

**DEVELOPING COMMUNICATIVE SPOKEN CYCLE TASKS
TO IMPROVE THE SEVENTH GRADE STUDENTS' ORAL
SKILLS AT SMP NEGERI 1 BERBAH, YOGYAKARTA**

A THESIS

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



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DEVELOPING COMMUNICATIVE SPOKEN CYCLE TASKS
TO IMPROVE THE SEVENTH GRADE STUDENTS' ORAL SKILLS
AT SMP NEGERI 1 BERBAH, YOGYAKARTA



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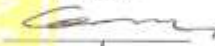

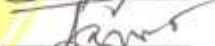

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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

Yogyakarta, Agustus 2011

Penulis

Herni Setyowati

MOTTOS

I know well the plan I have in mind for you says the LORD, plans for your welfare, not for whole, plans to give you a future of HOPE.

(Yeremia 29:11)

Put your dreams in your head every time, everyday.

You have to believe you can reach your dreams.

And you do not need any justifications,

Whether your dreams would be reached or not

because you are only here to believe it...

(Donny Dhingantoro, 5 centimeters)

DEDICATION

I dedicate this work to...

Mom and Dad

__ Hope Jesus Christ always blesses and gives them a long life so I can bring much happiness to them.

**All of my friends in the English Education Department; 2006
(Iepha, Iva, Mira, Rya, Dinda, Nisnos, Yuli, Mahfi, Mba Dew, others)
__ Thanks for everything. We have done many amazing things together.**

My beloved sisters

(Ika, Evry, Deci, Sitha, Kenny)

__ I am so grateful to have them all. Thanks for the help and spirit given to me.

The last but not least....

Indra Hartanto

__ He is the reason for completing this thesis as soon as possible. I just wanna say thanks a lot for everything that he has given to me.

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Finally, I realize that this thesis is far from being perfect. However, I hope that it will give some contributions to the development of the English teaching and learning process.

Yogyakarta, August 2011

Herni Setyowati

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**DEVELOPING COMMUNICATIVE SPOKEN CYCLE TASKS TO
IMPROVE THE SEVENTH GRADE STUDENTS' ORAL SKILLS
AT SMP NEGERI 1 BERBAH, YOGYAKARTA**

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ABSTRACT

This study is aimed at 1) designing communicative spoken cycle tasks for the seventh grade students of SMP Negeri 1 Berbah, Yogyakarta in the second semester and 2) finding the characteristics of appropriate communicative spoken tasks for the seventh grade students of junior high school in the second semester of academic year 2010/2011.

This is an Education Research and Development (R and D) study. The tasks were designed based on the Standard of Competence and Basic Competency for the seventh grade students of junior high schools. The participants of the study were the seventh grade students and the English teachers at SMP Negeri 1 Berbah. The steps of this study were conducting needs analysis, selecting the topics and objective, writing the course grid, writing the materials, implementing the first draft, revising the first draft, and writing the final draft. The instruments of the study were questionnaires and interview guidelines. The techniques of collecting the data were doing observation, distributing questionnaires and conducting interviews. The data were in the forms of scores and interview transcripts. The data were analyzed by calculating the percentage of scores, assigning the score of the data, and describing the data which were in the forms of sentences and interview transcripts.

The result of this study is a set of spoken cycle tasks. The designed tasks have the characteristics of communicative spoken cycle tasks for the seventh grade students, namely goal, input, activities, teacher roles, students' roles, and setting. This is supported by the result of the second questionnaire that the mean of each aspect ranged from 3.17 to 3.57. This figure reveals that the tasks are considered good and acceptable for the seventh grade students of junior high schools, specifically at SMP Negeri 1 Berbah, Yogyakarta. The tasks fit the learners' needs and characteristics, namely 1) containing demands and support that enable the learners to be involved in the tasks successfully, 2) including pre task activities, task cycle, language focus, and practice, and 3) being based on the goals, inputs, activities, teacher role, learner role, and settings.

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, almost all countries specifically Indonesia, has included English as a compulsory subject at schools. English is learned starting from primary schools up to university. Indonesian Ministry of National Education tries to encourage the students to be able to master English not only in written skills but also in oral skills.

Teaching and learning English covers four skills, namely: listening, speaking, reading, and writing. These four skills are divided into two cycles; written cycle (reading and writing skills) and spoken cycle (listening and speaking skills). Both cycles must be learned in the same proportion. Students need to be apprenticed into a range of spoken and written English to have access to the socially powerful meanings of education, community, and work. In fact, the spoken cycle has less proportion in teaching and learning process.

Oral language is a foundation of all languages development and all learning. It is the base for the other language strands. It is a powerful learning tool which shapes, modifies, extends, and organizes thought (Heriye, 2009: 10).

Students who have a strong oral language base will have an academic advantage because school achievement depends on their ability to perform their knowledge in a clear and acceptable form both in speaking and writing. Spoken

language tends to be more concrete than the written one. The words and structures reflect what they are representing (Feez, 2002: 77).

Spoken language is supported by listening and speaking skills. According to Thompson and Rubin (1996: 331), listening process is often described from an information processing perspective as an active process of selecting and interpreting information that come from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Listening is vital in the language classroom because it provides input for the learners (Rost, 1994). Without understanding input any learning cannot begin. In learning a language, a child can learn effectively by hearing the target language. When they hear it, they learn how to say in it. Thus, listening is fundamental to speaking.

In addition, learning with ears (listening) is more effective than learning with eyes (reading). If the speaker wants to speak excellent English he must listen more. It is because listening is the key to speak in excellent English. By listening a lot, the students can learn more vocabulary and grammar.

Then, through speaking students learn concepts, develop vocabulary, and perceive the structure of the English language that is the essential components of learning. In addition, speaking is a vehicle to communicate for individuals to society, for example communication between teacher and students. When students express their ideas, they clarify their thinking. Considering how much important speaking skill in learning English, Renandya says that speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction (1999: 230).

However, most of EFL students assume that spoken language is quite difficult to learn. It is because the students learn mostly with their eyes in school. Most schools (from elementary school up to university) in the teaching and learning of English focus on textbooks. Students learn a lot of grammar rules and read many texts not to speak in English.

Therefore, many students do not have a good ability to communicate in English. They are speechless when they speak English and it takes so much time thinking what they are going to say. According to Richard (1990: 122-123), the learners' typical problem in speaking are speaking slowly, taking too long to compose utterances, being incapable to participate actively in conversation, etc. It is because there is no model for the students to speak in English. He also says that there are many reasons causing them poor in learning to speak, namely the emphasis on speaking skills, teachers' limited English proficiency, limited tasks, class conditions not supporting oral activities, limited opportunities outside of class to practice, and examination system.

Based on the researcher's observation of some SMP in Berbah, English teaching and learning processed focusing on reading and writing skills. The English teachers taught the students based on the course books. Even though there was a language laboratory, listening activity was just listening to what the teacher said. The English teachers had a limited task and they did not have capability in using technology. Based on this situation, the researcher is triggered to develop the spoken cycle tasks to facilitate the teachers in teaching listening and speaking.

B. Identification of the Problems

Since academic year 2006/2007, Indonesian Ministry of National Education has developed the new curriculum, called the School-Based Curriculum (SBC). This curriculum reflects a new paradigm of curriculum development. It is based on the students' needs, characteristics, and potential. It gives a broad autonomy to schools and involves the community in making the teaching learning process effectively. On the basis of the implementation of SBC, schools have full authority in designing their teaching and learning program, for example, in choosing teaching styles, teaching techniques, teaching materials, and etc.

There are three important things needed to design activities in teaching and learning process; materials, media, and method. All of the things are very important in teaching English so English teachers should prepare them before the class begins.

First, the most important thing is materials. Materials are important components within the curriculum and are the most substantial and visible components of pedagogy (Nunan, 1991: 22). Most schools in Indonesia use course books to complete the needs of teaching materials. In reality, schools and even teachers still face difficulties to choose course books that are designed by some publishers that can be used as sources of materials in the English teaching and learning process.

As a result of implementation the SBC in schools, the course books or materials used in the teaching and learning process need to be based on schools' characteristics, potential, and students' needs and interests. However, the

materials designed in most course books are developed for the use nationwide. It means that it cannot be categorized that the materials provided in most of course books are appropriate for the schools applying the SBC.

The second thing is media. In the teaching and learning process teacher uses some media to make his teaching learning process effective. The media which are used by teacher to make his teaching very effective is called teaching aids (Patel and Jain, 2008: 57). In other words, media as instructional message deliverer involved students actively in the process of communication. Media is very important things in teaching and learning process because it can be used to improve learning models, for example, by giving a model of conversation the students can communicate with their friends.

To plan teaching and learning activity, a teacher should choose an effective and efficient media. The choice of the media must consider the student's level of English, interests, and preferences. It must be suitable with the purpose and circumstance. For example, text with pictures is not as effective as live demonstrations for teaching motor skills.

In addition, an interactive media can cover the teacher's lack, for example, it can present sound effect, pictures, recording, and etc so that the message delivered will be more interesting and real. Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. When the media is an interactive

one, the students are not only as listeners or viewers but also involved actively in the learning process.

The use of media in teaching and learning process at school to increase the quality of education has often been done but not all schools can do that. This is because of the condition of the school and the teachers' lack of competence in instructional media. Based on the researcher's observation, most of English teachers did not have the preparation for listening and speaking class. They did not have recording for teaching listening and speaking. Therefore, they did not design a listening class in order to facilitate the students in learning English.

The last thing is techniques. According to Brown (2000: 129), techniques are the various activities that both teacher and learners perform in the classroom. In other words, techniques include all tasks and activities. They are the product of a choice made, planned, and deliberated by the teacher.

Further, Brown (2000: 130) says that a task refers to a specialized technique closely allied with communicative curricula and communicative goals. It focuses on the authentic use of the language for meaningful communicative purposes beyond the language classroom.

Activity is a set of student behaviors, limited in time, preceded by some direction from teacher with a certain objectives. In other words, activity is anything that learners do in the classroom, for example, role plays, drills, games, peer editing, exercise, etc. According to Willis (1996), there is a sequence of activities in a lesson; pre-task activities, the tasks cycle, the language focus, performance evaluation on speaking activities.

C. Limitation of the Problems

Due to the wide range of the problems, it is impossible to conduct a research covering all the problems. Therefore, the study focuses on the development of materials; in this case the researcher chooses to develop the task, that is spoken cycle tasks, specially for the seventh grade of junior high school. The choice of the seventh grade students of junior high school because in this stage the students start to use English both in formal and informal language. They are expected to observe the pragmatics of turn-taking, answer when asked to do so, and interact with other people.

In accordance with the School-Based Curriculum (SBC) proposed by *Badan Standar Nasional Pendidikan* (BNSP) Indonesia, the English lesson for Junior High Schools (SMP) aims at developing the communicative competence in both spoken and written through the four developed skills of English, i.e., speaking, listening, reading, and writing. Thus, the researcher developed spoken cycle tasks for the seventh grade of junior high school. The topics taken are asking and giving opinion, like and dislike, and procedure texts.

The choice of the topics is because the expression of asking and giving opinions, the expression of like and dislike, and descriptive text are used in the real life. In real life, people usually ask to someone opinion and give opinion about something, express they like or dislike, and describe someone.

D. Formulation of the Problems

Based on the limitation of the problems, the problems of this research are formulated as follows:

- a. What should be taught for the seventh grade students of junior high school in order to facilitate the communicative spoken cycle tasks?
- b. How should the tasks be graded and sequenced to make spoken cycle task is easy for the seventh grade students of junior high school?
- c. What are the communicative spoken cycle tasks for the seventh grade students of junior high school like?

E. Research Objectives

Based on the formulation of the problems, the objectives of the research are as follows:

- a. to identify the components that should be available in communicative spoken cycle tasks for the seventh grade students of junior high school,
- b. to find out the tasks grading and sequencing of spoken cycle tasks for the seventh grade students of junior high school, and
- c. to design the communicative spoken cycle tasks for the seventh grade students of junior high school.

F. Research Significances

The results of the study are expected to give contribution both theoretically and practically.

1. Theoretically, the result of this research can enrich the literature or knowledge on the importance of designing materials/tasks which are suitable with the students' needs.

2. Practically, the result of this research will be beneficial for the following parties. They are:

a. Students of English Education Department

The result of this study is expected as an input on how to develop materials related to communicative spoken cycle tasks design as well as English subject purpose.

b. Other researchers

The result of this study can be a reference for designing spoken cycle tasks for junior high school. Further, other researchers can develop English spoken cycle tasks from another materials and topics.

c. English teachers

The result of this study can be used as a reference as to what communicative spoken cycle tasks for seventh grade students of junior high school is like. Then, they can be more creative in creating other materials/tasks for their units with other language function.

d. Textbook designers

The result of this study can be used as a reference and input as how to design spoken cycle tasks that is suitable for the seventh grade of junior high school.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Language Teaching in Junior High School

a. Theory of Teaching

Teaching can be defined as to help someone to learn how to do something, give instructions, guide in studying something, and provide knowledge to make him know or understand. It is to guide and facilitate learning, enable learners to learn, and set the learning condition (Brown, 2000: 7). Stern (1983: 21) defines language teaching as activities that are intended to bring about language learning. The teaching process done by teachers is closely related to the concept of learning in the teachers mind. The method of teaching shows the views of learning of the teachers.

b. The School-Based Curriculum of Junior High School

In Indonesia, the development of the curriculum has a significant progress. The changes of the curriculum are aimed at finding the curriculum which is appropriate for the development of teaching and learning process. Since academic year of 2006/2007, the School-Based Curriculum has started to be implemented in schools.

The school-based curriculum is defined as an operational curriculum which is developed and implemented in each school (BSNP, 2006: 5). It includes some ways or methods as a manual of learning activities in order to achieve some

specific educational purposes. It is developed by the school, relied on school's potential and characteristics, social and culture of the community, and learners' characteristics.

In addition, according to *Badan Standar Nasional Pendidikan* (2006: 5-6), the school-based curriculum is developed based on following principles of curriculum:

- 1) focusing on the potential, development, needs, and interest of students, and their environment
- 2) being varied but integrated
- 3) following the development of knowledge, teaching, and arts
- 4) being in relevance with life needs
- 5) being implemented wholly and continuously
- 6) reflecting learning as a never ending process in life, and
- 7) being in balance between the national and local needs

The school-based curriculum is developed by schools to adjust the education program with needs and potentials in their regions. The development itself has to follow *Badan Standar Nasional Pendidikan* which contains eight national education standards. Two of the eight of them are Standard of Content and Standard of Graduate Competency that those are the main reference for each school in developing the school-based curriculum. The Standard of Content covers teaching materials which include Standard of Competency and Basic Competence for *SMP*.

According to the school-based curriculum, an English lesson for Junior High School in Indonesia is aimed at developing communicative competence both spoken and written English through the development of the related skills, i.e. listening, reading, speaking, and writing. In this case, *SMP* graduates are expected to get the information level, meaning that learners, as they can access knowledge by using their language ability, will be focused on their future in continuing in *SMA* (*BSNP*, 2006: 277).

In addition, *BSNP* (2006: 277-278) points out that the range of the English lesson in Junior High School includes: (1) the comprehension related to the discourse that is relished into four skills that is listening, speaking, reading, and writing, (2) the comprehension of understanding short functional and monologue text in the genres of descriptive, procedure, narrative, recount, and report, (3) supporting competency.

1) Standard of Content

The Government Regulation No. 19/2005, about National Education Standard Article 5 states that Standard of Content includes the material and the competency level to reach the graduate competency in a certain type and level of education. In addition, it contains the basic principles and the structure of the curriculum, the Standard of Competency of every subject in each semester in every type and level of basic education.

Related to the Standard of Competency and the Basic Competency of the materials, the researcher focuses on the Standard of Content of English lesson, particularly the English listening and speaking lesson (oral skills) at the seventh

grade of second semester. It covers the presentation of the short functional and monologue texts in the form of descriptive and procedure. The Standard of Competency and the Basic Competence are presented in the table below.

Table 1: The Standard Competency and the Basic Competency of Second Semester of Seventh Grade

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>
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(Adapted from *BSNP*, 2006: 282-283)

2) Standard of Graduate Competency

The Standard of Graduate Competency is a qualification of ability of graduates including the attitude, knowledge, and skills. The Standard of Graduate Competency is declared by Kepmendiknas No. 23/2006 which is further instructed by the Government Regulation (PP) No 19/2005 in Part 5 (Article 25-27).

The Standard of Graduate Competency includes the Regulation of Standard of Graduate Competency in every level of education, i.e, basic education, secondary education, and higher education. Further, the Standard of Graduate Competency is used as the orientation in deciding the learners' passing from the educational unit. It consists of the competency for all of the courses or all of the course categories.

2. Spoken Cycle

Spoken language tends to be more concrete than written one. The words and structures reflect what they are representing. In spoken language, verbs are used to represent actions, nouns represent things, adjectives are used for description and conjunctions make logical links. Spoken language consists of listening and

speaking skills. The typical features of spoken language are presented in the table below.

Table 2: The Typical Features of Spoken Language

The Typical Features of Spoken Language
<ul style="list-style-type: none"> a. Dynamic b. Interactive staging which is difficult to describe c. Flexible, fluid d. On-going and open-ended e. Spontaneity phenomena (false starts, hesitations, interruptions, overlap, incomplete clauses) f. Turn-taking organization g. Everyday lexis (people, actions) h. Lexically sparse i. Non-standard grammar j. Grammatical complexity k. Moves rapidly from one point to another and sometimes back again l. Strings information out.

