expressions in daily life context.	1. Expressions of : Sympathy • I'm sorry to hear that • Please accept my condolences Respond • Thank you for your sympathy. • Thank you for your kindness. Grammar: • Past perfect tense. Vocabulary: • Sympathy • Care • Concern Idiomatic expression : • Feeling blue	Students to look at the pictures given and choose the best expressions for it by answering the question. Students to fill the blank part of some dialogues with the expression given. Ask student if they ever made condolences letter to their friends or relatives. Experiencing Students to look at the expression of showing happiness. Students repeat after teacher read it for them. Students to answer the questions given based on the dialogue. Students to answer the questions given based on the condolence letters given. Applying Students to look at the explanation of sympathy. Students to listen and study the expression of showing sympathy and how to respond. Students are asked to choose the expression which is appropriate in formal and	10' 5' 5' 5' 10' 10' 10' 10' 15'	• Worksheet • Worksheet • Worksheet • Worksheet • Worksheet • Worksheet • Worksheet • Table • Worksheet • Audio Recording • Worksheet	Sheet • Evaluation Rubric
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			non-formal way. Students to listen to conversation and write the missing expressions.. Students to practice the complete dialogue with their friend. Students to make condolence letter based on the situation given. Cooperating Students to make short oral conversation in pair expressing sympathy Students to perform the dialogue in pairs in front of the class without the script.. Transferring Students transfer their knowledge about the expression sympathy and how to respond in front of class. Students to share their thought about the expressions given.	15' 10' 20' 10' 10' 15'	• Worksheet • Worksheet • Worksheet • Power Point presentation • Worksheet • Power Point presentation • Worksheet	
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APPENDIX B

INSTRUMENT OF THE

NEEDS ANALYSIS

Isilah kuesioner ini dengan baik dan jujur. Data pada kuesioner ini akan digunakan sebagai bahan penelitian berjudul *Developing English Supplementary Speaking Materials Based on Contextual Teaching and Learning*. Data yang diperoleh dari kuesioner ini akan dijaga kerahasiaannya demi kepentingan bersama. Atas kerjasama dan kesediaan melakukan pengisian kuesioner ini, saya selaku peneliti dan pengumpul data mengucapkan banyak terimakasih.

A. Data Responden

Nama :

Kelas :

Jenis Kelamin : Laki-laki / Perempuan (coret yang tidak perlu)

B. POTENSI SISWA

Di bagian ini, adik-adik akan diberikan beberapa pertanyaan yang berhubungan dengan pembelajaran berbicara bahasa Inggris (Speaking) di kelas. Anda diminta untuk memilih salah satu jawaban pada setiap pertanyaan yang diberikan sesuai dengan apa yang adik-adik rasakan dengan cara memberikan tanda silang (x) pada huruf a, b, c, atau d, kecuali pada nomor tertentu (diperbolehkan untuk memilih lebih dari satu)

1. Sejak kapan adik-adik belajar Bahasa Inggris ?

- a. Play Group
- b. TK
- c. SD
- d. SMP

2. Menurut adik-adik, bagaimana pembelajaran bahasa Inggris, khususnya kemampuan berbicara (speaking) di kelas?

- a. Pembelajaran bahasa Inggris, kemampuan berbicara (speaking) di kelas sudah sangat menarik.
- b. Pembelajaran bahasa Inggris, kemampuan berbicara (speaking) di kelas sudah menarik.
- c. Pembelajaran bahasa Inggris, kemampuan berbicara (speaking) di kelas tidak menarik.
- d. Pembelajaran bahasa Inggris,, kemampuan berbicara (speaking) di kelas sangat tidak menarik.

3. Menurut adik-adik, seberapa pentingkah mempelajari kemampuan dalam berbicara (speaking) dalam bahasa Inggris?

- a. Sangat penting
- b. Cukup penting
- c. Kurang penting
- d. Tidak penting

4. Apakah guru memberikan topik yang menarik dalam kegiatan pembelajaran speaking di kelas?

- a. Sangat menarik
- b. Cukup menarik
- c. Kurang menarik
- d. Tidak menarik

5. Apakah topik yang digunakan dalam kegiatan speaking di kelas dapat membantu adik-adik berfikir lebih kritis?

- a. Sangat membantu
- b. Cukup membantu
- c. Kurang membantu
- d. Tidak membantu

6. Dengan mempelajari kemampuan dalam berbicara Bahasa Inggris (Speaking), peningkatan kemampuan apa yang adik-adik harapkan di dalam kelas?

- a. Dapat meningkatkan kelancaran dalam berbicara bahasa Inggris.
- b. Dapat memahami tujuan dan maksud dialog dan teks dalam Bahasa Inggris
- c. Dapat meningkatkan kemampuan berbicara dalam Bahasa Inggris
- d. Dapat mempermudah mengartikan maksud dalam ucapan Bahasa Inggris

7. Dengan mempelajari kemampuan dalam berbicara Bahasa Inggris (Speaking), peningkatan kemampuan apa yang adik-adik harapkan di kehidupan sehari-hari?

- a. Dapat meningkatkan kelancaran dalam berbicara bahasa Inggris.
- b. Dapat memahami tujuan dan maksud dialog dan teks dalam Bahasa Inggris
- c. Dapat meningkatkan kemampuan berbicara dalam Bahasa Inggris

d. Dapat mempermudah mengartikan maksud dalam ucapan Bahasa Inggris

8. Menurut adik-adik apakah diperlukan materi pembelajaran khusus yang di dalamnya terdapat materi serta latihan soal untuk meningkatkan penguasaan kemampuan berbicara dalam Bahasa Inggris (Speaking) dalam konteks kehidupan sehari-hari?

a. Sangat diperlukan.

b. Cukup diperlukan.

c. Tidak diperlukan.

d. Sangat tidak diperlukan.

a. Aktivitas pembelajaran kemampuan Bahasa Inggris (Speaking) yang adik-adik sukai adalah

b. Menganalisa gambar dengan percakapan

c. Bermain peran (Role play)

d. Berdiskusi

e. Berbicara secara monolog

9. Apakah topik yang digunakan di dalam kegiatan speaking di kelas dapat memberikan informasi baru?

a. Sangat memberi informasi baru

b. Cukup memberi informasi baru

c. Kurang memberi informasi baru

d. Tidak memberi informasi

11. Menurut adik-adik, topik dalam kehidupan sehari-hari apakah yang Anda sukai dalam pembelajaran kemampuan berbicara bahasa Inggris (Speaking)?

- a. Topik yang berhubungan dengan kebudayaan
- b. Topik yang berhubungan dengan pendidikan
- c. Topik yang berhubungan dengan sosial
- d. Topik yang berhubungan dengan teknologi

12. Bahan pembelajaran apakah yang paling Anda inginkan dalam pembelajaran kemampuan berbicara bahasa Inggris (Speaking)?

- a. Informasi dan penjelasan
- b. Teks dialog dan monolog
- c. Gambar
- d. Simulasi

13. Aktivitas pembelajaran kemampuan berbicara bahasa Inggris (Speaking) yang adik-adik pilih sesuai dengan keinginan adalah *(boleh memilih lebih dari satu)

- f. Menganalisis percakapan rangkaian gambar.
- g. Menganalisis percakapan dalam teks dialog
- h. Berbicara dengan teman menggunakan dialog
- i. Bermain peran dalam pembelajaran

14. Cara belajar seperti apakah yang adik-adik lebih suka lakukan?

- a. Sendiri
- b. Berpasangan
- c. Berkelompok
- d. Melibatkan semua

15. Apakah topik yang seharusnya digunakan dalam kegiatan di kelas dapat dimanfaatkan untuk kebutuhan praktis?

- a. Sangat digunakan
- b. Cukup digunakan
- c. Kurang digunakan
- d. Tidak digunakan

16. Apakah modul yang saat ini digunakan dalam belajar berbicara dalam bahasa Inggris (Speaking) di dalam kelas sudah meningkatkan kemampuan berbicara adik-adik?

- a. Sangat meningkatkan
- b. Cukup meningkatkan
- c. Tidak meningkatkan
- d. Sangat tidak meningkatkan

17. Apakah modul yang saat ini digunakan dalam belajar kemampuan berbicara dalam bahasa Inggris (Speaking) di dalam kelas berisi latihan-latihan soal yang bisa meningkatkan kemampuan speaking?

- a. Sangat meningkatkan
- b. Cukup meningkatkan
- c. Tidak meningkatkan
- d. Sangat tidak meningkatkan

18. Apakah guru lebih banyak memberikan contoh daripada menjelaskan saat kegiatan speaking di kelas?

- a. Selalu memberikan contoh
- b. Kurang memberikan contoh
- c. Cukup memberikan contoh
- d. Tidak memberikan contoh

19. Apabila adik-adik merasa kesulitan dalam mengerjakan tugas yang diberikan guru, apakah adik-adik akan mencari jawaban dengan bertanya kepada guru?

- a. bertanya kepada guru
- b. bertanya kepada guru dan teman
- c. mencari jawaban sendiri
- d. tidak melakukan apa-apa

20. Apabila adik-adik merasa kesulitan dalam mengerjakan tugas yang diberikan guru, apakah adik-adik akan mencari jawaban dengan bertanya kepada teman, ?

- a. bertanya kepada teman
- b. bertanya kepada teman
- c. mencari jawaban sendiri
- d. tidak melakukan apa-apa

Interview Guideine for Teacher

1. Seberapa pentingkah pembelajaran berbicara (speaking) di kelas?
2. Bagaimana pembelajaran berbicara (speaking) di kelas?
3. Teknik seperti apa yang dirasa efektif dalam meningkatkan kemampuan berbicara (speaking) siswa?
4. Bahan/ media apa yang digunakan di kelas? Dari mana ibu mendapatkannya? (Modul rancangan sendiri/ buku/ kamus)
5. Apakah ibu merancang sendiri media yang digunakan? Bagaimana cara ibu merancang media tersebut?
6. Latihan seperti apakah yang ibu gunakan dalam menilai peningkatan berbicara (speaking) siswa?
7. Apakah siswa dituntut aktif dalam mengerjakan latihan-latihan yang ada?
8. Materi speaking seperti apa yang diajarkan kepada murid-murid?
9. Apakah dalam mempelajari expression/function siswa bisa langsung menerapkan expression/functionyang telah dipelajari?
10. Kesulitan apa yang terjadi dalam proses pembelajaran? Apakah dalam setiap pertemuan siswa mempelajari banyak expression baru?
11. Dalam pembelajaran speaking di kelas apakah penting diadakan pertemuan khusus untuk meningkatkan perbendaharaan kata/expression bagi siswa?
12. Bagaimana ibu memandang adanya pembelajaran khusus berbicara (speaking)?

13. Apakah pengadaan modul khusus berisi materi serta latihan soal dalam menunjang pembelajaran speaking efektif dalam meningkatkan kemampuan berbicara (speaking)?
14. Topik seperti apakah yang ibu inginkan dalam penyusunan materi?
15. Kegiatan pembelajaran seperti apakah yang ibu harapkan dalam penyusunan materi?
16. Seberapa penting adanya materi khusus dalam pembelajaran berbicara (speaking) serta penerapan kata dalam kalimat?
17. Jika penting, apakah penggunaan pembelajaran berbasis konteks (Contextual Teaching and Learning) bisa mempermudah peserta didik dalam mempelajari kemampuan berbicara (speaking) dan penerapannya?
18. Jika tidak, bagaimana pendapat ibu mengenai penggunaan pembelajaran berbasis konteks (Contextual Teaching and Learning) untuk menerapkannya pada kebutuhan berkomunikasi siswa sehari-hari?

APPENDIX C

RESULT OF THE

NEEDS ANALYSIS

Students' Need Analysis Result

No.	Question	Answer	Number of people	Precentage
1.	Since when have you learned English?	A. Playgroup	3	10%
		B. Kindergarten	16	53,3%
		C. Elementary School	11	36,7%
		D. Junior High School	0	0%
2.	In your opinion, what do you think about the speaking learning process in the classroom?	A. Very Interesting	3	10%
		B. Interesting	10	33,3%
		C. Not Interesting	13	43,3%
		D. Very Not Interesting	4	13,4%
3.	According to you, how important is it to learn speaking in English?	A. Very Important	21	70%
		B. Important	9	30%
		C. Not Important	0	0%
		D. Very Not Important	0	0%
4.	Do teachers provide interesting topics in learning activities in the classroom speaking?	A. Very Interesting	5	16,6%
		B. Interesting	14	46,7%
		C. Not interesting	9	30%
		D. Very not interesting	2	6,7%
5.	Are the topics used in speaking activities in class can enhance your critical thinking?	A. Very enhance	3	10%
		B. Enhance	21	70%
		C. Not enhance	6	20%
		D. Very not enhance	0	0%
6.	By learning speaking, what kind of ability you would like to gain in the classroom?	A. To enhance the fluency in speaking	9	30%
		B. To be able to understand the goal and intended meaning in English dialogue and texts	6	20%
		C. To improve the communication skill in English	11	36,7%
		D. To be able to interpret the meaning of words in English	4	13,3%
7.	By learning speaking, what kind of ability you would like to gain in your daily life?	A. To enhance the fluency in speaking	12	40%
		B. To be able to understand the goal	4	13,3

		and intended meaning in English texts		
		C. To improve the communication skill in English	6	20%
		D. To be able to interpret the meaning of words in English	8	26,7%
8.	According to your opinion, in addition to books that are currently used in learning process, do you still need additional material to support your speaking ability in daily life context?	A. Strongly needed	16	53,3%
		B. Needed	11	35,67%
		C. Not needed	3	10%
		D. Strongly not needed	0	0%
9.	What kind of speaking activity would you like to have in the classroom?	A. Analyzing the pictures with dialogues	12	40%
		B. Role Playing	6	20%
		C. Discussion	8	26,67%
		D. Speaking monologue	4	13,33%
10.	Are topics used in the speaking learning activities in the classroom may provide new information?	A. Very provided new information	6	20%
		B. Provided new information	10	33,3%
		C. Not provided	14	46,67%
		D. Very not provided	0	0%
11.	According to your opinion, what kind of theme for the topics you would like to have in speaking learning process in the classroom?	A. Cultural Theme	10	22%
		B. Education Theme	7	16%
		C. Daily Life Theme	16	37%
		D. Technology Theme	11	25%
12.	What kind of learning materials do you want to have in the supplementary speaking book?	A. New information and description	12	20%
		B. Monologue and dialogue texts	18	30%
		C. Pictures	24	40%
		D. Simulation	6	10%
13.	What kind of difficulties you find in the speaking learning activity?	A. A. Analyzing the dialogue.	11	26%
		B. Creating	10	23%

	(you can chose more than one)	conversation based on the situation given		
		C. Doing monologue activity (eg. speech, storytelling)	12	29,5%
		D. Role playing in a given situation	9	21,5%
14.	When you are completing speaking task and activity, how do you expect to finish the task?	A. Individually	6	20%
		B. Working in pairs	7	23,33%
		C. Working in a group	13	43,33%
		D. All of the opinion	4	13,3%
15.	Are the topics used in the speaking learning process in the classroom can be used for practical needs?	A. Very useful	12	40%
		B. Useful	18	60%
		C. Not useful	0	0%
		D. Very Not useful	0	0%
16.	Is the module currently used in learning speaking has been improving your ability to speak in English?	A. Very Improving	4	13,33%
		B. Improving	9	30%
		C. Not Improving	13	43,33%
		D. Very Not Improving	4	12,33%
17.	Is English the book that currently used in learning speaking in the class consisted of enough evaluation to measure your ability of speaking?	A. Very Enough	5	16,67%
		B. Enough	8	26,67%
		C. Not enough	16	53,33%
		D. Very not enough	1	3,33%
18.	Do teachers give more examples than explanation in speaking learning activities?	A. Always giving examples	9	30%
		B. Giving examples	6	20%
		C. Not giving examples	15	50%
		D. Very not giving examples	0	0%
19.	When you find a problem with the task given by the teacher, what do you do?	A. Asking teachers	4	13,33%
		B. Asking friends	20	66,67%
		C. Finding the answer by yourself	6	20%
		D. Doing nothing	0	0%
20.	When you find a problem during group's activities, what do you do?	A. Asking teachers	10	33,3%
		A. Discussing with friends	14	46,67%
		B. Finding the answer by yourself	6	20%
		C. Doing nothing	0	0%

APPENDIX D

INSTRUMENT OF THE

EXPERT JUDGMENT

APPENDIX E

THE RESULT OF THE

BOOK EVALUATION

(EXPERT JUDGMENT)

1. UNIT 1 “Come with Us” Expert Judgment Result

a. The Appropriateness of the Developed Materials’ Content

Item Number	Statement	Score
1	The developed materials are related to the SK KD SMA Grade X (1.1 offering <i>invitation</i> , accepting and cancelling invitation)	3
2	The learning materials are related to the students’ daily life context	3
3	The learning materials (text, pictures and table) are relevant with the topic discussed in the unit	3
4	The learning materials are related to the 10 th grade students’ needs	3
5	The learning are up to date	3
6	The use of the learning materials are related to students’ life	3
7	The learning materials are related to the students’ life skills	3
8	The materials are consisted with many expressions which are appropriate with students’ needs	3
9	The materials are related to the social function of the expression and text discussed	3
10	The learning materials are aimed to make the students understand about the use of the expression in their life	3
11	The learning materials focus on the linguistic features and the grammatical aspect of the text	3
Mean		3

b. The Appropriateness of the Developed Materials’ Presentation

Item Number	Statement	Score
12	The task sequences are arranged systematically, from the easiest task to the difficult ones	3
13	The tasks in each part are balance	3
14	The aim of the task arrangement focuses on communication in oral form	3
15	The tasks guide students to enhance their creative thinking	3
16	The tasks help students to work individually	3

17	The tasks are arranged systematically based on the REACT theory (relating, experiencing, applying, cooperating and transferring)	4
18	The tasks consist of the students' skill evaluation to measure the students' understanding of speaking materials	4
19	The tasks consist of pre task, task cycle and language focus.	4
20	The task consist of the vocabulary learning materials based on the topic	3
21	The tasks consist of the difficult word based on the topic	4
Mean		3,4

c. The Appropriateness of the Developed Materials' Language Use

Item Number	Statement	Score
22	Students can understand the instruction easily	3
23	The use of the language can improve the students' cognitive aspect	3
24	The developed materials in the unit has minimum grammatical mistakes	2
25	The book uses an appropriate English spelling words	3
26	The book has an appropriate word choices	3
27	The language focus I each materials are related to the other materials	3
Mean		2,8

d. The Appropriateness of the Developed Materials Media

Item Number	Statement	Score
28	The font styles in the materials are appropriate enough to be used	3
29	The choice of the color is appropriate enough to be used in the learning materials	3
30	The choice of the pictures are effective and functional	3
31	The use of the audio recording helps students to improve their speaking	3
32	The use of the audio recording is appropriate enough with the developed materials	3

Mean	3
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2. UNIT 2 “I’m so Happy” Expert Judgment Result

a. The Appropriateness of the Developed Materials’ Content

Item Number	Statement	Score
1	The developed materials are related to the SK KD SMA Grade X (1.1 offering invitation, accepting and cancelling invitation)	3
2	The learning materials are related to the students’ daily life context	3
3	The learning materials (text, pictures and table) are relevant with the topic discussed in the unit	3
4	The learning materials are related to the 10 th grade students’ needs	3
5	The learning are up to date	3
6	The use of the learning materials are related to students’ life	3
7	The learning materials are related to the students’ life skills	3
8	The materials are consisted with many expressions which are appropriate with students’ needs	3
9	The materials are related to the social function of the expression and text discussed	4
10	The learning materials are aimed to make the students understand about the use of the expression in their life	3
11	The learning materials focus on the linguistic features and the grammatical aspect of the text	4
Mean		3

b. The Appropriateness of the Developed Materials’ Presentation

Item Number	Statement	Score
12	The task sequences are arranged systematically, from the easiest task to the difficult ones	3
13	The tasks in each part are balance	3
14	The aim of the task arrangement focuses on communication in oral form	3
15	The tasks guide students to enhance their creative thinking	3
16	The tasks help students to work individually	3

17	The tasks are arranged systematically based on the REACT theory (relating, experiencing, applying, cooperating and transferring)	4
18	The tasks consist of the students' skill evaluation to measure the students' understanding of speaking materials	3
19	The tasks consist of pre task, task cycle and language focus.	4
20	The task consist of the vocabulary learning materials based on the topic	3
21	The tasks consist of the difficult word based on the topic	4
Mean		3.3

c. The Appropriateness of the Developed Materials' Language Use

Item Number	Statement	Score
22	Students can understand the instruction easily	3
23	The use of the language can improve the students' cognitive aspect	3
24	The developed materials in the unit has minimum grammatical mistakes	2
25	The book uses an appropriate English spelling words	2
26	The book has an appropriate word choices	3
27	The language focus I each materials are related to the other materials	3
Mean		2,7

d. The Appropriateness of the Developed Materials Media

Item Number	Statement	Score
28	The font styles in the materials are appropriate enough to be used	3
29	The choice of the color is appropriate enough to be used in the learning materials	3
30	The choice of the pictures are effective and functional	3
31	The use of the audio recording helps students to improve their speaking	3
32	The use of the audio recording is appropriate enough with the developed materials	3
Mean		3

1. UNIT 3 “Don’t be Sad My Friend!” Expert Judgment Result

a. The Appropriateness of the Developed Materials’ Content

Item Number	Statement	Score
1	The developed materials are related to the SK KD SMA Grade X (1.1 offering invitation, accepting and cancelling invitation)	3
2	The learning materials are related to the students’ daily life context	3
3	The learning materials (text, pictures and table) are relevant with the topic discussed in the unit	3
4	The learning materials are related to the 10 th grade students’ needs	3
5	The learning are up to date	3
6	The use of the learning materials are related to students’ life	3
7	The learning materials are related to the students’ life skills	3
8	The materials are consisted with many expressions which are appropriate with students’ needs	3
9	The materials are related to the social function of the expression and text discussed	3
10	The learning materials are aimed to make the students understand about the use of the expression in their life	3
11	The learning materials focus on the linguistic features and the grammatical aspect of the text	3
Mean		3

b. The Appropriateness of the Developed Materials’ Presentation

Item Number	Statement	Score
12	The task sequences are arranged systematically, from the easiest task to the difficult ones	3
13	The tasks in each part are balance	3
14	The aim of the task arrangement focuses on communication in oral form	3
15	The tasks guide students to enhance their creative thinking	3

16	The tasks help students to work individually	3
17	The tasks are arranged systematically based on the REACT theory (relating, experiencing, applying, cooperating and transferring)	4
18	The tasks consist of the students' skill evaluation to measure the students' understanding of speaking materials	3
19	The tasks consist of pre task, task cycle and language focus.	4
20	The task consist of the vocabulary learning materials based on the topic	3
21	The tasks consist of the difficult word based on the topic	4
Mean		3.3

c. The Appropriateness of the Developed Materials' Language Use

Item Number	Statement	Score
22	Students can understand the instruction easily	3
23	The use of the language can improve the students' cognitive aspect	3
24	The developed materials in the unit has minimum grammatical mistakes	2
25	The book uses an appropriate English spelling words	2
26	The book has an appropriate word choices	3
27	The language focus I each materials are related to the other materials	3
Mean		2,7

d. The Appropriateness of the Developed Materials Media

Item Number	Statement	Score
28	The font styles in the materials are appropriate enough to be used	3
29	The choice of the color is appropriate enough to be used in the learning materials	3
30	The choice of the pictures are effective and functional	3
31	The use of the audio recording helps students to improve their speaking	3
32	The use of the audio recording is appropriate enough with the developed materials	3
Mean		3

APPENDIX F

INTERVIEW

TRANSCRIPT

INTERVIEW TRANSCRIPT WITH ENGLISH TEACHER

Day/date : 10th August 2015

Place : Teacher's Office

Interviewer : The researcher (R)

Respondents (Teacher): Herni Candraningsih, S.Pd (T)

R : *Selamat pagi ibu* (Good morning, maam)

T : *Selamat pagi mbak* (Good morning)

R : *Dengan ibu, Herni..* (With bu Herni..)

T : *Herni Candraningsih.* (Herni Candraningsih)

R : *Ibu hari ini saya mau melakukan wawancara untuk mengambil data untuk skripsi saya berjudul Developing English Supplementary Speaking Materials Based on Contextual Teaching and Learning.* (Today I would like to do interview with you to gain some data for my thesis entitled Developing English Supplementary Speaking Materials Based on Contextual Teaching and Learning)

T : *Silahkan mbak, dengan hati.* (Oh yes, with pleasure)

R : *Iya bu, terimakasih.* (Thank you, Maam)

T : *Untuk pertanyaan yang pertama menurut ibu seberapa pentingkah pembelajaran speaking* (For the first question, how important do you think about the speaking learning process?)

R : *Menurut saya sangat penting sekali karena speaking materinya terkait dengan keterampilan yang nantinya bisa bermanfaat untuk*

para siswa. Bisa diimplementasikan oleh siswa minimal dalam pekerjaannya. Terutama kan kita hidup di kota Jogja ya, kota pariwisata, minimal kita bisa berkomunikasi dengan turis yang simple-simple. (I think it is very important, because speaking skill is the skill that will be useful for students. They can easily implement it in their life. Especially as we live in the city of Yogyakarta which known as tourism city, at least we can communicate with tourists in a simple English)

R :*Begitu ya bu.*

T :*Iya kemudian ada kaitannya dengan listening. Jadi speaking di sini materinya sama dengan speaking hanya saja speaking digunakan untuk input. (Yes. Also speaking has relation with listening. Speaking materials used here are the same as listening materials, but they are only used for input.)*

R :*Lalu bu, bagaimana pembelajaran speaking di kelas ibu?(Then, how do you conduct speaking learning process in your classroom?)*

T :*Untuk pembelajaran speaking, itu jumplah jam nya memang tidak terlalu banyak. Lebih banyak digunakan untuk kompetensi reading.(There is no much time for speaking learning process. They are mostly learning reading competence)*

R :*Reading ya bu?(So they learned more reading competence..)*

T :*Iya, karena kaitannya dengan UNAS. Kalau materi speaking biasanya disesuaikan aja dengan jam nya, kalau materinya sulit ya dua kali pertemuan..(Yes, because reading was used in UNAS. The portion for learning skill probably is just two meetings)*

R :*Jadi porsi untuk skill speaking memang lebih sedikit ya bu?(So the portion for learning speaking skill is fewer than the other skill?)*

- T :*Iya memang lebih sedikit.*(Yes, it is)
- R :*Terus, menurut ibu teknik seperti apa yang ibu nilai paling efektif dalam pembelajaran speaking?*(What kind of technique do you think the most effective for your students to learn speaking?)
- T :*Tekniknya?*(The technique?)
- R :*Iya, untuk meningkatkan kemampuan berbicara siswa.*(Yes, to improve their speaking skill)
- T :*Ya kalo teknik, kalo siswa model siswa swasta itu mungkin teknik drill ya, latihan. Contohnya di awal kita kasi contoh dulu, misalnya ekspresing apa kita kasih contoh ungkapannya. Kalau ada video nya ya kita kasih videonya.* (I think the technique which effective for my students, which are private school students are giving them examples first before they learn something)
- R :*Lalu ibu biasanya dalam mengajar speaking pakai bahan atau media yang seperti apa ya bu?*(What kind of media do you usually use in yourclass?)
- T :*Kalo bahan, itu tergantung.* (It's depend on the materials)
- R :*Modul atau buku?* (Do you use module or textbook?)
- T :*Oh kalo itu saya pakai LKS dan Buku Erlangga dari perpustakaan juga ada banyak.* (I use LKS module and Erlangga textbook. Sometimes, I use the book in library)
- R :*Buku paketnya ibu, khusus speaking atau tidak bu?*(Do you use books for speaking or just English textbook in generally?)
- T :*Jadi campuran, bukan hanya untuk speaking. Dari empat skill.*(English textbook which includes all the four skills)

- R :*Lalu bu, apakah ibu pernah merancang sendiri media yang ibu gunakan di dalam kelas speaking?(Have you ever made learning media for your classroom?)*
- T :*Saya pernah, yaitu materi kelas X apa ya yang apa itu namanya.. mengajak. Invitation, to invite someone. Saya buat sendiri waktu itu saya buat pakai kartu, untuk game siswa dibagi menjadi grup satu grup itu tiga siswa. (Yes, once I made cards for learning expression for grade tenth and they used it as a group games)*
- R :*Berarti ibu pernah ya bu membuat bahan dan bisa diterapkan?(So you have made learning media before?)*
- T :*Iya pernah cuma kan kadang-kadang waktunya gak banyak. (Yes, but I rarely made it since I have no time)*
- R :*Untuk assessment nya bu, latihan seperti apa yang ibu gunakan untuk menilai speaking siswa?(What kind of assessment did you use to evaluate your students' speaking skill?)*
- T :*Kalo itu sesuai dengan prosedur penilaian speaking aja ya. Misalkan menilai noun nya, vocab, dan accurancy (I evaluate their vocabulary and accuracy)*
- R :*Apakah di kelas ibu, siswa itu dituntut untuk aktif bu?(Are students in your class have to participate in active learning process?)*
- T :*Sebenarnya iya.(Yes)*
- R :*Atau ibu lebih banyak memberika masukan, contoh, penjelasan bu?(Or do you always provide them with information and examples?)*
- T :*Sebenarnya itu speaking memaksa siswa untuk aktif di kelas. Terutama kalo guru ada media yang bagus, itu bisa sekali. Tapi*

kalo guru kurang siap dengan media yang diterapkan, siswa jadinya kurang aktif. Waktu dulu saya buat kartu itu, itu kan anak-anak jadi lebih semangat harus ngomong dan lebih membuat anak-anak mempunyai pengalaman belajar. Lebih ingat. (It depends on the media the teacher used. If the media encourage them to learn actively, they will learn in active learning process)

R *:Lalu selama ini materi speaking yang seperti apa sih bu yang sudah di ajarkan di kelas ibu?(What kind of speaking materials you have taught in your class?)*

T *:Kalo materi di kelas jelas sesuai dengan material yang ada di KD semester itu. Karena kita nggak boleh jauh dari pedoman itu. Karena materi speaking bersama listening itu nanti ada beberapa KD yang di UNAS kan.(All the materials I taught in the class were based on the Basic Competencies and standard competencies and also the syllabus)*

R *:Terus, kesulitan apa sih bu yang ibu temui di dalam kelas dalam mengajar speaking?(What kind of difficulties you face in speaking teaching and learning process?)*

T *:Sebenarnya kalo ngajar speaking itu, seneng saya. Cuma ya media. Media nya kurang, di situ keterbatasannya. Kadang guru juga kurang ide. Jadi saya kadang ambil dari internet kan banyak.(There's not enough media and materials. I have to search it in the internet)*

R *:Baik bu. Lalu bu apakah ibu meluangkan waktu tersendiri untuk speaking atau tidak bu?(Do you spare time for your students to learn speaking outside the class?)*

T *:Ya kalau misalnya, biasanya speaking diletakkan di awal-awal pertemuan. Karena itu memang KD nya di awal-awal to. Misalnya*

hari ini ngajar speaking, yaudah dua jam itu isinya speaking semua. Kadang kalo ngajar reading kan sama writing. Nah saya kalo ngajar speaking sama listening, kan sudah otomatis kalo speaking mereka mendengarkan.(No, I just teach speaking in early meetings with listening activities)

R :*Bagaimana ibu memandang adanya pembelajaran khusus speaking bu?*(What do you think about the speaking learning process in the classroom?)

T :*Saya kira itu bagus sekali ya. Baik, bagus. Karena itu untuk bekal keterampilan siswa. Karena misalnya mereka bisa ngomong aja bahasa Inggris dalam bentuk yang simple dia merasa bangga.*(I think that's good. Students need to improve their speaking. Students will feel proud if they can speak in English, although its just in a simple sentence)

R :*Berarti memang diperlukan ya bu pembelajaran speaking?*(So speaking learning process is necessary for them?)

T :*Iya diperlukan mbak.*(Yes)

R :*Lalu apakah pengadaan modul dan soal untuk pembelajaran speaking saat ini menurut ibu efektif untuk digunakan di kelas?*(Then, do you think the current module you use is effective enough for them to learn speaking?)

