

**DESIGNING “GOOD AT ENGLISH” AS AN ENGLISH CONVERSATION  
BOOK FOR SPEAKING ACTIVITIES OUTSIDE THE CLASS FOR  
GRADE VIII STUDENTS OF THE JUNIOR HIGH SCHOOL**

**A THESIS**

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



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## RATIFICATION SHEET

### DESIGNING “GOOD AT ENGLISH” AS AN ENGLISH CONVERSATION BOOK FOR SPEAKING ACTIVITIES OUTSIDE THE CLASS FOR GRADE VIII STUDENTS OF THE JUNIOR HIGH SCHOOL




#### A THESIS

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## PERNYATAAN

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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, May 2016



Nurin Afifah



## **DEDICATIONS**

*I dedicated this thesis to:*

*My beloved parents*

*and everyone that supports me.*

## **MOTTOS**

“For indeed, with hardship will be ease.”

— Al-Insyirah: 5

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

— Mahatma Gandhi

“Never lose sight of your dreams, no matter what challenges you may have to face.”

— Brenda

“Find out what’s possible if you never give up.”

— Justin Bleber

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

Yogyakarta, May 2016

Nurin Afifah

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# **DESIGNING “GOOD AT ENGLISH” AS AN ENGLISH CONVERSATION BOOK FOR SPEAKING ACTIVITIES OUTSIDE THE CLASS FOR GRADE VIII STUDENTS OF THE JUNIOR HIGH SCHOOL**

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## **ABSTRACT**

The objectives of this research were: (1) to describe students' learning needs in conversation in terms of speaking for outside class activities, and (2) to design the appropriate materials for speaking learning and teaching for outside class activities which was focused on conversation.

This was a research and development (R & D) study. The subjects were Grade VIII students of SMP N 6 Yogyakarta Classes VIII-E and VIII-F that consisted of 33 male students and 35 female students. The research procedure followed the theory proposed by Jolly and Bolitho in Tomlinson (1998) with some modifications. The steps were the exploration of needs, contextual realisation, pedagogical realisation, production of the materials, evaluation of the materials, and revision of the materials. The instruments to collect the data were the needs analysis questionnaire and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the quantitative data obtained from the expert judgment were analyzed through descriptive analysis.

Based on the results of the needs analysis, the students wanted the topics that were related to daily activities. The conversation inputs that they preferred were pictures/photos. The conversation book presented a lot of information and explanation. They wanted to learn vocabulary by spelling the words correctly. They wanted to learn pronunciation by pronouncing words, phrases, and sentences correctly. They wanted to learn grammar by practicing speaking activities by paying attention to the grammar. This study designed a conversation book for speaking for outside class activities for Grade VIII students of the junior high school based on the results of the needs analysis. The book consisted of three units in which each unit consisted of subunits called preview, warm up, presentation, practice, production, record, review, and reflection. The research findings showed that the designed materials were appropriate. The mean scores of the four aspects which were evaluated was 3.8. This score is in the range of  $3.25 \leq \bar{x} \leq 4$ , which is categorized into “very good”.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the study. The discussion in this chapter includes the background of the study, the problem identification, the limitation of the problems, research objectives, and research significance.

#### **A. Background of the Problems**

Speaking is considered as the most difficult skill to learn. Researchers agree that developing English speaking ability for students in non-speaking English countries is difficult since they lack English-speaking environment. Most Indonesian students only learn English in formal school, whereas they have no opportunity to develop speaking ability outside the school. As they learn English in formal school, they do not practice to speak outside the class. This limited speaking practice makes them lack English-speaking environment. In addition, they tend to be silent during the speaking class. They are not confident to speak using English, as they are afraid of making mistakes.

Moreover, students are not used to speaking to certain contexts. Based on the School-Based Curriculum, Grade VIII students learn English to be able to communicate in spoken and written forms based on daily contexts. In fact, students often use inappropriate expressions in certain contexts as they are not really aware of the different contexts. Moreover, they are not really aware of the level of politeness. The same meaning may be conveyed in different expressions



based on the speaker's relationship. For instance, there will be some different expressions when a student speaks to another student and a student talks with a teacher. Talking to fellow students will use intimate expressions, whereas talking to the teacher use polite expressions.

Speaking is the skill which needs much exercise inside and outside the class. In the classes, time for speaking activities are actually too limited since there are only 80 minutes to practice the four skills of English in the junior high school. Moreover, classes in Indonesia are considered as large classes where there are about 30-40 students in every class.

Therefore, students need speaking activities outside the class to practice their speaking skill. However, they might find it difficult to practice their speaking skill outside the class without the teacher's help. To deal with this problem, a development on materials that help them practice their English speaking skill outside the class without the teachers' help is by providing English speaking materials such as a conversation book for outside activities.

Conversations actually refer to casual communications that usually happen in daily life. It can be said that conversations are classified as less formal communications since the topics of conversations are related to daily things such as introducing friends, asking for agreement, offering something, etc. However, there is still a degree of the formality in the casual communications.

This conversation book will be based on the contexts that are included in the School-Based Curriculum. For example, in the *Kompetensi Dasar* 3.1, students are asked to express meaning in transactional conversations (to get things

done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, acceptable using expressions of asking, giving, refusing things, admitting and denying facts, asking and giving opinions.

In order to give improvement in students' speaking skills, they need some kind of activities that can be carried out outside the class. Therefore, teachers need to provide students with a lot of opportunities to learn to use the target language so that the students become accustomed to speak in English. This kind of activities can be in the form of practicing conversations that are written in a conversation book where the topics of the conversation are parts of daily communication as well as stated in the curriculum.

The goal of the book is to help students of Grade VIII to provide materials in the form of a book, based on the curriculum but it is adjusted to the social contexts. This book helps students practice their English speaking skill outside the class with limited help from teachers.

Therefore, the researcher will propose the title "Designing 'Good at English' as an English Conversation Book for Speaking Activities outside the Class for Grade VIII Students of the Junior High School" for the research.

## **B. Identification of the Problems**

Teaching speaking is more complex than teaching other skills. In fact, a speaking skill needs much preparation in process of performance. However, without a teacher's help, students may find that preparing and performing the English speaking skill is difficult. Their speaking skill improvement is impeded

by some prominent factors. However, the most prominent factors that influence students' skill improvement are learning materials and learning activities.

The first factor is the lack of speaking materials. Speaking materials are important in teaching speaking; however, there are not many materials for activities outside the class that help students to develop their speaking skill. Therefore, providing speaking materials is a need. Speaking materials can be in the form of books, CDs, pictures, etc.

The second factor is the lack of learning activities. There is not much time for students to train their speaking skills outside the class with/without teacher's guidance. Since there is not much time for them to practice speaking English, they have difficult times to speak English.

Considering this situation, the researcher attempts to design an English conversation book for activities outside the class that meets the learners' characteristics, interests and needs in learning English.

### **C. Limitation of the Problems**

Based on the discussion in the background of the problems and identification of the problems, this research will be limited in providing materials in the form of a book, based on the curriculum but they are adjusted to the social contexts. It helps students practice their English speaking skill outside the class with limited help from teachers. The researcher considers that providing the materials for speaking class based on the curriculum is important to help the English speaking teaching and learning processes, especially in helping students to improve their

speaking skills outside the classroom (not during English classroom activity). By providing an English conversation book, it is expected that students get more activities outside the classroom. As the English class is only 80 minutes in a meeting, this book is a good help for students.

In conclusion, the researcher is going to conduct a development on “Designing ‘Good at English’ as an English Conversation Book for Speaking Activities outside the Class for Grade VIII Students of the Junior High School” for the research.

#### **D. Formulation of the Problems**

In this research, the problems that have been chosen to be solved can be formulated as:

1. What are students’ learning needs in conversation?
2. What materials should be designed to cover students’ needs in conversation?

#### **E. Objectives**

This research is aimed to: (1) describe students’ learning needs in conversation in terms of speaking for outside class activities; and (2) design the appropriate materials for speaking learning and teaching process for outside class activities which was focused on conversation.

**F. Significances**

This study is expected to give contribution to teachers, students, the researcher, and other researchers. The expected contributions are:

1. For English teachers, this research can give them alternative materials that can be used in the teaching and learning processes, especially for the extra activities outside the class.
2. For students, it helps them to train their speaking skills. It enables students to study the materials from time to time outside the class, especially for extra activities outside the class.
3. For the researcher, it helps her to develop the knowledge of designing teaching materials.
4. For other researchers, this research is aimed to be a reference for them.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

Chapter II presents some theories that underline this study. The theoretical review covers the conversation theory, conversation practice, materials development for language learning, review of relevance studies, and conceptual framework.

#### **A. Literature Review**

##### **1. Conversation**

###### **a. Theory of Conversation**

Conversation is needed in communication. When people communicate, they speak and listen. Schegolf in Berry and Englert (2005: 35) says that conversation is “talk-in-interaction” that should be discussed with others in order to reach the effectiveness. Conversation is the process of exchanging information among the participants (Dubberly and Pangaro, 2009: 1). Dubberly and Pangaro add that conversation enables participants to learn, coordinate, and collaborate.

Conversation is a way to express concepts and to verify agreement. The case is that, when one of the participants in the conversation changes during and/or after the conversation, then it can be said there is a process of learning. During conversation, participants will try to negotiate to reach the agreement. This process makes a conversation as a mean to coordinate. In the collaboration process, the participants are agreeing on goals and coordinating the actions to



achieve the goals. It can be said that conversation is the way of communication to exchange information and to discuss certain information to reach the effectiveness of communication.

In order to speak effectively and efficiently, speakers have to follow the maxim of conversation. Grice in Yule (1996: 37) proposes four conversational maxims. These maxims are: (1) the maxim of quantity: give as much information as is needed; (2) the maxim of quality: speak truthfully; (3) the maxim of relevance: say things that are relevant; (4) the maxim of manner: say things clearly and briefly.

Usually, students of junior high schools may find some difficulties in managing and maintaining coherent conversation. Goldenberg cited in Berry and Englert (2005: 3) states there are some problems related to managing and maintaining coherent conversations. These problems include the problem with group processes, topic initiation, and topic maintenance. Furthermore, they say that students have to improve the basic skills of conversation to overcome those problems.

Richards and Schmidt (2002: 156) write that a model conversation is used to practice speaking and provide examples of language usage in language teaching. These conversations are written in the form of dialogues where the dialogues are often used to practice language items, grammar and vocabulary. Since the dialogues are used to practice those skills, they may be rather different from real-life conversations.

In conclusion, to overcome the group processes, topic initiation, and topic maintenance, a model of a conversation should be written as a reference. Therefore, the speakers are able to give actions and reactions like in a normal conversation. The models of conversations should provide controlled-language where the dialogues may be rather different from real life conversations.

### **b. The Process of Conversation**

Dubberly and Pangaro (2009: 2) state that only in a conversation we can learn new concepts, share and develop knowledge, and confirm agreement. Furthermore, they explain the process of conversation. Here is the process of how a conversation happens. This process is described in Figure 1.

- 1) There are at least two participants said A and B.
- 2) Then, A has something called goal to be told to B.
- 3) After that, they choose the context of the conversation.
- 4) A and B will choose the shared language between them.
- 5) A will give the action to B.
- 6) Next, B will evaluate the action of A and prepare the reaction to A.
- 7) Then, A will give another reaction to B.
- 8) Up to this point, the agreement between the two may be reached.

Moreover, Schegloff cited in Wardhaugh (2006: 300) says that the initial process of conversations is exchanging greeting. Once the opening process has been done, the speakers need to start a topic or topics to talk. When they begin to talk, a floor management should be established in order not to overlap each

other's talk. Finally, the conversation comes to an end by commonly saying goodbye. In closing the conversation, it is started by pre-closing signals which indicates that the conversation is coming to an end. After the pre-closing signals have been said, the actual closing is next. In an actual closing, the speaker closes down the topic and it is exchanged by a pre-closing signal by another speaker, before they exchange farewells.

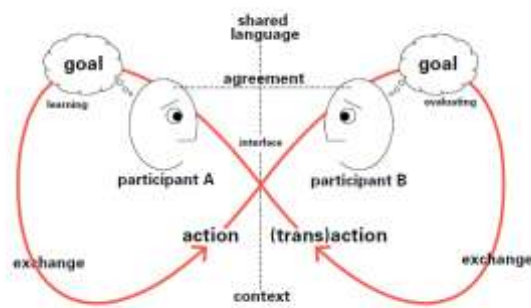


Figure 1: **The process of conversation by Dubberly and Pangaro**

In conclusion, it can be said that the conversation only happens where there are at least two participants involved. They start the conversation by exchanging greeting and then establish a topic/context to talk. They are able to maintain the conversation since they share the same context of language. To make the conversation continue or to avoid the conversation breakdown, the participants should acquire the floor management during the conversation. During the conversation, the feedbacks between the participants are happening. Once they finish the topic (there is no more topics to talk), the participants decide to put the conversation into an end. To end the conversation, it is not instantly exchanging

farewells. However, there is a pre-closing signal that comes before an actual farewell happens.

### **c. Conversation Rules and Structures**

Conversation rules and structures are about how a conversation is organized and how to maintain the conversation. Dörnyei and Thurrell (1992: 3) state that conversation is high organized activity that shows patterns and regularities. Here are the issues in conversation rules and structures:

#### **1) Opening**

Opening a conversation is not random. There are some ways to initial a conversation. In the opening, the participants decide whether the conversation belongs to formal or informal.

#### **2) Turn-taking**

The turn-taking mechanisms determine who talks, when, and how long, to avoid the conversation into a breakdown.

#### **3) Interrupting**

Interrupting in a conversation is tolerated in certain amount of times. Too much interrupting is not good as it is considered rude in English. To interrupt, participants have to use polite and natural expressions.

#### **4) Adjacency pairs**

Adjacency pairs are the immediate responses or reactions from one participant's questions, invitations, requests, apologies, and compliments. But the reaction has two sides of opposite. The first possible reaction is polite

reaction (expected) as accepting the invitations, requests, and apologies, whereas the second reaction will be the opposite, less common reaction (unexpected) such as refusing the invitations, requests, and apologies.

#### 5) Conversational routines

Conversational routine is a feature of natural conversation where there is a wide use of fixed expressions. These conversational routines are used to break down the conversation in natural way and smoothly, to attract others listeners' interests, to change subjects, to react to what others say, and to end the conversation well.

#### 6) Topic shift

Topic shift usually occurs when the participants change the topic because of two reasons, having enough talk with the topics or introducing a new topic. When the topic shift happens in short time, it means that the conversation belongs to informal conversation.

#### 7) Closings

Participants of conversation cannot merely end the conversation. There is a rule to put the conversation into ending. There are pre-closing and closing to prepare the conversation ending.

Wardhaugh (2006: 297-298) states that adjacency pair is an important principle in conversation. Adjacency pair provides the speakers the possibilities of continuity and exchange to say something to make the conversation works. For example, a greetings leads to a return of the greeting. Further, Wardhaugh adds

that a turn-taking is a complex activity. The turn-taking avoids the speakers from overlapping other utterances and provides gaps between the speakers' utterances.

Richards (2008: 23) sets some skills that are used in conversations. Those skills include opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, using appropriate style of speaking.

From the theories above, it can be concluded that speakers need the skills in conversation such as opening and closing the conversation, turn-taking, interrupting, and using adjacency pairs.

#### **d. Social and Cultural Contexts**

Social and cultural contexts focus on how someone's status and personality affect the way conversation will go on. Dörnyei and Thurrell (1992: 112) say that every conversation has a time, a place, a social context within a culture. Here are some factors that determine how the conversation will go on.

- 1) Time and location
- 2) The social situation
- 3) Workplace and status
- 4) The social norms of appropriate language use – style and politeness
- 5) Cross-cultural differences



Cook (1989: 34) explains that social and cultural issues are important parts in the learning and teaching English. Brown and Levinson cited in Cook (1989: 34) state as follows:

“All human being, in order to enter into social relationships with each other, must acknowledge the face of the other people. By this they mean that the people both avoid intruding upon each other’s territory (physical territory, a particular field of knowledge, a friendship) and also seek to enlarge the territory of others – in Lakorff’s terms, make the other person feel good – presumably on the assumption that the same will be done to them.”

In conclusion, it is important to make the students aware of social and cultural issues to avoid the conflict and maintain the social relation.

#### **e. Microskills and Macroskills of Speaking**

Teaching and learning speaking cannot be separated from its micro- and macro-skills. Micro skills involve smaller range of language where macro-skills involve bigger range of language. Brown (2004: 142-143) proposes the micro- and macro-skills of speaking that have to be comprehend by students in order to be able to carry out the conversation successfully. There are 11 micro-skills in speaking comprehension. They are able to: (1) produce the smallest unit of sound in English which distinguish two words, such in *pit* and *bit*; and produce those sounds in different variants, (2) deliver parts of language in different length, (3) produce words in different stress patterns, (4) produce shorten forms of words and phrases, (5) use enough dictions to reach the pragmatic aims, (6) deliver speech in fluent and variant speed, (7) watch and check the production of various strategies such as pauses, fillers, self-corrections, and backtracking in the oral production,

(8) deliver the grammatical words such as nouns, verbs, etc., system such as tense, agreement, pluralization, etc., word order, patterns, rules, and elliptical forms (leaving out the unnecessary words), (9) deliver speech in natural grouping such as suitable phrases, pauses groups, breath groups, and sentences, (10) show a certain meaning in a different way, (11) use cohesive devices in spoken texts.

In the same reference, the macro-skills of speaking are: (1) appropriately achieve the communicative functions based on the situation, participants, and goals, (2) appropriately use style, registers, implicature, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistics features in face-to-face conversations, (3) express links and connections between occasions and convey that kind of relation as important and unimportant ideas, occasions and opinion, new information and given information, generalization, and exemplification, (4) use facial expressions, movement, body language, and other nonverbal language alongside the verbal language, (5) improve and use the strategies of speaking such as stating the key words, repeating words in different way, determining the context to find word meaning, requesting helps, and knowing whether the other speaker has reached the same understanding.

Comprehending the micro- and macro skills of speaking helps teachers and students know what kind of activities and techniques should they teach and learn to accomplish teaching and learning objectives of speaking successfully.

## **2. The Characteristics of the Junior High School Students**

Piaget cited in Centre for Learning Innovation (2006: 4) states that children's thinking are separated in four stages. Based on this theory, the children of age 12 years and over belong to formal operation stage. This is the final stage that includes the rest of the lives. When children reach the age of 12, they are capable to think abstract and solve problem in their minds. In other words, they are capable enough to solve complex problems.

Mostly junior high school students' age is around 12-15 years old, belong to adolescents learners. Harmer (2007: 83) states that those group of adolescent learners will be excited as long as they are engaged with the learning process. However, there are situations that distracted them. Students' disruption may be caused by many factors. However, one of the essential factors is the teaching and learning material that they cannot meet the challenge in the process. In other words, less challenging materials will make them bored. In contrast, if the materials are far beyond their levels of competence, they will feel frustrated.

Therefore, the materials have to be designed at the students' level. The topics of the materials should meet students' expectation and make them excited. Here, the teacher's role is providing relevant and interesting materials that provoke students' engagement. Teachers need something, such as enjoyable materials, to engage students in the learning process.

### 3. Teaching Speaking

Teaching speaking in the classroom means giving the students opportunities to have rehearsal like real-life speaking. While having rehearsal, they will use all of the language skills they know. This also means that the teacher has an opportunity to give the feedbacks of the learning process. As they keep practicing the speaking skills, they will automatically use their language without much thinking and doubts. Those are the reason why speaking should be taught as stated by Harmer (2007: 123).

Many activities can be done in the speaking activities. Richards (2008: 29) states the two core issues in teaching speaking which the first issue is what kind of speaking skills the teacher should teach. Meanwhile the second issue of the teaching speaking is how to choose the right teaching strategies. Both are parts of the planning activities in the teaching speaking. Harmer (2007: 348) furthermore mentions some speaking activities in his book as follows:

a. Acting from a script

In this activity, the students are asked to act out dialogues from plays and/or their course books. This activity can be categorized into two activities, play scripts and acting out the dialogues.

b. Communication games

- 1) Information-gap games: there are many activities that belong to information-gap such as solving a puzzle, drawing a picture, putting things in the order, and finding the similarities and differences between pictures.

- 2) Television and radio games: this kind of game is similar to guessing game where someone thinks of an object and the others will ask yes-no questions.

c. Discussion

Discussion includes formal topics, informal topics, whole-group to small-group interactions.

- 1) Buzz group: this kind of discussion is used in a wide range of discussion. For example, students predict the content of a text and have them react to it.
- 2) Instant comment: this kind of activity allows the teacher to provide sudden question to the students after showing some kind of photographs or introducing some topics.
- 3) Formal debates: the students prepare argument to against the other opponent students. Before the debate start, the students are given time to make the arguments and time for rehearsal, mostly in groups.
- 4) Unplanned discussion: there are times when some discussions happen in the middle of lessons but they are unplanned. This activity allows the teachers to provide enjoyable and productive speaking section.
- 5) Reaching a consensus: this activity encourages the students to make a decision or a consensus in the end of the discussion.

d. Prepared talks

In prepared talk, the students make presentations based on the topics they have chosen.

e. Questionnaires

This activity allows the participants to make the pre-planned questions and answers to do an interview on any appropriate topics.

f. Simulation and role-play

Simulation and role-play can encourage students' creativity. They have to think of the information needed and consider the situation. Simulation and role-play also encourage their fluency as well as train them to speak based on the situations.

Using pictures to teach speaking skill can attract students' attention and stimulate students to produce a language especially for speaking. Wright a medium suggested for helping the success of the teaching learning is pictures (Wright, 1989: 2-4). Brown (2004) states that "a picture or a picture series is considered as a stimulus for longer story or description."

Pictures are flexible to be modified into several activities in the teaching and learning process. Wright (1989) explains some types of picture that can be used as media in the teaching and learning process as follows:

1) Picture with a lot of information

Some pictures are full of information. The complexity of some pictures make them suitable for activities such as, describing, identifying, matching activities, and memory activities.

2) Sequences pictures

They help the students to grasp the meaning of the pictures and give the idea to discuss the picture setting and the relationship between the picture and the words.

### 3) Related pictures

Pictures which are related to each other can be treated as separate pictures and used in mini-dialogues.

### 4) Pictures and texts

Some pictures provide caption or article accompanying them, such as, cartoons, newspaper, advertisement, etc.

### 5) Picture of people in action

Pictures can be used to ask students what happened in the picture and what had happened before the action.

### 6) Single stimulating pictures

Some photographs show images of people in their environment with great sensitivity which can stimulate speculation and the expressions of experiences and feelings.

### 7) Picture of fantasies

They illustrate the everyday activities such as eating, sleeping, reading, running, etc., using the fantasy characters.

### 8) Explanatory pictures

Students can read or listening to the passage while studying the picture. It helps students to grasp the meaning of the text.

In conclusion, there are many ways to teach the speaking skill. As it has been mention earlier, the teachers can provide activities such as acting from the script, communication games, discussion, prepared talks, questionnaires, simulation and role-play. However, the researcher prefers simulation and role-play

to be focused in the conversation book for outside class activities. As it has been mention before, the simulation and role-play enable students to develop their creativity and fluency. These two activities also enable students to be able to practice to use language based on the situations.

#### 4. Teaching Speaking in the Junior High School

Based on the School Based Curriculum, Grade VIII students of junior high schools have to accomplish the speaking Standard of competence and Basic Competencies.

**Table 1: Standard of Competence and Basic Competencies for the First Semester of Grade VIII Junior High School**

Standard of Competence	Basic Competencies
Speaking 3. Expressing meaning in transactional conversations and short spoken interpersonal conversation to interact with environment.	3.1 Expressing meaning in transactional conversations (to get things done) and simple interpersonal (socialize) conversation with correct spoken form accurately, fluently, acceptable using expressions of asking, giving, refusing things, admitting and denying facts, asking and giving opinions. 3.2 Understanding and responding transactional conversations (to get things done) and simple interpersonal (socialize) conversation with correct spoken form accurately, fluently, acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulation.
4. Express the meaning of functional spoken texts and short monologs of descriptive and recount to interact with environment.	4.1 Expressing the meaning of functional spoken texts with correct spoken form accurately, fluently, and acceptable to interact with environment.



	4.2 Expressing meaning in simple short monologs with correct spoken form accurately, fluently, and acceptable to interact with environment in descriptive and recount texts.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Many English-speaking activities in the classroom are derived from textbooks. For example, *Contextual Teaching and Learning* (2008) published by *Pusat Perbukuan Departemen Pendidikan Nasional* provides the expressions, texts, word bank, role-play, dialogue including the dialogue production as the speaking activities. Another book published by *Pusat Perbukuan Departemen Pendidikan Nasional* is *English in Focus* (2008). The speaking activities included in the book are completing dialogue, question and answer practice, role-play, describing things orally, speech act section, and grammar stage. From those textbooks, the researcher designs a similar product specifically for conversation.

The written books based on Standard of Competence and Basic Competencies as well as the students' needs are expected to help the process of teaching and learning. Therefore, the learning objectives are accomplished. In terms of the conversation book for outside class activities, students still need teacher' guidance, even if the books belong to students' book.

The teacher is one of the keys of successful classroom performances. Here, the teacher's roles are needed in the process. One of the examples of the roles is providing the conversation model. After providing the conversation model, teachers can provide students with opportunities for practicing the models. Wallace et al. (2004: 10) agree that students improve their formal speech after given some understanding on how to organize the ideas for the performance.

Furthermore, teachers can also help students to adapt their speech and informal talks based on the audience, the communicated information, and the circumstances of the occasion, or in other words, contexts of the talks.

Choosing the topics of the conversation is also important. The teacher's role here is needed. As students of the junior high school may be shy to suggest certain topics based on the curriculum, teachers may provide some options of the topics so that students can choose the topics. Wallace et al. (2004: 10) explain that students may enjoy talking about their personal experiences. Therefore, the topics of the conversation are the daily communication topics, such as family (included in the curriculum).

Students may be not really aware of the use of politeness in conversations based on the situations. Therefore, it is useful for students to know how to speak and differentiate the situations such as how to speak to teachers and how to speak to classmates.

In a conversation, there are at least two participants. Students commonly have some anxiety in performing conversation in a large group so that it is better to ask students to work in pair to practice the conversation. By practicing repeatedly, it will reduce the students' anxiety to perform in larger group as they are well prepared for better performance.

## **5. Teaching and Learning Process of Speaking**

Richards (2006: 8) explains that PPP (Presentation – Practice – Produce) cycle is often used in language teaching with some modifications. PPP is a simple

and easy approach for teachers to follow. This cycle moving from controlled activities towards less controlled activities (greater freedom).

This cycle begins with presenting or illustrating the new teaching points in which the students are asked to comprehend. Ellis cited in Evan (1999: 1) The purpose of the presentation stage is to help students acquire new linguistic knowledge or to reconstruct knowledge that has been wrongly represented. This cycle is followed by practicing the new teaching points in the controlled context. The practice stage is divided into controlled and freer activities. Students are expected to learn the structure of the target language. The third cycle is the free practice for students to test how to use the new teaching points as a real or simulated communication.

Moreover, Richards (2006: 16) explains that in Communicative Language Teaching (CLT), there are three different kinds of practice namely mechanical, meaningful, and communicative. Mechanical practice means that the students are given controlled practice activities. In this controlled practice, students are not required to understand the language while they are carrying out the language.

Inverse to what it is said in mechanical practice, meaningful practice means that the students are given activities where the students are required to understanding the language by making a meaningful choice while they are carrying out the language. However, there is still a controlled language provided in meaningful practice. Meanwhile, in the communicative practice, the students are asked to practice the language like in a real communication in which the

students communicate the real information and the controlled language is not provided anymore.

Teachers usually follow the teaching and learning process steps which are the opening activity, exploration, elaboration, confirmation; and closing activity (the steps in School Based Curriculum teaching). In the opening activity, the teacher opens the class and gives a clue question related to the topic the students are going to discuss. In the exploration step, the teacher gives the students opportunity to find some information related to the topic, whether they work individually or in a group. In the elaboration step, the teacher asks the students to explain the result of findings from the exploration step in oral and/or written forms. Although in any steps, the teacher and students can make a discussion, most of the discussions happen here.

In the final step of the main activity, the confirmation step allows the teacher and students to have a reflection of what they have learned from the first to the last activities and figure out what is missing from their discussion. If they have not understood the discussions, their questions are answered here. In the closing activity, they make the conclusion of the lesson.

From those steps above, speaking is normally placed in every steps of the main activity. As the learning process in School Based Curriculum is integrated skills which is not only one skill is taught here, the speaking learning is usually accompanied by other skills. For example, speaking skill is usually accompanied by listening and/or writing skill; or by all skills of English.

From the explanation above, it can be said that teaching and learning process can be conducted in many ways. Many teachers are likely following the teaching and learning sequence according the sequence in a textbook. However, it is better to manipulate the activities in the book in appropriate sequence.

## **6. English Speaking Assessment**

Before discussing the speaking skill assessment, the basic types of speaking should be discussed first. Brown (2004: 141) proposes those types of speaking as follows:

- a. Imitative. This type of performance is simply imitating the sentence to see the students' pronunciation.
- b. Intensive. This type of performance allows the students to perform with only small knowledge of grammatical, lexical, or phonological relationships. This type of performance refers to activities such as reading aloud, limited picture-cued tasks, simple sentence translation level, sentence and dialogue completion, and directed response tasks.
- c. Responsive. This type of performance includes interaction and test comprehension at a low level such as short conversations, greetings, and small talk, etc.
- d. Interactive. This type of performance is similar to responsive performance, but the length and the level of complexity are higher.
- e. Extensive (monologue). This type of performance include oral production such as speeches, oral presentation and story-telling.

The English assessment can come from the teacher or from the students. Here is the explanation based on Harmer (2007: 138).

#### 1. Teachers assessing students

There are some ways to assess students' work:

- a. Comments: the teachers can comment the students' work inside or outside the class. They will give positive and negative assessment. To give the negative assessment, they should acknowledge the students' effort before they start to give the assessment.
- b. Marks and grades: the teachers can give the assessment criteria before give the assessment. Therefore, the students will understand the grade they received later.
- c. Report: the teachers write the reports on students' performance in a term or a year for the students or the school or the parents. It is important to write the positive and negative assessment on the report to show the students what weakness and strength they possess.

#### 2. Students assessing themselves

Harmer (2007: 140) says that through self-assessment, the students can reflect upon their own learning. The students' involvement in the assessment gives a good opportunity for their understanding of the feedback to enhance their awareness of the learning process improvement.