(adapted from Eggins on Feez, 2002: 77)

a. Listening

Listening is one of the receptive skills. It refers to the way in which people extract meaning from the discourse they hear (Harmer, 2002: 199). According to Brown (2000: 249), listening is not a one-way street because it is not the process of a unidirectional receiving of audible symbols though the first step of listening communication is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulse brain.

1) The nature of listening

Listening is an active and demanding process of selecting and interpreting information from auditory and visual clues. In listening, there are several major steps occurring sequentially or simultaneously, in rapid succession, or backward and forward. The major points include determining a reason for listening, predicting the information, attempting to organize the information, assigning a meaning to the message, and transferring information from short-term memory to long-term memory.

According to Goh (2002: 2), there are three aspects in teaching listening; listening as a skill, listening as a product, and listening as a process. In language classroom, the teaching listening focuses on listening comprehension. The key of listening comprehension skills are listening for details, listening for gist, drawing inferences, listening selectively, and making predictions.

Listening as a product is stated as verbal and non-verbal responses. The examples of listening outcomes are following instruction, organizing and classifying information, identifying information into graphic forms, taking effective notes, and etc. Listening as a process is defined into two processes (Eysenck (1993) in Goh, 2002: 5). First, bottom up listening refers to a process by which sounds are used to build up increasingly larger units of information, such as words, phrases, clauses and sentences before the oral input is understood. Top down processing is used to refer to the application of background knowledge for facilitating and enhancing comprehension.

2) Listening Ability

When a listener is listening to something, at least eight processes are involved in the listening comprehension are:

- a. The hearer processes what its call “raw speech” and hold as an “image” of his short term memory.
- b. The hearer determines the type of speech event being conducted (a conversation, a speech, a radio broadcasting, etc).
- c. The hearer infers the object of the speaker through the judgment of the type of speech event, the context, and the content deciding whether the speaker wishes to persuade, request, affirm, etc).
- d. The hearer recalls background information relevant to the particular context and the subject matter.
- e. The hearer assigns an intended meaning to the utterance.
- f. The hearer determines whether information about should be retained in short-term memory or long-term memory.
- g. The hearer deletes the form in which the message was originally received.

(Adapted from Clark and Clark, 1977 in Brown, 2000: 202)

Harmer (2002: 201) also states that when listeners listen to something a frequent distinction is made between top-down and bottom-up processing. In top-down processing, the listener gets a general view of listening passage by. On the other hand, in bottom-up processing, the listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.

A typical lesson in current teaching materials involves a three-part sequences consisting of pre-listening, while-listening, and post-listening and contains activities that link bottom-up and top-down listening (Field, 1998). The pre-listening phase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc. The post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic.

b. Speaking

Speaking is a productive skill. It is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Brown and Yule (1989: 14) state that speaking is to express the needs—request, information, service, etc. The speaker says words to the listener not only to express what in her mind but also to express what her needs about information service. Most people might spend their everyday life in communicating with others. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones (1989: 14) states that speaking is a form of communication. It means that the speaker must consider the person they are talking to as listener. The activity that is the person does must be matched with the particular goal. Therefore, it is important that everything the speaker wants to say

is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Jones says that how the speaker says something can be important as what he says in getting his meaning across. Therefore, speaking process should pay attention to the goals and how to say as well as to whom appropriately.

In one's need-request expression, information, service, the speaker must consider some points about speaking. Jones (1989: 14) states that some points should be considered about speaking. They are clarity, variety, audience and tone.

1) Clarity

Clarity means that the words that the speaker uses must be clear, so that listeners can understand what the speaker says. Here, the speaker must consider speed and volume. The speed at which the speaker speaks affects the level of understanding by the listeners. If the speaker speaks quickly, listeners may have difficulty. The volume with which the speaker speaks can also have a bearing, speak out and do not mumble. The words have to be loud enough to reach all the listeners.

2) Variety

Here the speakers must try to vary the ways of speaking such as pitch (rise and fall of voice), emphasis, speed, variation, volume and pause. The speaker is expected to find variation in saying words in order not speak monotonously.

3) Audience and Tone

The way speaker speaks and the tone he uses will be affected by audiences to whom he is speaking. Informal conversational tone is used when the speaker speaks with his friends. In formal meetings, the speaker speaks more formally and would raise the pitch and the volume of his voice in order to make sure that what he say reaches all of his listeners. When telling a comic story, the speaker would speak differently from way he would if the speaker was putting a point of view about which he felt strongly.

Valdman (1996: 194) says that the ability to speak in foreign language is without doubt the most highly prized language skills, and rightly. If someone can speak a language well, he can understand it and can learn to read it with relative ease. In addition, he also has the ability to speak a language will greatly expedite and facilitate learning to write it. In order to express his or her needs, ideas, feeling and thought in real communication, one must be able to ask as well as answer questions.

Lubis (1988: 25) in her research says that question and answer is the major elements in natural conversation sessions. Based on this statement, it can be concluded that one of the important aspects in speaking is that there is a communication or interaction between speaker and hearer. Therefore, it will make a good attraction/understanding about the object of topic. Willis (1996: 67) suggests to use a cycle of activities with task work and a sequence of activities in a lesson. These activities create interaction mediated by a task and then build language awareness and language development around task performance.

c. Oral Skills

According to Brown and Yule (1983) in Nunan (1989: 26), oral language is defined as short and fragmentally utterances. Unlike written language, it is usually unplanned and often reflects the process of constructions, such as hesitations, reduced forms, fillers, and repeats (Richard, 2008: 3). It naturally consists of two types, monologues and dialogues (Brown, 2001: 251-252).

Monologues are the use of spoken language in a length of time; as in speech, lectures, readings, news broadcast, and others, when the hearers must process long stretches of speech without interruption. Two types of monologues are planned and unplanned monologues. Planned monologues usually manifest little redundancy and are relatively difficult to comprehend, while the unplanned is one exhibits more redundancy and make it easy to comprehend.

Dialogues involve two or more speakers. It can be divided into interpersonal and transactional. Interpersonal is used to maintenance social relationships. Transactional is used to convey factual information.

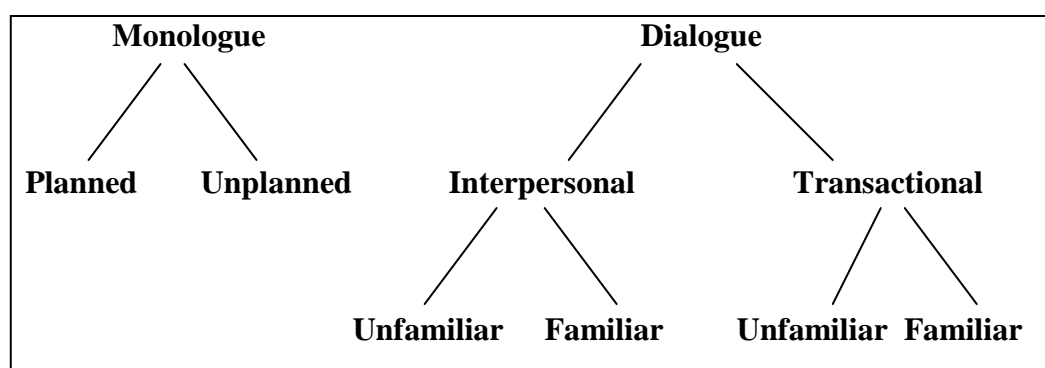


Figure 1: **Types of Oral Language** (adapted from Nunan 1991b:20-21)

3. Tasks

Fundamentally, reflecting the communicative teaching, Task-Based Learning has gained the popularity since it was put forward in the 1980s. It refers to a type of language teaching which takes tasks as its key units for designing and implementing foreign language instruction. Task-Based Learning can be regarded as one particular development within the communicative approach.

a. Defining Tasks

According to Richards (1998) in Nunan (2004: 2), a pedagogical task is:

“.....an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task.”

Based on the statement, it is concluded that a task is an activity or action that is done by the teacher and the students in class in order to process or understand the target language. The task can involve the production of target language and can be regarded as completion of the task.

In other words, tasks are defined in terms of what the learners will do in the class rather than in the world outside the classroom. Skehan (2000) in Nunan (2004: 3) points out five key characteristics of tasks; (i) meaning is primary, (ii) learners are not given other people's meaning to express, (iii) there is some sort of relationship to comparable real-world activities, task completion has some priority, (iv) and the assessment of the task is in terms of outcome. The tasks

should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle, and an end.

b. Task-based Learning

Task-based learning is not a new method. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, the purposes of which extend beyond the practice of language for its own sake. According to Nunan (2004: 1), task-based language teaching has strengthened principles and practice as follows:

- 1) Selecting the content of the materials are done by a needs-based approach.
- 2) It is important for the students to communicate and interact with others in the target language.
- 3) Authentic texts should be given into the learning situation
- 4) Giving opportunities for learners to focus not only on language but also on the learning process itself.
- 5) The enhancement of the learner's own experiences as important for contributing elements to classroom learning.
- 6) Connecting the classroom language learning with language use outside the classroom.

The role of task-based language learning is to stimulate a natural desire for the learners to improve their language competence by challenging them to complete meaningful tasks.

4. Communicative Tasks

According to Estaire and Zanon (1994: 13-20), a communicative task is a piece of classroom work which, as far as possible, resembles activities which the students or other people carry out in everyday life, thus reproducing processes of everyday communication. A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (Nunan, 1989: 10).

CLT has often been criticized for giving priority to fluency and not accuracy. This interpretation was derived from the fact that when learners communicate in the classroom their performance is evaluated according to communicative effectiveness (Littlewood, 1981). Nunan's definition may be seen to reinforce the frequent misunderstandings about the roles of accuracy and fluency in CLT. The part of Nunan's definition refers to the requirement of a non-linguistic purpose of the task (in the previous explanation), and does not mean that form is of little importance in the learner's language. Estaire & Zanon (1994: 20) consider communicative tasks as communicative activities, real-world tasks or real-world connection. They also do not mean that form is of little importance in learner's language.

a. Characteristics of Communicative Tasks

Communicative tasks are basically meaning-focused tasks that involve the learner to comprehend, produce and/interact in the target language, and the tasks

are classified based on their goals, input data, activities, settings, learner role and teacher role.

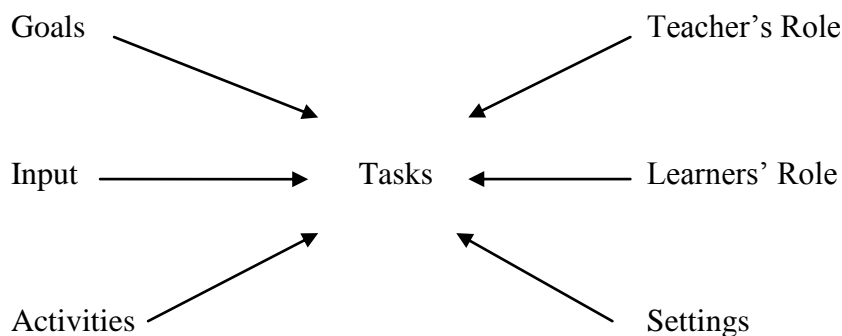


Figure 2: A Framework for Analyzing Communicative Tasks

(Adapted from Nunan, 2000: 48)

1) Goals

Goals are the vague general intentions behind any given learning task. It may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher's or learner's behavior. It is the component that has to be decided as a guideline in the overall process of task performance and provide a point of contact between the task and broader curriculum (Nunan, 1989: 49). It may relate to a range of general outcomes (communicative, affective, and cognitive) and it may not always be explicitly stated, although they can usually be inferred from the tasks itself.

Determining goals is very important before learners do the learning activities. Doing tasks without having goals of the activities are really worthless. Nunan states that the goals may relate not only to language, but also to other aspects of learning process.

Tasks and their goals enable the program planner and materials writers to provide explicit links between the task and the broader curriculum designed to serve. “Without clearly articulated sets of goal statements, there is a risk so that task-based teaching programs will lack coherence” as Widdowson states (1987 cited in Wang Chen Jun 2006: 42)

2) Input

Input refers to the data used to form the starting point of communicative task and it can be taken from various sources such as picture stories, bus timetable, extract from a play, and so on. According to Nunan, input refers to spoken, written, and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a text-book or some other sources (2004: 47).

Ellis (1999: 127) as quoted in Wang Chen Jun (2006: 43) considers that input is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner. In understanding the input of the tasks, the learners have to consider the elements of the input.

Willis (1996: 69) proposes that the input can be classified into spoken and written which the participants have to deal with when performing a task. She argues that spoken input can be differentiated into face-to-face language and recording or broadcast sources. In contrast, written input can be in the form of magazines, leaflets, newspaper, letters, posters, pictures, photos, diagrams, charts, maps, etc.

Nunan (2004: 49) states that the inclusion of such material as input rises to the use of spoken and written materials that have been produced for the purposes of communication not for those of language teaching. According to Brosnan et.al. (1984: 2-3) in Nunan (2004: 58), in the second language learning context, the input texts needed to read in real life are in the environment around them, like those at the bank, on shop doors and windows on labels, and soon.

In short, input data, which the participants are supposed to comprehend and manipulate in the language learning process, should reflect the learners' needs and interest, thereby positively encouraging the use of the target language.

3) Activities

'Activities' refer to what the learners will do with the input forming the starting point of the communicative task. In doing learning activities, the teachers have to consider the framework of the activities itself that will be given to the students such as the sequences of tasks' activities.

According to Willis (1996: 40), the framework of activities in accomplishing tasks consists of three phases: pre-task, task cycle, and language focuses. In applying the activities, it has to be considered that activities are begun with the simple one then continued to complex activities (Mc Donough and Shaw, 1993: 49). Units of work can be planned from warming up activity. In English language teaching, the lesson is designed about a particular activity type, for example, role play, discussion, problem-solving, excursions or dictation (Freez and Joyce, 2002: 123).

Nunan (2004: 64) states that 'roles' refer to the part that learners and teachers are expected to play in carrying out learning tasks. He also says that the respective classroom role of the teacher and learner is a key feature. When teachers are willing to step back and let holistic communicative tasks develop as they may, there is an assumption not only that the learner will be able to perform the tasks adequately but also the general belief that learners can be central, and will want to be central, to their process of learning language.

The roles of the learners will be different in doing the activities in completing tasks. When the teacher explains the input of the tasks of the tasks' instruction, learners may become a passive recipient or a listener.

The teacher has three main roles in the communicative classroom, i.e, as a facilitator, a participant, and as observer (Breen and Candlin, 1980 in Nunan, 2004: 67). In accordance with Harmer (2001: 57-60), the teachers' role as a facilitator can be adopted more precise terms, that is as a controller, an organizer, an assessor, and a resource.

4) Setting

It refers to classroom arrangement specified or implied in the tasks. Setting also requires the consideration of whether the tasks are to be carried out wholly or partly outside the classroom. In relation to classroom arrangement, Wright (1987: 58) cited in Nunan (2004: 71) suggests that the different ways in which learners might be grouped physically based on individual, pair work, small group, and whole class mode.

b. Activities of Communicative Tasks

Based on Nunan (1989: 66), there are three main activity types that stimulate interactive language use. The first is information–gap activity. This activity “involves a transfer of given information from one person to another, or from one place to another – generally calling for the decoding or encoding of information or into language”. One of the examples of this type is pair work in which each person only has part of the complete information; for example, an incomplete picture. Thus, the pair should communicate to complete the information.

The second activity type is reasoning–gap activity. This activity “involves deriving some new information from given information through process of inference, deduction, practical reasoning, or a perception of relationships or patterns. This activity needs comprehending and conveying information as the information gap activity; however, the information to be conveyed is not identical with that initially comprehended since there should be reasoning to connect the two pieces of information. An example of this activity is deciding what course of action is best (cheapest and quickest) for a given purpose.

The last activity type is opinion – gap activity. It “involves identifying and articulating a personal preference, feeling or attitude in response to a given situation” (Nunan, 1989: 66). This activity includes the use of factual information and arguments formulation to defend one’s idea; however, it has no objective procedure to say whether results are right or wrong and each person in the group might give different outcome. The examples of opinion – gap activity are story completion and taking part in social issue discussion.

Thus, from the examples of the activity types above, it is clear that the focus of giving communicative listening tasks or activities to an ESL learner is on the ability to use the second language, and not to listen to the language used by others. Besides the tasks should be reciprocal listening tasks; that is, the tasks should enable the listener to interact with the speaker and the listener can negotiate the content of the interaction.

5. Designing Task

In a task-based curriculum, the decision-making process is quite different. There are, in fact, two different routes which the curriculum developer/materials writer can take in initiating the design process. The first is based on the rehearsal rationale. The rehearsal rationale in the design process is what the learners potentially or actually need to do with the target language. The second is the psycholinguistic rationale. The psycholinguistic rationale is what the psycholinguistic mechanisms underly the second language acquisition and how it is activated in the classroom.

Ideally, task selection should occur with reference both to target task rationale and psycholinguistic principles. The way that this might be achieved is illustrated in the procedure set out in Table 3, adapted from a recently published task-based course book (Nunan & Lockwood, 1991). The pedagogic task is selected with reference to the real world or target task of “giving information in a job interview.” Learners are given a model of the target language behavior, as well as specific practice in manipulating key language items. The actual

pedagogic task, a simulation, is also consistent with research on the facilitative effects of classroom interaction.