T :*Saya kira efektif sekali, karena selama ini saya menggunakan lks. Ya Alhamdulillah di LKS itu ada latihan-latihan soal speaking, walaupun sedikit. Cukup membantu. Ya tapi kalau mau ada modul khusus, ya itu lebih membantu lagi.*(Not effective. Still need more materials)

- R :*Kalau nanti akan ada modul khusus untuk speaking, topik seperti apakah yang ibu inginkan di dalam modul?*(What kind of topic do you want to be included in the supplementary materials?)
- T :*Topiknya sesuai dengan yang ada di syllabus, di kurikulum yang sedang berlangsung.* (As long as it is appropriate with the SKKD and syllabus)
- R :*Di kurikulum sekolah ini ya bu, berarti KTSP 2006?*(Is the 2006 curriculum used in this school?)
- T :*Iya mbak.*(yes, it is)
- R :*Lalu kegiatan pembelajaran seperti apa yang ibu harapkan ada dalam materi speaking yang akan dibuat ini bu?* (What kind of speaking activity you would like to have in the developed materials?)
- T :*Ya tentunya yang membuat siswa aktif, menarik.*(Interesting speaking materials)
- R :*Ibu, tadi kan ibu mengatakan bahwa pembelajaran speaking kan penting ya bu, apakah menurut ibu pembelajaran speaking berbasis Contextual Teaching and Learning yang saya usung ini membantu?*(What do you think about speaking learning process based on contextual teaching and learning?)
- T :*Jelas. Sangat membantu.* (Yes. Of course)
- R :*Mengapa bu?*(Why?)
- T :*Ya kan dengan dibantu dengan modul pembelajaran ini pasti membantu. Modul itu kan lengkap, terdapat contoh, latihan soal dan medianya, pasti sangat membantu bagi siswa dan guru.* (Yes, it will help the learning process, because hopefully it consist of complete materials and evaluation)

- R :*Untuk contextual teaching dan learningnya sendiri bu, menurut ibu bisa tidak untuk diterapkan disini?*(Do you think contextual teaching and learning can be applied in the learning process here?)
- T :*Bisa mbak. Tapi jangan lupa itu juga tergantung dari guru dan siswa.*(Yes, but it depends on teachers and students)
- R :*Baik bu. Mungkin itu saja pertanyaan dari saya, terimakasih bu atas waktunya.*(Yes, Maam. That's all from me, thank you)
- T :*Sama-sama mbak. semoga dapat terselesaikan dengan baik dan lancar.*(You're welcome, good luck)
- R :*Terima Kasih* (thank you Maam)

APPENDIX G

FIRST DRAFT OF

STUDENTS BOOK

APPENDIX H

FIRST DRAFT OF

TEACHER'S GUIDE

APPENDIX I

FINAL DRAFT OF

STUDENTS BOOK

APPENDIX J

FINAL DRAFT OF

TEACHER'S GUIDE

UNIT 1



Source: Roelalghazel.blogspot.com

Come with Us !

In this unit, you will learn:

- the meaning of accepting and declining.
- responding to dialogues about making, accepting and declining the offer.
- making dialogues about making, accepting and declining the offer.





Let's remember !

Have you ever invited your friends to come to your birthday party or to your house for doing homework?
Let's remember it together!



Activity 1

Read the dialogues below. Choose the best expression in the box to complete the dialogue!



- What can I do for you?
- I don't think I can go tonight.
- Sure, I'm coming!
- I'd like to come, but I can't.

Annisa : Hi Hasna, how are you?

Hasna : I'm fine, and you?

Annisa : I'm very well. Would you like to go to Galeria Mall with me? I need to buy something.

Hasna :

Annisa : It's okay, next time maybe.



Source: www.nobartv.com

Iqbal : Hello Roby, what are you doing?
 Roby : I'm doing nothing right now. Just sitting and watching tv.
 Iqbal : Why don't you come to the stadium? We are watching PSIS and Persija right now.
 Roby :
 Iqbal : OK, we are waiting for you!

Riana : Mega, would you like to help me?
 Mega :
 Riana : I can 't take all the books to the teacher office myself.
 Mega : Wait the minute I will ask the boys to help us.
 Riana : Thank you!



Source: www.twicsy.com

Toni : Abi, let's go to Taman Budaya tonight.
 Abi :
 Toni : Why?
 Abi : We have a lot of homework for tomorrow.
 Toni : Oh I almost forgot about it!



Let's try!



Activity 2

Repeat the expressions below after your teacher!

- Would you like to go to the canteen with me?
- Why don't you come to my house?
- That's very kind of you.
- Sure, I'm coming.
- I'd like too, but I have to go.
- I'm sorry I can't



Activity 3

Read the dialogues bellow and answer following questions.

1st Dialogue



Source: www.twicsy.com

(Andra is Dian's classmates. Today they come to school early)

Andra : Hello Dian, how are you?

Dian : I am alright, what about you?

Andra : I am fine, too. I got a brochure that there will be Sheila on 7 concert next Sunday.

Dian : Whoah, I just knew that.

Andra : Yeah, that's why I tell you now, because you are a big fan of
Sheila on 7. I want you come to the concert if you don't mind.

Dian : Sure. It's my pleasure. And please save me in the crowded

Andra : Of course, I will.

-
- Where does the conversation take place?
 - What does Wahyu offer?
-



2nd Dialogue

(Vina is doing her English homework, while Sheila, her friend, calls Vina to come to her party)



Source: www.arsyadanizar.blogspot.com

Sheila : Hello, this is Sheila. May I
speak to Vina?

Vina : This is Vina speaking.

Sheila : Oh, hi Vina. I wonder if you'd
like to come to my house

tonight. We're having a great party.

Vina : I don't think I can. I'm doing my homework. I'm afraid I couldn't
finish my homework on time.

Sheila : That's alright. Next time, maybe.

Vina : I hope you enjoy your party.

Sheila : Thanks Vina.

- What does Sheila wants Vina to do with her?
- Why does Vina declines Shelia's invitation?



3rd Dialogue

(Aldo is a new transfer student from Sumatra, his friend Bejo wants to invite him to his house)

Bejo : Hi Aldo, what are you doing?

Aldo : Hi Bejo, I just finished my meal.

Bejo : Today my mother will cook gudeg.

Would you like to come to my
house today?

Aldo : What is gudeg?

Bejo : Gudeg is a delicious meal originally from Yogya. You have to try it!

Aldo : Allright. I will come to your house after school!

Bejo : Ok, bye



Source: www.tourism-jogja.com

- Where does the conversation probably take place?
- What does Bejo offer to Aldo ?



4th Dialogue

(Yovi is doing his homework when Taufik asks him to buy some snacks)

Yovi : Hello ?

Taufik : Hello Yovi? What are you doing?

Yovi : I'm doing my homework. Why?

Taufik : Well, actually I want to ask you to accompany me buying some snacks at the department store.

Yovi : I'd like to, but not now. Maybe tomorrow's evening?

Taufik : Ok, see you tomorrow.

- Does Yovi decline Taufik's offer?
- Why Does Yovi declines Taufik's offer tonight?

(adapted from: www.belajarbahasainggrisku.com)



Language Focus

Will and be going to

Will digunakan Digunakan untuk membicarakan keputusan yang dibuat secara instant/mendadak/spontan.

Contoh : It's raining. I will take an umbrella for you.

Be going to Digunakan untuk membicarakan rencana dan keputusan yang sudah diputuskan/dibuat sebelumnya.

Contoh : We're going to visit Joko's parents this evening.





Activity 4

Complete the sentences using will or be going to.

1. I feel dreadful. I think I. be sick.
2. Tonight, I. stay in. I've rented a video.
3. If you have any problems, don't worry. I. help you.
4. I completely forgot about it. Give me a moment, I.do it now.
5. Look at those clouds, it. rain any minute now.
6. The weather forecast says it. snow tomorrow.
7. That's the phone, I. answer it.
8. Thanks for the offer, but I'm ok, Shane. help me.

(taken from: <http://www.usingenglish.com>)



Let's use !



Activity 5

- Study the following explanation.



Source: www.hipma.lk.ip.ac.id

ACCEPT

Accept is to take or receive something offered. If you accept the invitation from your friends, or another person, it means that you are agreeing to come to their event. For example, a friend asks you to come to his birthday party and you agree then you come to his birthday, it means that you accept his invitation.



Source: www.nonobahasainggris.com

DECLINE

Decline is to refuse something. If you decline the invitation from your friends or another person, it means that you are refusing to come to their event. For example, a friend asks you to eat lunch with you, but you can't because you already eat your lunch. It means that you decline his invitation



Activity 6



Listen and study the expressions below.

Making Invitation	Accepting Invitation	Declining Invitation
• Would you like to...? • I would very happy if... • We would be delighted if you...? • Would you care to...? • Why don't you come to... • I'd like to come to ... Come and ... • Shall we come to ... • You must come to ...	• That's very kind of you • We'd like very much to.... • Thank you very much for inviting me • It's delightful to.... • I would/will ... That would be very nice • OK,I will be there ! • I'd love to come. • All right. • Sure, I am coming	• I'm very sorry, I don't • Think I can't. • I'd like to, but • I'm afraid I've already promised.... • Thank you for asking me, but • Unfortunately, I can't....



Activity 7

Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)

- | | |
|-----|--|
| () | We would be delighted if you could come to the meeting. |
| () | Ok, I will be there! |
| () | You must come to my house. |
| () | Thank you for asking me, but I have another plan that day. |
| () | Why don't you come to my school? |
| () | Sure I'm coming! |



Activity 8

Select the expression above which are appropriate to be spoken in formal or casual situations. You can add another expression based on your knowledge.

Expressions	Formal	Casual
Making Invitation	1. Would you like to..? 2. 3.	1. Come and... 2. 3.
Accepting Invitation	1. That's very kind of you 2. 3.	1. Sure, I'm coming. 2. 3.
Declining invitation	1. I'd like to, but.. 2. 3.	1. I'm sorry, I can't. 2. 3.



Activity 9

Listen to the dialogue about Inviting Someone to a Birthday Party. Fill in the blank part of the dialogue.



Source: www.arsyadanizar.blogspot.com

Doni : Hey there, how are you?

(1). !

Ratih : Good to see you, too. I'm fine, how are you?

Doni : Good, thanks. Listen, I am having a birthday party next Friday.

(2). ?

Ratih : Sure, I'd love to!

Doni : (3). ! The party starts around 9 pm at my place.

Ratih : Okay, I'll be there. What do you want for your birthday?

Doni : Oh no presents, please. (4).

Ratih : (5).?

Doni : Of course! So I see you two on Friday!

Ratih : Yes, (6).!

Doni : I'm glad you can come! See you soon.

Ratih : Bye!



Activity 10

- Afterwards, practice the whole dialogue with your friend!
Listen to speaker 1 and speak the other part.
- Listen to speaker 2 and speak the other part.



Let's cooperate !



Activity 11

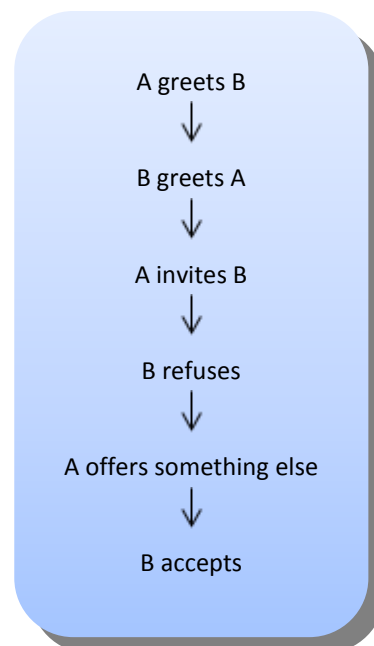
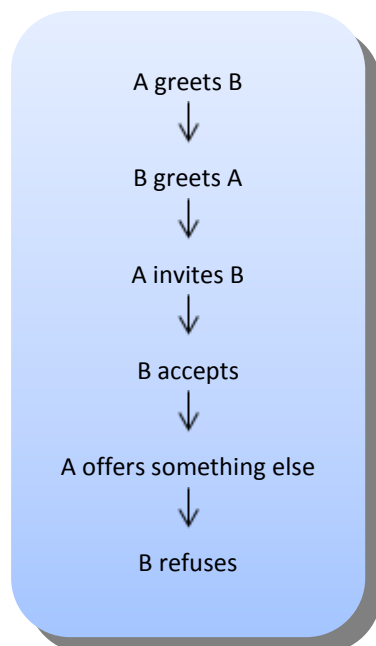
In pairs, make a simple dialogue based on the situation. Choose one of situations below :

- ❖ You ask your friends to go to Gramedia, because you need to buy a textbook.
- ❖ Your friend asks you to come to JKT48 concert in UNY Stadium this weekend, but you can't go because the ticket is sold out.
- ❖ Your cousin calls you to have dinner together, but you already have appointment tonight.
- ❖ Your friends invite you to karaoke at Sunday. They ask you to bring another friend.



Activity 12

Make a dialogue based on the flow chart below. You can choose the situation and the degree of formality.





Activity 13

After you finished making the dialogue, perform it in front of the class. Record your performance while you are doing it. Remember you are not allowed to bring any scripts!



Activity 14

Work in group of 4-5. Make a simple role play using the situation bellow :

Invite your friends to go to GembiraLoka Zoo at Sunday. Your friends do not like to go there because they don't like animal. They politely refuse the invitation and offer another thing to do.



Source: www.jogja.solopos.com



Source: www.flickr.com

Husna invites Latif and Mira to come to her birthday party at KFC Sudirman on Saturday. Latif suggest her to invite someone else. Husna happily agree with his idea.



Let's share !



Activity 15

- ❖ Work in group of 4-5. Make a small presentation about making invitation, accepting invitation and declining invitation.
- ❖ Score the performance of another group's presentation. Use the table below to score another group's presentation :

Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				



Activity 16

Write your own summary about what you have learned in this unit.
Present it in front of the class !

What I have learned in this unit:

- ❖
- ❖
- ❖



Activity 17

Complete the statement below using your own opinion about this unit.

- ❖ This unit is
- ❖ The most interesting part in this unit is
- ❖ The most difficult part in this unit is
- ❖ The part I have to study more is

UNIT 2



Source: www.sman12riau.go.id

I'm so Happy!

In this unit you will learn:

- ❖ the meaning of happiness and sadness.
- ❖ responding to dialogues about happiness and expressing happiness.
- ❖ making dialogues about happiness and congratulating people.



Let's remember !

Everyone must have ever been happy in their lives. What about you? Do you still remember what they say to you when you feel happy?



Activity 1

Look at the picture below and answer the following questions.



Source: www.anak-berbagi.com

Why does she look very happy?

What do people say to her on her birth birthday?

Why does he look very happy?

What do people say to him?



Source: www.tumblr.com



Source: blog.man.kp.id

Why do they look very happy?

What do people say to them?



Activity 2

Read the dialogues below. Choose the best expression in the box to complete the dialogue!

Fulan : Hi Dani, how are you?

Dani : I'm fine, and you?

Fulan : I'm very well. I heard that your sister just got married last week.

Dani : Yeah, how did you know?

Fulan : Somebody told me about it. Anyway, (1).

Dani : Thank you

- Great!
- Fantastic!
- Congratulations to your sister!
- I'm pleased to hear that.

.Siti : Toni, happy birthday!

Toni : Thank you Siti. I thought everyone

forgot about my birthday.

Siti : No, I don't forget your birthday

Toni : Really? (2).

Siti : Here is your birthday present.

Toni : Wow, a hat! Thank you very much, friend.



Source: www.indotopi.com

Abi : Bunga, would you like to see the Art Festival at Kotagede with me?

Bunga : I'd like to, but I have to attend an English course until 5.

Abi : It's okay, I'll pick you up at 5.

Bunga : Really?

Abi : Sure.

Bunga : (3). Thank you, Abi.



Source: www.01island.com

Barkah : Adit, what are you doing?

Adit : Hi Barkah, I don't know how to solve this puzzle.

Barkah : Let me see. You have to do it like this.

Adit : Wow, (4)
You are very smart.

Barkah : Thank you.

Adit : Let's play it together next time.

Barkah : Sure.



Source: Videohive.net



Let's try !



Activity 3

Study and repeat expressions below after your teacher.

- What a great idea!
- I find it very exciting.
- I'm pleased to hear that.
- Fantastic!
- Yippee!
- Hooray!



- ❖ When will you use the expressions above?
- ❖ Now, try to remember another phrase to express happiness based on your knowledge



Activity 4

Read the dialogue below and answer the following questions. Don't forget to underline the expressions that show happiness.

1st dialogue

(Desty and Aini are classmates. They are talking about their mathematics test result)

Desty : How about your
mathematics test
yesterday?

Aini : Guess what? I got A
for it.

Desty : Wow! That's great!
That test is very difficult.

Aini : Yes, I studied a lot before the test.

Desty : Anyway, congratulations.

Aini : Thank you.



Source: www.Merdeka.com

- Why is Aini getting A for her mathematics test?
- Why is Desti congratulating?



2nd dialogue

(Nadya's mother has a surprise for her. She gives her the newest Iphone series)

Mother : Dear, I have something for you.

Nadya : What is it, Mom?

Mother : Open yourself.

Nadya : Is this the newest iPhone series?

Mother : Do you like it?

Nadya : I'm so happy right now. Thank you mom.

Mother : You're welcome, dear.



Source: www.macworld.co.uk

- What do you think of Nadya's feeling after receiving the gift?
- Why does Nadya feels happy?



3rd dialogue

Annisa : Tiara, may I sit here?

Tiara : Ofcourse.

Annisa : Thanks. Hey, I want to tell you something.

Tiara : What's that?

Annisa : I have a new younger brother. I am very happy. I kiss him all the time.

Tiara : Really? I am glad too Annisa. May I go to your house?



Source: www.female.kompas.co.id

Annisa : Certainly. We can go
there together after school.

Tiara : Yeay!

- Why does Annisa kiss her younger brother all the time?
- Why does Tiara wants to go to Annisa's house?



Language Focus

The Present perfect tense

Present perfect tense adalah suatu bentuk kata kerja yang digunakan untuk menyatakan suatu tindakan atau situasi yang telah dimulai di masa lalu dan masih berlanjut sampai sekarang atau telah selesai pada suatu titik waktu tertentu di masa lalu namun efeknya masih berlanjut.

Kali mat	Rumus	Contoh Present Perfect Tense
positif (+)	S + aux. verb(have/has) + V-3/past participle	I have read the book
		He has left
negatif (-)	S + aux. verb(have/has) + not + V-3/past participle	I have not read the book
		He hasn't left
interogatif (?)	aux. verb(have/has) + S + V-3/past participle	Have I read the book
		Has he left





Activity 5

Using the word in parentheses, complete sentences below with the appropriate word.

1. The boys have **(give)** many problems.
2. It has **(be)**warm this week.
3. They **(prepare)**a lot of food.
4. The pupils **(study)** for their exam.
5. The boy **(fall)**off his bike.
6. He **(go)**. just. out.
7. My grandmother **(lose)**..... weight.
8. We always have **(want)** to visit Spain.
9. The sun **(rise)** It's time to go.
10. Lucy **(sing)**in a chorus before.

(adapted from : <http://www.agendaweb.org/exercises/>)



Let's use !



Activity 6

Study the following explanation.



Happiness

Source: www.liputan6.com

Happiness refers to the emotion, mood, and state of excited or pleased. Smiling is often an indication of happiness.



Sadness

Source: antaranews.com

Sadness is emotional pain associated with, or characterized by feelings of, loss, despair, disappointment and sorrow. Crying is often an indication of sadness



Activity 7

Pay attention to the following phrases and decide whether they are expressing happiness or sadness.

(Happiness/Sadness)	
(.....)	I'm happy so hear that.
(.....)	Fantastic!
(.....)	I'm so sorry to hear that.
(.....)	That's good news.
(.....)	I don't think that's a good idea.
(.....)	That's too bad.
(.....)	It's a good idea



Activity 8

Read the following phrases and decide whether they are expressing happiness or sadness.

Finally I got A on my Chemistry exam, fantastic.

(.....)

(.....)

Too bad, I just got the second place for the swimming contest.

Sorry, I can't give you the gold medal, mom.

(.....)

(.....)

I'm so glad that you still remember my birthday.



Activity 9



Listen and study the expression bellow.

How to express happiness	How to respond
• I'm pleased / delighted about it. • It is the best thing I've heard for a long time. • I can't say how pleased / delighted I am about it • You make me happy. • I'm so glad to hear that • I'm satisfied with it • It sounds like fun • Yippe! • What a great idea! • Wow! • Great!	• I'd love too • You are right • I think so • I do, too • Yeah!

- ❖ Remember the expressions above.
- ❖ Now, try to explain how to express happiness and how to respond it in front of the class.



Activity 10

Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)
() I can't say how pleased I am right now.
() I'm so glad to hear that you won the first place.
() Fantastic! The concert was great.
() What a great idea you have, Anton.
() Yippe! Let's go to my house.
() I do, too.



Activity 11



Listen to the dialogue about congratulating someone for winning a speech contest. Fill in the blank part of the dialogue.

- Lintang : Hi Asty.
- Udin : Hi, Udin. (1) ?
- Lintang : Where are you going? (2)
- Udin : I want to go to the teacher room.
- Lintang : I heard you did well in the speech contest and
you (3) Is it right?
- Udin : Yeah. That's right.
- Lintang : Congratulations, Udin. (4)
- Udin : As you know, I followed your tips about remembering the
point of the speech. (5) ,
Lintang.
- Lintang : Then you really deserve to win.

(adapted from: www.chitayae.blogspot.com)





Let's cooperate !



Activity 12

Think about the happy and sad moments you have had. You are about to tell your partner about it. Choose from the list below the things you want to talk about. Think about what you will say and what language you will need.



- Was it happy or sad experience?
- When did it happen?
- Where were you?
- Who were with you?
- What were you doing?
- What happened?
- Why was it happy or sad moment?
- How did you feel afterwards



Activity 13

- ❖ Tell your partner about the happy and sad moment of being a high school students. Here is the checklist:



- ❖ Use the question in the framework to help you organize your story.
- ❖ Use dictionary or ask your teacher to help you with the new words.
- ❖ Make notes, but don't write the full story.

- ❖ Tell each other your story. At the end, make sure you understand each other's story.
- ❖ You can ask for the details or make some clarification.

Clarification questions:

- Could you explain a bit about.....again?
- I'm sorry, but I didn't understand what/why/when/how....
- ❖ After that tell the class about your partner story!



Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations bellow :

- ❖ One of your friends just got the newest Nike Running shoes series. The other friend compliments the new shoes and the other asks about the price.
- ❖ You finally got the Maliq and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.
- ❖ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday
- ❖ Your homeroom teacher just had a baby girl. You and your friend decided to make a small surprise event for her.



Did you know?

To express a great happiness many people use the idiom 'I'm over the moon'. To be **over the moon** about something is to be very happy about something: so happy and excited that you imagine you could jump or fly over the moon!

Examples of use:

I passed all my exams, I'm **over the moon**!



Let's share !



Activity 15

- ❖ Work in group of 4-5. Make a small presentation about expressing happiness and how to respond it.
- ❖ Score the performance of another group's presentation. Use the table below to score another group's presentation :

Group's member	Accuracy	Fluency	Appropriateness	Total Score
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1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
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3.				
4.				
5.				



Activity 16

Write your own summary about what you have learned in this unit.
Present it in front of the class !

What I have learned in this unit:

- ❖
- ❖
- ❖

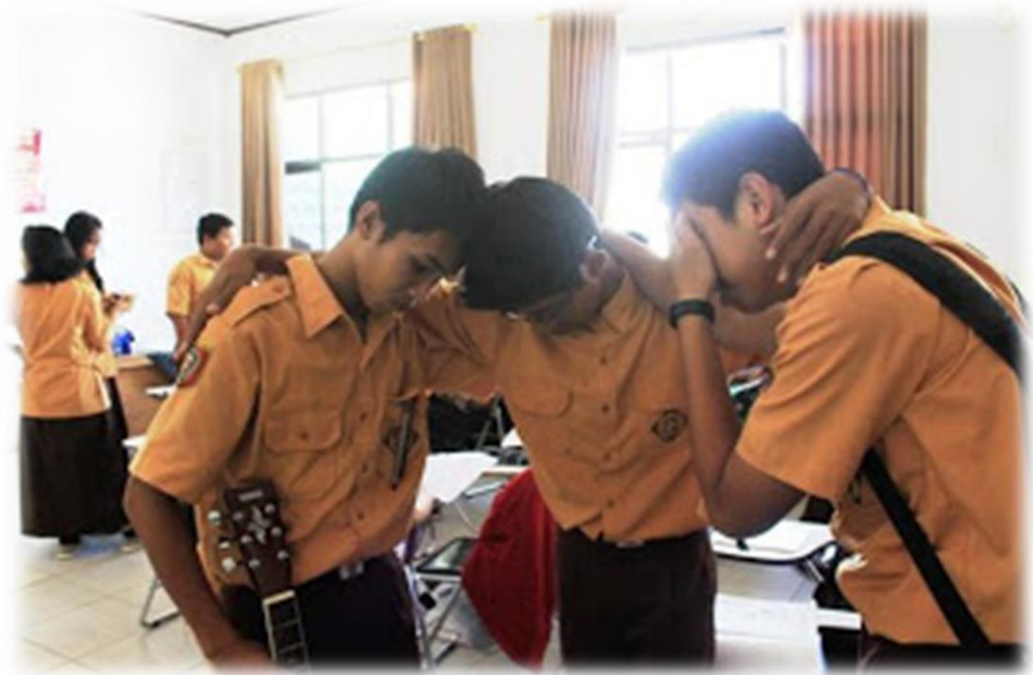


Activity 17

Complete the statement below using your own opinion about this unit.

- ❖ This unit is
- ❖ The most interesting part in this unit is
- ❖ The most difficult part in this unit is
- ❖ The part I have to study more is

UNIT 3



Source: www.bagaswara1.blogspot.com

Don't be sad my friend

In this unit, you will learn:

- the meaning of sympathy.
- responding to dialogues about expressing sympathy.
- making dialogues about expressing sympathy and condolences letter.
- making response to short functional texts of condolences



Let's remember !

Everyone must have ever been sad in their life. What about you?
Have you ever felt sad in your life? Why?
Let's talk about it together!



Activity 1

Look at the picture below and answer the following questions.



Source: www.sport.viva.co.id

Hary's brother has been hospitalized for a week because he's sick.

What will you say to Hary ?

Answer :

Susi failed to win her badminton match at the school's competition.

What will you say to her ?

Answer :



Source: www.sport.viva.co.id



Source: www.tribunnews.com

Tina and Tono's grandfather
passed away yesterday.

What will you say to them ?

Answer :

Dimas failed at his exam today.
He looks so sad.

What will you say to him ?

Answer :



Source: www.kapanlagi.com



Activity 2

Read the dialogues below. Choose the best expression in the box to complete the dialogue!

- *My deepest condolences for you.*
- *How about your grandpa?*
- *What's wrong with him?*
- *Oh, I'm sorry to hear that.*

Tika : Hi, Ica! Where have you been? I haven't seen you for a month.

Ica : I visited my grandma. I took care of her since she got heart attack.

Tika : (1) You must be very sad.

Ica : I was. But she's getting better now. Thanks



Source: www.berita.suaramerdeka.com

Harris : Do you know that Mr. Abdul is hospitalized?

Doni : No, I don't. (2)

Harris : He had an accident last night.

Doni : Poor him. I hope he will get better soon.

Liza : Why do you look so sad?

Tono : Didn't you hear the news this morning? The earthquake has destroyed my grandpa's village in Bantul. It has killed many people.

Liza : That's terrible. (3)

Tono : He's Ok. I'll pick him up to stay with us here.

Liza : Thanks God.

Ismi : Hello Latif, you look sad. What's wrong?
Tedi : My uncle passed away in Jakarta, Ismi.
Ismi : (4) How old was he?
Tedi : Fifty one... This December. Thank you
Ismi.



Activity 3

- *Have you ever sent a condolences letter to your relatives or friends?*
- *What did you write in that letter?*
- *When do people send condolences letter?*



Let's try !



Activity 4

Listen and repeat the expressions below after your teacher!

- I'm sorry to hear that.
- Poor you, let's go to another place.
- Please accept my condolences.
- There's nothing that can be done about it.
- God gives and God takes away.

- ❖ When will you use the expressions above?
- ❖ Now, try to remember another phrase to express sympathy.



Activity 5

Read the dialogue below and answer the following questions. Don't forget to underline the expressions that show sympathy.

1st dialogue

(Novi looks so sad in the middle of the street when Amy sees her)

Ami : Why do you look so sad Novi ?

Novi : I lost my wallet.

Ami : I am sorry to hear that. When did it happen?

Novi : I don't know exactly, But I think when I went to the market.

Ami : You should contact the police and make an announcement about losing wallet

Novi : Oke Amy, Thank you so much for your support. I will try it.

- What is Amy sorry for Novi?
- What is Amy suggestion to Novi?



2nd dialogue

(Mr. Doddy asks Anton regarding to Anita's absent)

Anton : Good morning, Sir.

Mr. Doddy : Good morning, Anton. Anita has been absent for the last two days. Is she sick?

Anton : She had an accident.

Mr. Doddy : Oh, no. I hope nothing is serious.

Anton : It is bad. She was hit by a scooter while crossing the road. Her right leg is fractured.

Mr. Doddy : How unfortunate. Is she in a hospital?

Anton : No, she's at home. But she has to remain in bed for a month.

Mr. Doddy : Thank you for the information, Anton.

- Why is Mr. Doddy asks Anton about Anita?
- What is Mr. Doddy thanking Anton for?



3rd dialogue

(Edy was sitting quietly in the class when Dewi decided to talk to him)

- Dewi : May I know why you look sad?
- Edy : I'm really upset, you know, my uncle passed away two days ago.
- Dewi : I'm very sorry to hear that.
- Edy : In fact, it was he who brought me up. He supported my everything.
- Dewi : How sad.
- Edy : We'll miss him a lot.
- Dewi : Time is the best healer, believe me.
- Mr. Edy : Thank you for the comforting words.
- Dewi : It was the least I could do.

- What happened to Edy's uncle?
- What does it means by Dewi's words 'time is the best healer'?





Activity 6

Read the condolence letters below and answer the questions.

1st letter

"Dear Mira,

I cannot even begin to imagine your grief and I'm terribly sorry for your loss. Even though we know death is coming, it is never easy when it actually happens. Your dad's fight is finally over and it is time for him to rest. Please let me know how I can best support you through this difficult time."

Hanifah

- What happened to Mira's father?
- What does Hanifah offer to Mira?



2nd letter

"Dear Rahayu,

I want you to know that you've been in my thoughts since the passing away of your grandmother. No words can make this pain go away. But know that you're surrounded by people who care.

Allow me to support you through this difficult time. I would be happy to come over to talk or help with the memorial service."

Yoyok

- Why did Yoyok send Rahayu a letter?
- What is Yoyok offer to support Rahayu?



The Past Perfect Tense

Past perfect tense dibentuk dengan auxiliary verb "had", dan past participle (verb-3). *Had* digunakan baik untuk *singular* maupun *plural* (jamak atau tidak) subyek.

Kalimat	Rumus Past Perfect Tense	Contoh Past Perfect Tense
positif (+)	S + had + Verb-3/past participle	My brother had slept
		They had come
negatif (-)	S + had + not + Verb-3/past participle	My brother hadn't slept
		They hadn't come
interogatif (?)	had + S + Verb-3/past participle	Had my brother slept
		Had they come

Past perfect tense untuk mengekspresikan aksi di masa lampau yang telah selesai terjadi sebelum *past event* lainnya.

Contoh: I **had** already **eaten** my breakfast by the time he picked me up.
(Saya telah sarapan ketika dia menjemput.)

Past perfect tense untuk mengekspresikan harapan/impian yang tidak kesampaian.

Contoh: If he **had taken** a bath fast, he would have missed the train.
(Jika dia telah mandi cepat, dia tidak akan ketinggalan)



Activity 7

Complete the blank using the words in the box

didn't realize discovered had been playing had
broken heard hurt jumped killed looked
 phoned ran saw tried was
happening was playing watching went



Source: www.literariku.wordpress.com

Exercise 1.

While I(1)(play) football
I(2)(hurt) my leg. However,
until I(3)(see) a doctor I(4)(not
realise) that I (5)(break)
it.

Exercise 2.

The police (6)(go) to the bank after a neighbour (7)(phone) to tell
them what (8)(happen) They soon(9)(discover) that the robbers
(10)(escape) in a stolen car. The men (11)(kill) one of the guards
who(12)(try) to stop them as they (13)(drive) away. The guard
(14)(jump) out in front of them but they just (15)(run) over him.

Exercise 3.

Suddenly they (16)(hear) a strange noise and (17)(look) at each
other in terror. All evening they (18)(play) cards and (19)(watch)
television without thinking of the ghost.

(taken from: <https://literaryku.wordpress.com/past-perfect-tense/>)



Let's use !