In relation to the conversation book, the basic types of speaking for the junior high school Grade VIII students are likely similar to intensive and responsive types. After studying the unit of the book, the teacher gives an

assignment to the students. Since the conversation book is used for outside class activities, this assignment is in the form of a recording as a report after studying the unit. This kind of report will help the students to perform their speaking skill although it is not a direct performance. This kind of assignment also helps the teacher to assess students' speaking skill without having problem with the time limitation inside the class.

## **7. Materials Development for Language Learning**

There are many kinds of materials that can be used as language learning materials such as course books, games, video, pictures and so on. Tomlinson (2012: 143-144) says that materials development includes the process of materials evaluation, materials adaptation, materials design, materials production, materials exploitation, and material research to produce or use the language learning materials. Graves (2000: 149) says that materials development is a planning process where teachers can develop units and lessons to reach the objectives of the course. It means that materials development needs teachers' creativity and skill in developing materials.

The conversation book is likely compatible for a text-based course. As it is mentioned in the School-Based Curriculum, students Grade VIII should learn speaking skills from texts. This kind of book should provide model texts and well designed activities to be used for outside class. Tomlinson (1998: 2) states that materials refer to anything that are used by teachers and learners to facilitate the

language learning including cassettes, videos, CD-ROMs, dictionaries, grammar books, workbooks, photographs, and exercises.

Furthermore, Clarke and Siberstein cited in Richards (2006: 20) state that the language learning process should exposure the use of authentic materials which are as closely as possible to the “real world” communication. The authentic materials include: (1) providing cultural information about the target language, providing exposure to real language; (2) relating to learners’ needs; (3) supporting a more creative approach to teaching.

From the descriptions above, it can be concluded that materials development is the planning process that enables teachers/ researchers to produce, evaluate, and adapt materials in the form of units to reach the objective of the course. Therefore, the conversation book should be designed similarly to real world communication to make valid models of language.

## **B. Review of Relevant Studies**

To support the theories above, researchers had conducted some similar researches. Berry and Englert (2005) conducted research to examine the nature of student talk and the teacher’s role during book discussion. According to their journal, the student-selected topics and contingent talk were necessary for fluent conversational discourse.

Another research was conducted by Nastitijati (2015). The research was conducted to cover students’ needs in a conversation club. In her research, the designed units have three main parts: introduction, main lesson, and



reinforcement. The introduction includes the warm-up activity. The main lesson consists of the explanation of the materials and activities, range from guided activities to free guided activities. The reinforcement part provides fun facts and vocabulary list.

### **C. Conceptual Framework**

Based on the explanation in the background of the problem, the main problem is there are not sufficient materials that help students to develop students' speaking skills, especially conversation outside the class. To solve this problem, the researcher designed a conversation book that suitable for the outside class activities.

Mastering the skills of conversation is not separated from the use of materials of the conversation as well as the practice quantity. However, practice without the right guidance might lead to misunderstanding. Therefore, the researcher will conduct a research in designing a conversation book for outside class activities to support the learning process. This book is expected to fill the students' activities and used as a guidance in carrying out conversation in more natural way.

In designing the learning materials, the researcher followed the steps of the Research and Development cycle. First, the researcher explored the need as the way to analyze the target and learning needs. Second, the researcher adjusted the designed-materials with the actual condition of the students. Third, the researcher designed the material based on curriculum. Therefore, the course grid was developed as the guidance in the materials writing in which included the standard

of competence, basic competencies, objectives, topics or unit title, language functions, learning activities, indicators, time allocation, sources and media. Fourth, the researcher produced the materials. The materials consist of three units. Fifth, the researcher had the materials evaluated by an expert. The last step was the researcher revised the materials after the evaluation.

Those six steps of Research and Development cycle are adapted from Jolly and Bolitho cited in Tomlinson (1998: 98). Based on that theory, the steps of R & D are conducted in six steps include: 1) identification of need for materials, (2) exploration of a need, (3) contextual realization of materials, (4) pedagogical realization of materials, (5) production of materials, (6) evaluation of materials against agreed objectives.

## **CHAPTER III**

### **RESEARCH METHOD**

Chapter III puts an emphasis on the research methodology including the type of study, research setting, research subjects, research procedure, nature of the data, data collection techniques, research instrument, data collection technique.

#### **A. Type of the Study**

The objective of the study was to design English materials of conversation for students Grade VIII of the junior high school for speaking activities outside the class. Therefore, the final result of the research is a particular educational product. For this reason, the research is classified as a research and development study.

#### **B. Research Setting**

The research was conducted in SMPN 6 Yogyakarta on November 27<sup>th</sup>, 2015. It is located in Monginsidi Street 1, Yogyakarta.

#### **C. Research Subjects**

The subjects of the research were Grade VIII students of SMPN 6 Yogyakarta. This research involved the students from two different classes as the population sample. The number of students was 68. The number of female participants was 35 and that of the male participants was 33.

#### D. Research Procedure

The research procedure in this study followed the process of materials writing proposed by Jolly and Bolitho cited in Tomlinson (1998: 98). Those steps are shown in Figure 2.

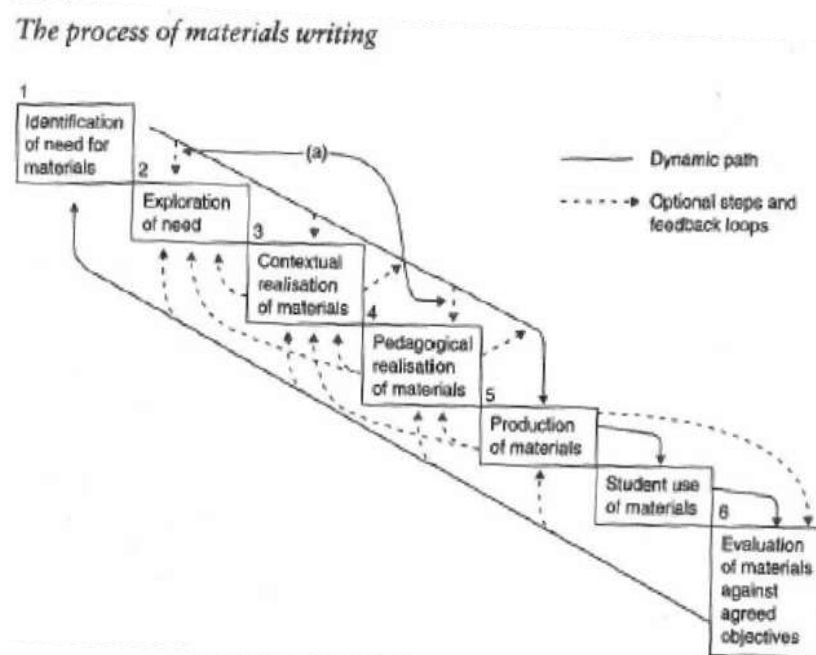


Figure 2: **Model Design from Jolly and Bolitho in Tomlinson (1998)**

From the picture above, it is stated that there are actually seven steps in the process of materials writing. However, one of those steps can be omitted because there is no obligation to implement the materials to the students. As a result, there are six steps in materials writing including (1) identification of need for materials, (2) exploration of a need, (3) contextual realization of materials, (4) pedagogical realization of materials, (5) production of materials, and (6) evaluation of materials against agreed objectives.

As the research did not include all those six steps, the materials writing should be modified. Since the materials were not written by an expert, the researcher needed help from an expert to evaluate the materials. After getting expert judgment, the designed materials should be revised in order to produce a more qualified product. Therefore, the researcher modified the model of materials writing into the following steps:

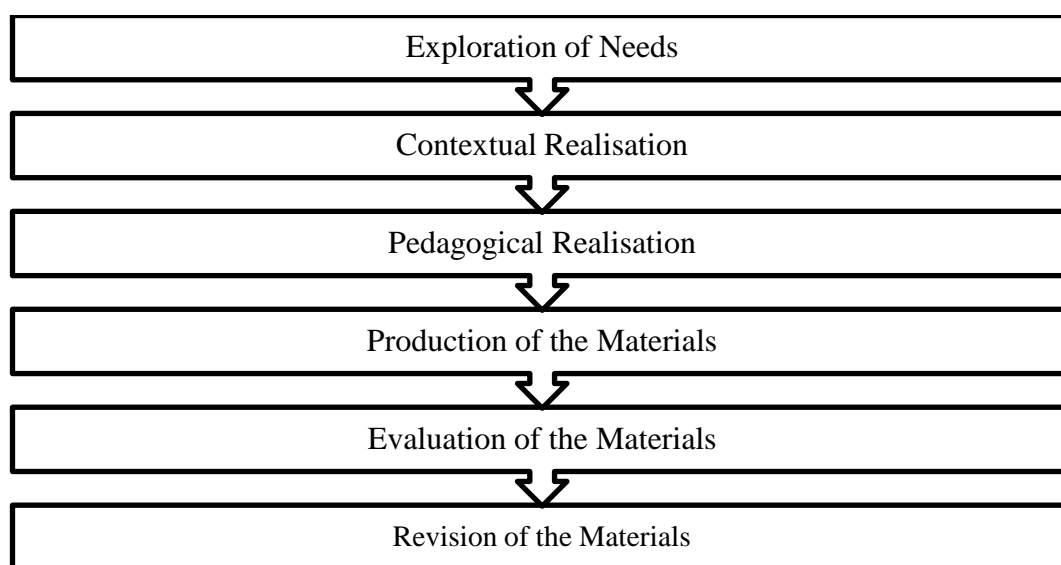


Figure 3: **Research steps in designing “Good at English” book**

The researcher modified the model to be used in this research as follows:

### **1. Exploration of Needs**

The researcher distributed the first questionnaire as the instrument and analyzed the syllabus of the junior high school as the way to analyze the target and learning needs. The questionnaire consists of 14 questions that include six task components. The six task components are the goal, topic, input, teacher role, learner role and setting. The results of the questionnaire were then analyzed by the percentage. This data were used to design the course grid.

## **2. Contextual Realisation**

The learning materials were adjusted with the actual condition of the students. This conversation book was designed based on social context in Yogyakarta.

## **3. Pedagogical Realisation**

The materials was designed based on the curriculum. Therefore, the course grid was developed as the guidance in the materials writing. The course grid included the standard of competence, basic competencies, objectives, topics or unit title, language functions, learning activities, indicators, time allocation, source and media. In the course grid, the researcher designed three units of learning materials of the expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating.

## **4. Production of the Materials**

In this step, the researcher designed the materials. The materials consisted of three units. Each unit consisted of some sub units namely *Preview, Warm up, Presentation, Practice, Production, Review and Reflection*. In terms of learning activities, in each unit of learning materials, the tasks were categorized into the opening activities including the unit title, the goal of the unit, and the warming up activity; main activities of the expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating and the evaluation; in the closing activities the researcher included evaluation and a summary of useful expressions.

## **5. Evaluation of the Materials**

After producing the materials, the researcher asked the expert to evaluate the devesigned materials. The materials were evaluated based on the : contents, language, presentation, and layout appropriateness. Therefore, the strength and the weakness of the draft could be discovered. The researcher distributed a questionnaire to the expert. The researcher used a Likert scale to measure the appropriateness of the materials. The 4 score was for strongly agree, 3 for good or agree, 2 for poor or disagree, and 1 for very poor or strongly disagree. The expert judgment results were used to revise the materials.

## **6. Revision of the Materials**

After getting the expert judgment, the next step was the final step of designing the product. In this step, the materials were revised based on the feedbacks and suggestions from the expert. After revising the materials based on the feedback and suggestion, the revised materials was the final draft of the ‘Good at English’ conversation book for students Grade VIII of the junior high school for activities for outside class.

## **E. The Nature of Data**

In this study, the collected data were quantitative data. The quantitative data were obtained from two questionnaires distributed by the researcher. The first questionnaire was aimed to obtain the students’ needs and target needs. The

second questionnaire was aimed to obtain the expert judgment to evaluate the first draft of the materials.

#### **F. Data Collection Techniques**

The subjects of the research were Grade VIII students of SMPN 6 Yogyakarta in the academic year 2014/2015. The research used random sampling technique to select the sample. The questionnaires were divided into two, the questionnaires for students and expert. The questionnaires were close-ended and open-ended questionnaire. The questionnaire was distributed to get the information about the students' needs and target needs.

#### **G. Research Instrument**

As stated before, there were two kinds of questionnaires in this research.

The organization of the first questionnaire was described as follows:

**Table 2: The Organization of the Questionnaire for Students**

Question Number	Criteria of Questions	The purpose of the Questions
3	Topic	To find out the topic for material that students want (Nunan, 2004: 47-49).
1	Goal	To find out the goal of the students in learning English (Nunan, 2004: 41-42).
2, 4, 6	Input	To find out the input that students want (Nunan, 2004: 47-49).
5, 7, 8, and 9	Procedures	To find out the speaking activity that students prefer (Nunan, 2004: 52-63).
10 and 11	Teacher role	To find out the information about the role of the teacher should play (Nunan, 2004: 64).
12	Learner role	To find out the information about the learner role (Nunan, 2004: 64).
13 and 14	Setting	To find out the appropriate setting for the students in doing the tasks (Nunan, 2004: 70).



Meanwhile, for the materials evaluation, a questionnaire was adapted from the guideline of materials evaluation published by BNSP (2006). There were 28 close-ended questions for each unit, and there was a general comment page for the whole units. There was also a recommended page for the whole units. The close-ended questions were divided into four main points of evaluation such as the content, language, presentation, and layout appropriateness.

## **H. Data Collection Technique**

### **1. Needs Analysis Questionnaire**

The needs analysis questionnaire was analyzed using frequencies and percentages. The representation of the students' needs could be seen from the highest percentage of each answer. The percentage was calculated using the following formula.

$$P = \frac{f \times 100}{N}$$

Where:

P = percentage

F = frequency

100 = fixed number

N = total respondents

### **2. Expert Judgment Questionnaire**

The expert judgment questionnaire used the Likert-Scale questionnaire which was analyzed using descriptive analysis. The formula is proposed by Suharto (2006: 52-53) and can be seen as follows:

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

Where:

R = range

Xh = the highest score

Xi = the lowest score

4 = range of Likert Scale

After the range data were collected, the result of the calculation was converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006). Furthermore, Suharto says there are for categories of the criteria including poor, fair, good and very good.

**Table 3: Quantitative Data Conversion (Suharto, 2006)**

Scales	Interval	Categories
4	$3.25 \leq x \leq 4$	Very good
3	$2.5 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.49$	Fair
1	$1 \leq x \leq 1.74$	Poor

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings of the research in details as well as the discussion. The researcher presents them in four parts. They are the needs analysis, the conversation book design, the conversation book evaluation, and the discussion.

#### **A. The Needs Analysis**

The needs analysis was conducted to collect data related to students' needs by using the needs analysis questionnaire. There were 14 multiple-choice questions. The students could choose one or more options. They were asked to write their name, ages, and sexes at the initial part of the questionnaire. The aim was to find the information concerning the identity of the students. The results of the needs are explained as follows:

##### **1. The Characteristics of the Respondents**

There were 68 respondents who filled up the questionnaire. They were the students of class VIII E and VIII F, of SMP N 6 Yogyakarta. The data of the respondents are presented in Table 4.

**Table 4: Data of Respondents in the Needs Analysis**

Group of respondents	Age				Sex	
	12	13	14	15	Male	Female
Students of Class VIII E	6	16	11	2	17	18
Students of Class VIII F	5	17	10	1	16	17

## 2. The Result of the Needs Analysis

The results of the needs analysis are summarized in Table 5.

Table 5: The Result of the Needs Analysis

No.	Statements	The Number of Students	Percentage
1.	You want the designed materials to help you in learning English for...		
	a. developing confidence when speaking in English	27	42.19%
	b. developing knowledge, especially English functions	40	62.5%
	c. having communication in English correctly	40	62.5%
	d. developing English skills	29	45.31%
	e. providing materials suitable for the future work place	22	34.38%
	f. others...(mention)		
2.	The materials that you need in conversation outside the class are that the materials that...		
	a. provide the vocabularies based on the curriculum	37	57.81%
	b. provide the way how to read the vocabularies correctly	37	57.81%
	c. provide grammar based on the curriculum	38	59.38%
	d. provide conversation practice	39	60.94%
	e. others ...(mention)		
3.	What topics do you like in conversation outside the class?		
	a. The topic related to school environment	19	26.69%
	b. The topic related to friendship	26	40.63%
	c. The topic related to families	20	31.25%
	d. The topic related to daily activities	43	67.19%
	e. The topic related to nature and environment	26	40.63%
	f. The topic related to technology	24	37.5%
	g. The topic related to entertainment (artist, art, news, etc.)	34	53.13%
	h. Others...(mention)		
4.	What kind of input do you like?		
	a. Dialogues	21	32.81%

(continued)

*(continued)*

	b. Pictures/photos	44	68.75%
	c. Vocabularies	14	21.88%
	d. English grammar	29	45.31%
	e. Others...(mention)		
5.	What kind of speaking activities do you want in conversation outside the class?		
	a. Sharing ideas and opinions with friends	18	28.13%
	b. Describing a picture orally	16	25%
	c. Discussing a certain topic	26	40.63%
	d. Discussing daily activities	23	35.94%
	e. Role playing	14	21.88%
	f. Story telling	9	14.06%
	g. Practicing dialogs/ conversations	23	35.94%
	h. Playing games	42	65.63%
	i. Others...(mention)		
6.	What kind of materials do you want?		
	a. With a lot of exercises	24	37.5%
	b. With a lot of information and explanation	53	82.81%
	c. Others...(mention)		
7.	What activities do you want to learn vocabulary?		
	a. Grouping words	25	39.06%
	b. Completing a blank text with available words	30	46.88%
	c. Finding the synonym/antonym of words	24	37.5%
	d. Identifying the parts of speech	27	42.19%
	e. Spelling the words correctly	32	50%
	f. Others...(mention)		
8.	What kind of activities in pronunciation do you want?		
	a. Pronouncing words/ sentences with correct intonation	40	62.5%
	b. Identifying sounds of words in English correctly	35	54.69%
	c. Pronouncing words, phrases, and sentences correctly	42	65.63%
	d. Paying attention to the word stressing	20	31.25%
	e. Others.... (mention)		
9.	What kind of activities in grammar do you want?		
	a. Memorizing the grammar patterns to compose sentences	26	40.63%
	b. Identifying the incorrect part in sentences	17	26.56%
	c. Completing a blank text with correct	24	37.5%

*(continued)*

(continued)

	grammar		
	d. Practicing speaking activities by paying attention to the grammar	40	62.5%
	e. Playing games	32	50%
	f. Others ....(mention)		
10.	What role should an English teacher play in the conversation outside teaching and learning process?		
	a. As an organizer, the teacher directs the activities	34	53.13%
	b. As a facilitator, the teacher provides the facilities to support the learning process and creates the supporting environment	42	65.63%
	c. As a motivator, the teacher should encourage the students to be enthusiastic and active	44	68.75%
	d. As an observer, the teacher should observe the students' development	26	40.63%
	e. e. As a model, the teacher should give good examples to the students	37	57.81%
	f. Others ....(mention)		
11.	What should an English teacher do in the conversation outside teaching learning process?		
	a. Give information to the students	46	71.88%
	b. Explain tasks that should be done by the students	40	62.5%
	c. Monitor students' achievement in learning English	23	35.94%
	d. Give feedback	34	53.13%
	e. Others ....(mention)		
12.	What role should students play in the conversation outside the class learning process?		
	a. Active students (the students ask the explanation of the information that are not understood)	44	68.75%
	b. Students who listen to the teacher and do the instruction from the teacher	34	53.13%
	c. Students who are creative in problem solving	34	53.13%
	d. Others ....(mention)		
13.	How many times do you think the conversation outside the class task can be		

(continued)

(continued)

	given in a week?		
	a. 1 time	13	20.31%
	b. 2-3 times	34	53.13%
	c. More than 3 times	6	9.38%
	d. Others...(mention)		
14.	What setting do you want in the conversation outside the class?		
	a. Doing task individually	17	26.56%
	b. Doing the tasks in pairs	20	31.25%
	c. Doing the tasks in groups	55	85.94%
	d. Others.... (mention)		

Based on Table 5, the researcher took the highest choices of the statement. It was found that most students' goal in learning English was to be able to develop knowledge, especially English functions, and have communication in English correctly. They wanted the conversation materials to help them provide conversation practices. The topics that they liked were the topics related to daily activities. The conversation inputs that they preferred were pictures/photos. The speaking activity they wanted in conversation outside the class was playing games. If there was a conversation book designed for outside class activities, they preferred the materials presented a lot of information and explanations. The students wanted to learn vocabulary by spelling the words correctly. The students wanted to learn pronunciation by pronouncing words, phrases, and sentences correctly. They wanted to learn grammar by practicing speaking activities by paying attention to the grammar.

From the data, it was noticed that the role of the teacher that the students preferred was as a motivator, encouraging them to be enthusiastic and active. They wanted the teacher to explain tasks that should be done by them. The role of the students that they preferred was as to be active students. Their opinion about

the task given was that it should be done about 2-3 times a week. Last of all, they wanted to work in groups.

### **3. Course Grid**

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

The course grid was written based on the speaking Standard of Competence and Basic Competencies for the first semester of Grade VIII. The course grid consists of some components such as, subject, class or semester, Standard of Competence and Basic Competencies, topic/the unit title, language functions, learning activities, indicators, time allocation, sources, and media.

The researcher wrote the course grid for three units as the learning materials. Each unit represented the different topics; those were inviting someone, refusing someone's invitation, accepting someone's invitation, agreeing and disagreeing, compliment and congratulation. Moreover, the activities in each unit covered the Presentation, Practice, and Production sequence with some modification. They were Review, Presentation, Practice, Production, and Record (evaluation), Review and Reflection.

#### **a. Unit 1**

The title of Unit 1 was "Let's Invite Someone". Concerning the School-Based Curriculum, the materials were related to the Standard Competence number 3 and Basic Competence 3.2. Based on Basic Competence 3.2, the students should be able to understand and respond to transactional conversations (to get things done)



and simple interpersonal (socialize) conversation with correct spoken form accurately, fluently, acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulation. The students should identify the expressions of inviting someone appropriately; be able to invite someone to occasions appropriately; be able to identify the expressions of accepting invitation appropriately; be able to accept others' invitations appropriately; be able to identify the expressions of declining invitation appropriately; and be able to decline others' invitations to achieve the goals of the learning. This unit consisted of 17 tasks within the subunits which were Presentation, Practice, Production, and Record.

#### **b. Unit 2**

The title of Unit 2 was "That's Right". In this unit, the students learn how to say agreement and disagreement. This unit was also written based on the Standard Competence number 3 and Basic Competence 3.2. In this unit, the students were expected to be able to identify the expressions of agreeing appropriately; express agreeing appropriately; identify the expressions of disagreeing appropriately; express disagreeing appropriately. This unit consisted of 16 tasks within the subunits which were Presentation, Practice, Production, and Record.

#### **c. Unit 3**

The title of Unit 3 was "You're the Best". In this unit, the students learn how to say compliment and congratulation. This unit was also written based on the Standard Competence number 3 and Basic Competence 3.2. In this unit, the students were expected to be able to identify the expressions of complementing

appropriately; express the compliment appropriately; identify the expression of congratulation appropriately; express congratulate appropriately. This unit consisted of 18 tasks within the subunits which were Presentation, Practice, Production, and Record.

#### 4. Materials Analysis

Table 6: The Framework of the Designed Materials

<p><b>Unit Title</b></p> <p><b>Preview</b></p> <ul style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Grammar</li> </ul> <p><b>Presentation</b></p> <p>Input: a text(s) as a model(s) of conversation</p> <p><b>Practice</b></p> <p>Activities for students to practice their speaking skill and to apply the understanding about the materials given before with the controlled language.</p> <p><b>Production</b></p> <p>Activities for students to carry out the speaking skill with some controlled language and controlled contexts</p> <p><b>Record</b></p> <p>Assignment for students to submit the recording</p> <p><b>Review</b></p> <p>Useful language expressions</p> <p><b>Reflection</b></p> <p>The students express what they acquire after studying the unit and also the reflection about what they have learned after studying the unit.</p>
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After writing the course grid, the researcher designed the materials. The materials were designed into three units. Each unit was designed and sequenced

using the same procedure. Each unit consisted of seven subunits; those were preview, warm up, presentation, practice, record, review and reflection.

The preview page showed the words that were used in the book. It showed how to pronounce the words as well as the meanings of the words. In the preview page, the students could learn the grammar that were used in the unit.

In the warm up page, the students were introduced to the topics of the unit. The main activities included four stages where the stages were derived from PPP cycle with a modification. Once the students completed the three stages of PPP which were presentation, practice, and production, they were given an assessment. The assessment named record stage since the evaluation of the unit would be obtained by recording the task.

In the presentation stage, the students were asked to comprehend the new language point. The students were given a dialogue(s) as a model. Several questions were also asked to help them comprehend the new language point.

In the practice stage, the students were asked to try out the new language point with some guidance (controlled language). In this stage, the students were given some exercises to choose the appropriate language to complete the dialogue based on the given contexts or pictures.

In the production stage, the students were asked to carry out the new language in communication with limited guidance. The students were given some contexts in real life communication. Meanwhile in record stage, the students were asked to report the task to be recorded and submitted the recording to the teacher

as an assignment. In all those stage, the students were asked to practice the tasks orally. Therefore, the students were able to practice speaking skill.

The review page showed the useful expressions in the unit. Meanwhile the reflection page offered the reflection of the students after studying the unit in whole. The description of the task of the units is presented in the Table 7.

Table 7: **Description of Task in Unit 1**

<b>Unit 1: “Let’s Invite Someone”</b>	
<b>Preview</b>	
<b>Warm Up</b>	
<b>Task 1</b> <b>Instruction</b> Read aloud the conversation and study the dialogue below about inviting someone.	<b>Description</b> In this task, students are asked to study and comprehend the text and answer the questions related to the text. The aim of the task is to give an understanding about the topic they are going to learn in the unit.
<b>Task 2</b> <b>Instruction</b> Read aloud the conversation below and study the dialogue about inviting someone. What are they talking about?	<b>Description</b> In this task, students are asked to study and comprehend the two dialogues of different context and situations. The purpose of the task is to give understanding that the context determines the proper expression used in the situation.
<b>Task 3</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to invite someone in informal situation.	<b>Description</b> In this task, students are asked to study and comprehend the expressions of inviting someone in informal situation. The students are shown the examples of invitations. The purpose of the task is to show the students the variant expressions of inviting someone in informal situation.