Table 3: Steps Involved in the Development of a Pedagogic Task

Procedure	Example	Rationale
1. Identifying target task	Giving personal information in a job interview	To give learners the opportunity to develop language skills relevant to their real world needs
2. Providing model	Students listen to and extract key information from authentic/simulated interview	To provide learners the opportunity to listen to and analyze ways in which native speakers or users of the target language carry out the target task
3. Identifying enabling skill	Manipulation drill to practice wh-questions with do-insertion	To provide learners with explicit instruction and guided practice in those grammatical elements needed to perform the target task
4. Devising pedagogic task	Interview simulation using role cards	To provide learners the opportunity to mobilize their emerging language skills through rehearsal

Tomlinson (1998: 247) proposes the steps in developing materials as can be seen in the figure below:

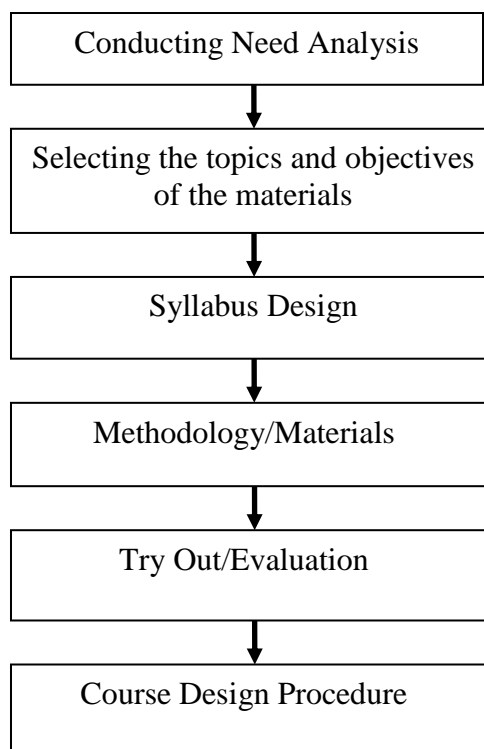


Figure 3: **Steps of Developing Materials by Tomlinson**

a. Conducting the need analysis

In this stage, the designer conducts the need analysis to find some information about the learners' characteristics and their needs for learning English. The result of the analysis is used to determine the goals and objectives of the materials.

b. Determining goal and objectives

In this stage, the designer determines the goal and objectives of the materials. It concludes choosing the topics which are relevant and suitable in term of the topics chosen meet the learners' needs.

c. Syllabus design

In this stage, the designer writes syllabus containing statements what to be learnt based on the analysis of the need analysis.

d. Develop materials

In this stage, the designer develops materials based on the syllabus.

e. Try out and evaluation

In this stage, the designer implements the developed materials in classroom practice and evaluates the materials based on the feedback.

B. Conceptual Framework

The School-based curriculum is an operational curriculum that has been implemented since 2006. This curriculum emphasizes the development of the curriculum by each school based on its potentials and characteristics, social and culture of the community, and learners' characteristics. The development itself also has to follow the *Badan Standar Nasional Pendidikan* (BSNP) which contains the eight national education standards.

The national education standard that covers the teaching materials is the Standard of Content. The Standard of Content covers teaching materials which are included the Standard of Competency and the Basic Competency. The teachers are determined to develop their own teaching materials especially tasks, based on the students' needs, interests, and potential.

According to the school-based curriculum, an English lesson for junior high school in Indonesia is aimed at developing communicative competence both spoken and written English through the development of the related skills, i.e. listening, reading, speaking, and writing. In this case, *SMP* graduates are expected to reach the information level, meaning that learners, as they can access

knowledge by using their language ability, will be focused on their future in continuing in SMA (BSNP, 2006: 277).

The researcher adapted teacher's path through the production of new or adapted materials designs by Tomlinson (1998: 247) to arrange the conceptual framework of this study as presented in the following figure.

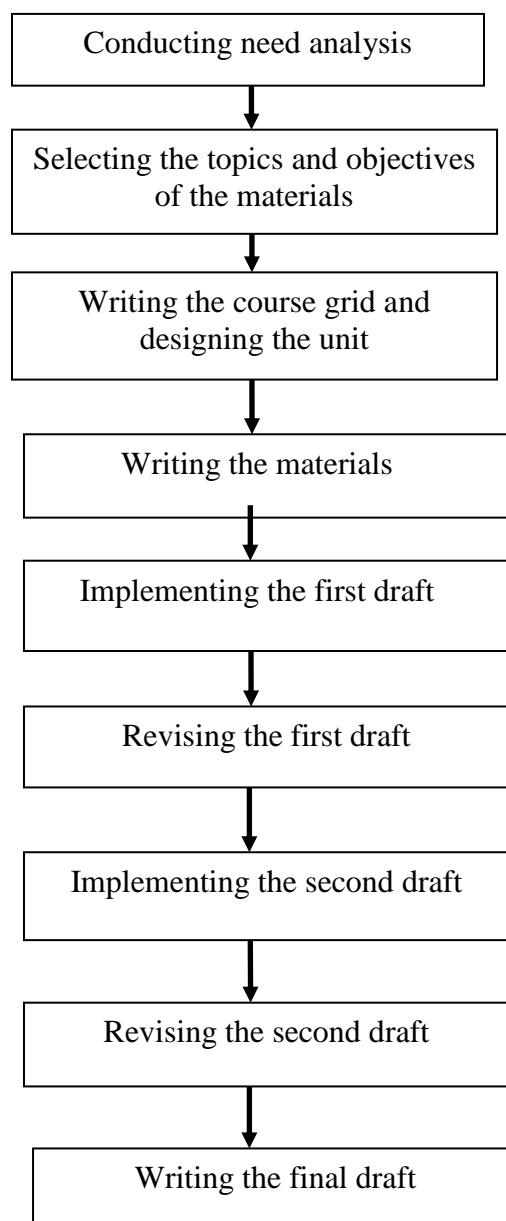


Figure 4: Steps of Developing Materials by Tomlinson

CHAPTER III

RESEARCH METHOD

A. Type of the Study

This study is classified as an educational Research and Development (R and D). Borg and Gall (1987: 772) define the term R and D as a process used to develop and validate educational product. The term “product” refers to the establishment of procedures and processes, such as a method a teaching or a method for organizing instruction. Gay (1987: 10) also gives a similar definition of the term R and D. He defines R and D as an effort to develop effective products that are used in educational program including objectives, teaching materials, and so on.

B. Research Setting

The research was conducted from March to May 2011 at SMP Negeri 1 Berbah, one of national standard Junior High School (Sekolah Menengah Pertama, abbreviated SMP hereafter) in Sleman District, Yogyakarta Special Territory. SMP Negeri 1 Berbah is located in Tanjungtirto, Berbah, Sleman, Yogyakarta. In this school, there are nine classes. Each level of class has three classes; Class A, Class B, and Class C. Each class consists of 36 students.

SMP Negeri 1 Berbah is considered as a good school. This school has complete facilities, such as a language laboratory, a music room, a laboratory, a

library, etc. This school respectively was hosted in six meetings of the implementations of the product being developed.

C. Research Subjects

The subject of this research study was the seventh grade students in that school. This study focuses on the seventh grade because in this stage the students start to use English both informal and formal language. It is difficult for the researcher to get the sample randomly so the researcher uses the original class in the schools. The total number of participants from this school will be 108 students. The distribution of the research subjects can be seen in Table 4.

Table 4: **The Distribution of the Research Subjects**

School	Participants
Class VII A	36 students
Class VII B	36 students
Class VII C	36 students

D. Research Procedure

Referring to the procedure of the material development proposed by Tomlinson (1998: 247), the researcher followed some steps to develop materials in this study as follows:

1. Conducting need analysis

Need analysis was aimed to obtain information regarding the target needs, learner needs, and learning needs. The target needs in term of necessities were analyzed through an analysis on English Curriculum for the seventh grade students. The data from the analysis on the target needs were used to determine

what the teacher should teach the seventh grade students in order to facilitate them to improve their oral skills. In terms of the learner's needs and also the learning needs, the data was collected through questionnaires and interviews.

2. Selecting the topics and objectives of the materials

The result of the analysis about learners' characteristics, interest, and needs was used to select topics and determine the learning objectives of the materials. In this research, the researcher only took three units as the example of the material design. After the discussion with the classroom teachers and the collaborator the researcher chose three topics of the existing syllabus for teaching English at that grade.

3. Writing the course grid and designing the unit

After selecting the topics and determining the learning objectives of the material content, the researcher wrote the course grid based on the students' characteristics and needs. In writing the course grid, the researcher referred to Standard Content of the curriculum, and Hutchinson and Waters (1987) and Nunan's (1991) theories in designing syllabus.

4. Writing the materials

In this step, the tasks were developed based on the course grid. Then the developed tasks were called as the first draft of the tasks. The writing of the materials comprised three units. The researcher wrote three units namely Unit 1 "What do you think of English?", Unit 2 "I like it!", and Unit 3 "She is Beautiful". Each unit consists of listening tasks and speaking tasks. For the

purpose of this research study, the implementations of Unit 1, Unit 2, and Unit 3 were treated to collect the data.

The writing of each draft of the unit went through several stages. First, the researcher wrote the materials. The researcher used some sources mostly from Scaffolding for Grade VII. After writing the draft, the researcher consulted to the first and second supervisors before it was implemented.

5. Implementing the first draft

To make sure that the designed tasks were suitable and effective for listening and speaking teaching and learning processes, the task must be tried out. Unit 1 “What do you think of English?” was also implemented first and followed by Unit 2 “I Like It” and Unit 3 “She Is Beautiful”. Every unit was implemented in two meetings. During the implementation, observations were done. In the last meeting, the questionnaires were distributed to the students.

6. Revising the first draft

A revision was done in term of the sequence of spoken cycle tasks, type of the input or recording, the materials, and the teaching technique.

7. Implementing the second draft

After revising the unit design, the second draft of the unit design was implemented. The second draft was accomplished in two meetings. Observations, questionnaires, and an interview were done to collect feedback, opinions, and suggestions from the students.

8. Revising the second draft

The feedback, opinions, and suggestions from the students were analyzed from the second draft of the second field-test result were used to revise the draft of the unit design.

9. Writing the final draft

After the implementation of the second draft that is the last unit to be implemented for the students- a questionnaire was distributed again to make sure that the unit design is indeed agreeable.

E. Research Instrument

There were three methods of collecting the data for the purpose of this research namely observations, questionnaires, and interviews. In this research, there were two forms of instruments. Instruments used to collect the data were questionnaires and interviews guideline. The observation technique employed was note-taking to record the process of the implementations.

The questionnaires were distributed twice. The first questionnaire was distributed in order to gain information about the students' needs while the second questionnaire was distributed to obtain data of the students' opinions about the developed and implemented spoken cycle tasks. By the end of the implementation of each unit to administrated the effectiveness of the unit design.

Interview guidelines were also conducted in order to obtain some information from the students and teachers about their opinions on the developed and implemented tasks. In this case, the researcher used unstructured interviews. The

kinds of interview were flexible and informal. The interviews were conducted to get deeper information related to the data obtained from the questionnaires.

F. Data Collection Technique

The data of this research were collected twice. Firstly, the researcher collected the data about the needs of the seventh grade students of SMP N 1 Berbah in learning English by distributing the first type of questionnaire. The first questionnaire distributed on January 29, 2011. The data were collected to formulate English spoken cycle tasks which were appropriate for the students.

Secondly, the researcher collected the data about the feedback concerning the try-out activity that was conducted in developing spoken cycle tasks. The data were obtained from the feedback of the try-out of the developed listening and speaking tasks from the result of the second questionnaire as well as the result of interviews with English teachers and students.

G. Data Analysis Technique

The researcher used two types of data analysis technique. The first type was quantitative data and the second is qualitative data. The quantitative data was obtained from the students' responses and teachers' feedback obtained in interviews on recording transcript form.

The researcher used the question in the needs assessment and evaluation stages. The first questionnaire of the students and their needs had passed through several connections by expert the researcher's advisor. It was revised based on

their suggestions before being distributed to the students. The organization of the first questionnaire is presented below:

Table 5: The Organization of the First Questionnaire (Students' needs analysis)

No	The Purpose of the Question	Question Number
1.	To find out the information concerning the goals of teaching listening and speaking for the second semester of the seventh grade class that are based on the Standard of Competency and the Basic Competency that have been implemented by the teacher	1
2.	To find out the information concerning the goals of the listening and speaking tasks for the second semester of the seventh grade class that are based on the Standard of Competency and the Basic Competency that need to be developed based on students' needs	2
3.	To find out the inputs of listening and speaking tasks that teacher used	3
4.	To find out the inputs of listening and speaking tasks that the students like most	4
5.	To find out the authenticity the inputs of listening and speaking tasks that the teacher used	5
6.	To find out the authenticity about inputs of listening and speaking tasks that the students like most	6
7.	To find out the input in the listening and speaking tasks in the form of oral language that the teacher used	7
8.	To find out the input in the listening and speaking tasks in the form of oral language that the students like most	8
9.	To find out the topics of the listening and speaking class the teacher used	9
10.	To find out the topics of the listening and speaking class the students like most	10
11.	To find out students' opinions of what kinds of listening and speaking activities are difficult or easy to do in the teaching listening and speaking	11
12.	To find out students' opinions of what kinds of listening and speaking tasks related to the listening and speaking activities which motivate them or not	12
13.	To find out students' opinions of what kinds of listening and speaking tasks related to the listening and speaking activities which attract their interest or not	13
14.	To find out what kinds of listening and speaking tasks the	14

	students like most	
15.	To find out the teacher's roles that the teacher usually has in the listening and speaking tasks	15
16.	To find out the teacher's roles that the students like most in the listening tasks	16
17.	To find out the students' roles in the listening and speaking that the students usually do	17
18.	To find out the students' roles that the students like most in the listening and speaking tasks	18
19.	To find out the setting of listening and speaking tasks that is usually used by the teacher	19
20.	To find out the setting of listening and speaking tasks that is the students' favorite when they listen to the recording and speak of the expressions.	20
21.	To find out the setting of listening and speaking tasks that is the students' favorite when they listen to the recording and speak of the dialogues	21
22.	To find out what problems that students face in completing listening and speaking tasks	22
23.	To find out what students want from the teacher when they have difficulties in completing listening and speaking tasks	23

The researcher also used the second questionnaire to find out whether the tasks suited the students' needs and interests or not. The data collected from interviews and questionnaires were used as the bases for the evaluation and revision of the developed spoken cycle tasks. The organization of the second questionnaire of each unit is presented in Table 6.

Table 6: The Organization of the Second Questionnaire of Unit 1 "What Do You Think of English?"

NO.	Question Number	Aspect of Task	The Purpose of the Questions
1.	1, 2, 3, 4, 5	Goals	To find some information whether the students have reached the goals of listening and speaking tasks based on the syllabus and course grid that have been implemented based on the Standard of Content in the School-Based Curriculum
2.	6, 7	Topics	To find some information about which topics in the spoken cycle tasks concern

			the students' needs
3.	8, 9, 10	Inputs	To find some information about the inputs concerning the spoken cycle tasks
4.	11, 12, 13	Activities	To find some information about the listening and speaking activities (Pre-task activity, Task Cycle, Language Focus, and Practice) and their relationship toward the students' needs.
5.	14	Teacher roles	To find some information about the teacher's roles in the listening and speaking class
6.	15, 16	Students roles	To find some information about the students' role in the developed spoken cycle tasks
7.	17	Settings	To find some information about the setting of the spoken cycle tasks
8.	18	Instructions	To find some information about the instructions of the developed spoken cycle tasks
9.	19, 20	Lay out	To find some information about students' opinion of the appearance of the developed spoken cycle tasks

Table 7: **The Organization of the Second Questionnaire of Unit 2 “I Like It”**

NO.	Question Number	Aspect of Task	The Purpose of the Questions
1.	1, 2, 3, 4, 5	Goals	To find some information whether the students have reached the goals of listening and speaking tasks based on the syllabus and course grid that have been implemented based on the Standard of Content in the School-Based Curriculum
2.	6, 7	Topics	To find some information about which topics in the spoken cycle tasks concern the students' needs
3.	8, 9, 10	Inputs	To find some information about the inputs concerning the spoken cycle tasks
4.	11, 12, 13	Activities	To find some information about the listening and speaking activities (Pre-task activity, Task Cycle, Language Focus, and Practice) and their relationship toward the students' needs.
5.	14	Teacher roles	To find some information about the teacher's roles in the listening and

			speaking class
6.	15, 16	Students roles	To find some information about the students' role in the developed spoken cycle tasks
7.	17	Settings	To find some information about the setting of the spoken cycle tasks
8.	18	Instructions	To find some information about the instructions of the developed spoken cycle tasks
9.	19, 20	Lay out	To find some information about the students' opinion of the appearance of the developed spoken cycle tasks

Table 8: The Organization of the Second Questionnaire of Unit 3 “She is Beautiful”

NO.	Question Number	Aspect of Task	The Purpose of the Questions
1.	1, 2, 3, 4, 5	Goals	To find some information whether the students have reached the goals of listening and speaking tasks based on the syllabus and course grid that have been implemented based on the Standard of Content in the School-Based Curriculum
2.	6, 7	Topics	To find some information about which topics in the spoken cycle tasks are concerning on students' needs
3.	8, 9, 10	Inputs	To find some information about the inputs concerning the spoken cycle tasks
4.	11, 12, 13	Activities	To find some information about the listening and speaking activities (Pre-task activity, Task Cycle, Language Focus, and Practice) and their relationship toward students' needs.
5.	14	Teacher roles	To find some information about the teacher's roles in the listening and speaking class
6.	15, 16	Students roles	To find some information about students' role in the developed spoken cycle tasks
7.	17	Settings	To find some information about the setting of the spoken cycle tasks
8.	18	Instructions	To find some information about the instructions of the developed spoken cycle tasks
9.	19, 20	Lay out	To find some information about students' opinion of the appearance of the

			developed spoken cycle tasks
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A Likert scale was used in the second questionnaire. Such a scale is generally appropriate for obtaining respondents' views, judgments, and opinions about almost any aspects of language learning (Brown and Rodgers, 2002:120). The assessment of the students' opinion on the second questionnaire used ordinal scales in the form of five points agreements, i.e., (a) 4 points or 'Strongly Agree' (SA) if the respondents strongly agree with the statements, (b) 3 points or 'Agree' (A) if the respondents agree with the statements, (c) 2 points or 'Disagree' (D) if the respondents disagree with the statements, and (d) 1 points or 'Strongly Disagree' (SD) if the respondents strongly disagree with the statements.