Activity 8

Study the following explanation.



Sympathy

Sympathy is a feeling of pity when we know and see someone who are having troubles or in bad condition .By expressing sympathy we want to show our concern or care on other people's condition.



Activity 9



Listen and study the expressions below.

How to Express sympathy	How to respond
• I was deeply sorry to hear that. • What a terrible situation for you. • I do sympathize. • You have my deepest sympathy • Please accept my condolences • I'm sorry to hear that • You must be very upset. • That's awful • Oh no! • Oh dear. • Poor you, ... • What a shame...	• Thank you • Thanks for your sympathy • Thanks for your kindness • Thanks for your attention • That's very kind of you • That's life • There's nothing that can be done about it.

- ❖ Remember the expressions above.
- ❖ Now try to explain how to express happiness and how to respond it in front of the class.





Activity 10

Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)

() Oh dear, I don't know if you had an accident.

() Please accept my condolences to your grandma.

() How did you lose your bag? That's awful.

() Thank you for your kindness, I won't forget it.

() Poor you, you deserve to win this competition.

() Thanks a lot for your support.



Activity 11



Listen to the dialogue about someone who lost his wallet. Fill in the blank part of the dialogue.

Arimbi : Why do you look upset Andi?

Andi : You know, (1). my wallet somewhere this morning.

Arimbi : Oh, (2). How much money did you have in it?

Andi : I had (3). rupiah in it.

Arimbi : Which places did you visit from (4)?

Andi : I went to (5). for breakfast and then ...

Arimbi : Why don't you speak to the person in the (6)?

Andi : Yes, let me try.

Arimbi : I hope you will get it back.

Andi : (7) , Arimbi.

Arimbi : You're welcome.



Activity 12

- ❖ Afterwards, practice the whole dialogue with your friend!
- ❖ Listen to the speaker 1 and speak the other part.
- ❖ Listen to the speaker 2 and speak the other part.



Activity 13

Make a condolence letter based on the situation. Show and explain it in front of class. Choose one of the situations below:

- ❖ Your best friend's grandfather had just passed away because he was sick.
- ❖ Your classmate's cousin has just passed away in an accident.
- ❖ Your aunt's baby passed away because of a rare symptom.
- ❖ Your friend's father has just passed away in a work accident.

Did you know?

The colour of blue is often associated with feelings of sadness and depression. Sometimes people use 'feeling blues' to describe their sad feeling. To feel blue means to feel depressed or unhappy.

Examples of use:

I'm **feeling blue** today. (I'm not so happy today)





Let's cooperate !



Activity 14

In pairs, make a simple dialogue based on the situation. Choose one of the situations below:

- ❖ Your friend has been sad because her cat died.
- ❖ Your mother lost her wallet of one million rupiahs inside.
- ❖ Your friend failed to apply for a scholarship.
- ❖ Your brother didn't win the badminton match



Activity 15

After you finished making the dialogue, perform it in front of the class. Record your performance while you are doing it. Remember you are not allowed to bring any scripts!



Let's share !



Activity 16

- ❖ Work in group of 4-5. Make a small presentation about expressing happiness and how to respond it.
- ❖ Score the performance of another group's presentation. Use the table below to score another group's presentation :



Group's member	Accuracy	Fluency	Appropriateness	Total Score
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5.				
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1.				
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4.				
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Activity 17

Write your own summary about what you have learned in this unit.
Present it in front of the class !

What I have learned in this unit:

- ❖
- ❖
- ❖



Activity 18

Complete the statement below using your own opinion about this unit.

- ❖ This unit is
- ❖ The most interesting part in this unit is
- ❖ The most difficult part in this unit is
- ❖ The part I have to study more is

The Rationale of The Designed Materials

“Meet and Speak” is a set of speaking materials designed for grade X high School Students. The book is designed based on the Contextual Teaching and Learning Approach. There are three units in the book. Each unit has five phases namely; Let’s Remember, Let’s Try, Let’s Use, Let’s Cooperate, and Let’s Share. The unit’s tasks arranged based on relating, experiencing, applying, cooperating and transferring (REACT) strategies.



Relating - Let’s Remember!

This section is pre-activity task. The section’s title ‘Let’s Remember!’ means students have to connect the new knowledge with their previous knowledge. This section provides pictures in several themes in order to make it easier for students to remember their previous knowledge. Students have to answer some questions about those pictures individually. Teachers have to ask some intended questions in order to encourage the students in the unit’s title. It is also introduced them to the whole new knowledge they would learn in the unit. This section’s activities help them to construct their new knowledge.



Experiencing – Let's Try!

This section provides several activities to attract students to the main topic by giving scaffolding questions. These activities allow students to observe how to put the new knowledge in their concept before they use it.



Applying – Let's Use!

This section provides several activities which can be used for the students to imitate the previous example in applying the knowledge. In this section students are given more vivid examples of the topics. The explanation of the expression and explanation of new things are presented here. By modeling and trying to remodeling the examples, it will be easier for students to understand the materials.



Cooperating – Let's Cooperate!

Some activities in this section provide ways for students to develop their new knowledge. This section is a production section. Students work on speaking learning activities such as creating their own dialogues, discussions, role play, and problem solving activities.



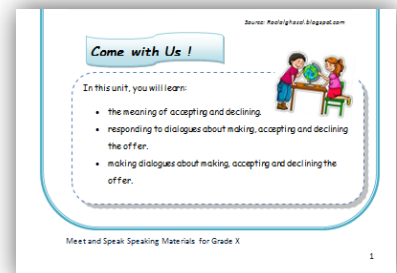
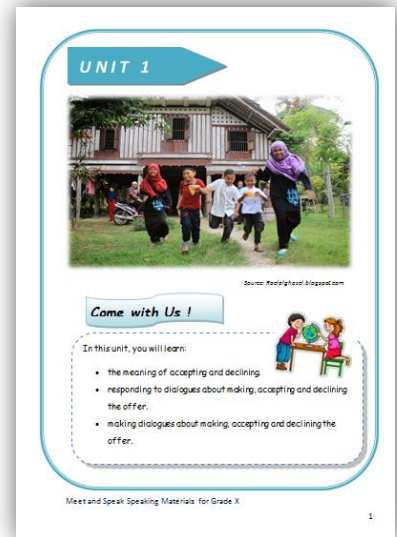
Transferring – Let's Share!

This is a post activity section. The activities in this section are concerned in their learning experience results. Making group's presentation, reflection and self-assessment conducted in this part to find what the students have learned, what parts they do not understand, and what their opinion about the unit's materials. This section's activities facilitate the teacher to address some difficulties faced by students.

UNIT 1

COME WITH US

- Dalam pertemuan awal ini, guru dapat bertanya kepada peserta didik apakah mereka pernah mengundang teman atau keluarga pada acara tertentu. Guru dapat mengatakan *"Have you ever invited someone to your house?"*
- Murid biasanya akan menjawab *yes/no*. Lalu tanyakan kepada mereka untuk apa mereka mengundang teman atau keluarga? Bagaimana mereka mengundang teman atau keluarga ke rumah?
- Sebagian peserta didik mungkin akan menjawab dengan kata-kata yang pernah mereka ketahui dan sebagian lagi tidak tahu bagaimana cara mengatakannya.
- Guru bertanya apakah mereka tahu bagaimana caranya mengundang seseorang atau teman dalam bahasa Inggris. Guru dapat mengatakannya dengan *"Do you know how to invite someone in English?"*
- Guru bertanya apakah mereka tahu bagaimana caranya merespon undangan seseorang atau teman dalam bahasa Inggris. Guru dapat mengatakan *"Do you know how to respond the invitation from someone in English?"*
- Guru bertanya apakah mereka tahu bagaimana caranya menolak undangan seseorang atau teman dalam bahasa



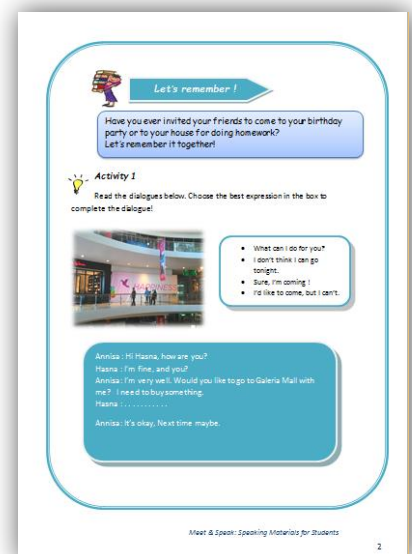
Inggris. Guru dapat mengatakan “*Do you know how to decline the invitation in English?*”

- Kemudian guru menjelaskan bahwa dalam bab pertama ini, peserta didik akan mempelajari mengenai bagaimana cara mengundang, menerima undangan dan menolak undangan dalam Bahasa Inggris.

Let's Remember !

Activity 1

- Guru meminta peserta didik untuk mengingat apakah mereka pernah mengadakan pesta ulang tahun. Guru bertanya pertanyaan yang dapat memunculkan kembali ingatan akan pengalaman mereka seperti, pada umur berapa mereka mengadakan pesta ulang tahun, di mana mereka mengadakan pesta ulang tahun, siapa sajakah yang mereka undang pada pesta ulang tahun.
- Guru mempersilahkan peserta didik untuk melihat latihan pertama.
- Guru menjelaskan apa yang harus dilakukan di latihan pertama. Pada latihan pertama peserta didik diminta untuk melihat 4 ekspresi di dalam kotak. Setelah itu mereka diminta untuk melihat dialog di bawah kotak dan membacanya. Guru lalu meminta peserta didik untuk mengisi ekspresi dalam kotak ke dalam dialog yang telah disediakan untuk melengkapi dialog.



- Setelah seluruh peserta didik selesai mencocokkan ekspresi di dalam kotak ke dalam dialog, guru dapat membahas jawaban yang benar secara bersama-sama.

Let's try

Activity 2

- Pada latihan kedua, guru masih membangkitkan latar belakang pengetahuan peserta didik.
- Guru mempersilahkan peserta didik untuk melihat ekspresi yang tersedia di dalam kotak.
- Guru menjelaskan tentang apa yang harus dilakukan oleh peserta didik.
- Pada latihan yang kedua, guru membacakan beberapa ekspresi yang terdapat dalam kotak dan meminta peserta didik untuk mengulanginya.
- Guru lalu bertanya pada peserta didik untuk apa sajakah ekspres-ekspresi ini digunakan.


Let's try!


Activity 2
 Repeat the expressions below after your teacher!

- Would you like to go to the canteen with me?
- Why don't you come to my house?
- That's very kind of you.
- Sure, I'm coming.
- I'd like too, but I have to go.
- I'm sorry I can't.


Activity 3
 Read the dialogues below and answer following questions.

1st Dialogue



(Andra is Dian's classmates. Today they come to school early.)
 Andra : Hello Dian, how are you?
 Dian : I am alright, what about you?
 Andra : I am fine, too. I got a brochure that there will be Sheila on 7 concert next Sunday.

Source: www.50day.com

Meet and Speak Speaking Materials for Grade X

Activity 3

- Pada latihan ketiga guru memberikan perintah pada peserta didik untuk membaca dialog yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.

Dian : Whooah, I just knew that.
 Andra : Yeah, that's why I tell you now, because you are a big fan of Sheila on 7. I want you come to the concert if you don't mind.
 Dian : Sure. It's my pleasure. And please save me in the crowd!
 Andra : Of course, I will.

- Where does the conversation take place?
- What does Wahyu offer?

2nd Dialogue

(Vina is doing her English homework, while Sheila, her friend, phones Vina to come to her party.)



Sheila : Hello, this is Sheila. May I speak to Vina?
 Vina : This is Vina speaking.
 Sheila : Oh, hi Vina. I wonder if you'd like to come to my house tonight. We're having a great party.

Source: www.enyside.com.blogspot.com

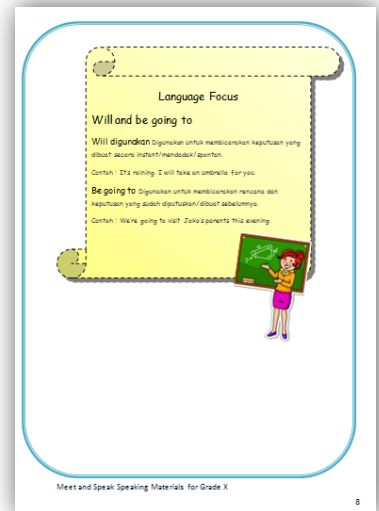
Vina : I don't think I can. I'm doing my homework. I'm afraid I couldn't finish my homework on time.
 Sheila : That's alright. Next time, maybe.
 Vina : I hope you enjoy your party.
 Sheila : Thanks Vina.

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- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.

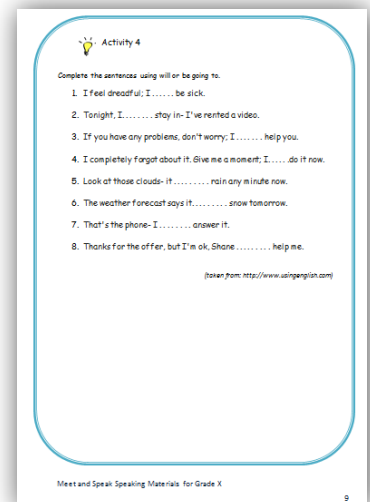
Language Focus

- Guru menjelaskan kepada peserta didik mengenai perbedaan penggunaan *'will'* dan *'be going to'*.
- Peserta didik diminta untuk memahami perbedaan *'will'* dan *'be going to'* dengan cara memberikan contoh lain yang mereka dapat pahami, misalkan dengan tema sehari-hari.



Activity 4

- Latihan ke-empat merupakan latihan lanjutan dari *'Language Focus'* yang sebelumnya telah dibahas.
- Guru meminta peserta didik untuk mengisi *'will'* atau *'be going to'* pada titik-titik yang disediakan pada kalimat. Guru terus mengingatkan peserta didik tentang perbedaan penggunaan *'will'* dan *'be going to'*.
- Setelah seluruh peserta didik selesai mengisi titik-titik pada kalimat, guru dapat membahas jawaban yang benar secara bersama-sama.



Let's Use !

Activity 5

- Pada latihan ke 5 guru mempersilahkan peserta didik untuk mengamati gambar dan penjelasan.
- Guru menjelaskan apa itu yang di maksud dengan 'accept' atau menerima. Lalu peserta didik diminta untuk memberikan contoh apa saja yang pernah mereka terima di dalam hidup mereka. Guru mengaitkan kata 'accept' dengan menerima undangan dengan bertanya pada peserta didik *'Have you ever accepted invitation?'.*
- Guru menjelaskan apa itu 'decline' atau menolak. Lalu peserta didik diminta untuk memberikan contoh apa saja yang pernah mereka tolak di dalam hidup mereka. Guru mengaitkan kata 'tolak' dengan menerima undangan dengan bertanya pada peserta didik apakah mereka pernah menerima suatu undangan dengan *'Have you ever declined the invitation?'.*

Let's use !

Activity 5
➤ Study the following explanation.



Source: www.kjama.kjpa.as.id

ACCEPT

Accept is to take or receive something offered. If you accept the invitation from your friends, or another person, it means that you are agreeing to come to their event. For example, a friend asks you to come to his birthday party and you agree then you come to his birthday, it means that you accept his invitation.

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Source: www.nonobaseinggris.com

DECLINE

Decline is to refuse something. If you decline the invitation from your friends or another person, it means that you are refusing to come to their event. For example, a friend asks you to eat lunch with you, but you can't because you already eat your lunch. It means that you decline his invitation.

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Activity 6

- Di latihan keenam, peserta didik diminta untuk melihat table ekspresi pada buku dan mendengarkan rekaman yang berisikan ekspresi-ekspresi mengundang, menerima undangan dan menolak undangan.
- Guru memutar rekaman lebih dari sekali agar siswa paham betul dengan cara pengucapan ekspresi-ekspresi yang terdapat dalam buku.
- Guru meminta siswa untuk mengulang cara pengucapan ekspresi-ekspresi tersebut satu persatu.

Activity 6
Listen and study the expressions below.

Making Invitation	Accepting Invitation	Declining Invitation
• Would you like to...? • I would be very happy to... • We would be delighted if you...? • Would you care to...? • Why don't you come to...? • Like to come to...? • Come and...? • Shall we come to...? • You must come to...?	• That's very kind of you. • We'd like very much to...? • Thank you very much for inviting me. • It's delightful to...? • I would/will...? • That would be very nice. • OK, I will be there! • I'd love to come. • All right. • Sure, I am coming.	• I'm very sorry, I don't. • Think I can't. • I'd like to, but...? • I'm afraid I've already promised... • Thank you for asking me, but...? • Unfortunately, I can't...

Activity 7
Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)

() We would be delighted if you could come to the meeting.

() Oh, I will be there!

() You must come to my house.

() Thank you for asking me, but I have another plan that day.

() Why don't you come to my school?

() Sure I'm coming!

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Activity 7

- Pada latihan ketujuh, peserta didik diminta mengingat ekspresi-ekspresi yang telah dipelajari.
- Peserta didik diminta untuk memberikan pernyataan 'yes' atau 'no' pada ekspresi yang seharusnya di katakana pada situasi formal.

Activity 8

- Di latihan kedelapan ini, peserta didik diarahkan untuk mengingat kembali ekspresi mengundang, menerima dan menolak undangan dengan mengklasifikasikannya berdasarkan kepantasan ekspresi untuk digunakan dalam situasi formal atau kasual (tidak formal).
- Setelah seluruh peserta didik selesai mengklasifikasikan ekspresi, guru dapat membahas jawaban peserta didik

Activity 8
Select the expression above which are appropriate to be spoken in formal or casual situations. You can add another expression based on your knowledge.

Expressions	Formal	Casual
Making Invitation	1. Would you like to...? 2. I would be very happy to... 3. We would be delighted if you...?	1. Come and...? 2. I'd like to, but...? 3. I'm afraid I've already promised...
Accepting Invitation	1. That's very kind of you. 2. We'd like very much to...? 3. Thank you very much for inviting me.	1. Sure, I'm coming. 2. I would/will...? 3. That would be very nice.
Declining Invitation	1. I'd like to, but...? 2. I'm very sorry, I don't. 3. Think I can't.	1. I'm sorry, I can't. 2. Unfortunately, I can't... 3. Thank you for asking me, but...?

Activity 9
Listen to the dialogue about Inviting Someone to a Birthday Party. Fill in the blank part of the dialogue.

Doni : Hey there, how are you?
(1).....?

Rath : Good to see you, too. I'm fine, how are you?

Doni : Good, thanks. Listen, I am having a birthday party next Friday.
(2).....?

Rath : Sure, I'd love to!

Doni : (3).....? The party starts around 9 pm at my place.

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secara bersama-sama. Setiap peserta didik pasti memiliki jawaban yang berbeda, mereka diminta untuk mendiskusikan jawaban bersama.

Activity 9

- Guru menggunakan rekaman yang disediakan pada latihan kesembilan.
- Guru mempersilahkan peserta didik untuk mengamati dan membaca teks dialog mengenai mengundang orang-orang ke pesta ulang tahun (*'Inviting People to a Birthday Party'*). Peserta didik diminta untuk mendengarkan rekaman sambil mengisi bagian kosong pada dialog.
- Setelah dialog pada rekaman diperdengarkan guru mencocokkan jawaban secara bersama-sama.

Activity 8
 Select the expression above which one appropriate to be spoken in formal or casual situations. You can add another expression based on your knowledge.

Expressions	Formal	Casual
Making Invitation	1. Would you like to...? 2. 3.	1. Come and... 2. 3.
Accepting Invitation	1. That's very kind of you 2. 3.	1. Sure, I'm coming. 2. 3.
Declining Invitation	1. I'd like to, but... 2. 3.	1. I'm sorry, I can't. 2. 3.

Activity 9
 Listen to the dialogue about Inviting Someone to a Birthday Party. Fill in the blank part of the dialogue.

Source: www.ayyuden.com/blog/2018/04/

Doni : Hey there, how are you?
 (1).....!
 Ratih : Good to see you, too. I'm fine, how are you?
 Doni : Good, thanks. Listen, I am having a birthday party next Friday.
 (2).....?
 Ratih : Sure, I'd love to!
 Doni : (3).....! The party starts around 9 pm at my place.

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Activity 10

- Setelah peserta didik menyelesaikan pengisian dialog pada latihan kesembilan, guru mempersilahkan siswa untuk mengingat dialog.
- Setelah siswa diberikan waktu untuk mengingat dialog, guru meminta mereka untuk bermain peran dengan menggunakan dialog pendek dengan menjadi tokoh pada dialog.

Activity 10
 Afterwards, practice the whole dialogue with your friend!
 Listen to speaker 1 and speak the other part.
 Listen to speaker 2 and speak the other part.

Ratih : Okay, I'll be there. What do you want for your birthday?
 Doni : Oh no presents, please. Just bring something to drink.
 (4).....
 Ratih : (5).....?
 Doni : Of course! So see you two on Friday!
 Ratih : Yes, (6).....!
 Doni : I'm glad you can come! See you soon.
 Ratih : Bye!

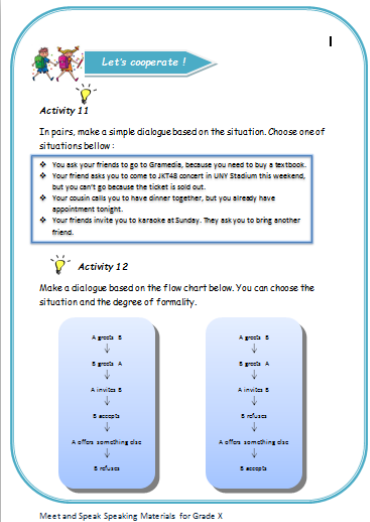
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Let's Cooperate !

Activity 11

- Pada latihan ini guru meminta peserta didik untuk bekerja sama dengan teman sebangku.
- Guru meminta tiap bangku untuk memilih satu situasi yang tersedia dalam kotak. Lalu mereka diminta untuk membuat teks dialog sederhana menggunakan situasi yang mereka pilih. Guru memberikan pengarahan pada peserta didik untuk menggunakan pengetahuan yang mereka miliki dan pengalaman yang mereka alami dalam pembuatan dialog.
- Setelah mereka selesai membuat dialog, mintalah peserta didik untuk berlatih mengingat dialog yang mereka buat di bangku mereka.



Let's cooperate !

Activity 11

In pairs, make a simple dialogue based on the situation. Choose one of situations below :

- ◆ You ask your friends to go to Gramedia, because you need to buy a textbook.
- ◆ Your friend asks you to come to JFF&B concert in UINJ Stadium this weekend, but you can't go because the ticket is sold out.
- ◆ Your cousin calls you to have dinner together, but you already have appointment tonight.
- ◆ Your friends invite you to karaoke at Sunday. They ask you to bring another friend.

Activity 12

Make a dialogue based on the flow chart below. You can choose the situation and the degree of formality.

A greets B
↓
B greets A
↓
A invites B
↓
B accepts
↓
A offers something else
↓
B refuses

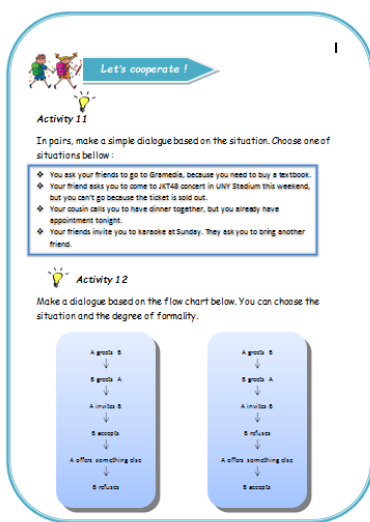
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↓
B greets A
↓
A invites B
↓
B refuses
↓
A offers something else
↓
B accepts

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Activity 12

- Peserta didik diminta untuk membuat dialog berdasarkan *flow chart* yang disediakan. Guru memberikan pengarahan pada mereka untuk bebas menggunakan imajinasi, pengalaman atau pengetahuan yang mereka miliki untuk menentukan karakter, situasi dan pemilihan kata pada pembuatan teks. Peserta didik diminta untuk memperhatikan pemilihan kata dan derajat kesopanan dari dialog (formal atau tidak formal).



Let's cooperate !

Activity 11

In pairs, make a simple dialogue based on the situation. Choose one of situations below :

- ◆ You ask your friends to go to Gramedia, because you need to buy a textbook.
- ◆ Your friend asks you to come to JFF&B concert in UINJ Stadium this weekend, but you can't go because the ticket is sold out.
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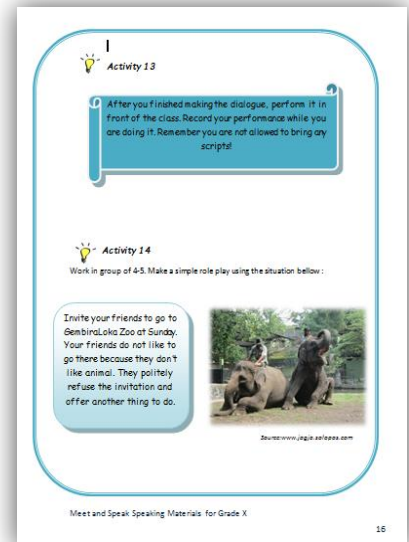
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B refuses
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B accepts

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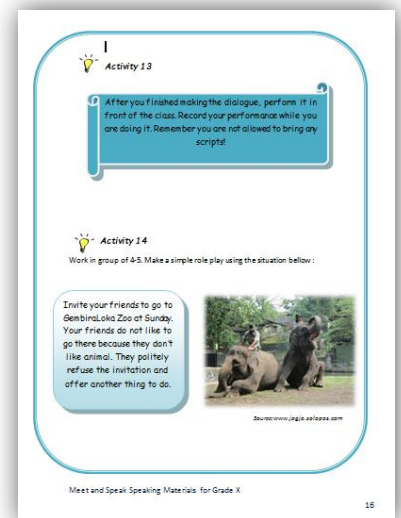
Activity 13

- Setelah peserta didik selesai membuat dialog pada latihan sebelumnya, guru meminta mereka untuk menampilkan dialog mereka di depan kelas secara oral.
- Peserta didik tidak diperkenankan membawa teks yang mereka buat.
- Guru diminta untuk membetulkan pengucapan yang salah, kesesuaian dan kelancaran mereka.



Activity 14

- Guru meminta peserta didik untuk memilih 3-4 temannya untuk membuat grup.
- Peserta didik dapat memilih salah satu dari situasi yang tersedua untuk membuat suatu *role-play* atau seni peran. Sebelum mereka meragakan situasi yang ada, guru meminta peserta didik untuk membuat teks dialog atau script secara sederhana.
- Peserta didik dilarang embawa teks mereka selama memperagakan teks didepan kelas.
- Kelompok lain yang tidak memperagakan suatu situasi diminta untuk menilai kelompok yang sedang memperagakan dengan cara dimintai pendapat secara lisan secara bergaintian.



Let's share !

Activity 15

- Peserta didik bekerja dalam grup kecil beranggotakan 4-5 orang. Mereka diminta untuk membuat rangkuman tentang apa yang mereka pelajari di dalam unit ini. Setelah itu, mereka diminta untuk membuat rangkuman secara tertulis pada *power point* tentang bagaimana cara mengundang, menerima undangan dan menolak undangan.
- Guru meminta tiap-tiap kelompok untuk mempresentasikan hasil rangkuman dan diskusi.
- Guru meminta kelompok lain yang tidak melakukan presentasi untuk menilai kelompok yang sedang menjelaskan di depan menggunakan tabel penilaian yang telah disediakan di latihan ke 15.

Activity 15

Work in group of 4-5. Make a small presentation about making invitation, accepting invitation and declining invitation. Score the performance of another group's presentation. Use the table below to score another group's presentation.

Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				

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Activity 16 dan 17

- Pada latihan ke 16 peserta didik diminta untuk menuliskan apa saja yang telah mereka pelajari pada unit ini dan menceritakannya di depan kelas.
- Pada latihan ke 17 peserta didik diminta untuk merefleksikan diri dengan menuliskan apa saja yang mereka sukai pada unit ini. Setelah itu mereka dimintai pendapat apa yang mereka rasa sulit untuk dipelajari dan apa yang harus mereka pelajari lagi di unit ini.

Activity 16

Write your own summary about what you have learned in this unit. Present it in front of the class !

What I have learned in this unit:

- 1.
- 2.
- 3.

Activity 17

Complete the statement below using your own opinion about this unit.

- 1. This unit is
- 2. The most interesting part in this unit is
- 3. The most difficult part in this unit is
- 4. The part I have to study more is

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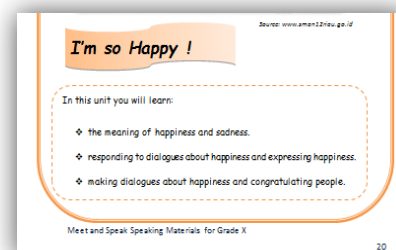
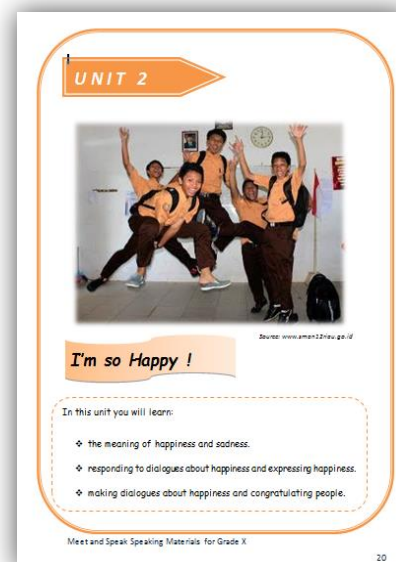
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UNIT 2

I'M SO HAPPY !

Activity 1

- Dalam awal unit ini, guru dapat bertanya kepada peserta didik apakah mereka pernah merasakan kesenangan. Guru dapat mengatakan *"Have you ever felt happy in your life?"*
- Murid biasanya akan menjawab *yes/no*. Lalu tanyakan kepada mereka kapan mereka terakhir merasa bahagia? Mengapa mereka merasa bahagia?
- Guru bertanya apakah mereka tahu bagaimana cara mengekspresikan kesenangan. Peserta didik akan menjawab *'yes/no'*. Lalu guru bertanya lagi pada mereka bagaimana cara mereka menunjukkan kebahagiaan mereka dengan bertanya *'How do you express your happiness?'*
- Kemudian guru menjelaskan bahwa dalam bab kedua ini, peserta didik akan mempelajari mengenai bagaimana mengekspresikan kebahagiaan, merespon seseorang yang menunjukkan kebahagiaan dan membuat dialog pendek tentang mengekspresikan kebahagiaan.



Let's remember !

Activity 1

- Guru menyuruh peserta didik untuk mengingat apakah mereka pernah merasakan kebahagiaan. Guru bertanya pertanyaan yang dapat memunculkan kembali ingatan akan pengalaman mereka seperti, kapan terakhir mereka merasakan bahagia, hal apa yang paling membuat mereka bahagia dan bagaimana mereka mengungkapkan kebahagiaan mereka.
- Guru mempersilahkan peserta didik untuk melihat latihan pertama.
- Guru menjelaskan apa yang harus dilakukan di latihan pertama. Pada latihan pertama peserta didik diminta untuk memperhatikan gambar tokoh yang terlihat bagahagia. Lalu dengan bimbingan guru, peserta didik diminta untuk menjawab pertanyaan yang tersedia di tiap gambar.
- Setelah seluruh peserta didik selesai menjawab pertanyaan pada setiap gambar, guru dapat membahas jawaban peserta didik secara bersama-sama.

Let's remember!

Everyone must have ever been happy in their lives. What about you? Do you still remember what they say to you when you feel happy?

Activity 1

Look at the picture below and answer the following questions.

 Why does she look very happy?
What do people say to her on her birthday?

 Why does he look very happy?
What do people say to him?

Source: www.amei-berbagi.com

Source: www.jumbor.com

Meet and Speak Speaking Materials for Grade X

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Let's remember!

Why do they look very happy?
What do people say to them?

 Source: blog.mam.kip.id

Activity 2

Read the dialogues below. Choose the best expression in the box to complete the dialogue!