<p><b>Task 4</b></p> <p><b>Instruction</b></p> <p>Study the following information carefully. Here are the expressions to accept and refuse someone's invitation in informal situation.</p>	<p><b>Description</b></p> <p>In this task, the students are asked to study and comprehend the expressions of accepting and refusing someone's invitation in informal situation. The purpose of the task is to give proper example how to accept or refuse someone's invitation in the informal situation.</p>
<p><b>Task 5</b></p> <p><b>Instruction</b></p> <p>Study the following information carefully. Here are the expressions to invite someone in formal situation. Study the examples.</p>	<p><b>Description</b></p> <p>In this task, students are asked to study and comprehend the expressions of inviting someone in formal situation. The students are shown the examples of invitations. The purpose of the task is to show the students the variant expressions of inviting someone in the formal situation.</p>
<p><b>Task 6</b></p> <p><b>Instruction</b></p> <p>Study the following information carefully. Here are the expressions to accept and refuse someone's invitation in formal situation.</p>	<p><b>Description</b></p> <p>In this task, the students are asked to study and comprehend the expressions of accepting and refusing someone's invitation in formal situation. The purpose of the task is to give proper examples how to accept or refuse someone's invitations.</p>
<p><b>Task 7</b></p> <p><b>Instruction</b></p> <p>You meet a friend on the way to school. You have a little conversation with him/her. Let's try to complete the parts of the dialogues to make good conversations. Choose the best answers based on the clues below. Remember to practice them orally.</p>	<p><b>Description</b></p> <p>In this task, the students are asked to complete the dialogues by choosing the right answers. The purpose of the task is to give exercises for students to complete the conversation based on the given situations.</p>

<p><b>Task 8</b> <b>Instruction</b> Now, think of this situation. Your school celebrates its birthday on 1st August. You are a committee of the event and you will invite the seniors to join some competitions to celebrate the school's birthday. What do you say? Choose the best answers based on the clues below. Remember to practice them orally.</p>	<p><b>Description</b> In this task, students are asked to students are asked to complete the dialogues by choosing the right answers. The purpose of the task is to give students some exercises to complete the dialogues with the expressions of inviting someone in the formal situation.</p>
<p><b>Task 9</b> <b>Instruction</b> Read and study this conversation.</p>	<p><b>Description</b> In this task, students are asked to the text and identify the expression of inviting someone and accepting someone's invitation.</p>
<p><b>Task 10</b> <b>Instruction</b> Study again the conversation above. Make new invitations using the expressions in the box. Accept or refuse the invitations. Match the expression in the box 1, 2 and 3. Remember to practice them orally.</p>	<p><b>Description</b> In this task, students are asked to match the parts of sentences to make an invitation. The purpose of the task is to give exercise to make</p>
<p><b>Task 11</b> <b>Instruction</b> Now, think of this situation. You always write your agendas on your diary to remind you on important date. On your diary, it is written that you have to invite some of your friends to visit Rita who has been sick for 3 days. You are going to invite your classmates and your home class teacher, Ms. Anna. What do you say?</p>	<p><b>Description</b> In this task, students are given a situation to make two invitations which are in formal and informal invitations. The purpose of the task is to make students understand the given situation and decide the formality of the contexts.</p>
<p><b>Task 12</b> <b>Instruction</b> Create formal and informal invitations for the following purposes. Remember to practice them orally. Try to use different expressions. See the example:</p>	<p><b>Description</b> In this task, students are asked to make formal and informal invitation. The purpose of the task is give exercises for students to make formal and informal invitations.</p>

<p><b>Task 13</b> <b>Instruction</b> Give your response to the following invitations. You may accept or refuse the invitations. Remember to practice them orally.</p>	<p><b>Description</b> In this task, students are asked to accept and refuse the invitations in the informal situation. The purpose of the task is to give exercises to the students to accept and refuse the invitation based on their preferences.</p>
<p><b>Task 14</b> <b>Instruction</b> Now, think of this situation. You like going to exhibitions. There is a Jogja Festival on December 12. You want to go and ask your friend to accompany you to the exhibition. Unfortunately, your friend is not available at that time. Then you say you understand her/him. Here is the example of the dialogue.</p>	<p><b>Description</b> In this task, students are asked to comprehend the situation and match the situation with the model text. The purpose of the task is to give an example how to create a dialogue based on the given situation.</p>
<p><b>Task 15</b> <b>Instruction</b> Make dialogues of inviting your friend to the events below. See the examples in Task 7 and 14. Remember to practice them orally.</p>	<p><b>Description</b> In this task, students are asked to comprehend the situations and make conversations from the situations. The purpose of the text is to give deeper exercise for the students to make create dialogues from the given situations.</p>
<p><b>Task 16</b> <b>Instruction</b> Now, you are going to practice to make dialogues of inviting someone and accepting someone's invitation. Notice the situations below. Remember to practice them orally.</p>	<p><b>Description</b> This task is the production process, where the students are asked to make dialogues based on the clues. The purpose of the task is to give the students exercises to create dialogues from the given situations.</p>
<p><b>Task 17</b> <b>Instruction</b> Practice the dialogues you have made in Task 16. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.</p>	<p><b>Description</b> In this task, students are asked to record the previous task which is Task 16. In this task, the teacher will divide the students in pairs to make the assignment. This assignment is made to assess the students' achievement after studying the unit in whole.</p>
<p><b>Review</b></p>	

<b>Reflection</b>
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Table 8: **Description of Task in Unit 2**

<b>That's Right</b>	
<b>Preview</b>	
<b>Warm Up</b>	
<b>Task 1</b> <b>Instruction</b> Read aloud the conversation and study the dialogue below about agreement and disagreement.	<b>Description</b> In this task, students are asked to study and comprehend the text in order to get the new language point they are going to learn through the unit. They are asked to answer the questions related to the text.
<b>Task 2</b> <b>Instruction</b> Read again the dialogue in Task 1. Identify the expressions of showing agreement and disagreement.	<b>Description</b> In this task, students are asked to determine the expressions of agreement and disagreement in Task 1.
<b>Task 3</b> <b>Instruction</b> Read aloud the conversation below and study the dialogue about agreement and disagreement. What are they talking about?	<b>Description</b> In this task, students are asked to read the two texts from two situations. The purpose of the task is to give examples of the informal and formal agreement and disagreement in the form of dialogues.
<b>Task 4</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to show agreement and disagreement in informal situation.	<b>Description</b> In this task, students are asked to study and comprehend the expressions of saying agreement and disagreement in informal situation. The purpose of the task is to show the students the variant expressions of agreeing and disagreeing in informal situations.
<b>Task 5</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to show agreement and disagreement in formal situation. Study the examples.	<b>Description</b> In this task, students are asked to study and comprehend the expressions of saying agreement and disagreement in formal situation. The purpose of the task is to show the students the variant



	expressions of agreeing and disagreeing someone in formal situation.
<b>Task 6</b> <b>Instruction</b> Now, think of this situation. You meet a friend on the way to go home. You have a little conversation with him/her. Let's try to complete the parts of the dialogues to make good conversations. Choose the best answers based on the clues below. Remember to practice them orally.	<b>Description</b> In this task, students are asked to complete the parts of the dialogues based on the situations. The purpose of the task is give exercises for students to decide the appropriate expressions to complete the dialogues.
<b>Task 7</b> <b>Instruction</b> After studying the expressions of agreement and disagreement in the informal way, now it's time to put them into practice. Kai and Kania are having a conversation about things in life. Kai is giving his opinions and Kania will react to the opinions using the expressions of agreement and disagreement. Remember to practice them orally.	<b>Description</b> In this task, students are asked to match the expressions of agreement and disagreement with the right opinions. The purpose of the task is to give students some exercise in deciding the right expressions for certain opinions.
<b>Task 8</b> <b>Instruction</b> Kania and Kai are having a conversation in the library. They are talking about their favorite things. Fill the blank spaces below with the expressions of agreement or disagreement in the informal way, orally. Try to use a different expression of agreement or disagreement in each answer. Look at the example. Remember to practice them orally.	<b>Description</b> In this task, students are asked to complete the parts of dialogues with the expressions of agreement and disagreement in informal expressions. The purpose of the task is to give full context conversation examples to the students and ask the students to comprehend the full context conversations.
<b>Task 9</b> <b>Instruction</b> Order each jumbled sentence to form an opinion. Then give response to each opinion in the form of agreement or disagreement in the informal way. Try to use a different expression each time you agree or disagree. Look at the example. Remember to practice	<b>Description</b> In this task, students are asked to arrange the jumbled words to make opinions. Then, the students are asked to give responses to the opinions. They can freely agree or disagree with the opinions.

them orally.	
<b>Task 10</b> <b>Instruction</b> Now think of this situation. You are in the middle of a class presentation about school policy. There is a question and answer session. You are going to respond to audience's opinion about some topics. Choose the best answers based on the clues below. Remember to practice them orally.	<b>Description</b> In this task, students are asked to complete the exchange information. The purpose of this task is to give exercises for students to say agreement or disagreement in formal expressions.
<b>Task 11</b> <b>Instruction</b> Practice to say agreement or disagreement in formal expressions regarding some problems below. Try to use a different expression each time you agree or disagree. Remember to practice them orally.	<b>Description</b> In this task, students are shown pictures. They are asked to give their agreement and disagreement of the opinions about the pictures. The purpose of this task is give students exercise how to agree or disagree about some opinions using formal expressions.
<b>Task 12</b> <b>Instruction</b> Your teacher asks you some problems and you are asked to give response by saying agreement or disagreement in formal expressions. Look at the example. Try to use a different expression each time you agree or disagree. Remember to practice them orally.	<b>Description</b> In this task, students are asked to complete the dialogues in formal expressions. They are asked to express agreement and disagreement based on the situations. The purpose of this task is to give students exercise to give responses based on the given situations using the variant expressions of agreement and disagreement.
<b>Task 13</b> <b>Instruction</b> Based on the situation, make a dialogue of your own. Remember to practice it orally.	<b>Description</b> In this task, students are given a situation to make a dialogue from it. the purpose of the task is to give exercise for students to make a dialogue based on the given situation. They should create the full context of the conversation.
<b>Task 14</b> <b>Instruction</b> Look at the pictures of food and drinks below. Try to make a dialogue of each picture by giving opinion and response	<b>Description</b> In this task, students are shown pictures of food and drinks. They are asked to create dialogues talking about the

about the food and drinks. You may agree or disagree. Notice who the speakers are to make appropriate expressions (informal and formal expression). Look at the example. Remember to practice them orally.	pictures. In this task, students are expected to be able to create a full context of a dialogue including the expressions of agreement and disagreement, both in formal and informal situations.
<b>Task 15</b> <b>Instruction</b> Now, you are going to practice to make a dialogue about agreement and disagreement. Notice the situations below. Remember to practice them orally.	<b>Description</b> In this task, students are asked to make dialogues based on the situation and the clues. In this task, students are expected to be able to make a full context of a dialogue to express agreement and disagreement.
<b>Task 16</b> <b>Instruction</b> Practice the dialogues you have made in Task 16. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.	<b>Description</b> In this task, students are asked to record the previous task which is Task 16. In this task, the teacher will divide the students in pairs to make the assignment. This assignment is made to assess the students' achievement after studying the unit in whole.
<b>Review</b>	
<b>Reflection</b>	

Table 9: Description of Task in Unit 3

<b>You're the Best</b>	
<b>Preview</b>	
<b>Warm Up</b>	
<b>Task 1</b> <b>Instruction</b> Read aloud the conversation and study the dialogue below about complimenting someone.	<b>Description</b> In this task, students are asked to study and comprehend the text about complimenting someone. They are also asked to answer the questions related to text. In this task, students are expected to learn how to compliment someone.

<p><b>Task 2</b> <b>Instruction</b> Read aloud the conversation and study the dialogue below about congratulating someone.</p>	<p><b>Description</b> In this task, students are asked to study and comprehend the text about congratulating someone. They are also asked to answer the questions related to text. In this task, students are expected to learn how to congratulate someone.</p>
<p><b>Task 3</b> <b>Instruction</b> Read aloud the conversation below and study the dialogue about congratulating and complimenting someone. What are they talking about?</p>	<p><b>Description</b> This task asks students to read and study the two texts about congratulating someone and complimenting someone. In this task, students are expected to comprehend how to compliment and congratulate someone.</p>
<p><b>Task 4</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to say compliment in informal situation.</p>	<p><b>Description</b> In this task, students are asked to study and comprehend the variant expressions of complimenting someone using informal expressions.</p>
<p><b>Task 5</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to say congratulation in informal situation.</p>	<p><b>Description</b> In this task, students are to study and comprehend the variant expressions of congratulating someone using informal expressions.</p>
<p><b>Task 6</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to respond compliment and congratulation in informal situation.</p>	<p><b>Description</b> In this task, students are asked to study and comprehend the variant expressions of how to answer to compliment and congratulation using informal expressions.</p>
<p><b>Task 7</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to say compliment in formal situation.</p>	<p><b>Description</b> In this task, students are asked to study and comprehend the variant expressions of how to answer to compliment and congratulation using formal expressions.</p>
<p><b>Task 8</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to</p>	<p><b>Description</b> In this task, students are to study and comprehend the variant expressions of</p>

say congratulation in formal situation.	congratulating someone using formal expressions.
<b>Task 9</b> <b>Instruction</b> Study the following information carefully. Here are the expressions to respond compliment and congratulation in informal situation.	<b>Description</b> In this task, students are asked to study and comprehend the variant expressions of how to respond to compliment and congratulation using formal expressions.
<b>Task 10</b> <b>Instruction</b> Look at the pictures below. Give responses based on the clues.	<b>Description</b> In this task, students are asked to express compliment about things the pictures. In this task, students are expected to know how to compliment someone.
<b>Task 11</b> <b>Instruction</b> Look at the pictures below. Give response based on the clues.	<b>Description</b> In this task, students are asked to express congratulation about things the pictures. In this task, students are expected to know how to congratulate someone.
<b>Task 12</b> <b>Instruction</b> Complete the dialogue between two people in the following dialogues. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.	<b>Description</b> In this task, students are asked to exchange information to compliment someone.
<b>Task 13</b> <b>Instruction</b> Complete the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.	<b>Description</b> In this task, students are asked to complete the dialogues to congratulate someone using informal expression.
<b>Task 14</b> <b>Instruction</b> Complete the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.	<b>Description</b> In this task, students are asked to complete the dialogues about complementing someone using formal expressions.

<p><b>Task 15</b> <b>Instruction</b> Complete the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.</p>	<p><b>Description</b> In this task, students are asked to exchange information to congratulate someone using formal and informal expressions based on the context.</p>
<p><b>Task 16</b> <b>Instruction</b> Now that you have learned about how to say compliment and congratulation in informal and formal way, you are going to practice to complete the dialogues with the right expressions.</p>	<p><b>Description</b> In this task, students are asked to complete the dialogues using the expression of complimenting and congratulating someone using formal and informal expressions.</p>
<p><b>Task 17</b> <b>Instruction</b> Now, you are going to practice to make dialogues of complimenting and congratulating. Notice the situations below. Remember to practice them orally.</p>	<p><b>Description</b> In this task, students are asked to make dialogues based on the situation and clues. They are asked to express compliment and congratulation.</p>
<p><b>Task 18</b> <b>Instruction</b> Practice the dialogues you have made in Task 17. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.</p>	<p><b>Description</b> In this task, students are asked to record the previous task which is Task 17. In this task, the teacher will divide the students in pairs to make the assignment. This assignment is made to assess the students' achievement after studying the unit in whole.</p>

## 5. Materials Evaluation

After the first draft of the materials of conversations for outside class activities was designed, an expert judgment was conducted to evaluate the appropriateness of the product. The purpose of the expert judgement was to validate the materials to be implemented in the teaching and learning process for Grade VIII students of the junior high school. The expert gave the evaluation by

filling the expert judgment questionnaire in the Likert-scale form. There was also a space for the expert to give comments or suggestions related to contents, language, presentation, and layout of the conversation book.

The expert was Ella Wulandari, M.A., a lecturer of English Education Department, Yogyakarta State University, who had ten years' experience of teaching and obtained her Master's degree from Canberra University, Australia. By looking at the experience and expertise of the evaluator, her assessment was considered to be valid. The conversation book was evaluated on March 1<sup>st</sup>, 2015. The details of the evaluation are described below.

#### **a. Data Analysis of Unit 1**

In the evaluation, the data were collected by using the expert judgment rating scale. The questionnaire was divided into four aspects: contents, language, presentation, and layout appropriateness.

##### **1) Data from the Expert Judgment Related to Contents Aspects**

Table 10 shows the result of the analysis related to the content appropriateness of Unit 1.

**Table 10: The Appropriateness of the Content of Unit 1**

<b>No</b>	<b>Items</b>	<b>Scores</b>
1	The designed materials are in accordance with the competences and objectives of the speaking learning aimed for the junior high school students Grade VIII.	4
2	The designed materials meet the course grid.	4
3	The topics of the units of the designed materials are relevant to the context of learning for the junior high school students Grade VIII.	4
4	Materials (texts, figures and tables) are relevant to the discussed topics.	4

5	The designed materials are accordance with the needs of the junior high school students Grade VIII.	4
6	The designed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
7	The designed materials involve the relevant expression to the needs of the junior high school students Grade VIII.	4
8	The designed materials involve the vocabulary learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
9	The designed materials involve the pronunciation learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
10	The designed materials involve the grammar learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
<b>Mean (<math>\bar{x}</math>)</b>		<b>4</b>

Table 10 shows that the mean value of the content appropriateness of Unit 1 of the designed materials is 4. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

## 2) Data from the Expert Judgment Related to Language Aspects

Table 11 shows the result of the analysis related to the language appropriateness of Unit 1.

**Table 11: The Appropriateness of the Language of Unit 1**

No	Items	Score
11	The language used in the explanations and instructions are clear and understandable.	4
12	The language used in the designed materials is grammatically correct.	3
13	The language used in the designed materials is cohesive and coherent.	4
14	The designed materials consistently use one variation of English.	4



<b>Mean (<math>\bar{x}</math>)</b>	<b>3.75</b>
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From Table 11, it is said that the mean value of the language appropriateness of Unit 1 is 3.75. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

### 3) Data from the Expert Judgment Related to Presentation Aspects

Table 12 shows the result of the analysis related to the presentation appropriateness of Unit 1.

**Table 12: The Appropriateness of the Presentation of Unit 1**

<b>No</b>	<b>Items</b>	<b>Score</b>
15	The tasks are arranged systematically from the easiest to the most difficult.	4
16	The designed materials are balance in terms of texts, illustrations and symbols.	3
17	The designed materials support the students to learn individually.	3
18	The designed materials contain opening activities, main activities and closing activities.	4
19	The designed materials are completed with vocabulary list related to the unit topic.	4
20	The designed materials encourage the students to comprehend the content of the texts.	4
21	The learning objectives are stated in every unit of the designed materials.	4
<b>Mean (<math>\bar{x}</math>)</b>		<b>3.71</b>

Table 12 shows that the mean value of the presentation appropriateness of Unit 1 is 3.71. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

#### 4) Data from the Expert Judgment Related to Layout Aspects

Table 13 shows the result of the analysis related to the layout appropriateness of Unit 1.

**Table 13: The Appropriateness of the Layout of Unit 1**

No	Items	Score
22	The designed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the designed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	4
24	The designed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big or too small.	3
26	The color usage of the designed materials is not disturbing the readers.	4
27	The illustration and graphic design in the designed materials are aesthetic and functional.	4
28	The overall design of the designed materials is visually interesting.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.86

Table 13 presents that the mean value of the layout appropriateness of Unit 1 of the designed materials is 3.86. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

#### b. Data Analysis of Unit 2

##### 1) Data from the Expert Judgment Related to Content Aspects

Table 14 shows the result of the analysis related to the content appropriateness of Unit 2.

**Table 14: The Appropriateness of the Content of Unit 2**

No	Items	Scores
1	The designed materials are in accordance with the competences and objectives of the speaking learning aimed for the junior high school students Grade VIII.	4

2	The designed materials meet the course grid.	4
3	The topics of the units of the designed materials are relevant to the context of learning for the junior high school students Grade VIII.	4
4	Materials (texts, figures and tables) are relevant to the discussed topics.	4
5	The designed materials are accordance with the needs of the junior high school students Grade VIII.	4
6	The designed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
7	The designed materials involve the relevant expression to the needs of the junior high school students Grade VIII.	4
8	The designed materials involve the vocabulary learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
9	The designed materials involve the pronunciation learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
10	The designed materials involve the grammar learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
<b>Mean (<math>\bar{x}</math>)</b>		<b>4</b>

Table 14 shows that the mean value of the content appropriateness of Unit 2 of the designed materials is 4. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

## 2) Data from the Expert Judgment Related to Language Aspects

Table 15 shows the result of the analysis related to the language appropriateness of Unit 2.

**Table 15: The Appropriateness of the Language of Unit 2**

No	Items	Score
11	The language used in the explanations and instructions are clear and understandable.	4

12	The language used in the designed materials is grammatically correct.	3
13	The language used in the designed materials is cohesive and coherent.	4
14	The designed materials consistently use one variation of English.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.75

From Table 15, it is said that the mean value of the language appropriateness of Unit 2 is 3.75. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

### 3) Data from the Expert Judgment Related to Presentation Aspects

Table 16 shows the result of the analysis related to the presentation appropriateness of Unit 2.

**Table 16: The Appropriateness of the Presentation of Unit 2**

No	Items	Score
15	The tasks are arranged systematically from the easiest to the most difficult.	4
16	The designed materials are balance in terms of texts, illustrations and symbols.	3
17	The designed materials support the students to learn individually.	3
18	The designed materials contain opening activities, main activities and closing activities.	4
19	The designed materials are completed with vocabulary list related to the unit topic.	4
20	The designed materials encourage the students to comprehend the content of the texts.	4
21	The learning objectives are stated in every unit of the designed materials.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.71

Table 16 shows that the mean value of the presentation appropriateness of Unit 2 of the designed materials is 3.71. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

#### 4) Data from the Expert Judgment Related to Layout Aspects

Table 17 shows the result of the analysis related to the layout appropriateness of Unit 2.

**Table 17: The Appropriateness of the Layout of Unit 2**

No	Items	Score
22	The designed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the designed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	4
24	The designed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big or too small.	3
26	The color usage of the designed materials is not disturbing the readers.	4
27	The illustration and graphic design in the designed materials are aesthetic and functional.	4
28	The overall design of the designed materials is visually interesting.	4
<b>Mean (<math>\bar{x}</math>)</b>		<b>3.86</b>

Table 17 presents that the mean value of the layout appropriateness of Unit 2 of the designed materials is 3.86. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

#### c. Data Analysis of Unit 3

##### 1) Data from the Expert Judgment Related to Content Aspects

Table 18 shows the result of the analysis related to the content appropriateness of Unit 3.

Table 18: **The Appropriateness of the Content of Unit 3**

No	Items	Scores
1	The designed materials are in accordance with the competences and objectives of the speaking learning aimed for the junior high school students Grade VIII.	4
2	The designed materials meet the course grid.	4
3	The topics of the units of the designed materials are relevant to the context of learning for the junior high school students Grade VIII.	4
4	Materials (texts, figures and tables) are relevant to the discussed topics.	4
5	The designed materials are accordance with the needs of the junior high school students Grade VIII.	4
6	The designed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
7	The designed materials involve the relevant expression to the needs of the junior high school students Grade VIII.	4
8	The designed materials involve the vocabulary learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
9	The designed materials involve the pronunciation learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
10	The designed materials involve the grammar learning activities which are relevant to the needs of the junior high school students Grade VIII.	4
<b>Mean (<math>\bar{x}</math>)</b>		4

Table 18 shows that the mean value of the content appropriateness of Unit 3 of the designed materials is 4. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

## 2) Data from the Expert Judgment Related to Language Aspects

Table shows the result of the analysis related to the language appropriateness of Unit 3.

Table 19: **The Appropriateness of the Language of Unit 3**

No	Items	Score
11	The language used in the explanations and instructions are clear and understandable.	4
12	The language used in the designed materials is grammatically correct.	3
13	The language used in the designed materials is cohesive and coherent.	3
14	The designed materials consistently use one variation of English.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.50

From Table 19, it is said that the mean value of the language appropriateness of Unit 2 is 3.5. This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

### 3) Data from the Expert Judgment Related to Presentation Aspects

Table 20 shows the result of the analysis related to the presentation appropriateness of Unit 3.

Table 20: **The Appropriateness of the Presentation of Unit 3**

No	Items	Score
15	The tasks are arranged systematically from the easiest to the most difficult.	4
16	The designed materials are balance in terms of texts, illustrations and symbols.	3
17	The designed materials support the students to learn individually.	3
18	The designed materials contain opening activities, main activities and closing activities.	4
19	The designed materials are completed with vocabulary list related to the unit topic.	4
20	The designed materials encourage the students to comprehend the content of the texts.	4
21	The learning objectives are stated in every unit of the designed materials.	4

<b>Mean (<math>\bar{x}</math>)</b>	3.71
------------------------------------	------

Table 20 shows that the mean value of the presentation appropriateness of Unit 3 of the designed materials is 3.71 This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

#### 4) Data from the Expert Judgment Related to Layout Aspects

Table 21 shows the result of the analysis related to the layout appropriateness of Unit 3.

**Table 21: The Appropriateness of the Layout of Unit 3**

No	Items	Score
22	The designed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the designed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	4
24	The designed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big or too small.	3
26	The color usage of the designed materials is not disturbing the readers.	4
27	The illustration and graphic design in the designed materials are aesthetic and functional.	4
28	The overall design of the designed materials is visually interesting.	4
<b>Mean (<math>\bar{x}</math>)</b>		3.86

Table 21 presents that the mean value of the layout appropriateness of Unit 2 of the designed materials is 3.86 This value is in the range of  $3.25 \leq \bar{x} \leq 4$  which falls into the category of “Very Good”.

#### d. The Revision of Unit 1

In general, the expert suggested that Unit 1 of the materials needed to be revised in terms of the content by recommending some suggestions, grammatical revision and the authenticity of the texts. After the revisions had been done, the



materials were considered as the final product of the designed materials. The following table describes the revision of Unit 1 of the designed materials.

Table 22: **The Revision of Unit 1**

<b>Unit 1</b>		
<b>Parts of Units</b>	<b>Points of Revision</b>	<b>Revisions</b>
Task 1	Grammatical mistake was in the sentence “I got a brochure that there will be ...”	Revised into “I got a brochure of ...”
	The choice of expression mistake was in the sentence “Sure. It’s my pleasure.”	Revised into “Sure, I won’t say no!”
Task 2	The choice of expression mistake was in the sentence “Would you mind coming ...”	Revised into “Will you join ...”
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 7	Grammatical mistake was in the instruction “Choose the best answer of the answer...”	Revised into “Choose the best answer ...”
	Lack of authenticity of the texts	Revised by adding the exchange information process into full context of the conversation
Task 8	Grammatical mistake was in the instruction “Choose the best answer of the answer...”	Revised into “Choose the best answer ...”
	Lack of authenticity of the texts	Revised by adding the exchange information process into full context of the conversation
Task 9	The choice of expression mistake was in the sentence “Would you like to go ...”	Revised into “Will you go...”
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	Grammatical mistake was in the instruction “Give your responds...”	Revised into “Give your response...”

Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	Grammatical mistake in was the instruction “....say goodbye.”	Revised into “...says goodbye.”
Task 17	No revision	No revision

#### e. The Revision of Unit 2

In general, the expert suggested that Unit 2 of the materials needed to be revised in terms of the content by recommending some suggestions, grammatical revision and the authenticity of the texts. After the revisions had been done, the materials were considered as the final product of the designed materials. The following table describes the revision of Unit 2 of the designed materials.

Table 23: The Revision of Unit 2

Unit 2		
Parts of Units	Points of Revision	Revisions
	Unit title “She’s a Nice Friend, isn’t She?”	Revised into “That’s Right”
Task 1	Grammatical mistake in the sentence “...out there ready to develop...”	Revised into “...out there who are ready to develop....”
	Grammatical mistake in the sentence “...is not the part of...”	Revised into “...is not part of...”
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	Lack of authenticity of the texts	Revised by adding the exchange information process into full context of the conversation
Task 9	No revision	No revision
Task 10	No revision	No revision

Task 11	No revision	No revision
Task 12	Lack of authenticity of the texts	Revised by adding the exchange information process into full context of the conversation
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision

#### f. The Revision of Unit 3

In general, the expert suggested that Unit 3 of the materials needed to be revised in terms of the language by recommending some suggestions and grammatical revision. After the revisions had been done, the materials were considered as the final product of the designed materials. The following table describes the revision of Unit 3 of the designed materials.

Table 24: **The Revision of Unit 3**

<b>Unit 3</b>		
<b>Parts of Units</b>	<b>Points of Revision</b>	<b>Revisions</b>
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	Lack of variant in presenting the model of expressions	Revised by adding the variant of the model expressions
Task 9	No revision	No revision
Task 10	Grammatical mistake in the question “What do they say to the one another.”	Revised into “What do they say to one another.”
Task 11	No revision	No revision
Task 12	No revision	No revision

Task 13	Grammatical mistake in the sentence “Kania’s brother just accepted in a university.”	Revised into “Kania’s brother has been accepted in a university.”
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	Grammatical sentence in the sentence “Yes, I did. I live in...”	Revised into “Yes, I did. I lived in...”
Task 17	No revision	No revision
Task 18	No revision	No revision
<b>Review</b>		
<b>Reflection</b>		

## B. Discussion

After the data described in the previous parts in this chapter, the next part is the discussion of the research findings. The result of this research is an appropriate conversation book for outside speaking class activities for the junior high school students Grade VIII. This research took place at SMPN 6 Yogyakarta and the population sample was 68 students from Class VIII-E and VIII-F. To figure out the appropriate materials for them, a needs analysis was conducted to find out the needs of the students and their preferences concerning the conversations book.

This research followed the research procedure proposed by Jolly and Bolitho cited in Tomlinson (1998: 98) with some modifications. The steps of the research procedure were: (1) exploration of needs, (2) contextual realisation (3) pedagogical realisation (4) production of the materials (5) evaluation of the materials, and (6) revision of the materials. The research started by exploring the students’ needs. The needs analysis was conducted on November 27<sup>th</sup>, 2015 by

distributing the questionnaire to the students. The needs analysis questionnaire was conducted to find out the needs of the students in terms of conversation and what materials should be designed to cover students' needs in conversation. The statements in the needs analysis cover the aspects of the goal, input, teacher role, learner role and setting.

Research findings show that most students' goal in learning English was to be able to develop knowledge, especially English functions and have communication in English correctly. The conversation materials they wanted should help them provide conversation practices. The topics that they liked were the topics related to daily activities. The inputs that they preferred were pictures/photos. They wanted to play games in the speaking activities. If there was a conversation book designed for outside class activities, they preferred the materials presented a lot of information and explanation. They wanted to learn vocabulary by spelling the words correctly. They wanted to learn pronunciation by pronouncing words, phrases, and sentences correctly. They wanted to learn grammar by practicing speaking activities by paying attention to the grammar.

Concerning the teacher role, they wanted the teachers to encourage them to be active students and explain the task they should do. The role of the students that they preferred was as to be active students. The task should be given 2-3 times a week. Most of them wanted to work in groups.

After the data were analyzed, the context realisation and pedagogical realisation were made and analyzed. In terms of realisation, the learning materials were adjusted with the actual condition of the students. The steps enabled the

researcher to adjust the materials with the context of Yogyakarta where the students live in. Furthermore, the materials was designed based on the curriculum. Therefore, the course grid was designed as the guidance in the materials writing. In the course grid, the researcher designed three units of learning materials of the expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating.

After that the designed materials was evaluated by the expert. The materials were evaluated based on the: contents, language, presentation, and layout appropriateness. The results of the expert judgment showed that the content, language, presentation, and layout display were considered appropriate as the learning materials for outside speaking activities for Grade VIII students of the junior high school, after getting some revisions. As the revision had been made, the designed materials were considered as the final product of the designed materials.

The designed materials consisted of three units. Each unit consisted of some sub units namely *Preview*, *Warm up*, *Presentation*, *Practice*, *Production*, *Review and Reflection*. In terms of learning activities, in each unit of learning materials, the tasks are categorized into the opening activities including the unit title, the goal of the unit, and the warming up activity; main activities of the expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating and the evaluation; in the closing activities the researcher included evaluation and a summary of useful expressions.

The main activities included four stages where the stages were derived from PPP cycle with a modification. Richards (2006: 8) also says that PPP cycle is often used in language teaching with some modifications. This cycle began with presenting or illustrating the new teaching points in which the students were asked to comprehend. This cycle was followed by practicing the new teaching points in the controlled context. The third cycle was the free practice for students to test how to use the new teaching points as a real or simulated communication.

Once the students completed the three stages of PPP which were presentation, practice, and production, they were given an assessment. The assessment was named the record stage since the evaluation of the unit would be obtained by recording the task. To complete the recording task, the teacher put the students in pairs. They were asked to submit the assignment and then the teacher assessed the students' work.





## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents the conclusions, implication, and suggestions of the research. The conclusion includes the procedures taken in the research. The implications relate to the contribution of the research. Moreover, some suggestions were related to some parties in using the conversation book.

#### **A. Conclusions**

The conclusions in the research were drawn from the findings and discussions presented in the previous chapter purposing to answer the research questions. The objectives of this research were: (1) to describe students' learning needs in conversation, and (2) to design the appropriate materials for speaking learning and teaching for outside class activities which was focused on conversation. This research was classified into Research and Development (R & D). The research followed the steps of materials writing process proposed by Jolly and Bolitho in Tomlinson (1998) with some modifications. The steps were the exploration of a need, contextual realisation, pedagogical realisation, production of the conversation book, evaluation of the conversation book, and revision of the conversation book. The instruments to collect the data were the needs analysis questionnaire and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the quantitative data obtained from the expert judgment were analyzed through descriptive analysis.

Based on the results of the needs analysis, most students' goal in learning English was to be able to develop knowledge, especially English functions and have communication in English correctly. They wanted the conversation materials to help them provide conversation practices. The topics that they liked were the topics related to daily activities. The conversation inputs that students preferred were pictures/photos. The speaking activity they wanted in conversation outside the class was playing games. If there was a conversation book designed for outside class activities, they preferred the materials presented a lot of information and explanations. They wanted to learn vocabulary by spelling the words correctly. They wanted to learn pronunciation by pronouncing words, phrases, and sentences correctly. They wanted to learn grammar by practicing speaking activities by paying attention to the grammar.