After the scale has been administered, each response option is assigned a number for scoring purposes. In this study, all items implemented in the second questionnaire were positively worded so that they did not need to be reversed. Finally, the scores for the items addressing the same target were summed up or averaged (Dornyei, 2003: 45).

In relation to the analysis of the observation, in this research, the researcher used descriptive statistics. She used the Central Tendency as a part of the descriptive statistics which provides information about the average and the typical behavior of subjects in respect of the specific observable fact. The observable fact in this research was the task designed. Additionally, the mean was used as a measure in this study. The mean is the sum of scores of all subjects in a group divided by a number of subjects.

Next the researcher used a category which was made by referring to the normal distribution by using the *ideal mean* (Mi) and the *ideal standard deviation* (SDi) to know the level of the first draft of the spoken cycle task. The computation of Mi and SDi can be obtained by the following formulas:

- 1) $Mi = \frac{1}{2}$ (maximum score + minimum score). Here, the maximum score is 5 and the minimum score is 1, then

$$\begin{aligned} Mi &= \frac{1}{2} (4+1) \\ &= 2.5 \end{aligned}$$

- 2) $SDi = \frac{1}{6}$ (maximum score – minimum score)

$$\begin{aligned} SDi &= \frac{1}{6} (4-1) \\ &= 0.5 \end{aligned}$$

To know the criteria of the level of the developed tasks, the researcher used the conversion ability by 4 scales. Further, the complete results of the second questionnaires are provided in Appendix 7.

Table 9: **Ideal Computation Category Criteria**

Scales	Categories	Interval of Mean Values	
		Formula	Computation
4	Very good	$X > Mi + (1.8 \times SDi)$	$X > 4.2$
3	Good	$Mi + (0.6 \times SDi) < X \leq Mi + (0.6 \times SDi)$	$3.4 < X \leq 4.2$
2	Poor	$Mi - (0.6 \times SDi) < X \leq (0.6 \times SDi)$	$1.8 < X \leq 2.6$
1	Very poor	$X < Mi - (1.8 \times SDi)$	$X < 1.8$

(Proposed by Sudijono, 2003: 339)

F. Validity and Reliability

To measure the validity of this research, the research used content validity, construct validity, and item validity. The content validity refers to the content of

the tasks that should deal with the Standard of Content for the second semester of English lesson, and especially the listening and speaking skill of the seventh grade which stated in the School-Based Curriculum. Furthermore, the course grid of the tasks also has to appropriate with the students' needs and interests. The construct validity relates to the content of the tasks which should meet the theories proposed by Nunan (2001, 2004), Harmer (2002) and Mc Donough and Swan (1993). The item validity is the empirical data analysis in the form of students' responses through the second questionnaire. It was measured through the Product Moment Correlation formula.

The result of the computation of this research showed that the r value of each implementation was more than r required (with the level of validity at 0.05). It meant that all of the items of each unit in its implementation taken from the students' response were considered valid. Table 10 shows the detail computation of the validity of the item number of each unit in each implementation.

Table 10: Computation of the Item Validity of Each Unit in Its Implementation

No	Unit	Number of Cases	Valid > than	R of the Item Number
1.	Unit 1 "What Do You Think of English?"	20	0.258	0.316 – 0.488
2.	Unit 2 "I Like It"	20	0.275	0.318 – 0.620
3.	Unit 3 "She Is Beautiful"	20	0.275	0.313 – 0.520

Based on the result of the computation using the Product Moment Correlation Formula, it can be concluded that all items in the three of questionnaires are valid. Thus, all of the three questionnaires can be used as data.

The obtained the reliability of the second questionnaires; the researcher also applied the Alpha Cron Bach Formula. The computation of the reliability of each unit is presented in Table 11.

Table 11: Computation of the Reliability of each Unit in Implementation based on the Students' response

Unit	Number of Cases	Alpha Coefficient	Explanation
Unit 1 "What Do You Think of English?"	20	0.765	High
Unit 2 "I Like It"	20	0.769	High
Unit 3 "She Is Beautiful"	20	0.795	High

Table 12 shows that the Alpha Coefficient of each unit was very reliable according to the valued of reliability coefficient proposed by *Sutrisno Hadi* in Arikunto (2002: 245) as presented in Table 12.

Table 12: Value of the Reliability Coefficient

Reliability Coefficient	Explanation
0.800 – 1.000	Very high
0.600 – 0.799	High
0.400 – 0.599	Sufficient
0.200 – 0.399	Low
0.000 – 0.199	Very low

(Proposed by *Sutrisno Hadi* in Arikunto, 2002: 245)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two main sections: findings and discussion. The findings section presents the description of the findings of the study including the students' needs, the course grid, the developed tasks, and the tryout of the tasks. The discussion section elaborates the findings based on the result of the try out.

A. Research Findings

1. The Result of the Need Analysis

This part provides a brief description as well as explanation about the result of the data obtained from the first questionnaire administered to the students. The description is about the students' profile and the students' needs in terms of the tasks they used to have, their opinion about the tasks, the difficulties they encounter, their preference of the activities, and the guidance needed in performing the tasks.

a. Description of the Students

There were 108 students in Grade seven at SMP Negeri 1 Berbah in academic year of 2010/2011. They were divided into three classes; Class A, B, and C. Each class had 36 students. There were 16 boys and 20 girls in Class A, 18 boys and 18 girls in Class B, and 16 boys and 20 girls in Class C. Their ages ranged from 13 to 15 years old. They came from various backgrounds but most of them were from poor to middle levels of family backgrounds.

All students spoke Javanese as their mother language, Bahasa Indonesia as their first language, and English as their foreign language. They lived in the densely populated area alongside the school. English is implemented as a compulsory subject in that school. Every class had three meetings in a week. The description of the students is presented in Table 13.

Table 13: **The Description of the Students**

Group of students	Age				Sex		
	13	14	15	Total	Boys	Girls	Total
Class A	5	28	3	36	16	20	36
Class B	7	27	2	36	18	18	36
Class C	6	27	3	36	16	20	36

The preliminary observation revealed that the English teacher at the seventh grade at SMP Negeri 1 Berbah gave activities based on the textbooks. She just followed the materials page by page.

The English teaching and learning at the seventh grade of SMP Negeri 1 Berbah stressed on teaching reading and writing skills. Listening and speaking skills had less proportion in the lesson. In listening class, the activities led the students to listen to the teacher's explanation and answer the questions. They never used the language laboratory. For speaking class, the students were asked to practice the dialogs in textbooks.

The teaching and learning process at the seventh grade of SMP Negeri 1 Berbah was always started and ended with routines. To start the lesson the teacher used to greet the students by saying "Good Morning, students." and asked

the students' condition by saying "How are you?". To end the lesson the teacher said "Goodbye".

b. Description of the Students' Needs

The description of the students' needs includes the students' interest in English, the activity, the input materials, and setting. The students' needs questionnaire was distributed on January 31, 2011. The questionnaire was distributed for three classes. Based on the result of the questionnaire, the researcher obtained the data.

1) Students' interest in English

Most of the students were interested in English. They liked English lesson. They thought that English was very important because it was an international language. Not only reading and writing skills but also listening and speaking are important. They were trained to communicate with English during the lesson. However, the teacher did not facilitate them with listening and speaking activities. They wanted to get listening activities in language laboratory (Appendix 1/Interview Transcript).

2) Activity

In teaching and learning process, the English teacher taught the students based on the course books. She merely explained the materials and asked them to answer the questions. For listening activity, the students just listened the teacher and then answered the questions. They did not have any listening activity in language laboratory. They wanted to have real listening activities such as listening a speech, listening a dialog, and etc (Appendix 2/Field Note 1).

In speaking activity, the students practiced speaking by reading a dialog from textbooks. Sometimes, they repeated some words after the teacher. They wanted to have game activities and role play that required them to speak English during the teaching and learning activities.

3) Input Materials

All this time, the teacher used input materials from the course books. The result of interview with the teacher revealed that the teacher did not give an authentic material for the students. It was difficult for her to find the authentic materials. She did not know how to get them. Therefore, she tended to use the materials from the course books. Meanwhile, the students wished the teacher gave them the authentic materials. It is because they could understand the materials easier by knowing the real example of the material. For example, when they were asked to make a conversation, they should know the model of the conversation using the expressions. They preferred topics related to school, family, and environment.

4) Setting

In doing the activity, the students liked to do in groups, in pairs, and individually. When they did the tasks in pairs and group, they could share information each other. In addition, they worked together in doing the tasks.

2. Writing Course Grid

The second step of this study was writing the course grid. In order to develop communicative spoken cycle tasks that would be implemented in the

classroom, the course grid were developed in accordance with the result of the needs analysis and the school-based curriculum.

The basic competence is designed to develop the four English skills; however, the researcher focused on oral skills (listening and speaking skills). In relation to listening, the students are expected to be able to respond to simple instructions of certain expressions. In relation to speaking, the students are expected to be able to express certain expressions.

There were three units selected; Unit 1 “What Do You Think of English?”, Unit 2 “I Like It”, and Unit 3 “She is beautiful?”. The course grid covers the spoken oral skills (listening and speaking skills). The details of the course grid can be seen in Table 14: The Course Grid of the Unit.

a. Description of Unit 1

The topic of the Unit 1 is asking and giving opinion with the title “What Do You Think of English”. The key vocabulary in this unit is those related to asking and giving opinions, for example; think, enjoy, English, mathematics, biology, interesting, bored, difficult, etc. The language functions in this unit are asking for and giving opinions.

The key structures in this unit consist of two kinds. The first is used to ask about opinions. The tense is simple present and the formula is WH-questions + aux +S + O. The example of the expression is “What do you think of English?” The second is used to express about giving opinion. The formula is S + V + O + be + Adj. The example of the expression is “I think English is very interesting”.

There are three sections and eleven tasks designed in this unit. The first section is “Get Ready” or warming up activity. The students are required to understand the picture and answer the questions related to the picture orally. The task indicator is the students can get the overview of the topic. In addition, they are able to share information about the picture.

The second is listening section. In this section, there are some tasks. In “Listen to” activity, there are three tasks. The first task is listening to the recording and then putting a smiley in the right adjective. The task indicator is that the students can identify the adjective that will be used in the topic. The second task is listening to the recording and writing subjects. The students are expected to write the subjects. The third task is listening to the recording and writing the opinions. The indicator is the students can write someone’s opinion. In “Language Focus” activity, the students are asked to study the expressions of asking and giving opinion. The purpose is to know the other expressions of asking for and giving opinion. The last is “Horn Listening” activity. This activity is listening to the recording and gets the detailed information. The indicator is getting the detailed information from the recording.

The third is speaking section. In this section there are five tasks. The first task is listening and repeating. The teacher pronounces some words and then the students repeat after the teacher. The task indicator is the students can pronounce the words correctly. The second task is practicing a dialog based on the clue given. The students are able to practice a dialog based on the clue orally. The third task is surveying about their friends’ opinion of school subjects. The

indicator is the students can practice asking for and giving opinion. The fourth task is reporting the survey result. The students are expected to report their survey result to the others. The last task is playing survey game. The task indicator is the students can express asking for and giving opinion in other situations or topics.

b. Description of Unit 2

The topic of the second unit is like and dislike with the title “I Like It”. The key vocabularies in this unit are those related to asking and giving information about like and dislike, for example; like foods, drinks, restaurant, etc. The language functions in this unit are expressing asking and giving information about like and dislike.

The key structures in this unit are two kinds. The first is used to ask about someone’s like and dislike. The tense is simple present and its formula is Do/Does +S + like + N. The example of the expression is “Do you like hamburger?” The second key structure is used to express the speakers like and dislike. The formula is S + like + N. The example of the expression is “I like hamburger very much.”

There are three sections and ten tasks designed in this unit. The first section is “Get Ready” or warming up activity. The students are asked to understand the picture and answer the questions related to the picture orally. The task indicator is the students can get the overview of the topic. In addition, the students are able to share information about the picture.

The second is listening section. In this section, there are some tasks. In “Listen to” activity, there are three tasks. The first task is listening to the

recording and then putting a smiley. The task indicator is that the students can identify the name of foods and drinks. The second task is listening to the recording and writing the name of food and drinks. The indicator is the students can write the name of food and drinks. The third task is writing the food and drinks. The students are expected to write someone's like and dislike. In "Language Focus" activity, the students are asked to study the expressions of like and dislike. The purpose is to know the other expressions of asking and giving information about like and dislike. The last is "Horn Listening" activity. This activity is listening to the recording and gets the detailed information. The task indicator is the students get the detailed information from the recording.

The third is speaking section. In this section there are five tasks. The first task is listening and repeating. The teacher pronounces some words and then the students repeat after the teacher. The task indicator is the students pronounce the words correctly. The second task is practicing a dialog based on a clue given. The indicator is the students, in pairs can make a dialog based on the clues. The third task is surveying about their friends' like and dislike about food and drinks. The indicator to achieve is the students can practice asking and giving information about like and dislike. The fourth task is reporting the survey result. By doing the task, the students are able to report their survey result to the others. The last task is role play based on the situation given. The task indicator is the students can express about asking and expressing of asking and giving information about like and dislike based on the situation given.

c. Description of Unit 3

The topic of the third unit is descriptive text with the title “She is beautiful?” The key vocabularies in this unit are those related to describing someone, for example; big, small, beautiful, hair, etc. The language functions in this unit are describing someone.

The key structures in this unit are two kinds. The first is used to ask about someone’s physical appearance. The tense is simple present and its formula is WH question + do/does + N + look like? The example of the expression is “What does he look like?” The second key structure is used to describe someone. The formula is S + has/have + N. The example of the expression is “He has black hair.” The inputs in this unit are picture, dialog recording, text, and media. The media are language laboratory and cards for speaking activities.

There are three sections and ten tasks designed in this unit. The first section is “Get Ready” or warming up activity. The students are asked to understand the picture and answer the questions related to the picture orally. The task indicator is the students can get the overview of the topic. In addition, the students are able to share information about the picture.

The second is listening section. In this section, there are some tasks. In “Listen to” activity, there are three tasks. The first task is listening to the recording and then writing the name of the pictures. The task indicator is the students can guess and identify the pictures described in the recording. The second task is listening to the recording and choosing the right description. The indicator is the students can get the information. The third task is listening to the

recording and writing the physical appearance based on the description. By doing the task, the students are able to identify the physical appearance. In “Language Focus” activity, the students are asked to study the part of descriptive text and adjectives. The purpose is to know the parts of descriptive text and adjectives. The last is “Horn Listening” activity. This activity is listening to the recording and gets the detailed information. The task indicator is the students get the detailed information from the recording.

The third is speaking section. In this section there are five tasks. The first task is listening and repeating after the teacher. The teacher pronounces some words and then the students repeat after the teacher. The indicator is the students pronounce the words correctly. The second task is practice a dialog based on the clue given. By doing the task, the students are able to practicing a dialog based on the clue. The third task is playing survey game. The indicator is the students can practice describing someone. The fourth task is reporting the survey result. The indicator is the students can report their survey result to others. The last task is playing a snake-track game. By doing this task, the students can describe the people on the pictures orally.

3. Designing Tasks

After writing the course grid, the researcher designed the tasks. The term “task” here is defined as an activity that involves the students in the target language actively by manipulating, producing, or interacting in order to achieve communicative goals. It means that the tasks should not only facilitate the

students with the language, but also make them able to communicate in English actively and accurately.

The process of designing the task was based on the result of the needs analysis, and the framework of how to organize tasks proposed by Nunan (1991: 48) and Lameroon (2001: 32). There were three units developed. The first unit is “What Do You Think of English?”; the second unit is “I Like It.”; and the third unit is “She is beautiful.”. The organization of tasks consists of pre-task activity, task cycle, language focus and practice.

The pre-task activity has a function as a warming up activity. The activity in the starter plays a number of important roles. First, the students are given the opportunity to use their background knowledge about the materials that they should be learned. The activities enable the students to approach the text in an active frame of mind. Second, it arouses the students’ interest in the topic. Third, it reveals what the learners have already known in terms of language and content.

The tasks cycle has a function as the main activities. There are several tasks designed in the tasks cycle. The tasks have a function to set up the students’ language learning goals. They include the study of new grammatical items. The developed tasks also refer to the language expressions that would be learned.

In the language focus, there are the materials or expressions that would be learned. This activity has a function to give the other expressions or materials.

In the practice, the developed tasks represent the stage that builds the successful completion of tasks cycle. The researcher provided a game or role play

as the follow up of the previous activity. Through a game or role play, the students can use the language that has been learned in the tasks cycle.

In the end of the developed tasks, the researcher provided a vocabulary list. It consists of some words related to the topic. It is completed by their meanings and phonetic symbols. The purpose is to make the students easier in doing the tasks. The detail of the developed tasks can be seen in Appendix 4.

4. The Try Outs, Evaluation, and Revisions

a. Unit 1 “What Do You Think of English?”

1) The description of the first try out

The try out of Unit 1 “What Do You Think of English?” was held on two meetings; Wednesday, March 9, 2011 and Saturday, March 12, 2011. It was implemented in Class VII A, B, and C. There were 100 students; 35 students in Class A, 30 students in Class B, and 35 in Class C. The researcher acted as the teacher. Meanwhile, the English teacher observed the teaching and learning process. The researcher started the try out in Class VII C at 08.20 - 09.55 a.m, in Class VII A at 09.55 - 11.15 a.m., and in Class VII B at 11.30 - 13.00 a.m. The detail description of the tasks in the meeting can be seen in the Table 15.

Table 15: Description of the Developed Tasks of Unit 1 “What Do You Think of English?”

No.	Task Number	Name of Task
1.	1	Starter (Answering the questions based on the picture)
2.	2	Listening and putting a smiley
3.	3	Writing the subjects
4.	4	Writing someone’s opinion
5.	5	Studying the expressions

6.	6	Completing worksheet
7.	7	Listening and Repeating after the teacher
8.	8	Practicing a dialog with a clue
9.	9	Playing survey game
10.	10	Reporting the survey
11.	11	Surveying

a) Try out in Class A

The researcher started the lesson by greeting the students. For the warming up, she asked “Have you ever thought about something and given opinion about it?” The students answered “Yes, Miss”. Then, she asked the students to see the picture in Task 1. She gave some questions based on the picture. The students answered the questions actively. All of the students did the task well.

The next was listening section covering five tasks from Task 2 until Task 7. In Task 2, the students were asked to listen to the recording and put a smiley in the circle. They listened and identified adjectives and then drew a smiley in the right answer. The recording was played twice. All of the students could answer the questions. No one made a mistake. They said that the task was interesting because it was different from the others. Usually, they were asked to put a tick, however, in this task, they answered the task by putting a smiley. In addition, the recording was clear enough. The activity was followed by doing Task 3. In this task, the students are asked to write the subject. The recording was played three times. The students did the task well. There were 33 students completing with the right answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to the dialogs between Diana and her friends about their opinion of English lesson. They should complete the table by writing the name of the speakers and their opinions. Although the recording was played four times, they could not complete the table. There were only 10 students doing the task well. They said the task was quite difficult. It was because they wrote not only the speakers but also the speakers' opinions. In addition, the recording was too fast. The activity was followed by doing Task 5. The teacher gave the transcript of the dialog in Task 4. She asked the students to identify the expressions of asking and giving opinions. They did the task in group. Then, they checked together. She gave other expressions of asking and giving opinion.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. There were 15 pairs who did the task well. However, the two pairs were confused in deciding the topic. They were very enthusiastic joining the listening class. They had never had listening class in language laboratory previously.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated them. When they did not pronounce the words correctly, she repeated them again until they did. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based on the clue. The clue is Student A asks about Student B's opinion of some subjects and Student B gives his opinion. She gave 10 minutes for practicing the dialog. Every pair practiced the dialog

actively. Then, she asked the volunteer to practice it in front of the class. There were 5 pairs practicing the dialog.

They moved on Task 9. In this task, they were asked to make an interview about their friends' opinion. They did the task in group of four. She gave 15 minutes for doing the task. The class became noisy because they were active in doing the interview. The activity was followed by doing Task 10. She asked one student in each group to report the interview result. There were 9 groups in the class. She decided Task 11 as homework because the time was over.

b) Try out in Class B

The researcher started the lesson by greeting the students. For the warming up, she asked "Have you ever thought about something and given your opinion?" The students answered "Yes, Miss". Then, she asked the students to see the picture in Task 1. She gave some questions based on the picture. The students answered the questions actively. All of the students did the task well.

They continued the lesson by doing Task 2. Here, the students were asked to listen to the recording and put a smiley in the circle. The recording was played twice. All of the students could answer the questions. No one made a mistake. They said that the task was interesting and the recording was clear. The activity was followed by doing Task 3. In this task, the students were asked to write the subject. The recording was played four times. The students did the task well. No one had a wrong answer. They said that the task was quite easy and the recording was clear.

In Task 4, they should complete the table by writing the name of the speakers and their opinions. The recording was played five times. They said the task was quite difficult. There were only 25 students answering the question well. It is because they wrote not only the speakers but also the speakers' opinions. In addition, the recording was too fast. The activity was followed by doing Task 5. The teacher gave the transcript of the dialog in Task 4. She asked the students to identify the expressions of asking and giving opinions. They did the task in group. Then, they checked together. She gave other expressions of asking and giving opinion.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. All of the students did the task well. They were very enthusiastic joining the listening class. They said that they had never had listening class in language laboratory previously.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated them. When they did not pronounce the words correctly, she repeated them again until they did correctly. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based on the clue. The clue was Student A asks Student B's opinion of some subjects and Student B gives his opinion. She gave 5 minutes for practicing the dialog. Every pair practiced the dialog actively. Then, she asked the volunteer to practice it in front of the class. There were 3 pairs practicing the dialog.

They moved on Task 9. In this task, the students were asked to make an interview about their friends' opinion. They did the task in group of four. She gave 10 minutes for doing the task. The class became noisy because they were active doing the interview. The activity was followed by doing Task 10. After they finished Task 9, she asked one student to report the interview result. There were 8 groups in the class. They continued the lesson by doing Task 11. The students were asked to interview their friends about their hobbies. Every student interviewed at least five students. They were given 10 minutes for doing the task. After that, there were three students reporting the interview result.

c) Try out in Class C

The researcher started the lesson by greeting the students. For the warming up, she asked "Have you ever thought about something and given your opinion?" The students answered "Yes, Miss". Then, she asked the students to see the picture in Task 1. The teacher gave some questions based on the picture. The students answered the questions actively and enthusiastic. All of the students did the task well.

Then, they moved on Task 2. In this task, the students were asked to listen to the recording and put a smiley in the circle. The recording was played twice. All of the students could answer the questions. No one made a mistake. They said that the task was interesting because it was different from the others. Usually, they were asked to put a tick, however, in this task, they answered by putting a smiley. In addition, the recording was enough clear. The activity was followed by doing Task 3. In this task, the students were asked to write the subject. The

recording was played three times. The students did the task well. No one had a wrong answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to the dialogs between Diana and her friends about their opinion of English lesson. They should complete the table by writing the name of the speakers and their opinions. There were just 25 students doing the task well. They said the task was quite difficult. It was because they wrote not only the speakers but also the speakers' opinions. They also said that the recording was too fast. The activity was followed by doing Task 5. The teacher gave the transcript of the dialog in Task 4. She asked the students to identify the expressions of asking and giving opinions. They did the task in group. Then, they checked together. She gave other expressions of asking and giving opinion.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. All of the pairs did the task well. They said that it was difficult to decide the topic of the dialog. They were very enthusiastic joining the listening class.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated them. She repeated them again until they did correctly. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based on the clue. The clue was Student A asks Student B's opinion about some subjects and Student B gives his opinion. She gave 5 minutes for practicing the dialog. Every pair practiced the dialog actively. Then, she asked the volunteer to practice it in front of the class. There were 4 pairs practicing the dialog.

They moved on Task 9. In this task, the students were asked to make an interview about their friends' opinion. They did the task in group of four. There were 9 groups in the class. She gave 15 minutes for doing the task. The class became noisy because they were active in doing the interview. They were happy in doing the task. The activity was followed by doing Task 10. She asked one student in each group to report the interview result. When one group was reporting the result of the interview, the other groups listened carefully. After all of the groups presented, they continued to do Task 11. In this task, the students were asked to interview about their friends' hobbies. Every student interviewed at least five students. They were given 10 minutes for doing the task. After that, there were five students reporting the interview result.

2) The evaluation of the Unit 1

The evaluation of the tasks was conducted by distributing the second questionnaire to the students, interviewing the teachers and students with English, and conducting observation. The results were used to revise the developed tasks.

a. The result of second questionnaire

The second questionnaire for the first evaluation was administered to the students of Class VII A, B, and C. There were 108 students in the class. The data presentation of the respondents and the result of the second questionnaire are given in Table 16 and 17.

Table 16: Data of the Respondents in the First Try Out

No.	Class	Students	Sex		Age
			M	F	
1.	VII A	35	15	20	13-15 years old
2.	VII B	30	13	17	13-15 years old
3.	VII C	35	15	20	13-15 years old

Table 17: Descriptive Statistics of the Second Questionnaire for Unit 1

No.	Indicators	Statement Numbers	N	Mean Value of Each Indicator	Standard Deviation Value of Each Indicator
1.	To find some information whether the students have reached the goals of listening and speaking tasks based on the syllabus and course grid that have been implemented based on the Standard of Content in the School-Based Curriculum	1, 2, 3, 4, 5	100	3.5	0.534
2.	To find some information about which topics in the listening and speaking tasks concern the learners' needs	6, 7	100	3.5	0.575
3.	To find some information about the inputs concerning the listening and speaking tasks	8, 9, 10	100	3.46	0.556
4.	To find some information about the listening and speaking activities (Pre-task activity, Task Cycle, Language Focus, and Practice) and their relationship with students' needs	11, 12, 13	100	3.48	0.566
5.	To find some information about teacher's roles in the listening and speaking class	14	100	3.32	0.617
6.	To find some information about students' role in the developed listening and speaking tasks	15, 16	100	3.51	0.546
7.	To find some information about the setting of the listening and speaking class	17	100	3.47	0.593

8.	To find some information about the instructions in the developed listening and speaking tasks	18	100	3.44	0.608
9.	To find some information about students' opinion of the display of the developed listening and speaking tasks	19, 20	100	3.42	0.562

Table 17 shows that the results of the second questionnaire for the first draft of Unit 1 present the students' feedback. The mean values of each indicator of the questionnaire range from 3.32 to 3.51. It can also be seen that the learners had relatively similar opinion towards the statement of questionnaire since value of standard deviation of each indicator was small. According to those results, it can be concluded that the students agreed on the developed tasks. However, based on the interviews with the English teacher and the students, the tasks still need to be revised.

b. The interview results

Besides the result of the second questionnaire, the interview result was also used to evaluate the tasks. In the interview, the researcher asked the students' and teacher's opinions about the activity in the developed tasks. They agreed that the tasks were interesting. They said that the activities were various. It can be seen in interviews (1) and (2).

(1) R : *Ehm..tadi kegiatannya menarik ga?* (Are the activities interesting?)

S1 : *Menarik kok.* (Yes, it is interesting.)

(Appendix 1/Interview Transcript)

(2) R : *Lalu, apakah aktivitas yang ada dalam Unit 1 itu menarik dan tidak membosankan?* (Then, are the activities in Unit 1 interesting?)

T : *Iya mbak. Aktivitasnya beragam dan tidak monoton sehingga siswa*

tidak bosan selama pembelajaran. (Yes, they are. The activities are various and not monotonous so the students are not bored during the lesson.)

(Appendix 1/Interview Transcript)

The researcher asked about some difficulties faced by the students in doing the tasks. Those difficulties were related to the input of the tasks. The students said that Task 4 was quite difficult. The students were confused because the instruction was not clear. In addition, they looked for not only who the speakers are but also the speakers' opinion. It can be seen in interview (3).

- (3) R : *Tadi pelajaran Bahasa Inggrisnya gimana? Seneng ga?*(How about the English lesson? Did you enjoy it?)
 S1 : *Iya, seneng Miss.* (Yes, I enjoyed the lesson.)
 R : *Tadi bisa tidak ngerjainnya? Ada yang susah ga?* (Can you do the tasks? Is there any difficulties?)
 S1 : *Listeningnya agak susah Miss.* (The listening section is quite difficult.)
 R : *Yang mana?* (Which one?)
 S1 : *Yang Task 4 Miss yang menentukan speakernya. Tapi bisa koq ngerjainnya.* (Task 4 Miss. We are confused in determining the speaker. However, we can do that.)

(Appendix 1/Interview Transcript)

The researcher asked about the topic of the developed tasks. The students said that the topic was interesting. It was appropriate for the students and useful for their life. It can be seen in interviews (4) and (5).

- (4) R : *Kalau topik tentang asking and giving opinion itu menarik ga?*(Is the topic about asking and giving opinion interesting?)
 S1 : *Iya, menarik koq Miss.*(Yes, it is interesting.)
 R : *Trus bermanfaat ga di kehidupan sehari-hari?*(Is it useful?)
 S1 : *Ya bermanfaat Miss. Kan asking and giving opinion itu untuk mengungkapkan pendapat. Jadi ya berguna.*(Yes, it is. Because the expressions of asking and giving opinion are used to express our opinion.)
- (5) R : *Bagaimana dengan topik Unit 1? Menarik atau tidak?*(How about the topic of Unit 1? Is it interesting?)

- T : *Iya, menarik dan sesuai bagi siswa kelas VII. Topik tentang asking and giving opinion memang dibutuhkan dalam kegiatan sehari-hari.*(Yes, it is. The topic is suitable for the seventh grade students. In addition, the topic is commonly used in the real life.)
(Appendix 1/Interview Transcript)

The students gave the feedback in relation to the input of the developed task. They said that the input helped them in doing the tasks. It can be seen in interview (6).

- (6) R : *Trus, waktu listening section, tabel yang diberikan membantu dalam mengerjakan ga?* (In listening section, Is the table useful in doing the task?)
S1 : *Iya, Miss. Ngisi jawabannya jadi mudah.* (Yes, it is. We can answer the question easier.)
R : *Gitu ya. Trus, kalo clue dan gambar yang diberikan waktu speaking itu memudahkan dalam praktek berdialog ga?* (Then, did the clue and the picture in speaking section facilitate in practicing the dialog?)
S1 : *Iya Miss. Kita jadi bisa praktek ngomong Bahasa Inggrisnya.* (Yes, they did. We can practice to speak English.)
(Appendix 1/Interview Transcript)

In addition, there were some opinions related to the setting of the tasks from the teacher and the students. The students said that they did the tasks individually, in pairs and in group. It can be seen in interviews (7) and (8).

- (7) R : *Oiya. Tadi waktu mengerjakan aktifitas itu, kamu udah disuruh untuk mengerjakan sendiri, berdua, dan kelompok ya?* (In doing the activities, are you asked to do individually, in pairs, and in groups?)
S1 : *Iya, Miss. Tadi ada yang disuruh ngerjain sendiri tapi ada juga yang berdua dan berkelompok.* (Yes, they are.)
(Appendix 1/Interview Transcript)

- (8) R : *Kalo untuk setting tasks bagaimana Bu? Sudah melibatkan individually, in pairs, and in group belum?* (For the setting of the tasks, did the tasks involve you individually, in pairs, and group in doing the tasks?)
T : *Iya, sudah mbak.* (Yes, they did.)

(Appendix 1/Interview Transcript)

There were some opinions related to the recording, it was supported with the interview result with the teacher and the students. They said that the recording was not clear enough. However, they could did the tasks well. It can be seen in interviews (9) and (10).

(9) R : *Trus, rekamannya gimana dek? Jelas apa ga?* (How about the recording? Is it clear or not?)

S1 : *Ada yang jelas tapi ada yang nggak Miss. Ada yang suaranya kecil jadi ga kedengeran.* (Some recordings are clear but some of them are not. There is a recording has low voice.)

(Appendix 1/Interview Transcript)

(10) R : *Bagaimana dengan rekaman yang diputar?* (How about the recording?)

T : *Kalau masalah rekamannya memang ada sedikit masalah mbak. Ada yang kurang jelas didengarkan tapi ada juga yang sudah cukup jelas. Suara yang keluar kurang jernih jadi kurang jelas waktu didengarkan.* (There is a little problem. There are some recording that are not clear. The voices of the speakers are not clear.)

(Appendix 1/Interview Transcript)

The teacher gave the opinion in relation to the goal of the tasks. She said that the tasks fulfilled the goals of the teaching English for seventh grade students based on the standard competency and basic of competence. It can be seen in interview (11).

(11) R : *Menurut Ibu, materi ini sudah memenuhi tujuan pembelajaran Bahasa Inggris bagi siswa kelas VII sesuai dengan Standar Kompetensi dan Kompetensi Dasar belum ya?* (Do the materials fulfill the goals of the teaching English for seventh grade students based on the standard competency and basic of competence?)

T : *Sudah mbak. Materinya sesuai dengan SK KD SMP.* (Yes, they do. The materials are appropriate with the standard competency and basic of competence.)

(Appendix 1/Interview Transcript)

There were also some suggestions from the teacher and the students. They suggested that the instruction must be clearer. The teacher should make sure that the students understood what they must do so that the students will do the tasks well.

3) The revision of the Unit 1

Based on the evaluation of the first draft, the developed tasks were revised. In this unit, there were several revision made. The first is related to the goals of the lessons. The researcher should explain the goals of the lesson before the students start doing the tasks. The second is related to the input of the tasks. She should revise the input of the tasks by increasing; a) the size of the picture in Task 1, b) the size of the instruction in Task 2, c) the size of the table in Task 3, d) by changing the column distribution of the table in Task 6.

In relation to the activity, the activity in Task 4 made the students confused in doing the task. The researcher revised the task by providing the name of the speakers on the table speaker. In Task 8, she should revise the task by providing the example first. However, the activities of the other tasks did not need revisions. In relation to the setting of the tasks, she did not revise it because there was no feedback to revise it. The summary of the revision of Unit 1 is illustrated in the following table. Meanwhile, the complete revision of the task can be seen in Appendix 5.

Table 18: The Revision of Unit 1 “What Do You Think of English?”

No.	Name of Tasks	Feedback	Improvement
1.	Starter (Answering the questions based on the picture)	<ul style="list-style-type: none"> ● Goal - No feedback ● Activity - No feedback ● Input - Feedback ● Teacher’s Role - No Feedback ● Learners’ Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Increasing the size of the picture ● Teacher Role - ● Learner Role - ● Setting -
2.	Listening and putting a smiley	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher’s Role - No Feedback ● Learners’ Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Increasing the size of the instruction ● Teacher’s Role - ● Learners’ Role - ● Setting -
3.	Writing the subjects	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher’s Role - No Feedback ● Learner’s Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Increasing the size of the table. ● Teacher’s Role - ● Learner’s Role - ● Setting -
4.	Writing someone’s opinion	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - Feedback ● Input 	<ul style="list-style-type: none"> ● Goal - ● Activity Listing the speakers in the worksheet ● Input

		<ul style="list-style-type: none"> - No Feedback ● Teacher's Role - No Feedback ● Learners' Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> - ● Teacher's Role - ● Learners' Role - ● Setting -
5.	Studying the expressions	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher's Role - No Feedback ● Learners' Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher's Role - ● Learners' Role - ● Setting -
6.	Completing worksheet	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher's Role - No Feedback ● Learners' Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Changing the column distribution ● Teacher's Role - ● Learners' Role - ● Setting -
7.	Listening and Repeating after the teacher	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher's Role - No Feedback ● Learners' Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher's Role - ● Learners' Role - ● Setting -
8.	Practicing a dialog with a clue	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity 	<ul style="list-style-type: none"> ● Goal - ● Activity

		<ul style="list-style-type: none"> - No Feedback • Input <ul style="list-style-type: none"> - No Feedback • Teacher's Role <ul style="list-style-type: none"> - No Feedback • Learners' Role <ul style="list-style-type: none"> - No Feedback • Setting <ul style="list-style-type: none"> - No Feedback 	<ul style="list-style-type: none"> - Providing the example • Input <ul style="list-style-type: none"> - • Teacher's Role <ul style="list-style-type: none"> - • Learners' Role <ul style="list-style-type: none"> - • Setting <ul style="list-style-type: none"> -
9.	Playing a survey game	<ul style="list-style-type: none"> • Goal <ul style="list-style-type: none"> - No Feedback • Activity <ul style="list-style-type: none"> - No Feedback • Input <ul style="list-style-type: none"> - No Feedback • Teacher's Role <ul style="list-style-type: none"> - No Feedback • Learners' Role <ul style="list-style-type: none"> - No Feedback • Setting <ul style="list-style-type: none"> - No Feedback 	<ul style="list-style-type: none"> • Goal <ul style="list-style-type: none"> - • Activity <ul style="list-style-type: none"> - • Input <ul style="list-style-type: none"> - • Teacher's Role <ul style="list-style-type: none"> - • Learners' Role <ul style="list-style-type: none"> - • Setting <ul style="list-style-type: none"> -
10.	Reporting the survey	<ul style="list-style-type: none"> • Goal <ul style="list-style-type: none"> - No Feedback • Activity <ul style="list-style-type: none"> - No Feedback • Input <ul style="list-style-type: none"> - No Feedback • Teachers' Role <ul style="list-style-type: none"> - No Feedback • Learners' Role <ul style="list-style-type: none"> - No Feedback • Setting <ul style="list-style-type: none"> - No Feedback 	<ul style="list-style-type: none"> • Goal <ul style="list-style-type: none"> - • Activity <ul style="list-style-type: none"> - • Input <ul style="list-style-type: none"> - • Teachers' Role <ul style="list-style-type: none"> - • Learners' Role <ul style="list-style-type: none"> - • Setting <ul style="list-style-type: none"> -

b. Unit 2 "I Like It."

1) The description of the try out

The try out of Unit 2 "I Like It" was held in two meetings; Wednesday, March 16, 2011 and Saturday, March 19, 2011. This unit was implemented in Class VII A, B, and C. There were 102 students; 35 students in Class A, 31 students in Class B, and 36 in Class C. The researcher acted as the teacher while

the English teacher observed the teaching and learning process. The researcher started the try out in Class VII C at 08.20 - 09.55 a.m., in Class VII A at 09.55 - 11.15 a.m., and in Class VII B at 11.30 - 13.00 a.m. The detail description of the tasks in the meeting can be seen in the table below.

Table 19: Description of the Developed Tasks of Unit 2 “I Like It”

No.	Task Number	Name of Task
1.	1	Starter (Answering the questions based on the picture)
2.	2	Listening and putting a smiley
3.	3	Writing the name of food and drink
4.	4	Writing someone’s favorite food and drink.
5.	5	Studying the expressions
6.	6	Completing the worksheet
7.	7	Listening and Repeating after the teacher
8.	8	Practicing a dialog with a clue
9.	9	Playing a survey game
10.	10	Reporting the survey
11.	11	Playing restaurant game

a) Try out in Class A

The researcher started the lesson by greeting the students. For the warming up, she asked “Do you have a favorite food?” The students answered “Yes, Miss”. Then, she asked again “What are they?” They had different answers. Some of them answered fried rice, meatball, fried chicken, hamburger, etc. She asked the students to see the picture in Task 1. The teacher gave some questions based on the picture. The students answered the questions actively. All of the students did the task well.

Then, they moved on Task 2. Here, the students were asked to listen to the recording and put a smiley in the circle. The recording was played twice. There were 2 students having wrong answers. They said that the task was interesting

and they enjoyed the listening class. In addition, the recording was clear enough. The activity was followed by doing Task 3. In this task, the students were asked to write the name of food. The recording was played two times. The students did the task well. All students completed the tasks with the right answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to the dialogs between Diaz and her friends about their favorite food. They should complete the table by writing the name of food and drink that the speakers like. Although the recording was played four times, they could not complete the table. There were 31 students doing the task well and 4 students had wrong answers. They said the task was quite easy. They continued the lesson by doing Task 5. The teacher gave the transcript of the dialog in Task 4. She asked the students to identify the expressions of like and dislike. They did the task in group. Then, they checked together. She gave other expressions of like and dislike.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. There were 16 pairs doing the task well. However, the two pairs were confused in deciding the topic. They were very enthusiastic joining the listening class. They said that they never had listening class like that. She closed the lesson by reviewing the materials.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated them. She repeated them again until they did correctly. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based

on the clue. The clue was Student A asks Student B' favorite food and Student B answer the questions. She gave 8 minutes for practicing the dialog. Every pair practiced the dialog actively. Then, she asked the volunteer to practice it in front of the class. There were 6 pairs practicing the dialog in front of the class.

They moved on Task 9. In this task, the students were asked to make an interview about their friends' favorite food. They did the task in group of four. There were 9 groups in the class. She gave 10 minutes for doing the task. The class became noisy because they were active in doing the interview. The activity was followed by Task 10. She asked one students in each group to report the interview result. One member of each group told the result in front of the class based on the format given. They continued the lesson by doing Task 11. In group of three, they played restaurant game. They chose the food and drink based on the menu. She gave 10 minutes for playing the game. Then, every group acted it in front of the class. After that, she closed the lesson.

b) Try out in Class B

The researcher started the lesson by greeting the students. For the warming up, she asked "Do you have favorite food?" The students answered "Yes, Miss". Then, she asked again "What are they?" They had different answers. Some of them mentioned fried rice, fried noodle, pizza, fried chicken, etc. Then, she asked the students to see the picture in Task 1. The teacher gave some questions based on the picture. The students answered the questions actively. All of the students did the task well.

They continued the lesson by doing Task 2. Here, the students were asked to listen to the recording and put a smiley in the circle. The recording was played twice. All of the students could answer the questions. No one made a mistake. They said that the task was interesting and the recording was clear. The activity was followed by doing Task 3. In this task, the students were asked to write the subject. The recording was played three times. The students did the task well. There were two students having a wrong answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to the dialogs between Diaz and her friends about their favorite food. They should complete the table by writing the name of food and drink that the speakers like. The recording was played four times. There were 28 students doing the task well and 3 students had wrong answers. They said the task was quite easy. The activity was followed by doing Task 5. The teacher gave the transcript of the dialog in Task 4. She asked the students to identify the expressions of like and dislike. They did the task in group. Then, they checked together. She gave other expressions of like and dislike.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. There were 15 pairs doing the task well. They were very enthusiastic joining the listening class. The class was closed by reviewing the materials.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated them. As usual, she repeated them again until they did correctly. After

that, they moved on Task 8. In this task, the students are asked to practice a dialog based on the clue. The clue is Student A asks Student B' favorite food and Student B answers the questions. She gave 10 minutes for practicing the dialog. Every pair practiced the dialog actively. Then, she asked the volunteer to practice it in front of the class. There were 3 pairs that practice the dialog in front of the class.

They moved on Task 9. In this task, the students were asked to make an interview about their friends' favorite food. They did the task in group of four. There were 7 groups in the class. She gave 15 minutes for doing the task. The class became noisy because they were active in doing the interview. The activity was followed by doing Task 10. After they finished Task 9, she asked the students to represent one member to report the interview result. One member of each group told the result in front of the class based on the format given. They continued to Task 11. In group of three, they played restaurant game. They chose the food and drink based on the menu. She gave 10 minutes for playing the game. Then, every group acted it in front of the class. After that, she closed the lesson by praying.

c) Try out in Class C

The researcher started the lesson by greeting the students. For the warming up, she asked "Do you have favorite food?" The students answered "Yes, Miss". Then, she asked again "What are they?" They had different answers. Some of them mentioned meatball, fried chicken, fried noodle, hamburger, etc. Then, she asked the students to see the picture in Task 1. The teacher gave some questions

based on the picture. The students answered the questions actively. All of the students did the task well.

They continued the lesson by doing Task 2. Here, the students were asked to listen to the recording and put a smiley in the circle. The recording was played twice. All of the students could answer the questions. No one made a mistake. They said that the task was easy and interesting. In addition, the recording was clear. The activity was followed by doing Task 3. In this task, the students were asked to write the subject. The recording was played three times. The students did the task well. There were three students having a wrong answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to the dialogs between Diaz and her friends about their favorite food. They should complete the table by writing the name of food and drink that the speakers like. The recording was played four times. Some students could not complete the table. There were 30 students doing the task well and 6 students had wrong answers. They said the task was quite easy. The activity was followed by doing Task 5. She gave the transcript of the dialog in Task 4. She asked the students to identify the expressions of like and dislike. They did the task in group. Then, they checked together. She gave other expressions of like and dislike.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. There were 18 pairs who did the task well. They were happy joining the listening class. They said that

they wanted to have listening class like that. She closed the lesson by reviewing the materials.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated them. She repeated them again until they did correctly. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based on the clue. The clue is Student A asks Student B' favorite food and Student B answers the questions. She gave 10 minutes for practicing the dialog. Every pair practiced the dialog actively. Then, she asked the volunteer to practice it in front of the class. There were 5 pairs practicing the dialog in front of the class.

They moved on Task 9. In this task, the students were asked to make an interview about their friends' favorite food. They did the task in group of four. There were 7 groups in the class. She gave 15 minutes for doing the task. The class became noisy because they were active in doing the interview. The activity was followed by doing Task 10. In this task, she asked one students in each group to report the interview result. One member of each group told the result in front of the class based on the format given. They continued on Task 11. In group of three, they played restaurant game. They chose the food and drink based on the menu. She gave 10 minutes for playing the game. Then, every group acted it in front of the class. After they were finished the role play, she closed the lesson.

2) The evaluation of the Unit 2

The evaluation of the tasks was conducted by distributing the second questionnaire to the students, interviewing with English teachers and students, and conducting observation. Then, the results were used to revise the developed tasks.

a. The result of second questionnaire

The second questionnaire for the first evaluation was administered to the students of Class VII A, B, and C. There were 102 students in the class. The data presentation of the respondents and the result of the second questionnaire are given in Tables 20 and 21.

Table 20: Data of the Respondents in the First Try Out

No.	Class	Students	Sex		Age
			M	F	
1.	VII A	35	16	20	13-15 years old
2.	VII B	31	18	18	13-15 years old
3.	VII C	36	16	20	13-15 years old

Table 21: Descriptive Statistics of the Second Questionnaire for Unit 2

No.	Indicators	Statement Numbers	N	Mean Value of Each Indicator	Standard Deviation Value of Each Indicator
1.	To find some information whether the students have reached the goals of listening and speaking tasks based on the syllabus and course grid that have been implemented based on the Standard of Content in the School-Based Curriculum	1, 2, 3, 4, 5	100	3.47	0.551
2.	To find some information about which topics in the	6, 7	100	3.49	0.6

	listening and speaking tasks concern the learners' needs				
3.	To find some information about the inputs concerning the listening and speaking tasks	8, 9, 10	100	3.32	0.643
4.	To find some information about the listening and speaking activities (Pre-task activity, Task Cycle, Language Focus, and Practice) and their relationship with students' needs.	11, 12, 13	100	3.45	0.572
5.	To find some information about teacher's roles in the listening and speaking class	14	100	3.37	0.595
6.	To find some information about students' role in the developed listening and speaking tasks	15, 16	100	3.45	0.564
7.	To find some information about the setting of the listening and speaking class.	17	100	3.48	0.592
8.	To find some information about the instructions in the developed listening and speaking tasks	18	100	3.45	0.623
9.	To find some information about students' opinion of the display of the developed listening and speaking tasks	19, 20	100	3.39	0.591

Table 21 shows that the results of the second questionnaire for the first draft of Unit 1 present the students' feedback. The mean values of each indicator of the questionnaire range from 3.32 to 3.49. It can be interpreted that the learners had relatively similar opinion towards the statement of questionnaire since value of standard deviation of each indicator was small. According to those results, it can be concluded that the students agreed on the developed tasks. However, on the basis of interviews with the English teacher and the students, the tasks still need to be revised.

b. The interview results

Besides the result of the second questionnaire, the interviews result with the English teacher and the students was also used to evaluate the tasks. In the interview with the students and the teacher, the researcher asked their opinions about the activity in the developed tasks. It can be seen in interviews (12) and (13).

- (12) R : *Menurut adik, tadi kegiatan listeningnya menarik ga?* (Are the activities interesting?)
 S1 : *Iya, menarik kok Miss.* (Yes, it is interesting.)
 (Appendix 1 Interview Transcript)
- (13) R : *Kalau masalah aktivitas di Unit 2 itu menarik atau tidak Ibu?* (How about the activity in Unit 2? Is it interesting?)
 T : *Menarik Mbak. Aktivasnya itu cukup variatif. Selain itu, beruntut dari yang mudah ke yang lebih susah. Jadi siswa dalam mengikuti pelajaran tidak bingung.* (Yes, it is interesting. There are various activities.)

The researcher asked about some difficulties faced by the students in doing the tasks. The difficulties were related to the input of the tasks. They said that

Task 6 was quite difficult because they must get the detailed information. It can be seen in interview (14).

- (14) R : *Gimana dik pelajaran Bahasa Inggrisnya?Susah ga? (How about the English lesson? Is it difficult?)*
 S1 : *Ya ada yang susah Miss. (There are some difficult tasks.*
 R : *Yang listening apa speakingnya? (Which one listening or speaking?)*
 S1 : *Kalau pas listening yang susah Task 6, Miss. Soalnya yang perlu diisi agak banyak. Jadi bisa komplet setelah diputar 3 kali. (In listening section, The difficulty task is Task 6 because there are many questions. We can complete the worksheet after listened the recording three times.)*
 R : *Tapi bisa ngerjainnya kan?Trus kalo speakingnya gimana? (But, you can do it, don't you? How about speaking?)*
 S1 : *Iya bisa. Kalau speakingnya itu susah dalam merangkai kata yang mau diomongin Miss. (Yes, I can. In speaking, It is difficult for us to get the idea what we will say.)*

(Appendix 1/Interview Transcript)

The researcher asked about the topic of the developed tasks. The topic was suitable for the students Grade VII. The teacher said that the topic was quite easy and they could use the expressions in the real life. It can be seen in interview (15).

- (15) R : *Menurut Ibu, topik yang dipilih untuk Unit 2 itu gimana?Sudah sesuai bagi siswa kelas VII tidak? (How about the topic of Unit 2? Is it suitable for the seventh grade students?)*
 T : *Iya sudah sesuai koq Mbak. Topiknya tidak terlalu sulit dan memang expression like and dislike dipakai dalam kehidupan sehari-hari. Yes, it is. The topic is not difficult and the expressions of asking like and dislike used in the real life.)*

(Appendix 1/Interview Transcript)

The students gave the feedback in relation to the input of the developed task. They said that the pictures and clue in speaking section helped them in practicing the dialog. It can be seen in interview (16).

- (16) R : *Waktu listening section, gambar yang diberikan membantu ga dik?* (In listening section, do the pictures help in practicing the dialog?)
 S1 : *Iya, Miss. Jadi kita lebih mudah dalam mengerjakannya.* (Yes, they do. Then, we can do it easily.)
 R : *Trus, kalo dalam speaking sectionnya, clue yang diberikan itu memudahkan dalam praktek berdialog tidak?* (Then, in speaking section, do the clues given help in practicing the dialog?)
 S1 : *Iya Miss. Cluenya membantu dalam berdialog jadi kan kita lebih fokus.* (Yes, they do. The clues helped us in practicing the dialog.)
 (Appendix 1/Interview Transcript)

There were some opinions related to the setting of the tasks. It was supported with the interview result with the teacher and the students. The students said that the tasks in Unit 2 asked the students to do the tasks individually, in pairs, and in group. It can be seen in interviews (17) and (18).

- (17) R : *Pada waktu pelajaran listening dan speaking, adik udah disuruh ngerjain individu, berpasangan, dan kelompok ya?* (In listening and speaking, Do you ask to do the tasks individually, in pairs, and in group?)
 S1 : *Iya Miss. Ada task yang ngerjain sendiri, tapi ada juga yang berpasangan dan berkelompok.* (Yes, we do. The tasks did individually, in pairs, and in group.)
 (Appendix 1/Interview Transcript)
- (18) R : *Trus, kalau untuk setting tasknya gimana Ibu?* (Then, how about the setting?)
 T : *Ya menurut saya sudah melibatkan semua. Tapi dalam listeningnya itu masih banyak yang kerja individu.* (The tasks have involved individually, in pairs, and in group.)
 (Appendix 1/Interview Transcript)

There were some opinions related to the recording. It was supported with the interview result with the teacher and the students. They said the recording was clear enough and they could do the tasks well. It can be seen in interviews (19) and (20).

- (19) R : *Oiya, rekamannya jelas atau tidak dik?* (How about the

- recording?)
- S1 : *Lumayan jelas kok Miss.* (It is clear enough.)
(Appendix 1/Interview Transcript)
- (20) R : *Bagaimana dengan rekaman yang diputar Bu? Jelas atau tidak?*
(How about the recording?)
- T : *Rekamannya udah cukup jelas Mbak. Cuma menurut saya, kurang jernih aja waktu didengarkan.* (The recording is clear enough.)
(Appendix 1/Interview Transcript)

The teacher gave the opinion related the goal of the tasks. They said that the goal of the tasks have fulfilled based on Standard competence and Basic Competency. It can be seen in interview (21).

- (21) R : *Kalau materi dalam Unit 2 ini sudah memenuhi tujuan pembelajaran Bahasa Inggris bagi siswa kelas VII yang sesuai dengan SK KD SMP?* (Do the tasks in Unit 2 fulfill the goals of English lesson for the seventh grade students based on Standard Competence and Basic Competency?)
- T : *Sudah mbak. Materinya like and dislike sesuai dengan SK KD SMP.* (Yes, they do.)
(Appendix 1/Interview Transcript)

There were also some suggestions from the teacher and the students. They suggested that it was important to make the instruction clearer. The teacher should make sure that the students understood what they must do. Therefore, the teacher should check to the students.

3) The revision of the Unit 2

Based on the evaluation, the first draft of the developed tasks was revised. In this unit, there were several revisions made. The first is related to the goals of the lessons. The researcher should put the goals of the lesson before the students start doing the tasks. The second is related to the input of the tasks. She should revise the input of the tasks; a) by increasing the size of the picture in Task 1, b) by

increasing the size of the instruction in Task 2, c) by changing the column distribution in Task 3, d) by changing the column distribution of the table in Task 6.

In relation to the activity, the activity in Task 6 made the students confused in doing the task. The researcher revised the task by explaining the instruction clearly. In Task 8, she should revise the task by providing the example first. However, the activities of the other tasks did not need revisions. In relation to the setting of the tasks, the researcher did not revise it because there was no feedback to revise it. The summary of the revision of Unit 2 is illustrated in the following table. Meanwhile, the complete revision of the task can be seen in Appendix 5.

Table 22: **The Revision of Unit 2 “I Like It”**

No.	Name of Tasks	Feedback	Improvement
1.	Starter (Answer the questions based on the picture)	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - No feedback ● Activity <ul style="list-style-type: none"> - No feedback ● Input <ul style="list-style-type: none"> - Feedback ● Teacher Role <ul style="list-style-type: none"> - No Feedback ● Learner Role <ul style="list-style-type: none"> - No Feedback ● Setting <ul style="list-style-type: none"> - No Feedback 	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - ● Activity <ul style="list-style-type: none"> - ● Input <ul style="list-style-type: none"> - Increasing the size of the picture ● Teacher Role <ul style="list-style-type: none"> - ● Learner Role <ul style="list-style-type: none"> - ● Setting <ul style="list-style-type: none"> -
2.	Listen and give a smiley	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - No Feedback ● Activity <ul style="list-style-type: none"> - No Feedback ● Input <ul style="list-style-type: none"> - Feedback 	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - ● Activity <ul style="list-style-type: none"> - ● Input <ul style="list-style-type: none"> - Increasing the size of the instruction

		<ul style="list-style-type: none"> ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Teacher Role - ● Learner Role - ● Setting -
3.	Write the subjects	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Increasing the size of the table. ● Teacher Role - ● Learner Role - ● Setting -
4.	Write someone's opinion	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - Providing the speakers in the worksheet ● Input - ● Teacher Role - ● Learner Role - ● Setting -
5.	Study the expressions	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role -

		<ul style="list-style-type: none"> ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Learner Role - ● Setting -
6.	Complete worksheet	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback - ● Input - Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Changing the column distribution ● Teacher Role - ● Learner Role - ● Setting -
7.	Listen and Repeat	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role - ● Learner Role - ● Setting -
8.	Practice a dialog with a clue	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting 	<ul style="list-style-type: none"> ● Goal - ● Activity - Providing the example ● Input ● Teacher Role - ● Learner Role -

		- No Feedback	<ul style="list-style-type: none"> ● Setting -
9.	Survey	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role - ● Learner Role - ● Setting -
10.	Report the survey	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role - ● Learner Role - ● Setting -

c. Unit 3 “She is Beautiful”

1) The description of the first try out

The try out of Unit 3 “She is Beautiful” was held in two meetings; Wednesday, April 6, 2011 and Saturday, April 8, 2011. It was implemented in Class VII A, B, and C. There were 105 students; 36 students in Class A, 34 students in Class B, and 35 in Class C. The researcher acted as the teacher. Meanwhile, the English teacher observed the teaching and learning process. The researcher started the try out in Class VII C at 08.20 - 09.55 a.m., in Class VII A

at 09.55 - 11.15 a.m., and in Class VII B at 11.30 - 13.00 a.m. The detail description of the tasks in the meeting can be seen in the table below.

Table 23: Description of the Developed Tasks of Unit 3 “She Is Beautiful”

No.	Task Number	Name of Task
1.	1	Starter (Answer the questions based on the picture)
2.	2	Listen and write the name
3.	3	Choose the right description
4.	4	Write the name and the physical appearance
5.	5	Study the adjectives
6.	6	Write the name and the physical appearance
7.	7	Listen and Repeat
8.	8	Practice a dialog with a clue
9.	9	Study the grammatical patterns of description
10.	10	Survey game
11.	11	Report of the survey
12.	12	Play a snake-track game

a) Try out in Class A

The researcher started the lesson by greeting the students. For the warming up, she asked “Did you know Nikita Willy?” The students answered “Yes, Miss?”. Then, she asked again “Is she beautiful?” They answered “Yes, Miss.” She asked them to see the picture in Task 1. The teacher gave some questions based on the picture. They answered the questions actively. All of the students did the task well.

Then, they moved on Task 2. Here, the students were asked to listen to the recording and write the name of the people in the pictures. The recording was played three times. Most of the students could answer the questions. There were 3 students made a mistake. They said that the pictures were visible. In addition, the recording was enough clear. The activity was followed by doing Task 3. In this task, the students were asked to put a tick in the right description. The

recording was played three times. The students did the task well. All students completed the tasks with the right answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to some description of people. They should complete the table by writing the name and their physical appearance. They said that the task was quite difficult. There were 31 students doing the task well and 5 students had wrong answers. It was because they wrote not only the name of the speakers but also their physical appearance. The activity was followed by doing Task 5. The teacher gave the transcript of the dialog in Task 4. She asked the students to identify the sequence of using adjectives. They did the task in group. Then, they checked together. She explained how to put adjective to describe people.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. There were 16 pairs who did the task well. However, the two pairs had wrong answers. They were very enthusiastic joining the listening class. She closed the lesson by reviewing the materials.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated. She repeated them again until they did correctly. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based on the clue. The clue was Student A asks Student B to describe his/her parents and Student B described them. She gave 10 minutes for practicing the dialog.

Every pair practiced the dialog actively. Then, she asked the volunteer to practice it in front of the class. There were 3 pairs that practice the dialog in front of the class. They said that the teacher should give an example of the dialog first before they did the task.

They moved on Task 9. In this task, the students were asked to study the grammatical pattern of descriptive text. She explained the grammatical patterns of a description and the organization of a descriptive text. To know whether the students understood the materials or not, she asked them to do Task 10. In this task, they were asked to interview about their favorite artist. They did the task in group of four. She gave 15 minutes for doing the task. The class became noisy because they were active in doing the interview.

The activity was followed by doing Task 11. Each group reported their interview result in front of the class. Each group chose one member to report it. All groups did the task well. Then, they did the last task. In this task, they played a snake-track game. They did the task in groups. Each group consisted of 9 students. They were very happy playing the game until the time was over. The class was closed by praying.

b) Try out in Class B

The researcher started the lesson by greeting the students. For the warming up, she asked “Did you know Nikita Willy?” The students answered “Yes, Miss”. Then, she asked again “Is she beautiful?” They answered “Yes, of course.” She asked the students to see the picture in Task 1. The teacher gave some questions

based on the picture. The students answered the questions actively. All of the students did the task well.

Then, they moved on Task 2. Here, the students were asked to listen to the recording and write the name of the people in the pictures. The recording was played three times. Most of the students could answer the questions. There were 5 students made a mistake. They said that the pictures were visible; therefore they could identify the physical appearance. In addition, the recording was enough clear. The activity was followed by doing Task 3. In this task, the students were asked to put a tick in the right description. The recording was played three times. The students did the task well. There were 32 students had completing with the right answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to some description of people. They should complete the table by writing the name of the speakers and their physical appearance. They said that the task was quite difficult. There were 28 students doing the task well and 7 students had wrong answers. It is because they wrote not only the name of the speakers but also their physical appearance. The activity was followed by doing Task 5. The teacher gave the transcript of the dialog in Task 4. She asked the students to identify the sequence of using adjectives. They did the task in group. Then, they checked together. She explained how to put adjectives to describe people.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. There were 16 pairs who did the task well. However, the two pairs had wrong answer. They were very

enthusiastic joining the listening class. They have never had listening class in the language laboratory previously. She closed the lesson by reviewing the materials.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated. When they did not pronounce the words correctly, she repeated again until they pronounced the words correctly. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based on the clue. The clue was Student A asks Student B to describe his/her parents and Student B described them. She gave 13 minutes for practicing the dialog. Every pair practiced the dialog actively. She walked around the class to check the students. Then, she asked the volunteer to practice it in front of the class. There were 4 pairs that practice the dialog in front of the class. .

They moved on Task 9. In this task, the students were asked to study the grammatical pattern of descriptive text. She explained the grammatical patterns of a description and the organization of a descriptive text. To know whether the students understood the materials or not, she asked them to do Task 10. In this task, they were asked to make an interview about their favorite artist. They did the task in group of four. She gave 15 minutes for doing the task. The class became noisy because they were active in doing the interview.

The activity was followed by doing Task 11. Each group reported their interview result in front of the class. Each group represented one member to report it. All groups did the task well. Then, they did the last task. In this task, they played a snake-track game. The class was divided into 4 groups. Three

groups consisted of 9 students and one group consisted 8 students. They were very happy playing the game until the time was over.

c) Try out in Class C

The researcher started the lesson by greeting the students. For the warming up, she asked “Did you know Nikita Willy?” The students answered “Yes, Miss”. Then, she asked again “Is she beautiful?” They answered “Yes, of course.” She asked the students to see the picture in Task 1. The teacher gave some questions based on the picture. The students answered the questions actively. All of the students did the task well.

Then, they moved on Task 2. Here, the students were asked to listen to the recording and write the name of the people in the pictures. The recording was played three times. There were 31 students could answer the question correctly and 5 students made a mistake. They said that the pictures can be seen clearly. In addition, the recording was enough clear. The activity was followed by doing Task 3. In this task, the students were asked to put a tick in the right description. The recording was played three times. The students did the task well. All students had completed with the right answer. They said that the task was quite easy and the recording was clear.

In Task 4, the students listened to some description of people. They should complete the table by writing the name and their physical appearance. They said that the task was quite difficult. There were 30 students doing the task well and 6 students had wrong answers. It is because they wrote not only the name but also their physical appearance. The activity was followed by doing Task 5. The

teacher gave the transcript of the dialog in Task 4. She asked the students to identify the sequence of using adjectives. They did the task in group. Then, they checked together. She explained how to put adjectives to describe people.

Then, they moved on Task 6. In this task, they were asked to complete the table in pairs. The recording was played three times. There were 18 pairs who did the task well. However, the four pairs had wrong answer. They were very enthusiastic joining the listening class. She closed the lesson by reviewing the materials.

They continued the task in the next meeting. In Task 7, the students were asked to repeat after the teacher. The teacher pronounced the words and they repeated. When they did not pronounce the words correctly, she repeated again until they pronounced the words correctly. After that, they moved on Task 8. In this task, the students were asked to practice a dialog based on the clue. The clue was Student A asks Student B to describe his/her parents and Student B described them. She gave 10 minutes for practicing the dialog. Every pair practiced the dialog actively. Then, she asked the volunteer to practice it in front of the class. There were 5 pairs practicing the dialog in front of the class. They said that the teacher should give an example of the dialog first before they did the task.

They moved on Task 9. In this task, the students were asked to study the grammatical pattern of descriptive text. She explained the grammatical patterns of a description and the organization of a descriptive text. To know whether the students understood the materials or not, she asked them to do Task 10. In this task, they were asked to make an interview about their favorite artist. They did

the task in group of four. She gave 15 minutes for doing the task. The class became noisy because they were active in doing the interview.

The activity was followed by doing Task 11. Each group reported their interview result in front of the class. Each group chose one member to report it. All groups did the task well. Then, they did the last task. In this task, they played a snake-track game. The class was divided into 4 groups. Each group consisted of 9 students. They were very happy playing the game until the time was over.

2) The evaluation of the Unit 3

The evaluation of the tasks was conducted by distributing the second questionnaire to the students, interviewing with English teachers and students, and conducting observation. The results were used to revise the developed tasks.

a. The result of the second questionnaire

The second questionnaire for the first evaluation was administered to the students of VII A, B, and C. There were 105 students. The data presentation of the respondents and the result of the second questionnaire are illustrated in Tables 24 and 25.

Table 24: Data of the Respondents in the First Try Out

No.	Class	Students	Sex		Age
			M	F	
1.	VII A	36	16	20	13-15 years old
2.	VII B	34	18	18	13-15 years old
3.	VII C	35	16	20	13-15 years old

Table 25: Descriptive Statistics of the Second Questionnaire for Unit 3

No.	Indicators	Statement Numbers	N	Mean Value of Each Indicator	Standard Deviation Value of Each Indicator
1.	To find some information whether the students have reached the goals of listening and speaking tasks based on the syllabus and course grid that have been implemented based on the Standard of Content in the School-Based Curriculum	1, 2, 3, 4, 5	100	3.26	0.553
2.	To find some information about which topics in the listening and speaking tasks concern the learners' needs	6, 7	100	3.25	0.616
3.	To find some information about the inputs concerning the listening and speaking tasks	8, 9, 10	100	3.23	0.671
4.	To find some information about the listening and speaking activities (Pre-task activity, Task Cycle, Language Focus, and Practice) and their relationship with students' needs.	11, 12, 13	100	3.22	0.608
5.	To find some information about teacher's roles in the listening and speaking class	14	100	3.20	0.594
6.	To find some information about	15, 16	100	3.27	0.563

	students' role in the developed listening and speaking tasks				
7.	To find some information about the setting of the listening and speaking class.	17	100	3.37	0.590
8.	To find some information about the instructions in the developed listening and speaking tasks	18	100	3.17	0.635
9.	To find some information about students' opinion of the display of the developed listening and speaking tasks	19, 20	100	3.32	0.555

Table 25 shows that the results of the second questionnaire for the first draft of Unit 1 present the students' feedback. The mean values of each indicator of the questionnaire range from 3.17 to 3.37. It can also be seen that the learners had relatively similar opinion towards the statement of questionnaire since value of standard deviation of each indicator was small. According to those results, it can be concluded that the students agreed on the developed tasks. However, on the basis of interviews with the English teacher and the students, it still needs to be revised.

b. Interview Results

Besides the result of the second questionnaire, the interviews result with the English teacher and the students was also used to evaluate the tasks. In the interview with the students and the teacher, the researcher asked their opinions

about the activity in the developed tasks. It can be seen in interviews (22) and (23).

(22) R : *Menurut adik, tadi kegiatan pembelajaran Bahasa Inggris menarik ga? (Are the activities interesting?)*

S1 : *Iya, menarik kok Miss. (Yes, it is interesting.)*

(Appendix 1/Interview Transcript)

(23) R : *Kalau masalah aktivitas di Unit 3 bagaimana Ibu? Menarik atau tidak (How about the activity in Unit 3? Is it interesting?)*

T : *Menarik Mbak. Aktivitasnya itu cukup variatif. (Yes, it is interesting. There are various activities.)*

(Appendix 1/Interview Transcript)

The researcher asked the students about some difficulties doing the tasks.

The difficulties were related to the input of the tasks. They said that the tasks were quite easy. They did the tasks well. It can be seen in interview (24).

(24) R : *Tadi pelajaran Bahasa Inggrisnya? Susah ga? (How about the English lesson? Is it difficult?)*

S1 : *Ga begitu susah kok, Miss. (It is not difficult.)*

R : *Yang listening apa speakingnya? (Which one listening or speaking?)*

S1 : *Ya listening dan speaking Miss. Tasknya bisa dikerjakan semua. (Both listening and speaking. All of the tasks can be done by the students)*

(Appendix 1/Interview Transcript)

The researcher asked the teacher about the topic of the developed tasks. The

topic was appropriate to the students Grade VII. The teacher said that the topic of Unit 3 was interesting and easy to understand. It can be seen in interview (25).

(25) R : *Menurut Ibu, topik yang dipilih untuk Unit 3 itu gimana? Sudah sesuai bagi siswa kelas VII tidak? (How about the topic of Unit 3? Is it suitable for the seventh grade students?)*

T : *Iya sudah sesuai Mbak. Topiknya menarik dan mudah dipahami. (Yes, it is. The topic is interesting and easy to understand)*

(Appendix 1/Interview Transcript)

The students gave the feedback related to the input of the developed task. They said that the pictures in the listening section and the clue in the speaking section helped them in doing the tasks. It can be seen in interview (26).

- (26) R : *Waktu listening section, gambar yang diberikan membantu ga dik?* (In listening section, do the pictures help you in answering the questions?)
 S1 : *Iya, Miss. Jadi kita lebih mudah dalam mengerjakannya.* (Yes, they do. Then, we can do it easily.)
 R : *Trus, kalo dalam speaking sectionnya, clue yang diberikan itu membantu dalam praktek berdialog tidak?* (Then, in speaking section, do the clues given help you in practicing the dialog?)
 S1 : *Iya Miss. Cluenya membantu dalam berdialog jadi kan kita lebih fokus.* (Yes, they do. The clues helped us in practicing the dialog.)
 (Appendix 1/Interview Transcript)

There were some opinions related to the setting of the tasks. It was supported with the interview result with the teacher and the students. They said that they did the tasks individually, in pairs and in group. It can be seen in interviews (27) and (28).

- (27) R : *Tadi mengerjakan tugasnya gimana? Secara individu atau berkelompok?* (How you did the tasks? Did you do individually or in group?)
 S1 : *Ada task yang ngerjain sendiri, tapi ada juga yang berpasangan dan berkelompok.* (There were tasks done individually, in pairs, and in group.)
 (Appendix 1/Interview Transcript)
- (28) R : *Trus, kalau untuk setting tasknya gimana Ibu?* (Then, how about the setting?)
 T : *Ya menurut saya sudah melibatkan semua.* (The tasks had been involved individually, in pairs, and in group.)
 (Appendix 1/Interview Transcript)

There were some opinions related to the recording that is from teachers and students. They said that the recording was clear enough. Therefore, they could do the tasks in listening section. It can be seen in interviews (29) and (30).

- (29) R : *Oiya, rekamannya jelas atau tidak dik?* (How about the recording?)
 S1 : *Jelas kok Miss.* (It is clear.)

(Appendix 1/Interview Transcript)

- (30) R : *Bagaimana dengan rekaman yang diputar Bu?* (How about the recording?)
 T : *Rekamannya udah cukup jelas Mbak.* (The recording is clear enough.)

(Appendix 1/Interview Transcript)

The teacher gave the opinion related to the goal of the tasks. She said that the materials in Unit 3 fulfilled the goals of English lesson for the seventh grade based on Standard Competence and Basic Competency. It can be seen in interview (31).

- (31) R : *Apakah materi dalam Unit 3 ini sudah memenuhi tujuan pembelajaran Bahasa Inggris bagi siswa kelas VII yang sesuai dengan SK KD SMP?* (Do the tasks in Unit 3 fulfill the goals of English lesson for the seventh grade students based on Standard Competence and Basic Competency?)
 T : *Sudah mbak. Materi descriptive text sudah sesuai dengan SK KD SMP.* (Yes, they do.)

(Appendix 1/Interview Transcript)

There were also some suggestions from the teacher and the students. They suggested that it was important to make the instruction clearer. The teacher should make sure that the students understood what they must do. Therefore, the teachers should check to the students. In addition, the teacher should give an example of the descriptive texts.

c. The revision of Unit 3

Based on the evaluation the first draft of the developed tasks was revised. In this unit, there were several revision made. The first is related to the goals of the lessons. The researcher should put the goals of the lesson before the students start doing the tasks. The second is related to the input of the tasks. She should revise the input of the tasks by increasing the size of; a) the picture in Task 1, b) the table in Task 4, and c) the column in Task 6.

In relation to the activity, the activity in Task 10 made the students confused in doing the task. The researcher revised the task by giving an example of the conversation. Meanwhile, the activities of the other tasks did not need revisions. In relation to the setting of the tasks, the researcher did not revise it because there was no feedback to revise it. The summary of the revision of Unit 3 is illustrated in Table 26. The complete revision of the task is fully illustrated in Appendix 5.

Table 26: **The Revision of Unit 3 “She Is Beautiful”**

No.	Name of Tasks	Feedback	Improvement
1.	Starter (Answer the questions based on the picture)	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - No feedback ● Activity <ul style="list-style-type: none"> - No feedback ● Input <ul style="list-style-type: none"> - Feedback ● Teacher Role <ul style="list-style-type: none"> - No Feedback ● Learner Role <ul style="list-style-type: none"> - No Feedback ● Setting <ul style="list-style-type: none"> - No Feedback 	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - ● Activity <ul style="list-style-type: none"> - ● Input <ul style="list-style-type: none"> - Increasing the size of the picture ● Teacher Role <ul style="list-style-type: none"> - ● Learner Role <ul style="list-style-type: none"> - ● Setting <ul style="list-style-type: none"> -
2.	Listen and write the name	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - No Feedback ● Activity <ul style="list-style-type: none"> - No Feedback 	<ul style="list-style-type: none"> ● Goal <ul style="list-style-type: none"> - ● Activity <ul style="list-style-type: none"> -

		<ul style="list-style-type: none"> ● Input - Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Input - Giving the name of the column ● Teacher Role - ● Learner Role - ● Setting -
3.	Choose the right description	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role - ● Learner Role - ● Setting -
4.	Write the description	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Increasing the size of the column ● Teacher Role - ● Learner Role - ● Setting -
5.	Study the adjectives	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role

		<ul style="list-style-type: none"> - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> - ● Learner Role - ● Setting -
6.	Write the name and physical appearance	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Changing the size of the column ● Teacher Role - ● Learner Role - ● Setting -
7.	Listen and Repeat	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role - ● Learner Role - ● Setting -
8.	Practice a dialog with a clue	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - Providing the example ● Input - ● Teacher Role - ● Learner Role -

		<ul style="list-style-type: none"> ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Setting -
9.	Survey game	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role - ● Learner Role - ● Setting -
10.	Report the survey	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - Give an example of the dialog ● Teacher Role - ● Learner Role - ● Setting -
11.	Play a snake-track game	<ul style="list-style-type: none"> ● Goal - No Feedback ● Activity - No Feedback ● Input - No Feedback ● Teacher Role - No Feedback ● Learner Role - No Feedback ● Setting - No Feedback 	<ul style="list-style-type: none"> ● Goal - ● Activity - ● Input - ● Teacher Role - ● Learner Role - ● Setting -

B. Discussions

Based on the result of the analysis of the data obtained from the questionnaire, the researcher found out that the respondents agreed on the developed spoken cycle tasks in terms that they are suitable for teaching English to the seventh grade students in SMP Negeri I Berbah in the academic year of 2010/2011. The tasks fulfilled the six characteristics of communicative tasks, covering goal, input, activity, teacher role, students role, and setting. However, the tasks still needed some improvement.

This section describes the goals achievement of the spoken cycle tasks, the input of the spoken cycle tasks, the activities designed in the spoken cycle tasks, the teacher and students role in the spoken cycle tasks, and the setting in the spoken cycle tasks. It can be seen that the developed tasks for the topics asking and giving opinions, asking and giving information about like and dislike, and descriptive text have fulfilled the criteria of the communicative tasks.

1. The Goals Achievement of the Spoken Cycle Tasks

Related to the goal achievement, the developed tasks met the students' needs. There were some goals achieved by the students. The detail of the goals achievement is presented as follows.

a. The students were able to answer the questions orally.

In Task 1, the students and the teacher have question and answer activities based on the pictures. In this task, the goal of the activity is to know the background knowledge of the students of the expressions. The students were

active in the question and answer activities. They answered the questions from the teacher correctly.

b. The students were able to identify the expressions.

In Task 5, the students are asked to study and identify the expressions. They study about other expressions of asking and giving opinions in Unit 1, other expressions of asking and giving information about like and dislike in Unit 2, and the use of adjective in Unit 3. The Task 5 is supported by Task 3 and Task 4. In Task 3 and Task 4, the students are asked to get the general information of the recording by identifying the expressions. The students could identify the expressions of each unit.

c. The students were able to respond to the expressions.

After identifying the expressions, the students can respond to the expressions. They knew how to use the expressions.

d. The students were able to use the expressions orally.

In speaking section from Task 8 to Task 12, the students are asked to practice dialogs using the available expressions. In Task 8, the students could practice a dialog with a given clue. In Task 9, they did a survey game using the expressions that they had learnt. In Task 10, they report the result of the survey. In Task 11, they practiced a dialog with the expressions. All tasks in the each unit asked the students to communicate actively. Further, they could use the expressions to communicate with their friends in class.

2. The Input of the Spoken Cycle Tasks

The input provides the activities and the opportunities for the learners to use their existing knowledge. The inputs in the tasks are based on the students' needs and interest. They are in the form of pictures, dialogs, and descriptive text. In addition, the task should be varied and have colorful picture. The detail of the input of each unit is presented in Table 27.

Table 27: **The Input of the Task**

Task	Input
• Task 1	• Pictures
• Task 2	• Transcript text (dialog), pictures
• Task 3	• Transcript text (dialog)
• Task 4	• Transcript text (dialog)
• Task 5	• Materials
• Task 6	• Transcript text
• Task 7	• Text
• Task 8	• Clues
• Task 9	• Worksheet
• Task 10	• Form of interview report
• Task 11	• List of menu, snake-track game

3. The Activities Designed in the Spoken Cycle Tasks

The activities require the students to apply the oral skills, namely, listening and speaking. They are designed to make the students active. The form of the activities involves the students to solve the problem and share information. The information gap activities are also designed to create a reason for the learner to communicate. There are also varied activities in the developed tasks. In Task 1 or warming up activity, the students have question and answer activity. In listening section, they are asked to get the detailed information of the recording.

In speaking section, they have practice dialog with his/her partner, role play, play survey game, play snake-track game, etc.

4. The Teacher and Student Roles in the Spoken Cycle Tasks

According to the researcher's and teacher's observation during the implementation, the students showed active participations in doing the tasks. They were also motivated to do all the tasks. In addition, they were also enthusiastic in doing all the tasks. It was their first listening class. They did not have a listening class in the language laboratory previously so that they were very enthusiastic. They enjoyed doing speaking tasks. They were very active when they were doing the games.

During the implementation, the researcher acted a role as the teacher who delivered the knowledge and the tasks to the students. Besides acting as a teacher, she played a role as a facilitator who provided the materials for the students. The teacher played a role as the monitor observing the students during the implementation of the tasks. In addition, she acted a role as the resource who provided the students with the correct pronunciation for each input of the tasks. She also played as the director who directed the students to do the activities correctly.

5. The Setting in the Spoken Cycle Tasks

The settings in the developed tasks represented the individual, pair, and group works. Each task provided the students the opportunity to work

individually, in pairs, and in groups. When the students carried out the tasks individually, they developed their knowledge, practiced to use the expressions, and pronounced them correctly. In listening section, most of the tasks asked them to do individually. In speaking section, Tasks 8 and 12 asked them to do the tasks individually. Therefore, they could practice to use the expressions to communicate with their friends in correct pronunciation.

When the students carried out the tasks in pairs or in groups, they cooperate with their partner to do the tasks, share opinions, and solve the problems in the tasks together. In addition, they practice to communicate with others in the target language. In speaking section, Task 9 to Task 11 asked them to do the tasks in groups. By completing the tasks as a group work, students will increase their cooperation among others while individual work, students will explore their confidence and comprehension to carry out the tasks by themselves.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of three main sections: conclusion, suggestions, and research constraint. The conclusion is concerned with the summary of the result of this study. The suggestions are concerned with some suggestion for English teachers, students, and other researchers in developing materials. The research constraint is related with the researcher's difficulties in developing the materials.

A. Conclusion

Based on the research findings and discussion, it can be concluded two main points covering the process of developing the tasks and the characteristics of appropriate communicative spoken cycle tasks designed for the seventh grade students of junior high school. The detail of the conclusion is explained as follows.

1. The Process in Developing the Tasks

The process was arranged into some steps. The steps include conducting need analysis, selecting the topics and objectives of the materials, writing the course grid and designing the units, writing the materials, implementing the draft, revising the draft, and writing the final draft.

The tasks have been developed based on the result of the need analysis. There are three units with three different topics. The topics are asking and giving

opinion, asking and giving information about like and dislike, and describing people. The tasks are various, including listening section, speaking, and vocabulary building tasks in each unit.

Based on the evaluation, the researcher found that the respondents agreed that the designed tasks were good. It can be seen from the mean of each aspect of the tasks which ranged from 3.25 to 3.78. It can be interpreted that the first draft of the designed tasks was good and acceptable for the seventh grade students. The tasks could facilitate the teaching-learning process and make the students enjoy the lesson. The materials and the technique in the tasks could help the students to learn English. The teacher also agreed that the tasks implemented in the class were appropriate for teaching English to the seventh grade students of junior high school. The result of the evaluation was used to revise and improve the tasks so that the final draft of the tasks could be presented.

2. The Characteristics of Communicative Spoken Cycle Tasks

The researcher considers the characteristics of the set of communicative spoken cycle tasks are suitable for the seventh grade students of junior high schools. The tasks design was based on the result of the need analysis and revised based on from the evaluation by the participants, including students and English teachers.

Those tasks have fulfilled the six components of communicative tasks. They are goal, input, activity, teacher role, learner role, and setting. The goal of the tasks is aimed at helping the learners use English communicatively. To

achieve the goal, the learners are provided with listening, speaking, and vocabulary tasks. Since the tasks are in the forms of communicative tasks, the learners are provided with many opportunities to communicate in English.

The input of the tasks was based on the students' needs and interests. There are interesting pictures, short dialogs, songs, stories, transcript texts, and games in the tasks that support the students in carrying out the tasks. In addition, the layouts of the module are colorful.

The activities in the spoken cycle tasks are varied. They are warming up activity, listening activities, language focus, and speaking activities. In warming up activity, there are question and answer activities. In listening section, there are five tasks with various activities. In speaking section, there are five tasks requiring them to speak English actively. In language focus, the students study the materials.

The teacher acts a role as the teacher who delivered the knowledge and the tasks to the students. Besides acting as a teacher, she plays a role as a facilitator who provided the materials for the students. The teacher plays a role as the monitor observing the students during the implementation of the tasks. In addition, she acts a role as the resource who provides the students with the correct pronunciation for each input of the tasks. She also plays as the director managing the students to do the activities correctly.

The settings of the tasks give opportunities for the students to carry out the tasks individually, in pairs, in groups, or in whole class. When the students carry out the tasks individually, they practice to use the expressions and pronounce

them correctly. When they carry out the tasks in pairs or in groups, they cooperate with their partner to do the tasks, share opinions, and solve the problems in the tasks together. In addition, they practice to communicate with others in the target language.

B. Suggestions

Based on the result of this research, the researcher offers suggestions to English teachers, students, and other researchers.

1. English teachers

English teachers are expected to develop communicative spoken cycle tasks by themselves. In developing the tasks, they should consider the students' needs, interests, and characteristics. They should use many sources as references. They should give the students more listening and speaking tasks so that they have more opportunities to practice their English communicatively in the class. They should teach English not only use the coursebooks but also the authentic materials.

2. Students of English Education Department

Students of English Education Department can use the result of the study as one of references for developing various kinds of tasks. The communicative tasks is only one kind of materials that can be used in teaching English for junior high school. Whatever kinds of materials that are developed, the researcher should consider the learners' needs and characteristics. In addition, the researcher should refer to theories of teaching English so that the materials can be used effectively.

3. Other researchers

Other researchers can use the result of this study as one of the references for developing communicative spoken cycle tasks. These communicative spoken cycle tasks are only three units and focus on the seventh grade students in the second semester. Therefore, other researches can develop other topics for the seventh grade students. In addition, they can develop other materials for different grade.

C. Research Constraint

In developing spoken cycle tasks, it is important to use native speakers in producing the recording. It is because they can be the good models in pronouncing the words. Due to the researchers' limitations and inability, the recording of the tasks used Indonesian people. It is difficult for her to use the native speaker. It is because she has difficulties in managing the time. In addition, it needs much money.

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