Pulan : Hi Dani, how are you?
Dani : I'm fine, and you?
Pulan : I'm very well. I heard that your sister just got married last week.
Dani : Yeah, how did you know?
Pulan : Somebody told me about it. Anyway, (1).....
Dani : Thank you

 Source: www.melabai.com

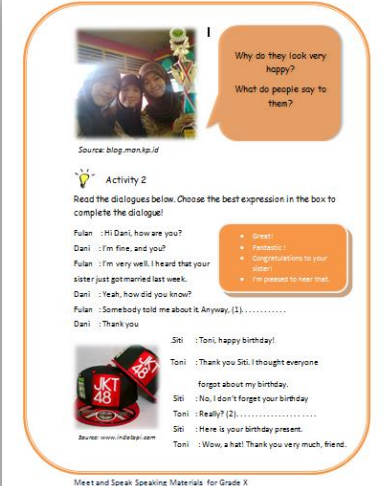
Siti : (2).....
Toni : Thank you Siti. I thought everyone forgot about my birthday.
Siti : No, I don't forget your birthday.
Toni : Really? (2).....
Siti : Here is your birthday present.
Toni : Wow, a hat! Thank you very much, friend.

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Activity 2

- Guru menjelaskan apa yang harus dilakukan di latihan kedua. Pada latihan kedua peserta didik diminta untuk melihat 4 ekspresi di dalam kotak. Setelah itu mereka diminta untuk melihat dialog di bawah kotak dan membacanya. Guru lalu meminta peserta didik untuk mengisi ekspresi dalam kotak ke dalam dialog yang telah disediakan untuk melengkapi dialog.
- Setelah seluruh peserta didik selesai mencocokkan ekspresi di dalam kotak ke dalam dialog, guru dapat membahas jawaban yang benar secara bersama-sama.



Activity 2

Read the dialogues below. Choose the best expression in the box to complete the dialogue!

Fullan : Hi Dani, how are you?
Dani : I'm fine, and you?
Fullan : I'm very well. I heard that your sister just got married last week.
Dani : Yeah, how did you know?
Fullan : Somebody told me about it. Anyway, (1)
Dani : Thank you.

Box:

- Great!
- Fantastic!
- Congratulations to your sister!
- I'm pleased to hear that.

Source: blog.msn.co.id

Source: www.indiaai.com

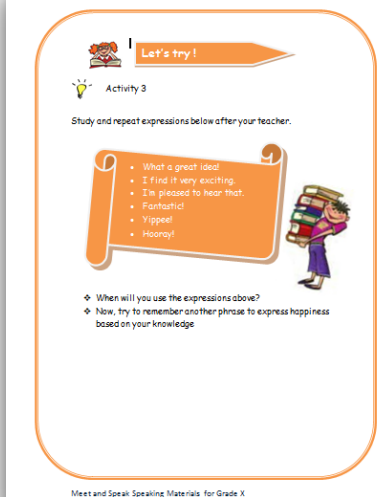
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Let's Try !

Activity 3

- Peserta didik diminta untuk memperhatikan ekspresi-ekspresi yang tersedia di dalam kotak.
- Guru akan membacakan ekspresi-ekspresi tersebut dan peserta didik diminta untuk mengulangnya. Setelah itu guru akan membetulkan pengucapan.
- Lalu guru bertanya pada peserta didik setelah mengucapkan ekspresi satu persatu dengan pertanyaan kapankah kalian gunakan ekspresi diatas? Bagaimana cara kalian menggunakan ekspresi di atas?
- Lalu guru membangkitkan ingatan peserta didik dengan menanyakan ekspresi apalagi yang mereka ketahui untuk mengungkapkan kebahagiaan dan cara meresponnya.



Let's try !

Activity 3

Study and repeat expressions below after your teacher.

Box:

- What a great idea!
- I find it very exciting.
- I'm pleased to hear that.
- Fantastic!
- Yippee!
- Hooray!

When will you use the expressions above?

Now, try to remember another phrase to express happiness based on your knowledge.

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Activity 4

- Pada latihan keempat guru memberikan perintah pada peserta didik untuk membaca dialog yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.
- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 4
Read the dialogue below and answer the following questions. Don't forget to underline the expressions that show happiness.

1st dialogue
(Desty and Aini are classmates. They are talking about their mathematics test result)

Desty : How about your mathematics test yesterday?
Aini : Guess what? I got A for it.
Desty : Wow! That's great!
That test is very difficult.
Aini : Yes, I studied a lot before the test.
Desty : Anyway, congratulations.
Aini : Thank you.

• Why is Aini get A for her mathematics test?
• Why is Desty congratulating?

Meet and Speak Speaking Materials for Grade X

Language Focus

- Guru menjelaskan kepada peserta didik mengenai 'Present Perfect Tense' dan cara menggunakannya.
- Peserta didik diminta untuk memahami 'Present Perfect Tense' dengan cara memberikan contoh lain yang mereka dapat pahami, misalkan dengan tema sehari-hari.

Language Focus
The Present perfect tense
Present perfect tense adalah suatu bentuk kata kerja yang digunakan untuk menyatakan suatu tindakan atau situasi yang telah dimulai di masa lalu dan masih berlanjut sampai sekarang atau telah selesai pada suatu titik waktu tertentu di masa lalu namun efeknya masih berlanjut.

Kali saat	Forma	Contoh Present Perfect Tense
positif (+)	3 = has, have (have) + V-3 past participle	I have read the book. He has left.
negatif (-)	3 = has, have (have) + not + V-3 past participle	I have not read the book. He hasn't left.
interrogatif (?)	has, have (have) + 3 + V-3 past participle	Have I read the book? Has he left?

Meet and Speak Speaking Materials for Grade X

Activity 5

- Setelah mempelajari '*Present Perfect Tense*' pada language focus sebelumnya, peserta didik diminta untuk mengerjakan latihan kelima.
- Latihan kelima mengharuskan peserta didik untuk menyempurnakan kalimat menggunakan kata yang telah tersedia. Guru memiliki peran yang penting untuk selalu mengingatkan peserta didik dalam menggunakan tenses yang tepat.

 Activity 5

Using the words in parentheses, complete sentences below with the appropriate words.

1. The boys have (give) many problems.
2. It has (be) warm this week.
3. They (prepare) a lot of food.
4. The pupils (study) for their exam.
5. The boy (fall) off his bike.
6. He (go) just out.
7. My grandmother (lose) weight.
8. We always have (want) to visit Spain.
9. The sun (rise) It's time to go.
10. Lucy (sing) in a chorus before.

(adapted from : <http://www.agendaweb.org/leverages/>)

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Activity 6

- Peserta didik diminta untuk mengamati dua gambar yang tersedia pada latihan keenam. Pada gambar terdapat penjelasan singkat mengenai definisi dari '*happiness*' atau kebahagiaan dan '*sadness*' atau kesedihan.
- Peserta didik diminta untuk membaca definisi singkat selama beberapa menit. Setelah itu guru meminta setiap peserta didik untuk mengungkapkan arti dari kebahagiaan dan kesedihan menggunakan kata-kata yang mereka rangkai sendiri.

 Let's use!

 Activity 6

Study the following explanation.


Happiness Source: www.flickr.com

Happiness refers to the emotion, mood, and state of excited or pleased. Smiling is often an indication of happiness.


Sadness Source: freemove.com

Sadness is emotional pain associated with, or characterized by feelings of loss, disaster, disappointment and sorrow. Crying is often an indication of sadness.

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Activity 7

- Setelah mengetahui perbedaan dari *'happines'* dan *'sadness'* peserta didik diminta untuk memilih ungkapan pada latihan ketujuh apakah ungkapan-ungkapan yang tersedia termasuk dalam cara pengungkapan kesenangan atau kesedihan.
- Setelah seluruh peserta didik selesai memilih *'happiness'* atau *'sadness'* pada setiap ungkapan, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 7

Pay attention on the following phrases and decide whether they are expressing happiness or sadness.

Happiness / Sadness	Phrase
(.....)	I'm happy to hear that.
(.....)	Fantastic!
(.....)	I'm so sorry to hear that.
(.....)	That's good news.
(.....)	I don't think that's a good idea.
(.....)	That's too bad.
(.....)	It's a good idea.

Activity 8

Read the following phrases and decide whether they are expressing happiness or sadness.

Finally I got A on my Chemistry exam, fantastic. (.....)

(.....) Too bad I just got the second place for the swimming contest.

Sorry, I can't give you the gold medal, mom. (.....)

(.....) I'm so glad that you still remember my birthday.

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Activity 8

- Setelah mengetahui perbedaan dari *'happines'* dan *'sadness'* peserta didik diminta untuk memilih kalimat pada latihan ketujuh apakah kalimat-kalimat yang tersedia termasuk dalam cara pengungkapan kesenangan atau kesedihan.
- Setelah seluruh peserta didik selesai memilih *'happiness'* atau *'sadness'* pada setiap kalimat, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 7

Pay attention on the following phrases and decide whether they are expressing happiness or sadness.

Happiness / Sadness	Phrase
(.....)	I'm happy to hear that.
(.....)	Fantastic!
(.....)	I'm so sorry to hear that.
(.....)	That's good news.
(.....)	I don't think that's a good idea.
(.....)	That's too bad.
(.....)	It's a good idea.

Activity 8

Read the following phrases and decide whether they are expressing happiness or sadness.

Finally I got A on my Chemistry exam, fantastic. (.....)

(.....) Too bad I just got the second place for the swimming contest.

Sorry, I can't give you the gold medal, mom. (.....)

(.....) I'm so glad that you still remember my birthday.

Meet and Speak Speaking Materials for Grade X 31

Activity 9

- Di latihan kesembilan, peserta didik diminta untuk melihat tabel ekspresi pada buku dan mendengarkan rekaman yang berisikan ekspresi-ekspresi mengungkapkan kebahagiaan dan cara meresponnya.
- Guru memutar rekaman lebih dari sekali agar siswa paham betul dengan cara pengucapan ekspresi-ekspresi yang terdapat dalam buku.
- Guru meminta siswa untuk mengulang cara pengucapan ekspresi-ekspresi tersebut satu persatu.

Activity 9
Listen and study the expression below.

How to express happiness	How to respond
• I'm pleased / delighted about it.	• I'd love too.
• It is the best thing I've heard for a long time.	• You are right.
• I can't say how pleased / delighted I am about it.	• I think so.
• You make me happy.	• I do, too.
• I'm so glad to hear that.	• I hear!
• I'm satisfied with it.	
• It sounds like fun.	
• Yippee!	
• What a great idea!	
• Wow!	
• Great!	

◆ Remember the expressions above.
◆ Now, try to explain how to express happiness and how to respond it in front of the class.

Activity 10
Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)	
()	I can't say how pleased I am right now.
()	I'm so glad to hear that you won the first place.
()	Fantastic! The concert was great.
()	What a great idea you have, Anton.
()	Yippee! Let's go to my house.
()	I do, too.

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Activity 10

- Pada latihan kesepuluh, peserta didik diminta mengingat ekspresi-ekspresi yang telah dipelajari.
- Peserta didik diminta untuk memberikan pernyataan 'yes' atau 'no' pada ekspresi yang seharusnya di katakana pada situasi formal.

Activity 9
Listen and study the expression below.

How to express happiness	How to respond
• I'm pleased / delighted about it.	• I'd love too.
• It is the best thing I've heard for a long time.	• You are right.
• I can't say how pleased / delighted I am about it.	• I think so.
• You make me happy.	• I do, too.
• I'm so glad to hear that.	• I hear!
• I'm satisfied with it.	
• It sounds like fun.	
• Yippee!	
• What a great idea!	
• Wow!	
• Great!	

◆ Remember the expressions above.
◆ Now, try to explain how to express happiness and how to respond it in front of the class.

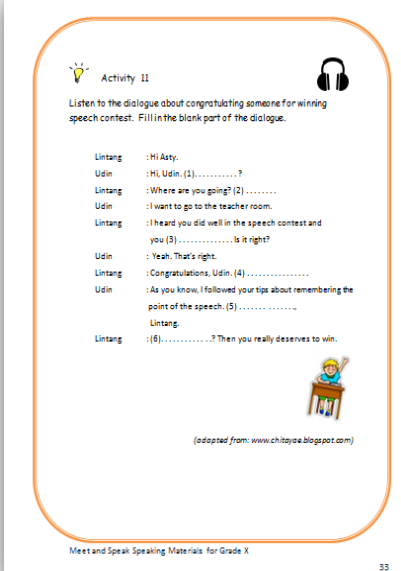
Activity 10
Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)	
()	I can't say how pleased I am right now.
()	I'm so glad to hear that you won the first place.
()	Fantastic! The concert was great.
()	What a great idea you have, Anton.
()	Yippee! Let's go to my house.
()	I do, too.

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Activity 11

- Guru menggunakan rekaman yang disediakan pada latihan ke 11.
- Guru mempersilahkan peserta didik untuk mengamati dan membaca teks dialog mengenai memberikan selamat pada seseorang yang menjuarai lomba pidato bahasa Inggris (*'Congratulating Someone for Winning the Speech Contest'*). Peserta didik diminta untuk mendengarkan rekaman sambil mengisi bagian kosong pada dialog.
- Setelah dialog pada rekaman diperdengarkan guru mencocokkan jawaban secara bersama-sama.



Activity 11

Listen to the dialogue about congratulating someone for winning speech contest. Fill in the blank part of the dialogue.

Lintang : Hi Asy.
Udin : Hi, Udin. (1).....?
Lintang : Where are you going? (2).....
Udin : I want to go to the teacher room.
Lintang : I heard you did well in the speech contest and you (3)..... Is it right?
Udin : Yeah, That's right.
Lintang : Congratulations, Udin. (4).....
Udin : As you know, I followed your tips about remembering the point of the speech. (5).....
Lintang : (6).....? Then you really deserves to win.

(adapted from: www.chitayee.blogspot.com)

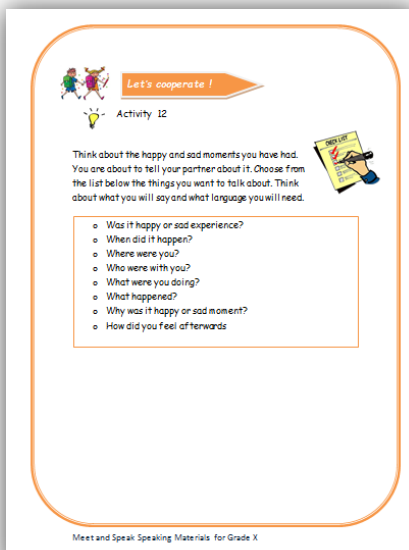
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Let's Cooperate !

Activity 12

- Pada latihan ke 12 ini, peserta didik diminta untuk bekera sama dengan teman sebangku.
- Guru memberikan pertanyaan pengantar agar peserta didik mengingat pengalaman indah atau buruk mereka seperti 'Do you remember your most happiness moment or sad moment in life?'
- Setelah itu peserta didik diminta untuk menuliskan pengalaman paling menyenangkan atau menyedihkan



Let's cooperate !

Activity 12

Think about the happy and sad moments you have had. You are about to tell your partner about it. Choose from the list below the things you want to talk about. Think about what you will say and what language you will need.

- Was it happy or sad experience?
- When did it happen?
- Where were you?
- Who were with you?
- What were you doing?
- What happened?
- Why was it happy or sad moment?
- How did you feel afterwards

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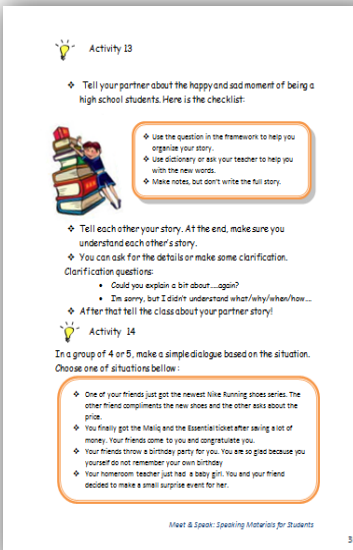
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mereka pada selembar kertas. Peserta didik lalu diminta untuk melihat pada checklist pertanyaan yang tersedia guna melengkapi cerita pengalaman mereka.

- Setelah itu, peserta didik diminta untuk menceritakan pengalaman menyenangkan atau menyedihkan mereka pada teman sebangku tanpa menggunakan teks yang mereka buat.

Activity 13

- Pada latihan ke 13 ini, peserta didik diminta untuk bekera sama dengan teman sebangku.
- Guru memberikan pertanyaan pengantar agar peserta didik mengingat pengalaman indah atau buruk mereka selama menjadi murid sekolah menengah atas (SMA) seperti *'Do you remember your most happiness moment or sad moment in high school?'*
- Setelah itu peserta didik diminta untuk menuliskan pengalaman paling menyenangkan atau menyedihkan mereka sebagai seorang siswa SMA pada selembar kertas. Peserta didik lalu diminta untuk membuat framework terlebih dahulu dengan melihat pada checklist pertanyaan yang tersedia guna melengkapi cerita pengalaman mereka.
- Setelah itu, peserta didik diminta untuk menceritakan pengalaman menyenangkan atau menyedihkan mereka pada teman sebangku tanpa menggunakan teks yang mereka buat.



Activity 13

◆ Tell your partner about the happy and sad moment of being a high school students. Here is the checklist:

- ◆ Use the question in the framework to help you organize your story.
- ◆ Use dictionary or ask your teacher to help you with the new words.
- ◆ Make notes, but don't write the full story.

◆ Tell each other your story. At the end, make sure you understand each other's story.

◆ You can ask for the details or make some clarification.

Clarification questions:

- Could you explain a bit about ...again?
- I'm sorry, but I didn't understand what/why/when/how...

◆ After that tell the class about your partner story!

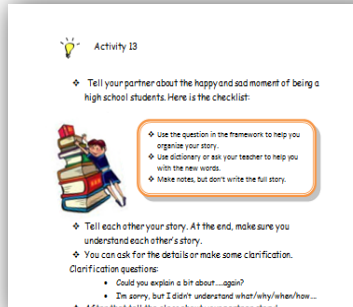
Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations below:

- ◆ One of your friends just got the newest Nike running shoes series. The other friend compliments the new shoes and the other asks about the price.
- ◆ You finally got the ticket and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.
- ◆ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday.
- ◆ Your homeroom teacher just had a baby girl. You and your friend decided to make a small surprise event for her.

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Activity 13

◆ Tell your partner about the happy and sad moment of being a high school students. Here is the checklist:

- ◆ Use the question in the framework to help you organize your story.
- ◆ Use dictionary or ask your teacher to help you with the new words.
- ◆ Make notes, but don't write the full story.

◆ Tell each other your story. At the end, make sure you understand each other's story.

◆ You can ask for the details or make some clarification.

Clarification questions:

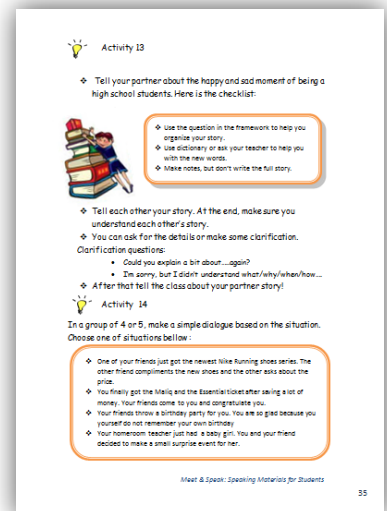
- Could you explain a bit about ...again?
- I'm sorry, but I didn't understand what/why/when/how...

◆ After that tell the class about your partner story!

- Guru memberikan pengarahan pada peserta didik untuk menanyakan detail dari cerita yang diceritakan oleh teman sebangku. Setelah itu, peserta didik diminta untuk saling menceritakan cerita teman sebangku mereka kepada guru secara bergantian.

Activity 14

- Guru meminta peserta didik untuk memilih 3-4 temannya untuk membuat grup.
- Peserta didik dapat memilih salah satu dari situasi yang tersedua untuk membuat suatu *role-play* atau seni peran. Sebelum mereka meragakan situasi yang ada, guru meminta peserta didik untuk membuat teks dialog atau script secara sederhana.
- Peserta didik dilarang embawa teks mereka selama memperagakan teks didepan kelas.
- Kelompok lain yang tidak memperagakan suatu situasi diminta untuk menilai kelompok yang sedang memperagakan dengan cara dimintai pendapat secara lisan secara bergantian.



Activity 13

◆ Tell your partner about the happy and sad moment of being a high school student. Here is the checklist:

- ◆ Use the question in the framework to help you organize your story.
- ◆ Use dictionary or ask your teacher to help you with the new words.
- ◆ Make notes, but don't write the full story.

◆ Tell each other your story. At the end, make sure you understand each other's story.

◆ You can ask for the details or make some clarification.

Clarification questions

- ◆ Could you explain a bit about...again?
- ◆ I'm sorry, but I didn't understand what/why/when/how...
- ◆ After that tell the class about your partner's story!

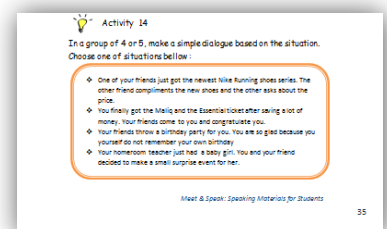
Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations below:

- ◆ One of your friends just got the newest Nike Running shoes series. The other friend compliments the new shoes and the other asks about the price.
- ◆ You finally got the Maling and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.
- ◆ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday.
- ◆ Your homeroom teacher just had a baby girl. You and your friend decided to make a small surprise event for her.

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Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations below:

- ◆ One of your friends just got the newest Nike Running shoes series. The other friend compliments the new shoes and the other asks about the price.
- ◆ You finally got the Maling and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.
- ◆ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday.
- ◆ Your homeroom teacher just had a baby girl. You and your friend decided to make a small surprise event for her.

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Activity 15

- Peserta didik bekerja dalam grup kecil beranggotakan 4-5 orang. Mereka diminta untuk membuat rangkuman tentang apa yang mereka pelajari di dalam unit ini. Setelah itu, mereka diminta untuk membuat rangkuman secara tertulis pada *power point* tentang bagaimana cara mengungkapkan kebahagiaan dan meresponnya disertai dengan contoh situasi yang peserta didik biasa temui di kehidupan mereka.
- Guru meminta tiap-tiap kelompok untuk mempresentasikan hasil rangkuman dan diskusi.
- Guru meminta kelompok lain yang tidak melakukan presentasi untuk menilai kelompok yang sedang menjelaskan di depan menggunakan tabel penilaian yang telah disediakan di latihan ke 15.

Let's share!

Activity 15

Work in group of 4-5. Make a small presentation about expressing happiness and how to respond it.

Score the performance of another group's presentation. Use the table below to score another group's presentation.

Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				

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Activity 16 dan 17

- Pada latihan ke 16 peserta didik diminta untuk menuliskan apa saja yang telah mereka pelajari pada unit ini dan menceritakannya di depan kelas.
- Pada latihan ke 17 peserta didik diminta untuk merefleksikan diri dengan menuliskan apa saja yang mereka sukai pada unit ini. Setelah itu mereka dimintai pendapat apa yang mereka rasa sulit untuk dipelajari dan apa yang harus mereka pelajari lagi di unit ini.

Activity 16

Write your own summary about what you have learned in this unit. Present it in front of the class!

Unit I have learned in this unit:

Activity 17

Complete the statement below using your own opinion about this unit.

5. This unit is

6. The most interesting part in this unit is

7. The most difficult part in this unit is

8. The part I have to study more is

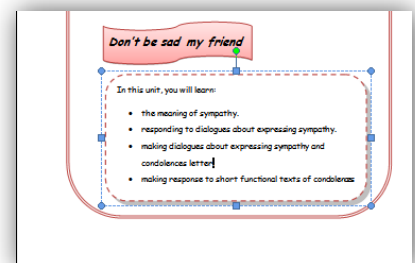
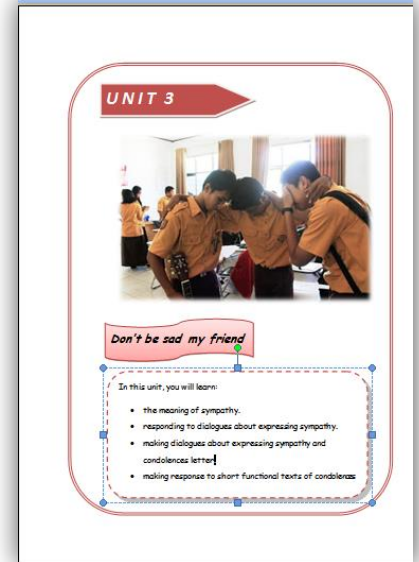
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UNIT 3

I'M SO HAPPY !

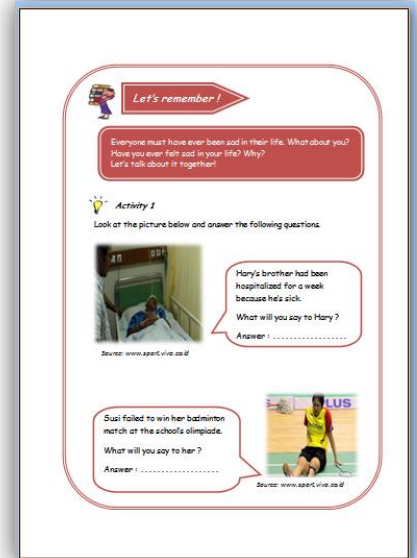
- Dalam awal unit ini, guru dapat bertanya kepada peserta didik apakah mereka pernah merasakan kesedihan dan apakah mereka pernah melihat orang sedih. Guru dapat mengatakan *"Have you ever felt sad in your life?"*, *"Have you ever seen someone's crying?"*, *"Why?"*
- Murid biasanya akan menjawab *yes/no*. Lalu tanyakan kepada mereka kapan mereka terakhir merasa sedih? Mengapa mereka merasa sedih? Kapan mereka terakhir melihat orang sedih? Mengapa orang tersebut sedih?
- Guru bertanya apakah mereka tahu bagaimana cara mengekspresikan kesedihan dan turut berduka cita. Peserta didik akan menjawab *'yes/no'*. Lalu guru bertanya lagi pada mereka bagaimana cara mereka menunjukkan simpati mereka terhadap seseorang yang sedih dengan bertanya *'How do you express your simpati?'*
- Kemudian guru menjelaskan bahwa dalam bab ketiga ini, peserta didik akan mempelajari mengenai bagaimana mengekspresikan simpati, merespon seseorang yang menunjukkan simpati dan membuat dialog pendek tentang mengekspresikan kebahagiaan.



Let's Remember !

Activity 1

- Guru menyuruh peserta didik untuk mengingat apakah mereka pernah merasakan kesedihan dan melihat orang sedih. Guru bertanya pertanyaan yang dapat memunculkan kembali ingatan akan pengalaman mereka seperti, kapan terakhir mereka merasakan kesedihan, hal apa yang paling membuat mereka sedih dan bagaimana mereka mengungkapkan kesedihan mereka.
- Guru mempersilahkan peserta didik untuk melihat latihan pertama.
- Guru menjelaskan apa yang harus dilakukan di latihan pertama. Pada latihan pertama peserta didik diminta untuk memperhatikan gambar tokoh yang terlihat sedih. Lalu dengan bimbingan guru, peserta didik diminta untuk menjawab pertanyaan yang tersedia di tiap gambar.
- Setelah seluruh peserta didik selesai menjawab pertanyaan pada setiap gambar, guru dapat membahas jawaban peserta didik secara bersama-sama.



Activity 2

- Guru menjelaskan apa yang harus dilakukan di latihan kedua. Pada latihan kedua peserta didik diminta untuk melihat 4 ekspresi di dalam kotak. Setelah itu mereka diminta untuk melihat dialog di bawah kotak dan membacanya. Guru lalu meminta peserta didik untuk mengisi ekspresi dalam kotak ke dalam dialog yang telah disediakan untuk melengkapi dialog.
- Setelah seluruh peserta didik selesai mencocokkan ekspresi di dalam kotak ke dalam dialog, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 2

Read the dialogues below. Choose the best expression in the box to complete the dialogue!

- My deepest condolences for you.
- How about your grandpa?
- What's wrong with him?
- Oh, I'm sorry to hear that.

Tika : Hi, Ica! When have you been? I haven't seen you for a month.
Ica : I visited my grandma. I took care of her since she got heart attack.
Tika : (1) You must be very sad.
Ica : I was. But she's getting better now. Thanks.

 Harris : Do you know that Mr. Abdi is hospitalized?
Dosi : No, I don't. (2)
Harris : He had an accident last night.
Dosi : Poor him. I hope he will get better soon.

Lisa : Why do you look so sad?
Tono : Didn't you hear the news this morning? The earthquake has destroyed my grandpa's village in Sumatra. It has killed many people.
Lisa : That's terrible. (3)
Tono : He's OK. I'll pick him up to stay with us here.
Lisa : Thanks God.

Source: www.betta.asia/earthquake.com

Activity 3

- Pada latihan ketiga, guru menanyakan pada murid apakah mereka pernah mengirimkan surat atau ungkapan belasungkawa pada saudara atau teman mereka, apa yang mereka tulis pada ungkapan belasungkawa tersebut dan pada saat apa mereka mengirimkan ungkapan belasungkawa.
- Latihan ini bertujuan untuk menggugah kembali ingatan peserta didik tentang cara mengungkapkan simpati dan belasungkawa yang pernah mereka temui.

Activity 3

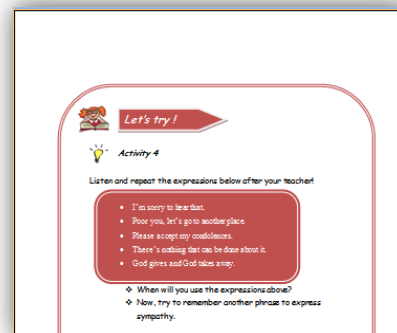
- Have you ever sent a condolences letter to your relatives or friends?
- What did you write in that letter?
- When do people send condolences letter?

Imi : Hello Latif, you look sad. What's wrong?
Tedi : My uncle passed away in Jakarta, Imi.
Imi : (4) How old was he?
Tedi : Fifty one... This December. Thank you Imi.

Let's Try !

Activity 4

- Peserta didik diminta untuk memperhatikan ekspresi-ekspresi yang tersedia di dalam kotak.
- Guru akan membacakan ekspresi-ekspresi tersebut dan peserta didik diminta untuk mengulangnya. Setelah itu guru akan membetulkan pengucapan.
- Lalu guru bertanya pada peserta didik setelah mengucapkan ekspresi satu persatu dengan pertanyaan kapankah kalian gunakan ekspresi diatas? Bagaimana cara kalian menggunakan ekspresi di atas?
- Lalu guru membangkitkan ingatan peserta didik dengan menanyakan ekspresi apalagi yang mereka ketahui untuk mengungkapkan simpati dan cara meresponnya.



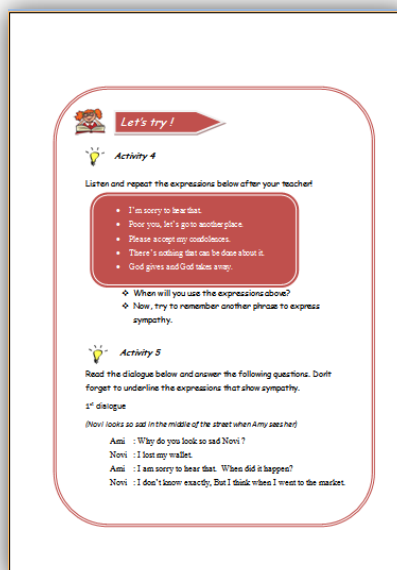
Let's try!

Activity 4

Listen and repeat the expressions below after your teacher!

- I'm sorry to hear that.
- Poor you, let's go to another place.
- Please accept my condolences.
- There's nothing that can be done about it.
- God gives and God takes away.

◊ When will you use the expressions above?
◊ Now, try to remember another phrase to express sympathy.



Let's try!

Activity 4

Listen and repeat the expressions below after your teacher!

- I'm sorry to hear that.
- Poor you, let's go to another place.
- Please accept my condolences.
- There's nothing that can be done about it.
- God gives and God takes away.

◊ When will you use the expressions above?
◊ Now, try to remember another phrase to express sympathy.

Activity 5

Read the dialogue below and answer the following questions. Don't forget to underline the expressions that show sympathy.

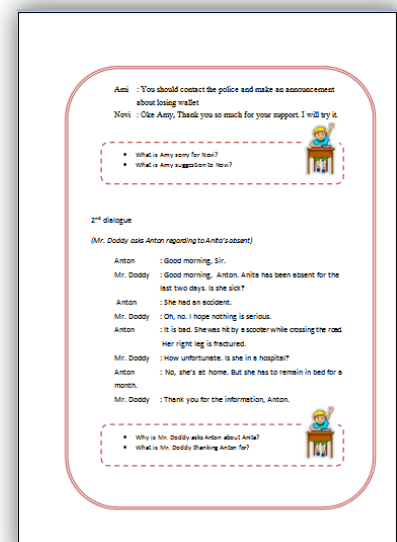
1st dialogue

(Novi looks so sad in the middle of the street when Amy sees her)

Novi : "Way do you look so sad Novi ?"
Amy : "I lost my wallet."
Novi : "I am sorry to hear that. When did it happen?"
Amy : "I don't know exactly. But I think when I went to the market."