In addition, the role of the teacher that the students preferred was as a motivator, encouraging the students to be enthusiastic and active. They wanted the teacher to explain tasks that should be done by them. The role of the students that they preferred was as active students. Their opinion about the task given was that it should be done about 2-3 times a week. Last of all, they wanted to work in groups.

From the evaluation of the materials, it is said that the designed conversation book was appropriate to be implemented in the teaching and learning process, especially for speaking activities outside the class for Grade VIII students of the junior high school. The materials were evaluated based on the contents, language, presentation, and layout appropriateness. Those four aspects were

evaluated. The mean score was 3.8. This score is in the range of  $3.25 \leq \bar{x} \leq 4$ , which was categorized into “very good”. This product still needed some revisions after getting the expert judgment. After the revisions had been made, the designed materials became the final product. This product is meant to be the guide for Grade VIII students of the junior high school to learn speaking especially conversation for outside class activities.

From the explanation above, it could be concluded that “Good at English” as an English conversation book was appropriate to be implemented as the materials for speaking activities outside the class for Grade VIII students of the junior high school.

## **B. Implications**

The conversation book is based on the needs analysis of the students. Moreover, the results of the expert judgment showed all aspects were very good. It conveys that the conversation book is appropriate to be implemented as the materials for speaking activities outside the class for Grade VIII students of the junior high school. The purpose of this conversation book is to help students to develop their speaking skill outside the class and facilitate adequate practice for the students to improve their speaking skill with the limited help from the teacher.

## **C. Suggestions**

There are some suggestions proposed to English teachers, Grade VIII students, and materials developers.

### 1. For English Teachers

English teachers are suggested that they develop various speaking activities that can be carried out outside the class. This kind of development is expected to help the students to improve their speaking skill outside the class and help the teachers to control the students' improvement and assess their speaking skill with the limited time of speaking activities inside the class.

### 2. For Grade VIII Students

Grade VIII students are suggested to utilize the conversation book.

They should be able to create their own English environment.

### 3. For Materials Developers

Considering the improvement of the materials writing, there are some suggestions for materials developers:

- a. The activities should be varied in order to make the materials more interesting.
- b. The materials should be designed in more interesting layout, color, font, and pictures, that can engage students effectively.

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# APPENDICES

# **APPENDIX 1**

## **The Needs Analysis Questionnaire**



## Angket Analisa Kebutuhan Belajar Bahasa Inggris Siswa Kelas VIII di SMP N 6 Yogyakarta



Jurusan Pendidikan Bahasa Inggris  
Fakultas Bahasa dan Seni  
Universitas Negeri Yogyakarta  
Alamat: Karangmalang, Caturtunggal, Depok, Sleman  
Yogyakarta  
55281

Kepada  
Siswa-Siswi Kelas VIII SMP N 6 Yogyakarta

Sehubungan dengan dilaksanakannya penelitian untuk mengembangkan materi Bahasa Inggris untuk kegiatan *speaking conversation* di luar kelas untuk siswa-siswi kelas VIII di SMP N 6 Yogyakarta, saya menghapkan kesedian Adik untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini bertujuan untuk mengetahui kebutuhan belajar Bahasa Inggris Adik sebagai pertimbangan dalam mengembangkan materi *conversation* di luar jam kelas untuk siswa-siswi kelas VIII SMP N 6 Yogyakarta TANPA bermaksud untuk menguji atau menilai Adik.

Adik diminta memilih jawaban dan/atau menuliskan informasi dengan jujur dan sebenar-benarnya sesuai dengan keadaan Adik saat ini. Semua jawaban yang diisikan dalam lembar kuesioner ini benar-benar hanya untuk kepentingan penyusunan materi untuk kegiatan *conversation* di luar jam kelas. Jawaban dan identitas Adik tidak mempengaruhi nilai Adik.

Terima kasih atas kesedian Adik meluangkan waktu untuk mengisi kuesioner ini.

Yogyakarta, Oktober 2015  
Peneliti,  
Mahasiswa Jurusan Pendidikan  
Bahasa Inggris  
UNY

Nurin Afifah  
NIM. 11202244022

## PART I

Isilah data diri Adik sesuai dengan format sebagai berikut:

Nama (Boleh ditidak diisi) : .....

Umur : .....

Jenis Kelamin : L/P (lingkari yang sesuai)

## PART II

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

1. Adik ingin materi yang didesain membantu adik dalam belajar Bahasa Inggris untuk...
  - a. Meningkatkan rasa percaya diri saat berbahasa Inggris
  - b. Meningkatkan pengetahuan, terutama tentang penggunaan Bahasa Inggris
  - c. Berkomunikasi menggunakan Bahasa Inggris dengan baik
  - d. Meningkatkan keterampilan berbahasa Inggris
  - e. Menyediakan materi yang sesuai dengan kebutuhan di tempat bekerja yang akan datang
  - f. Lainnya.... (sebutkan)
2. Materi Bahasa Inggris yang Adik butuhkan untuk *conversation* di luar jam kelas adalah materi yang....
  - a. Menyediakan kosakata (*vocabulary*) sesuai dengan kurikulum
  - b. Menyediakan cara membaca (*pronunciation*) yang benar
  - c. Menyediakan tata bahasa (*grammar*) sesuai dengan kurikulum
  - d. Latihan percakapan mengenai kegiatan sehari-hari
  - e. Lainnya.... (sebutkan)
3. Topik pembelajaran apa yang Adik inginkan dalam kegiatan *conversation* di luar jam kelas?
  - a. Topik yang berhubungan dengan lingkungan sekolah
  - b. Topik yang berhubungan dengan persahabatan
  - c. Topik yang berhubungan dengan keluarga
  - d. Topik yang berhubungan dengan kehidupan sehari-hari
  - e. Topik yang berhubungan dengan alam dan lingkungan
  - f. Topik yang berhubungan dengan teknologi
  - g. Topik yang berhubungan dengan hiburan (artis, seni, dll)
  - h. Lainnya... (sebutkan)
4. Bahan belajar apa yang Adik suka?
  - a. Dialog
  - b. Artikel dari Koran, majalah, internet, dll.
  - c. Gambar/foto
  - d. Rekaman dari listening (misalnya, lagu-lagu, speech, dll.)
  - e. Video

- f. Tata bahasa (*grammar*) Bahasa Inggris
  - g. Kosakata
  - h. Peta
  - i. Pengumuman
  - j. Grafik dan tabel
  - k. Lainnya... (sebutkan)
5. Jenis aktivitas berbicara apa yang Adik inginkan di kegiatan *conversation* di luar jam kelas?
- a. Bertukar ide dan pendapat dengan teman
  - b. Mendeskripsikan sebuah gambar secara lisan
  - c. Berdiskusi tentang topik tertentu
  - d. Berdiskusi mengenai kegiatan sehari-hari
  - e. Bermain peran
  - f. Bercerita (*story telling*)
  - g. Mempraktekkan dialog/percapakan
  - h. Melakukan sebuah permainan
  - i. Lainnya...(sebutkan)
6. Jenis materi yang seperti apa yang Adik inginkan?
- a. Banyak latihannya
  - b. Banyak informasi dan penjelasannya
7. Aktivitas apa yang Adik inginkan agar dapat membantu Adik dalam belajar kosakata (*vocabulary*)?
- a. Mengelompokkan kata yang sejenis
  - b. Melengkapi teks rumpang dengan kosakata yang tersedia
  - c. Menemukan padanan (*synonym*) dan lawan kata (*antonym*)
  - d. Mengidentifikasi jenis kata
  - e. Mengeja kata-kata dengan baik
  - f. Lainnya.... (sebutkan)
8. Jenis aktivitas dalam kegiatan pengucapan (*pronunciation*) seperti apa yang Adik inginkan?
- a. Mengucapkan kata/kalimat dengan intonasi yang benar
  - b. Mengidentifikasi pengucapan (*pronunciation*) suatu kata dengan benar
  - c. Mengucapkan kata, frase, dan kalimat dengan benar
  - d. Memperhatikan penekanan (*stressing*) dalam pengucapan kata
  - e. Lainnya.... (sebutkan)
9. Dalam kegiatan *conversation* di luar jam kelas, aktivitas apa yang Adik inginkan agar membantu Adik dalam tata bahasa (*grammar*) dalam Bahasa Inggris?
- a. Menghafalkan rumus untuk menyusun kalimat
  - b. Mengidentifikasi bagian yang salah dari sebuah kalimat
  - c. Melengkapi teks rumpang dengan tata bahasa yang benar

- d. Mempraktekkan kegiatan berbicara dengan memperhatikan tata bahasa yang tepat
  - e. Melakukan permainan
  - f. Lainnya.... (sebutkan)
10. Dalam proses pembelajaran di kegiatan *conversation* di luar jam kelas, seorang guru Bahasa Inggris seharusnya menjadi...
- a. *Organizer*, guru yang mengarahkan aktivitas yang akan dilakukan peserta didik
  - b. *Fasilitator*, menyediakan fasilitas yang memungkinkan kemudahan kegiatan belajar anak didik, menciptakan lingkungan belajar yang menyenangkan
  - c. *Motivator*, guru hendaknya dapat mendorong anak didik agar bergairah dan aktif belajar
  - d. *Observer*, guru sebagai pengamat terhadap perkembangan peserta didiknya
  - e. *Model*, guru sebagai contoh yang baik baik peserta didik
  - f. Lainnya (sebutkan)
11. Apa yang seharusnya dilakukan oleh guru Bahasa Inggris dalam proses pembelajaran dalam kegiatan *conversation* di luar jam kelas?
- a. Memberikan informasi pada siswa
  - b. Menjelaskan tugas yang akan dikerjakan oleh siswa
  - c. Mengamati pencapaian siswa dalam pembelajaran Bahasa Inggris
  - d. Memberikan tanggapan (*feedback*)
  - e. Lainnya.... (sebutkan)
12. Peran apa yang Adik inginkan dalam proses pembelajaran dalam kegiatan *conversation* di luar jam kelas?
- a. Peserta didik yang aktif (siswa bertanya setiap ada penjelasan yang tidak dimengerti saat belajar *conversation* di luar jam kelas)
  - b. Peserta didik yang mendengarkan penjelasan dan melaksanakan instruksi guru
  - c. Peserta didik yang kreatif mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan
  - d. Lainnya.. sebutkan
13. Seberapa sering tugas *conversation* di luar jam kelas dilakukan dalam seminggu?
- g. 1 kali
  - h. 2-3 kali
  - i. Lebih dari 3 kali
  - j. Lainnya.... (Sebutkan)

14. Pada saat melakukan kegiatan *conversation* di luar kelas, setting yang adik inginkan adalah..
- a. mengerjakan tugas secara individu
  - b. mengerjakan tugas secara berpasangan
  - c. mengerjakan tugas secara berkelompok
  - d. lainnya...

# **APPENDIX 2**

## **Course Grid**

## COURSE GRID

**Subject** : English

**Class/ Semester** : VIII/ I

**Competence Standard** : 3. Expressing meaning in transactional conversations and short spoken interpersonal to interact with environment.

Basic Competence	Topic/ Unit Title	Language Function	Learning Activities	Indicators	Source and Media
3.2 Understanding and responding transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, acceptable using expression of: inviting,	Unit 1: “Let’s Invite Someone.”	<ul style="list-style-type: none"> <li>• Inviting someone</li> <li>• Accepting invitation</li> <li>• Refusing invitation</li> </ul>	<p>A. Opening activities</p> <ol style="list-style-type: none"> <li>1. Unit Title</li> <li>2. The goal of the unit Be able to invite someone, accept someone’s invitation, refuse someone’s invitations</li> <li>3. Preview It contains a vocabulary list and grammar focus.</li> <li>4. Warm up This is the introduction of the unit.</li> </ol> <p>B. Main Activities</p> <ol style="list-style-type: none"> <li>1. Presentation</li> </ol>	<p>Ss are able to:</p> <ul style="list-style-type: none"> <li>• Identify the expressions of inviting someone appropriately</li> <li>• Invite someone to occasions appropriately</li> <li>• Identify the expressions of accepting invitation appropriately</li> <li>• Accept others’ invitations appropriately</li> <li>• Identify the expressions of declining invitation appropriately</li> </ul>	<p>Sources:</p> <ul style="list-style-type: none"> <li>• Blundell, John, et al. 1982: Function in English. Oxford: Oxford Univ. Press.</li> <li>• <a href="http://www.belajarbahasainggrisku.com/2015/02/4-dialog-percakapan-bahasa-inggris-expressing-invitation-dan-artinya.html">http://www.belajarbahasainggrisku.com/2015/02/4-dialog-percakapan-bahasa-inggris-expressing-invitation-dan-artinya.html</a></li> </ul>

accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating.			<p>Ss are asked to listen to the recordings about inviting someone in informal and formal situations. After that Ss are shown other expressions of inviting someone, accepting, and refusing someone's invitation in informal and formal situations.</p> <p>2. Practice</p> <p>Ss are asked to complete the very short dialogues by choosing the right answer between two choices. Ss are also asked to identify the expression of inviting someone.</p> <p>3. Production</p> <p>Ss are asked to make dialogues using the expressions provided by matching the expressions in the boxes.</p> <p>Then, Ss are given a situation to make an invitation to their classmates and teacher.</p> <p>Next, Ss are asked to create formal and informal invitation based on the purposes.</p> <p>After that, Ss are asked to give</p>	<ul style="list-style-type: none"> <li>Decline others' invitations appropriately</li> </ul>	
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			<p>responds to the invitation. They may decline or accept the invitation.</p> <p>Finally, Ss are asked to make dialogues based on the guidelines.</p> <p>4. Record</p> <p>Ss are assigned to make a recording from the previous task (the last task of the production tasks).</p> <p>C. Review</p> <p>It contains the useful expressions of inviting someone, accepting someone's invitation and refusing someone's invitation in formal and informal situations.</p> <p>D. Reflection</p> <p>Ss are asked to write what they like about the unit, what they do not like about the unit and what they learned in the unit.</p>		
3.2 Understanding and responding transactional conversations (to	Unit 2: "That's Right."	<ul style="list-style-type: none"> <li>• Agreeing</li> <li>• Disagreeing</li> </ul>	<p>A. Opening activities</p> <ol style="list-style-type: none"> <li>1. Unit Title</li> <li>2. The goal of the unit</li> </ol> <p>Be able to express agreement and disagreement.</p>	<p>Ss are able to:</p> <ul style="list-style-type: none"> <li>• Identify the expressions of agreeing appropriately</li> <li>• Express disagreement</li> </ul>	<p>Sources:</p> <ul style="list-style-type: none"> <li>• Blundell, John, et al. 1982: Function in English. Oxford: Oxford</li> </ul>

<p>get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating.</p>			<p>3. Preview It contains a vocabulary list and grammar focus.</p> <p>4. Warm up This is the introduction of the unit.</p> <p>B. Main Activities</p> <p>1. Presentation Ss are asked to listen to the recordings about agreeing and disagreeing with someone's opinion in informal and formal situations. After that, Ss are shown other expressions of agreeing and disagreeing in informal and formal situations.</p> <p>2. Practice Ss are asked to complete the part of very short dialogues by choosing the best answer between the choices. After that, Ss are given some situations talking about favorite things. They are asked to fill the blanks spaces with the expressions of agreement and disagreement. Next, Ss are asked to order the</p>	<p>appropriately</p> <ul style="list-style-type: none"> <li>• Identify the expressions of disagreeing appropriately</li> <li>• Express disagreement appropriately</li> </ul>	<p>Univ. Press.</p>
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			<p>jumbled sentences to make opinions. They are asked to give responds by expressing agreement and disagreement to each of the opinions.</p> <p>3. Production Ss are given situations and make dialogues from them.</p> <p>4. Record Ss are assigned to make a recording from the previous task (the last task of the production tasks).</p> <p>C. Review It contains the useful expressions of agreeing and disagreeing in formal and informal situations.</p> <p>D. Reflection Ss are asked to write what they like about the unit, what they do not like about the unit and what they learned in the unit.</p>		
3.2 Understanding and responding transactional conversations (to	Unit 3: “You’re the Best.”	<ul style="list-style-type: none"> <li>• Completing</li> <li>• Congratulating</li> </ul>	<p>A. Opening activities</p> <ol style="list-style-type: none"> <li>1. Unit Title</li> <li>2. The goal of the unit Be able to express agreement and disagreement.</li> </ol>	<ul style="list-style-type: none"> <li>• Identify the expressions of compliment appropriately</li> <li>• Express the</li> </ul>	<p>Sources:</p> <ul style="list-style-type: none"> <li>• Blundell, John, et al. 1982: Function in English. Oxford: Oxford</li> </ul>

<p>get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating.</p>			<p>3. Preview It contains a vocabulary list and grammar focus.</p> <p>4. Warm up This is the introduction of the unit.</p> <p>B. Main Activities</p> <p>1. Presentation Ss are asked to listen to the recordings about giving compliment and congratulation in informal and formal situations. Then, they are asked to study the expressions of compliment and congratulation in formal and informal situations. They are also shown how they should respond to compliment and congratulation in informal and formal situations.</p> <p>2. Practice Ss are asked to complete very short dialogues of compliments and congratulation in informal and formal situations.</p> <p>3. Production Ss are asked to make dialogues</p>	<p>compliment appropriately</p> <ul style="list-style-type: none"> <li>Identify expression congratulation appropriately</li> <li>Express congratulation appropriately</li> </ul> <p>the of</p>	<p>Univ. Press.</p> <ul style="list-style-type: none"> <li><a href="http://percakapanbahasainggrisku.blogspot.co.id/2015/02/contoh-dialog-percakapan-bahasa-inggris-memberi-selamat-congratulation-terbaru.html">http://percakapanbahasainggrisku.blogspot.co.id/2015/02/contoh-dialog-percakapan-bahasa-inggris-memberi-selamat-congratulation-terbaru.html</a></li> </ul>
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			<p>based on the given situations.</p> <p>Record</p> <p>Ss are assigned to make a recording from the previous task (the last task of the production tasks).</p> <p>C. Review</p> <p>It contains the useful expressions of compliment and congratulation in formal and informal situations.</p> <p>D. Reflection</p> <p>Ss are asked to write what they like about the unit, what they do not like about the unit and what they learned in the unit.</p>		
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# **APPENDIX 3**

## **The First Draft of the Materials**

# Good at English

Grade  
VIII

By: Nurin Afifah

## English Conversation Book



Conversation  
Guide for outside  
Class Activities



## How to Use this Book:

Good at English is a book focuses on conversation. It is expected to help students to learn conversation outside the classroom activities.

**Preview**

**Vocabulary and Pronunciation Focus**

accept	/əkˈsept/	memerina
accompany	/əˈkʌmpəni/	memerani
available	/əˈveɪləbl/	bersedia
celebrate	/ˈselɪbreɪt/	merayakan
delighted	/dɪˈlaɪtɪd/	gembira
dinner	/ˈdɪnə/	makan malam
equipment	/ɪˈkʌmpənt/	perlengkapan
exhibition	/ˌekzɪˈbɪʃən/	pameran
farewell party	/ˈfeeˌwel/ ˈpɑːtɪ/	pesta perpisahan
graduation party	/ˈɡrædʒuˌeɪʃən/ ˈpɑːtɪ/	pesta kelulusan
hangout	/ˈhæŋaʊt/	berkumpul
invite	/ɪnˈvaɪt/	mengundang
join	/dʒɔɪn/	bergabung
lunch	/lʌnʃ/	makan siang
plan	/plæn/	rencana
present	/ˈprez.ənt/	hadiah
refuse	/rɪˈfjuːz/	menolak
trip	/trɪp/	perjalanan
two-star	/tuː ˈwɔːr/	starik tambang

**Grammar Focus**

When we invite someone to some occasions, we tend to use questions using modal verb such as would or will.

Would you like to come to our farewell party for Rasy, Ms. Anni?

Will you join my birthday party this Sunday?

**Preview** shows the vocabularies that use in the book. It shows how to pronounce the words as well as the meaning of the words. In the **Preview** page, the students can learn the grammar that will be used in the unit.

**Warm Up** introduces the students about the topics and the characters in the unit.

**Warm Up**

**Attention, please!**

You are going to experience some situations as you learn conversation with this book. There are two main characters in this book, Kania and Kai. Both of them are 14 years old. Later in Unit 1, you will learn how to speak with your friends and teachers or other people appropriately using English to invite someone, accept someone's invitation, and refuse someone's invitation.

close - deket (dekat)  
invite - mengundang

Kania Kai

**Vocabulary Box** helps the students to figure out the words' meanings in certain context.

**You Should Know**

After study the dialogues above, you should know that the situations of both conversations are different. Situation 1 shows the **informal situation**, meanwhile Situation 2 shows the **formal situation**.

**You Should Know Box** reminds the students about what they have learned.

**Record!** is the evaluation. The students are asked to record the last Task in the unit and submit the recording to their teacher as the evaluation. The teacher will ask the students to work in 2 to complete this task.

**Record It!**

**Task 16**

Practice the dialogues you have made in Task 15. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.



**Review: Speaking strategy**

Useful expressions		
Inviting someone	Accepting invitation	Declining invitation
<b>Informal:</b> Would you like to...? W/ You want to go to...? W/ Would you like to...? W/ Do you want to...?	<b>Informal:</b> I'd love to... Sure, I'd love to... That sounds nice... I'd like to...	<b>Informal:</b> Sorry, I can't... I'm busy... What about...? I'd love to, but... Thanks for asking me, but...
<b>Formal:</b> Would you like to...? I'd be very much like to... I should be very pleased if you could... I'd would be very delighted if you could...	<b>Formal:</b> I'd love to... I'd be very much like to... I should be very pleased if you could... I'd would be very delighted if you could...	<b>Formal:</b> I'm sorry, but I can't... Unfortunately, I can't... However, thank you for thinking of me... We're sorry that we could... They're very kind of you, but...

Review shows the useful expressions used in the unit.

Reflection offers the reflection of the students after studying the unit in whole.

**Reflection**

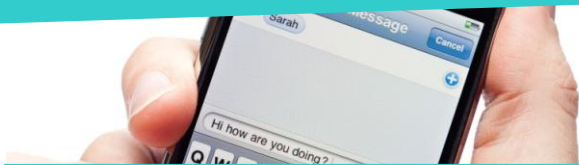
Reflect on your learning in this unit and write down your reflections in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning in this unit:

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## Unit 2

### She is a Nice Friend, isn't She?

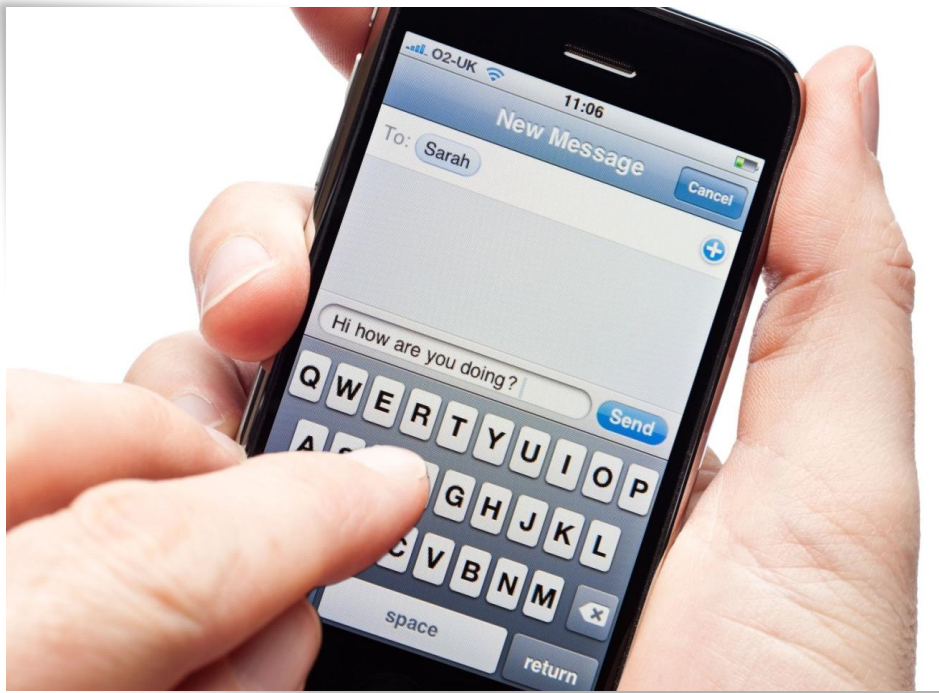
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## Unit 3

### You're the Best

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[www.apple.com](http://www.apple.com)




## UNIT 1



# INVITE SOMEONE!

“It is important to know how to invite someone to an occasion, and how to accept or refuse the invitation because you do not want to be considered rude to others.”

In this unit, you will learn how to:

-  Invite someone
-  Accept someone's invitation
-  Refuse someone's invitations

# Preview

## Vocabulary and Pronunciation Focus

Ask your teacher how to pronounce these words correctly.

accept	/ək'sept/	<i>Menerima</i>
accompany	/ə'kʌm.pə.ni/	<i>Menemani</i>
available	/ə'veɪ.lə.bl/	<i>Bersedia</i>
carefully	/'ker- f ə l.i/	<i>dengan hati-hati</i>
clue	/klu:/	<i>Petunjuk</i>
close	/kloʊz/	<i>Dekat</i>
celebrate	/'sel.i.breɪt/	<i>Merayakan</i>
choose	/tʃu:z/	<i>pilih/memilih</i>
date	/deɪt/	<i>tanggal</i>
delighted	/dɪ'laɪ.tɪd/	<i>gembira</i>
dinner	/'dɪn.ə r /	<i>makan malam</i>
equipment	/'kwɪp.mənt/	<i>peralatan</i>
exhibition	/.ek.sɪ'bjʃ. ə n/	<i>pameran</i>
expect	/'ɪk'spekt/	<i>mengharapkan</i>
farewell party	/'feə'wel 'pɑ:r.tɪ/	<i>pesta perpisahan</i>
follow	/'fɑ:.loo/	<i>mengikuti</i>
graduation party	/.grædʒ.u'eɪ.ʃ ə n 'pɑ:r.tɪ/	<i>pesta kelulusan</i>
hangout	/'hæŋ.aʊt/	<i>berkumpul</i>
invite	/ɪn'vaɪt/	<i>mengundang</i>
join	/dʒɔɪn/	<i>bergabung</i>
lunch	/lʌn t ʃ/	<i>makan siang</i>
mind	/maɪnd/	<i>keberatan</i>
plan	/plæn/	<i>rencana</i>
present	/'prez. ə nt/	<i>hadiah</i>
refuse	/'rɪ'fju:z/	<i>menolak</i>
remind	/'rɪ'maɪnd/	<i>mengingatkan</i>
take care	/teɪk keɪ/	<i>peduli</i>
think	/θɪŋk/	<i>pikir/memikirkan</i>
trip	/'trɪp/	<i>perjalanan</i>
tug-o-war	/.tʌg.ə v 'wɔ:r/	<i>tarik tambang</i>
weekend	/'wi:k'end/	<i>akhir pekan</i>
write	/raɪt/	<i>menulis</i>

## Grammar Focus

When we invite someone to some occasions, we tend to use questions using modal verb such as would or will.

Would you like to come to our farewell party for Rudy, Ms. Anna?



Will you join my birthday party this Saturday?

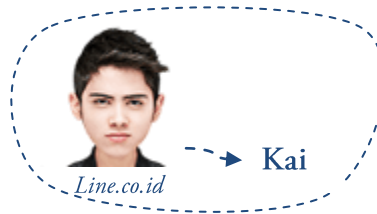


close	: dekat ( <i>hubungan</i> )
invite	: mengundang
accept	: menerima
refuse	: menolak

# Warm Up

## Attention, please!

You are going to experience some situations as you learn conversation with this book. There are two main characters in this book, Kania and Kai. Both of them are 14 years old. Later in Unit 1, you will learn how to speak with your friends and teachers or other people appropriately using English to invite someone, accept someone's invitation, and refuse someone's invitation.



# Presentation

## Task 1

Read aloud the conversation and study the dialogue below about inviting someone.

Kai : Hai Kania, how are you?

Kania : I am fine. What about you?

Kai : I am fine, too. I got a brochure that there will be Sheila on7 concert next Sunday.

Kania : Whoah. Really?

Kai : Yeah. That's why I'm telling you now, because you are a big fan of Sheila on7. Radit, Tata, Dona and I will come to the concert. *Will you join us to the concert?*

Kania : **Sure.** It's my pleasure.

*Adapted from: <http://www.belajarbahasainggrisku.com/2015/02/4-dialog-percakapan-bahasa-inggris-expressing-invitation-dan-artinya.html>*

Answer the following questions orally:

1. What are they talking about?
2. Are they close?

3. What does Kai say when he invites Kania to the concert?
4. How does Kania respond to the Kai's invitation?

## Task 2

Read aloud the conversation below and study the dialogue about inviting someone. What are they talking about?

### Situation 1

Kai's birthday is on Monday. He wants to invite Kania to his birthday party.

Why do you look so happy today?



Don't you know?  
Today is my birthday.



Really? Happy birthday!



Yeah, thank you. **Would you mind *coming*** to my birthday party tonight?



Sure, I'd love to!  
What time?



At 8 p.m. in my house.



### Situation 2

Kania's classmate, Rudy, is transferring to another school. She wants to invite her home class teacher, Ms. Anna.

Good afternoon, Ms. Anna!



Good afternoon, Kania.  
What can I do for you?



farewell : *perpisahan*  
take care : *peduli*  
join : *bergabung*

Our class decided to make a farewell party for Rudy.



Really? I'm happy that you take care of your friend.



We should be very pleased if you could join the party after school today.



That would be very nice.




*Line.co.id*


## Grammar focus

How to make a question with the word '*mind*':

Would/Do you mind ...V + ing?

 Would/Do you mind opening the door? (=please open the door.)

Would/Do you mind if ...?

 Would you mind if I open the door?



## You Should Know

After studying the dialogues above, you should know that the situations of both conversations are different. Situation 1 shows the **informal situation**; meanwhile Situation 2 shows the **formal situation**.

carefully : *dengan hati-hati*  
follow : *mengikuti*  
weekend : *akhir pekan*  
trip : *perjalanan*

## Task 3

Study the following information carefully. Here are the expressions to invite someone in **informal situation**.

 Will you...?

*Will you come to my birthday party?*

 You will...won't you?

*You will come to my birthday party, won't you?*

 What about...?

*What about coming to my birthday party?*

 Why don't you...?

*Why don't you come to my birthday party?*

## Grammar focus

Question "What about...?" is followed by V+ing

Example: What about *taking* a trip to Bunaken?

What about *visiting* Ms. Anna's house this weekend?