Activity 5

- Pada latihan ketiga guru memberikan perintah pada peserta didik untuk membaca dialog yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.
- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.



Ami : "You should contact the police and make an announcement about losing wallet."
Novi : "Oh Amy, Thank you so much for your support. I will try it."

2nd dialogue

(Mr. Dobby calls Anton reporting to Anita's absent)

Anton : "Good morning, Sir."
Mr. Dobby : "Good morning, Anton. Anita has been absent for the last two days. Is she sick?"
Anton : "She had an accident."
Mr. Dobby : "Oh, no. I hope nothing is serious."
Anton : "It is bad. She was hit by a scooter while crossing the road. Her right leg is fractured."
Mr. Dobby : "How unfortunate. Is she in a hospital?"
Anton : "No, she's at home. But she has to remain in bed for a month."
Mr. Dobby : "Thank you for the information, Anton."

• Why is Mr. Dobby calling Anton about Anita?
• What is Mr. Dobby thanking Anton for?

Activity 6

- Pada latihan ketiga guru memberikan perintah pada peserta didik untuk membaca ungkapan belasungkawa yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.
- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 6
Read the condolence letters below and answer the questions.

1st letter

Dear Aini,

I cannot even begin to imagine your grief and I'm terribly sorry for your loss. Even though we know death is coming, it is never easy when "the family" happens. Your grandfather is finally at peace. It is time for him to rest. Please let me know how I can best support you through this difficult time.

Haniyah

• What happened to Aini's father?
• What does Haniyah offer to Aini?

2nd letter

Dear Rahayu,

I want you to know that you've been in my thoughts since the passing away of your grandfather. His words can make this pain go away. But know that you're surrounded by people who care.

Allow me to support you through this difficult time. I would be happy to come over to help with the household chores.

Ryok

• Why did Ryok send Rahayu a letter?
• What is Ryok's offer to support Rahayu?

Language Focus

- Guru menjelaskan kepada peserta didik mengenai 'Past Perfect Tense' dan cara menggunakannya.
- Peserta didik diminta untuk memahami 'Past Perfect Tense' dengan cara memberikan contoh lain yang mereka dapat pahami, misalkan dengan tema sehari-hari.

The Past Perfect Tense

Past perfect tense dibentuk dengan auxiliary verb "had", dan past participle (Verb-3). Hal di gunakan untuk menunjukkan suatu peristiwa di masa lampau.

Subject	Form of Past Perfect Tense	Contoh Past Perfect Tense
positive (+)	I had + Verb-3 You had + Verb-3 He/She/It had + Verb-3 We had + Verb-3 They had + Verb-3	My brother had slept. They had come. My brother hadn't slept. My brother had't come.
negative (-)	I had + not + Verb-3 You had + not + Verb-3 He/She/It had + not + Verb-3 We had + not + Verb-3 They had + not + Verb-3	My brother hadn't slept. My brother had't come.

Past perfect tense digunakan untuk menunjukkan suatu peristiwa di masa lampau yang terjadi sebelum suatu peristiwa lain di masa lampau.

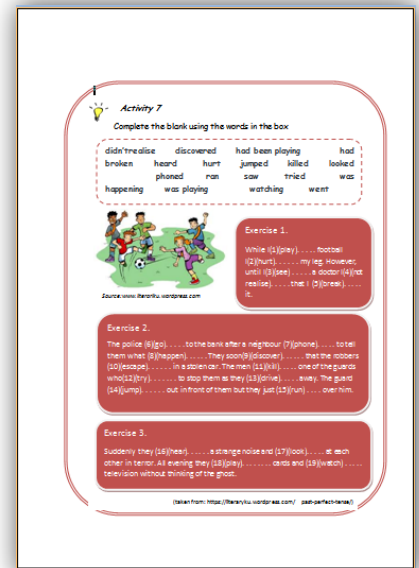
Contoh : I had already eaten my breakfast by the time he asked me up.
(Dia sudah makan sarapannya sebelum dia bangun.)

Past perfect tense digunakan untuk menunjukkan suatu peristiwa di masa lampau yang terjadi setelah suatu peristiwa lain di masa lampau.

Contoh : If he had taken a bath, he would have missed the train.
(Jika dia sudah mandi, dia akan ketinggalan kereta.)

Activity 7

- Pada latihan ketujuh peserta didik diharuskan untuk melengkapi ketiga teks menggunakan kata-kata yang disediakan di kotak.
- Guru mengingatkan siswa tentang penggunaan tenses yang tepat.
- Setelah seluruh peserta didik selesai melengkapi teks, guru dapat membahas jawaban yang benar secara bersama-sama.



Activity 7

Complete the blank using the words in the box

didn't realise discovered had been playing had
broken heard hurt jumped killed looked
phoned ran saw tried was
happening was playing watching went

Exercise 1.

While (1) (play) football
(2) (hurt) my leg, however,
until (3) (see) a doctor (4) (we
realise) that I (5) (break) it.

Exercise 2.

The police (6) (go) to the bank after a neighbour (7) (phone) to tell
them what (8) (happen) They soon (9) (discover) that the robbers
(10) (escape) in a stolen car. The men (11) (kill) one of the guards
who (12) (try) to stop them as they (13) (leave) the bank. The guard
(14) (jump) out in front of them but they just (15) (run) over him.

Exercise 3.

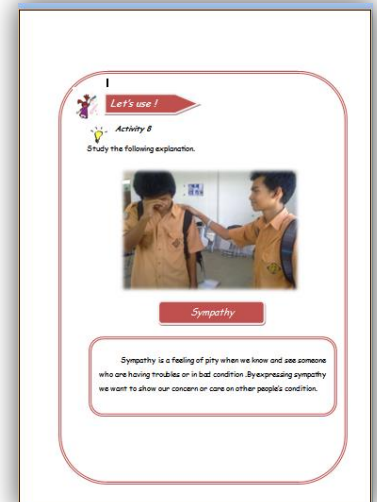
Suddenly they (16) (hear) a strange noise and (17) (look) at each
other in terror. All evening they (18) (play) cards and (19) (watch)
television without thinking of the guests.

(taken from: <https://www.grammar.com/> / <https://www.perfectgrammar.com/>)

Let's Use !

Activity 8

- Peserta didik diminta untuk mengamati gambar yang tersedia pada latihan keenam. Pada gambar terdapat penjelasan singkat mengenai definisi dari simpati.
- Peserta didik diminta untuk membaca definisi singkat selama beberapa menit. Setelah itu guru meminta setiap peserta didik untuk mengungkapkan arti dari simpati dan memberikan simpati menggunakan kata-kata yang mereka rangkai sendiri.



Let's use !

Activity 8

Study the following explanation.

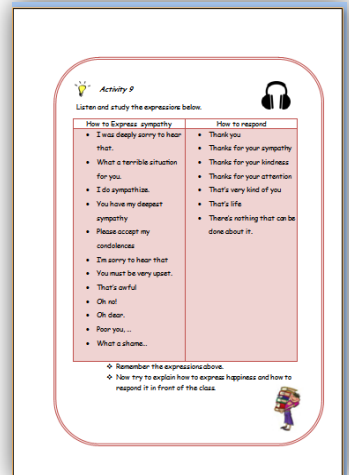


Sympathy

Sympathy is a feeling of pity when we know and see someone who are having troubles or in bad condition. By expressing sympathy we want to show our concern or care on other people's condition.

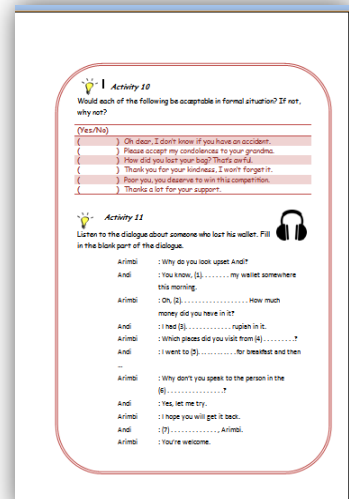
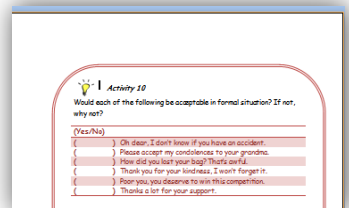
Activity 9

- Di latihan kesembilan, peserta didik diminta untuk melihat tabel ekspresi pada buku dan mendengarkan rekaman yang berisikan ekspresi-ekspresi mengungkapkan simpati dan belasungkawa.
- Guru memutar rekaman lebih dari sekali agar siswa paham betul dengan cara pengucapan ekspresi-ekspresi yang terdapat dalam buku.
- Guru meminta siswa untuk mengulang cara pengucapan ekspresi-ekspresi tersebut satu persatu.



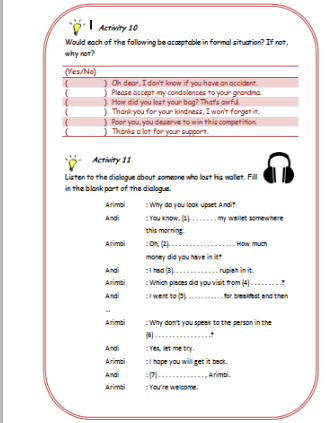
Activity 10

- Pada latihan ketujuh, peserta didik diminta mengingat ekspresi-ekspresi yang telah dipelajari.
- Peserta didik diminta untuk memberikan pernyataan 'yes' atau 'no' pada ekspresi yang seharusnya di katakana pada situasi formal.



Activity 11

- Guru menggunakan rekaman yang disediakan pada latihan kesembilan.
- Guru mempersilahkan peserta didik untuk mengamati dan membaca teks dialog mengenai mengundang seseorang yang kehilangan dompetnya (*Someone Who Lost His Wallet*). Peserta didik diminta untuk mendengarkan rekaman sambil mengisi bagian kosong pada dialog.
- Setelah dialog pada rekaman diperdengarkan guru mencocokkan jawaban secara bersama-sama.



Activity 10
Would each of the following be acceptable in formal situations? If not, why not?

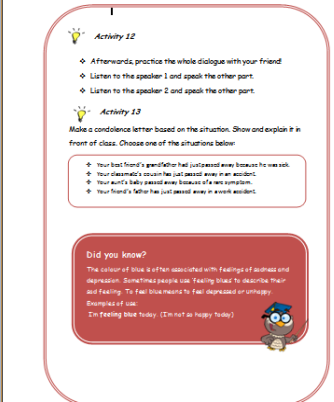
Yes/No	
()	Oh dear, I don't know if you have an accident.
()	Please accept my condolences to your grandma.
()	How did you lose your bag? That's awful.
()	Thank you for your kindness, I won't forget it.
()	How do you manage to win this competition?
()	Thanks a lot for your support.

Activity 11
Listen to the dialogue about someone who lost his wallet. Fill in the blank part of the dialogue.

Arini : Why do you look upset Andi?
Andi : You know, (1) my wallet somewhere this morning.
Arini : Oh, (2) How much money did you have in it?
Andi : I had (3) right in it.
Arini : Which place did you visit from (4)?
Andi : I went to (5) for breakfast and then ...
Arini : Why don't you speak to the person in the (6)?
Andi : Yes, let me try.
Arini : I hope you will get it back.
Andi : (7) Arini.
Arini : You're welcome.

Activity 12

- Setelah peserta didik menyelesaikan pengisian dialog pada latihan kesembilan, guru mempersilahkan siswa untuk mengingat dialog.
- Setelah siswa diberikan waktu untuk mengingat dialog, guru meminta mereka untuk bermain peran dengan menggunakan dialog pendek dengan menjadi tokoh pada dialog.



Activity 12
◆ Afterwards, practice the whole dialogue with your friend.
◆ Listen to the speaker 1 and speak the other part.
◆ Listen to the speaker 2 and speak the other part.

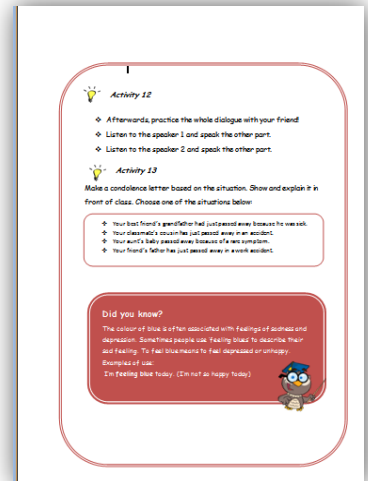
Activity 13
Write a condolence letter based on the situation. Show and explain it in front of class. Choose one of the situations below:

- ◆ Your best friend's grandfather had just passed away because he was old.
- ◆ Your classmate's cousin had just passed away from accident.
- ◆ Your aunt's baby passed away because of a web complication.
- ◆ Your friend's father had just passed away in a work accident.

Did you know?
The colour of blue is often associated with feelings of sadness and depression. Sometimes people use 'feeling blue' to describe their sad feeling. To feel blue means to feel depressed or unhappy.
Examples of use:
I'm feeling blue today. (I'm not as happy today)

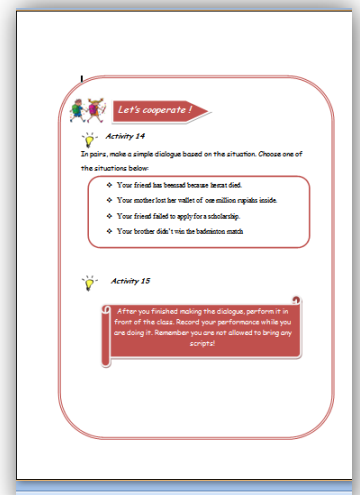
Activity 13

- Pada latihan ke 12 peserta didik diminta untuk membuat ungkapan belasungkawa berdasarkan situasi yang telah diberikan.
- Setelah mereka membuat surat atau ungkapan belasungkawa mereka diminta untuk menunjukkannya di depan kelas dan menjelaskannya.
- Guru memberikan pengarahan pada peserta didik lain untuk memperhatikan cara penulisan *condolences letter* atau ungkapan belasungkawa.



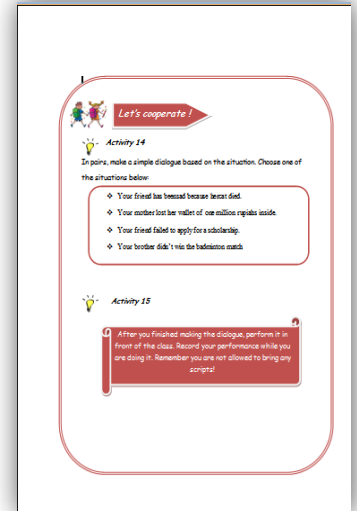
Activity 14

- Pada latihan ini guru meminta peserta didik untuk bekerja sama dengan teman sebangku.
- Guru meminta tiap bangku untuk memilih satu situasi yang tersedia dalam kotak. Lalu mereka diminta untuk membuat teks dialog sederhana menggunakan situasi yang mereka pilih. Guru memberikan pengarahan pada peserta didik untuk menggunakan pengetahuan yang mereka miliki dan pengalaman yang mereka alami dalam pembuatan dialog.
- Setelah mereka selesai membuat dialog, mintalah peserta didik untuk berlatih mengingat dialog yang mereka buat.



Activity 15

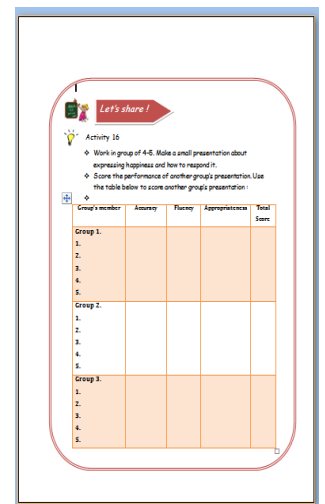
- Setelah membuat skrip dialog secara bersama, peserta didik diminta untuk memperagakan dialog mereka.
- Guru meminta seseorang dari kelompok lain untuk merekam peragaan dialog peserta didik.
- Peserta didik tidak diperkenankan membawa teks dialog yang telah mereka buat.



Let's Share !

Activity 16

- Peserta didik bekerja dalam grup kecil beranggotakan 4-5 orang. Mereka diminta untuk membuat rangkuman tentang apa yang mereka pelajari di dalam unit ini. Setelah itu, mereka diminta untuk membuat rangkuman secara tertulis pada *power point* tentang bagaimana cara mengungkapkan simpati dan meresponnya.
- Guru meminta tiap-tiap kelompok untuk mempresentasikan hasil rangkuman dan diskusi.
- Guru meminta kelompok lain yang tidak melakukan presentasi untuk menilai kelompok yang sedang menjelaskan di depan menggunakan tabel penilaian yang telah disediakan di latihan ke 16.



Activity 17 dan 18

- Pada latihan ke 17 peserta didik diminta untuk menuliskan apa saja yang telah mereka pelajari pada unit ini dan menceritakannya di depan kelas.
- Pada latihan ke 18 peserta didik diminta untuk merefleksikan diri dengan menuliskan apa saja yang mereka sukai pada unit ini. Setelah itu mereka dimintai pendapat apa yang mereka rasa sulit untuk dipelajari dan apa yang harus mereka pelajari lagi di unit ini.

Activity 17
Write your own summary about what you have learned in this unit.
Present it in front of the class!

What I have learned in this unit:

1.
2.
3.

Activity 18
Complete the statement below using your own opinion about this unit.

9. This unit is:
10. The most interesting part in this unit is:
11. The most difficult part in this unit is:
12. The part I have to study more is:

UNIT 1



Source: Roelalghazel.blogspot.com

Come with Us !

In this unit, you will learn:

- the meaning of accepting and declining.
- responding to dialogues about making, accepting and declining the offer.
- making dialogues about making, accepting and declining the offer.





Let's remember !

Have you ever invited your friends to come to your birthday party or to your house for doing homework?
Let's remember it together!



Activity 1

Read the dialogues below. Choose the best expression in the box to complete the dialogue!



- What can I do for you?
- I don't think I can go tonight.
- Sure, I'm coming!
- I'd like to come, but I can't.

Annisa : Hi Hasna, how are you?

Hasna : I'm fine, and you?

Annisa : I'm very well. Would you like to go to Galeria Mall with me? I need to buy something.

Hasna :

Annisa : It's okay, next time maybe.



Source: www.nobartv.com

Iqbal : Hello Roby, what are you doing?
 Roby : I'm doing nothing right now. Just sitting and watching tv.
 Iqbal : Why don't you come to the stadium? We are watching PSIS and Persija right now.
 Roby :
 Iqbal : OK, we are waiting for you!

Riana : Mega, would you like to help me?
 Mega :
 Riana : I can 't take all the books to the teacher office myself.
 Mega : Wait the minute I will ask the boys to help us.
 Riana : Thank you!



Source: www.twicsy.com

Toni : Abi, let's go to Taman Budaya tonight.
 Abi :
 Toni : Why?
 Abi : We have a lot of homework for tomorrow.
 Toni : Oh I almost forgot about it!



Let's try!



Activity 2

Repeat the expressions below after your teacher!

- Would you like to go to the canteen with me?
- Why don't you come to my house?
- That's very kind of you.
- Sure, I'm coming.
- I'd like too, but I have to go.
- I'm sorry I can't



Activity 3

Read the dialogues bellow and answer the following questions.

Dialogue 1



Source: www.twicsy.com

(Andra is Dian's classmates. Today they come to school early)

Andra : Hello Dian, how are you?

Dian : I am alright, what about you?

Andra : I am fine, too. I got a brochure that there will be Sheila on 7 concert next Sunday.

Dian : Whoah, I just knew that.

Andra : Yeah, that's why I tell you now, because you are a big fan of
Sheila on 7. I want you come to the concert if you don't mind.

Dian : Sure. It's my pleasure. And please save me in the crowded

Andra : Of course, I will.

- Where does the conversation take place?
- What does Wahyu offer?



Dialogue 2

(Vina is doing her English homework, while Sheila, her friend, calls Vina to come to her party)



Source: www.arsyadanizar.blogspot.com

Sheila : Hello, this is Sheila. May I
speak to Vina?

Vina : This is Vina speaking.

Sheila : Oh, hi Vina. I wonder if you'd
like to come to my house

tonight. We're having a great party.

Vina : I don't think I can. I'm doing my homework. I'm afraid I couldn't
finish my homework on time.

Sheila : That's alright. Next time, maybe.

Vina : I hope you enjoy your party.

Sheila : Thanks Vina.

- What does Sheila wants Vina to do with her?
- Why does Vina declines Shelia's invitation?



Dialogue 3

(Aldo is a new transfer student from Sumatra, his friend Bejo wants to invite him to his house)

Bejo : Hi Aldo, what are you doing?

Aldo : Hi Bejo, I just finished my meal.

Bejo : Today my mother will cook gudeg.

Would you like to come to my
house today?

Aldo : What is gudeg?

Bejo : Gudeg is a delicious meal originally from Yogya. You have to try it!

Aldo : Allright. I will come to your house after school!

Bejo : Ok, bye



Source: www.tourism-jogja.com

- Where does the conversation probably take place?
- What does Bejo offer to Aldo ?



Dialogue 4

(Yovi is doing his homework when Taufik asks him to buy some snacks)

Yovi : Hello ?

Taufik : Hello Yovi? What are you doing?

Yovi : I'm doing my homework. Why?

Taufik : Well, actually I want to ask you to accompany me buying some snacks at the department store.

Yovi : I'd like to, but not now. Maybe tomorrow's evening?

Taufik : Ok, see you tomorrow.

- Does Yovi decline Taufik's offer?
- Why Does Yovi declines Taufik's offer tonight?

(adapted from: www.belajarbahasainggrisku.com)



Language Focus

Will and be going to

When we want to talk about future facts or things we believe to be true about the future, we use 'will'.

Form : [will + verb]

Examples:

- You **will help** him later.
- **Will** you **help** him later?
- You **will not help** him later.

'Be going to' expresses that something is a plan. It expresses the idea that a person intends to do something in the future.

Form: [am/is/are + going to + verb]

Examples:

- You **are going to meet** Budi tonight.
- **Are** you **going to meet** Budi tonight?
- You **are not going to meet** Budi tonight.

At the moment of making a decision, use 'will'. Once you have made the decision, talk about it using 'going to'.





Activity 4

Complete the sentences using will or be going to.

1. I feel dreadful. I think I. be sick.
2. Tonight, I. stay in. I've rented a video.
3. If you have any problems, don't worry. I. help you.
4. I completely forgot about it. Give me a moment, I.do it now.
5. Look at those clouds, it. rain any minute now.
6. The weather forecast says it. snow tomorrow.
7. That's the phone, I. answer it.
8. Thanks for the offer, but I'm ok, Shane. help me.

(taken from: <http://www.usingenglish.com>)



Let's use !



Activity 5

- Study the following explanation.



Source: www.hipma.lk.ip.ac.id

ACCEPTANCE

To accept is to take or receive something offered. If you accept the invitation from your friends, or another person, it means that you are agreeing to come to their event. For example, a friend asks you to come to his birthday party and you agree then you come to his birthday, it means that you accept his invitation.



Source: www.nonobahasainggris.com

DECLINE

To decline is to refuse something. If you decline the invitation from your friends or another person, it means that you are refusing to come to their event. For example, a friend asks you to eat lunch with you, but you can't because you already eat your lunch. It means that you decline his invitation



Activity 6



Listen and study the expressions below.

Making Invitation	Accepting Invitation	Declining Invitation
• Would you like to...? • I would very happy if... • We would be delighted if you...? • Would you care to...? • Why don't you come to... • I'd like to come to ... Come and ... • Shall we come to ... • You must come to ...	• That's very kind of you • We'd like very much to.... • Thank you very much for inviting me • It's delightful to.... • I would/will ... That would be very nice • OK,I will be there ! • I'd love to come. • All right. • Sure, I am coming	• I'm very sorry, I don't • Think I can't. • I'd like to, but • I'm afraid I've already promised.... • Thank you for asking me, but • Unfortunately, I can't....



Activity 7

Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)

- | | |
|-----|--|
| () | We would be delighted if you could come to the meeting. |
| () | Ok, I will be there! |
| () | You must come to my house. |
| () | Thank you for asking me, but I have another plan that day. |
| () | Why don't you come to my school? |
| () | Sure I'm coming! |



Activity 8

Categorize expressions above which are appropriate to be spoken in formal or casual situations to the table below. You can add another expression based on your knowledge.

Expressions	Formal	Casual
Making Invitation	1. Would you like to..? 2. 3.	1. Come and... 2. 3.
Accepting Invitation	1. That's very kind of you 2. 3.	1. Sure, I'm coming. 2. 3.
Declining invitation	1. I'd like to, but.. 2. 3.	1. I'm sorry, I can't. 2. 3.



Activity 9

Listen to the dialogue about Inviting Someone to a Birthday Party. Fill in the blank part of the dialogue.



Source: www.arsyadanizar.blogspot.com

Doni : Hey there, how are you?

(1) **Good to see you**

Ratih : **Good to see you, too. I'm fine, how are you?**

Doni : Good, thanks. Listen, I am having a birthday party next Friday.

(2).?

Ratih : **Sure, I'd love to!**

Doni : (3).! The party starts around 9 pm at my place.

Ratih : **Okay, I'll be there. What do you want for your birthday?**

Doni : Oh no presents, please. (4).

Ratih : **(5).**?

Doni : Of course! So I see you two on Friday!

Ratih : **Yes, (6).**!

Doni : I'm glad you can come! See you soon.

Ratih : Bye!



Activity 10

After completing the dialogue in the previous activity, practice the whole dialogue with your friend!

- Listen to speaker 1 and speak the other part.
- Listen to speaker 2 and speak the other part.



Let's cooperate !



Activity 11

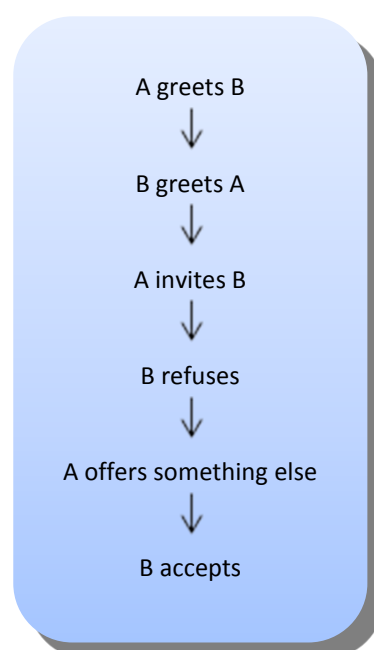
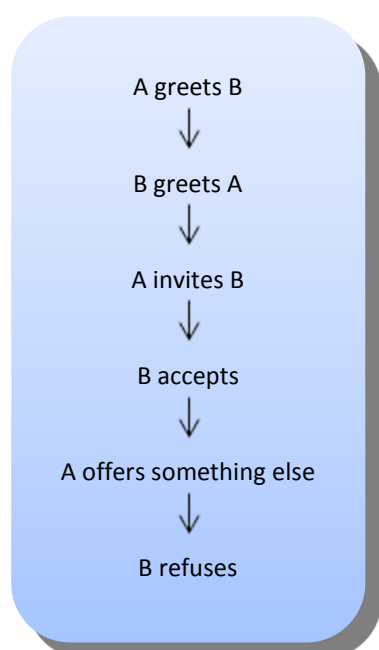
In pairs, make a simple dialogue based on the situation. Choose one of situations bellow :

- ❖ You ask your friends to go to Gramedia, because you need to buy a textbook. Your friends agree to accompany to go to Gramedia after the end of the class today.
- ❖ Your friend asks you to come to JKT48 concert in UNY Stadium this weekend, but you can't go because the ticket is sold out.
- ❖ Your cousin calls you to have dinner together, but you already have appointment tonight.
- ❖ Your friends invite you to Sekaten at Sunday. They ask you to bring another friend.



Activity 12

Make a dialogue based on the flow chart below. You can choose the situation and the degree of formality.





Activity 13

After you finish making the dialogue, perform it in front of the class. Record your performance while you are doing it. Remember you are not allowed to bring any scripts!



Activity 14

Work in group of 4-5. Choose one of the situation below and make a simple role play based on the situation:

Invite your friends to go to Gembira Loka Zoo at Sunday. Your friends do not like to go there because they don't like animals. They politely refuse the invitation and offer another thing to do.



Source: www.jogja.solopos.com



Source: www.flickr.com

Husna invites Latif and Mira to come to her birthday party at KFC Sudirman on Saturday. Latif suggests her to invite someone else. Husna happily agrees with his idea.



Let's share !



Activity 15

- ❖ Work in a group of 4-5. Make a small presentation about making an invitation, accepting an invitation and declining an invitation.
- ❖ Score the performance of other group's presentation. Use the table below to score other group's presentation :

Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				



Activity 16

Write your own summary about what you have learned in this unit.
Present it in front of the class !

What I have learned in this unit:

- ❖
- ❖
- ❖



Activity 17

Complete the statement bellow using your own opinion about this unit.

- ❖ This unit is
- ❖ The most interesting part in this unit is
- ❖ The most difficult part in this unit is.
- ❖ The part I have to study more is.

UNIT 2



Source: www.sman12riau.go.id

I'm so Happy!

In this unit you will learn:

- ❖ the meaning of happiness and sadness.
- ❖ responding to dialogues about happiness and expressing happiness.
- ❖ making dialogues about happiness and congratulating people.



Let's remember !

Everyone must have ever been happy in their lives. What about you? Do you still remember what your friends say to you when you feel happy?



Activity 1

Look at pictures below and answer the following questions.



Source: www.anak-berbagi.com

Why does she look very happy?

What do people say to her on her birthday?

Why does he look very happy?

What do people say to him?



Source: www.tumblr.com



Source: blog.man.kp.id

Why do they look very happy?

What do people say to them?



Activity 2

Read the following dialogues and choose the best expression in the box to complete the dialogues!

Fulan : Hi Dani, how are you?

Dani : I'm fine, and you?

Fulan : I'm very well. I heard that your sister just got married last week.

Dani : Yeah, how did you know?

Fulan : Somebody told me about it. Anyway, (1).

Dani : Thank you

- Great!
- Fantastic!
- Congratulations to your sister!
- I'm pleased to hear that.

Siti : Toni, happy birthday!

Toni : Thank you Siti. I thought everyone forgot about my birthday.

Siti : No, I don't forget your birthday

Toni : Really? (2).

Siti : Here is your birthday present.

Toni : Wow, a hat! Thank you very much, friend.



Source: www.indotopi.com

Abi : Bunga, would you like to see the Art Festival at Kotagede with me?

Bunga : I'd like to, but I have to attend an English course until 5.

Abi : It's okay, I'll pick you up at 5.

Bunga : Really?

Abi : Sure.

Bunga : (3). Thank you, Abi.



Source: www.01island.com

Barkah : Adit, what are you doing?

Adit : Hi Barkah, I don't know how to solve this puzzle.

Barkah : Let me see. You have to do it like this.

Adit : Wow, (4)
You are very smart.

Barkah : Thank you.

Adit : Let's play it together next time.

Barkah : Sure.



Source: Videohive.net



Let's try !



Activity 3

Study and repeat the expressions below after your teacher.

- What a great idea!
- I find it very exciting.
- I'm pleased to hear that.
- Fantastic!
- Yippee!
- Hooray!



- ❖ When will you use the expressions above?
- ❖ Now, try to remember other phrases to express happiness based on your knowledge



Activity 4

Read the dialogue below and answer the following questions. Don't forget to underline expressions that show happiness.

Dialogue 1

(Desty and Aini are classmates. They are talking about their mathematics test result)

Desty : How about your
 mathematics test
 yesterday?

Aini : Guess what? I got A
 for it.

Desty : Wow! That's great!
 That test is very difficult.

Aini : Yes, I studied a lot before the test.

Desty : Anyway, congratulations.

Aini : Thank you.



Source: www.Merdeka.com

- Why is Aini getting A for her mathematics test?
- Why is Desti congratulating?



Dialogue 2

(Nadya's mother has a surprise for her. She gives her the newest Iphone series)

Mother : Dear, I have something for you.

Nadya : What is it, Mom?

Mother : Open yourself.

Nadya : Is this the newest iPhone series?

Mother : Do you like it?

Nadya : I'm so happy right now. Thank you mom.

Mother : You're welcome, dear.



Source: www.macworld.co.uk

- What do you think of Nadya's feeling after receiving the gift?
- Why does Nadya feels happy?



Dialogue 3

Annisa : Tiara, may I sit here?

Tiara : Ofcourse.

Annisa : Thanks. Hey, I want to tell you something.

Tiara : What's that?

Annisa : I have a new younger brother. I am very happy. I kiss him all the time.

Tiara : Really? I am glad too Annisa. May I go to your house?



Source: www.female.kompas.co.id

Annisa : Certainly. We can go
there together after school.

Tiara : Yeay!

- Why does Annisa kiss her younger brother all the time?
- Why does Tiara wants to go to Annisa's house?



Language Focus

The Present perfect tense

It is used to express an action which happened or completed in past but usually the action which happened or completed at a short time before now (near past) not a very long time before now. Specific time such as two years ago, last week or that day is usually not used in the sentences of in this tense.

Sentence	Formula	Example
positive (+)	S + aux. verb(have/has) + V- 3/past participle	I have read the book.
		He has left.
negative (-)	S + aux. verb(have/has) + not + V-3/past participle	I have not read the book.
		He hasn't left.
interrogative (?)	aux. verb(have/has) + S + V-3/past participle	Have I read the book.
		Has he left.





Activity 5

Using the words in bracket, complete sentences below with the appropriate word.

1. The boys have **(give)** many problems.
2. It has **(be)**warm this week.
3. They **(prepare)**a lot of food.
4. The pupils **(study)** for their exam.
5. The boy **(fall)**off his bike.
6. He **(go)**. just. out.
7. My grandmother **(lose)**..... weight.
8. We always have **(want)** to visit Spain.
9. The sun **(rise)** It's time to go.
10. Lucy **(sing)**in a chorus before.

(adapted from : <http://www.agendaweb.org/exercises/>)



Let's use !



Activity 6

Study the following explanation.



Happiness

Source: www.liputan6.com

Happiness refers to the mood, and state of excited or pleased. Smiling is often an indication of happiness.



Sadness

Source: antaranews.com

Sadness is emotional pain associated with, or characterized by feelings of loss, despair, disappointment and sorrow. Crying is often an indication of sadness



Activity 7

Pay attention to the following phrases and decide whether they are expressing happiness or sadness.

(Happiness/Sadness)	
(.....)	I'm happy so hear that.
(.....)	Fantastic!
(.....)	I'm so sorry to hear that.
(.....)	That's good news.
(.....)	I don't think that's a good idea.
(.....)	That's too bad.
(.....)	It's a good idea



Activity 8

Read the following phrases and decide whether they are expressing happiness or sadness.

Finally I got A on my Chemistry exam, fantastic.

(.....)

(.....)

Too bad, I just got the second place for the swimming contest.

Sorry, I can't give you the gold medal, Mom.

(.....)

(.....)

I'm so glad that you still remember my birthday.



Activity 9



Listen and study expressions bellow.

How to express happiness	How to respond
• I'm pleased / delighted about it. • It is the best thing I've heard for a long time. • I can't say how pleased / delighted I am about it • You make me happy. • I'm so glad to hear that • I'm satisfied with it • It sounds like fun • Yippe! • What a great idea! • Wow! • Great!	• I'd love too • You are right • I think so • I do, too • Yeah!

- ❖ Remember the expressions above.
- ❖ Now, try to explain how to express happiness and how to respond it in front of the class.



Activity 10

Would each of the following be acceptable in a formal situation? If not, why not?

(Yes/No)
() I can't say how pleased I am right now.
() I'm so glad to hear that you won the first place.
() Fantastic! The concert was great.
() What a great idea you have, Anton.
() Yippe! Let's go to my house.
() I do, too.



Activity 11



Listen to the following dialogue about congratulating someone for winning a speech contest and fill the blank part of the dialogue.

- Lintang : Hi Udin.
Udin : Hi, Lintang. (1). ?
Lintang : Where are you going? (2)
Udin : I want to go to the teacher room.
Lintang : I heard you did well in the speech contest and
you (3) Is it right?
Udin : Yeah. That's right.
Lintang : Congratulations, Udin. (4)
Udin : As you know, I followed your tips about remembering the
point of the speech. (5) ,
Lintang.
Lintang : Then you really deserve to win.

(adapted from: www.chitayae.blogspot.com)





Let's cooperate !



Activity 12

Think about the happy and sad moments you have had. You are about to tell your partner about it. Choose from the list below the things you want to talk about. Think about what you will say and what information you will need.



- Was it happy or sad experience?
- When did it happen?
- Where were you?
- Who were with you?
- What were you doing?
- What happened?
- Why was it happy or sad moment?
- How did you feel afterwards



Activity 13

- ❖ Tell your partner about the happy and sad moment of being a high school student. Here is the checklist:



- ❖ Use the question in the framework to help you organize your story.
- ❖ Use dictionary or ask your teacher to help you with the new words.
- ❖ Make notes, but don't write the full story.

- ❖ Tell your partner about your story. At the end, make sure you understand each other's story.
- ❖ You can ask for the details or make some clarifications.

Clarification questions:

- Could you explain a bit about.....again?
- I'm sorry, but I didn't understand what/why/when/how....
- ❖ After that tell the class about your partner story!



Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations below :

- ❖ One of your friends just got the newest Nike Running shoes. The other friend compliments the new shoes and the other asks about the price.
- ❖ You finally got the Maliq and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.
- ❖ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday
- ❖ Your teacher just had a baby girl. You and your friend decided to make a small surprise event for her.



Did you know?

To express a great happiness many people use the idiom 'I'm over the moon'. To be **over the moon** about something is to be very happy about something: so happy and excited that you imagine you could jump or fly over the moon!

Examples of use:

I passed all my exams, I'm **over the moon**!



Let's share !



Activity 15

- ❖ Work in group of 4-5. Make a small presentation about expressing happiness and how to respond it.
- ❖ Score the performance of other group's presentation. Use the table below to score other group's presentation :

Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				



Activity 16

Write your own summary about what you have learned in this unit.
Present it in front of the class !

What I have learned in this unit:

- ❖
- ❖
- ❖

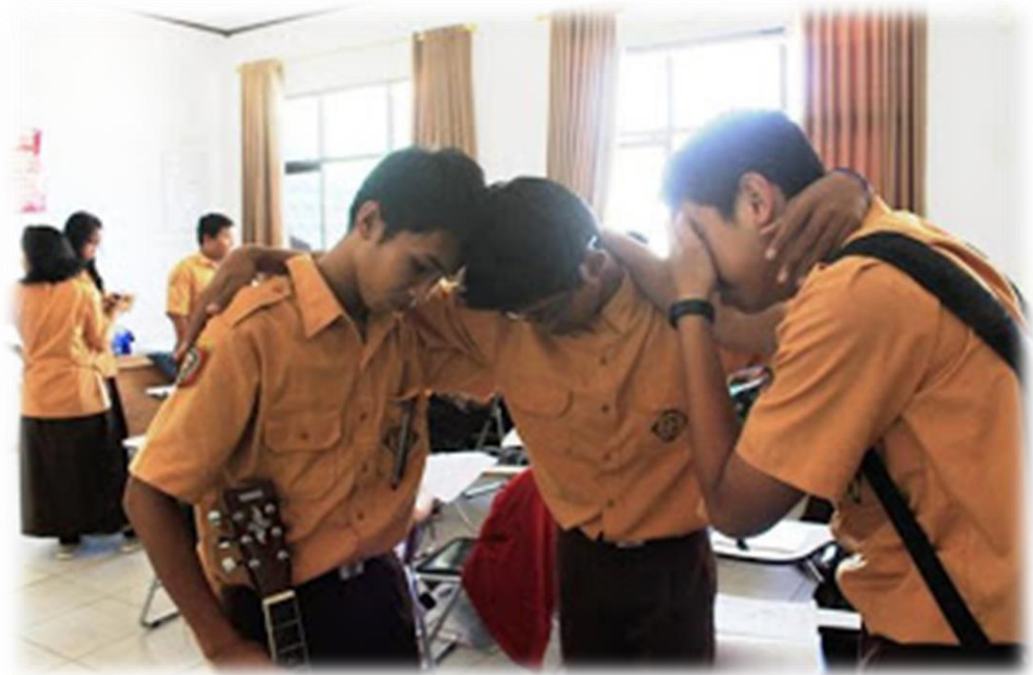


Activity 17

Complete the statement bellow using your own opinion about this unit.

- ❖ This unit is
- ❖ The most interesting part in this unit is
- ❖ The most difficult part in this unit is
- ❖ The part I have to study more is

UNIT 3



Source: www.bagaswara1.blogspot.com

Don't be sad my friend!

In this unit, you will learn:

- the meaning of sympathy.
- responding to dialogues about expressing sympathy.
- making dialogues about expressing sympathy and condolences letter.
- making responses to short functional texts of



Let's remember !

Everyone must have ever been sad in their life. What about you?
Have you ever felt sad in your life? Why?
Let's talk about it together!



Activity 1

Look at the picture below and answer the following questions.



Source: www.sport.viva.co.id

Hary's brother has been hospitalized for a week because he's sick.

What will you say to Hary ?

Answer :

Susi failed to win her badminton match at the school's competition.

What will you say to her ?

Answer :



Source: www.sport.viva.co.id



Source: www.tribunnews.com

Tina and Tono's grandfather passed away yesterday.

What will you say to them ?

Answer :

Dimas failed at his exam today. He looks so sad.

What will you say to him ?

Answer :



Source: www.kapanlagi.com



Activity 2

Read the dialogues below. Choose the appropriate expression in the box to complete the dialogues!

- *My deepest condolences for you.*
- *How about your grandpa?*
- *What's wrong with him?*
- *Oh, I'm sorry to hear that.*

Tika : Hi, Ica! Where have you been?

Ica : I visited my grandma. I looked after her since she got sick.

Tika : (1) You must be very sad.

Ica : I was. But she's getting better now. Thanks



Source: www.berita.suaramerdeka.com

Harris : Do you know that Mr. Abdul is hospitalized?

Doni : No, I don't. (2)

Harris : He had an accident last night.

Doni : Poor him. I hope he will get better soon.

Liza : Why do you look so sad?

Tono : Didn't you hear the news this morning? The earthquake has destroyed my grandpa's village in Bantul. It has killed many people.

Liza : That's terrible. (3)

Tono : He's Ok. I'll pick him up to stay with us here.

Liza : Thanks God.

Ismi : Hello Latif, you look sad. What's wrong?
Tedi : My uncle passed away in Jakarta, Ismi.
Ismi : (4) How old was he?
Tedi : Fifty one. This December. Thank you
Ismi.



Activity 3

Study the following questions.

- *Have you ever sent a condolences letter to your relatives or friends?*
- *What did you write in that letter?*
- *When do people send condolences letter?*



Let's try !



Activity 4

Listen and repeat the expressions below after your teacher!

- I'm sorry to hear that.
- Poor you, let's go to another place.
- Please accept my condolences.
- There's nothing that can be done about it.
- God gives and God takes away.

- ❖ When will you use the expressions above?
- ❖ Now, try to remember another phrase to express sympathy.



Activity 5

Read the dialogue below and answer the following questions. Don't forget to underline the expressions that show sympathy.

Dialogue 1

(Novi looks so sad in the middle of the street when Amy sees her)

Ami : Why do you look so sad Novi ?

Novi : I lost my wallet.

Ami : I am sorry to hear that. When did it happen?

Novi : I don't know exactly, But I think when I went to the market.

Ami : You should contact the police and make an announcement about losing wallet

Novi : Oke Amy, Thank you so much for your support. I will try it.

- What is Amy sorry for Novi?
- What is Amy suggestion to Novi?



Dialogue 2

(Mr. Doddy asks Anton regarding to Anita's absent)

Anton : Good morning, Sir.

Mr. Doddy : Good morning, Anton. Anita has been absent for the last two days. Is she sick?

Anton : She had an accident.

Mr. Doddy : Oh, no. I hope nothing is serious.

Anton : It is bad. She was hit by a scooter while crossing the road. Her right leg is fractured.

Mr. Doddy : How unfortunate. Is she in a hospital?

Anton : No, she's at home. But she has to remain in bed for a month.

Mr. Doddy : Thank you for the information, Anton.

- Why is Mr. Doddy asks Anton about Anita?
- What is Mr. Doddy thanking Anton for?



Dialogue 3

(Edy was sitting quietly in the class when Dewi decided to talk to him)

- Dewi : May I know why you look sad?
- Edy : I'm really upset, you know, my uncle passed away two days ago.
- Dewi : I'm very sorry to hear that.
- Edy : In fact, it was he who brought me up. He supported my everything.
- Dewi : How sad.
- Edy : We'll miss him a lot.
- Dewi : Time is the best healer, believe me.
- Mr. Edy : Thank you for the comforting words.
- Dewi : It was the least I could do.

- What happened to Edy's uncle?
- What does it means by Dewi's words 'time is the best healer'?





Activity 6

Read the condolence letters below and answer the questions.

Letter 1

"Dear Mira,

I cannot even begin to imagine your grief and I'm terribly sorry for your loss. Even though we know death is coming, it is never easy when it actually happens. Your dad's fight is finally over and it is time for him to rest. Please let me know how I can best support you through this difficult time."

Hanifah

- What happened to Mira's father?
- What does Hanifah offer to Mira?



Letter 2

"Dear Rahayu,

I want you to know that you've been in my thoughts since the passing away of your grandmother. No words can make this pain go away. But know that you're surrounded by people who care.

Allow me to support you through this difficult time. I would be happy to come over to talk or help with the memorial service."

- Why did Yoyok send Rahayu a letter?
- What is Yoyok offer to support Rahayu?



The Past Perfect Tense

The past perfect refers to a time **earlier than before now**. It is used to make it clear that **one event happened before another** in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first.

Sentences	Forms	Example
positive (+)	S + had + Verb-3/past participle	My brother had slept
		They had come
negative (-)	S + had + not + Verb-3/past participle	My brother hadn't slept
		They hadn't come
interogative (?)	had + S + Verb-3/past participle	Had my brother slept
		Had they come

Past perfect tense to express the unfulfilled will.

Examples : If he **had taken** a bath fast, he would have missed the train.

(Jika dia telah mandi cepat, dia tidak akan ketinggalan kereta.)



Activity 7

Complete the blank parts using the words in the box

didn't realize discovered had been playing had
broken heard hurt jumped killed looked
 phoned ran saw tried was
 happening was



Source: www.literariku.wordpress.com

Exercise 1.

While I(1)(play) football
I(2)(hurt) my leg. However,
until I(3)(see) a doctor
I(4)(not realise) that I
(5)(break) it.

Exercise 2.

The police (6)(go) to the bank after a neighbour (7)(phone) to tell
them what (8)(happen) They soon(9)(discover) that the robbers
(10)(escape) in a stolen car. The men (11)(kill) one of the guards
who(12)(try) to stop them as they (13)(drive) away. The guard
(14)(jump) out in front of them but they just (15)(run) over him.

Exercise 3.

Suddenly they (16)(hear) a strange noise and (17)(look) at each
other in terror. All evening they (18)(play) cards and (19)(watch)
television without thinking of the ghost.

(taken from: <https://literaryku.wordpress.com/past-perfect-tense/>)



Let's use !



Activity 8

Study the following explanation.



Sympathy

Sympathy is the perception, understanding, and reaction to the distress or need of another human being. By expressing sympathy we want to show our concern or care on other people's condition.



Activity 9



Listen and study the expressions below.

How to Express sympathy	How to respond
• I was deeply sorry to hear that. • What a terrible situation for you. • I do sympathize. • You have my deepest sympathy • Please accept my condolences • I'm sorry to hear that • You must be very upset. • That's awful • Oh no! • Oh dear. • Poor you, ... • What a shame...	• Thank you • Thanks for your sympathy • Thanks for your kindness • Thanks for your attention • That's very kind of you • That's life • There's nothing that can be done about it.

- ❖ Remember the expressions above.
- ❖ Now try to explain how to express happiness and how to respond it in front of the class.





Activity 10

Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)

() Oh dear, I don't know if you had an accident.

() Please accept my condolences to your grandma.

() How did you lose your bag? That's awful.

() Thank you for your kindness, I won't forget it.

() Poor you, you deserve to win this competition.

() Thanks a lot for your support.



Activity 11



Listen to the dialogue about someone who lost his wallet. Fill in the blank parts of the dialogue.

Arimbi : Why do you look upset Andi?

Andi : You know, (1). my wallet somewhere this morning.

Arimbi : Oh, (2). How much money did you have in it?

Andi : I had (3). rupiah in it.

Arimbi : Which places did you visit from (4)?

Andi : I went to (5). for breakfast and then ...

Arimbi : Why don't you speak to the person in the (6)?

Andi : Yes, let me try.

Arimbi : I hope you will get it back.

Andi : (7) , Arimbi.

Arimbi : You're welcome.



Activity 12

- ❖ After you complete the dialogue, practice the whole dialogue with your friend!
- ❖ Listen to the speaker 1 and speak the other part.
- ❖ Listen to the speaker 2 and speak the other part.



Activity 13

Make a condolence letter based on the situation below. Show and explain it in front of class. Choose one of the situations below:

- ❖ Your best friend's grandfather had just passed away because he was sick.
- ❖ Your classmate's cousin has just passed away in an accident.
- ❖ Your aunt's baby passed away because of a rare symptom.
- ❖ Your friend's father has just passed away in a work accident.

Did you know?

The colour of blue is often associated with feelings of sadness and depression. Sometimes people use 'feeling blues' to describe their sad feeling. To feel blue means to feel depressed or unhappy.

Examples of use:

I'm **feeling blue** today. (I'm not so happy today)





Let's cooperate !



Activity 14

In pairs, make a simple dialogue based on the situation. Choose one of the situations below:

- ❖ Your friend has been sad because her cat died.
- ❖ Your mother lost her wallet of one million rupiahs inside.
- ❖ Your friend failed to apply for a scholarship.
- ❖ Your brother didn't win the badminton match



Activity 15

After you finished making the dialogue, perform it in front of the class. Record your performance while you are doing it. Remember you are not allowed to bring any scripts!



Let's share !



Activity 16

- ❖ Work in group of 4-5. Make a small presentation about expressing happiness and how to respond it.
- ❖ Score the performance of another group's presentation. Use the table below to score another group's presentation :



Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				



Activity 17

Write your own summary about what you have learned in this unit.
Present it in front of the class !

What I have learned in this unit:

- ❖
- ❖
- ❖



Activity 18

Complete the statement below based on your own opinion about this unit.

- ❖ This unit is
- ❖ The most interesting part in this unit is
- ❖ The most difficult part in this unit is
- ❖ The part I have to study more is

The Rationale of The Designed Materials

“Meet and Speak” is a set of speaking materials designed for grade X high School Students. The book is designed based on the Contextual Teaching and Learning Approach. There are three units in the book. Each unit has five phases namely; Let’s Remember, Let’s Try, Let’s Use, Let’s Cooperate, and Let’s Share. The unit’s tasks arranged based on relating, experiencing, applying, cooperating and transferring (REACT) strategies.



Relating - Let’s Remember!

This section is pre-activity task. The section’s title ‘Let’s Remember!’ means students have to connect the new knowledge with their previous knowledge. This section provides pictures in several themes in order to make it easier for students to remember their previous knowledge. Students have to answer some questions about those pictures individually. Teachers have to ask some intended questions in order to encourage the students in the unit’s title. It is also introduced them to the whole new knowledge they would learn in the unit. This section’s activities help them to construct their new knowledge.



Experiencing – Let's Try!

This section provides several activities to attract students to the main topic by giving scaffolding questions. These activities allow students to observe how to put the new knowledge in their concept before they use it.



Applying – Let's Use!

This section provides several activities which can be used for the students to imitate the previous example in applying the knowledge. In this section students are given more vivid examples of the topics. The explanation of the expression and explanation of new things are presented here. By modeling and trying to remodeling the examples, it will be easier for students to understand the materials.



Cooperating – Let's Cooperate!

Some activities in this section provide ways for students to develop their new knowledge. This section is a production section. Students work on speaking learning activities such as creating their own dialogues, discussions, role play, and problem solving activities.



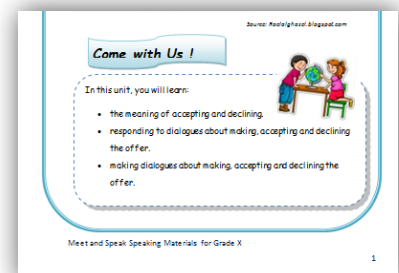
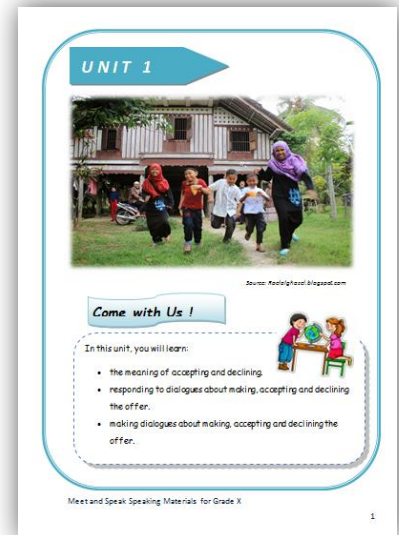
Transferring – Let's Share!

This is a post activity section. The activities in this section are concerned in their learning experience results. Making group's presentation, reflection and self-assessment conducted in this part to find what the students have learned, what parts they do not understand, and what their opinion about the unit's materials. This section's activities facilitate the teacher to address some difficulties faced by students.

UNIT 1

COME WITH US

- Dalam pertemuan awal ini, guru dapat bertanya kepada peserta didik apakah mereka pernah mengundang teman atau keluarga pada acara tertentu. Guru dapat mengatakan *"Have you ever invited someone to your house?"*
- Murid biasanya akan menjawab *yes/no*. Lalu tanyakan kepada mereka untuk apa mereka mengundang teman atau keluarga? Bagaimana mereka mengundang teman atau keluarga ke rumah?
- Sebagian peserta didik mungkin akan menjawab dengan kata-kata yang pernah mereka ketahui dan sebagian lagi tidak tahu bagaimana cara mengatakannya.
- Guru bertanya apakah mereka tahu bagaimana caranya mengundang seseorang atau teman dalam bahasa Inggris. Guru dapat mengatakannya dengan *"Do you know how to invite someone in English?"*
- Guru bertanya apakah mereka tahu bagaimana caranya merespon undangan seseorang atau teman dalam bahasa Inggris. Guru dapat mengatakan *"Do you know how to respond the invitation from someone in English?"*
- Guru bertanya apakah mereka tahu bagaimana caranya menolak undangan seseorang atau teman dalam bahasa



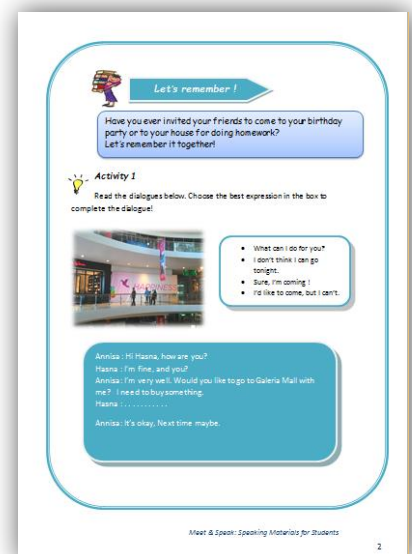
Inggris. Guru dapat mengatakan *“Do you know how to decline the invitation in English?”*

- Kemudian guru menjelaskan bahwa dalam bab pertama ini, peserta didik akan mempelajari mengenai bagaimana cara mengundang, menerima undangan dan menolak undangan dalam Bahasa Inggris.

Let's Remember !

Activity 1

- Guru meminta peserta didik untuk mengingat apakah mereka pernah mengadakan pesta ulang tahun. Guru bertanya pertanyaan yang dapat memunculkan kembali ingatan akan pengalaman mereka seperti, pada umur berapa mereka mengadakan pesta ulang tahun, di mana mereka mengadakan pesta ulang tahun, siapa sajakah yang mereka undang pada pesta ulang tahun.
- Guru mempersilahkan peserta didik untuk melihat latihan pertama.
- Guru menjelaskan apa yang harus dilakukan di latihan pertama. Pada latihan pertama peserta didik diminta untuk melihat 4 ekspresi di dalam kotak. Setelah itu mereka diminta untuk melihat dialog di bawah kotak dan membacanya. Guru lalu meminta peserta didik untuk mengisi ekspresi dalam kotak ke dalam dialog yang telah disediakan untuk melengkapi dialog.



- Setelah seluruh peserta didik selesai mencocokkan ekspresi di dalam kotak ke dalam dialog, guru dapat membahas jawaban yang benar secara bersama-sama.

Let's try

Activity 2

- Pada latihan kedua, guru masih membangkitkan latar belakang pengetahuan peserta didik.
- Guru mempersilahkan peserta didik untuk melihat ekspresi yang tersedia di dalam kotak.
- Guru menjelaskan tentang apa yang harus dilakukan oleh peserta didik.
- Pada latihan yang kedua, guru membacakan beberapa ekspresi yang terdapat dalam kotak dan meminta peserta didik untuk mengulanginya.
- Guru lalu bertanya pada peserta didik untuk apa sajakah ekspres-ekspresi ini digunakan.


Let's try!


Activity 2
 Repeat the expressions below after your teacher!

- Would you like to go to the canteen with me?
- Why don't you come to my house?
- That's very kind of you.
- Sure, I'm coming.
- I'd like too, but I have to go.
- I'm sorry I can't.


Activity 3
 Read the dialogues below and answer following questions.

1st Dialogue



(Andra is Dian's classmates. Today they come to school early.)
 Andra : Hello Dian, how are you?
 Dian : I am alright, what about you?
 Andra : I am fine, too. I got a brochure that there will be Sheila on 7 concert next Sunday.

Source: www.50day.com

Meet and Speak Speaking Materials for Grade X

Activity 3

- Pada latihan ketiga guru memberikan perintah pada peserta didik untuk membaca dialog yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.

Dian : Whooah, I just knew that.
 Andra : Yeah, that's why I tell you now, because you are a big fan of Sheila on 7. I want you come to the concert if you don't mind.
 Dian : Sure. It's my pleasure. And please save me in the crowd!
 Andra : Of course, I will.

- Where does the conversation take place?
- What does Wahyu offer?

2nd Dialogue

(Vina is doing her English homework, while Sheila, her friend, phones Vina to come to her party.)



Sheila : Hello, this is Sheila. May I speak to Vina?
 Vina : This is Vina speaking.
 Sheila : Oh, hi Vina. I wonder if you'd like to come to my house tonight. We're having a great party.

Source: www.enydelmian.blogspot.com

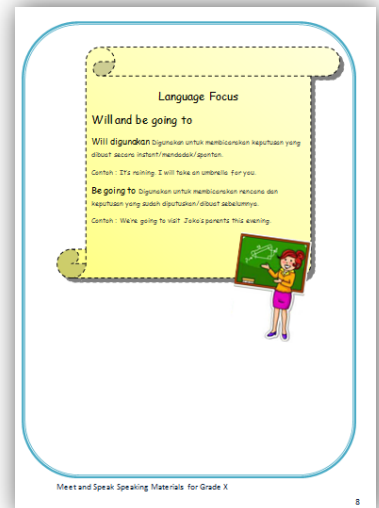
Vina : I don't think I can. I'm doing my homework. I'm afraid I couldn't finish my homework on time.
 Sheila : That's alright. Next time, maybe.
 Vina : I hope you enjoy your party.
 Sheila : Thanks Vina.

Meet and Speak Speaking Materials for Grade X

- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.

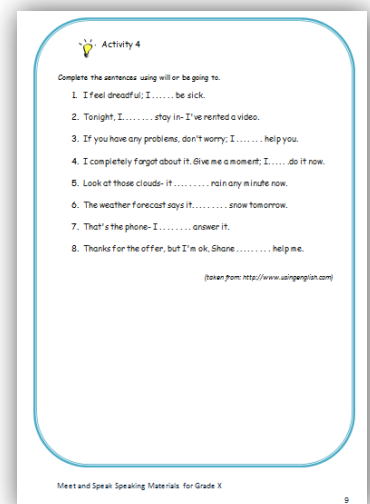
Language Focus

- Guru menjelaskan kepada peserta didik mengenai perbedaan penggunaan *'will'* dan *'be going to'*.
- Peserta didik diminta untuk memahami perbedaan *'will'* dan *'be going to'* dengan cara memberikan contoh lain yang mereka dapat pahami, misalkan dengan tema sehari-hari.



Activity 4

- Latihan ke-empat merupakan latihan lanjutan dari *'Language Focus'* yang sebelumnya telah dibahas.
- Guru meminta peserta didik untuk mengisi *'will'* atau *'be going to'* pada titik-titik yang disediakan pada kalimat. Guru terus mengingatkan peserta didik tentang perbedaan penggunaan *'will'* dan *'be going to'*.
- Setelah seluruh peserta didik selesai mengisi titik-titik pada kalimat, guru dapat membahas jawaban yang benar secara bersama-sama.



Let's Use !

Activity 5

- Pada latihan ke 5 guru mempersilahkan peserta didik untuk mengamati gambar dan penjelasan.
- Guru menjelaskan apa itu yang di maksud dengan 'accept' atau menerima. Lalu peserta didik diminta untuk memberikan contoh apa saja yang pernah mereka terima di dalam hidup mereka. Guru mengaitkan kata 'accept' dengan menerima undangan dengan bertanya pada peserta didik *'Have you ever accepted invitation?'.*
- Guru menjelaskan apa itu 'decline' atau menolak. Lalu peserta didik diminta untuk memberikan contoh apa saja yang pernah mereka tolak di dalam hidup mereka. Guru mengaitkan kata 'tolak' dengan menerima undangan dengan bertanya pada peserta didik apakah mereka pernah menerima suatu undangan dengan *'Have you ever declined the invitation?'.*

Let's use !

Activity 5
Study the following explanation.



Source: www.kjama.kl.gov.id

ACCEPT

Accept is to take or receive something offered. If you accept the invitation from your friends, or another person, it means that you are agreeing to come to their event. For example, a friend asks you to come to his birthday party and you agree then you come to his birthday, it means that you accept his invitation.

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Source: www.nonoblatessingrison

DECLINE

Decline is to refuse something. If you decline the invitation from your friends or another person, it means that you are refusing to come to their event. For example, a friend asks you to eat lunch with you, but you can't because you already eat your lunch. It means that you decline his invitation.

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Activity 6

- Di latihan keenam, peserta didik diminta untuk melihat table ekspresi pada buku dan mendengarkan rekaman yang berisikan ekspresi-ekspresi mengundang, menerima undangan dan menolak undangan.
- Guru memutar rekaman lebih dari sekali agar siswa paham betul dengan cara pengucapan ekspresi-ekspresi yang terdapat dalam buku.
- Guru meminta siswa untuk mengulang cara pengucapan ekspresi-ekspresi tersebut satu persatu.

Activity 6
Listen and study the expressions below.

Making Invitation	Accepting Invitation	Declining Invitation
• Would you like to...? • I would be very happy to... • We would be delighted if you...? • Would you care to...? • Why don't you come to...? • Like to come to... Come and...? • Shall we come to...? • You must come to...?	• That's very kind of you. • We'd like very much to...? • Thank you very much for inviting me. • It's delightful to...? • I would/will...? • That would be very nice. • OK, I will be there! • I'd love to come. • All right. • Sure, I am coming.	• I'm very sorry, I don't. • Think I can't. • I'd like to, but...? • I'm afraid I've already promised... • Thank you for asking me, but...? • Unfortunately, I can't...

Activity 7
Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)

() We would be delighted if you could come to the meeting.

() Oh, I will be there!

() You must come to my house.

() Thank you for asking me, but I have another plan that day.

() Why don't you come to my school?

() Sure I'm coming!

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Activity 7

- Pada latihan ketujuh, peserta didik diminta mengingat ekspresi-ekspresi yang telah dipelajari.
- Peserta didik diminta untuk memberikan pernyataan 'yes' atau 'no' pada ekspresi yang seharusnya di katakana pada situasi formal.

Activity 8

- Di latihan kedelapan ini, peserta didik diarahkan untuk mengingat kembali ekspresi mengundang, menerima dan menolak undangan dengan mengklasifikasikannya berdasarkan kepantasan ekspresi untuk digunakan dalam situasi formal atau kasual (tidak formal).
- Setelah seluruh peserta didik selesai mengklasifikasikan ekspresi, guru dapat membahas jawaban peserta didik

Activity 8
Select the expression above which are appropriate to be spoken in formal or casual situations. You can add another expression based on your knowledge.