## Task 4

Study the following information carefully. Here are the expressions to accept and refuse someone's invitation in **informal situation**.

 I won't say no!

 Sure, I'd love to!

 That sounds nice.

 I'd like nothing better.

Accepting an  
invitation



## Refusing an invitation

- 🕒 Sorry, I can't. But thanks anyway.
- 🕒 What a shame...(reason)
- 🕒 I'd love to, but...(reason)
- 🕒 Thanks for asking me, but...(reason)

## Task 5

Study the following information carefully. Here are the expressions to invite someone in **formal situation**. Study the examples.

- 🕒 Would you like to...?
- 🕒 I'd be very much like you to...
- 🕒 I should be very pleased if you could...
- 🕒 I should be very delighted if you could...

*Would you like to come to Budi's farewell party, Ms. Anna?*

*I'd be very much like you to come to Budi's farewell party, Ms. Anna?*

*I should be very pleased if you could come Budi's farewell party, Ms. Anna?*

*I should be very delighted if you could come Budi's farewell party, Ms. Anna?*

## Task 6

Study the following information carefully. Here are the expressions to accept and refuse someone's invitation in **formal situation**.

- 🕒 We'd (or I'd) like to very much.
- 🕒 We'd (or I'd) very much like to...
- 🕒 It would be very nice to...
- 🕒 We'd (or I'd) be delighted to...

## Accepting an invitation

## Refusing an invitation

- 🕒 We'd (or I'd) like to, but...(reason)
- 🕒 Unfortunately, ...(reason). However, thank you for thinking of us (or me).
- 🕒 We (or I) wish we could, but...(reason)
- 🕒 That's very kind of you, but...(reason)

# Practice

choose	: <i>pilih/memilih</i>
hangout	: <i>berkumpul</i>
what a shame	: <i>sayang sekali</i>
clue	: <i>petuniuk</i>

## Task 7

Now, you meet a friend on the way to school. You have a little conversation with him/her. Let's try to complete the parts of the dialogues to make good conversations. Choose the best answer of two answers based on the clues below. Remember to practice them orally.

1 Kai will accept the invitation.



Will you join me for a hangout after school?

- I won't say no!
- Sorry, I can't. But thanks anyway.



2 Kania will say she has another agenda.



Listen, I'm having a birthday party next Saturday. You will come, won't you?

- Sure, I'd love to!
- I'd love to, but I need to visit my Grandma.



3 Kai thinks it is a good idea.



What about watching a movie this weekend?

- What a shame. I'm going to go fishing with my Dad.
- That sounds nice.



4 Kania doesn't think that photography is her hobby.



Why don't you join our photography club?

- Thanks for asking me, but I'm not really interested in taking pictures.
- I'd like nothing better.





## You Should Know

Informal expressions are used when you speak with your friend or people with close relationship.

celebrate	: merayakan
tug-o-war	: tarik tambang
delighted	: gembira
equipment	: peralatan
expect	: mengharapkan

## Task 8

Now, think of this situation. Your school celebrates its birthday on 1<sup>st</sup> August. You are a committee of the event and you will invite the seniors to join some games to celebrate the school's birthday. What do you say? Choose the best answer of two answers based on the clues below. Remember to practice them orally.

1

The seniors have a class at 9 a.m.



Would **you** like to join the tug-of-war game at 9 a.m. later?



We'd like to very much.



We'd like to, but we have a class after this.



## You Should Know

"You" can be used to address *kamu* or *kalian*.



2

The senior are very happy with the game.



I'd be very much like to invite **you** to the football game on Wednesday morning.



We'd very much like to join the game.



Unfortunately, we have an exam that day. However, thank you for thinking of us.



3

The seniors are expecting the competition.



I should be very pleased if **you** could join the wall magazine competition.



It would be very nice to join the competition.



We wish we could, but we have a football game soon.



4

The seniors feel sorry not to join the competition.



I should be very delighted if **you** could join the movie competition.



We'd be delighted to join the movie competition.



That's very kind of you, but we don't have the equipment to make the movie.



## Task 9

Read and study this conversation!

- Kai : Would you like to go with me to Diana's birthday party next Sunday?  
Kania : Sure. I'd like to.  
Kai : Great!  
Kania : What time is the party?  
Kai : The party is at 07.00 so I will pick you up at 06.30.  
Kania : Okay. Do I need to bring a present with me?  
Kai : No. I'll take care of it.  
Kania : Okay, then. See you next Sunday.

*Adapted from: <http://intellcomm.blogspot.co.id/2012/04/inviting-refusing-invitation-accepting.html>*

After reading the text above, now decide:

1. The expression of inviting someone in the text is:

“.....”

2. The expression of accepting invitation in the text is:

“.....”

# Production

think	: pikirkan/memikirkan
write	: menulis
remind	: mengingatkan
date	: tanggal
lunch	: makan siang

## Task 10

Study again the conversation above. Make new invitations using the expressions in the box. Accept or refuse the invitations. Match the expression in box 1, 2 and 3. Remember to practice them orally.

1

Will you...?  
You will...won't you?  
What about...?  
Why don't you...?

2

see a comedy night at *Blue Café*  
go to an art gallery event  
watch a concert  
have lunch at *Blue Café*

3

this afternoon  
Saturday night  
tomorrow  
next week



## You Should Know

Formal expressions are used when you speak with your teacher, older people, strangers and people with higher status.

## Task 11

Now, think of this situation. You always write your agendas on your diary to remind you on important date. On your diary, it is written that you have to invite some of your friends to visit Rita who has been sick for 3 days. You are going to invite your classmates and your home teacher, Ms. Anna. What do you say?

*Saturday, 2 pm, visit Rita at her house*

*Classmates, Ms. Anna*

*paper-note-background.blogspot.com*

 What will you say to invite your friends?

 What will you say to invite for your teacher?

## Task 12

Create formal and informal invitations for the following purposes. Remember to practice them orally. Try to use different expressions. See the example:

Invitation to	Formal	Informal
1. Birthday Party	Would you like to go to my party?	Will you go to my birthday party?
2. Watch movie		
3. Shopping		
4. Watch concert		
5. Study tour		
6. Dinner		
7. Soccer		

## Task 13

Give your responds to the following invitations! You may accept or refuse the invitations. Remember to practice them orally.



Would you like to see a movie this afternoon?



I have two tickets of Afgan concert next Sunday. Will you go with me?



exhibition	: <i>pameran</i>
accompany	: <i>menemani</i>
available	: <i>tak bersedia</i>
graduation party	: <i>pesta kululusan</i>



What a nice day! Do you want to take a walk with me?



Tomorrow night is my brother's graduation party. I was wondering if you can come.



How about going to the mall after school?



I really want to eat a burger. Let's go to *Mister Burger*.



## Task 14

Now, think of this situation. You like to go to exhibitions. There is a *Jogja Festival* on December 12. You want to go and ask your friend to accompany you to the exhibition. Unfortunately, your friend is not available at that time. Then you say you understand her/him. Here is the example of the dialogue.



Hi Kania. Do you want to go to Jogja Festival on December 12?



Oh, I'd love to, but I have a plan with my family on that day.



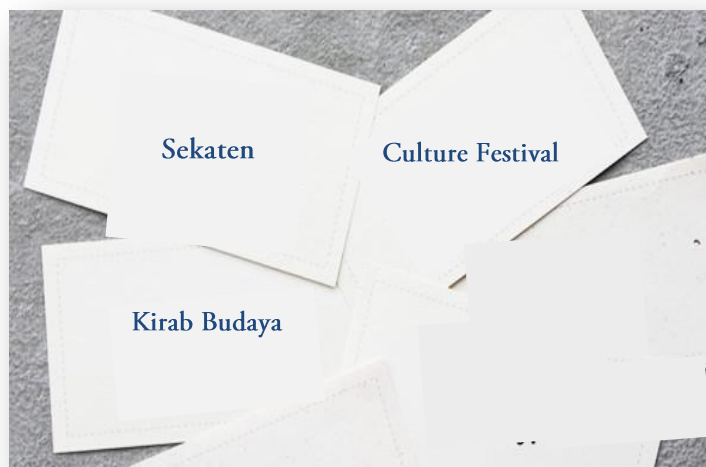
Oh, really? That's too bad. Anyway, have a safe trip with your family.



Sure. Thanks.

## Task 15

Make dialogues of inviting your friend to the events below. See Task 14 as the example.  
Remember to practice them orally.



1

2

3



## Task 16

Now, you are going to practice to make dialogues of inviting someone and accepting someone's invitation. Notice the situations below. Remember to practice them orally.

1

Write and practice a dialogue about inviting someone to see a movie tomorrow. You have a little conversation with your friend. Follow the guide below:

Greet your friend and ask him/her to see a movie tomorrow.



She answers the greeting and agrees to see the movie with you.



You decide where and what time to meet.



She agrees with the appointment and say goodbye.



You answer her leave taking.

2

Write and practice a dialogue about inviting OSIS member to attend a meeting on Monday. You have a little conversation with one of the senior member in OSIS. Follow the guide below:

Greet your senior and invite him/her to attend the OSIS meeting on Monday.



Your senior agrees to attend the meeting and asks what time the meeting is.



You say the meeting time and anticipate him/her presence.



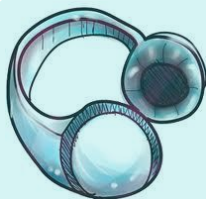
Your senior says his/her leave-taking.



Your answer his/her leave-taking.

# Record!

























## Task 17



Practice the dialogues you have made in Task 16. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.

# Review: Speaking strategy

Useful expressions:

Inviting someone	Accepting invitation	Declining invitation
<b>Informal:</b>  Will you...?  You will...won't you?  What about...?  Why don't you...?	<b>Informal:</b>  I won't say no!  Sure, I'd love to!  That sounds nice.  I'd like nothing better.	<b>Informal:</b>  Sorry, I can't, but thanks anyway.  What a shame...(reason)  I'd love to, but...(reason)  Thanks for asking me, but...(reason)
<b>Formal:</b>  Would you like to...?  I'd be very much like you to...  I should be very pleased if you could...  I should be very delighted if you could...	<b>Formal:</b>  We'd (or I'd) like to very much.  We'd (or I'd) very much like to...  It would be very nice to...  We'd (or I'd) be delighted to...	<b>Formal:</b>  We'd (or I'd) like to, but...(reason)  Unfortunately, ...(reason). However, thank you for thinking of us (or me).  We (or I) wish we could, but...(reason)  That's very kind of you, but...(reason)

# Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

.....  
.....  
.....  
.....  
.....

What I don't like in this unit:

.....  
.....  
.....  
.....  
.....

The improvement I have made after learning in this unit:

.....  
.....  
.....  
.....  
.....

# UNIT 2

SHE'S A NICE  
FRIEND, ISN'T  
SHE?



“Often in discussions, we need to express both agreement and disagreement to respond other people’s ideas. Agreeing is easier than disagreeing in discussions. When you agree with someone’s idea, you simply say ‘yes’. But when you disagree with someone’s idea, you should have an explanation why his/her idea is wrong.”

In this unit, you will learn how to express:

Agreement  
and  
Disagreement

# Preview

## Vocabulary and Pronunciation Focus

Ask your teacher how to pronounce these words correctly.

accept	/ək'sept/	menerima
advertising	/'æd. və. tair. zɪŋ/	iklan
audience	/'ɑ:. di. ən t s/	penonton
bring	/brɪŋ/	membawa
celebrate	/'sel. i. breɪt/	merayakan
certainly	/'sɜ:. t ə n. li/	tentunya
choice	/tʃɔɪs/	pilihan
consumptive	/kən'sʌm p .tɪv/	kosumtif
develop	/di'vel. əp/	mengembangkan
drink	/drɪŋk/	minum
dynamic	/d a i' næm. ɪk/	dinamis
elder	/'el -də/	orang-rang tua
entirely	/ɪn'taɪr. li/	sepenuhnya
exactly	/ɪg'zæk t .li/	persis
free	/fri:/	gratis
gist	/'dʒɪst/	kisi-kisi
however	/'haʊ'ev. -ə /	akan tetapi
identify	/aɪ'den. tʃ. faɪ/	temukan
infant	/'ɪn. fənt/	bayi
improve	/ɪm'pru: v/	meningkatkan
interesting	/'ɪn. trɪs. tɪŋ/	menarik
island	/'aɪ. lənd/	pulau
launch	/lɑ: n t ʃ/	merilis
match	/mætʃ/	pertandingan
must	/məs/	keharusan
notice	/'noʊ. tɪʃ/	perhatikan
order	/'ɔ: r. də/	urutkan
policy	/'pɑ: .lə-/	kebijakan
share	/ʃer/	berbagi
spare	/speɪ/	senggang
suggest	/sə' dʒest/	menyarankan
travel	/'træv. ə l/	berpergian
underage	/-də' eɪdʒ/	dibawah umur
uneducated	/ʌn'ed. ju. keɪ. tʃd /	tidak mendidik
visit	/'vɪz. ɪt/	mengunjungi
waste	/weɪst/	membuang-buang
weather	/'weð. ə /	cuaca

## Grammar Focus

### Present Simple:

Study the following sentences.

 *I think* the best way to start the day is with a cup of milk.

 *You and a friend want* to buy a birthday present for another friend.

 *She says* that your school should open a conversation club.

Think(s)/want(s)/say(s) etc. is the **present simple**:

I/we/you/they think/want/say etc.

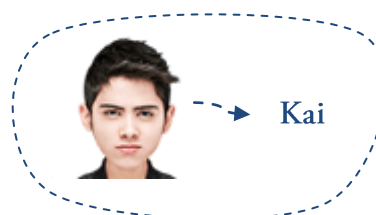
he/she/it thinks/wants/says etc.

# Warm Up

launch	: <i>merilis</i>
dynamic	: <i>dinamis</i>
develop	: <i>mengembangkan</i>
consumptive	: <i>dinamis</i>
identify	: <i>temukan</i>

## Attention, please!

In Unit 1, you have learned how to invite someone, accept someone's invitation, and refuse someone's invitation. Later, in Unit 2, you will learn how to speak with your friends, teacher or other people appropriately to say an agreement or disagreement to their opinions. Kania and Kai are the main characters in this unit.



## Presentation

### Task 1

Read aloud the conversation and study the dialogue below about agreement and disagreement.



- Kai : Don't you think that "S" brand launches too many products of cell phones?
- Kania : **I don't think so.** You know, the technology is dynamic.
- Kai : What do you mean?
- Kania : There are many technicians out there ready to develop the technology.
- Kai : **That's right.** But the minus is our country is not the part of the production team.
- Kania : **True enough.** Our country is known as a consumptive country, isn't it?
- Kai : **I couldn't agree more.**







After studying the dialogue above, answer the following questions orally:



1. What are Kai and Kania talking about?
2. Are they close?
3. Does Kania agree with "S" brand launching too many products?
4. How does Kania show her agreement about her consumptive country?



## Task 2

Read again the dialogue in Task 1. Identify the expressions of showing agreement and disagreement.  and 

## Task 3

Read aloud the conversation below and study the dialogue about agreement and disagreement. What are they talking about?

### Situation 1

Kai and Kania are in Malioboro. They have been walking for about an hour.



Why are you holding your stomach?



I am hungry.



Why don't you tell me?



I'm afraid we don't have much time left. We should hurry to catch the bus.



Don't worry. We have much time left. What would you like to eat?



How about fried rice?



That's what I was thinking.



Good.



## Situation 2

Kania and Kai had their final exam two days ago. Their class has decided to go on a trip. Ms. Anna will join the trip. She is helping the students discuss the trip destination.



Does anyone have an idea of a place to go?

How about going to a beach?



I can't say that I share your view of this. We visited a beach last year.

I think a water boom is good.



I see things rather differently myself. I suggest going to an amusement park is a good idea.

It sounds good. It seems that everyone agrees with Kania's idea.



## Task 4






Study the following information carefully. Here are the expressions to show agreement and disagreement in **informal situation**.

Agreement	Disagreement
Yes, I agree.	I don't agree.
True enough.	I'm not sure, actually.
That's right/true.	I don't think it's right.
I couldn't agree more.	Not really.
That's what I was thinking.	I don't think so.

## Task 5

Study the following information carefully. Here are the expressions to show agreement and disagreement in **formal situation**. Study the examples.






### Agreement

-  I agree entirely.
-  That's exactly my opinion.
-  I'm of exactly the same opinion.
-  I think I'd accept...
-  I don't think anyone would disagree with...

I think I'd accept *that idea*.

I don't think anyone would disagree with *your idea*.

### Disagreement

-  I'm afraid I entirely disagree with...
-  I can't accept...
-  I can't say that I share your view of...
-  I see things rather differently myself.
-  Well, my own opinion, is that...

I'm afraid I entirely disagree with *that idea*.

I can't accept *that idea*.

I can't say that I share your view of *English*.

Well, my own opinion, is that *English* *very important*.

## Practice

### Task 6

Now, you meet a friend on the way to go home. You have a little conversation with him/her. Let's try to complete the parts of the dialogues to make good conversations. Choose the best answer of two choices based on the clues below. Remember to practice them orally.

1 Your friend says, "Let's go out tonight" and you think it is a good idea. You say...



🕒 That's what I was thinking.  
🕒 Not really.

2 Your friend asks, "What about getting a pizza tonight?" You think it is not a good idea and you say...



🕒 I agree with you.  
🕒 I'm not sure, actually.

3 Someone says, "It's cold today" and you agree. You say...



🕒 I couldn't agree more.  
🕒 I'm not sure, actually.

4 Someone says something you completely agree with. You say...



🕒 I'm not sure, actually.  
🕒 I couldn't agree more.

5 Your friend is talking about a film you both saw and it was fantastic. You agree and say...



🕒 I don't think so.  
🕒 That's what I was thinking.

6 You are discussing politics with a friend and they say something that you agree with. You say...





🕒 True enough.  
🕒 I don't agree.

7

Someone says something you disagree with. You say...





-  I don't agree.
-  I couldn't agree more.

8

You know that you and your friend will never agree about something! You say...





-  I couldn't agree more.
-  I don't think it's right.

9

Someone says that your school football team will win their next match. You don't really agree and say...





-  That's right!
-  I don't think so.

10

Someone says that your English teacher is kind. You agree and say...



-  That's true.
-  I don't think it's right.

## Task 7

After studying the expressions of agreement and disagreement in the informal way, now it's time to put them into practice. Kai and Kania are having a conversation about things in life. Kai is giving his opinions and Kania will react to the opinions using the expressions of agreement and disagreement. Remember to practice them orally.



We need to drink enough water each day.

I think the best thing about visiting a new city is the food.

I think English is really easy to learn.

I think the best way to start the day is with a cup of milk.

Not really.

That's what I was thinking.

I couldn't agree more.

I'm not sure, actually.



## Task 8

visit	: <i>mengunjungi</i>
interesting	: <i>menarik</i>
island	: <i>pulau</i>
certainly	: <i>tentunya</i>
drink	: <i>minum</i>

Kania and Kai are having a conversation in the library. They talk about their favorite things. Fill the blank spaces below with the expression of agreement or disagreement in the informal way orally. Try to use a different expression of agreement or disagreement in each answer. Remember to practice them orally.

1

Kai thinks Harry Potter and the Order of Phoenix is the best of Harry Potter series.



I think the best book of Harry Potter series is Harry Potter and the Sorcerer's Stone.



2

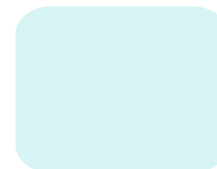
Kania thinks the same way.



I think LG is better than Samsung.



VS



3

Kai thinks comic is more interesting than novel.



Don't you think novel is more interesting than comic?



VS



4

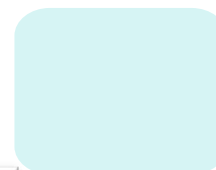
Kania thinks Lombok Island is more beautiful than Bali Island.



I believe Bali is more beautiful than Lombok.



VS



5

Kania and Kai like chocolate milk.

order	: urutkan
advertising	: iklan
waste	: membuang
travel	: berpergian
celebrate	: merayakan
spare	: senggang
choice	: pilihan



Chocolate milk is certainly one thing to drink in the morning.



## Task 9

Order each jumbled sentence to form an opinion. Then give response to each opinion in the form of agreement or disagreement in the informal way. Try to use a different expression each time you agree or disagree. Remember to practice them orally.

1. Much – advertising – is – TV – too – there – on.

Opinion : .....

Response : .....

2. I – the – world – in – cell phone – iPhone – is – think – the best.

Opinion : .....

Response : .....

3. I – Internet – that – much time – the – people – too – believe – on – waste.

Opinion : .....

Response : .....

4. Best – think – ever – Hunger Games – is – I – the – movie.

Opinion : .....

Response : .....

5. Than – time – is – money – important – more.

Opinion : .....

Response : .....

6. To – way – best – travel – trains – are – the.

Opinion : .....

Response : .....

in the middle	: <i>di tengah-tengah</i>
policy	: <i>kebijakan</i>
audience	: <i>penonton</i>
gist	: <i>kisi-kisi</i>

7. I – is – One Direction – think – the – musician – in – best – world – the.  
 Opinion : .....  
 Response : .....
8. Be – birthday – celebrated – should.  
 Opinion : .....  
 Response : .....
9. Choice – spare – is – best – the – to – sleep – time – spend.  
 Opinion : .....  
 Response : .....
10. Help – social – communication – really – people – in – media.  
 Opinion : .....  
 Response : .....

## Task 11

Now, you are in the middle of a class presentation about school policy. There is a question and answer session. You are going to respond to audience's opinion about some topics. Choose the best answer of two choices based on the clues below. Remember to practice them orally.

- 1** Your friend says, "School should allow us to bring cell phone" and you agree with it. You say...



- I'm of exactly the same opinion.  
 I see things rather differently myself.

- 2** Your friend is talking about letting the students know the exam gist before the final exam. You agree and say...

- I'm afraid I entirely disagree with that idea.  
 I don't think anyone would disagree with the idea.



3

Someone says that study tour is not a must for every students. You don't really agree and say...



That's exactly my opinion.



Well, my own opinion, is that study tour is a must for every student.

4

Someone says something you completely agree with. You say...



That's exactly my opinion.



I can't accept your idea.



5

Someone says that your school should open a conversation club. You agree and say...



I don't think anyone would disagree with it.



I can't say that I share your view of it.

## Task 12

Practice to say agreement or disagreement in formal expressions regarding some problems below. Try to use a different expression each time you agree or disagree. Remember to practice them orally.

1

People smoking in public places should be banned.



*bisokopbandung.com*



Good at English

SHE'S A NICE FRIEND, ISN'T SHE?

30



free	: gratis
infant	: bayi
elder	: orang-orang tua
be banned	: dilarang
underage	: dibawah umur

2

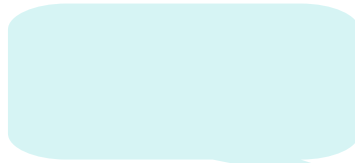
Public transportation should be free for infants and elders.



*Aaikhwan.wordpress.com*

3

Parents should not let their underage children to drive.

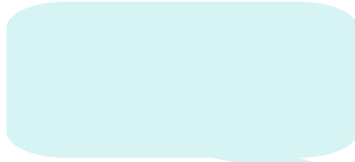


*www.nyunnyu.com*



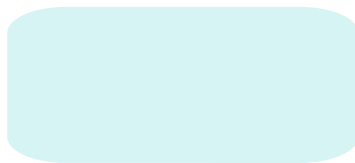
4

People should not watch uneducated television programs.



5

Parents should stop sending their children to private lessons.



## Task 13

Your teacher asks you some problems and you are asked to give responds by saying agreement or disagreement in formal expressions. Try to use a different expression each time you agree or disagree. Remember to practice them orally.

are kept	: <i>dijaga</i>
improve	: <i>meningkatkan</i>
bring	: <i>membawa</i>
weather	: <i>cuaca</i>



The streets in our city are kept clean enough.



Some people believe the best way to improve your English is to study grammar books.



School policy does not allow students to bring their phones to school.



English is important for your future career.



The weather in our city becomes a serious problem.



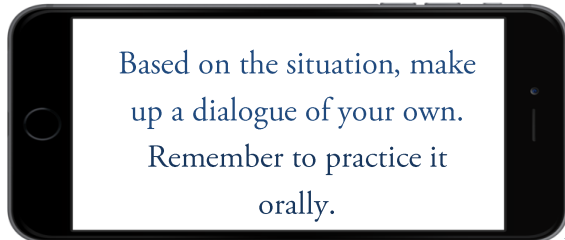
## You Should Know

In a classroom discussion, we use formal expressions.

# Production

## Task 14

however	: akan tetapi
brand new	: benar-benar baru
used cell phone	: ponsel bekas
entirely	: sepenuhnya
accept	: menerima
share	: berbagi
exactly	: persis
notice	: perhatikan



[www.apple.com](http://www.apple.com)

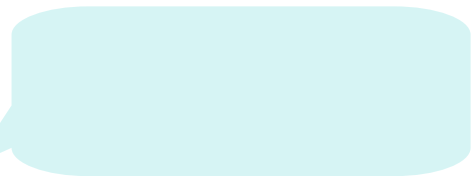
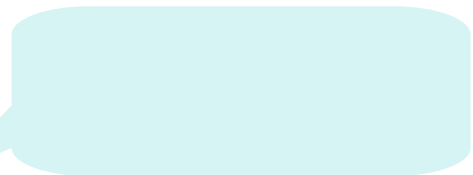
"Kania is interested in buying a cell phone. She wants to buy a brand new one. However, Kai thinks it would be better to buy a used cell phone since it is not expensive."

Write your dialogue here:

## Task 10

Look at the pictures of food and drinks below. Try to make a dialogue of each picture by giving opinion and responds about the food and drinks. Notice who the speakers are to make appropriate expressions (informal and formal expression). Remember to practice them orally.

1





2

[www.betterware.co.uk](http://www.betterware.co.uk)

3



[dpix.xyz](http://dpix.xyz)



4



[www.bk.com](http://www.bk.com)



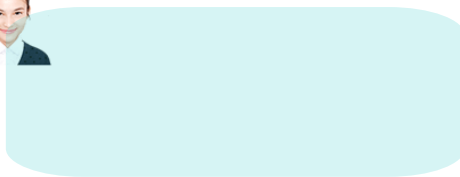


5

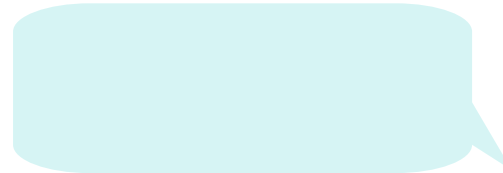
6



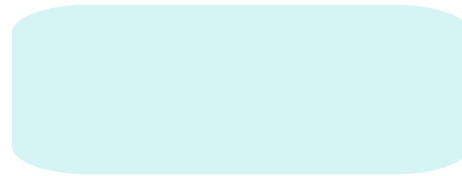
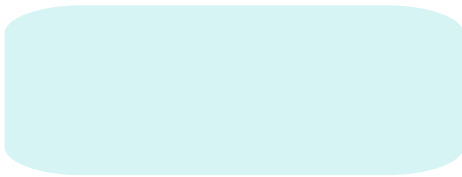
Kuherbal.com



ocim.win



7



Luluwatunhassanah.blogspot.com

## Task 15

Now, you are going to practice to make a dialogue about agreement and disagreement. Notice the situations below. Remember to practice them orally.

1

Write and practice a dialogue about your favorite movie. You have a little conversation with your friend. Follow the guide below:

You say to your friend you watched a movie yesterday, and then ask your friend's favorite movie.



Your friend answers Batman is her/his favorite movie.



You think that Spiderman is more thrilling than Batman is.



Your friend thinks that Batman is more thrilling than Superman is.



You still think that Batman is more thrilling.



You say your favorite movie is different from his/hers.



Your friend asks you to see a movie next weekend.



You agree.



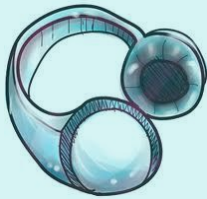
Your friend says goodbye.



You answer his/her leave-taking

# Record It!

## Task 16



Practice the dialogues you have made in Task 15. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.

## Review: Speaking strategy

Useful expressions:

Informal expressions:

Agreement	Disagreement
Yes, I agree. True enough. That's right/true. I couldn't agree more. That's what I was thinking.	I don't agree. I'm not sure, actually. I don't think it's right. Not really. I don't think so.

Formal expressions:

Agreement	Disagreement
I agree entirely. That's exactly my opinion. I'm of exactly the same opinion. I think I'd accept... I don't think anyone would disagree with...	I'm afraid I entirely disagree with... I can't accept... I can't say that I share your view of... I see things rather differently myself. Well, my own opinion, is that...



# Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

.....

.....

.....

.....

.....

What I don't like in this unit:

.....

.....

.....

.....

.....

The improvement I have made after learning in this unit:

.....

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.....

# UNIT 3



YOU'RE THE BEST!

“On some social occasions people celebrate special events. Congratulation is something that you say when you want to congratulate someone. Compliment is given to people as an expression of your admiration or respect.”

In this unit, you will learn how to express:

Compliment  
and  
Congratulation

# Preview

## Vocabulary and Pronunciation Focus




Ask your teacher how to pronounce these words correctly.

admire	/əd' - 'maɪr/	<i>mengagumi</i>
barbershop	/'bɑːr.bə.ʃɑ:p/	<i>salon</i>
compliment	/'kɑ:m.plɪ.mənt/	<i>pujian</i>
congratulation	/kən.græt.jʊ'leɪ.ʃ ə n/	<i>ucapan selamat</i>
delicious	/dɪ'liʃ.əs/	<i>lezat</i>
diligent	/'dɪl.ɪ.dʒ ə nt/	<i>rajin</i>
handwriting	/'hænd.raɪ. tʃɪŋ/	<i>tulisan tangan</i>
meanwhile	/'mi:n.waɪl/	<i>sedangkan</i>
neat	/ni:t/	<i>rapi</i>
newborn	/'nu:.bɔ:rn/	<i>baru lahir</i>
occasion	/ə'keɪ.ʒ ə n/	<i>waktu tertentu</i>
painting	/'peɪntɪŋ/	<i>lukisan</i>
poetry	/'pəʊ.ə-/	<i>puisi</i>
publish	/'pʌb.lɪʃ/	<i>menerbitkan</i>
scholarship	/'skɑ:..ləʃɪp/	<i>beasiswa</i>
sweep	/swi:p/	<i>menyapu</i>
tasty	/'teɪ.sti/	<i>enak</i>
terrific	/tə'nfɪk/	<i>hebat</i>
tree	/tri:/	<i>pohon</i>
veil	/veil/	<i>kerudung</i>
watch	/wɑ:tʃ/	<i>jam tangan</i>
Wear	/wer/	<i>memakai</i>
Win	/wɪn/	<i>menang</i>

## Grammar Focus

### Past simple

Study the following sentences.

-  Kai bought new headphones.
-  Kai won an English debate competition.
-  Kania went to a barber shop.

Bought/won/went are all ***past simple***.

### Very often the past simple ends in -ed (regular verbs).

Present simple	Past simple
work	worked
start	started
stop	stopped etc.

### But many verbs are irregular.

Present simple	Past simple
buy	bought
win	won
go	went etc.

handwriting	: <i>tulisan tangan</i>
neat	: <i>rapi</i>
compliment	: <i>pujian</i>
congratulation	: <i>ucapan selamat</i>

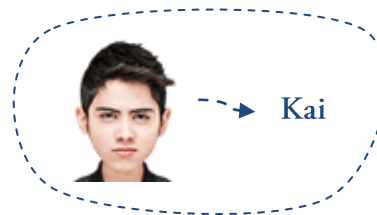
## Warm Up

### Attention, please!

In Unit 2, you have learned how to say agreement and disagreement to people's opinions. Later, in Unit 3, you will learn how to speak with your friends, teacher or other people (strangers) appropriately to say compliments or congratulation. Kania and Kai are the main characters in this unit.



Kania



Kai

## Presentation

### Task 1

Read aloud the conversation and study the dialogue below about complimenting someone.

- Kai : What are you doing, Kania?  
 Kania : I'm writing my biodata for English assignment.  
 Kai : Wow! Your handwriting looks really neat.  
 Kania : Thank you.



Answer the following questions orally:

1. What are they talking about?
2. Are they close?
3. What does Kai say to compliment Kania's handwriting?
4. How does Kania respond to the Kai's compliment?

## Task 2

Read aloud the conversation and study the dialogue below about complimenting someone.

Kai : Hai Kania, Have you heard good news of mine?  
 Kania : You told me nothing, but let me guess.. hmm wait, wait.. you won the photography competition?  
 Kai : How do you know?  
 Kania : You told me that you joined a photography competition. I know you will win it.  
 Kai : Hahaha... really?  
 Kania : Good for you. **Congratulation!** You have no idea how happy I am for you.  
 Kai : **Thanks**, I appreciate that.

*Adapted from: <http://percakapanbahasainggrisku.blogspot.co.id/2015/02/contoh-dialog-percakapan-bahasa-inggris-memberi-selamat-congratulation-terbaru.html>*

Answer the following questions orally:

1. What are they talking about?
2. Are they close?
3. What does Kania say to congratulate Kai's winning?
4. How does Kania respond to the Kai's congratulation?

## Task 3

Read aloud the conversation below and study the dialogue about inviting someone. What are they talking about?

### Situation 1

Kania like writing novels. Her first novel is finally published.

Hey Kania. It's big news. Why didn't you tell me that your first novel is published?



Hahaha...you know I was so shocked myself. I never imagine that.



You're so lucky. Well done, Kania!



It's very nice of you to say so.



sweep	: menyapu
diligent	: rajin
meanwhile	: sedangkan

## Situation 2

Kania is sweeping the floor. She sees Ms. Anna wearing a beautiful veil.

Good morning  
Ms. Anna.



Morning Kania.  
What a diligent  
student! Good.



*Line.co.id*

Thank you. May I  
say how elegant  
you look, Ms.  
Anna?



Thank you for  
saying so.



I really must  
express my  
admiration for your  
veil.



It's very nice of  
you to say so.



## You Should Know

After study the dialogues above, you should know that the situations of both conversations are different. Situation 1 shows the **informal situation**; meanwhile Situation 2 shows the **formal situation**.

## Task 4

Study the following information carefully. Here are the expressions to say compliment in informal situation.

**What...!**

e.g.: What a nice bag!  
What a wonderful house!



tasty	: <i>lezat</i>
delicious	: <i>enak</i>
terrific	: <i>hebat</i>

**I like...!/ I love**

e.g.: I like the hair style!  
I love your room.

**This .../That.../Those**

e.g.: This hamburger looks tasty.  
That juice taste delicious.



## Task 5

Study the following information carefully. Here are the expressions to say **congratulation** in informal situation.

**Congratulation!**



**Congratulation on...**

e.g.: Congratulation on  
winning debate  
competition.

Well done, (people's name)!  
Nice one, (people's name)!  
Fantastic!  
Terrific!



## Task 6

Study the following information carefully. Here are the expressions to answer compliment and congratulation in informal situation.

What a nice camera!



Thank you.  
It's very nice of you to say so.  
Thank you for saying so.



## Task 7

Study the following information carefully. Here are the expressions to say compliment in formal situation.

If I may say so, *these macaroons* are excellent.



I really must express my admiration for *this hot chocolate*.



If I may say so, *this hamburger* is excellent.



May I say how elegant/enchanting you look?





## Task 8

Study the following information carefully. Here are the expressions to say congratulation in formal situation.

I must congratulate you.



Happy  
Wedding

Nurisa  
Hamdan &

I must congratulate you on *your*  
wedding, Mr. Hamdan.



I'd like to congratulate you.



I'd like to congratulate you on *your*  
birthday.



## Task 8

Study the following information carefully. Here are the expressions to respond compliment and congratulation in informal situation.

I must congratulate you on *your*  
wedding, Ms. Anna.



Thank you.



It's very nice of you to say so.



Thank you for saying so.



# Practice

## Task 9

Look at the pictures below. Give responds based on the clues.



Your friend has a nice sling bag.

🌟 What do you say to show that it is nice?



Speech bubble for response.



*www.droidforums.net*

Your friend bought a new cellphone.

🌟 What do you say to show that it is nice?



Speech bubble for response.

## Task 10

Look at the pictures below. Give responds based on the clues.



*miftahulhuda-alfaqih.com*

🌟 What is the occasion?

🌟 What do they say to the one another?



Speech bubble for response.



*en.wikipedia.org*

🌟 What is the occasion?

🌟 What do the friends say to the boy/girl?



Speech bubble for response.

## Task 11

Complete the dialogue between two people in the following dialogues. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.

1

Kai has a new jacket. You like it.



2

Kania is wearing a good watch.



3

Kai's mother rides a nice car.



4

Kania wears a pair of glasses.



5

Kania went to a barbershop.



6

Kai bought new speakers. They are good.



7

Kania rides a nice bicycle to school.



8

Kai bought new headphones. They are good.



9

Kania drew a beautiful painting.



10

Kai has a beautiful tree in front of his house.



## Task 12

Complete the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.

1

Kania won a poetry writing competition.



2

Kai won a photography competition.



3

Kania's brother just accepted in a university.



4

Kai has just passed an important exam.



5

Kania has just got a newborn sister.



### You Should Know

The most common response to a congratulation and complement is "Thank you."

## Task 14

Complete the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.

1

Ms Anna compliment Kania for writing a beautiful poetry.



2

Ms. Anna admires Kania about the way she dresses.



3

Kai loves the hot chocolate in the cafeteria.



4

Kai went to an art exhibition. He admired the painter's works.



5

Kania thinks that Ms. Anna notebook is very good.



## Task 15

Complete the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.

1

Kai won a photography competition.



2

Kania's brother just accepted in a university on scholarship.



4

You visited your friend house and you enjoyed.



5

Ms. Renita has just got a newborn baby.



## Task 16

Now that you have learned about how to say compliment and congratulation in informal and formal way, you are going to practice to complete the dialogues with the right expressions.

Kania : Guess what! I won the debate competition.

Kai : Wow!

Kania : Thank you.

Ms Anna : Kai, I heard you won the photography competition last week.

Kai : Thank you, Ms Anna. It was luck.

Ms Anna : No. You have the talent.

Kania : Did you lived in a big city before moving here, Ms Anna?

Ms Anna : Yes, I did. I live in Jakarta before moving here. Here's my old house.

Kania :

Ms. Anna : Thank you.

Kania : Do you like drawing cartoons?

Kai : Yes, I do. I like drawing caricatures too.  
Here's my favorite.

Kania :

Kai : Thank you.



*rumahminimalismewah.com*



*weheartit.com*

## Production

### Task 17

Now, you are going to practice to make dialogues of complimenting and congratulating. Notice the situations below. Remember to practice them orally.

1

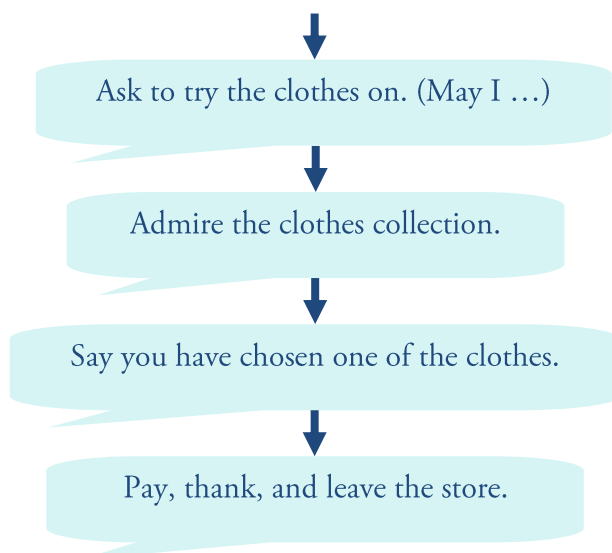
Write and practice a dialogue in a watch store. You want to buy some new clothes for a holiday in Lombok. You have a little conversation with the shop assistant.

Greet the shop assistant.



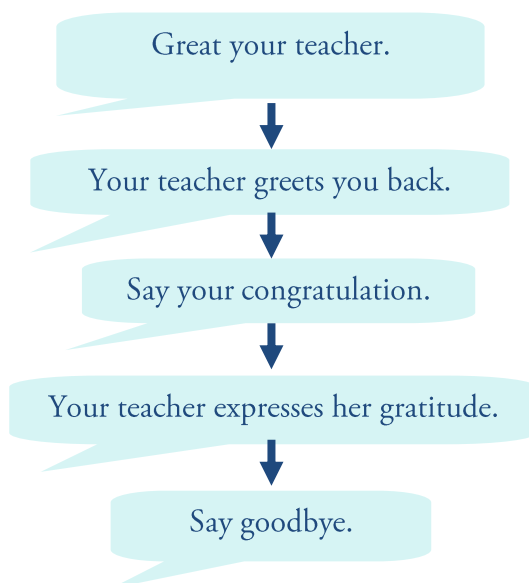
Admire the store appearance.





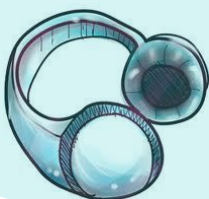
2

Write and practice a dialogue in the school. You want to say congratulation to your home class for being the new headmaster. You have a little conversation with your teacher.



## Record!

### Task 18



Practice the dialogues you have made in Task 17. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.

# Review: Speaking strategy

Useful expressions:

Informal expressions:

Congratulation	Compliment	Respond
<ul style="list-style-type: none"> <li>Congratulation!</li> <li>Congratulation on... e.g.: Congratulation on winning debate competition.</li> <li>Well done, (people's name)!</li> <li>Nice one, (people's name)!</li> <li>Fantastic!</li> <li>Terrific!</li> </ul>	<ul style="list-style-type: none"> <li>What...!</li> <li>e.g.: What a nice bag! What a wonderful house!</li> <li>I like...!/ I love e.g.: I like the hair style! I love your room.</li> <li>This .../That.../Those e.g.: This hamburger looks tasty. That juice taste delicious.</li> <li>You look great/fantastic.</li> <li>You're looking good.</li> </ul>	<ul style="list-style-type: none"> <li>Thank you.</li> <li>It's very nice of you to say so.</li> <li>Thank you for saying so.</li> </ul>

Formal expressions:

Congratulation	Compliment	Respond
<ul style="list-style-type: none"> <li>I must congratulate you.</li> <li>I must congratulate you on ...</li> <li>I'd like to congratulate you...</li> <li>I'd like to congratulate you on...</li> </ul>	<ul style="list-style-type: none"> <li>If I may say so, ... are excellent.</li> <li>I really must express my admiration for...</li> <li>If I may say so, ... is excellent.</li> <li>May I say how elegant/enchanting you look?</li> </ul>	<ul style="list-style-type: none"> <li>Thank you.</li> <li>It's very nice of you to say so.</li> <li>Thank you for saying so.</li> </ul>

# Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

.....

.....

.....

.....

.....

What I don't like in this unit:

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.....

The improvement I have made after learning in this unit:

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# **APPENDIX 4**

## **The Expert Judgement Questionnaire**

## **SURAT PERMOHONAN *EXPERT JUDGMENT***

Hal: Permohonan Kesiediaan *Expert Judgment*

Kepada

Yth. Ella Wulandari, M. A.

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di Jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan materi pembelajaran yang berjudul “*Designing iGood at English’ as an English Conversation Book for Speaking Activities outside the Class for Grade VIII Students of the Junior High School*”.

Penelitian dilakukan oleh:

Nama : Nurin Afifah

NIM : 11202244022

Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan Ahli Materi untuk memvalidasi materi pembelajaran yang kami rancang. Materi pembelajaran ini digunakan oleh siswa kelas VIII SMP. Oleh karena itu, kami mohon kesediaan Ibu/Bapak untuk dapat memberikan penilaian demi mendapatkan materi pembelajaran yang baik.

Atas bantuan dan kesediaan Ibu/Bapak, kami mengucapkan terima kasih.

Yogyakarta, Maret 2016

Ketua Jurusan

Pemohon

Sukarno, S. Pd., M. Hum.  
NIP. 1976052 200501 1 001

Nurin Afifah  
NIM. 11202244022

**ANGKET UJI AHLI MATERI UNTUK *CONVERSATION BOOK* UNTUK  
KEGIATAN DI LUAR KELAS UNTUK SISWA SMP KELAS VIII**  
(*Expert Judgment*)

Angket ini bertujuan untuk mengevaluasi materi *conversation book* untuk kegiatan di luar kelas untuk siswa SMP kelas VIII.

**A. Data Responden**

1. Nama :
2. Usia :
3. Jenis Kelamin : L/P
4. Pendidikan :  
S1 ☐  
S2 ☐  
S3 ☐
5. Lama mengajar : ... tahun

**B. Evaluasi Materi**

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

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

**UNIT 1**  
**Let's Invite Someone**

No	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan kompetensi dan tujuan pembelajaran <i>speaking</i> bahasa Inggris untuk SMP kelas VIII.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik untuk unit materi pembelajaran relevan dengan konteks pembelajaran siswa SMP kelas VIII.				
4	Materi (teks, gambar dan table) relevan dengan topik yang dibahas.				
5	Materi yang disusun sesuai dengan kebutuhan siswa SMP kelas VIII.				
6	Materi yang disusun mengarahkan siswa untuk berlatih dan mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
7	Materi mencakup komponen pembelajaran <i>expressions</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
8	Materi mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
9	Materi mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
10	Materi mencakup komponen pembelajaran <i>grammar</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
<b>KELAYAKAN BAHASA</b>					
11	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
12	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
13	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
14	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				

<b>KELAYAKAN PENYAJIAN</b>				
15	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.			
16	Materi disusun memiliki keseimbangan dalam bentuk teks, ilustrasi dan lambang.			
17	Materi disusun mendukung siswa untuk belajar mandiri.			
13	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.			
14	Materi disusun dilengkapi dengan kosakata yang sesuai dengan materi yang dibahas.			
15	Materi yang disusun mendorong siswa untuk memahami isi percakapan yang disajikan.			
16	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			
<b>KELAYAKAN KEGRAFIKAN</b>				
17	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)			
18	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar ( <i>caption</i> ) yang baik.			
19	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.			
20	Pemilihan ukuran <i>font</i> penyajian materi tidak terlalu kecil dan tidak terlalu besar.			
21	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.			
22	Penyajian gambar bersifat estetik dan fungsional.			
23	Keseluruhan desain visual materi menarik			



**UNIT 2**  
**That's Right**

No	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan kompetensi dan tujuan pembelajaran <i>speaking</i> bahasa Inggris untuk SMP kelas VIII.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik untuk unit materi pembelajaran relevan dengan konteks pembelajaran siswa SMP kelas VIII.				
4	Materi (teks, gambar dan table) relevan dengan topik yang dibahas.				
5	Materi yang disusun sesuai dengan kebutuhan siswa SMP kelas VIII.				
6	Materi yang disusun mengarahkan siswa untuk berlatih dan mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
7	Materi mencakup komponen pembelajaran <i>expressions</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
8	Materi mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
9	Materi mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
10	Materi mencakup komponen pembelajaran <i>grammar</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
<b>KELAYAKAN BAHASA</b>					
11	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
12	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
13	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
14	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				

<b>KELAYAKAN PENYAJIAN</b>				
15	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.			
16	Materi disusun memiliki keseimbangan dalam bentuk teks, ilustrasi dan lambang.			
17	Materi disusun mendukung siswa untuk belajar mandiri.			
13	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.			
14	Materi disusun dilengkapi dengan kosakata yang sesuai dengan materi yang dibahas.			
15	Materi yang disusun mendorong siswa untuk memahami isi percakapan yang disajikan.			
16	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			
<b>KELAYAKAN KEGRAFIKAN</b>				
17	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)			
18	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar ( <i>caption</i> ) yang baik.			
19	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.			
20	Pemilihan ukuran <i>font</i> penyajian materi tidak terlalu kecil dan tidak terlalu besar.			
21	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.			
22	Penyajian gambar bersifat estetik dan fungsional.			
23	Keseluruhan desain visual materi menarik			

**UNIT 3**  
**You're the Best**

No	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan kompetensi dan tujuan pembelajaran <i>speaking</i> bahasa Inggris untuk SMP kelas VIII.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik untuk unit materi pembelajaran relevan dengan konteks pembelajaran siswa SMP kelas VIII.				
4	Materi (teks, gambar dan table) relevan dengan topik yang dibahas.				
5	Materi yang disusun sesuai dengan kebutuhan siswa SMP kelas VIII.				
6	Materi yang disusun mengarahkan siswa untuk berlatih dan mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
7	Materi mencakup komponen pembelajaran <i>expressions</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
8	Materi mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
9	Materi mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
10	Materi mencakup komponen pembelajaran <i>grammar</i> yang relevan dengan kebutuhan siswa SMP kelas VIII.				
<b>KELAYAKAN BAHASA</b>					
11	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
12	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
13	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				

14	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
15	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.				
16	Materi disusun memiliki keseimbangan dalam bentuk teks, ilustrasi dan lambang.				
17	Materi disusun mendukung siswa untuk belajar mandiri.				
13	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.				
14	Materi disusun dilengkapi dengan kosakata yang sesuai dengan materi yang dibahas.				
15	Materi yang disusun mendorong siswa untuk memahami isi percakapan yang disajikan.				
16	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
<b>KELAYAKAN KEGRAFIKAN</b>					
17	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
18	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar ( <i>caption</i> ) yang baik.				
19	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.				
20	Pemilihan ukuran <i>font</i> penyajian materi tidak terlalu kecil dan tidak terlalu besar.				
21	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.				
22	Penyajian gambar bersifat estetik dan fungsional.				
23	Keseluruhan desain visual materi menarik				

## **TANGGAPAN UMUM TENTANG *CONVERSATION BOOK***

1. Secara umum, bagaimanakah pendapat Bapak/Ibu mengenai *conversation book* yang telah dikembangkan?

---

---

---

---

2. Menurut Bapak/Ibu apa kekurangan dari *conversation book* yang telah dikembangkan?

---

---

---

---

3. Apa saran Bapak/Ibu untuk memperbaiki *conversation book* yang telah dikembangkan?

---

---

---

---

# **APPENDIX 5**

## **Letter of Validation**

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

nama :  
NIP :  
institusi :

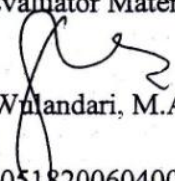
menyatakan bahwa materi pembelajaran "GOOD AT ENGLISH" yang dikembangkan oleh:

nama : Nurin Afifah  
NIM : 11202244022

Telah dinyatakan (~~layak tanpa revisi~~/ layak dengan revisi/ ~~tidak layak~~)\* untuk diimplementasikan sebagai materi *speaking* untuk pembelajaran Bahasa Inggris SMP kelas VIII dengan menambahkan saran sbb:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Yogyakarta, Maret 2016  
Evaluator Materi,

  
Ella Wulandari, M.A.

NIP. 19830518200604001

\*) coret yang tidak perlu

# **APPENDIX 6**

## **The Final Draft of the Materials**



# Good at English

Grade  
VIII

By: Nurin Afifah

## English Conversation Book



Conversation  
Guide for outside  
Class Activities



Supervisor : Drs. Suharso, M. Pd.

Validator : Ella Wulandari, M. A.

# Preface

**Good at English** is a conversation book which focuses on speaking activities outside the class for Grade VIII students of the junior high school. This book is carefully designed based on 2006 School-Based Curriculum. It is designed to develop learners' speaking skills.

**Good at English** is significantly different from the existing English textbooks for junior high school students published in Indonesia in that it encourages the students to develop their speaking skills, as suggested by the curriculum.

This book is expected to help the students acquiring the adequate English speaking practice. It believes that the learners will enjoy using the book and become better and fluent in speaking English.

Best regards

Nurin Afifah

# How to Use this Book:

Good at English is a book focuses on conversation. It is expected to help students to learn conversation outside the classroom activities.

**Preview**

**Vocabulary and Pronunciation Focus**

accept	/əkˈsept/	menerima
accompany	/əˈkʌmpəni/	manemani
available	/əˈveɪləbl/	bersedia
celebrate	/ˈselɪbreɪt/	merayakan
delighted	/dɪˈlaɪnd/	gembira
dinner	/ˈdɪnə/	makan malam
equipment	/ɪˈkwɪpmənt/	perlengkapan
exhibition	/ˌeksɪˈbɪʃən/	pameran
farewell party	/ˈfeɪwəl/ ˈpɑːtɪ/	pesta perpisahan
graduation party	/ˈɡrædʒuːʃən/ ˈpɑːtɪ/	pesta kelulusan
hangout	/ˈhæŋaʊt/	berkumpul
invite	/ɪnˈvaɪt/	mengundang
join	/dʒɔɪn/	bergabung
lauch	/lɔːtʃ/	makan siang
plan	/plæn/	rencana
present	/ˈprez.ənt/	hadiah
refuse	/rɪˈfjuːz/	menolak
trip	/trɪp/	perjalanan
two-on-two	/ˈtuː ɒ ˈtuː/	tarik tambang

**Grammar Focus**

When we invite someone to some occasions, we tend to use questions using modal verb such as would or will.

**Would** you like to come to our farewell party for Ruby, Ms. Anni?

**Will** you join my birthday party this Sunday?

**Preview** shows the words that are used in the book. It shows how to pronounce the words as well as the meanings of the words. In the **Preview** page, the students can learn the grammar that will be used in the unit.

**Warm Up** introduces the students about the topics and the characters in the unit.

**Warm Up**

**Attention, please!**

You are going to experience some situations as you learn conversation with this book. There are two main characters in this book, Emma and Kai. Both of them are 14 years old. Later in Unit 5, you will learn how to speak with your friends and teachers or other people appropriately using English to invite someone, accept someone's invitation, and refuse someone's invitation.

**Emma**

**Kai**

**Vocabulary Box** helps the students to figure out the words' meanings in certain context.

**You Should Know**

After study the dialogue above, you should know that the situation of both conversations are different. Situation 1 shows the **invited situation**. Meanwhile Situation 2 shows the **final situation**.

**You Should Know Box** reminds the students about what they have learned.

**Record** is the evaluation. The students are asked to record the last Task in the unit and submit the recording to their teacher as the evaluation. The teacher will ask the students to work in pairs to complete this task.

**Record**

**Task 16**

Practice the dialogue you have made in Task 15. Find yourself a partner, and record the conversation you have prepared in the form of video and submit them to your teacher as a report project.

**Unit 10: Speaking practice**

Learning resources	Learning resources	Learning resources
<b>Textbook:</b>	<b>Textbook:</b>	<b>Textbook:</b>
1. The first part of the unit	1. The first part of the unit	1. The first part of the unit
2. The second part of the unit	2. The second part of the unit	2. The second part of the unit
3. The third part of the unit	3. The third part of the unit	3. The third part of the unit
4. The fourth part of the unit	4. The fourth part of the unit	4. The fourth part of the unit
5. The fifth part of the unit	5. The fifth part of the unit	5. The fifth part of the unit
6. The sixth part of the unit	6. The sixth part of the unit	6. The sixth part of the unit
7. The seventh part of the unit	7. The seventh part of the unit	7. The seventh part of the unit
8. The eighth part of the unit	8. The eighth part of the unit	8. The eighth part of the unit
9. The ninth part of the unit	9. The ninth part of the unit	9. The ninth part of the unit
10. The tenth part of the unit	10. The tenth part of the unit	10. The tenth part of the unit

**Review** shows the useful expressions used in the unit.

**Reflection**

Unit 10: Speaking practice

1. The first part of the unit

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The first part of the unit was very interesting.				
2. The second part of the unit was very interesting.				
3. The third part of the unit was very interesting.				
4. The fourth part of the unit was very interesting.				
5. The fifth part of the unit was very interesting.				
6. The sixth part of the unit was very interesting.				
7. The seventh part of the unit was very interesting.				
8. The eighth part of the unit was very interesting.				
9. The ninth part of the unit was very interesting.				
10. The tenth part of the unit was very interesting.				

**Reflection** offers the reflection of the students after studying the unit in whole.

# Table of Contents



## Unit 1

### Let's invite someone.

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## Unit 2

### That's right.

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## Unit 3

### You're the best.

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[www.apple.com](http://www.apple.com)

## UNIT 1



# Invite Someone.

“It is important to know how to invite someone to an occasion, and how to accept or refuse the invitation because you do not want to be considered rude to others.”

In this unit, you will learn how to:

- 🕒 Invite someone
- 🕒 Accept **someone's** invitations
- 🕒 Refuse **someone's** invitations

# Preview

## Vocabulary and Pronunciation Focus

Listen to the following words carefully as you read along here. Notice how to pronounce these words correctly.

accept	/ək'sept/	<i>menerima</i>
accompany	/ə'kʌm.pə.ni/	<i>menemani</i>
available	/ə'veɪ.lə.bəl/	<i>bersedia</i>
carefully	/'ker- f ə l.i/	<i>dengan hati-hati</i>
clue	/klu:/	<i>petunjuk</i>
close	/kloʊz/	<i>dekat</i>
celebrate	/'sel.i.breɪt/	<i>merayakan</i>
choose	/tʃu:z/	<i>pilih/memilih</i>
date	/deɪt/	<i>tanggal</i>
delighted	/dɪ'laɪ.tɪd/	<i>gembira</i>
dinner	/'dɪn.ə r /	<i>makan malam</i>
equipment	/ɪ'kwɪp.mənt/	<i>peralatan</i>
exhibition	/.ek.sɪ'bjʃ. ə n/	<i>pameran</i>
expect	/'ɪk'spekt/	<i>mengharapkan</i>
farewell party	/.feə'wel 'pɑ:r.tɪ/	<i>pesta perpisahan</i>
follow	/'fɑ:.ləʊ/	<i>mengikuti</i>
graduation party	/.grædʒ.u'eɪ.ʃ ə n 'pɑ:r.tɪ/	<i>pesta kelulusan</i>
hangout	/'hæŋ.aʊt/	<i>berkumpul</i>
invite	/ɪn'vaɪt/	<i>mengundang</i>
join	/dʒɔɪn/	<i>bergabung</i>
lunch	/lʌn tʃ/	<i>makan siang</i>
mind	/maɪnd/	<i>keberatan</i>
plan	/plæn/	<i>rencana</i>
present	/'prez. ə nt/	<i>hadiah</i>
refuse	/rɪ'fju:z/	<i>menolak</i>
remind	/rɪ'maɪnd/	<i>mengingatkan</i>
take care	/teɪk keɪ/	<i>peduli</i>
think	/θɪŋk/	<i>pikir/memikirkan</i>
trip	/trɪp/	<i>perjalanan</i>
tug-of-war	/.tʌg.ə v 'wɔ:r/	<i>tarik tambang</i>
weekend	/.wi:k'end/	<i>akhir pekan</i>
write	/raɪt/	<i>menulis</i>

## Grammar Focus

When we invite someone to some occasions, we tend to use questions using modal verb such as would or will.

Would you like to come to our farewell party for Rudy, Ms. Anna?



Will you join my birthday party this Saturday?

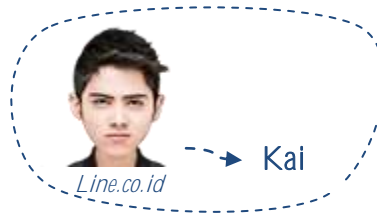


close	: dekat ( <i>hubungan</i> )
invite	: mengundang
accept	: menerima
refuse	: menolak

## Warm Up

### Attention, please!

You are going to experience some situations as you learn conversation with this book. There are two main characters in this book, Kania and Kai. Both of them are 14 years old. Later in Unit 1, you will learn how to speak with your friends and teachers or other people appropriately using English to **invite** someone, **accept** someone's invitation, and **refuse** someone's invitation.



## Presentation

### Task 1

Listen to the following dialogue as you read along here. Then repeat it.

Kai : Hai Kania, how are you?  
 Kania : I am fine. What about you?  
 Kai : I am fine, too. I got a brochure of Sheila on7 concert next Sunday.  
 Kania : Whoah. Really?  
 Kai : Yeah. **That's why** I'm telling you now, because you are a big fan of Sheila on7. Radit, Tata, Dona and I will come to the concert. ***Will you join us to the concert?***  
 Kania : ***Sure, I won't say no!***

*Adapted from: <http://www.belajarbahasainggrisaku.com/2015/02/4-dialog-percakapan-bahasa-inggris-expressing-invitation-dan-artinya.html>*

Answer the following questions orally:

1. What are they talking about?



2. What does Kai say when he invites Kania to the concert?
3. How does Kania respond to Kai's invitation?

## Task 2

Listen to the recordings and study the dialogue about inviting someone. What are they talking about?

### Situation 1

Kai's birthday is on Monday. He wants to invite Kania to his birthday party.

Why do you look so happy today?



Don't you know?  
Today is my birthday.



Really? Happy birthday!



Yeah, thank you. By the way, will you join my birthday party tonight?



Sure, I'd love to.  
What time?



At 8 p.m. in my house. See you.



See you.



### Situation 2

Kania's classmate, Rudy, will be transferred to another school. She wants to invite her home class teacher, Ms. Anna.

farewell : *perpisahan*  
take care : *peduli*  
join : *bergabung*

Good afternoon, Ms. Anna!



Good afternoon, Kania.  
What can I do for you?



Our class decided to  
make a farewell party for  
Rudy.



Really? I'm happy that you  
take care of your friend.



*Line.co.id*

We should be very pleased if  
you could join the party after  
school today.



That would be very nice. Well,  
see you later, then.



See you, Miss.







## You Should Know

After studying the dialogues above, you should know that the situations of both conversations are different. Situation 1 shows the **informal situation**; meanwhile Situation 2 shows the **formal situation**.

carefully : *dengan hati-hati*  
follow : *mengikuti*  
weekend : *akhir pekan*  
trip : *perjalanan*

### Task 3

Listen to the following information carefully as you read along here. Here are the expressions to invite someone in an **informal situation**.

 Will you...?	<i>Will you come to my birthday party?</i>
 You will...won't you?	<i>You will come to my birthday party, won't you?</i>
 What about...?	<i>What about coming to my birthday party?</i>
 Why don't you...?	<i>Why don't you come to my birthday party?</i>





### Grammar focus

Question "What about...?" is followed by V+ing

Example:      What about *taking* a trip to Bunaken?  
                    What about *visiting* Ms. Anna's house this weekend?

### Task 4

Listen to the following information carefully as you read along here. Here are the expressions to accept and refuse someone's invitation in an **informal situation**.

 I won't say no!  
 Sure, I'd love to.  
 That sounds nice.  
 Okay/OK.

Accepting an  
invitation

## Refusing an invitation

- 🕒 Sorry, I can't. But thanks anyway.
- 🕒 What a shame...(a reason)
- 🕒 I'd love to, but...(a reason)
- 🕒 Thanks for asking me, but...(a reason)

## Task 5

Listen to the following information carefully as you read along here. Here are the expressions to invite someone in a **formal situation**. Study the examples.

*Would you like to come to Budi's farewell party, Ms. Anna?*

🕒 Would you like to...?

*I'd be very much like you to come to Budi's farewell party, Ms. Anna?*

🕒 I'd be very much like you to...

*I should be very pleased if you could come to Budi's farewell party, Ms. Anna?*

🕒 I should be very pleased if you could...

🕒 I should be very delighted if you could...

*I should be very delighted if you could come to Budi's farewell party, Ms. Anna?*

## Task 6

Listen to the following information carefully as you read along here. Here are the expressions to accept and refuse someone's invitation in **formal situation**.

- 🕒 We'd (or I'd) like to very much.
- 🕒 We'd (or I'd) very much like to...
- 🕒 It would be very nice to...
- 🕒 We'd (or I'd) be delighted to...

## Accepting an invitation

## Refusing an invitation

- 🕒 We'd (or I'd) like to, but...(a reason)
- 🕒 Unfortunately, ...(a reason). However, thank you for thinking of us (or me).
- 🕒 We (or I) wish we could, but...(a reason)
- 🕒 That's very kind of you, but...(a reason)

# Practice

choose : *pilih/memilih*  
hangout : *berkumpul*  
what a shame : *sayang sekali*  
clue : *petunjuk*

## Task 7

You meet a friend on the way to school. You have a little conversation with him/her. Let's try to complete the parts of the dialogues to make good conversations. Choose the best answers based on the clues below. Listen to the following the audio carefully as you read along here. Remember to practice them orally.

1

Kai will accept the invitation.



Hi, Kai. What are you doing?

Oh hi, Kania. I'm checking my math assignment.



Do you have time this afternoon?

Hmm... I guess I'm free this afternoon.



Great! Will you join me for a hangout after school?

.....  
🕒 I won't say no!  
🕒 Sorry, I can't. But thanks anyway.



OK. See you later.

See you.



2

At first, Kania will say she has another agenda, but she will change her mind and accept the invitation.



It's good to see you here!  
So, how's life?

Fine, thanks. And you?





I'm great. Listen, I'm having a birthday party this Saturday. You will come, won't you?

.....  
🕒 Sure, I'd love to!  
🕒 I'd love to, but I need to visit my Grandma.



Oh, come on Kania! You can visit your grandma on Sunday morning.

.....  
🕒 Hmm... give me a second. Well, that sounds nice.  
🕒 Thanks for asking me, but I really need to visit my grandma this Saturday.



Great! I can't wait for this birthday party.

I wish I could get the biggest cake slice.



Sure. Don't worry.

Sorry, I've got to go now. See you around.



See you.

3

Kania thinks it is a good idea.



Hey, Kania! Your shoelaces came undone.

Oh, thanks. By the way, it's a miracle to see you this early morning.



Hahaha...you're so right. Oh, I nearly forgot! Are you free this weekend?

Hmm...I'm not too sure that I'm free this weekend. Why?



What about watching a movie this Saturday?

.....  
🕒 What a shame. I already have another agenda.  
🕒 That sounds nice.



celebrate	: merayakan
tug-o-war	: tarik tambang
delighted	: gembira
equipment	: peralatan
expect	: mengharapkan



Good. I'll pick you up at 4 p.m. Is it okay?

OK. Bye for now.



Bye.

4

Kania doesn't think that photography is her hobby.



Listen, I think you have a great talent for photography.

Really? I don't think so.



Don't be like that. Why don't you join our photography club?

.....  
Thanks for asking me, but I'm not really interested in taking pictures.

I'd like nothing better.



That's too bad.



## You Should Know

Informal expressions are used when you speak with your friend or people with close relationship.

## Task 8

Now, think of this situation. Your school celebrates its birthday on 1<sup>st</sup> August. You are a committee of the event and you will invite the seniors to join some competitions to celebrate the



school's birthday. What do you say? Choose the best answers based on the clues below. Listen to the following the audio carefully as you read along here. Remember to practice them orally.

1

The seniors have a class at 9 a.m.



You Should Know

"You" can be used to address *kamu* or *kalian*.



Excuse me, my name is Kai. I'm here as the OSIS representative.

I'm Rian. What can I do for you?



I'm here to inform you about the competitions to celebrate the school anniversary.

Really? I can't wait for this event.



Would **you** like to join the tug-of-war competition at 9 a.m. later?

.....  
🕒 We'd like to very much.  
🕒 We'd like to, but we have a class after this.



I must say I had hoped your class could join the game. But, I'd be grateful if your class could join another game.

Sure. It's our pleasure.



Well, I'm afraid I must go now. Thank you for your time.

It's a pleasure.



2

The senior is very happy with the game.



Good afternoon! Could I have some of your time, please?

Of course. Is there anything I can do for you?







I'm Kania from OSIS. I want to inform you about the competition to celebrate the school anniversary. We'd be very much like to invite you to the football competition on Wednesday morning.



.....  
We'd very much like to join the game.



Unfortunately, we have an exam that day. However, thank you for thinking of us.



I'm looking forward to your participation in other games.

Thank you for letting us know about the game.



Sure. It's a pleasure. I'm afraid I must go now. Thank you for your time.

It's no trouble at all.



3

The seniors are expecting the competition.



Excuse me. Do you mind if I ask for your time for a second?

Yes, certainly you can.



I'm here to inform you about the competitions we will hold to celebrate the school's birthday.

Ooh...finally it's coming. I'm looking forward to participating in the games.



We should be very pleased if your class could join the wall magazine competition.



.....  
It would be very nice to join the competition.



We wish we could, but we don't have much time to participate in the competition.





I'm looking forward to your participation in other games.

Of course.



Well, I'm afraid I must go now. Thank you for your time.

Please, don't mention it.



4

The seniors feel sorry not to join the competition.



What is this pamphlet about?

Oh...It's about movie competition held by OSIS.



Who are the participants?

Each class could present a short movie. The rest of the requirements are stated in this pamphlet.



When is the deadline?

We would accept the movie before 1<sup>st</sup> August.



What a pity. Our class has a big agenda this week. It would be difficult to make a movie in a short time.

We should be very delighted if you could join this competition.



.....  
 We'd be delighted to join the competition.  
 That's very kind of you, but we don't have much time to prepare the movie.

Are you really sure, you can't join the competition?





I'm not sure about this.  
Let me ask my classmates  
first.

Sure. I'm looking forward  
to your participation in  
the movie competition.



My pleasure. Hmm...I'm  
afraid I have to go now.  
Goodbye.

Goodbye.



## You Should Know

Formal expressions are used when you speak with your teacher, older people, strangers and people with higher status.

## Task 9

Listen to the following dialogue as you read along here. Then repeat it.

Kai : Will you go to Diana's birthday party next Sunday with me?  
Kania : Sure. I'd like to.  
Kai : Great!  
Kania : What time is the party?  
Kai : The party is at 07.00, so I will pick you up at 06.30.  
Kania : Okay. Do I need to bring a present with me?  
Kai : No. I'll take care of it.  
Kania : Okay, then. See you next Sunday.

*Adapted from: <http://intellcomm.blogspot.co.id/2012/04/inviting-refusing-invitation-accepting.html>*

After studying the text above, now decide:

1. The expression of inviting someone in the text is:

“.....”

2. The expression of accepting invitation in the text is:

“.....”

think	: pikirkan/memikirkan
write	: menulis
remind	: mengingatkan
date	: tanggal
lunch	: makan siang

## Task 10

Study again the conversation above. Make new invitations using the expressions in the box. Accept or refuse the invitations. Match the expression in box 1, 2 and 3. Remember to practice them orally.

1

Will you...?  
You will...won't you?  
What about...?  
Why don't you...?

2

see a comedy night at *Blue Café*  
go to an art gallery event  
watch a concert  
have lunch at *Blue Café*

3

this afternoon  
Saturday night  
tomorrow  
next week

## Task 11

Now, think of this situation. You always write your agendas on your diary to remind you of important date. On your diary, it is written that you have to invite some of your friends to visit Rita who has been sick for 3 days. You are going to invite your classmates and your home teacher, Ms. Anna. What do you say?

*Saturday, 2 pm, visit Rita at her house*

*Classmates, Ms. Anna*

*paper-note-background.blogspot.com*

🗨️ What will you say to invite your friends?

🗨️ What will you say to invite your teacher?

## Task 12

Make formal and informal invitations for the following purposes. Remember to practice them orally. Try to use different expressions. See the example:

Invitation to	Formal	Informal
1. A birthday Party	Would you like to go to my party?	Will you go to my birthday party?
2. Watch a movie		
3. Shopping		
4. Watch a concert		
5. Dinner		

## Task 13

Give your responses to the following invitations. You may accept or refuse the invitations. Listen to the following audio as you read along here. Remember to practice them orally.



What about going to see a movie this afternoon?



I have two tickets of Afghan concert next Sunday. Will you go with me?



What a nice day! Will you take a walk with me?



Tomorrow night is my brother's graduation party. Why don't you come and enjoy the party?



exhibition	: <i>pameran</i>
accompany	: <i>menemani</i>
available	: <i>tak bersedia</i>
graduation party	: <i>pesta kululusan</i>



What about going to the mall after school?



I really want to eat a burger. Why don't you join me for lunch?



## Production

### Task 14

Now, think of this situation. You like going to exhibitions. There is a Jogja Festival on December 12. You want to go and ask your friend to accompany you to the exhibition. Unfortunately, your friend is not available at that time. Then you say you understand her/him. Here is the example of the dialogue.



Hi Kania. Do you want to go to Jogja Festival on December 12?



Oh, I'd love to, but I have a plan with my family on that day.



Oh, really? That's too bad. Anyway, have a safe trip with your family.



Sure. Thanks.

1

## Sekaten Fair

You want to go to **sekaten fair** and ask your friend to accompany you. Unfortunately, your friend is not available at that time. Then you say you understand her/him.

1



2

## Culture Festival

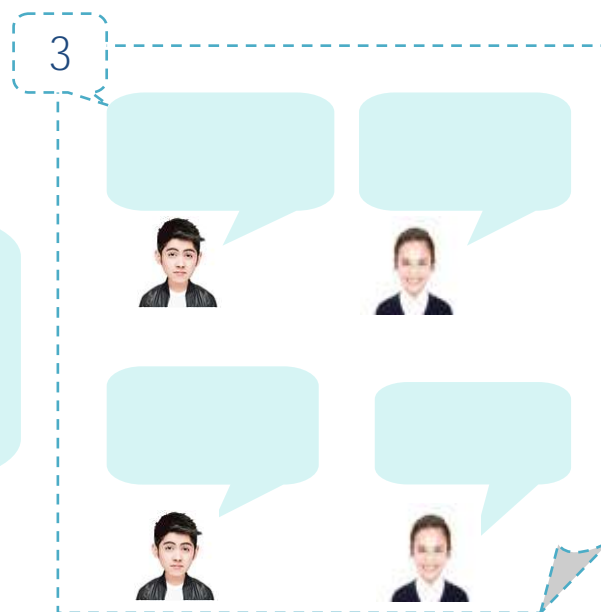
You want to go to **culture festival** and ask your friend to accompany you. Your friend agrees. Then you say you pick her up on Sunday morning.

2



### 3 Kirab Budaya

You want to go to *kirab budaya* and ask your friend to accompany you. Unfortunately, your friend is not available at that time. Then you say you understand her/him.



## Task 15

Now, you are going to practice to make dialogues of inviting someone and accepting **someone's invitation**. Notice the situations below. Remember to practice them orally.

1

Write and practice a dialogue about inviting someone to see a movie tomorrow. You have a little conversation with your friend. Follow the guide below:

Greet your friend and invite him/her to see a movie tomorrow.



She answers the greeting and agrees to see the movie with you.



You decide where and what time to meet.



She agrees with the appointment and say goodbye.



You answer her leave taking.



2

Write and practice a dialogue about inviting OSIS member to attend a meeting on Monday. You have a little conversation with one of the senior member in OSIS. Follow the guide below:

Greet your senior and invite him/her to attend the OSIS meeting on Monday.



Your senior agrees to attend the meeting and asks what time the meeting is.



You say the meeting time and anticipate him/her presence.



Your senior says his/her leave-taking.



Your answer his/her leave-taking.

## Record
























### Task 16



Practice the dialogues you have made in Task 16. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.

# Review

## Useful Expressions:

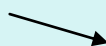
Inviting someone	Accepting an invitation	Declining an invitation
<b>Informal:</b>  Will you...?  You will...won't you?  What about...?  Why don't you...?	<b>Informal:</b>  I won't say no!  Sure, I'd love to!  That sounds nice.  I'd like nothing better.	<b>Informal:</b>  Sorry, I can't, but thanks anyway.  What a shame...(a reason)  I'd love to, but...(a reason)  Thanks for asking me, but...(a reason)
<b>Formal:</b>  Would you like to...?  I'd be very much like you to...  I should be very pleased if you could...  I should be very delighted if you could...	<b>Formal:</b>  We'd (or I'd) like to very much.  We'd (or I'd) very much like to...  It would be very nice to...  We'd (or I'd) be delighted to...	<b>Formal:</b>  We'd (or I'd) like to, but...(a reason)  Unfortunately, ...(a reason). However, thank you for thinking of us (or me).  We (or I) wish we could, but...(a reason)  That's very kind of you, but...(a reason)

## Speaking Strategy: Intonation

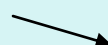
When we make WH questions, we have to low the intonation at the end of the question.

e.g.:

"What time is the party?"



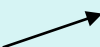
"Why do you look so happy today?"



When we make yes/no questions, we have to raise the intonation at the end of the question.

e.g.:

"Do you have time this afternoon?"








"Are you free this weekend?"



# Reflection

Give a tick on the sentence that best represents you.

I am able to:

Statements	Strongly Agree	Agree	Disagree	Strongly disagree
 Identify the expressions of inviting someone appropriately.				
 Identify the expressions of accepting invitation appropriately				
 Accept others' invitations appropriately				
 Identify the expressions of declining invitation appropriately				
 Decline others' invitations appropriately				

# UNIT 2

That's  
right.



“Often in discussions, we need to express both agreement and disagreement to respond other people’s ideas. Agreeing is easier than disagreeing in discussions. When you agree with someone’s idea, you simply say ‘yes’. But when you disagree with someone’s idea, you should have an explanation why his/her idea is wrong.”

In this unit, you will learn how to express:

Agreement  
and  
Disagreement

# Preview

## Vocabulary and Pronunciation Focus

Listen to the following words carefully as you read along here. Notice how to pronounce these words correctly.


accept	/ək'sept/	<i>menerima</i>
advertising	/'æd.və.taɪ.zɪŋ/	<i>iklan</i>
audience	/'ɑː.di.əns/	<i>penonton</i>
bring	/brɪŋ/	<i>membawa</i>
celebrate	/'sel.ɪ.breɪt/	<i>merayakan</i>
certainly	/'sɜː.tən.li/	<i>tentunya</i>
choice	/tʃɔɪs/	<i>pilihan</i>
consumptive	/kən'sʌmp.tɪv/	<i>kosumtif</i>
develop	/dɪ'vel.əp/	<i>mengembangkan</i>
drink	/drɪŋk/	<i>minum</i>
dynamic	/daɪ'næm.ɪk/	<i>dinamis</i>
elder	/'el.də/	<i>orang-rang tua</i>
entirely	/'m.taɪr.li/	<i>sepenuhnya</i>
exactly	/'ɪɡ.zæk.tɪ.li/	<i>persis</i>
free	/'friː/	<i>gratis</i>
gist	/'dʒɪst/	<i>kisi-kisi</i>
however	/'haʊ'ev.-ə/	<i>akan tetapi</i>
identify	/'aɪ.den.tɪ.fai/	<i>temukan</i>
infant	/'ɪn.fənt/	<i>bayi</i>
improve	/'ɪm'pruːv/	<i>meningkatkan</i>
interesting	/'ɪn.trɪs.tɪŋ/	<i>menarik</i>
island	/'aɪ.lənd/	<i>pulau</i>
launch	/'lɑːn.tʃ/	<i>merilis</i>
match	/'mætʃ/	<i>pertandingan</i>
must	/'mʌs/	<i>keharusan</i>
notice	/'noʊ.tɪs/	<i>perhatikan</i>
order	/'ɔːr.də/	<i>urutkan</i>
policy	/'pɑː.lə-/	<i>kebijakan</i>
share	/'ʃeɪ/	<i>berbagi</i>
spare	/'speɪ/	<i>senggang</i>
suggest	/'sʌ'dʒest/	<i>menyarankan</i>
travel	/'træv.əl/	<i>berpergian</i>
underage	/'-dʌ'eɪdʒ/	<i>dibawah umur</i>
uneducated	/'ʌn'ed.ju.keɪ.tɪd/	<i>tidak mendidik</i>
visit	/'vɪz.ɪt/	<i>mengunjungi</i>
waste	/'weɪst/	<i>membuang-buang</i>
weather	/'weð.ə/	<i>cuaca</i>

## Grammar Focus

### Present Simple:

Study the following sentences.

 *I **think** the best way to start the day is with a cup of milk.*

 *You and a friend **want** to buy a birthday present for another friend.*

 *She **says** that your school should open a conversation club.*

Think(s)/want(s)/say(s) etc. is the **present simple**:

I/we/you/they think/want/say etc.

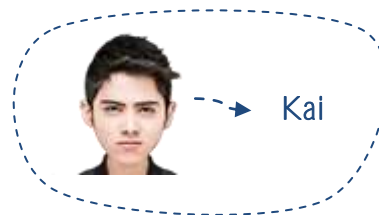
he/she/it thinks/wants/says etc.

# Warm Up

launch	: <i>merilis</i>
dynamic	: <i>dinamis</i>
develop	: <i>mengembangkan</i>
consumptive	: <i>dinamis</i>
identify	: <i>temukan</i>

## Attention, please!

In Unit 1, you have learned how to invite someone, accept someone's invitation, and refuse someone's invitation. Later, in this unit, you will learn how to speak with your friends, teacher or other people appropriately to say an agreement or disagreement to their opinions. Kania and Kai are the main characters in this unit.



## Presentation

### Task 1

Listen to the following dialogue as you read along here. Then repeat it.

- Kai : Don't you think that "S" brand launches too many products of cell phones?
- Kania : **I don't think so.** You know, the technology is dynamic.
- Kai : What do you mean?
- Kania : There are many technicians who are out there ready to develop the technology.
- Kai : **That's right.** But the minus is our country is not part of the production team.
- Kania : **True enough.** Our country is known as a consumptive country.
- Kai : **I couldn't agree more.**

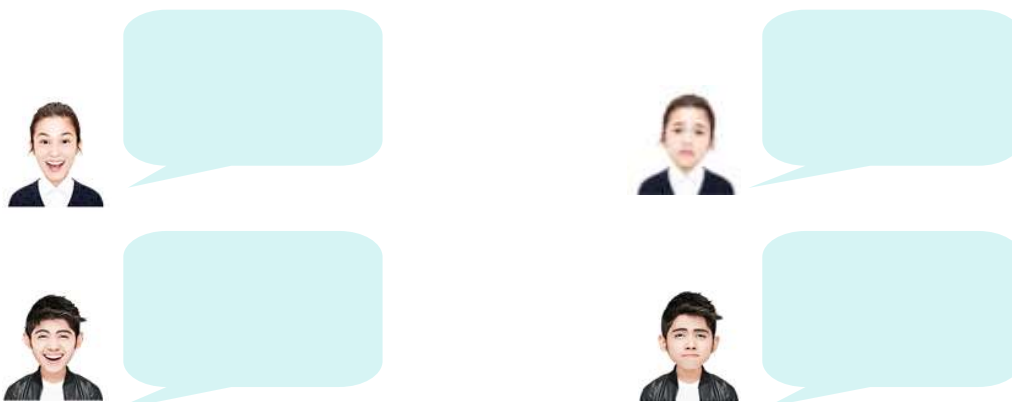


After studying the dialogue above, answer the following questions orally:

1. What are Kai and Kania talking about?
2. Does Kania agree with "S" brand launching too many products?
3. How does Kania show her agreement about her consumptive country?

## Task 2

Read again the dialogue in Task 1. Identify the expressions of showing agreement and disagreement. 



## Task 3

Listen to the recordings and study the dialogues about agreement and disagreement. Notice the clues. What are they talking about?

### Situation 1

Kai and Kania are in Malioboro. They have been walking for about an hour.



## Situation 2

Kania and Kai had their final exam two days ago. Their class has decided to go on a trip. Ms. Anna will join the trip. She is helping the students discuss the trip destination.



Does anyone have an idea of a place to go?

How about going to a beach?



**I can't say that I share your view of this.** We visited a beach last year.

I think a water boom is good.



**I see things rather differently myself.** I suggest going to an amusement park is a good idea.

It sounds good. It seems that everyone agrees with Kania's idea.



## Task 4

Listen to the following information carefully as you read along here. Here are the expressions to show agreement and disagreement in **informal situation**.

Agreement	Disagreement
Yes, I agree.	I don't agree.
True enough.	I'm not sure, actually.
That's right/true.	I don't think it's right.
I couldn't agree more.	Not really.
That's what I was thinking.	I don't think so.



## Task 5

Listen to the following information carefully as you read along here. Here are the expressions to show agreement and disagreement in **formal situation**. Study the examples.

### Agreement

- 🎧 I agree entirely.
- 🎧 That's exactly my opinion.
- 🎧 I'm of exactly the same opinion.
- 🎧 I think I'd accept...
- 🎧 I don't think anyone would disagree with...

I think I'd accept *that idea*.

I don't think anyone would disagree with *your idea*.

### Disagreement

- 🎧 I'm afraid I entirely disagree with...
- 🎧 I can't accept...
- 🎧 I can't say that I share your view of...
- 🎧 I see things rather differently myself.
- 🎧 Well, my own opinion, is that...

I'm afraid I entirely disagree with *that idea*.

I can't accept *that idea*.

I can't say that I share your view of *English*.

Well, my own opinion, is that *English is very important*.

## Practice

### Task 6



Now, think of this situation. You meet a friend on the way to go home. You have a little conversation with him/her. Let's try to complete the parts of the dialogues to make good

conversations. Choose the best answers based on the clues below. Listen to the audio carefully as you read along here. Remember to practice them orally.

1

Your friend says, "Let's go out tonight" and you think it is a good idea. You say...





-  That's what I was thinking.
-  Not really.

2

Your friend asks, "What about getting a pizza tonight?" You think it is not a good idea and you say...





-  I agree with you.
-  I'm not sure, actually.

3

Someone says, "It's cold today" and you agree. You say...





-  I couldn't agree more.
-  I'm not sure, actually.

4

Someone says something you completely agree with. You say...





-  I'm not sure, actually.
-  I couldn't agree more.

5

Your friend is talking about a movie you both saw and it was fantastic. You agree and say...





-  I don't think so.
-  That's what I was thinking.

6

You are discussing your favourite singers with a friend and he says something that you agree with. You say...



-  True enough.
-  I don't agree.

7

Someone says something you disagree with. You say...



🗨️ I don't agree.  
🗨️ I couldn't agree more.

8

You know that you and your friend will never agree about something. You say...



🗨️ I couldn't agree more.  
🗨️ I don't think it's right.

9

Someone says that your school football team will win their next match. You don't really agree and say...



🗨️ That's right!  
🗨️ I don't think so.

10

Someone says that your English teacher is kind. You agree and say...



🗨️ That's true.  
🗨️ I don't think it's right.

## Task 7

After studying the expressions of agreement and disagreement in the informal way, now it's time to put them into practice. Kai and Kania are having a conversation about things in life. Kai is giving his opinions and Kania will react to the opinions using the expressions of agreement and disagreement. Remember to practice them orally.

We need to drink enough water each day.

I think the best thing about visiting a new city is the food.

I think English is really easy to learn.

I think the best way to start the day is with a cup of milk.

Not really.

That's what I was thinking.

I couldn't agree more.

I'm not sure, actually.



## Task 8

visit	: <i>mengunjungi</i>
interesting	: <i>menarik</i>
island	: <i>pulau</i>
certainly	: <i>tentunya</i>
drink	: <i>minum</i>

Kania and Kai are having a conversation in the library. They are talking about their favorite things. Fill the blank spaces below with the expressions of agreement or disagreement in the informal way, orally. Try to use a different expression of agreement or disagreement in each answer. Look at the example. Remember to practice them orally.

1

They are discussing about their favorite novels.

Do you like Harry Potter series?



Do you mean the book series?



Yes. Do you like reading the Harry Potter series?



Yes, I do. I have the entire book series as my favorite collections.



Really? I can't believe it. I only have the fourth book. I think it's the best book of all the series.



**I'm not sure, actually (*disagreement*).** Don't you think *The Order of Phoenix* is better than *The Goblet of Fire*?



.....(*disagreement*).  
I think the best book of Harry Potter series is *Harry Potter and the Sorcerer's Stone*.



I think we have different preferences. We won't have the same idea about this.



Hahaha.....(*agreement*).  
But, still we have the same favorites.



.....(*agreement*)



2

They are discussing Kania's new mobile phone.



Wow! Is it your new mobile phone?



VS



Uh-uh. You're right. What do you think?



It's good. It looks excellent.

.....(*agreement*).  
The design is good and fancy.



.....(*agreement*). But I think the camera lacks of resolution.

.....(*agreement*).  
But I still think LG is better than Samsung.



.....(*disagreement*). I do think that LG is good, but it is not better than Samsung.

I think we have different preferences about this. Let's just think that both of them are good.



.....(*agreement*).

3

They are discussing their preferences for comics and novels.



Hey, what are you reading?



VS



Oh, hi! I'm reading *Detective Conan*. What are you doing here?



I'm reading *Harry Potter*. Do enjoy reading novels?

Hmm... no, I don't. I enjoy reading comics. I think comics are more interesting than novels.





.....(*disagreement*).  
But I also enjoy reading  
*webtoon*. Do you read  
*webtoon*?

Yes, I do. The stories are  
interesting and they are  
download-free.



.....(*agreement*). By  
the way, I've heard that you  
like drawing. Is it true?

I am. This is one of my  
masterpieces.



Wow! You must be kidding  
me. It's beautiful. You're  
better than Akila, the  
cartoonist.

.....(*disagreement*).  
She is better than I am.



4

They are discussing about how beautiful Lombok and Bali Islands are.



Why are staring at  
your phone? What  
are you looking at?



VS

Here, my family  
and I went to  
Bali last holiday.



Are you serious? I  
want to go there, at  
least once.



You should go  
there. It's very  
beautiful. You  
won't be  
disappointed.



.....(*agreement*). My  
brother had been there and  
he said it was beautiful.

.....(*agreement*).  
You should also visit  
Lombok. It's also beautiful.



I think it's not really worth  
it going to Lombok.

.....(*disagreement*).  
The panorama is really  
enchanting.





order	: urutkan
advertising	: iklan
waste	: membuang
travel	: berpergian
celebrate	: merayakan
spare	: senggang
choice	: pilihan



Really? Someday, I should come and see myself.

Yes. You should.



5

They are talking about their favorite, chocolate milk.



Chocolate milk is certainly one thing to drink in the morning.



.....(*agreement*). I can drink two glasses of chocolate milk in the morning.



Well, I've never. One glass is enough. Why don't you get fat?

.....(*agreement*). It may be because I exercise every morning.



.....(*agreement*). Which one do you like better? Cool or warm?

Warm chocolate milk is the best thing I've ever known.



.....(*disagreement*). I like it cool.

## Task 9

Order each jumbled sentence to form an opinion. Then give response to each opinion in the form of agreement or disagreement in the informal way. Try to use a different expression each time you agree or disagree. Look at the example. Remember to practice them orally.

1. Much – advertising – is – TV – too – there – on.  
Opinion : There is too much advertising on TV.  
Response : I couldn't agree more.

2. I – the – world – in – cell phone – iPhone – is – think – the best.  
Opinion : .....  
Response : .....
3. I – Internet – that – much time – the – people – too – believe – on – waste.  
Opinion : .....  
Response : .....
4. Best – think – ever – Hunger Games – is – I – the – movie.  
Opinion : .....  
Response : .....
5. Than – time – is – money – important – more.  
Opinion : .....  
Response : .....
6. To – way – best – travel – trains – are – the.  
Opinion : .....  
Response : .....
7. I – is - One Direction – think – the – musician – in – best – world – the.  
Opinion : .....  
Response : .....
8. Be – birthday – celebrated – should.  
Opinion : .....  
Response : .....
9. Choice – spare – is – best – the – to – sleep – time – spend.  
Opinion : .....  
Response : .....
10. Help – social – communication – really – people – in – media.  
Opinion : .....  
Response : .....



## Task 10

in the middle	: <i>di tengah-tengah</i>
policy	: <i>kebijakan</i>
audience	: <i>penonton</i>
gist	: <i>kisi-kisi</i>
must	: <i>keharusan</i>

Now think of this situation. You are in the middle of a class presentation about school policy. There is a question and answer session. You are going to respond to audience's opinion about some topics. Choose the best answers based on the clues below. Listen to the audio carefully as you read along here. Remember to practice them orally.

- 1 Your friend says, "School should allow us to bring cell phone" and you agree with it. You say...



- I'm of exactly the same opinion.
- I see things rather differently myself.

- 2 Your friend is talking about letting the students know the exam gist before the final exam. You agree and say...

- I'm afraid I entirely disagree with that idea.
- I don't think anyone would disagree with the idea.



- 3 Someone says that study tour is not a must for every students. You don't really agree and say...



- That's exactly my opinion.
- Well, my own opinion, is that study tour is a must for every student.

- 4 Someone says something you completely agree with. You say...

- That's exactly my opinion.
- I can't accept your idea.



- 5 Someone says that your school should open a conversation club. You agree and say...



- I don't think anyone would disagree with it.
- I can't say that I share your view of it.

free	: <i>gratis</i>
infant	: <i>bayi</i>
elder	: <i>orang-orang tua</i>
be banned	: <i>dilarang</i>
underage	: <i>dibawah umur</i>

## Task 11

Practice to say agreement or disagreement in formal expressions regarding some problems below. Try to use a different expression each time you agree or disagree. Remember to practice them orally.

1

People smoking in public places should be banned.



*bisokopbandung.com*

2

Public transportation should be free for infants and elders.

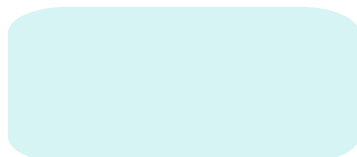


*Aaikhwan.wordpress.com*



3

Parents should not let their underage children to drive.

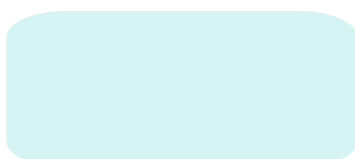


*www.nyunyu.com*



4

People should not watch uneducated television programs.



are kept	: <i>dijaga</i>
improve	: <i>meningkatkan</i>
bring	: <i>membawa</i>
weather	: <i>cuaca</i>

5

Parents should stop sending their children to private lessons.



## Task 12

Your teacher asks you some problems and you are asked to give response by saying agreement or disagreement in formal expressions. Look at the example. Try to use a different expression each time you agree or disagree. Remember to practice them orally.

1



Do you think that our city is clean enough?

**I don't think anyone would disagree with the idea that our city is kept clean enough (*agreement*).**



How about the streets? Do you agree that the streets in our city are kept clean enough?



.....(*disagreement*).



2



Do you agree with the opinion that says the best way to improve your English is to study grammar books?

.....(*disagreement*). Grammar is only one of many aspects we need to consider to improve the English skill.



Then, do you agree with people who consider grammar is an important part of English?



.....(*agreement*). Grammar is indeed an important part in English.



3



School policy does not allow students to bring their phones to school.  
Do you agree with that idea?

.....(*disagreement*). If we  
need something, how do we tell our parents?



You could ask me to inform the important matters to your parents. I  
will help you anytime.

4



English is important for your future career. Do you agree?

.....(*agreement*). English is  
the international language. therefore, English is important.



.....(*agreement*). Nowadays,  
many jobs require English skill.

5



The weather in our city becomes a serious problem. Do you agree?

.....(*agreement*). The  
temperature becomes hotter and hotter.



.....(*agreement*).  
Therefore, we need to save the environment.



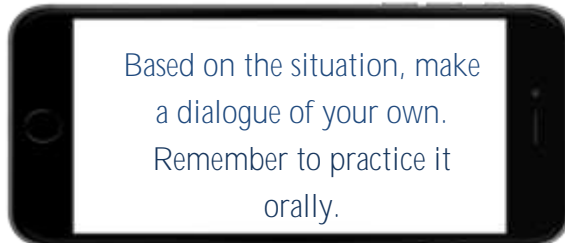
## You Should Know

In a classroom discussion, we use formal expressions.

# Production


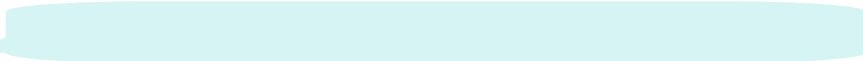
## Task 13


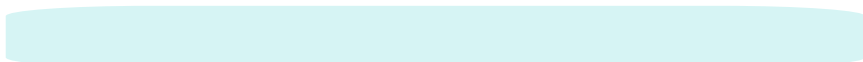
however	: <i>akan tetapi</i>
brand new	: <i>benar-benar baru</i>
used cell phone	: <i>ponsel bekas</i>
entirely	: <i>sepenuhnya</i>
accept	: <i>menerima</i>
share	: <i>berbagi</i>
exactly	: <i>persis</i>
notice	: <i>perhatikan</i>


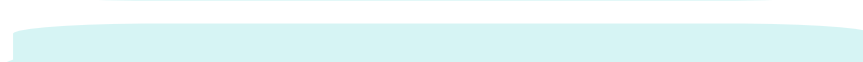




[www.apple.com](http://www.apple.com)

"Kania is interested in buying a cell phone. She wants to buy a brand new one. However, Kai thinks it would be better to buy a used cell phone since it is not expensive."





## Task 14

Look at the pictures of food and drinks below. Try to make a dialogue of each picture by giving opinions and responses about the food and drinks. You may agree or disagree. Notice who the speakers are to make appropriate expressions (informal and formal expression). Look at the example. Remember to practice them orally.

1







Dark chocolate is absolutely addictive.



I'm of exactly the same opinion. It's the best taste of all kinds of chocolate.



I agree entirely. How do you like the chocolate?



I often make hot chocolate from dark chocolate.



Light blue speech bubble

Light blue speech bubble



Light blue speech bubble

Light blue speech bubble



2

[www.betterware.co.uk](http://www.betterware.co.uk)

3



[dpix.xyz](http://dpix.xyz)



Light blue speech bubble

Light blue speech bubble



Light blue speech bubble

Light blue speech bubble



4



[www.bk.com](http://www.bk.com)



Light blue speech bubble

Light blue speech bubble



Light blue speech bubble

Light blue speech bubble







5

*ocim.win*

6



*Kuherbal.com*



7



*Luluwatunhasanah.blogspot.com*

## Task 15

Now, you are going to practice to make a dialogue about agreement and disagreement. Notice the situations below. Remember to practice them orally.

1

Write and practice a dialogue about your favorite movie. You have a little conversation with your friend. Follow the guide below:

You say to your friend you watched a movie yesterday, and then ask your friend's favorite movie.



Your friend answers Batman is her/his favorite movie.



You think that Spiderman is more thrilling than Batman is.



Your friend thinks that Batman is more thrilling than Superman is.



You still think that Batman is more thrilling.



You say your favorite movie is different from his/hers.



Your friend asks you to see a movie next weekend.



You agree.



Your friend says goodbye.



You answer his/her leave-taking



# Record

## Task 16



Practice the dialogues you have made in Task 15. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.

# Review

## Useful Expressions

Informal expressions:

Agreement	Disagreement
Yes, I agree.	I don't agree.
True enough.	I'm not sure, actually.
That's right/true.	I don't think it's right.
I couldn't agree more.	Not really.
That's what I was thinking.	I don't think so.

Formal expressions:

Agreement	Disagreement
I agree entirely.	I'm afraid I entirely disagree with...
That's exactly my opinion.	I can't accept...
I'm of exactly the same opinion.	I can't say that I share your view of...
I think I'd accept...	I see things rather differently myself.
I don't think anyone would disagree with...	Well, my own opinion, is that...

## Speaking Strategy: Stress

When you are speaking English, the words you stress can change the underlying meaning of a sentence. Let's take a look at the following sentences. The bold words are stressed.

e.g.: "I don't think she will love the gift."



(Somebody else thinks she will love the gift.)







"I **don't** think she will love the gift."

(It's not true that I think she will love the gift.)

# Reflection

Give a tick on the sentence that best represents you.

I am able to:

Statements	Strongly Agree	Agree	Disagree	Strongly disagree
 Identify the expressions of agreeing appropriately				
 Express disagreement appropriately				
 Identify the expressions of disagreeing appropriately				
 Express disagreement appropriately				

# UNIT 3



YOU'RE THE BEST.

“On some social occasions people celebrate special events. Congratulation is something that you say when you want to congratulate someone. Compliment is given to people as an expression of your admiration or respect.”

In this unit, you will learn how to express:

Compliment  
and  
Congratulation

# Preview

## Vocabulary and Pronunciation Focus




Listen to the following words carefully as you read along here. Notice how to pronounce these words correctly.

admire	/əd' - 'maɪr/	<i>mengagumi</i>
barbershop	/'bɑːr.bəʃɑ:p/	<i>salon</i>
compliment	/'kɑ:m.plɪ.mənt/	<i>pujian</i>
congratulation	/kən.græt.jʊ'leɪf ə n/	<i>ucapan selamat</i>
delicious	/dɪ'liʃ.əs/	<i>lezat</i>
diligent	/'dɪl.ɪ.dʒ ə nt/	<i>rajin</i>
handwriting	/'hænd.raɪ.tɪŋ/	<i>tulisan tangan</i>
meanwhile	/'mi:n.waɪl/	<i>sedangkan</i>
neat	/ni:t/	<i>rapi</i>
newborn	/'nu:.bɔ:rn/	<i>baru lahir</i>
occasion	/ə'keɪ.ʒ ə n/	<i>waktu tertentu</i>
painting	/'peɪn-tɪŋ/	<i>lukisan</i>
poetry	/'pou.ə-/	<i>puisi</i>
publish	/'pʌb.lɪʃ/	<i>menerbitkan</i>
scholarship	/'skɑ:..ləʃɪp/	<i>beasiswa</i>
sweep	/swi:p/	<i>menyapu</i>
tasty	/'teɪ.sti/	<i>enak</i>
terrific	/tə'nfɪ.ɪk/	<i>hebat</i>
tree	/tri:/	<i>pohon</i>
veil	/veil/	<i>kerudung</i>
watch	/wɑ:tʃ/	<i>jam tangan</i>
wear	/wer/	<i>memakai</i>
win	/wɪn/	<i>menang</i>

## Grammar Focus

### Past simple


Study the following sentences.

-  Kai bought new headphones.
-  Kai won an English debate competition.
-  Kania went to a barber shop.

Bought/won/went are all ***past simple***.

-  Very often the past simple ends in ***-ed*** (regular verbs).

Present simple	Past simple
work	worked
start	started
stop	stopped etc.

-  But many verbs are irregular.

Present simple	Past simple
buy	bought
win	won
go	went etc.

handwriting	: <i>tulisan tangan</i>
neat	: <i>rapi</i>
compliment	: <i>pujian</i>
congratulation	: <i>ucapan selamat</i>

# Warm Up

## Attention, please!

In Unit 2, you have learned how to say **agreement** and **disagreement** to people's opinions. Later, in this unit, you will learn how to speak with your friends, teacher or other people (strangers) appropriately to say compliments or congratulation. Kania and Kai are the main characters in this unit.



Kania



Kai

# Presentation

## Task 1

Listen to the following dialogue as you read along here. Then repeat it.

Kai : What are you doing, Kania?  
 Kania : I'm writing my biodata for English assignment.  
 Kai : Wow! Your handwriting looks really neat.  
 Kania : Thank you.



Answer the following questions orally:

1. What are they talking about?
2. What does Kai say to compliment Kania's handwriting?
3. How does Kania respond to Kai's compliment?

## Task 2

Listen to the following dialogue as you read along here. Then repeat it.

Kai : Hi Kania. Have you heard good news of mine?  
 Kania : You told me nothing, but let me guess.. hmm wait, wait.. you won the photography competition?  
 Kai : How do you know?  
 Kania : You told me that you joined a photography competition. I know you will win it.  
 Kai : Hahaha... really?  
 Kania : Good for you. **Congratulations!** You have no idea how happy I am for you.  
 Kai : **Thanks**, I appreciate that.

Adapted from: <http://percakapanbahasainggrisku.blogspot.co.id/2015/02/contoh-dialog-percakapan-bahasa-inggris-memberi-selamat-congratulation-terbaru.html>

Answer the following questions orally:

1. What are they talking about?
2. What does Kania say to congratulate Kai's winning?
3. How does Kania respond to Kai's congratulation?

## Task 3

Listen to the recordings and study the dialogue about congratulating and complimenting someone. Notice the clues. What are they talking about?

### Situation 1

Kania like writing novels. Her first novel is finally published.

Hey Kania. It's big news. Why didn't you tell me that your first novel is published?



Hahaha...you know I was so shocked myself. I never imagine that.



You're so lucky. Well done, Kania!



It's very nice of you to say so.



sweep	: menyapu
diligent	: rajin
meanwhile	: sedangkan

## Situation 2

Kania is sweeping the floor. She sees Ms. Anna wearing a beautiful veil.

Good morning  
Ms. Anna.



Morning Kania.  
What a diligent  
student! Good.



Line.co.id

Thank you. May I  
say how elegant  
you look, Ms.  
Anna?



Thank you for  
saying so.



I really must  
express my  
admiration for your  
veil.



It's very nice of  
you to say so.



## You Should Know

After studying the dialogues above, you should know that the situations of both conversations are different. Situation 1 shows the **informal situation**; meanwhile Situation 2 shows the **formal situation**.

## Task 4

Listen to the following information carefully as you read along here. Here are the expressions to say **compliment** in an **informal situation**.

**What...!**

e.g.: What a nice bag!  
What a wonderful house!





tasty	: <i>lezat</i>
delicious	: <i>enak</i>
terrific	: <i>hebat</i>

**I like...!/ I love**

e.g.: I like the hair style!  
I love your room.

**This .../That.../Those**

e.g.: This hamburger looks tasty.  
That juice tastes delicious.



## Task 5

Listen to the following information carefully as you read along here. Here are the expressions to say **congratulation** in an **informal situation**.

**Congratulations!**



**Congratulations on...**

e.g.: Congratulation on  
winning debate  
competition.

**Well done, (people's name)!**  
**Nice one, (people's name)!**  
Fantastic!  
Terrific!



## Task 6

Listen to the following information carefully as you read along here. Here are the expressions to respond **compliment** and **congratulation** in an **informal situation**.

What a nice camera!



Thank you.  
It's very nice of you to say so.  
Thank you for saying so.



## Task 7

Listen to the following information carefully as you read along here. Here are the expressions to say **compliment** in a **formal situation**.

If I may say so, *these macaroons* are excellent.



I really must express my admiration  
for *this hot chocolate*.



If I may say so, *this hamburger* is excellent.



May I say how elegant/enchanting  
you look?



## Task 8

Listen to the following information carefully as you read along here. Here are the expressions to say **congratulation** in a formal situation.

I must congratulate you.



I must congratulate you on *your* wedding, Mr. Hamdan.

Happy  
Wedding  
Nurisa  
Hamdan &

I'd like to congratulate you.



I'd like to congratulate you on *your* birthday.

Please accept my warmest congratulations.



Please accept my warmest congratulations on *your* birthday.



## Task 9

Listen to the following information carefully as you read along here. Here are the expressions to respond **compliment** and **congratulation** in a formal situation.

I must congratulate you on *your* wedding, Ms. Anna.



Thank you.  
It's very nice of you to say so.  
Thank you for saying so.



# Practice

## Task 10

Look at the pictures below. Give responses based on the clues.



Your friend has a nice sling bag.

🌸 What do you say to show that it is nice?





*www.droidforums.net*

Your friend bought a new cellphone.

🌸 What do you say to show that it is nice?




## Task 11

Look at the pictures below. Give responses based on the clues.



*miftahulhuda-alfaqh.com*

🌸 What is the occasion?

🌸 What do they say to one another?





*en.wikipedia.org*

🌸 What is the occasion?

🌸 What do the friends say to the boy/girl?



## Task 12

Make the dialogue between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.

1

Kai has a new jacket. You like it.



2

Kania is wearing a good watch.



3

Kai's mother rides a nice car.



4

Kania wears a pair of glasses.



5

Kania went to a barbershop.



6

Kai bought new speakers. They are good.



7

Kania rides a nice bicycle to school.



8

Kai bought new headphones. They are good.



9

Kania drew a beautiful painting.



10

Kai has a large swimming pool.



## Task 13

Complete the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.



1

Kania won a poetry writing competition.

Hi! What's new?



You know that I'm participating in poetry competition right?



Uh-huh...wait, wait. Did you win it?



Uh-huh...and I got this camera as the prize.



2

Kai won a photography competition.

I heard that you won the photography competition.



Yes, I did. I was so surprised.



3

Kania's brother has been accepted in a university.

Did your brother pass the SBMPTN?



Yes, he did. I'm happy for him.



4 Kai has just passed an important exam.

How was your  
math exam  
result?



Not bad. It is better  
than the last  
semester.



5 Kania has just got a newborn sister.

I heard the  
news about  
your sister  
.....



.....  
She is really cute.



## You Should Know

The most common response to a congratulation and complement is  
"Thank you."

## Task 14

Make the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.

1 Ms Anna compliments Kania for writing a beautiful poem.





2

Ms. Anna admires Kania about the way she dresses.



3

Kai loves the hot chocolate in the cafeteria.



4

Kai went to an art exhibition. He admired the painter's works.



5

Kania thinks that Ms. Anna notebook is very good.



## Task 15

Make the dialogues between two people in the following conversations. Notice the clues. Try to use a different expression in each answer. Remember to practice them orally.

1

Kai won a photography competition.



2

Kania's brother has been accepted in a university by scholarship.



4

You visited your friend's house and you enjoyed the meals.



5

Ms. Renita has got married.



## Task 16

Now that you have learned about how to say compliment and congratulation in informal and formal way, you are going to practice to complete the dialogues with the right expressions. Listen to the audio carefully as you read along here. Remember to practice them orally.

Kania : Guess what! I won the debate competition.

Kai : Wow!

Kania : Thank you.

Ms. Anna : Kai, I heard you won the photography competition last week.

Kai : Thank you, Ms. Anna. It was luck.

Ms. Anna : No. You have the talent.

Kania : Did you live in a big city before moving here, Ms. Anna?

Ms Anna : Yes, I did. I lived in Jakarta before moving here. Here's my old house.

Kania :

Ms. Anna : Thank you.



*rumahminimalismewah.com*

Kania : Do you like drawing cartoons?

Kai : Yes, I do. I like drawing caricatures too.

Here's my favorite.

Kania :

Kai : Thank you.



*weheartit.com*

## Production

### Task 17

Now, you are going to practice to make dialogues of complimenting and congratulating. Notice the situations below. Remember to practice them orally.

1

Write and practice a dialogue in a boutique. You want to buy some new clothes for a holiday in Lombok. You have a little conversation with the shop assistant.

Greet the shop assistant.



Admire the store appearance.



Ask to try the clothes on. (May I ...)



Admire the clothes collection.



Say you have chosen one of the clothes.



Pay, thank, and leave the store.

2

Write and practice a dialogue in the school. You want to say congratulation to your home class teacher for being the new headmaster. You have a little conversation with your teacher.

Greet your teacher.



Your teacher greets you back.



Say your congratulation.



Your teacher expresses her gratitude.



Say goodbye.

## Record

### Task 18



Practice the dialogues you have made in Task 17. Find yourself a partner and record the conversations you have practiced in the form of video and submit them to your teacher as a report project.

# Review

## Useful Expressions

Informal expressions:

Congratulation	Compliment	Response
<ul style="list-style-type: none"> <li>🌸 Congratulations!</li> <li>🌸 Congratulations on... e.g.: Congratulation on winning debate competition.</li> <li>🌸 Well done, (people's name)!</li> <li>🌸 Nice one, (people's name)!</li> <li>🌸 Fantastic!</li> <li>🌸 Terrific!</li> </ul>	<ul style="list-style-type: none"> <li>🌸 What...!</li> <li>e.g.: What a nice bag! What a wonderful house!</li> <li>🌸 I like...! / I love e.g.: I like the hair style! I love your room.</li> <li>🌸 This .../That.../Those e.g.: This hamburger looks tasty. That juice taste delicious.</li> <li>🌸 You look great/fantastic.</li> <li>🌸 You're looking good.</li> </ul>	<ul style="list-style-type: none"> <li>🌸 Thank you.</li> <li>🌸 It's very nice of you to say so.</li> <li>🌸 Thank you for saying so.</li> </ul>

Formal expressions:

Congratulation	Compliment	Response
<ul style="list-style-type: none"> <li>🌸 I must congratulate you.</li> <li>🌸 I must congratulate you on ...</li> <li>🌸 I'd like to congratulate you...</li> <li>🌸 I'd like to congratulate you on...</li> </ul>	<ul style="list-style-type: none"> <li>🌸 If I may say so, ... are excellent.</li> <li>🌸 I really must express my admiration for...</li> <li>🌸 If I may say so, ... is excellent.</li> <li>🌸 May I say how elegant/enchanting you look?</li> </ul>	<ul style="list-style-type: none"> <li>🌸 Thank you.</li> <li>🌸 It's very nice of you to say so.</li> <li>🌸 Thank you for saying so.</li> </ul>

## Speaking Strategy: Intonation

When we express surprise, we raise the intonation.

e.g.:

"Really?" ↗





"That is a surprise!" ↗

"What a surprise!"

# Reflection

Give a tick on the sentence that best represents you.

I am able to:

Statements	Strongly Agree	Agree	Disagree	Strongly disagree
 Identify the expressions of compliment appropriately				
 Express the compliment appropriately				
 Identify the expression of congratulation appropriately				
 Express congratulation appropriately				

## Bibliography

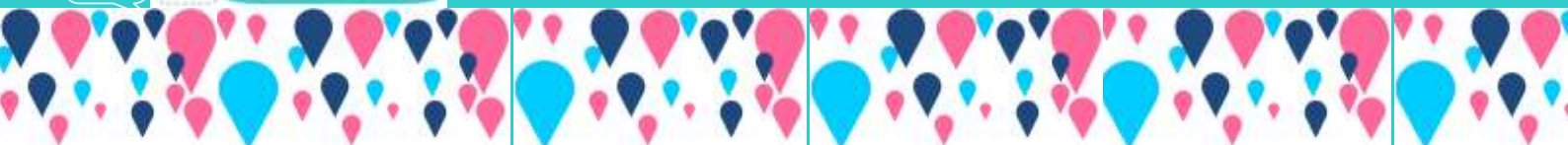
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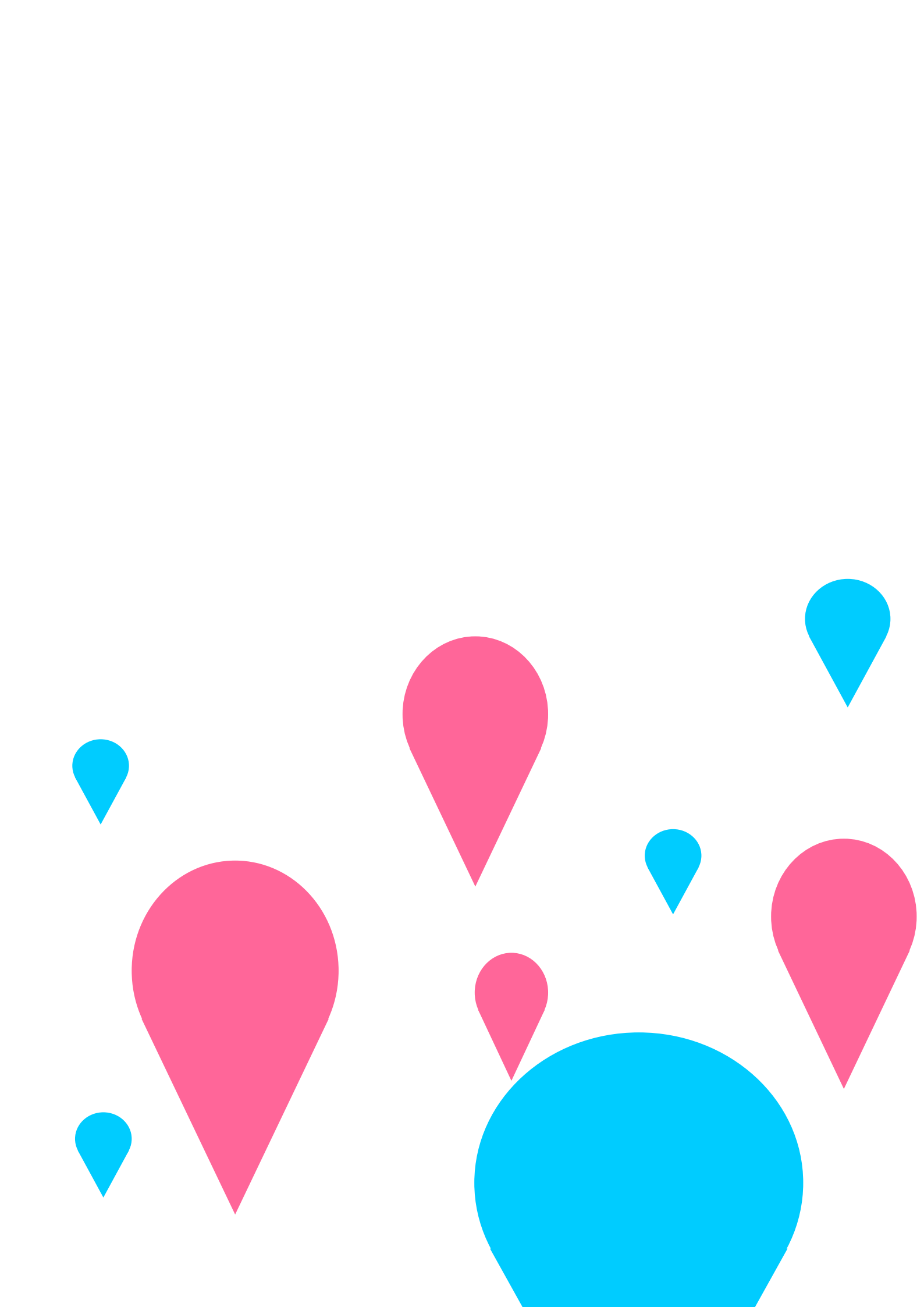
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#### Websites:

[www.belajarbahasainggrisku.com](http://www.belajarbahasainggrisku.com)

[www.percakapanbahasainggrisku.blogspot.co.id](http://www.percakapanbahasainggrisku.blogspot.co.id)







# **APPENDIX 7**

## **Permit Letters**



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Jalan Colombo Nomor 1 Yogyakarta 55281

Telepon (0274) 550843, 548207 pesawat 236 Fac (0274) 548207

Laman: fbs.uny.ac.id E-mail: fbs@uny.ac.id

FRM/FBS/32-01  
10 Jan 2011

Nomor : 605 / UN. 34.12 / PBI / 2015  
Lampiran :  
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth. ....

Pembantu Dekan I

FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : Nurin Afifah

No. Mhs. : 11202244022

Jur/Prodi : Pendidikan Bahasa Inggris

Lokasi Penelitian : SMP N 6 Yogyakarta

Judul Penelitian : Designing "Good at English" as an English Conversation Book for Speaking

Tanggal Pelaksanaan: Activities Outside the class for Grade VIII Students of the  
Junior High School

November 2015

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami  
Ketua Jurusan  
Pendidikan Bahasa Inggris

Samsul Maarif, M.A.

NIP19530423 197903 1 004



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
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FRM/FBS/33-01  
10 Jan 2011

Nomor : 1164h/UN.34.12/DT/XI/2015  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

Yogyakarta, 9 November 2015

Yth. Walikota Yogyakarta  
c.q. Kepala Dinas Perizinan Kota Yogyakarta  
Kompleks Balai Kota, Timoho, Yogyakarta

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

**DESIGNING "GOOD AT ENGLISH" AS AN ENGLISH CONVERSATION BOOK FOR SPEAKING ACTIVITIES OUTSIDE THE CLASS FOR GRADE VIII STUDENTS OF THE JUNIOR HIGH SCHOOL**

Mahasiswa dimaksud adalah

Nama : NURIN AFIFAH  
NIM : 11202244022  
Jurusan/Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : November - Desember 2015  
Lokasi Penelitian : SMP N 6 Yogyakarta

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

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



a.n. Dekan  
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:

- Kepala SMP N 6 Yogyakarta





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/VI/348/11/2015

Membaca Surat : **KASUBAG PENDIDIKAN FBS** Nomor : **1164H/UN.34.12/DT/XI/2015**  
Tanggal : **9 NOVEMBER 2015** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **NURIN AFIFAH** NIP/NIM : **11202244022**  
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
Judul : **DESIGNING "GOOD AT ENGLISH" AS AN ENGLISH CONVERSATION BOOK FOR SPEAKING ACTIVITIES OUTSIDE THE CLASS FOR GRADE VIII STUDENTS OF THE JUNIOR HIGH SCHOOL**  
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
Waktu : **20 NOVEMBER 2015 s/d 20 FEBRUARI 2016**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal **20 NOVEMBER 2015**  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. WALIKOTA YOGYAKARTA C.Q DINAS PERIJINAN KOTA YOGYAKARTA
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAHAN KOTA YOGYAKARTA  
**DINAS PERIZINAN**

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682  
Fax (0274) 555241  
E-MAIL : perizinan@jogjakota.go.id  
HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id  
WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

**SURAT IZIN**

NOMOR : 070/3598

6930/34

Membaca Surat : Dari Surat izin/ Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/REG/348/11/2015 Tanggal : 20 November 2015

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.  
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada : Nama : NURIN AFIFAH  
No. Mhs/ NIM : 11202244022  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang Yogyakarta  
Penanggungjawab : Drs. Suharso, M.Pd  
Keperluan : Melakukan Penelitian dengan judul Proposal : DESIGNING 'GOOD AT ENGLISH' AS AN ENGLISH CONVERSATION BOOK FOR SPEAKING ACTIVITIES OUTSIDE THE CLASS FOR GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOL

Lokasi/Responden : Kota Yogyakarta  
Waktu : 20 November 2015 s/d 20 Februari 2016  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan  
Pemegang Izin

NURIN AFIFAH



Dikeluarkan di : Yogyakarta  
Pada Tanggal : 27-11-2015  
An. Kepala Dinas Perizinan  
Sekretaris

Drs. HARDONO  
NIP. 195804101985031013

Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Biro Administrasi Pembangunan Setda DIY  
3. Ka. Dinas Pendidikan Kota Yogyakarta  
4. Kepala SMP Negeri 6 Yogyakarta  
5. Ybs.