Expressions	Formal	Casual
Making Invitation	1. Would you like to...? 2. I would be very happy to... 3. We would be delighted if you...?	1. Come and...? 2. I'd like to, but...? 3. I'm afraid I've already promised...
Accepting Invitation	1. That's very kind of you. 2. We'd like very much to...? 3. Thank you very much for inviting me.	1. Sure, I'm coming. 2. I would/will...? 3. That would be very nice.
Declining Invitation	1. I'd like to, but...? 2. I'm very sorry, I don't. 3. Think I can't.	1. I'm sorry, I can't. 2. Unfortunately, I can't... 3. Thank you for asking me, but...?

Activity 9
Listen to the dialogue about Inviting Someone to a Birthday Party. Fill in the blank part of the dialogue.

Doni : Hey there, how are you?
(1).....?

Rath : Good to see you, too. I'm fine, how are you?

Doni : Good, thanks. Listen, I am having a birthday party next Friday.
(2).....?

Rath : Sure, I'd love to!

Doni : (3).....? The party starts around 9 pm at my place.

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secara bersama-sama. Setiap peserta didik pasti memiliki jawaban yang berbeda, mereka diminta untuk mendiskusikan jawaban bersama.

Activity 9

- Guru menggunakan rekaman yang disediakan pada latihan kesembilan.
- Guru mempersilahkan peserta didik untuk mengamati dan membaca teks dialog mengenai mengundang orang-orang ke pesta ulang tahun (*'Inviting People to a Birthday Party'*). Peserta didik diminta untuk mendengarkan rekaman sambil mengisi bagian kosong pada dialog.
- Setelah dialog pada rekaman diperdengarkan guru mencocokkan jawaban secara bersama-sama.

Activity 8
 Select the expression above which one appropriate to be spoken in formal or casual situations. You can add another expression based on your knowledge.

Expressions	Formal	Casual
Making Invitation	1. Would you like to...? 2. 3.	1. Come and... 2. 3.
Accepting Invitation	1. That's very kind of you 2. 3.	1. Sure, I'm coming. 2. 3.
Declining Invitation	1. I'd like to, but... 2. 3.	1. I'm sorry, I can't. 2. 3.

Activity 9
 Listen to the dialogue about Inviting Someone to a Birthday Party. Fill in the blank part of the dialogue.

Source: www.ayyuden.com/blog/2018/04/

Doni : Hey there, how are you?
 (1).....!
 Ratih : Good to see you, too. I'm fine, how are you?
 Doni : Good, thanks. Listen, I am having a birthday party next Friday.
 (2).....?
 Ratih : Sure, I'd love to!
 Doni : (3).....! The party starts around 9 pm at my place.

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Activity 10

- Setelah peserta didik menyelesaikan pengisian dialog pada latihan kesembilan, guru mempersilahkan siswa untuk mengingat dialog.
- Setelah siswa diberikan waktu untuk mengingat dialog, guru meminta mereka untuk bermain peran dengan menggunakan dialog pendek dengan menjadi tokoh pada dialog.

Activity 10
 Afterwards, practice the whole dialogue with your friend!
 Listen to speaker 1 and speak the other part.
 Listen to speaker 2 and speak the other part.

Ratih : Okay, I'll be there. What do you want for your birthday?
 Doni : Oh no presents, please. Just bring something to drink.
 (4).....
 Ratih : (5).....?
 Doni : Of course! So see you two on Friday!
 Ratih : Yes, (6).....!
 Doni : I'm glad you can come! See you soon.
 Ratih : Bye!

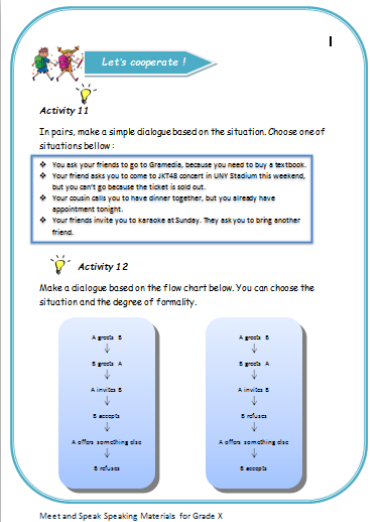
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Let's Cooperate !

Activity 11

- Pada latihan ini guru meminta peserta didik untuk bekerja sama dengan teman sebangku.
- Guru meminta tiap bangku untuk memilih satu situasi yang tersedia dalam kotak. Lalu mereka diminta untuk membuat teks dialog sederhana menggunakan situasi yang mereka pilih. Guru memberikan pengarahan pada peserta didik untuk menggunakan pengetahuan yang mereka miliki dan pengalaman yang mereka alami dalam pembuatan dialog.
- Setelah mereka selesai membuat dialog, mintalah peserta didik untuk berlatih mengingat dialog yang mereka buat di bangku mereka.



Let's cooperate !

Activity 11

In pairs, make a simple dialogue based on the situation. Choose one of situations below :

- ♦ You ask your friends to go to Gramedia, because you need to buy a textbook.
- ♦ Your friend asks you to come to Jiffa concert in UIN Stadium this weekend, but you can't go because the ticket is sold out.
- ♦ Your cousin calls you to have dinner together, but you already have appointment tonight.
- ♦ Your friends invite you to karaoke at Sunday. They ask you to bring another friend.

Activity 12

Make a dialogue based on the flow chart below. You can choose the situation and the degree of formality.

A greets B
↓
B greets A
↓
A invites B
↓
B accepts
↓
A offers something else
↓
B refuses

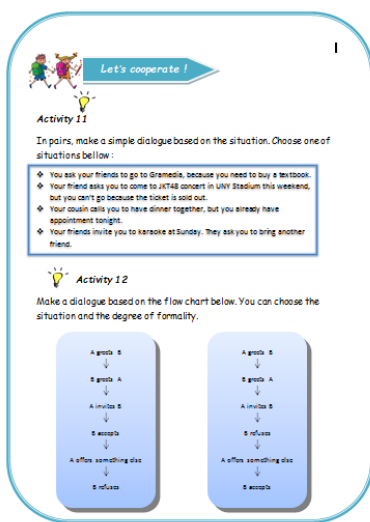
A greets B
↓
B greets A
↓
A invites B
↓
B refuses
↓
A offers something else
↓
B accepts

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Activity 12

- Peserta didik diminta untuk membuat dialog berdasarkan *flow chart* yang disediakan. Guru memberikan pengarahan pada mereka untuk bebas menggunakan imajinasi, pengalaman atau pengetahuan yang mereka miliki untuk menentukan karakter, situasi dan pemilihan kata pada pembuatan teks. Peserta didik diminta untuk memperhatikan pemilihan kata dan derajat kesopanan dari dialog (formal atau tidak formal).



Let's cooperate !

Activity 11

In pairs, make a simple dialogue based on the situation. Choose one of situations below :

- ♦ You ask your friends to go to Gramedia, because you need to buy a textbook.
- ♦ Your friend asks you to come to Jiffa concert in UIN Stadium this weekend, but you can't go because the ticket is sold out.
- ♦ Your cousin calls you to have dinner together, but you already have appointment tonight.
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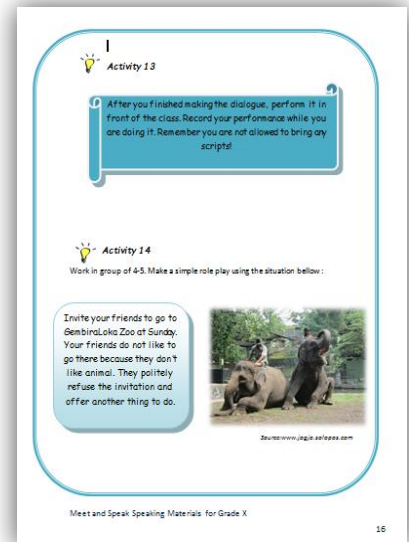
A greets B
↓
B greets A
↓
A invites B
↓
B refuses
↓
A offers something else
↓
B accepts

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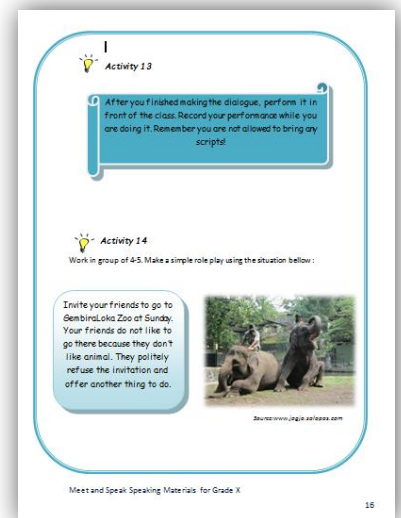
Activity 13

- Setelah peserta didik selesai membuat dialog pada latihan sebelumnya, guru meminta mereka untuk menampilkan dialog mereka di depan kelas secara oral.
- Peserta didik tidak diperkenankan membawa teks yang mereka buat.
- Guru diminta untuk membetulkan pengucapan yang salah, kesesuaian dan kelancaran mereka.



Activity 14

- Guru meminta peserta didik untuk memilih 3-4 temannya untuk membuat grup.
- Peserta didik dapat memilih salah satu dari situasi yang tersedua untuk membuat suatu *role-play* atau seni peran. Sebelum mereka meragakan situasi yang ada, guru meminta peserta didik untuk membuat teks dialog atau script secara sederhana.
- Peserta didik dilarang embawa teks mereka selama memperagakan teks didepan kelas.
- Kelompok lain yang tidak memperagakan suatu situasi diminta untuk menilai kelompok yang sedang memperagakan dengan cara dimintai pendapat secara lisan secara bergaintian.



Let's share !

Activity 15

- Peserta didik bekerja dalam grup kecil beranggotakan 4-5 orang. Mereka diminta untuk membuat rangkuman tentang apa yang mereka pelajari di dalam unit ini. Setelah itu, mereka diminta untuk membuat rangkuman secara tertulis pada *power point* tentang bagaimana cara mengundang, menerima undangan dan menolak undangan.
- Guru meminta tiap-tiap kelompok untuk mempresentasikan hasil rangkuman dan diskusi.
- Guru meminta kelompok lain yang tidak melakukan presentasi untuk menilai kelompok yang sedang menjelaskan di depan menggunakan tabel penilaian yang telah disediakan di latihan ke 15.

Activity 15

Work in group of 4-5. Make a small presentation about making invitation, accepting invitation and declining invitation. Score the performance of another group's presentation. Use the table below to score another group's presentation.

Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				

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Activity 16 dan 17

- Pada latihan ke 16 peserta didik diminta untuk menuliskan apa saja yang telah mereka pelajari pada unit ini dan menceritakannya di depan kelas.
- Pada latihan ke 17 peserta didik diminta untuk merefleksikan diri dengan menuliskan apa saja yang mereka sukai pada unit ini. Setelah itu mereka dimintai pendapat apa yang mereka rasa sulit untuk dipelajari dan apa yang harus mereka pelajari lagi di unit ini.

Activity 16

Write your own summary about what you have learned in this unit. Present it in front of the class !

What I have learned in this unit:

- 1.
- 2.
- 3.

Activity 17

Complete the statement below using your own opinion about this unit.

- 1. This unit is
- 2. The most interesting part in this unit is
- 3. The most difficult part in this unit is
- 4. The part I have to study more is

Meet and Speak Speaking Materials for Grade X

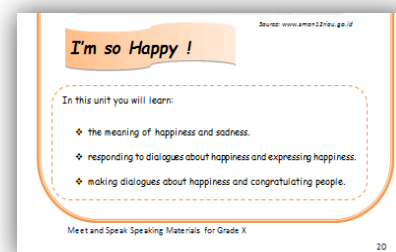
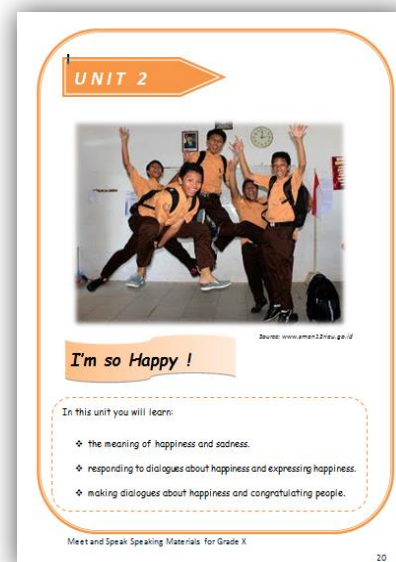
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UNIT 2

I'M SO HAPPY !

Activity 1

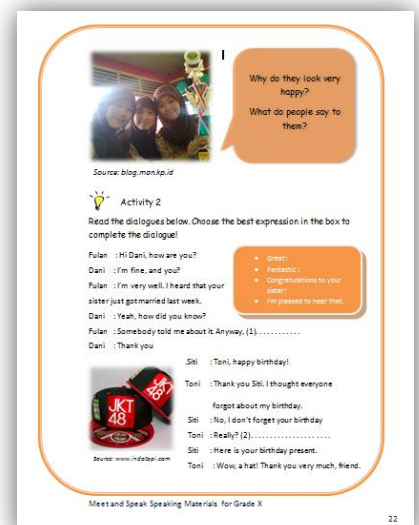
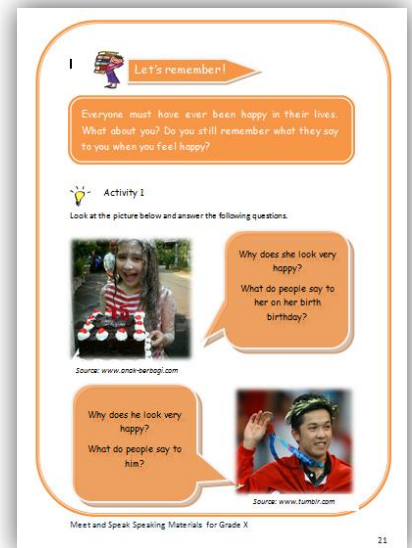
- Dalam awal unit ini, guru dapat bertanya kepada peserta didik apakah mereka pernah merasakan kesenangan. Guru dapat mengatakan *"Have you ever felt happy in your life?"*
- Murid biasanya akan menjawab *yes/no*. Lalu tanyakan kepada mereka kapan mereka terakhir merasa bahagia? Mengapa mereka merasa bahagia?
- Guru bertanya apakah mereka tahu bagaimana cara mengekspresikan kesenangan. Peserta didik akan menjawab *'yes/no'*. Lalu guru bertanya lagi pada mereka bagaimana cara mereka menunjukkan kebahagiaan mereka dengan bertanya *'How do you express your happiness?'*
- Kemudian guru menjelaskan bahwa dalam bab kedua ini, peserta didik akan mempelajari mengenai bagaimana mengekspresikan kebahagiaan, merespon seseorang yang menunjukkan kebahagiaan dan membuat dialog pendek tentang mengekspresikan kebahagiaan.



Let's remember !

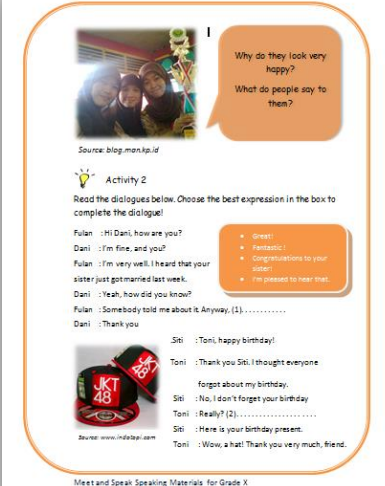
Activity 1

- Guru menyuruh peserta didik untuk mengingat apakah mereka pernah merasakan kebahagiaan. Guru bertanya pertanyaan yang dapat memunculkan kembali ingatan akan pengalaman mereka seperti, kapan terakhir mereka merasakan bahagia, hal apa yang paling membuat mereka bahagia dan bagaimana mereka mengungkapkan kebahagiaan mereka.
- Guru mempersilahkan peserta didik untuk melihat latihan pertama.
- Guru menjelaskan apa yang harus dilakukan di latihan pertama. Pada latihan pertama peserta didik diminta untuk memperhatikan gambar tokoh yang terlihat bagahagia. Lalu dengan bimbingan guru, peserta didik diminta untuk menjawab pertanyaan yang tersedia di tiap gambar.
- Setelah seluruh peserta didik selesai menjawab pertanyaan pada setiap gambar, guru dapat membahas jawaban peserta didik secara bersama-sama.



Activity 2

- Guru menjelaskan apa yang harus dilakukan di latihan kedua. Pada latihan kedua peserta didik diminta untuk melihat 4 ekspresi di dalam kotak. Setelah itu mereka diminta untuk melihat dialog di bawah kotak dan membacanya. Guru lalu meminta peserta didik untuk mengisi ekspresi dalam kotak ke dalam dialog yang telah disediakan untuk melengkapi dialog.
- Setelah seluruh peserta didik selesai mencocokkan ekspresi di dalam kotak ke dalam dialog, guru dapat membahas jawaban yang benar secara bersama-sama.



Activity 2

Read the dialogues below. Choose the best expression in the box to complete the dialogue!

Fullan : Hi Dani, how are you?
Dani : I'm fine, and you?
Fullan : I'm very well. I heard that your sister just got married last week.
Dani : Yeah, how did you know?
Fullan : Somebody told me about it. Anyway, (1)
Dani : Thank you.

Box:

- Great!
- Fantastic!
- Congratulations to your sister!
- I'm pleased to hear that.

Source: blog.msn.co.id

Source: www.indiaai.com

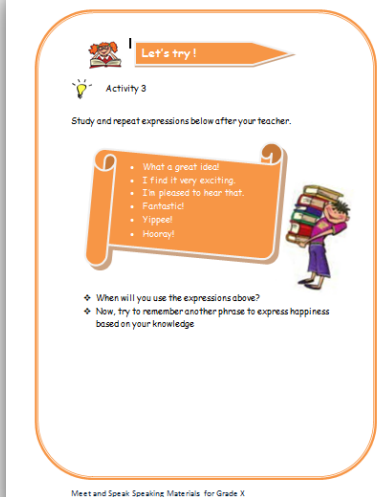
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Let's Try !

Activity 3

- Peserta didik diminta untuk memperhatikan ekspresi-ekspresi yang tersedia di dalam kotak.
- Guru akan membacakan ekspresi-ekspresi tersebut dan peserta didik diminta untuk mengulangnya. Setelah itu guru akan membetulkan pengucapan.
- Lalu guru bertanya pada peserta didik setelah mengucapkan ekspresi satu persatu dengan pertanyaan kapankah kalian gunakan ekspresi diatas? Bagaimana cara kalian menggunakan ekspresi di atas?
- Lalu guru membangkitkan ingatan peserta didik dengan menanyakan ekspresi apalagi yang mereka ketahui untuk mengungkapkan kebahagiaan dan cara meresponnya.



Let's try !

Activity 3

Study and repeat expressions below after your teacher.

Box:

- What a great idea!
- I find it very exciting.
- I'm pleased to hear that.
- Fantastic!
- Yippee!
- Hooray!

When will you use the expressions above?

Now, try to remember another phrase to express happiness based on your knowledge.

Source: www.indiaai.com

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Activity 4

- Pada latihan keempat guru memberikan perintah pada peserta didik untuk membaca dialog yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.
- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 4
Read the dialogue below and answer the following questions. Don't forget to underline the expressions that show happiness.

1st dialogue
(Desty and Aini are classmates. They are talking about their mathematics test result)

Desty : How about your mathematics test yesterday?
Aini : Guess what? I got A for it.
Desty : Wow! That's great!
That test is very difficult.
Aini : Yes, I studied a lot before the test.
Desty : Anyway, congratulations.
Aini : Thank you.

• Why is Aini get A for her mathematics test?
• Why is Desty congratulating?

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Language Focus

- Guru menjelaskan kepada peserta didik mengenai 'Present Perfect Tense' dan cara menggunakannya.
- Peserta didik diminta untuk memahami 'Present Perfect Tense' dengan cara memberikan contoh lain yang mereka dapat pahami, misalkan dengan tema sehari-hari.

Language Focus
The Present perfect tense
Present perfect tense adalah suatu bentuk kata kerja yang digunakan untuk menyatakan suatu tindakan atau situasi yang telah dimulai di masa lalu dan masih berlanjut sampai sekarang atau telah selesai pada suatu titik waktu tertentu di masa lalu namun efeknya masih berlanjut.

Kali saat	Forma	Contoh Present Perfect Tense
positif (+)	I = am, we(have/has) + V-3 past participle	I have read the book. He has left.
negatif (-)	I = am, we(have/has) + not + V-3 past participle	I have not read the book. He hasn't left.
interrogatif (?)	am, we(have/has) + I + V-3 past participle	Have I read the book? Has he left?

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Activity 5

- Setelah mempelajari '*Present Perfect Tense*' pada language focus sebelumnya, peserta didik diminta untuk mengerjakan latihan kelima.
- Latihan kelima mengharuskan peserta didik untuk menyempurnakan kalimat menggunakan kata yang telah tersedia. Guru memiliki peran yang penting untuk selalu mengingatkan peserta didik dalam menggunakan tenses yang tepat.

 Activity 5

Using the words in parentheses, complete sentences below with the appropriate words.

1. The boys have (give) many problems.
2. It has (be) warm this week.
3. They (prepare) a lot of food.
4. The pupils (study) for their exam.
5. The boy (fall) off his bike.
6. He (go) just out.
7. My grandmother (lose) weight.
8. We always have (want) to visit Spain.
9. The sun (rise) It's time to go.
10. Lucy (sing) in a chorus before.

(adapted from : <http://www.agendaweb.org/leverages/>)

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Activity 6

- Peserta didik diminta untuk mengamati dua gambar yang tersedia pada latihan keenam. Pada gambar terdapat penjelasan singkat mengenai definisi dari '*happiness*' atau kebahagiaan dan '*sadness*' atau kesedihan.
- Peserta didik diminta untuk membaca definisi singkat selama beberapa menit. Setelah itu guru meminta setiap peserta didik untuk mengungkapkan arti dari kebahagiaan dan kesedihan menggunakan kata-kata yang mereka rangkai sendiri.

 Let's use!

 Activity 6

Study the following explanation.


Happiness Source: www.flickr.com

Happiness refers to the emotion, mood, and state of excited or pleased. Smiling is often an indication of happiness.


Sadness Source: freemove.com

Sadness is emotional pain associated with, or characterized by feelings of, loss, distress, disappointment and sorrow. Crying is often an indication of sadness.

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Activity 7

- Setelah mengetahui perbedaan dari *'happines'* dan *'sadness'* peserta didik diminta untuk memilih ungkapan pada latihan ketujuh apakah ungkapan-ungkapan yang tersedia termasuk dalam cara pengungkapan kesenangan atau kesedihan.
- Setelah seluruh peserta didik selesai memilih *'happiness'* atau *'sadness'* pada setiap ungkapan, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 7

Pay attention on the following phrases and decide whether they are expressing happiness or sadness.

Happiness / Sadness	Phrase
(.....)	I'm happy to hear that.
(.....)	Fantastic!
(.....)	I'm so sorry to hear that.
(.....)	That's good news.
(.....)	I don't think that's a good idea.
(.....)	That's too bad.
(.....)	It's a good idea.

Activity 8

Read the following phrases and decide whether they are expressing happiness or sadness.

Finally I got A on my Chemistry exam, fantastic. (.....)

(.....) Too bad I just got the second place for the swimming contest.

Sorry, I can't give you the gold medal, mom. (.....)

(.....) I'm so glad that you still remember my birthday.

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Activity 8

- Setelah mengetahui perbedaan dari *'happines'* dan *'sadness'* peserta didik diminta untuk memilih kalimat pada latihan ketujuh apakah kalimat-kalimat yang tersedia termasuk dalam cara pengungkapan kesenangan atau kesedihan.
- Setelah seluruh peserta didik selesai memilih *'happiness'* atau *'sadness'* pada setiap kalimat, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 7

Pay attention on the following phrases and decide whether they are expressing happiness or sadness.

Happiness / Sadness	Phrase
(.....)	I'm happy to hear that.
(.....)	Fantastic!
(.....)	I'm so sorry to hear that.
(.....)	That's good news.
(.....)	I don't think that's a good idea.
(.....)	That's too bad.
(.....)	It's a good idea.

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Read the following phrases and decide whether they are expressing happiness or sadness.

Finally I got A on my Chemistry exam, fantastic. (.....)

(.....) Too bad I just got the second place for the swimming contest.

Sorry, I can't give you the gold medal, mom. (.....)

(.....) I'm so glad that you still remember my birthday.

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Activity 9

- Di latihan kesembilan, peserta didik diminta untuk melihat tabel ekspresi pada buku dan mendengarkan rekaman yang berisikan ekspresi-ekspresi mengungkapkan kebahagiaan dan cara meresponnya.
- Guru memutar rekaman lebih dari sekali agar siswa paham betul dengan cara pengucapan ekspresi-ekspresi yang terdapat dalam buku.
- Guru meminta siswa untuk mengulang cara pengucapan ekspresi-ekspresi tersebut satu persatu.

Activity 9

Listen and study the expression below.

How to express happiness	How to respond
• I'm pleased / delighted about it.	• I'd love too.
• It is the best thing I've heard for a long time.	• You are right.
• I can't say how pleased / delighted I am about it.	• I think so.
• You make me happy.	• I do, too.
• I'm so glad to hear that.	• Yeah!
• I'm satisfied with it.	
• It sounds like fun.	
• Yippee!	
• What a great idea!	
• Wow!	
• Great!	

♦ Remember the expressions above.
 ♦ Now, try to explain how to express happiness and how to respond it in front of the class.

Activity 10

Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)	
()	I can't say how pleased I am right now.
()	I'm so glad to hear that you won the first place.
()	Fantastic! The concert was great.
()	What a great idea you have, Anton.
()	Yippee! Let's go to my house.
()	I do, too.

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Activity 10

- Pada latihan kesepuluh, peserta didik diminta mengingat ekspresi-ekspresi yang telah dipelajari.
- Peserta didik diminta untuk memberikan pernyataan 'yes' atau 'no' pada ekspresi yang seharusnya di katakana pada situasi formal.

Activity 9

Listen and study the expression below.

How to express happiness	How to respond
• I'm pleased / delighted about it.	• I'd love too.
• It is the best thing I've heard for a long time.	• You are right.
• I can't say how pleased / delighted I am about it.	• I think so.
• You make me happy.	• I do, too.
• I'm so glad to hear that.	• Yeah!
• I'm satisfied with it.	
• It sounds like fun.	
• Yippee!	
• What a great idea!	
• Wow!	
• Great!	

♦ Remember the expressions above.
 ♦ Now, try to explain how to express happiness and how to respond it in front of the class.

Activity 10

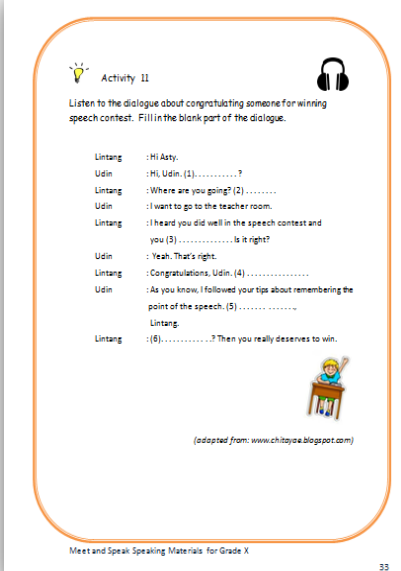
Would each of the following be acceptable in formal situation? If not, why not?

(Yes/No)	
()	I can't say how pleased I am right now.
()	I'm so glad to hear that you won the first place.
()	Fantastic! The concert was great.
()	What a great idea you have, Anton.
()	Yippee! Let's go to my house.
()	I do, too.

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Activity 11

- Guru menggunakan rekaman yang disediakan pada latihan ke 11.
- Guru mempersilahkan peserta didik untuk mengamati dan membaca teks dialog mengenai memberikan selamat pada seseorang yang menjuarai lomba pidato bahasa Inggris (*'Congratulating Someone for Winning the Speech Contest'*). Peserta didik diminta untuk mendengarkan rekaman sambil mengisi bagian kosong pada dialog.
- Setelah dialog pada rekaman diperdengarkan guru mencocokkan jawaban secara bersama-sama.



Activity 11

Listen to the dialogue about congratulating someone for winning speech contest. Fill in the blank part of the dialogue.

Lintang : Hi Asy.
Udin : Hi, Udin. (1).....?
Lintang : Where are you going? (2).....
Udin : I want to go to the teacher room.
Lintang : I heard you did well in the speech contest and you (3)..... Is it right?
Udin : Yeah, That's right.
Lintang : Congratulations, Udin. (4).....
Udin : As you know, I followed your tips about remembering the point of the speech. (5).....
Lintang :
Lintang : (6).....? Then you really deserves to win.

(adapted from: www.chitayee.blogspot.com)

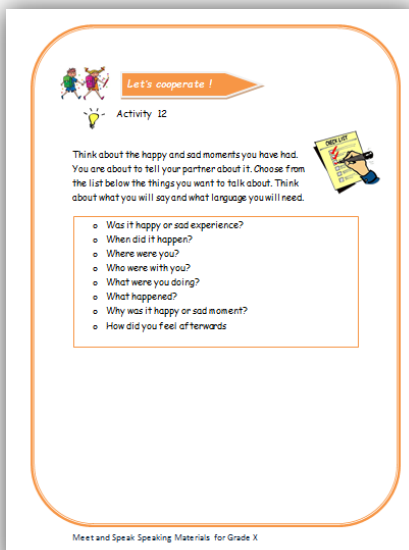
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Let's Cooperate !

Activity 12

- Pada latihan ke 12 ini, peserta didik diminta untuk bekera sama dengan teman sebangku.
- Guru memberikan pertanyaan pengantar agar peserta didik mengingat pengalaman indah atau buruk mereka seperti 'Do you remember your most happiness moment or sad moment in life?'
- Setelah itu peserta didik diminta untuk menuliskan pengalaman paling menyenangkan atau menyedihkan



Let's cooperate !

Activity 12

Think about the happy and sad moments you have had. You are about to tell your partner about it. Choose from the list below the things you want to talk about. Think about what you will say and what language you will need.

- Was it happy or sad experience?
- When did it happen?
- Where were you?
- Who were with you?
- What were you doing?
- What happened?
- Why was it happy or sad moment?
- How did you feel afterwards

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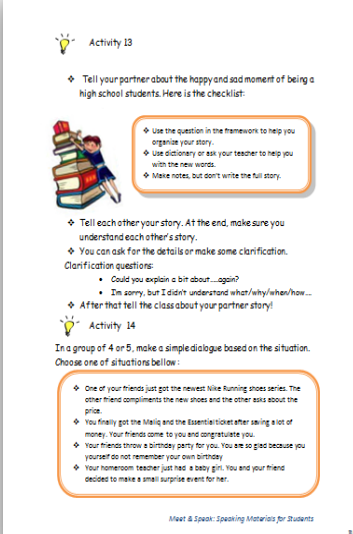
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mereka pada selembar kertas. Peserta didik lalu diminta untuk melihat pada checklist pertanyaan yang tersedia guna melengkapi cerita pengalaman mereka.

- Setelah itu, peserta didik diminta untuk menceritakan pengalaman menyenangkan atau menyedihkan mereka pada teman sebangku tanpa menggunakan teks yang mereka buat.

Activity 13

- Pada latihan ke 13 ini, peserta didik diminta untuk bekera sama dengan teman sebangku.
- Guru memberikan pertanyaan pengantar agar peserta didik mengingat pengalaman indah atau buruk mereka selama menjadi murid sekolah menengah atas (SMA) seperti *'Do you remember your most happiness moment or sad moment in high school?'*
- Setelah itu peserta didik diminta untuk menuliskan pengalaman paling menyenangkan atau menyedihkan mereka sebagai seorang siswa SMA pada selembar kertas. Peserta didik lalu diminta untuk membuat framework terlebih dahulu dengan melihat pada checklist pertanyaan yang tersedia guna melengkapi cerita pengalaman mereka.
- Setelah itu, peserta didik diminta untuk menceritakan pengalaman menyenangkan atau menyedihkan mereka pada teman sebangku tanpa menggunakan teks yang mereka buat.



Activity 13

◆ Tell your partner about the happy and sad moment of being a high school students. Here is the checklist:

- ◆ Use the question in the framework to help you organize your story.
- ◆ Use dictionary or ask your teacher to help you with the new words.
- ◆ Make notes, but don't write the full story.

◆ Tell each other your story. At the end, make sure you understand each other's story.

◆ You can ask for the details or make some clarification.

Clarification questions:

- Could you explain a bit about ...again?
- I'm sorry, but I didn't understand what/why/when/how...

◆ After that tell the class about your partner story!

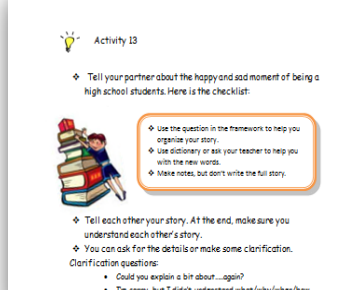
Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations below:

- ◆ One of your friends just got the newest Nike running shoes series. The other friend compliments the new shoes and the other asks about the price.
- ◆ You finally got the ticket and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.
- ◆ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday.
- ◆ Your homeroom teacher just had a baby girl. You and your friend decided to make a small surprise event for her.

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Activity 13

◆ Tell your partner about the happy and sad moment of being a high school students. Here is the checklist:

- ◆ Use the question in the framework to help you organize your story.
- ◆ Use dictionary or ask your teacher to help you with the new words.
- ◆ Make notes, but don't write the full story.

◆ Tell each other your story. At the end, make sure you understand each other's story.

◆ You can ask for the details or make some clarification.

Clarification questions:

- Could you explain a bit about ...again?
- I'm sorry, but I didn't understand what/why/when/how...

◆ After that tell the class about your partner story!

- Guru memberikan pengarahan pada peserta didik untuk menanyakan detail dari cerita yang diceritakan oleh teman sebangku. Setelah itu, peserta didik diminta untuk saling menceritakan cerita teman sebangku mereka kepada guru secara bergantian.

Activity 14

- Guru meminta peserta didik untuk memilih 3-4 temannya untuk membuat grup.
- Peserta didik dapat memilih salah satu dari situasi yang tersedua untuk membuat suatu *role-play* atau seni peran. Sebelum mereka meragakan situasi yang ada, guru meminta peserta didik untuk membuat teks dialog atau script secara sederhana.
- Peserta didik dilarang embawa teks mereka selama memperagakan teks didepan kelas.
- Kelompok lain yang tidak memperagakan suatu situasi diminta untuk menilai kelompok yang sedang memperagakan dengan cara dimintai pendapat secara lisan secara bergantian.

 Activity 13

◆ Tell your partner about the happy and sad moment of being a high school student. Here is the checklist:

◆ Use the question in the framework to help you organize your story.

◆ Use dictionary or ask your teacher to help you with the new words.

◆ Make notes, but don't write the full story.

◆ Tell each other your story. At the end, make sure you understand each other's story.

◆ You can ask for the details or make some clarification.

Clarification questions:

- Could you explain a bit about...again?
- I'm sorry, but I didn't understand what/why/when/how...

◆ After that tell the class about your partner story!

 Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations below:

◆ One of your friends just got the newest Nike Running shoes series. The other friend compliments the new shoes and the other asks about the price.

◆ You finally got the Maling and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.

◆ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday.

◆ Your homeroom teacher just had a baby girl. You and your friend decided to make a small surprise event for her.

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 Activity 14

In a group of 4 or 5, make a simple dialogue based on the situation. Choose one of situations below:

◆ One of your friends just got the newest Nike Running shoes series. The other friend compliments the new shoes and the other asks about the price.

◆ You finally got the Maling and the Essential ticket after saving a lot of money. Your friends come to you and congratulate you.

◆ Your friends throw a birthday party for you. You are so glad because you yourself do not remember your own birthday.

◆ Your homeroom teacher just had a baby girl. You and your friend decided to make a small surprise event for her.

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Activity 15

- Peserta didik bekerja dalam grup kecil beranggotakan 4-5 orang. Mereka diminta untuk membuat rangkuman tentang apa yang mereka pelajari di dalam unit ini. Setelah itu, mereka diminta untuk membuat rangkuman secara tertulis pada *power point* tentang bagaimana cara mengungkapkan kebahagiaan dan meresponnya disertai dengan contoh situasi yang peserta didik biasa temui di kehidupan mereka.
- Guru meminta tiap-tiap kelompok untuk mempresentasikan hasil rangkuman dan diskusi.
- Guru meminta kelompok lain yang tidak melakukan presentasi untuk menilai kelompok yang sedang menjelaskan di depan menggunakan tabel penilaian yang telah disediakan di latihan ke 15.

Let's share!

Activity 15

Work in group of 4-5. Make a small presentation about expressing happiness and how to respond it.

Score the performance of another group's presentation. Use the table below to score another group's presentation.

Group's member	Accuracy	Fluency	Appropriateness	Total Score
Group 1.				
1.				
2.				
3.				
4.				
5.				
Group 2.				
1.				
2.				
3.				
4.				
5.				
Group 3.				
1.				
2.				
3.				
4.				
5.				

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Activity 16 dan 17

- Pada latihan ke 16 peserta didik diminta untuk menuliskan apa saja yang telah mereka pelajari pada unit ini dan menceritakannya di depan kelas.
- Pada latihan ke 17 peserta didik diminta untuk merefleksikan diri dengan menuliskan apa saja yang mereka sukai pada unit ini. Setelah itu mereka dimintai pendapat apa yang mereka rasa sulit untuk dipelajari dan apa yang harus mereka pelajari lagi di unit ini.

Activity 16

Write your own summary about what you have learned in this unit. Present it in front of the class!

Unit I have learned in this unit:

Activity 17

Complete the statement below using your own opinion about this unit.

5. This unit is

6. The most interesting part in this unit is

7. The most difficult part in this unit is

8. The part I have to study more is

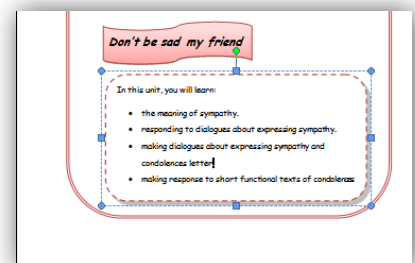
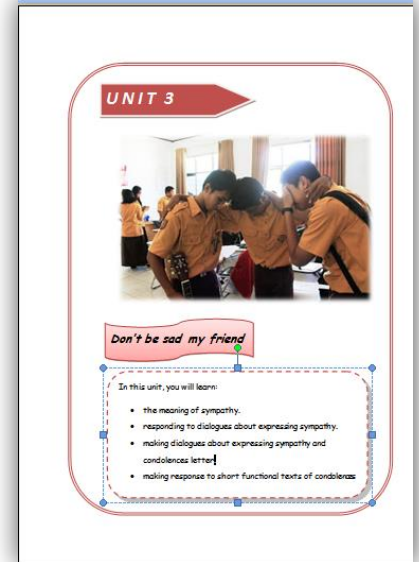
Meet & Speak: Speaking Materials for Students

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UNIT 3

I'M SO HAPPY !

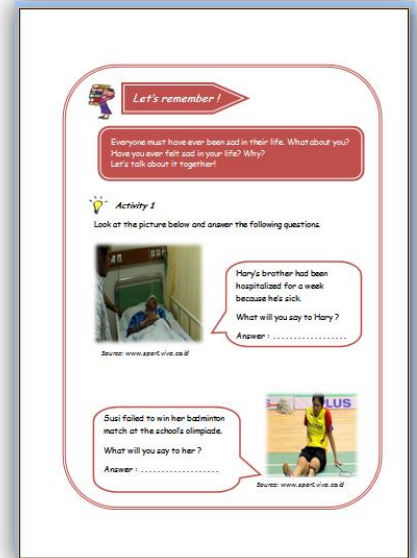
- Dalam awal unit ini, guru dapat bertanya kepada peserta didik apakah mereka pernah merasakan kesedihan dan apakah mereka pernah melihat orang sedih. Guru dapat mengatakan *"Have you ever felt sad in your life?"*, *"Have you ever seen someone's crying?"*, *"Why?"*
- Murid biasanya akan menjawab *yes/no*. Lalu tanyakan kepada mereka kapan mereka terakhir merasa sedih? Mengapa mereka merasa sedih? Kapan mereka terakhir melihat orang sedih? Mengapa orang tersebut sedih?
- Guru bertanya apakah mereka tahu bagaimana cara mengekspresikan kesedihan dan turut berduka cita. Peserta didik akan menjawab *'yes/no'*. Lalu guru bertanya lagi pada mereka bagaimana cara mereka menunjukkan simpati mereka terhadap seseorang yang sedih dengan bertanya *'How do you express your simpati?'*
- Kemudian guru menjelaskan bahwa dalam bab ketiga ini, peserta didik akan mempelajari mengenai bagaimana mengekspresikan simpati, merespon seseorang yang menunjukkan simpati dan membuat dialog pendek tentang mengekspresikan kebahagiaan.



Let's Remember !

Activity 1

- Guru menyuruh peserta didik untuk mengingat apakah mereka pernah merasakan kesedihan dan melihat orang sedih. Guru bertanya pertanyaan yang dapat memunculkan kembali ingatan akan pengalaman mereka seperti, kapan terakhir mereka merasakan kesedihan, hal apa yang paling membuat mereka sedih dan bagaimana mereka mengungkapkan kesedihan mereka.
- Guru mempersilahkan peserta didik untuk melihat latihan pertama.
- Guru menjelaskan apa yang harus dilakukan di latihan pertama. Pada latihan pertama peserta didik diminta untuk memperhatikan gambar tokoh yang terlihat sedih. Lalu dengan bimbingan guru, peserta didik diminta untuk menjawab pertanyaan yang tersedia di tiap gambar.
- Setelah seluruh peserta didik selesai menjawab pertanyaan pada setiap gambar, guru dapat membahas jawaban peserta didik secara bersama-sama.



Activity 2

- Guru menjelaskan apa yang harus dilakukan di latihan kedua. Pada latihan kedua peserta didik diminta untuk melihat 4 ekspresi di dalam kotak. Setelah itu mereka diminta untuk melihat dialog di bawah kotak dan membacanya. Guru lalu meminta peserta didik untuk mengisi ekspresi dalam kotak ke dalam dialog yang telah disediakan untuk melengkapi dialog.
- Setelah seluruh peserta didik selesai mencocokkan ekspresi di dalam kotak ke dalam dialog, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 2

Read the dialogues below. Choose the best expression in the box to complete the dialogue!

- My deepest condolences for you.
- How about your grandpa?
- What's wrong with him?
- Oh, I'm sorry to hear that.

Tika : Hi, Ica! When have you been? I haven't seen you for a month.
Ica : I visited my grandma. I took care of her since she got heart attack.
Tika : (1) You must be very sad.
Ica : I was. But she's getting better now. Thanks.

 Harris : Do you know that Mr. Abdi is hospitalized?
Dosi : No, I don't. (2)
Harris : He had an accident last night.
Dosi : Poor him. I hope he will get better soon.

Lisa : Why do you look so sad?
Tono : Didn't you hear the news this morning? The earthquake has destroyed my grandpa's village in Sumatra. It has killed many people.
Lisa : That's terrible. (3)
Tono : He's OK. I'll pick him up to stay with us here.
Lisa : Thanks God.

Source: www.betta.asia/earthquake.com

Activity 3

- Pada latihan ketiga, guru menanyakan pada murid apakah mereka pernah mengirimkan surat atau ungkapan belasungkawa pada saudara atau teman mereka, apa yang mereka tulis pada ungkapan belasungkawa tersebut dan pada saat apa mereka mengirimkan ungkapan belasungkawa.
- Latihan ini bertujuan untuk menggugah kembali ingatan peserta didik tentang cara mengungkapkan simpati dan belasungkawa yang pernah mereka temui.

Activity 3

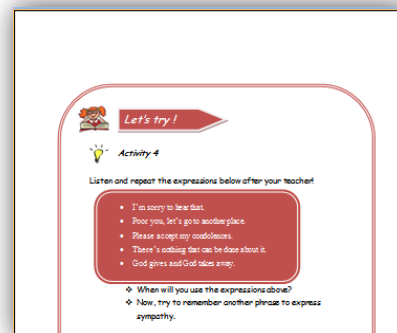
- Have you ever sent a condolences letter to your relatives or friends?
- What did you write in that letter?
- When do people send condolences letter?

Imi : Hello Latif, you look sad. What's wrong?
Tedi : My uncle passed away in Jakarta, Imi.
Imi : (4) How old was he?
Tedi : Fifty one... This December. Thank you Imi.

Let's Try !

Activity 4

- Peserta didik diminta untuk memperhatikan ekspresi-ekspresi yang tersedia di dalam kotak.
- Guru akan membacakan ekspresi-ekspresi tersebut dan peserta didik diminta untuk mengulangnya. Setelah itu guru akan membetulkan pengucapan.
- Lalu guru bertanya pada peserta didik setelah mengucapkan ekspresi satu persatu dengan pertanyaan kapankah kalian gunakan ekspresi diatas? Bagaimana cara kalian menggunakan ekspresi di atas?
- Lalu guru membangkitkan ingatan peserta didik dengan menanyakan ekspresi apalagi yang mereka ketahui untuk mengungkapkan simpati dan cara meresponnya.



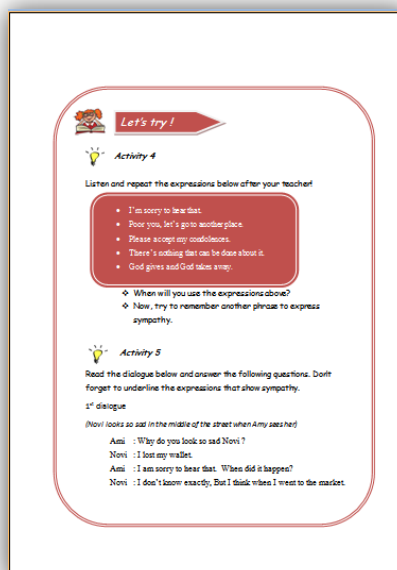
Let's try!

Activity 4

Listen and repeat the expressions below after your teacher!

- I'm sorry to hear that.
- Poor you, let's go to another place.
- Please accept my condolences.
- There's nothing that can be done about it.
- God gives and God takes away.

◊ When will you use the expressions above?
◊ Now, try to remember another phrase to express sympathy.



Let's try!

Activity 4

Listen and repeat the expressions below after your teacher!

- I'm sorry to hear that.
- Poor you, let's go to another place.
- Please accept my condolences.
- There's nothing that can be done about it.
- God gives and God takes away.

◊ When will you use the expressions above?
◊ Now, try to remember another phrase to express sympathy.

Activity 5

Read the dialogue below and answer the following questions. Don't forget to underline the expressions that show sympathy.

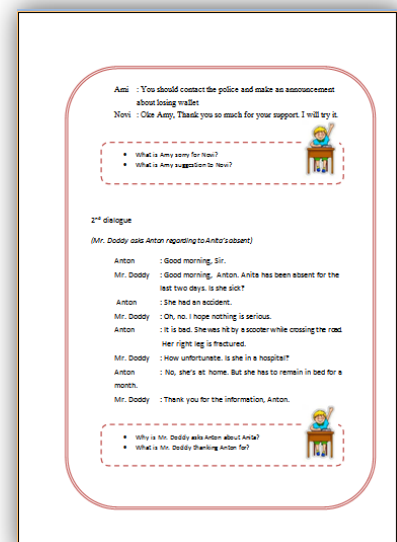
1st dialogue

(Novi looks so sad in the middle of the street when Amy sees her)

Novi : "Way do you look so sad Novi ?"
Amy : "I lost my wallet."
Novi : "I am sorry to hear that. When did it happen?"
Amy : "I don't know exactly. But I think when I went to the market."

Activity 5

- Pada latihan ketiga guru memberikan perintah pada peserta didik untuk membaca dialog yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.
- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.



Ami : "You should contact the police and make an announcement about losing wallet."
Novi : "Oh Amy, Thank you so much for your support. I will try it."

2nd dialogue

(Mr. Dobby calls Anton reporting to Anita's absent)

Anton : "Good morning, Sir."
Mr. Dobby : "Good morning, Anton. Anita has been absent for the last two days. Is she sick?"
Anton : "She had an accident."
Mr. Dobby : "Oh, no. I hope nothing is serious."
Anton : "It is bad. She was hit by a scooter while crossing the road. Her right leg is fractured."
Mr. Dobby : "How unfortunate. Is she in a hospital?"
Anton : "No, she's at home. But she has to remain in bed for a month."
Mr. Dobby : "Thank you for the information, Anton."

• Why is Mr. Dobby calling Anton about Anita?
• What is Mr. Dobby thanking Anton for?

Activity 6

- Pada latihan ketiga guru memberikan perintah pada peserta didik untuk membaca ungkapan belasungkawa yang disediakan.
- Lalu peserta didik diminta untuk menjawab pertanyaan yang tersedia pada bagian bawah dialog.
- Setelah seluruh peserta didik selesai menjawab pertanyaan, guru dapat membahas jawaban yang benar secara bersama-sama.

Activity 6
Read the condolence letters below and answer the questions.

1st letter

Dear Aini,

I cannot even begin to imagine your grief and I'm terribly sorry for your loss. Even though we know death is coming, it is never easy when "the family" happens. Your grandfather is finally at peace. It is time for him to rest. Please let me know how I can best support you through this difficult time.

Haniyah

• What happened to Aini's father?
• What does Haniyah offer to Aini?

2nd letter

Dear Rahayu,

I want you to know that you've been in my thoughts since the passing away of your grandmother. No words can make this pain go away. But know that you're surrounded by people who care.

Allow me to support you through this difficult time. I would be happy to come over to help with the household chores.

Ryok

• Why did Ryok send Rahayu a letter?
• What is Ryok offering to support Rahayu?

Language Focus

- Guru menjelaskan kepada peserta didik mengenai 'Past Perfect Tense' dan cara menggunakannya.
- Peserta didik diminta untuk memahami 'Past Perfect Tense' dengan cara memberikan contoh lain yang mereka dapat pahami, misalkan dengan tema sehari-hari.

The Past Perfect Tense

Past perfect tense dibentuk dengan auxiliary verb "had", dan past participle (Verb-3). Hal ini digunakan untuk menunjukkan suatu peristiwa yang sudah selesai sebelum suatu peristiwa lain terjadi.

Subject	Form of Past Perfect Tense	Example Past Perfect Tense
I	had + V3	I had finished my homework.
You	had + V3	You had seen the movie.
He	had + V3	He had lost his key.
She	had + V3	She had written the letter.
It	had + V3	It had rained all day.
We	had + V3	We had visited the museum.
They	had + V3	They had won the game.

Past perfect tense digunakan untuk menunjukkan suatu peristiwa yang sudah selesai sebelum suatu peristiwa lain terjadi.

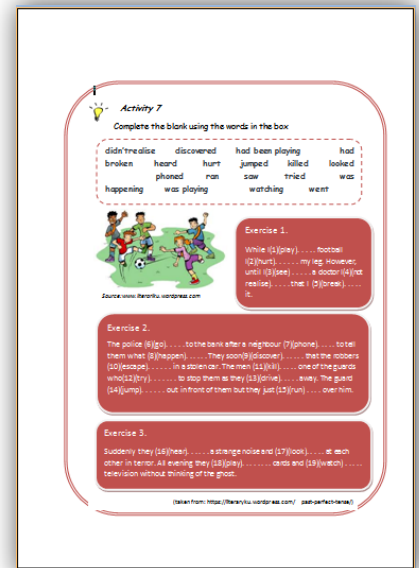
Contoh : I had already eaten my breakfast by the time he asked me up.
(Dia sudah makan sarapannya sebelum dia bangun.)

Past perfect tense digunakan untuk menunjukkan suatu peristiwa yang sudah selesai sebelum suatu peristiwa lain terjadi.

Contoh : If he had taken a bath, he would have missed the train.
(Jika dia sudah mandi, dia akan ketinggalan kereta.)

Activity 7

- Pada latihan ketujuh peserta didik diharuskan untuk melengkapi ketiga teks menggunakan kata-kata yang disediakan di kotak.
- Guru mengingatkan siswa tentang penggunaan tenses yang tepat.
- Setelah seluruh peserta didik selesai melengkapi teks, guru dapat membahas jawaban yang benar secara bersama-sama.



Activity 7

Complete the blank using the words in the box

didn't realise discovered had been playing had
broken heard hurt jumped killed looked
phoned ran saw tried was
happening was playing watching went

Exercise 1.

While (1) (play) football
(2) (hurt) my leg, however,
until (3) (see) a doctor (4) (we
realise) that I (5) (break)

Exercise 2.

The police (6) (go) to the bank after a neighbour (7) (phone) to tell
them what (8) (happen) They soon (9) (discover) that the robbers
(10) (escape) in a stolen car. The men (11) (kill) one of the guards
who (12) (try) to stop them as they (13) (leave) the bank. The guard
(14) (jump) out in front of them but they just (15) (run) over him.

Exercise 3.

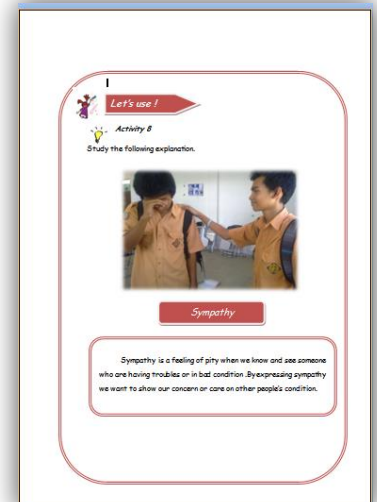
Suddenly they (16) (hear) a strange noise and (17) (look) at each
other in terror. All evening they (18) (play) cards and (19) (watch)
television without thinking of the game.

(taken from: <https://www.grammar-ess.com/> / <https://www.perfect-english.com/>)

Let's Use !

Activity 8

- Peserta didik diminta untuk mengamati gambar yang tersedia pada latihan keenam. Pada gambar terdapat penjelasan singkat mengenai definisi dari simpati.
- Peserta didik diminta untuk membaca definisi singkat selama beberapa menit. Setelah itu guru meminta setiap peserta didik untuk mengungkapkan arti dari simpati dan memberikan simpati menggunakan kata-kata yang mereka rangkai sendiri.



Let's use !

Activity 8

Study the following explanation.

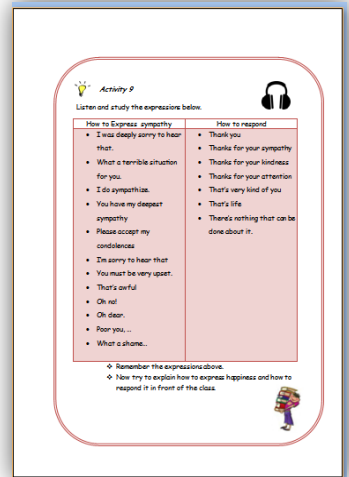


Sympathy

Sympathy is a feeling of pity when we know and see someone who are having troubles or in bad condition. By expressing sympathy we want to show our concern or care on other people's condition.

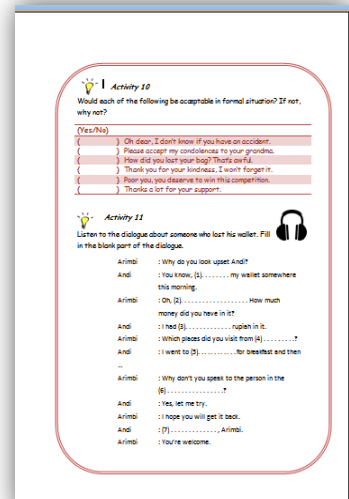
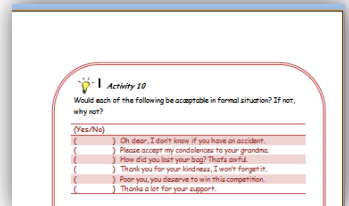
Activity 9

- Di latihan kesembilan, peserta didik diminta untuk melihat tabel ekspresi pada buku dan mendengarkan rekaman yang berisikan ekspresi-ekspresi mengungkapkan simpati dan belasungkawa.
- Guru memutar rekaman lebih dari sekali agar siswa paham betul dengan cara pengucapan ekspresi-ekspresi yang terdapat dalam buku.
- Guru meminta siswa untuk mengulang cara pengucapan ekspresi-ekspresi tersebut satu persatu.



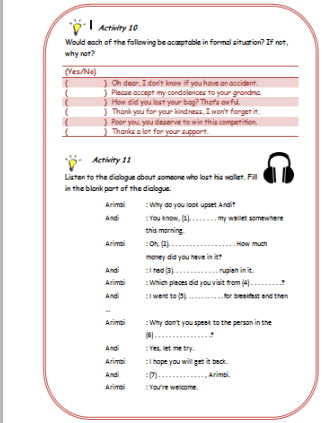
Activity 10

- Pada latihan ketujuh, peserta didik diminta mengingat ekspresi-ekspresi yang telah dipelajari.
- Peserta didik diminta untuk memberikan pernyataan 'yes' atau 'no' pada ekspresi yang seharusnya di katakana pada situasi formal.



Activity 11

- Guru menggunakan rekaman yang disediakan pada latihan kesembilan.
- Guru mempersilahkan peserta didik untuk mengamati dan membaca teks dialog mengenai mengundang seseorang yang kehilangan dompetnya (*Someone Who Lost His Wallet*). Peserta didik diminta untuk mendengarkan rekaman sambil mengisi bagian kosong pada dialog.
- Setelah dialog pada rekaman diperdengarkan guru mencocokkan jawaban secara bersama-sama.



Activity 10
Would each of the following be acceptable in formal situations? If not, why not?

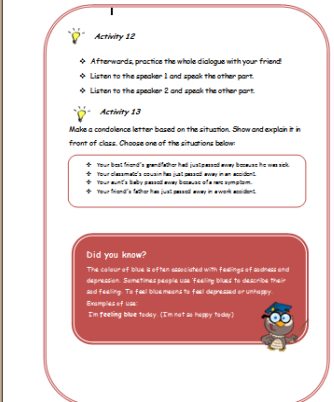
(Yes/No)	
()	Oh dear, I don't know if you have an accident.
()	Please accept my condolences to your grandma.
()	How did you lose your bag? That's awful.
()	Thank you for your kindness, I won't forget it.
()	How do you manage to win this competition?
()	Thanks a lot for your support.

Activity 11
Listen to the dialogue about someone who lost his wallet. Fill in the blank part of the dialogue.

Arini : Why do you look upset Andi?
Andi : You know, (1) my wallet somewhere this morning.
Arini : Oh, (2) How much money did you have in it?
Andi : I had (3) right in it.
Arini : Which place did you visit from (4)?
Andi : I went to (5) for breakfast and then ...
Arini : Why don't you speak to the person in the (6)?
Andi : Yes, let me try.
Arini : I hope you will get it back.
Andi : (7) Arini.
Arini : You're welcome.

Activity 12

- Setelah peserta didik menyelesaikan pengisian dialog pada latihan kesembilan, guru mempersilahkan siswa untuk mengingat dialog.
- Setelah siswa diberikan waktu untuk mengingat dialog, guru meminta mereka untuk bermain peran dengan menggunakan dialog pendek dengan menjadi tokoh pada dialog.



Activity 12
◆ Afterwards, practice the whole dialogue with your friend.
◆ Listen to the speaker 1 and speak the other part.
◆ Listen to the speaker 2 and speak the other part.

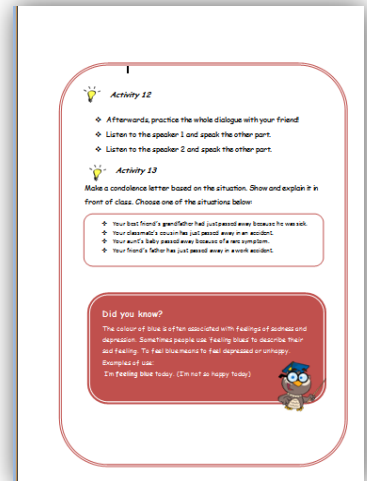
Activity 13
Write a condolence letter based on the situation. Show and explain it in front of class. Choose one of the situations below:

- ◆ Your best friend's grandfather had just passed away because he was old.
- ◆ Your classmate's cousin had just passed away from accident.
- ◆ Your aunt's baby passed away because of a new computer.
- ◆ Your friend's father had just passed away in a work accident.

Did you know?
The colour of blue is often associated with feelings of sadness and depression. Sometimes people use 'feeling blue' to describe their sad feeling. To feel blue means to feel depressed or unhappy.
Examples of use:
I'm feeling blue today. (I'm not as happy today)

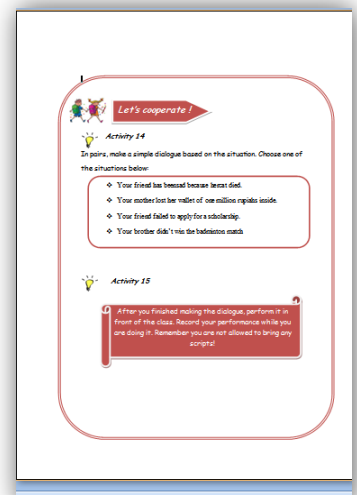
Activity 13

- Pada latihan ke 12 peserta didik diminta untuk membuat ungkapan belasungkawa berdasarkan situasi yang telah diberikan.
- Setelah mereka membuat surat atau ungkapan belasungkawa mereka diminta untuk menunjukkannya di depan kelas dan menjelaskannya.
- Guru memberikan pengarahan pada peserta didik lain untuk memperhatikan cara penulisan *condolences letter* atau ungkapan belasungkawa.



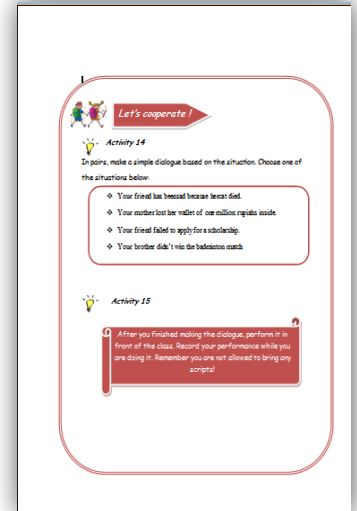
Activity 14

- Pada latihan ini guru meminta peserta didik untuk bekerja sama dengan teman sebangku.
- Guru meminta tiap bangku untuk memilih satu situasi yang tersedia dalam kotak. Lalu mereka diminta untuk membuat teks dialog sederhana menggunakan situasi yang mereka pilih. Guru memberikan pengarahan pada peserta didik untuk menggunakan pengetahuan yang mereka miliki dan pengalaman yang mereka alami dalam pembuatan dialog.
- Setelah mereka selesai membuat dialog, mintalah peserta didik untuk berlatih mengingat dialog yang mereka buat.



Activity 15

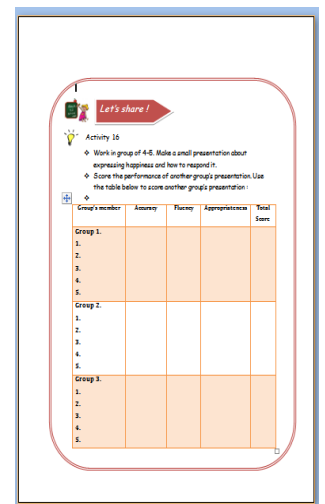
- Setelah membuat skrip dialog secara bersama, peserta didik diminta untuk memperagakan dialog mereka.
- Guru meminta seseorang dari kelompok lain untuk merekam peragaan dialog peserta didik.
- Peserta didik tidak diperkenankan membawa teks dialog yang telah mereka buat.



Let's Share !

Activity 16

- Peserta didik bekerja dalam grup kecil beranggotakan 4-5 orang. Mereka diminta untuk membuat rangkuman tentang apa yang mereka pelajari di dalam unit ini. Setelah itu, mereka diminta untuk membuat rangkuman secara tertulis pada *power point* tentang bagaimana cara mengungkapkan simpati dan meresponnya.
- Guru meminta tiap-tiap kelompok untuk mempresentasikan hasil rangkuman dan diskusi.
- Guru meminta kelompok lain yang tidak melakukan presentasi untuk menilai kelompok yang sedang menjelaskan di depan menggunakan tabel penilaian yang telah disediakan di latihan ke 16.



Activity 17 dan 18

- Pada latihan ke 17 peserta didik diminta untuk menuliskan apa saja yang telah mereka pelajari pada unit ini dan menceritakannya di depan kelas.
- Pada latihan ke 18 peserta didik diminta untuk merefleksikan diri dengan menuliskan apa saja yang mereka sukai pada unit ini. Setelah itu mereka dimintai pendapat apa yang mereka rasa sulit untuk dipelajari dan apa yang harus mereka pelajari lagi di unit ini.

Activity 17
Write your own summary about what you have learned in this unit.
Present it in front of the class!

What I have learned in this unit:

1.
2.
3.

Activity 18
Complete the statement below using your own opinion about this unit.

9. This unit is:
10. The most interesting part in this unit is:
11. The most difficult part in this unit is:
12. The part I have to study more is: