

**DESIGNING COMMUNICATIVE LEARNING TASKS FOR ENGLISH CLUB
FOR THE FIRST GRADE STUDENTS OF SMP MUHAMMADIYAH 10
YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

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



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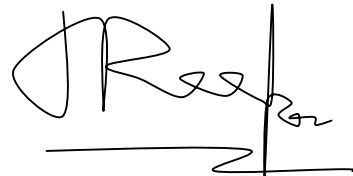
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apa bila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta 2013

Penulis,

A handwritten signature in black ink, appearing to be 'Riefki Fajar G.W.', with a horizontal line underneath.

Riefki Fajar G.W.

DEDICATIONS

I dedicate this thesis to:

- My beloved parents Mamah and Bapak
- My beloved brothers Hafid Bun Yana and Sidiq Ichwanul Hakim
- The community of HMI UNY (YAKUSA)
- The big family of L Class

MOTTOS

- ALLAH ALWAYS BE WITH YOU

- BENTUK-BENTUK TAK DAPAT BERGERAK DAN MATI TANPA ADANYA OTAK, JADI KALO KITA HANYA MELIHAT BENTUK SESUNGGUHNYA KITA SUDAH MATI KARENA TIDAK BISA MELIHAT MAKNA DIBALIK BENTUK (Rumi)

- A singer cannot entertain other people if she is not happy to sing that song. (Gibran)

- Inspiration will never explain, but it will always sing in your mind.

ACKNOWLEDGMENTS

Praises be to Allah the almighty, because of his blessing I could finally finish this thesis to attain the degree of *Sarjana Pendidikan* in English Language Education.

The completion of this thesis would not have been possible without the guidance of special and great people. First of all, I would like to acknowledge deepest gratitude to Jaka Priyana Ph.D. and B. Yuniar Diyanti M.Hum. as my supervisors, for their unfailing guidance, instruction, constant support, and supervisions during the process of finishing this study. Their patience in revising and suggesting my draft are inestimable. It must be an unforgettable moment for me. Their enthusiastic assistance, invaluable times, guidance, support and their wisdom, greatly contributed to the fulfillment my thesis.

I also direct my deepest gratitude to Samsul Ma'arif, M.A. as the head of English Education Department for their encouragement and wonderful lectures. My gratitude also goes to Drs. Endra Widyarsono as the head master of SMP Muhammadiyah 10 Yogyakarta. Giri S.pd. and Tumaryanto S.Pd., as English teachers of SMP Muhammadiyah 10 Yogyakarta, for the chances and supports and for grade VII B student who had given a great contribution to finish this thesis.

My innermost appreciation goes to my loving parents, my grandfathers, my brothers, for their understanding, encourage and support during my study.

Special thank to the big family of L class, HMI (*Himpunan Mahasiswa Islam*) UNY, GAUL (*Gerakan Intelektual*), and *Keluarga Besar Pak Joko*, for never ending support and thanks for being my greatest part in my life.

Finally, I do realize this thesis is still far from being perfect. Therefore I would like to invite you as readers to give critical comments, suggestions, from those who are deeply concerned with this topic. I do hope this thesis will give contribution to all readers.

Yogyakarta, Maret 2013
Riefki Fajar G.W.

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ABSTRACT

This study aimed at two major goals. First, this study was focusing on identifying the needs of grade VII students of SMP Muhammadiyah 10 Yogyakarta in learning English. Second, this study was focusing on designing appropriate English Club learning tasks for grade VII students of SMP Muhammadiyah 10 Yogyakarta. This research is categorized as Research and Development (R & D) study. The participants of this research were grade VII B students of SMP Muhammadiyah 10 Yogyakarta in the academic year of 2011/2012. The data were collected using questionnaires, observation, and interview techniques. Then, the data were analysed using descriptive statistics and quantitative data analyses.

This research developed three units of EC learning tasks. Based on the analysis of the research findings, the English Club learning tasks are appropriate as indicated by the mean values which range from $2.52 < X \leq 3.27$ (4 point likert scale). The appropriate English Club learning materials should consist of Title, Lead-in, Main activities (Listening and Speaking Activities, Reading and Speaking activities, Writing and Speaking Activities, Freer Speaking Activities) Summary, Reflection, List of vocabulary. The units focused on developing the students' speaking ability through listening, reading, writing, and grammar activities. The try-out data shows that there are some criteria of appropriate learning materials. First, in terms of input text, the appropriate length of the text is about 150 up to 200 words. The text to be easily found in the daily life and they also wanted an explanation about the monolog or dialog which is going to be presented should be given, coloured pictures, phonetic transcription, and grammar explanation. Second, the appropriate goals of EC learning tasks are those which develop students' speaking skill through communicative activities which extend fluency but still pay attention to accuracy. In addition to that, the appropriate procedures are matching activity, listening activity, reading activity, answering comprehension questions, grammar exercises, puzzle activity, role-plays and information gap activity. Furthermore, the data also proved that the appropriate settings for EC are pair work and group work. While in terms of learner roles are active participants and performer, the appropriate roles for the teacher are facilitator, prompter, organizer, a resource and feed-back giver.

CHAPTER I

INTRODUCTION

This chapter introduces to the background of the problem. This chapter will build the understanding of the researcher about the problem that should be solved in SMP Muhammadiyah 10 Yogyakarta.

A. Background of the Study

Speaking skill is one of the indicators of successful language learning. Many schools hold an English extracurricular program to improve the students' speaking ability. This program is set to give students opportunity to develop their speaking skill. SMP Muhammadiyah 10 Yogyakarta, implements this program in the form of English Club (EC).

English Club is a recommended extracurricular for grade VII students in SMP Muhammadiyah 10 Yogyakarta. The main goal of this club is to develop students' speaking ability. The students are given a space to use the target language and create an interaction in which the topic based on their daily life experience. To measure the ability of the students in this program the teachers hold a test in the form of interview and multiple choices.

Since this program began, both students and teacher have been using some materials during EC activities. The materials in the English Club are in the form of workbook and handouts. Both of the materials (workbook and handout) are based on the English curriculum for grade VII students of junior high school.

The teacher of English club in SMP Muhammadiyah 10 Yogyakarta tries to develop the materials. However the researcher tries to help the teacher by conducting a research on developing communicative materials for English club for the first grade students of SMP Muhammadiyah 10 Yogyakarta in the academic year of 2011/2012.

B. Identification of the Problems

There are some factors that makes students cannot practice to speak in the target language. Most of the students are reluctant to speak in the target language because, they are afraid to make a mistake. This feeling is called foreign language anxiety. Anxiety is a kind of nervous – system arousal when there is danger, but it can get in the way when we have a task to do, like learning a language (Betty, Madeline, and Boris: 200). The next factor that influences students' performance in the target language in SMP is the motivation. The students of English Club (EC) at SMP Muhammadiyah 10 Yogyakarta are lack of motivation. Referring to the attendance list of this program the student's attendance is unstable. The next problem which is happened in this school is the teaching and learning process is not supported by appropriate facilities. This factor makes the students' involvement is low. The next problem in this school is the students did not get a good material in the teaching and learning process.

There are two materials used in English Club program such as workbook and handouts. Students' workbook is a compulsory book. Students of this program must have it. It is "Everyday English" written by Ahmad Munir this is not an appropriate

book to support the goals of English Club. It provides daily conversation, useful vocabularies, short functional text and this book gives some pictures related to the topic. It also provides a space for writing project, grammar exercise and some activities. The materials given in this book is not related to the goals of EC. The content of this book more writing and grammar exercise than speaking.

In the learning and teaching process this book is rarely used by the students or the teachers although it provides some expression and the example of conversation, the content of the book has less activity to guide the students to develop their speaking skill. The students find some difficulties when they are doing the task in this book, because the step is not mentioned clear, and this book lack explanation that guide the students to do the tasks. That's why the teacher makes handouts to guide the students' activity.

The handouts that used in this class is not useful at all, because this is not sufficient to rich the goals of the topic. It is hard for the students to follow the direction in the handouts. It is not related to the main topic which is told. The students are out of control, they talked each other and it is hard for the teacher to handle this. However the handout is not sufficient to lead the student to be more active. It is hard for them to memorize and apply the theory, when the teacher asks them they just copy from the example given in the book. Although some of them can create a dialogue with their own creation but it is very lack of expression, and most of them still mispronounce the words. They need a communicative drilling so they can do the tasks correctly.

Based on the explanation above the teacher should make an appropriate task, and match it with the students needs, because the main goal of this is to make students more active and improve their capability especially in speaking English. Jeremy Harmer (2004) Teacher is like a gardener they plant the seed and watch them grow up, because all the things which is done by them is to provide what their students' needs. The teacher should make a connection between what the students' need and what will be told to them, so the goal of teaching and learning process can be reached.

The next point is learning activities should be interesting, various. The teacher should be creative to find new information or new topics related to the materials will be told, it can stimulate the students to join English Club or others club that focus in English. The teacher should provide a space for them to develop their own ability, it can be stimulated by a good activity that can be started from the group, then pairs, finally individually. They could share each other about their experience and then perform it in front of the class.

In addition their development should be observable and measurable, the teacher should give them a test that can measure their skills, as an examples conduct a test in the form of interview to measure their speaking ability. It also as an evaluation what they needs, or what should be improved in the term of language skills.

C. Limitation of the problem

Due to the limitations of the time, fund, and knowledge of the writer, this study will focus on designing communicative English Club learning task for grade

VII students of SMP Muhammadiyah 10 Yogyakarta. The learning task refers to the first semester of grade VII students at SMP Muhammadiyah 10 Yogyakarta.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research can be formulated as follow:

1. What are the needs of students of English Club at SMP Muhammadiyah 10 Yogyakarta?
2. What are the communicative English Club tasks for students of EC at SMP Muhammadiyah 10 Yogyakarta?

E. Objective of the Study

In line with the formulation of the problems above, the objectives of this research are:

1. To identify the needs of students of English Club at SMP Muhammadiyah 10 Yogyakarta.
2. To develop Communicative learning tasks for students of English Club at SMP Muhammadiyah 10 Yogyakarta.

F. Significance of the Study

This study is expected to give some contributions to the English teaching and learning as follow:

1. For English teachers

This research can encourage the teachers to develop communicative learning activities which meet the students need and the goals of language learning.

2. For education

The result of this research can be one of current references of communicative English learning activities which propose communicative language teaching.

3. For the researcher

The research can increase the researcher's ability in developing English learning activities by using communicative approach.

4. For students

The results of this research will be a benefit for grade VII students at SMP Muhammadiyah 10 Yogyakarta in developing their language ability.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The literature review of this research will be based on the topic which has been posed above. This literature review is developed into six main aspects. They are English for junior high school, CLT, the material development, task, English Club, review of related works or researches.

A. Literature Review

1. English for Junior High School

According to BNSE (Board of National Standard of Education), 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 graduate are expected to get the information level. Meaning that learners, as they can access knowledge by using their language ability, and it will be focused on their future in continuing to SMA.

a. The English curriculum of Junior High School

The teaching-learning of English in SMP aims at assisting learners to achieve the functional level of literacy that is to communicate both in spoken and written English to accomplish their daily needs such as reading newspapers, manuals or instructions. English language teaching in SMP aims at providing learners to have the following skills (standard of content: 278):

- a) To communicate both in spoken and written language to achieve functional literacy level,
- b) Be aware of nature and importance of English to promote national competitiveness in the global society,
- c) To understand the relationship between language and culture.

The scope English subject in the SMP includes (Standard of content: 278):

- a) Ability to understand and/or produce spoken and/or written text realized in the four language skills in an integrated manner to achieve the level of functional literacy,
- b) Ability to understand and create a variety of functional texts as well as essays and short monologue form of procedure, descriptive, recount, narrative, and report,
- c) Abilities related to linguistic competence (using the grammar and vocabulary, grammar sounds, grammar written), socio-cultural competence (using appropriate expressions and speech acts in varied communication contexts), strategic competence (overcoming problems emerging in communication process to maintain communication), and discourse competence (using discourse devices).

To achieve the goals of ELT in SMP, teachers have to provide students with the learning experiences that promote their both spoken and written competence of English. In so doing, teachers should take into account learners potential, development stage, needs, interest, and environment. Besides the curriculum is

intended to empower teachers to develop down-to-earth learning activities relevant to their learners' needs, actual condition of their school, as well as to emphasize the necessity to link the learning activities to the environment. Furthermore, to support English teaching and learning process in classroom, SMP Muhammadiyah 10 Yogyakarta creates an English compulsory extracurricular program namely English Club (EC).

b. Characteristics of the Junior High School Students

Junior High School students or teenagers and they are categorized into adolescence, Harmer (2004). In this period, teenagers like to spend their time hanging around with friends and peers. They also have inattentive behaviour in class. However, they have a great capacity in learning if the teacher can engage them. The characteristics of adolescent learners according to Harmer (2004: 38-39) are (1) they are less lively and humorous than adults, (2) individual identity has to be created among classmates and friends, peer approval are more important for the students than the attention of the teacher, (3) they would be much happier if such problem i.e. problems with their friends, (4) they are disruptive in the class, (5) they have a great potential creativity and an excited commitment to things that interest them.

The students of junior high school are usually in ages 13-15 years old and usually these ages are categorized as teenagers. Teenagers are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind (Brown: 2001). They may not be highly motivated in learning a foreign language because they

are forced by parents and teachers and they also lack of practice of foreign language in their daily lives.

Harmer (2001) supports this statement by claiming that teenagers tend to be unmotivated, surly, and uncooperative and that therefore they are poor language learners. He clarifies that all of the comments about young children, teenagers, and adults can be generalizations. It depends upon individual learner differences and motivation. He claims that the crucial thing of this age is that they search for individual identify, and this search provides the key challenge for this group.

It is important for a teacher to know the characteristics of the learners especially teenagers in the learning process because teaching teenagers is different from teaching adults. According to Cameron (2001: 19-20) there are some principles in thinking about teenagers learning a foreign language which include:

1. Teenagers actively try to construct meaning
2. Teenagers need space for language growth
3. Language in use carries cues to meaning that may not be noticed
4. Development can be seen as internalizing from social interaction
5. Teenagers' foreign language learning depends on what they experience

Based on the previous explanation in this chapter, it can be concluded that the characteristics of teenager are in period of change, and instability. In addition, they like to do new experiences and learning. Schools and teachers should provide teenagers with opportunities to express their idea in a fun atmosphere. In addition the curriculum of Junior High School is focused on the developing communicative

competence both spoken and written English. So the main focus of Junior High School student is communicative competence, and to cover the goals communicative approach will be used as a method in this study.

2. CLT

In reference to Richard (2006:22), CLT today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. Through this approach, it is expected that students will learn English using the designed materials communicatively. Furthermore, students should use English effectively in their environment. Here the teacher is as a facilitator and the learners are the communicator.

In addition that, Brown (2001: 43) states that CLT has some characteristics and principles that may differ it from other approaches. They are a) Classroom goals are focused on all of the components (grammatical discourse, functional, sociolinguistics, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspect of language with pragmatic. b) Organizational language forms are not the central focus, but rather aspect of language that enables the learners to accomplish those purpose. c) Fluency is more important than accuracy in order to keep learners meaningfully engaged in language use. d) Students in communicative class ultimately have to use the language productively. Classroom task must equip students with the skills necessary for communication. e) Students are given opportunities to focus on their own learning process through the development

of appropriate strategies for autonomous learning. f) The role of teacher is that of the facilitator and guide, not an all best over of knowledge.

The next factor that may differ CLT from other approaches is the principles. The following are the principles of CLT proposed by Brown (2001:43)

- a. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- b. Effective classroom learning tasks and exercises provide opportunities for how language is used, and take part in meaningful interpersonal exchange.
- c. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.
- d. Communication is a holistic process that often calls upon the use of several language skills or modalities.
- e. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- f. Language learning is gradual process that involves creative use of language and trial error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- g. Learners develop their own routes to language learning, progress at different needs and motivations for language learning
- h. Successful learning involves the use of effective learning and communicative strategies.

- i. The role of the teacher in the language classroom is a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
- j. The classroom is a community where learners learn through collaboration and sharing.

From the ten core assumption above, the focus of CLT is on the learners. Learners' needs also gave frame work to elaborate the goals of the program that refers to the functional competences. Learners' role should be a teacher's concern. The teacher should guaranty that students are involved in the classroom activities.

In addition to that Jack Richards (2006) the goals of communicative language teaching is covering communicative competence. Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions
2. Knowing how to vary our use of language according to the setting and the participant (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
3. Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)

4. Knowing how to maintain communication despite having limitation in one's language knowledge (e.g. through using different kinds of communication strategies)

a. Theories of Language

According to Richard (2001) CLT was a response to changes in the field of linguistics in the 1970s. Linguistics moved away from a focus on a grammar as the core component of language abilities to a consideration of how language is used by speakers in different context of communication. The capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of the transaction was referred to as communicative competence.

In addition Wilkins in Richard (2006) components of language is not seen as building blocks which have to be progressively accumulated. In addition Wilkins proposed a notional syllabus as a new type of syllabus that meets these criteria: semantic – grammatical meaning, modal meaning, and communicative function. Semantic – grammatical meaning describes the meaning underlying grammatical contrasts and concept such as: time 1) point of time, 2) duration, 3) time relations 4) frequency 5) sequence, and quantity 1) divided and undivided reference, 2) numerals, 3) operations. Modal meaning includes the following categories of meaning: modality, scale of certainty, scale of commitment. Communicative function refers to meanings communicated by what linguists referred to as speech acts, such as: request, complaints, apologies, compliments, suggestions.

The third category of communicative function, however, was seized on as a useful and practical way of thinking about a language syllabus. In addition Yalden in Richard (2001) describes the goal which is underlying syllabus at that time:

1. As detailed a consideration as possible of the purposes for which the learners wish to acquire the target language
2. Some idea of setting in which they will want to use the target language
3. The socially defined role the learners will assume in the target language, as well as their interlocutors
4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on
5. The language functions involved in those events, or what the learner will be able to do with or through the language
6. The notions involved, or what the learner will need to be able to talk about
7. The skills involved in the “knitting together” of discourse: discourse and rhetorical skills
8. The variety or varieties of the target language that will be needed, and the levels in the spoken and written language which the learners need to reach
9. The grammatical content that will be needed
10. The lexical content that will be needed

b. Theories of Learning in CLT

Richard (2006) our understanding of the processes of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher.

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

- a) Interaction between the learner and users of the language
- b) Collaborative creation of meaning
- c) Creating meaningful and purposeful interaction through language
- d) Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- e) Learning through attending to the feedback learners get when they use the language
- f) Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- g) Trying out and experimenting with different ways of saying things

In addition Richard (2006) express that the type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

3. Teaching of speaking

Teaching involves drawing learners' attention to its process, skills and outcomes. It also involves providing them with support when they speak so that they will not be overwhelmed by demands of the task. Besides, they can focus on developing selected aspects of speaking competence each time they participate in a speaking task. Furthermore, teacher needs a systematic approach to deal with the various aspects of speaking development. Fluency and accuracy in development can be applied to all speaking activities that range from individual speech to pair work and group discussion.

a. Cognitive process in speaking

The following are phases of speech planning production:

1. Conceptualisation

It's a process by which speakers select the information to be conveyed.

2. Formulation

To convey the selected information or ideas, speakers have to formulate utterances. Having adequate knowledge of grammar and vocabulary, therefore, makes the formulation proceed smoothly.

3. Articulation

Formulated utterances are spoken or phonologically encoded through the activation and control of specific muscle groups of the articulatory system.

This process is sometimes equated with speech production with speech production, but it is useful to bear in mind that what listeners hear is in fact the outcome of various cognitive processes. (Bygate, 1998 in Goh, 2007:3)

b. Speaking skills

To speak effectively, learners need to have a reasonable command of basic grammar of the target language and a working vocabulary through language knowledge alone is not sufficient. They must develop a range of skills in four key areas of speaking competences. They are phonological skills, speech function skills, interaction management skills and extended discourse organization skills. These skills are explained as follows:

Figure 2.1. Speaking skills for effective communication (Goh, 2007:5)

Phonological skills

Produce accurate sounds of the target language at the phonemic (vowels and consonants) and prosodic (stress and intonation) levels

Speech function skills

Use spoken words to perform communicative functions, such as request, demand, decline, explain, complain, encourage, beg, direct, warn, and agree.

Interaction management skills

Manage face-to-face interactions by initiating, maintaining, and closing conversations, regulating turn-taking, change topic and negotiating meaning.

Extended discourse organization skills

Establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken texts.

communication problems or enhancing one's message (Goh, 2007:7). There are three types of communication strategies:

The first type of strategies is cognitive or *psycholinguistic* in nature. These strategies are used by learners to deal with gaps in their vocabulary knowledge when they are speaking. The second group of strategies is for *interactional* purposes and can be classified broadly as reduction and achievement strategies. *Reduction strategies* are deliberate ways of avoiding details in an exchange. Achievement strategies, on the other hand, are ways in which learners ensure that their message is communicated with whatever resources they have access to. These also include using paralinguistic or non-verbal cues (e.g. gestures and facial expressions), appealing to their listeners for assistance, asking questions to check comprehension, confirming what is understood and requesting clarification.

c. Fluency and accuracy

Richards (2005: 14) states that, one of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

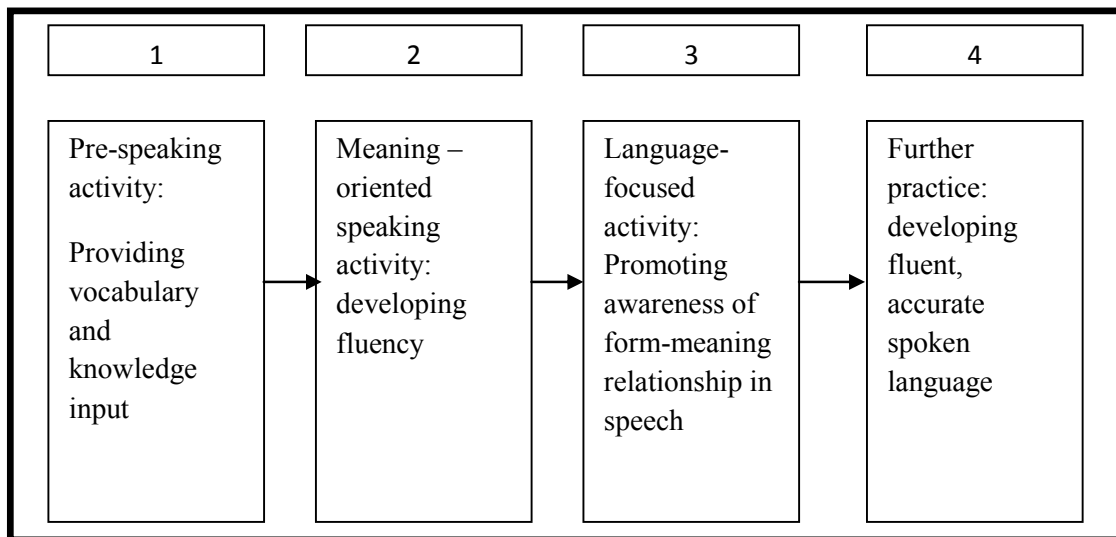
Table 2.1. Accuracy versus Fluency Activities (Richard, 2005: 14-15)

Activities focusing on fluency	Activities focusing on accuracy
• Reflect natural use of language • Focus on achieving communication • Require meaningful use of language • Require the use of communication strategies • Produce language that may not be predictable • Seek to link language use to context	• Reflect classroom use of language • Focus on the information of correct examples of language • Practice language out of context • Do not require meaningful communication • Choice of language is controlled

To teach learners to speak accurately and fluently, teacher should consider the sequences which consist of pre-speaking activity that provides vocabulary and knowledge input, meaning-oriented speaking activity, language-focused activity that

directs learners attention from merely communicating meaning to its relationship with language forms, and further practice where learners have opportunities to repeat the fluency task, but still focus on the accuracy. The following is a figure of extending fluency tasks to focus on accuracy.

Figure 2.3. The four-stage Pedagogical Model proposed by Goh (2007:24)



4. Material Development

According to Tomlinson (1998), materials are used to help to teach language learners. Materials can be in the forms of a textbook, a cassette, a CD-room, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or anything which presents or inform about the language being learned.

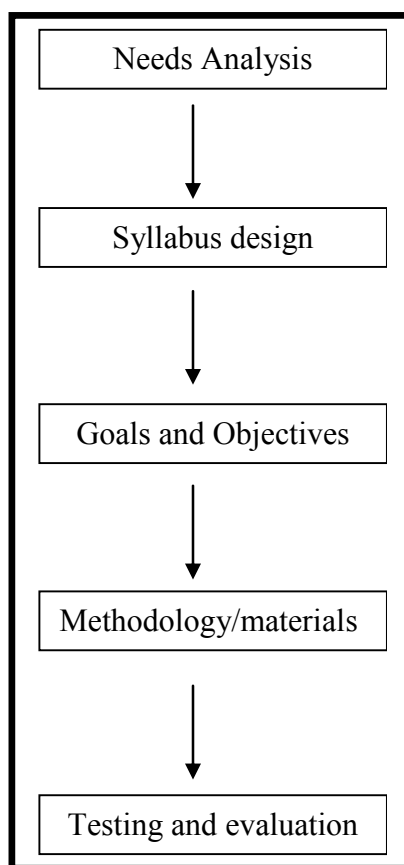
According to Brian Tomlinson (1998) materials development refers to anything which is done by writers, teachers, or learners to provide sources of language input to exploit those sources in ways which maximize the likelihood of

intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Materials developers might write textbook, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input they do so in principled ways related to what they know about how languages can be effectively learned.

a. Steps of Designing Materials

Tomlinson (1998: 247) proposes some steps in designing materials that is called the linear model X. this model presented in the following figure:

Figure 2.1. Model X- Course design procedures



This model shows the teaching contexts and the learners' needs provide a framework for the objectives and then, the decisions concerning the best methods and materials should be made accordingly. Moreover, a more familiar sequence may be described in the following pattern.

Firstly, the teachers draw up a very general framework of a particular class and learners. In this stage the characteristics of the learners are described in terms of the learners' preference for a course and the levels of their proficiency based on the test administered at the beginning of the course. In the second stage, the teacher or material developer select the material based on the data from the previous stage. Furthermore, the designed materials come to the tried out and evaluated phase. In this phase the results of the try out will be analyzed and then the result will be suggested to revise the materials to produce the final draft.

b. Materials Model Design

Nunan (2004) defines a pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focusing on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form. The task 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.

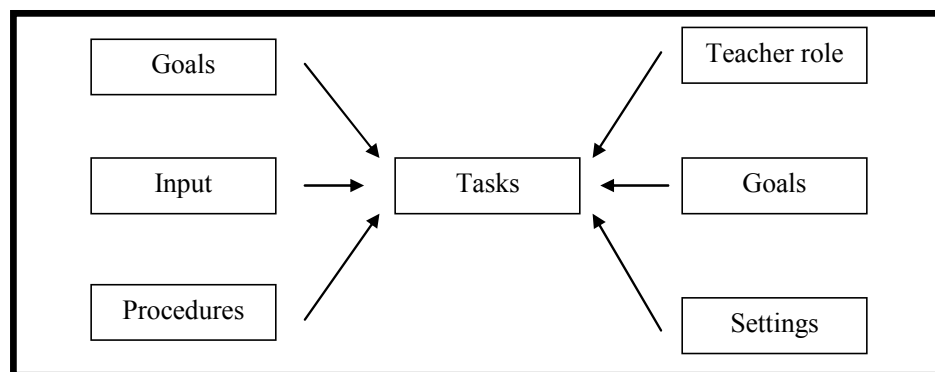
There are some consideration of a task design as stated by shavelson and Stern in Nunan (2004: 40). A task must have these following elements:

- a) Content : the subject matter to be taught
- b) Materials : the things that learners can observe or manipulate
- c) Activities : the things that learners and teacher will be doing during a lesson
- d) Goals : the teachers' general aims for the task
- e) Students : the abilities, interests, and needs of the learners
- f) Social community : the class as a whole and its sense of groupness
- g) Materials Model Design

However, Nunan (2004) propose a minimum specification of a task including goals, inputs, and procedures, and that these will be supported by roles and settings.

This simple model is represented diagrammatically:

Figure 2.2. Nunan's Model of task components.



The figure shows that Nunan proposes six components in designing tasks. The first component is goal. Goals are the vague general intentions behind any given learning task. They provide a point of contact between the task and the broader curriculum. Goals may relate to a range of general outcomes

(communicative affective or cognitive) or may directly describe teacher or learner behaviour. They may also refer to the knowledge and skill that the task is intended to develop. Another point is that goals are not always explicitly stated, although they can usually be inferred from an examination of a task. In addition there is rarely a simple one-to-one relationship between goals and task.

The next component is Input. Inputs refer to the spoken, written, and visual data that learners work with in the course of completing a task. Data can be provided by teachers, textbooks, or some other sources. The third component is procedure. Procedures specify to what learners will actually do with the input that forms the point of departure for the learning task. In considering the task framework, task could be analyzed in terms of the extent to which they require learners to rehearse, in class. The sort of communicative behaviours they might be expected to use in genuine communicative interactions outside the classroom. The fourth component is teacher's and learners' roles. Roles refer to the part that learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationship between the participants. The roles are generally closely related to the activity of the task. As a task may have more than one related activity, the roles that the learners play may be varied as well. The last but not least is setting. Settings refer to the classroom arrangement specified or implied in the tasks, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The setting of a task is not

always explicitly specified by the task. It is sometimes implicit or may require the teacher to decide.

c. Materials Evaluation

Materials Evaluation refers to a procedure which involves value measurement of a set of learning materials (Tomlinson, 2003:15). Ellis (in Tomlinson, 1998) adds that evaluation on learning materials can be done as that in a program. He introduces before and after program evaluation. He maintains that a before-program evaluation of published course books is motivated by the need to choose materials that will be relevant and suitable for a particular group of learners and possibly also by the need to identify specific aspects of the materials that require adaptation. McDonough and Shaw in Tomlinson (1998:220) write that teachers begin with an “external evaluation”, that is, the examination of the claims made on the cover of the student’s and teacher’s books, the introduction and the table of contents. This will help the teacher to determine the intended audience, the proficiency level, the context in which the writers of the materials intend them to be used, the way the language has been organized into teachable units and the writer’s view on language and methodology. Hence, this should be followed by an internal evaluation which requires an in-depth look at two or more units in order to investigate such aspect as the presentation of skills in the materials, the grading and sequencing of the materials, the kind of texts used and the relationship between exercise and tests.

Skierso (in Tomlinson 1998:221) visualized a three step procedure to evaluate the materials. The first step to evaluate the materials is the identification of relevant

contextual information relating to the students, the teacher and the course syllabus and the institution. The second step is the analysis of the features of textbook followed by overall rating of the text. Last but not least, The actual judging of the acceptability of the textbook involving both the rating and weighting of specific evaluative criteria.

d. Unit Design

Following the principles of task grading and sequencing proposed by Nunan (2004) the units were written in a constituent sequence; i.e. spoken cycle (listening to speaking) to written cycle (reading to writing). There were 16 tasks for each unit and the same task numbers. The description of each unit developed will be described as follows. To start with, here is the outline for the general design of the units:

The Unit Design

- Unit title
- Warming-up
- Lead-in
- Main teaching and Learning activities
 - a. Listen and Speak
 - b. Read and Write
- Do it at home
- Check your understanding
- Summary
- Reflection
- List the words

The units generally consisted of the components mentioned above. It is clear that a unit should have a title. This title can be the topic or theme that is already chosen by the researcher based on the basic competence. Then, it has to have one or two paragraphs in the opening section as an attention getting opener. This section usually consists of the goal of learning the unit. Then, the next component is lead-in. In this part, students are given on to two pictures and list of questions that follow to help them prompt their background knowledge about the topic they were learning. Then it comes to the main teaching and learning process which consists of two cycles; the spoken cycles to written cycles. In each cycle, the tasks for each skill were mostly in the same number, but for some units the number of the task for each skill was different.

After the main teaching and learning process, there is the do it at home section. In this section, the students are given one or two tasks which have the same idea with the topic that has been given in the main teaching and learning process with the other kind of it. The next part is the check your understanding section in which the students are given one or two tasks which have the same idea with the topic that has been given in the main teaching and learning process. Then, a summary is given in each unit they were learning. Then as a tool for motivating students to learn English better, there is the self assessment in the form of reflection. The last component of the unit is the vocabulary list which is named list the word.

5. Task

According to Long in Nunan (1989: 5) task is a piece of work undertaken for oneself or for others freely or for some reward. This definition is a non-technical, non-linguistic one. On the other hand Richards, Platt and Weber in Nunan (1986: 289) 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 a tasks. Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative.

In addition Breen in Nunan (1989:5) task is any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problems-solving or simulation and decision making.

a. Grading and Sequencing

Gradation would affect the order in which words, word meanings, tenses, structures, topics, function, skills, etc. are presented. Gradation may be based on the

complexity of an item, its frequency in written or spoken English, or its importance for the learner, Richard, Platt, and Weber in Nunan (2004: 113)

1) Grading Input

The first thing to consider is the complexity of the input. Here, grammatical factors will be important. All things being equal, a text made up of simple sentences is likely to be simpler than one consisting of non-finite verb construction and subordination. (Nunan 2004:114)

In addition to grammatical complexity, difficulty will be affected by the length of a text, propositional density (how much information is packaged in to the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the numbers of speakers involved, the explicitness of the information, and the discourse structure and the clarity with which this is signaled (for example, paragraphs in which the main point is buried away will probably more difficult to process than those in which the information is clearly foregrounded in the opening sentence of the paragraph). Furthermore, it has been found that a passage in which the information is presented in the same chronological order as it occurred in real life is easier to process than one in which the information is presented out of sequence, Brown and Yule in Nunan (2004: 115).

2) Learner Factors

According to Pearson and Johnson 1972 in Nunan (2004: 118) distinguish between what they call ‘inside the head’ factors and ‘outside the head factors’. Inside

the head factors are all those that the learner brings to the task of processing and producing language such as background knowledge, interest, motivation and other factors. Pearson and Johnson in Nunan (2004) argue that comprehension is a process of building bridges between the known and the unknown. In other words, we bring to the comprehension process our pre-existing knowledge, and try to fit new knowledge in to this pre-existing framework. In those cases where the new knowledge will not fit into our pre-existing framework, we will have to either modify or adapt the framework or develop an entirely new mental framework altogether.

3) Procedural Factors

The final set of factors to be considered are those to do with procedures, that is, the operations that learners are required to perform on input data. With the increasing use of authentic texts, the trend has been to control difficulty, not by simplifying the input data but by varying the difficulty level of the procedures themselves. This principle of holding the input constant, but varying the difficulty of the procedures.

4) Sequence of The Task

The task must be sequenced to make a structured unit. A linked sequence enables the learners to do the exercise and activities that will help them carry out the task. For a group of pre-intermediate level students, Nunan (2004) proposes a six-step procedure as follows.

a) Step 1: Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task. For example, students may be given a number of newspaper advertisements for renting accommodation of different kinds such as a house, a two-bedroom apartment, a studio apartment, etc., a list of key words and a series of photos of families, couples and single people. They have to identify key words, some written as abbreviations, and then match the people in the photos to the most suitable accommodation.

b) Step 2: Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. One way of doing this would be to present learners with a brief conversation between two people discussing accommodation options relating to one of the advertisements that they studied in step 1. They could be asked to listen to and read the conversation, and then practice it in pairs. In this way, early in the instructional cycle, they would get to see, hear and practise the target language for the unit of work. This type of controlled practice extends the scaffolded learning that was initiated in step 1. They could then be asked to practice variations on this conversation model using other advertisements in step 1 as cues. Finally, they could be asked to cover up the conversational model and practice again, using only the cues from step 1, and without the requirement that they follow the conversational model word for word. At this point, the lesson might be

indistinguishable from a more traditional audiolingual or situational lesson. The difference is, however, that the learners have been introduced to the language within a communicative context. In the final part of the step, they are also beginning to develop a degree of communicative flexibility.

c) Step 3: Authentic listening practice

The next step involves learners in intensive listening practice. The listening texts could involve a number of native speakers inquiring about accommodation options, and the task for the learner would be to match the conversations with the advertisements from step 1. This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

d) Step 4: Focus on linguistic elements

The students now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements. They might listen again to the conversations from step 3 and note the intonation contours for different question types. They could then use cue words to write questions and answers involving comparatives and superlatives: ‘The two-bedroom apartment is cheaper than the three-bedroom apartment’, ‘Which house is closer to public transport?’, ‘This flat is the most spacious’, etc. Note that in a more traditional synthetic approach, this language focus work would probably occur as step 1. In the task-based procedure being presented here, it occurs relatively late in the instructional sequence. Before analyzing elements of the linguistic system, they have seen, heard and spoken the

target language within a communicative context. Hopefully, this will make it easier for the learner to see the relationship between communicative meaning and linguistic form than when linguistic elements are isolated and presented out of context as is often the case in more traditional approaches.

e) Step 5: Provide freer practice

So far, students have been involved in what I call ‘reproductive’ language work; in other words, they have been working within the constraints of 32 language models provided by the teacher and the materials. At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation. For example, working in pairs they could take part in an information gap role play in which Student A plays the part of a potential tenant and Student B plays the part of a rental agent. Student A makes a note of his or her needs and then calls the rental agent. Student B has a selection of newspaper advertisements and uses these to offer Student a suitable accommodation. The student should be encouraged to extemporize, using whatever language they have at their disposal to complete the task. Some students may ‘stick to the script’, while others will take the opportunity to innovate. Those who innovate will be producing what is known as ‘pushed output’ (Swain 1995) because the learners will be ‘pushed’ by the task to the edge of their current linguistic competence. This will result in discourse that begins to draw closer to the discourse of normal conversation, exhibiting features such as the negotiation of meaning. In this process, they will create their own meanings and, at times, their own language. To begin with, this will result in idiosyncratic ‘interlanguage’, but over

time it will approximate more and more closely to native speaker norms as learners ‘grow’ into the language.

f) Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself in this case a small group task in which the participants have to study a set of newspaper advertisements and decide on the most suitable place to rent. This six-step instructional sequence is summarized on pp. 34–5. When using this sequence, I sometimes at the outset show the students the final task in the sequence and ask them if they can do it. The usual response from most students is a negative one (and sometimes one of outright horror). Generally speaking, however, students find it highly motivating, having worked through the sequence, to arrive at step 6 and find that they are able to complete the task more or less successfully.

b. Task Continuity

The terms “continuity”, “dependency”, and “chaining” all refer to the same thing: the interdependence of tasks, task components enabling skills within an instructional sequence (Nunan 2004: 125). Another alternative is the ‘psycholinguistic processing’ approach. This approach sequences tasks according to the cognitive and performance demands made upon the learner. The following steps in a possible instructional sequence require learners to undertake activities which become increasingly demanding, moving from comprehension-based procedures to controlled production activities and exercises as presented in the table below.

Table 2.3. Grading, sequencing and integrating task

Phases	Steps within phase
A. Processing (comprehension)	1. Read or study a text – no other response required. 2. Read or listen to a text and give anon-verbal, physical response (e.g. learner raises hand every time keywords are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
B. Productive	5. Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
C. Interactive	8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).

In addition to that Nunan (2004: 35) present seven principles in designing materials. They are:

1. Scaffolding

At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly. The basic role of a teacher is to provide a supporting framework within which the learning can take place. The second principle of designing materials is Task dependency.

2. Task dependency

The task dependency principle is illustrated in the instructional sequence and builds on the one that has gone before. In a sense, the sequence tells a ‘pedagogical’ story, as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence.

3. Recycling

Recycling language gives students maximum opportunities for learning and activates the ‘organic’ learning principle. This recycling allows learners to encounter target language items in a range of different environments, both linguistic and experiential. In this way they will see how a particular item functions in conjunction with other closely related items in the linguistic ‘jigsaw puzzle’. They will also see how it functions in relation to different content areas. For example, they will come to see how ‘expressing likes and dislikes’ and ‘yes/no questions with do/does’ function in a range of content areas, from the world of entertainment to the world of food.

4. Active learning

Learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing – through

actively constructing their own knowledge rather than having it transmitted to them by the teacher. When applied to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the language. These opportunities could be many and varied, from practicing memorized dialogues to completing a table or chart based on some listening input. The key point, however, is that it is the learner, not the teacher, who is doing the work. This is not to suggest that there is no place at all for teacher input, explanation and so on, but that such teacher-focused work should not dominate class time.

5. Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning. Until fairly recently, most approaches to language teaching were based on a synthetic approach in which the linguistic elements – the grammatical, lexical and phonological components – were taught separately. This approach was challenged in the 1980s by proponents of early versions of communicative language teaching who argued that a focus on form was unnecessary, and that all learners needed in order to acquire a language were opportunities to communicate in the language.

6. Reproduction to creation

In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways. This

principle can be deployed not only with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced.

7. Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing. Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes. Strictly speaking, learning-how-to-learn does not have a more privileged place in one particular approach to pedagogy than in any other.

6. English Club

English Club is a place for language learners to use English in a casual setting. Practicing student's skills in the classroom is important, but it is not like real life. In the classroom, the teacher often focuses on one skill and one item (for example: grammar - future tense). After learning the teacher gives a moment to practice using the item. The students have their own papers in front of them and the rules are fresh in their mind, but will they remember how to use it next week, or next year? In an English Club, the students get a chance to practice many different skills in a setting which is more like real life, and your English Club friends will require you to speak more clearly and listen more carefully. Rivers (1981:244) states that speaking ability can also be developed in the language club where the students practice conversations in an informal situation. They can speak freely and in an enjoyable situation. An extracurricular of English program in SMP Muhammadiyah 10 is an informal class held in the afternoon once a week.

The aim of English club is to facilitate students to develop their speaking skill and to reinforce what the students get in the regular class, especially speaking. In other words, students are motivated to develop their communicative skill. To achieve the goal, there must be an appropriate approach applied in the English Club. It is because the assumption or theories underlying the method provide the starting point for an instructional design that is subsequently imposed on teachers and learners (Richards, 1990:48)

One approach currently used in English language teaching is CLT. CLT sets as its goal the teaching of communicative competence (Richards, 2005:2). Furthermore, Savignon (2002:22) states that the essence of CLT is engagement of learners in communication to allow them to develop their communicative competence.

Based on this theory, it can be concluded that a language club is an informal atmosphere that has a lot of fun, where the students have a chance to practice the theory that has been told by the teacher.

1. The Goals of English Club

The goals of the English Club are to increase the students' confidence in their ability to communicate in a target language. So the students of English Club can express their thoughts, ideas, feelings and attitudes. The students also can improve their self-confidence in speaking English. By joining this program, the students will be able to speak English and they will have more self-confidence in speaking English. They are not only able to speak English but also able to do an English task easier.

Learners' belief that they indeed are fully capable of accomplishing a task is at least practically a factor in their eventual success in attaining the task (Brown 2001:62).

B. Review of Relevant Studies

This research is about developing English learning materials for students of EC (English Club) at SMP Muhammadiyah 10 Yogyakarta. Based on the researcher's knowledge, there are some previous studies related to the development of English learning materials for junior high school students. Even though, the research studies are not completely the same as this study, those research studies contribute to this research very much.

In terms of English learning materials development for junior high school students, there are some previous studies that have been done related to this topic. Setyowati (2011) has developed a set of Communicative Spoken Cycle task for grade VII students of SMP Negeri I Berebah. She developed a set of learning materials for the activities in the classroom, the materials were not designed for the English Club or extracurricular program. Even though her study is not exactly the same as the study that the researcher wants to develop, this study gives broader views on how to sequence the task for the students of junior high school. Wahyono (2012) also has developed English learning materials for extracurricular program at SMP N 1 Kalasan. Even though he has developed a set of English learning materials for students of extracurricular program, he applied the materials in the international school. In this study the researcher tried to design learning materials for EC at SMP Muhammadiyah 10 Yogyakarta. Based on the observation, this is not international

standard school, the students have different needs and ability in English teaching and learning process. This becomes the principal difference between this study and what Budi have done.

C. Conceptual Framework

The goal of English language learning and teaching in junior high school is to achieve the functional level of using the language (Standar isi: 2006). The students are required to use language to meet the needs of daily life such as reading newspaper, manuals or instructions. One of the approaches considered effective to achieve the goal of English language teaching and learning in junior high school is Communicative Language Teaching (CLT). The main character of this approach is to engage learners to communicate in the target language. CLT allows them to develop their communicative competence. Therefore, English teacher of SMP Muhammadiyah 10 Yogyakarta holds English Club to strengthen the students' language ability, especially speaking ability.

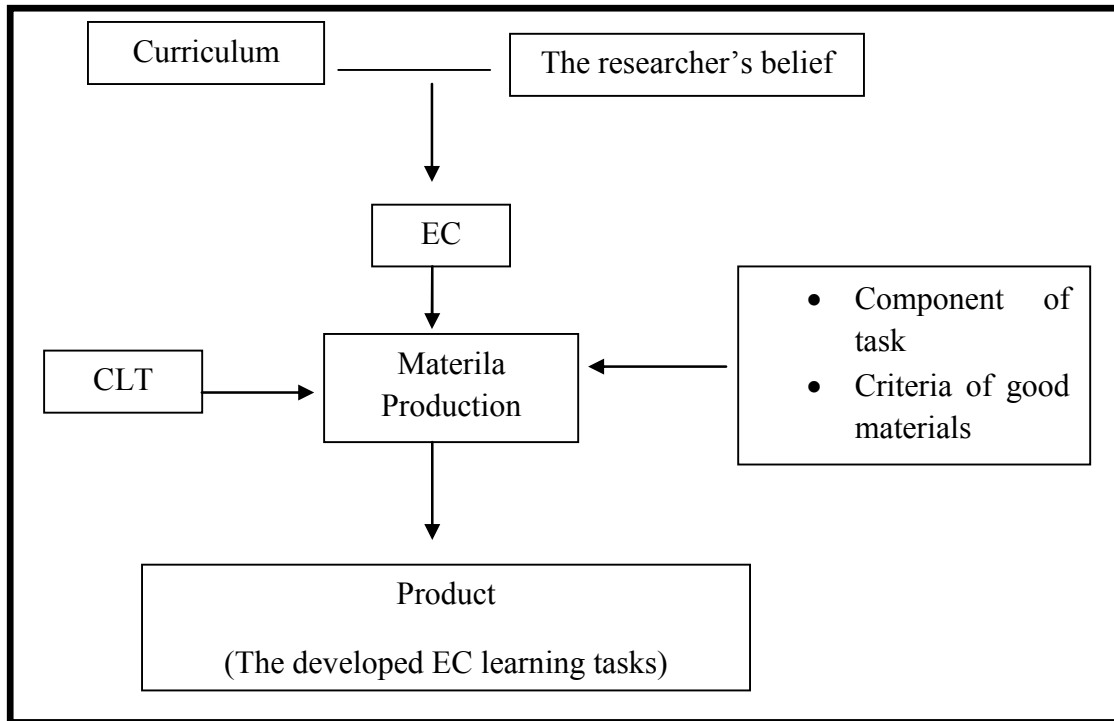
In relation to the goal of English language teaching and learning in SMP, teachers have a responsibility to prepare the students to communicate English in the classroom and the real world or outside the classroom. Hence, teachers need to develop effective EC materials, which promote communicative activities for the students. As what Richards (2001: 168) argues that materials influence the quality of teaching and learning process.

In developing effective learning materials for English Club, some factors are worth to be considered. The aim of English Club in this study is to help learners learn

and practice their ability in speaking. Learners need a wide space to use the target language to build their communicative competence. They need to be more active in the activities that carrying out meaningful task that is needed to their language acquisition. Therefore, communicative task will be used as the approach in the teaching and learning process during the course as well as in the materials development.

Good materials should be supported by providing enjoyable and various activities which are realized in the form of tasks. Materials for English Club should be designed to lead towards a communicative task in which learners use their knowledge of the target language they have learnt. The six components of task proposed by Nunan (2004) including goals, input, procedures, teacher role, learner role and setting have to be considered in designing task for English club.

Figure 2.3. Conceptual framework of designing materials



CHAPTER III

RESEARCH METHOD

The theories of the relevant studies of this study have been discussed in the previous chapter which mainly discuss and aims at designing communicative learning tasks for English club program at SMP Muhammadiyah 10 Yogyakarta. In this chapter, the research methodology will be elaborated more clearly.

A. Type of the Study

This research is classified as educational Research and Development (R & D) in which the aim of the study is to develop educational products. Borg & Gall (1983: 772) states that R & D is a process used to develop and validate educational products. Moreover, Gall, Gall, and Borg (2003) add that the products will then systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards.

Borg and Gall (1983) point out that Research & Development consists of a cycle in which a version of the product is developed, field-tested, and revised on the basis on the field test data. They also claim that the goal of R&D is to take the research knowledge and incorporate it into a product that can be used in the schools (Borg and Gall: 1983).

B. Setting

The research was conducted at SMP Muhammadiyah 10 Yogyakarta. It is located at in Jl. Sagan, Sleman, Yogyakarta. Physically, the building of this school is good. In this school there are twelve classrooms. One room for teacher's office, one

room for headmaster's office, a library, a computer room, a laboratory, a medical room, a mosque, an OSIS room, two canteens, toilets, and parking areas. In this school, English is taught in 4 x 40 minutes per week. Each class in this school consists of 21-25 students and there are twelve classrooms so the total of the students are 310. There are 31 teachers, 5 staffs, and 1 security in this school. To support English learning activities this school provides two English teachers they are Mr. Giri and Mr. Tumaryanto. Moreover, this school also has extracurricular activities such as Boy and Girl Scout, Tapak Suci (Indonesian Self defense), OSIS, Badminton, Volleyball, and English Club (EC).

C. Research Participants

In the study, the research involved the first grade students of English Club program at SMP Muhammadiyah 10 Yogyakarta. The school permitted to conduct the research in class VII-B. There are 23 students in this class, 13 male and 8 female. The age of students varies from 12 to 14 years old. The students gave contributions in the needs analysis and were involved in evaluating the developed materials.

D. Research Procedure

The procedures of this research are based on the steps proposed by Hutchinson and Waters (1987). They are conducting needs analysis, writing the course grid, developing the materials, trying out and evaluating materials, and writing the final draft of the materials. Expert judgments are added into the fourth step to judge and validate the materials. Each step is described as follows:

1. Conducting needs analysis

In the first step of the study, some information was obtained to develop the following steps. Need analysis was aimed at obtaining information related to target needs, and learner needs, and learning needs, therefore the target needs were not required to be obtained from the questionnaire. There was a questionnaire administered and distributed to the students and there was also guided interview to the English teacher. The result of the questionnaire was then analyzed to find out the students' needs and learning needs which supported the students' tendency on the kind of materials they preferred.

2. Writing the syllabus and first draft

Having done with the first stage on the need analysis, the data collected were be used to write the syllabus. What language areas and knowledge should be learnt by the learners were determined in this step. The syllabus which puts the curriculum into words and function as a plan of the unit was formulated. The syllabus was designed as a representation of the result of the needs analysis and as a guideline for developing the EC materials. Then, a unit was made as the basis for writing the tasks. Grading, sequencing, and integrating tasks theories by Nunan (2004) as discussed in the previous chapter were used in this step.

In the syllabus, there were things that were considered important to be inserted in the unit, namely: the subject matter, skills, language functions, professional achievement, activities, achievement indicator, tasks settings, characters, and input texts. The draft writing underwent several steps. Firstly, the materials were

written based on the course grid that had been written previously. After the draft had been written, then feedbacks from a material writer and a graphic expert were needed. Then, after the revision, the implementation of the first would be started.

3. Expert Judgment

The first drafts that will be implemented have to get agreement and suggestion from the supervisors or expert. Based on the expert's judgment the draft would be revised and it would be tried-out to the first grade students of English Club at SMP 10 Muhammadiyah Yogyakarta.

Expert judgment is expression of opinion, based on knowledge and experience that experts make in responding problems. Specifically, the judgments represent the expert's state of knowledge at the time to response to the question (Keeney and Al, 1991). Experts can come from reviewers or editors to give feedback on the drafted materials. Richards (2001: 268) says that a crucial source of input to the developmental process is critical feedback on materials as they are written. Reviewers or editors are expected to cast a critical eye over the materials and to provide constructive feedback on them. Materials designers must be open to the feedback and suggestions and be prepared to undertake extensive revisions of materials if necessary. These are the main aim of expert judgments. In this stage the materials were judged and validated before being tried out. In this case Miss. Anita was chosen as the expert to judge and validate the materials. She is the second supervisor in this research.

Generally, there are seven questions that need to be answered by the experts.

They are:

- a) Are the materials comprehensible and the instruction is clear?
- b) Do they contain any editorials errors?
- c) Is the pacing the materials appropriate?
- d) Do the materials do what they are supposed to do?
- e) Do they address learners' needs?
- f) Is the sufficient quantity of practical material?
- g) Are the materials sufficiently interesting and engaging?

(Richards, 2001: 269)

In other words, expert judgments were conducted to know whether the materials actually “works” or not; whether the aims of the materials are fulfilled; whether it is appropriate in level, content, and approach; whether it relates well to teachers' expectations and stages of development, and whether it successfully promotes learning Davison (1988) in Richards (2001: 269).

The results of the expert judgments were used to revise the first draft of the materials. The first draft was then revised in response to the comments and suggestions from experts into the second draft of the materials.

4. Implementing the second draft

There were three units which were developed. Unit I, unit II, unit III, and it will be implemented in English Club of SMP Muhammadiyah 10 Yogyakarta. It took two meetings of each unit to be implemented.

At the end of each implementation, there was a questionnaire (the evaluation questionnaire) distributed to the students as a tool for them to evaluate the material which had been developed.

An observation was also done in every teaching and learning process in the implementation and then was recorded in the field notes. After every unit has been implemented, an interview was conducted to the students. The feedbacks were then obtained from the interview and questionnaire.

5. Revising and evaluating the second draft

The result of the first implementation which were derived from the observation, questionnaire, and interview were used to revise the first draft of the units. The first draft would be revised by making any changes in the task, input reduction, changes in the task sequence, changes in task setting, etc.

6. Writing the final draft

The result of the second implementation gained from the observations, questionnaire, and interview were used to reverse the second draft of the product. Then, these become the basis of writing the final draft.

After the three units of learning materials were implemented and revised, the result of the final data analysis were used to write the final draft of the materials. The

agreed units which had been through implementations and revisions in the whole classes were then become the final product of the study.

E. Data Collection Techniques

The first thing to do in the very beginning of the research was collecting the data of learners, and learning needs by analyzing the English curriculum (including the syllabus) for the seventh grade student and the previous materials used in the English Club. Second, the first questionnaire about the learners and learning needs was dispensed. Third, an interview was conducted to the English teacher. The data and information obtained from the first process used in designing the first draft that was used as the guidelines for writing the units follow.

After the first draft's units were implemented, an observation on the effectiveness of the first design was conducted by writing in the unstructured observation in the field notes, administering the second questionnaire and conducted guided interview. The data and information collected from the second step would be used as the basis for revising and identifying the effective units for English Club at SMP Muhammadiyah 10 Yogyakarta.

F. Research Instruments

There were three methods of collecting data for this research; namely questionnaires, interviews, and observations. Instruments which were used to collect the data were questionnaires and interview guidelines while the observational data (data which were obtained from observation) were collected by recording the data of the implementation process in the form of field notes.

There were two kinds of questionnaire, the first was used to obtain data of learner needs in needs assessment process, and the other was used to measure the effectiveness of two designed units by the end of the implementation. The first questionnaire's organization is presented in the following table:

Table 3.1 Research instrument

No	Criteria of the questionnaire		The purposes of the questionnaire	Item number	Reference
1.	Input	a. Input for Listening	1.To find out the preferred listening input 2.To find out the length of the text which is ideal for listening text 3. To find out the input wanted by the learners	1,2,3	Nunan (2004: 47-51)
		b. Input for speaking	1.To find out the preferred speaking input 2. To find out the input wanted by the learners	4,5	
		c. Input for reading	1. To find out the preferred reading input (the type and length of the text) 2. To find out the reading input wanted by the learners	6,7	
		d. Input for writing	1. To find out the preferred writing input	8	
		e. Topic	1. To find out whether the existing topic is appropriate for the skill program or not 2. To find out the preferred topic for the material	9,10	
2	Procedure	a.Preferred activity	To find out the students' preferred activity	11	Nunan (2004: 52-61)
		b.Listenin g activity	To find out the students' preferred listening activity	12	

		c.Speaking activity	To find out the students' preferred speaking activity	13	
		d.Reading activity	To find out the students' preferred reading activity	14	
		e.Writing activity	To find out the students' preferred writing activity	15	
3	Setting		To find out the setting of the teaching and learning process	16,17,18	Nunan (2004: 70-72)
4	Learner role		To find the information about the learner role	19	Nunan (2004: 66-67)
5	Teacher role		To find out about the role that the teacher should perform		Nunan (2004: 64-65) Harmer (2001: 57-62)

There was also another questionnaire distributed after every implementation.

It was used to obtain data of the unit evaluation and the students' agreement on the tasks. The sequence for the questionnaire was can be seen in the table below:

Table 3.2: The organization of the second questionnaire

No	The purpose of the question	Item number	Reference
1	To find out the achievement of the task's goal	1	Nunan (2004: 174)
2	To find out the students' agreement toward the input of the task	2,3	
3	To find out the procedure engage in the task; whether or not the students agreed on the activity	4,5	
4	To find out whether or not the students could accomplish the task in a particular setting	6	
5	To find out whether the students' role is appropriate or not	7	Nunan (2004: 175)

6	To find out whether the teacher had performed a particular role in the task	8	
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There were also two kinds of interviews; the first done on the purpose of obtaining data of teaching and learning process lacks, based on the teacher's perception while the other was used to collect data about the effectiveness of the unit design which were done at the end of the implementation of every unit.

G. Data Analysis Technique

In the words of Seliger and Shohamy (1989:201), data analysis refers to sifting, organizing, summarizing, and synthesizing the data. Based on this type of research, there were two kinds of data that were obtained: qualitative and quantitative data. The qualitative data were collected from interviews, and observation.

There were also quantitative data obtained from the second questionnaire. These data were in the form of descriptive statistics one. In collecting quantitative data, the second questionnaire was used. There are five scale was used to collect the students' opinion through the questionnaire. The students chose the following options in the questionnaire:

- 4: for strongly agree 3: for agree
 2: for disagree 1: for strongly disagree

The central tendency measure which was used in the study was the mean value. It was calculated by following formula as proposed by Suharto (2006: 51) below:

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

In order to make the quantitative data easier to read, those data were converted into the interval of mean values on a scale 1 to 4 using the range of the factual score. Suharto (2006: 52-53) states that the range of the score can be used to create score conversion by dividing the range with the objected class intervals. Based on the calculation, the class interval could be presented as follows:

Table 3.3. Data analysis technique

Scale	Interval of the mean values	Category
4	$3,28 < X \leq 4,03$	Agree
3	$2,52 < X \leq 3,27$	Neutral
2	$1,76 < X \leq 2,51$	Disagree
1	$X < 1,75$	Strongly disagree

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the findings of the research conducted from 21st April to 31st July 2012 and discussion are presented. The research findings cover the results of needs analysis, the syllabus, the first draft, the expert judgement data, the second draft, the try-outs, and the final draft of the materials. This chapter ends with a discussion on the results of the research.

A. Research Findings

1. The Results of the Needs Analysis

The needs analysis was conducted on 21st April 2012. A questionnaire was distributed to the students. There were six components in the questionnaire. They are the goal, the input, the procedure, the setting, and learners' role.

a. Description of the Students

English Club (EC) is a compulsory extracurricular program for grade VII students in SMP Muhammadiyah 10 Yogyakarta. The participants of this research were taken from this category. There are 120 students that are divided into four classes, grade VII A to grade VII D. The participants, however, were not taken from all the students in grade VII.

Due to the limitation of time and fund of the researcher, the participants, therefore, were limited to only students of class VII B. There are 21 students in this class, 13 male and 8 female the age of the students varies from 11 to 12 years old.

b. Description of the target needs

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 acquire the information level. It means that learners can access knowledge by using their language ability, and it will be focused on their future in continuing to SMA.

Based on the observation about the language ability of the students, in terms of pronunciation, it is hard for them to pronounce certain English Words. There were many pronunciation mistakes when the students were asked to speak English. Most of the students in there did not know the meaning of some English words. Therefore, they often put long pause or even stop in their speaking. They did not know the English words that they want to say. The students also were not confident to speak English. They were afraid to make mistakes in their speaking.

There are 12 standards of competences and 26 basic competences for grade VII students, both of them are aimed at developing the students' communicative competence such as spoken and writing ability in English. Although English Club (EC) is an extracurricular program, the materials must refer to the standard of competences and the basic competences stated in the curriculum. The basic competences put in the syllabus, however, does not follow orderly as what is stated in the curriculum. Therefore, the standard of competences number 7, "Understanding meanings of simple transactional and interpersonal texts to interact with the nearest

environment and number”, 8, “Understanding meanings of short functional texts and monologues (descriptive texts) to interact with the nearest environment”, were chosen. These basic competences then were developed into three units of EC materials.

c. Description of the learning needs

The learning needs were attained from the questionnaire. These are the needs which were determined by what the learners needed. These needs were closely related to the procedure, setting, learner role, and teacher’s role which conveyed the “how to learn” in the teaching and learning process. The result of the questionnaire analysis is presented in Table 4.2. below.

Table 4.1.a Listening and Reading Input

No	Questions	Percentage
1	The listening materials that students like most are	
	a. Monologue	25%
	b. Dialogue	60%
	c. Other kinds of materials	15%
2	The length of the effective text for listening input	
	a. ≥ 250 words	0%
	b. ≥ 200 words	35%
	c. ≥ 150 words	65%
3	The listening input that students like most are	
	a. Given materials that could be found in daily life such as: radio broadcast, news reading, songs etc	65%
	b. Given monolog or dialog with the native speaker as its model	20%
	c. Given explanation about monolog or dialog that will be listened.	15%
6	The effective text for reading materials that students like most are	
	a. > 300 words (long text)	5%
	b. > 300 words with pictures or diagram	5%
	c. 200-250 words	5%
	d. 200-250 words with pictures or diagram	35%
	e. 150-200 words (short text)	5%
	f. 150-200 words with pictures or diagram	45%

7	The reading input that students like most are	
	a. Introduced to new vocabularies and structure of the sentence that will be found in the text	10%
	b. Given the authentic text	10%
	c. Vocabularies should be adapted with the learning context in SMP	55%
	d. The input texts are completed with pictures	25%

Input was analyzed from the perception of the four skills (listening, speaking, reading, and writing). In term of the listening input 60% of the students preferred to have a dialogue, 25% preferred to have monologue. The length of the text listening materials, 60% of the students tend to have short texts about 150 up to 200 words. They preferred the text to be easily found in the daily life and an explanation about the monologue or dialogue which is going to be presented.

In terms of type of input for reading, 35% of the students preferred to have a short input text (about 200-250 completed with pictures or diagrams) as an effective material for reading. Then, 55% of them preferred to use a text that has been adapted with the learning context in SMP and then, they preferred to be given explanations on the difficult words found in the text. The students preferred to be introduced to new vocabularies and structure of the sentence that will be found in the text given. Most of the students agreed that the materials they were learning at this time are not appropriate with their skill and competence.

Based on the data above, the appropriate learning materials for English Club students at SMP Muhammadiyah 10 Yogyakarta will be presented as follows. First, in terms of listening input, the length of the text is about 150 up to 200 words. Moreover, they preferred the text to be easily found in the daily life and they also

wanted an explanation about the monologue or dialogue which is going to be presented given. Next, In terms of input text for reading the students wanted to have a short input text (about 200-250 completed with pictures or diagrams) as an effective material for reading. Then, they also needed to use a text that has been adapted with the learning context in SMP. They expected to be given explanations on the difficult words which will be found in the text. They also acquired to be given the vocabulary which can be used in the text.

Then, the result of the questionnaire analysis in terms of speaking and writing input is presented in table 4.2.b below.

Table 4.1.b Speaking and Writing Input

1	The speaking materials that students like most are	
	a. Monologue (individual presentation)	20%
	b. Dialogue	70%
	c. Other kinds of material	10%
2	The speaking input that students like most are	
	a. Given example by the teacher in the speaking practice	55%
	b. Given introduction in the form of monolog or dialog through audio/video with the native speaker as its model	25%
	c. Practiced with the partner (pair work)	20%
3	The writing input that students like most are	
	a. Given a writing model in the beginning of the learning process	15%
	b. Given explanation about the vocabularies that might be used in the text	65%
	c. Other kinds of writing input	20%
4	The topic/theme that students like most are	
	a. Related to the work	20%
	b. Related to the daily life	45%
	c. Based on the language functions	35%

In terms of the type of the speaking materials, 70% of the students preferred dialogue in speaking practice and 20% of them preferred monologue as varied activity. Then, they preferred to be given example by the teacher in speaking practice. In terms of the writing input 65% of the students preferred to be given an explanation about the words that might be used in the text. They also preferred the topic which is related to the daily life.

Based on the data of the needs analysis the appropriate input, in terms of speaking and writing input will be presented as follows. In terms of type of speaking materials, the students wanted dialogue in speaking practice and monologue as an activity to complement the main activity. Then, they preferred to be given example by the teacher in speaking practice. In terms of writing materials the students preferred to be given an explanation about the words that might be used in the text. They also preferred the topic which is related to the daily life.

Then, the result of the questionnaire analysis in terms of the activities is presented in table 4.2.c below.

Table 4.1.c. Preferred Activities

No	Questions	%
1	The listening activities that students like most are	
	a. Listen to monolog or dialog and retell it with their own words	40%
	b. Listen to monolog or dialog and completing the missing parts	40%
	c. Identifying the expressions which is found in the texts	20%
2	The speaking activities that students like most are	
	a. Practicing their own dialog in front of the class	40%
	b. Practicing the dialog in the book	10%
	c. Role playing	30%

	d. Discussing certain events which is happened in the daily life	20%
	e. Presenting a figure or product in front of the class	
3	The reading activities that students like most are	
	a. Analysing the generic structure of the text	25%
	b. Answering comprehension question	35%
	c. Finding the word meaning by guessing from the context (pair work)	45%
4	The writing activities that students like most are	
	a. Analysing the structure of the sentence which is found in the text and rewrite it with own words	20%
	b. Completing the missing parts of the sentence	5%
	c. Arranging paragraph	45%
	d. Given authentic text and then rewrite it with own words	30%
5	The activities that students like most in the class are	
	a. Authentic activities that could be found in the real life	45%
	b. Authentic activities that has been adapted with the national culture and characteristic	30%
	c. Other kinds of activities	25%

The table above shows the activities that the students want to do in the English Club (EC). This data will be analyzed based on that perception. The activity that students like most for the English Club is discussion with their partner or pair work. In terms of the listening activities there are 40% of them preferred to listen to monologue or dialogue and retell it with their own words and completing the missing parts of the text.

In the terms of speaking activities 40% of the students also preferred to practice their own dialog in front of the class. Some of them also preferred to do role play for speaking activities.

In terms of reading activities the students preferred to find the word meaning by guessing from the context based on the discussion with their partner (pair works). In the writing activities the students preferred to arrange the paragraph into a good

paragraph and the activity that students like most in the class is authentic activities that could be found in the daily life.

Moreover, the learning needs analysis in terms of setting and teacher's role will be presented in table 4.2.d below.

Table 4.1.d. Setting Analysis and Teacher's role

1	The setting that students like most in the learning process are	
	a. Classroom	40%
	b. Library	20%
	c. Outdoor	20%
	d. Practice room	20%
2	The learning activities that students like most are	
	a. Discussing with friends (pair work)	50%
	b. Listening the teacher explanation in the classroom or outside of the class	30%
	c. Making U/V formation and listen to the teacher's explanation	20%
3	The setting that students like most in doing task are	
	a. All the task should be done in the class	30%
	b. Group project	50%
	c. Half of the task should be done in the classroom and the rest as homework	20%
4	The setting that students like most in doing task are	
	a. Individually	25%
	b. Group (3-4)	60%
	c. In pairs	15%
10	The student's view toward the teacher's role are	
	a. Checking the students from the front of the class	25%
	b. Checking one by one the student's work	25%
	c. Finding the mistakes of the student's work, and help them to find the solution.	35%
	d. Giving explanation about the materials and ask them to do the task.	15%

In terms of the setting for English Club 40% of the students preferred to do the learning process in the classroom, and 50% of them preferred to make a discussion with their partner, but in doing the task they preferred to do it as a group

project. The students expect that their teacher play a role as a prompter, they want the teacher check their work and find the mistake then help them to solve it.

In terms of the setting for English Club the students preferred to do the learning process in the classroom, and making a discussion with their partner, but in doing the task they preferred to do it as a group project.

2. The syllabus

After the learners' needs and learning needs had been identified, the next step was writing the course grid. The course grid was used as a guideline in designing units of the materials. In writing the course grid, the researcher had to pay attention to the results of needs analysis, standard of competences and the basic competences of Junior High School students.

The materials were developed in three units from three basic competences. Each basic competence was developed in a unit with certain topics related to the daily life. Each unit covered four language skills with certain language functions, grammars and vocabulary items. The following is description of the course grid.

Although English Club (EC) is an extracurricular program, the materials must refer to the standard of competences and the basic competences stated in curriculum. The basic competences put in the syllabus, however, does not follow orderly as what is stated in the curriculum. Therefore, the basic competences number 7 and number 8 were chosen. These basic competences then were developed into three units of EC materials.

3. The First Draft of the Materials

After developing the syllabus, the units were developed. Three units of materials contained seven to ten tasks each. The description of each of the developed unit is presented below.

To start with, here the outline for the general design of the units:

- Unit title
- Attention getter
- Main Activity
 - Listening and Speaking
 - Reading and Speaking
 - Writing and Speaking
- Summary
- Vocabulary list
- Reflection

The units commonly consisted of the phases mentioned above. Each unit began with a title which was chosen from the topic or theme related to the needs analysis and the learning goal based on the basic competences. Then it had an attention getter in the form of picture which led the students to the goal of learning in each unit. The next phase was pre-activity. In this stage, the students were given pre-

activity that prompted their vocabularies and their background knowledge about the topic they were learning. The activity in this phase was in the form of matching the vocabulary. The given vocabularies were used in the following tasks.

The next part of the unit is main teaching and learning process which consisted of listening activities, reading activities, answering comprehension questions, explanation of the language functions and grammar. Every unit of the designed material has freer activities, these activities were sequenced in the last part of the unit.

The tasks for each unit were arranged from guided up to free production. The students would have guided and semi guided tasks before they practiced using English freely and creatively. After that as a tool for motivating students to learn English better, there was the self assessment in the form of self reflection. It was also provided for students in order to see how honest they are. The last component of the unit was named as vocabulary list. It consisted of a list of vocabulary completed with phonetic transcription, parts of speech, and meaning.

Unit 1 aimed at asking for something to other people. It began with a title which was chosen from the topic or theme related to the needs analysis and the learning goal based on the basic competences. Then, it contained an attention getter in the form of picture which led the students to the goal of learning in Unit 1. Next, the students were given prompting questions about the topic that they would learn.

Asking some questions which is based on the situation in the pictures was given in Task1. The questions were aimed to check the background knowledge of the

students about the topic that learnt in this unit. Afterwards, they were given a labelling activity to enrich their vocabulary. In the execution of the task 3, the students were asked to observe the objects in the classroom then they should tell the result to the others. Next task 4 was about listening activity. The students were asked to listen to a conversation. The conversation was contained expressions of asking for and giving something. Task 5 provided explanation about the expression of asking for and giving something. This task also contained an explanation about singular and plural noun. Task 6 was about drilling activity. The students were asked to repeat after the teacher, the dialogue contained expressions of asking for and giving something. Task 7 was about completing a dialogue with suitable expressions, and then the students were asked to practice the dialogue with their partner. Next, in the execution of task 8 the students were asked to make a dialogue based on the situation given. Then they have to practice their own dialogue about asking for and giving something with their partner. Task 9 was about freer activity, the students were asked to make a dialogue which is contained expressions that has been told in this unit.

Unit 2, aimed at asking for clarification to other people. It began with a title which was chosen from the topic or theme related to the needs analysis and the learning goal based on the basic competences. Then, it contained an attention getter in the form of picture which led the students to the goal of learning in Unit 2. Next, the students were given prompting questions about the topic that they would learn.

Asking some questions which is based on the situation in the pictures was given in Task1. The questions were aimed to check the background knowledge of the

students about the topic that learnt in this unit. Afterwards, they were given a labelling activity to enrich their vocabulary in task 2.

Task 3 was about listening activity, in the execution of this unit the students were asked to listen to the conversation in the recording. The conversation contained expressions about asking for clarification to other people. Then, they have to answer the comprehension questions about the conversation. Then, in task 4 the students were asked to put a tick in the column true or false. Task 5 provided explanation about the expression of asking for and giving clarification to other people.

Task 6 was about completing the dialogue with a suitable expression in the box. In this task the students were asked to complete a dialogue with the expressions provided in the box. In the execution of task 7, the students were asked to give a response to the condition that has been given in this task. Task 8

Unit 3, aimed at asking for clarification to other people. It began with a title which was chosen from the topic or theme related to the needs analysis and the learning goal based on the basic competences. Then, it contained an attention getter in the form of picture which led the students to the goal of learning in Unit 2. Next, the students were given prompting questions about the topic that they would learn.

Matching activity was given in Task 2. The students were asked to match the physical appearance with the appropriate pictures. Then, they were given a listen and repeat activity. The following activity was listening task, in the execution of the Task 3, there was a recording entitled “Cristiano Ronaldo”. It contained a brief description about him. The students were asked to put a tick in the correct box which contained

the parts of the body and the adjectives identifying them. Next task 4 was about reading activity. The students were asked to read aloud a description of a person and then match the description with the picture. Task 5 was about true false question. In this task the students were asked to put a tick in a column based on the statements. Next task in this unit was about reading activity. In this task the students were given a dialogue about describing someone. Then the students were asked to answer some questions based on the dialogue. The explanation about describing someone was given in the Task 7. In this task the students were asked to read the explanation about describing someone in the form of descriptive text. Task 8 was about describing their classmate orally. In this task the students were asked to choose one of their friends and then describe it orally in front of the classroom.

4. The expert judgment data and the 2nd draft

In this stage, the material were judged and validated by an expert before being tried out. Generally, there were four components of the material that need to be judged and validated. They were content, methodology, language and layout of the materials. Those components were judged and developed in to an expert judgment questionnaire. The result of the expert judgment can be seen in the following tables.

This following table will present about the suggestions from the experts, in designing the materials.

Table 4.2.Revision of the First Draft

Parts of the unit	Suggestions	Before and after revisions
Unit 1	The goal of this unit should be simplified.	Simplifying the goal of this unit and make a specific goal that the students should be reached.
Task 1	Make a clear instruction of this task.	Revising the instruction from “Look at the following pictures and answer the questions orally.” ↓ ”Study following pictures and answer the questions orally.”
Task 2	Make an activity that can improve their vocabulary and give them example about how to pronounce the English words accurately.	In this task the researcher created an activity that can accommodate the needs of the students. The activity is “In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher”.
Task 7,8	Task 7 and 8 should be merged in one task, because the activities in these tasks are the same.	Merging both of the tasks in to task 7.
Vocabulary list	The vocabulary list should be sequenced in alphabetic order.	Sequencing the vocabulary list based on the alphabetic order.
Unit 2	Edit and modify the lay-out so that it looks more appealing not that “hard.”	Modifying the lay-out so that the it will be very interesting for the students to do the activity in this unit.
	In terms of the title of the unit, it should be correlated with the language function or the topic that will be told in this unit.	Revising the title of this unit. The first title of this unit is “What is your hobby?” ↓ ”Is it true?”
Task 6	The instruction of this unit should be clear, so that the students did not confuse about who is their partner in	Revising the instruction from “Complete the dialogue with the suitable expressions in the box. Then act it out with your classmate.”

	practicing the dialogue.	 ” Complete the dialogue with the suitable expressions in the box. Then act it out with your partner.”
Unit 3	Potential ambiguity might occur from unidentified conversation “balloons.” Rearrange the conversation and add the lead-in task explicitly.	

a. The expert judgment data (content)

In terms of the content judgment from the expert will be presented in the table below.

Table 4.3. Expert Judgment Data (content)

No	Statement	Judgement
1	The materials were based on the SK, KD for grade VII which is contained simple and short interpersonal texts, functional texts, monologue (descriptive text), short and simple transactional text (asking for and giving something).	Good
2	Texts given fit to the students’ language proficiency.	Good
3	The texts were suitable with the students’ daily life. It is aimed to make them familiar with the genre of the texts, and especially to the content of the texts.	Good
4	The texts given in the material lead the students to the social function competency (interpersonal, transactional, and functional)	Good
5	The material given leads the students to get explicit comprehension about parts of texts formation (such as: social function, linguistic features, meaning, and structure).	Good
6	The texts are presented in the materials lead the students to develop their communicative ability accurately and acceptance of language.	Good

As seen in the table, the data proved that the content of the materials meets the learning objectives. It can be seen from the questionnaire that the texts provided in the materials are appropriate to the students' language proficiency, and their daily life, especially in terms of the content of the message. In addition, the text also leads the students to achieve social function, guide them to comprehend the elements of forming texts, and develop their communicative competence.

The expert further proposed suggestions for improvement of the developed materials. She suggested that "The students will be confused because of unclear conversation".

b. The expert judgment data (The language and layout)

Table 4.4. The expert judgment data (The language and layout)

No	Statements	Judge
7	The language used in the explanation is appropriate with the cognitive level of the students.	Good
8	The language used in the instruction is appropriate to the cognitive level of the students.	Good
9	The language used is appropriate to the socio-emotional of the learners.	Good
10	The messages are presented in this unit is clear and easy to understand.	Good
11	The messages are presented in English properly.	Good
12	The level of difficulty and familiarity of the language is explicitly facilitated.	Good
13	Overall layout looks attractive.	Good
14	Do not use too many fonts.	Good
15	The use of the fonts (bold, italic, all capital, small capital) is not excessive.	Good
16	The pattern of layout elements (title, subtitle, text, captions, and page numbers) is printed	

	proportionally.	Good
17	The overall presentation of the illustration (pictures, tables, etc) is harmonious and interesting.	Good
18	Illustration is able to clarify the presentation of the materials	Good
19	Captions are placed close to the illustration with a smaller size than the text font.	Good

It can be seen from the table that the expert agrees with the appropriateness of the language in the materials. The data supported that the language is suitable with the cognitive level and the socio-emotional of the learners. In addition, the messages are clearly presented and easy to understand by using proper English. Then, the result of the questionnaire also indicated that the level of difficulty and familiarity of the language is explicitly facilitated.

Furthermore, the expert stated that the overall layout of the materials is quite attractive. She suggested the writer to make the layout more communicative and attractive so it could be clearer.

a. The expert judgment data (methodology)

Table 4.5. The expert judgment data (methodology)

No	Statements	Judge
21	The material contain, demand, and guide students in exploring, understanding, and producing texts that are relevant to their daily life with the goal of forming habit to related texts, especially in terms of the content of the message.	Good
22	The texts provided in the material and the results of exploration of students lead them to develop the ability to think coherently and	Good

	systematically.	
23	Materials and tasks are presented in the form of texts, communicative acts, illustration and symbols by using a regular pattern and sequence.	Good
24	Materials and tasks presented in the form of texts, communicative acts illustration and symbols are balanced.	Good
25	The presentation of the materials and assignments encourage learners to complete various communicative activities both orally and writing independently.	Good
26	The presentation of materials and tasks encourage learners to take responsibility for their own learning process.	Good
27	The presentation of materials and tasks encourage learners to recognize their success and shortcomings in completing the activities and in communicating their ideas.	Good
28	The learners activities are various (i.e. questions and answers, matching, games, role plays, information gap activity, etc)	Good

In terms of the methodology used in the materials, the expert agreed that the task are presented in the form of texts, communicative acts, illustration and symbols by using a regular pattern and sequence. In addition, the expert noted that the learning activities are various (i.e. questions and answers, matching, role-plays, information gap activity, etc). Next, the materials guide the students to explore understand, and produce written and spoken texts that are relevant to their daily life.

The result of the questionnaire also indicated that the texts provided in the materials lead the students develop their ability to think coherently and systematically. While the presentation of the materials encourages interaction among

students as well as interaction between the students and the teacher, the setting of learning mode varies from individual, pair work, group work and whole class.

To measure the learners' achievement in completing the task and the activities, the expert suggested the writer to add self check. It was aimed to give students space to reflect about what they have learnt in this unit.

The results were used to revise the first draft of the materials. The first draft was then revised in response to the comments and suggestions from experts into the second draft of the materials. The second draft of the materials which was ready to be tried-out to grade VII students of SMP Muhammadiyah 10 Yogyakarta can be seen in the Appendix.

5. The Try-out of the Materials

As stated in chapter III, the designed materials that have been developed would be tried-out. In this section the researcher will describe the try-out process that had been done. After analyzing the designed materials, the English teacher allowed the researcher to try-out the materials.

The try-out was held in July 2012. Because the teacher did not want to hold the try-out by himself, the researcher acted as the English teacher in the try-out sessions. To conduct the try-out, the researcher was assisted by a partner.

a) The description of the try-out of unit 1.

The try-out of unit 1 was conducted in one meeting. The meeting was conducted in July 24th, 2012. Unit 1 consists of nine tasks. Here is the brief description of whole task in Unit 1

Table 4.6. The description of unit 1

Task	Instruction and description	Function
1	Study the pictures and answer the questions orally. Description: In this task there are two pictures. Each picture has a different situation. In this task the students were asked to answer the questions about the situation in the pictures orally.	The function of this task is introducing the topic that will be learnt in this unit.
2	In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher. Description: In this task there are nine pictures. In this task the students were asked to label the things with the appropriate words in the box.	There are two prominent functions of this task. The first is increasing the vocabulary mastered of the students and give them example of how to pronounce the word that might be used in the text.
3	Now, observe the objects in your classroom. Write them down in the table below. Then tell the class the result of your observation. Description: In this task the students were asked to observe the objects in the classroom and then they have to count the number of the objects.	The goal of this task is comprehend the student about the countable and uncountable noun around of us.
4	Listen to the conversation and answer the questions. Description: In this task there is a recording of a dialogue. The topic of this dialogue is asking for and giving something. In this task the students were asked to listen to the dialogue. Then, they answered the question to check their listening ability.	To give the students example of how to use ask for and give something expressions in the dialogue. This task also used to check the students' listening ability.
5	Study the expressions below carefully with your friend. Description: There are some explanation about asking for and giving something. This task also explained about the countable and uncountable nouns.	The function of this task is giving students explanation about the language functions that told in this unit.
6	Listen and repeat after your teacher.	To give the students an

	Description: In this task there are three dialogues of asking for and giving thing. The students were asked to repeat the dialogue after the teacher.	example of how to use asking for and giving something expressions in a dialogue.
7	Complete the following dialogues with suitable expressions and then act them out in pairs. Description: In this task there are three dialogues that should be completed. On this task the students were asked to complete the dialogue, with suitable expressions in the box.	To check the students' comprehensions about how to use the expressions of asking for and give something. This task also gave the students space to practice to speak.
8	a) Take turns asking for and giving something with your partner. b) Take turns asking for and refusing to give something with your partner. Description: This task divided in to two activities. The first activities, the students were asked to make a dialogue of asking for and giving thing. The next activity, the students were asked to make a dialogue of asking for and refusing thing.	The main function of this task is giving the students semi controlled activities. In this task the students would be checked about their comprehension of the expressions which is told in this unit.
9	Make a dialogue based on the situation given. Then act it out with your partner.	To provide freer activities for the students.

b) Data analysis of Unit 1

This research was not focused on the improvement of students' performance before and after the materials tried-out. There was no experimental and control group. The data were then collected by using questionnaire and interview. The try out questionnaire aimed to see the quality of content, components and design of the materials. The results of the data lead to a new final product. The results of feedback from the students about the materials in try out from the aspect of content, components and design qualities can be seen in Table 4.7.

Table 4.7. The Results of Students' Feedback in the Aspect of Content Quality

No	Statements	Total score	Mean	Category
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.	69	3	Good
2	The designed materials have been suitable with the background of the SMP students.	72	3,13	Good
3	The designed materials are suitable with the English level of students of SMP.	72	3,13	Good
4	The designed materials are challenging/not too easy.	66	2,86	Good
5	The designed materials are suitable with the students' interest.	69	3,00	Good
6	The designed materials motivate the students to learn.	75	3,26	Good
7	The designed materials can improve students' speaking ability.	74	3,21	Good
8	The designed materials improve students' English vocabulary.	68	2,96	Good

The Table shows that the data have the mean scores range from 2.86 to 3.21. Item number 7 has the highest mean value of 3.21, while the lowest mean value is item number 4 with 2.86. According to the quantitative conversion proposed by Suharto (2006: 52-53), the highest mean value belongs to “very good” category when the range of the mean value is more than 3.28. In addition to that, the lowest mean value is categorized as “good” since the range of the mean value is more than 2.52 but less than and be equivalent with 3.27 ($2.52 < X \leq 3.27$). It means that most of the students agree that the content of the tried-out materials is suitable for them. The data further supported by the following interview transcript and field notes.

R: Gimana menurutmu materi yang di try-out kan itu udah sesuai dengan background mu sebagai siswa SMP? (What do you think about the tried-out materials, is it suitable with your background as a student of junior high school?)

S:

S: Wah bagus banget mas, jadi membuat saya berani untuk berbicara. (I think it's very good. It makes me brave to speak-up.)

R: Menurut mu materinya apa sudah pas dengan kebutuhan dan level kamu? Terlalu mudah atau terlalu gampang? (Do you think the materials suits your need and appropriate with your level? Is it too easy?)

S: Lumayan sih, sedeng lah gk terlalu susah, tapi ya juga gak mudah he...(It's not bad. It's not too difficult or too easy. It's challenging.)

R: Menurut mu apakah materi ini meningkatkan kosakata mu? (Do you think this material can improve your vocabulary mastery?)

S: Ya. (Yes).

(Interview.un1.July/24th/2012)

In the execution of Task 3, the researcher asked the students to observe the objects in the classroom. Then they have to tell to their classmates about the result of their observation. While the students were doing Task 3, the researcher checked around the class to check whether they could complete it or not. The students were very enthusiasm to do this task, but they have to be guided by the researcher. After five minutes, the researcher asked them that they have finished the task. "Have you finished?" "Not yet" then the researcher gave them three minutes to finish the Task 3. The researcher asked a volunteer to tell the result of their observation. "Who want to be a volunteer?" "Me" answered the students.

Fieldnotes.un1.July/24th/2012)

Appendix

From the interview transcript and the field note, it can be inferred that the students consider that the content of developed materials have achieved the intended purpose. They also agree that the content of materials suit their needs and proficiency level. It is shown by the mean values and the detailed interview transcript in Appendix.

Table 4.8. The Results of Students' Feedback in the Aspect of Language and Lay-out.

No	Statements	Total score	Mean	Category
1	The designed materials were completed by clear instruction.	77	3,35	Good
2	The activities in this unit were completed by clear instruction.	76	3,30	Good
3	The use of font, colour, and font size	75	3,26	Good
4	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	72	3,13	Good
5	The lay-out of this unit was interesting.	56	2,43	Good
6	The vocabularies in the designed materials were familiar.	67	2,91	Good

Referring to the results on this table, the mean scores range from 2.43 to 3.35.

Item 9 and 13 possesses the highest mean value of 3.35 whereas the lowest mean value is item 12 with 2.43. According to the quantitative conversion proposed by Suharto (2006: 52-53), the highest mean value is categorized as “very good” because X (mean value) > 3.28 , while the lowest mean value is categorized as “good” with $2.52 < X \leq 3.27$. It means item number nine should be revised.

R: Pada materi ini apakah instruksinya jelas? (What do you think about the instruction in this unit? Is it clear?).

S: Ya, saya piker instruksi dalam unit ini sudah cukup jelas dan mudah dipahami. (Yes, I think the instructions in this unit are clear enough and it's easy for me to comprehend the instructions).

R: Kalo instruksi untuk mengerjakan aktifitasnya apakah sudah jelas? (The instruction to do the activity is it clear enough?).

S: Jelas ko mas. (Yes its clear sir).

R: penggunaan huruf, warna, dan ukuran huruf pada unit ini apakah sudah sesuai? (Does the use of font, colour, and font size in this unit is appropriate?).

S: Kalo hurufnya sudah cukup bagus tapi mas harus bikin lebih berwarna kurang . (The use of the font in this unit is ok, but you have to make it more colorful).

R: Lay-out dan background dalam unit ini gak mengganggu kalian untuk menyelesaikan unit ini kan? (Don't the lay-out and background applied in this unit interfere the students in accomplishing tasks?)

(Interview.un1.July/24th/2012)

In the execution of task 7 the researcher asked the student to complete some dialogues with suitable expressions. The researcher asked the students to read the dialogue and then complete the dialogue with suitable expressions. The researcher asked the students "Read the following dialogues then complete them with suitable expressions." The students did it seriously. The researcher checked the students' one by one whether they could complete it or not. Three minutes later the teacher asked the students "What about the instruction is it clear?" "Yes sir" said the students "Have you finished?" "Yes" said the students "Good". The next activity is performing the dialogue in front of the class. The researcher asked "Who want to be a volunteer?" "Me" said some students. Then two of them performed the dialogue in front of the class. The teacher gave applause. The teacher asked the students "Any questions? So far" "Not yet" Then the researcher asked the students to move to the next task of this unit.

(Fieldnotes.un1.July/24th/2012)

From the interview transcript, and field note it can be inferred that the students consider the language and the layout of developed materials have achieved the intended purposes. They also agree that the activities in this unit were completed by clear instructions.

Table 4.9. The Results of Students' Feedback in the Aspect of Methodology.

No	Statements	Total score	Mean	Category
15	The designed materials contain of varied activities.	71	3,09	Good
16	The activities in the materials give students opportunity to practice.	73	3,17	Good
17	The materials sequenced from the easiest one to the difficult one.	71	3,09	Good
18	The students could finish Unit 2 by receiving prompt from the teacher.	68	2,96	Good
19	The teacher's role as a prompter and			

	organizer were sufficient in completing this unit.	68	2,96	Good
20	This unit helped the students to reach the goal (Using asking for and giving something).	73	3,17	Good
21	This unit helped students to improve their listening ability, especially about asking for and giving things.	68	2.95	Good
22	This unit helped the students to improve their vocabulary about the objects in the classroom	69	3,00	Good

As seen in the table, the mean scores range from 2.95 to 3.17. Item 17 and 21 have the highest mean value of 3.35 whereas the lowest mean value is item 22 with 2.95. According to the quantitative conversion proposed by Suharto (2006: 52-53), the mean values on Table is categorized into a “good” category because the range of the value in this table are between $2.52 < X \leq 3.27$.

R: Sekarang kita fokus pada aktifitasnya. Pada materi ini apakah aktifitasnya sudah bervariasi? (Now, let's focus on the activities). (What do you think about the activities in this unit? Is it varied or not?).

S: Ya, saya pikir aktifitasnya sudah cukup bervariasi. (Yes, I think the activities in this unit are varied enough).

R: Dalam menyelesaikan unit ini apakah kamu berperan aktif sebagai active participant and performer? (In completing Task 1, did you act as active participant and performer?).

S: Aktif ko mas. (Yes I did).

R: Kalo urutan aktifitasnya sudah bagus belum maksudnya sudah diurutkan dari yang gampang ke yang susah? (What about the sequenced of the materials, did the materials sequence from the easiest to the difficult one?)

S: Udah ko mas tadi yang awal lumayan lebih gampang dari pada aktifitas selanjutnya (Yes, the activities in this unit began from the easiest one).

R: Kalo gitu unit ini sudah bantu kalian untuk mencapai tujuan dong untuk menggunakan ekspresi asking for and giving something? (Did this unit help you to reach the goal? (Using asking for and giving something expressions)

S: Ya, kita jadi ngerti ngegunainnya (Yes, We understand how to use it)

(Interview.un1.July/24th/2012)

After five minutes, the researcher asked them that they have finished the task. “Have you finished?” “Not yet” then the researcher gave them three minutes to finish the Task 3. The researcher asked a volunteer to tell the result of their observation. “Who want to be a volunteer?” “Me” answered the students. After that, one of the students come forward and told the result of his observation. The researcher also asked some students and then the researcher asked them to assure that everybody had finished the Task 3 successfully. The researcher gave compliment to the students, “Good”. Then both of them discussed it together.

(Fieldnotes.un1.July/24th/2012)

From the interview transcript and the field note, it can be concluded that the methodology of the developed materials have achieved the intended purpose. They also agree that this unit can reach the goal in this case the students can use the expressions of asking for and giving something appropriately. It is shown by the mean values and the detailed interview transcript in Appendix.

c) Conclusion

Based on the result of the analysis this unit was effective as stated by the whole students. This could be represented in the following table.

Table 4.10.The conclusion of Unit 1

No	Components	Analysis	Revisions
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.	Effective	
2	The designed materials have been suitable with the background of the SMP students.	Effective	
3	The designed materials are suitable with the English level of students of SMP.	Effective	
4	The designed materials are challenging/not too easy.	Effective	
5	The designed materials are suitable with the students' interest.	Effective	

6	The designed materials motivate the students to learn.	Effective	
7	The designed materials can improve students' speaking ability.	Effective	
8	The designed materials improve students' English vocabulary.	Effective	
9	The designed materials were completed by clear instruction.	Effective	
10	The activities in this unit were completed by clear instruction.	Effective	
11	The use of font, color, and font size	Effective	
12	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	Effective	
13	The lay-out of this unit was interesting.	Effective	
14	The vocabularies in the designed materials were familiar.	Effective	
15	The designed materials contain of varied activities.	Effective	
16	The activities in the materials give students opportunity to practice.	Effective	
17	The materials sequenced from the easiest one to the difficult one.	Effective	
18	The students could finish Unit 2 by receiving prompt from the teacher.	Effective	
19	The teacher's role as a prompter and organizer were sufficient in completing this unit.	Effective	
20	This unit helped the students to reach the goal (Using asking for and giving something).	Effective	
21	This unit helped students to improve their listening ability, especially about asking for and giving things.	Effective	
22	This unit helped the students to improve their vocabulary about the objects in the classroom	Effective	

d) The description of the try-out of unit 2.

The try-out of Unit 2 was conducted in one meeting. The meeting was conducted in July 27th, 2012. Unit 2 consists of eight tasks. Here is the brief description of whole task in Unit 2.

Table 4.11. The description of Unit 2

Task	Instruction and description	Function
1	Study the pictures and answer the questions orally. Description: In this task there are two pictures. Each picture has a different situation. In this task the students were asked to answer the questions about the situation in the pictures orally.	Introducing the topic that will be learnt in this unit.
2	In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher. Description: In this task there are some pictures of hobbies. The students were asked to match the picture with the suitable words in the box. Then the students should pronounce it after the teacher.	There are two prominent functions of this task. The first is increasing the vocabulary mastered of the students and give them example of how to pronounce the word that might be used in the text.
3	Listen to the conversation below and answer the questions. Description: In this task there is a recording of a dialogue. The topic of this dialogue is asking for and giving clarification. The students were asked to listen to the conversation. Then they should answer the questions about this dialogue.	To give the students example of how to use ask for and give clarification expression in daily life, and to improve listening ability of the students.
4	Put a tick (√) in the column if the statement is true and put a cross (X) if the statement is false. Description: In this task there are four statements. The students were asked to put a tick in the column if the statement is true, and cross if the statement is false.	To check the students' comprehension of the dialogue.
5	Study the expressions below carefully with your friend.	The function of this task is giving students

	Description: There are some explanation about asking for and giving something. This task also explained about the countable and uncountable nouns.	explanation about the language functions that told in this unit
6	Complete the dialogue with the suitable expressions in the box. Then, act it out with your classmate. Description: In this task there are three dialogues that should be completed. On this task the students were asked to complete the dialogue, with suitable expressions in the box.	To check the students' comprehension about how to use the expressions of asking for and giving clarification.
7	Give responses to the following situations as requested. Then, act them out with your partner.	To check student's responses about the situation given in the dialogue.
8	Tell the class about your hobbies. These questions may help you.	To provide freer activities for the students.

e) Data Analysis of Unit 2

Table 4.12. The Results of Students' Feedback in the Aspect of Content Quality

No	Statements	Total score	Mean	Category
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.	63	3.00	Good
2	The designed materials have been suitable with the background of the SMP students.	65	3.09	Good
3	The designed materials are suitable with the English level of students of SMP.	63	3.00	Good
4	The designed materials are challenging/not too easy.	66	3.14	Good
5	The designed materials are suitable with the students' interest.	66	3.14	Good
6	The designed materials motivate the students to learn.	66	3.14	Good
7	The designed materials can improve students' speaking ability.	66	3.14	Good
8	The designed materials improve students' English vocabulary.	65	3.09	Good

The Table shows that the data have the mean scores range from 3.00 to 3.14. Item number 4 to 7 has the highest mean value of 3.14, while the lowest mean value is item number 3 with 3.00. According to the quantitative conversion proposed by Suharto (2006: 52-53), the highest mean value belongs to “very good” category since the range of the mean value is more than 3.28. Add to this, the lowest mean value is categorized as “good” since the range of the mean value is more than 2.52 but less than and be equivalent with 3.27 ($2.52 < X \leq 3.27$). It means that most of the

students agree that the content of the materials is suitable for them. The data supported by the following interview and the field note.

R: Gimana menurutmu materi yang di try-out kan? (What do you think about the tried-out materials?)

S: Saya kira udah cukup bagus. (I think it's very good enough.)

R: Materinya udah memotivasi kamu untuk berbicara gk? (Did the material motivate you to speak-up?)

S: Ya dong (Yes I do).

R: Menurut mu materinya apa sudah pas dengan kebutuhan dan level kamu? Terlalu mudah atau terlalu gampang? (Do you think the materials suits your need and appropriate with your level? Is it too easy?)

S: Kalo gampang sih gak, tapi sulit banget juga nggak (It's not easy but, it's also not too difficult. It's challenging.)

R: Menurut mu apakah materi ini meningkatkan kosakata mu terkait dengan aneka hobi? (Do you think this material can improve your vocabulary mastery related to the hobbies are around of you?)

S: Ya. (Yes).

(Interview.un2.July/27th/2012)

Appendix

In the execution of Task 3, the researcher asked the students to choose their hobby. Then they have to tell to their classmates about their hobby. While the students were doing this Task, the researcher checked around the class to check whether they could complete it or not. The students were very enthusiasm to do this task, but they have to be guided by the researcher. After five minutes, the researcher asked them that they have finished the task. "Have you finished?" "Not yet" then the researcher gave them three minutes to finish the Task 3. The researcher asked a volunteer to tell the result of their observation. "Who want to be a volunteer?" "Me" answered the students.

(Fieldnotes.un2.July/27th/2012)

From the interview transcript and the field note, it can be inferred that the students consider that the content of developed materials have achieved the intended purpose. They also agree that the content of materials suit their needs and proficiency

level. It is shown by the mean values and the detailed interview transcript in Appendix.

Table 4.13. The Results of Students' Feedback in the Aspect of Language and Lay-out

No	Statements	Total score	Mean	Category
9	The designed materials were completed by clear instruction.	64	3.04	Good
10	The activities in this unit were completed by clear instruction.	64	3.04	Good
11	The use of font, colour, and font size	62	2.95	Good
12	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	65	3.09	Good
13	The lay-out of this unit was interesting.	67	3.19	Good
14	The vocabularies in the designed materials were familiar.	66	3.14	Good

Referring to the results on this table, the mean scores range from 2.95 to 3.19. Item number 11 and 13 possesses the highest mean value of 3.19 whereas the lowest mean value is item 11 with 2.95. According to the quantitative conversion proposed by Suharto (2006: 52-53), the highest mean value is categorized as “very good” because X (mean value) > 3.28 , while the lowest mean value is categorized as “good” with $2.52 < X \leq 3.27$. It means item number nine should be revised.

R: Pada materi ini apakah instruksinya jelas? (What do you think about the instruction in this unit? Is it clear?).

S: Ya, saya pikir instruksi dalam unit ini sudah cukup jelas dan mudah dipahami. (Yes, I think the instructions in this unit are clear enough and it's easy for me to comprehend the instructions).

R: Kalo instruksi untuk mengerjakan aktifitasnya apakah sudah jelas? (The instruction to do the activity is it clear enough?).

S: Jelas ko mas. (Yes its clear sir).

R: penggunaan huruf, warna, dan ukuran huruf pada unit ini apakah sudah sesuai? (Does the use of font, colour, and font size in this unit is appropriate?).

S: Kalo hurufnya sudah cukup bagus tapi mas harus bikin lebih berwarna. (The use of the font in this unit is ok, but you have to make it more colorful).

R: Lay-out dan background dalam unit ini gak mengganggu kalian untuk menyelesaikan unit ini kan?

S: Tidak sama sekali (Not at all)

(Interview.un2.July/27th/2012)

In the execution of task 7 the researcher asked the student to complete some dialogues with suitable expressions. The researcher asked the students to read the dialogue and then complete the dialogue with suitable expressions. The researcher asked the students "Read the following dialogues then complete them with suitable expressions." The students did it seriously. The researcher checked the students' one by one whether they could complete it or not. Three minutes later the teacher asked the students "What about the instruction is it clear?" "Yes sir" said the students "Have you finished?" "Yes" said the students "Good". The next activity is performing the dialogue in front of the class. The researcher asked "Who want to be a volunteer?" "Me" said some students. Then two of them performed the dialogue in front of the class. The teacher gave applause. The teacher asked the students "Any questions? So far" "Not yet" Then the researcher asked the students to move to the next task of this unit.

(Fieldnotes.un2.July/27th/2012)

From the interview transcript, and field note it can be inferred that the students consider the language and the layout of developed materials have achieved the intended purpose. They also agree that the activities in this unit were completed by clear instructions.

Table 4.14. The Results of Students' Feedback in the Aspect of Methodology.

No	Statements	Total score	Mean	Category
15	The designed materials contain of varied activities.	71	3,09	Good
16	The activities in the materials give students opportunity to practice.	73	3,17	Good
17	The materials sequenced from the easiest one to the difficult one.	71	3,09	Good
18	The students could finish Unit 2 by	68	2,96	Good

	receiving prompt from the teacher.			
19	The teacher's role as a prompter and organizer were sufficient in completing this unit.	68	2,96	Good
20	This unit helped the students to reach the goal (Using asking for and giving something).	73	3,17	Good
21	This unit helped students to improve their listening ability, especially about asking for and giving things.	68	2.95	Good
22	This unit helped the students to improve their vocabulary about the objects in the classroom	69	3,00	Good

Referring to the findings in this table, the mean scores range from 2.95 to 3.17. Item 17 and 21 have the highest mean value of 3.35 whereas the lowest mean value is item 22 with 2.95. According to the quantitative conversion proposed by Suharto (2006: 52-53), the mean values on Table is categorized into a "good" category.

R: Sekarang kita fokus pada aktifitasnya. Pada materi ini apakah aktifitasnya sudah bervariasi? (Now, let's focus on the activities). (What do you think about the activities in this unit? Is it varied or not?).

S: Ya, saya pikir aktifitasnya sudah cukup bervariasi. (Yes, I think the activities in this unit are varied enough).

R: Dalam menyelesaikan unit ini apakah kamu berperan aktif sebagai active participant and performer? (In completing Task 1, did you act as active participant and performer?).

S: Aktif ko mas. (Yes I did).

R: Kalo urutan aktifitasnya sudah bagus belum maksudnya sudah diurutkan dari yang gampang ke yang susah? (What about the sequenced of the materials, did the materials sequence from the easiest to the difficult one?)

S: Udah ko mas tadi yang awal lumayan lebih gampang dari pada aktifitas selanjutnya (Yes, the activities in this unit began from the easiest one).

R: Kalo gitu unit ini sudah bantu kalian untuk mencapai tujuan dong untuk menggunakan ekspresi asking for and giving something? (Did this unit help you to reach the goal? (Using asking for and giving something expressions)

S: Ya, kita jadi ngerti ngegunainnya (Yes, We understand how to use it)

(Interview.un2.July/27th/2012)

After five minutes, the researcher asked them that they have finished the task. “Have you finished?” “Not yet” then the researcher gave them three minutes to finish the Task 3. The researcher asked a volunteer to tell the result of their observation. “Who want to be a volunteer?” “Me” answered the students. After that, one of the students come forward and told the result of his observation. The researcher also asked some students and then the researcher asked them to assure that everybody had finished the Task 3 successfully. The researcher gave compliment to the students, “Good”. Then both of them discussed it together.

(Fieldnotes.un2.July/27th/2012)

From the interview transcript and the field note, it can be concluded that the methodology of the developed materials have achieved the intended purpose. They also agree that this unit can reach the goal in this case the students can use the expressions of asking for and giving something appropriately. It is shown by the mean values and the detailed interview transcript in Appendix.

f) Conclusion of unit 2

Based on the result of the analysis this unit was effective as stated by the whole students. This could be represented in the following table.

Table 4.14.The conclusion of unit 2.

No	Components	Analysis	Revisions
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.	Effective	
2	The designed materials have been suitable with the background of the SMP students.	Effective	
3	The designed materials are suitable with the English level of students of SMP.	Effective	
4	The designed materials are challenging/not too easy.	Effective	
5	The designed materials are suitable with the students' interest.	Effective	
6	The designed materials motivate the	Effective	

	students to learn.		
7	The designed materials can improve students' speaking ability.	Effective	
8	The designed materials improve students' English vocabulary.	Effective	
9	The designed materials were completed by clear instruction.	Effective	
10	The activities in this unit were completed by clear instruction.	Effective	
11	The use of font, colour, and font size	Effective	
12	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	Effective	
13	The lay-out of this unit was interesting.	Effective	
14	The vocabularies in the designed materials were familiar.	Effective	
15	The designed materials contain of varied activities.	Effective	
16	The activities in the materials give students opportunity to practice.	Effective	
17	The materials sequenced from the easiest one to the difficult one.	Effective	
18	The students could finish Unit 2 by receiving prompt from the teacher.	Effective	
19	The teacher's role as a prompter and organizer were sufficient in completing this unit.	Effective	
20	This unit helped the students to reach the goal (Using asking for and giving something).	Effective	
21	This unit helped students to improve their listening ability, especially about asking for and giving things.	Effective	
22	This unit helped the students to improve their vocabulary about the objects in the classroom	Effective	

g) The description of the try-out of unit 3.

The try-out of Unit 2 was conducted in one meeting. The meeting was conducted in August 3rd, 2012. Unit 3 consists of ten tasks. Here is the brief description of whole task in Unit 1.

Table 4.15. The description of unit 3

Task	Instruction and description	Function
1	Study the picture and answer the questions. Description: In this task there is a picture of Lionel Messi. The students were asked to describe about him and their favourite athlete and the students should answer it orally.	To introduce the topic that will be discussed in this topic.
2	Match each description in the box with the right picture. Description: There are some pictures of someone's physical characteristics in this Task then, the students were asked to match the words with the appropriate characters in the box.	To enrich the students' vocabulary about someone's physical characteristics.
3	Listen to the recording and put a (✓) tick in the correct box. Description: There was a recording entitled "Cristiano Ronaldo" in this Task. It contained a brief description about him. The students were asked to put a tick in the correct box which contained the information about physical characteristics of him.	To give the students example of how to describe someone's characteristics, and to improve listening ability of the students.
4	Read the description of Cecep, Dodi, and Joko. Which picture do you think matches the description? Description: In this stage The students were asked to read aloud a description of Cecep, Dodi and Joko then they were asked to match the description with the picture below.	To check their comprehension about describing someone, and to give them example about describing someone's physical appearance.
5	Read the description once again. Write T if the following statements are true or F if they are	To check the students' understanding about

	false. Description: There are some descriptions about Cecep, Dodi, and Joko in a table. In this task the students were asked to decide whether the description is true or false.	the way how to catch the specific information about someone's characteristics.
6	Study the dialogue and then answer the questions. Description: In this task there is a dialogue about describing someone's physical appearance. In this task the students were asked to study the dialogue then, they have to answer the following questions.	The function of this task is giving the students examples of how to describe someone's to other people.
7	In pairs, study the explanation below. Description: There are examples of descriptive text both in the forms of dialogue and monologue. This task also provides necessary grammar.	To provide the students with explanation of language forms (describing physical appearance).
8	Describe one of your classmates orally. Use the descriptive words below. Description: there are some words given for the students related to the describing someone. In this task the students were asked to describe one of their friends in front of the class.	To give the students opportunities in practising their speaking by describing their classmates.
9	Let's play a "Guess who?" game. Make groups of four and choose one of your classmates. Don't tell your partner who he/she is. Description: In this stage the students were asked choose one of their friends then explain it to the members of the group.	To give students opportunities in practising their speaking by guessing their friends.
10	Choose your favourite teacher in your school and describe him/her physical appearance in front of the class. Description: The students were asked to choose their favourite teacher and then, explain it in front of the class.	As a speaking production task.

h) Data analysis of unit 3

Table 4.16. The Results of Students' Feedback in the Aspect of Content Quality

No	Statements	Total score	Mean	Category
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.	71	3,09	Good
2	The designed materials have been suitable with the background of the SMP students.	73	3,17	Good
3	The designed materials are suitable with the English level of students of SMP.	71	3,09	Good
4	The designed materials are challenging/not too easy.	68	2,96	Good
5	The designed materials are suitable with the students' interest.	68	2,96	Good
6	The designed materials motivate the students to learn.	73	3,17	Good
7	The designed materials can improve students' speaking ability.	68	2.95	Good
8	The designed materials improve students' English vocabulary.	69	3,00	Good

The Table shows that the data have the mean scores range from 3.00 to 3.17. Item number 4 to 7 has the highest mean value of 3.17, while the lowest mean value is item number 3 with 3.00. According to the quantitative conversion proposed by Suharto (2006: 52-53), the highest mean value belongs to “very good” category since the range of the mean value is more than 3.28. Add to this, the lowest mean value is categorized as “good” since the range of the mean value is more than 2.52 but less than and be equivalent with 3.27 ($2.52 < X \leq 3.27$). It means that most of the

students agree that the content in the learning materials is suitable for them. The data supported by the following interview and the field note.

R: Gimana menurutmu materi yang di try-out kan? (What do you think about the tried-out materials?)

S: Saya kira udah cukup bagus. (I think it's very good enough.)

R: Materinya udah memotivasi kamu untuk berbicara gk? (Did the material motivate you to speak-up?)

S: Ya dong (Yes I do).

R: Menurut mu materinya apa sudah pas dengan kebutuhan dan level kamu? Terlalu mudah atau terlalu gampang? (Do you think the materials suits your need and appropriate with your level? Is it too easy?)

S: Kalo gampang sih gak, tapi sulit banget juga nggak (It's not easy but, it's also not too difficult. It's challenging.)

R: Menurut mu apakah materi ini meningkatkan kosakata mu terkait dengan aneka hobi? (Do you think this material can improve your vocabulary mastery related to the hobbies are around of you?)

S: Ya. (Yes).

(Interview.un3.August/3rd /2012)

The researcher asked the students to move onto Task 6. The teacher asked to read the dialogue. Then the teacher asked them to answer the comprehension questions. The students had discussion with their own partners in completing this Task. It took about 5 minutes. The students did the Task seriously. The researcher moved around the class to check whether the students could do Task 6. He asked "Finished?" When he knew every students had finished doing Task 6. The researcher asked two students to practice the dialogue. After assured those two students and the others could answer all the questions, the researcher gave compliment to them. After that, the researcher and the students had a discussion related to the answer of Task 5. Task 9 was about "Guess Who?" game in which the students were asked to address questions related to descriptive text. Firstly, the teacher gave an example of doing this and prompted the students to do it. Then, the researcher divided them into 6 groups, so that each groups consisted of 4-5 students. While the students had discussion with their own groups, the teacher observed what the students did and sometimes answered questions from the students. After all groups were ready to perform, the teacher asked group by group to perform in front of class. In short, all groups performed the game. The activity took about 25 minutes. The students looked very enthusiastic doing "Guess who?" game. The teacher gave compliment to the every group. The class become quiet noisy, but the researcher was sure

that every student was learning this unit in a relaxed way. At the end of this Task, the researcher gave feedback to what the students had done.

(Fieldnotes.un3.August/3rd/2012)

From the interview transcript and the field note, it can be inferred that the students consider that the content of developed materials have achieved the intended purpose. They also agree that the content of materials suit their needs and proficiency level. It is shown by the mean values and the detailed interview transcript in Appendix.

Table 4.17. The Results of Students' Feedback in the Aspect of Language and Lay-out.

No	Statements	Total score	Mean	Category
9	The designed materials were completed by clear instruction.	69	3	Good
10	The activities in this unit were completed by clear instruction.	72	3,13	Good
11	The use of font, colour, and font size	72	3,13	Good
12	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	66	2,86	Good
13	The lay-out of this unit was interesting.	69	3,00	Good
14	The vocabularies in the designed materials were familiar.	75	3,26	Good

Referring to the results on this table, the mean scores range from 2.95 to 3.19. Item number 11 and 13 possesses the highest mean value of 3.19 whereas the lowest mean value is item 11 with 2.95. According to the quantitative conversion proposed

by Suharto (2006: 52-53), the highest mean value is categorized as “very good” because X (mean value) > 3.28 , while the lowest mean value is categorized as “good” with $2.52 < X \leq 3.27$. It means item number nine should be revised.

R: Pada materi ini apakah instruksinya jelas? (What do you think about the instruction in this unit? Is it clear?).

S: Ya, saya pikir instruksi dalam unit ini sudah cukup jelas dan mudah dipahami. (Yes, I think the instructions in this unit are clear enough and it's easy for me to comprehend the instructions).

R: Kalo instruksi untuk mengerjakan aktifitasnya apakah sudah jelas? (The instruction to do the activity is it clear enough?).

S: Jelas ko mas. (Yes its clear sir).

R: penggunaan huruf, warna, dan ukuran huruf pada unit ini apakah sudah sesuai? (Does the use of font, colour, and font size in this unit is appropriate?).

S: Kalo hurufnya sudah cukup bagus tapi mas harus bikin lebih berwarna kurang . (The use of the font in this unit is ok, but you have to make it more colorful).

R: Lay-out dan background dalam unit ini gak mengganggu kalian untuk menyelesaikan unit ini kan?

(Interview.un3.August/3rd /2012)

Appendix

The researcher asked the students to match each description in the box with the right picture. While the students were doing task 2, the teacher moved around the class to check whether they could complete it. The students were very serious completing Task 1 and there was no complaint about the pictures and fonts in Task 2. After 5 minutes, the teacher asked them to assure they had finished Task 1, “Have you finished?” “yes” said the students. Individually, the students could complete Task 1 successfully. The researcher gave compliment to the students, “Good.” Then, both the teacher and the students discussed Task 2 together. The teacher also taught the students pronouncing the vocabulary used in Task 2. The students were very enthusiastic repeating their teacher. Then, the researcher asked the students to move onto Task 3. It was a listening Task. Before the researcher played the recording, he invited the students to discuss about this task, and pronounced some words in this Task. After that the researcher asked the students to listen to the recording, “Please listen to the recording and put a tick in the correct box. The researcher gave some examples about how to do this Task. And then the teacher asked the students, “Have you got all the answers?” Some of the students said “Yes” and the others said “Not yet”. Therefore, the researcher played it once again. In short, they listen to the recording carefully and did the task individually. The researcher checked whether the students had finished. The students could answer all. The researcher asked the students to listen more but they said “No.” Next, the teacher and the

students discussed the recording. Then, the researcher asked the students to move onto next Task.

(Fieldnotes.un3.August/3rd/2012)

From the interview transcript, and field note it can be inferred that the students consider the language and the layout of developed materials have achieved the intended purpose. They also agree that the activities in this unit were completed by clear instructions.

Table 4.18. The Results of Students' Feedback in the Aspect of Methodology.

No	Statements	Total score	Mean	Category
15	The designed materials contain of varied activities.	73	3,17	Good
16	The activities in the materials give students opportunity to practice.	68	2.95	Good
17	The materials sequenced from the easiest one to the difficult one.	69	3,00	Good
18	The students could finish Unit 2 by receiving prompt from the teacher.	64	3.04	Good
19	The teacher's role as a prompter and organizer were sufficient in completing this unit.	64	3.04	Good
20	This unit helped the students to reach the goal (Using asking for and giving something).	62	2.95	Good
21	This unit helped students to improve their listening ability, especially about asking for and giving things.	69	3,00	Good
22	This unit helped the students to improve their vocabulary about the objects in the classroom	75	3,26	Good

Referring to the findings in this table, the mean scores range from 2.95 to 3.17. Item 17 and 21 have the highest mean value of 3.35 whereas the lowest mean

value is item 22 with 2.95. According to the quantitative conversion proposed by Suharto (2006: 52-53), the mean values on Table is categorized into a “good” category.

R: Sekarang kita fokus pada aktifitasnya. Pada materi ini apakah aktifitasnya sudah bervariasi? (Now, let's focus on the activities). (What do you think about the activities in this unit? Is it varied or not?).

S: Ya, saya pikir aktifitasnya sudah cukup bervariasi. (Yes, I think the activities in this unit are varied enough).

R: Dalam menyelesaikan unit ini apakah kamu berperan aktif sebagai active participant and performer? (In completing Task 1, did you act as active participant and performer?).

S: Aktif ko mas. (Yes I did).

R: Kalo urutan aktifitasnya sudah bagus belum maksudnya sudah diurutkan dari yang gampang ke yang susah? (What about the sequenced of the materials, did the materials sequence from the easiest to the difficult one?)

S: Udah ko mas tadi yang awal lumayan lebih gampang dari pada aktifitas selanjutnya (Yes, the activities in this unit began from the easiest one).

R: Kalo gitu unit ini sudah bantu kalian untuk mencapai tujuan dong untuk menggunakan ekspresi asking for and giving something? (Did this unit help you to reach the goal? (Using asking for and giving something expressions)

S: Ya, kita jadi ngerti ngegunainnya (Yes, We understand how to use it)

(Interview.un1.August/3rd /2012)

Then, the researcher asked the students to move onto Task 3. It was a listening Task. Before the researcher played the recording, he invited the students to discuss about this task, and pronounced some words in this Task. After that the researcher asked the students to listen to the recording, “Please listen to the recording and put a tick in the correct box. The researcher gave some examples about how to do this Task. And then the teacher asked the students, “Have you got all the answers?” Some of the students said “Yes” and the others said “Not yet”. Therefore, the researcher played it once again. In short, they listen to the recording carefully and did the task individually. The researcher checked whether the students had finished. The students could answer all. The researcher asked the students to listen more but they said “No.” Next, the teacher and the students discussed the recording. Then, the researcher asked the students to move onto next Task.

(Fieldnotes.un3.August/3rd /2012)

Task 4 is about reading comprehension Task. Firstly, the researcher invited two students to read aloud about someone's description. Then the teacher corrected some mispronounced words pronounced by those two students. To give other students opportunities to participate,

the researcher invited one more pair, to read the dialogue. There was no complaint about the text. Again, the teacher corrected some mispronouncing words. Next, the researcher asked the students to match the description with the right picture. The students were very active and enthusiastic participating in this activity. The teacher gave compliment to the students "Great." Finally, Task 3 had been done in 5 minutes. Then the teacher asked them to do the next Task. The students were asked to decide whether it is true or false by putting a tick in the table based on the statement given.

The researcher asked the students to move onto Task 6. The teacher asked to read the dialogue. Then the teacher asked them to answer the comprehension questions. The students had discussion with their own partners in completing this Task. It took about 5 minutes. The students did the Task seriously. The researcher moved around the class to check whether the students could do Task 6. He asked "Finished?" When he knew every students had finished doing Task 6. The researcher asked two students to practice the dialogue. After assured those two students and the others could answer all the questions, the researcher gave compliment to them. After that, the researcher and the students had a discussion related to the answer of Task 5. Finally, the teacher and the students had done discussing Unit 3. Before the teacher ended the class, he gave summary of Unit 3 and let the students to ask, if any difficulties. Generally the try-out of Unit 3 was successfully since the students had opportunities to practice English so their skill, especially speaking, improved.

(Fieldnotes.un3.August/3rd /2012)

From the interview transcript and the field note, it can be concluded that the methodology of the developed materials have achieved the intended purpose. They also agree that this unit can reach the goal in this case the students can use the expressions of asking for and giving something appropriately. It is shown by the mean values and the detailed interview transcript in Appendix.

i) Conclusion

Based on the result of the analysis this unit was effective as stated by the whole students. This could be represented in the following table.

Table 4.19. The Conclusion of Unit 3.

No	Components	Analysis	Revisions
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.	Effective	
2	The designed materials have been suitable with the background of the SMP students.	Effective	
3	The designed materials are suitable with the English level of students of SMP.	Effective	
4	The designed materials are challenging/not too easy.	Effective	
5	The designed materials are suitable with the students' interest.	Effective	
6	The designed materials motivate the students to learn.	Effective	
7	The designed materials can improve students' speaking ability.	Effective	
8	The designed materials improve students' English vocabulary.	Effective	
9	The designed materials were completed by clear instruction.	Effective	
10	The activities in this unit were completed by clear instruction.	Effective	
11	The use of font, color, and font size	Effective	
12	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	Effective	
13	The lay-out of this unit was interesting.	Effective	
14	The vocabularies in the designed materials were familiar.	Effective	
15	The designed materials contain of varied activities.	Effective	
16	The activities in the materials give students opportunity to practice.	Effective	
17	The materials sequenced from the easiest one to the difficult one.	Effective	
18	The students could finish Unit 2 by receiving prompt from the teacher.	Effective	

19	The teacher's role as a prompter and organizer were sufficient in completing this unit.	Effective	
20	This unit helped the students to reach the goal (Using asking for and giving something).	Effective	
21	This unit helped students to improve their listening ability, especially about asking for and giving things.	Effective	
22	This unit helped the students to improve their vocabulary about the objects in the classroom	Effective	

6. Discussions

The analysis on the standard of competence and basic competences were done in the early stage of needs analysis. The competences were designed in to three units of learning materials. Each unit consists of 8-10 tasks which organized in spoken cycle-listening and speaking, because the main goal of English Club is to develop students speaking ability.

EC (English Club) is an extracurricular program which uses materials that mainly refer to the standard of competences and the basic competences stated in the curriculum. The basic competences chosen to develop EC learning tasks were the basic competences number 7.1.and number 7.2 corresponding to Richard (2001:167) who says that teacher has a responsibility for determining and responding to learner language needs.

Learners' needs were collected through the needs analysis questionnaire. The results of the needs analysis were used to design the enrichment materials. The

materials provide varied activities that can improve students' abilities especially the speaking ability. This materials give student wide range of spoken exposure.

As mentioned earlier, each unit consist of 8-10 tasks. Those tasks were sequenced and organized according to Nunan's theory of grading, sequencing, and integrating tasks. The tasks were graded and sequenced by considering the input complexity, which ranges from the less difficult to the difficult one. The students' linguistic and background knowledge, and the procedure that learners are required to perform on input data. This is in line with Nunan's opinion on sequencing tasks, that task were sequenced according to the complexity as determined by input, learner, and procedural factors.

The six task components of an effective task proposed by Nunan (2004) namely, goal, input, procedure, setting, learner role, which are used to obtain the data in the material evaluation. Each component for each task is used to evaluate whether it is effective or not. The results of materials evaluation is presented as follows.

In term the goal of the task, there are three effective task goals. They are describing people's physical appearance, asking for and giving things and asking for and giving clarification. These three goals are considered as communicative goals since the students were directed to perform language use in their life. Concisely, these goals relate to what Richards (2005: 1-2) says about the central theoretical concept in CLT that is communicative competence-being able to use language for meaningful communication.

In relation to task inputs, effective inputs of EC learning tasks are ones which are comprehensible for the students. They are key vocabulary items, pictures, recordings, dialogues, grammar explanation and phonetic transcriptions. Those inputs facilitated students to learn the language and to develop their knowledge on the language and its use in the daily life. The vocabulary that might be used introduced before reading or listening tasks. It helped the students to construct fluency activities and to minimize anxiety. The phonetics transcription and grammar explanation in the learning materials helped the students to develop accuracy.

As the researcher mentioned before, the learning materials were sequenced from the less difficult to the difficult ones so the students could follow the instruction at ease. The input of EC learning tasks refer to Krashen's input hypothesis (1982 in Basturkmen, 2006:90) as well. It states that "learners acquire language by understanding messages intelligible to them.

Regarding tasks procedures, task sequence presented in the early discussion were applied. Since the procedures "specify what learners will do with the input that forms the point of departure for the learning task" (Nunan, 2004:52), EC learning tasks provided effective activity which were sequenced into four stages as stated above. The following are the effective EC learning tasks.

The first stage consisted of matching and listening activities followed by listen and repeat activity. The second stage involved reading comprehension activity which functioned as a model of the text in the form of written dialogue. Then, questions and answers activity which the students understanding and knowledge from

what they listened and or read. The next stage contained explanation which provided a brief description of the language items, grammar exercise and completing dialogues activities which functioned as spoken grammar activities. The last activity is the freer activity. It is functioned as a space provided for the students to express their understanding about what had been told in the class. The free speaking activity was information gap activity which resembled to real communication. In addition to that, Richards (2005:19) who says that “an important aspect of communication in CLT is the notion of information gap”.

In term of task setting, the learning mode taken by the students was various. In the first stage the tasks given are completed individually, the activities in the second and the third stages were successfully accomplished in pairs. In addition to that, the freer activities were done in the small groups, but the information gap activities were effectively achieved in pairs. In line to that Richards (2005: 21) in pairs or small groups learning mode will benefit the students in developing their fluency without having language anxiety. They can also learn vocabulary by hearing the language use of other members and produce a greater amount of language than they would use.

Relating to the teacher and learner roles, both of that have different role but it complements each other. Based on the findings, the effective roles of the students mainly being active participants and performers, the teacher’s roles are organizing the activities for the students, monitoring and observing their performance and finally giving feedback. In brief, when the students are being active at the class the teacher

facilitates the students to support their performance. In addition to that Nunan (2004: 67) stated that “teacher’s roles and learner roles are two side of a coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role”.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This study has two main goals. The first goal of this study is to identify the needs of English Club (EC) students of SMP Muhammadiyah 10 Yogyakarta and to develop effective EC learning materials for grade VII students of SMP Muhammadiyah 10 Yogyakarta. In this chapter, the summary of research findings are represented, conclusions are drawn, and suggestions are proposed.

A. Conclusions

Based on the findings, conclusions can be drawn as follows.

1. The needs of EC students of SMP Muhammadiyah 10 Yogyakarta
 - a. In terms of the listening input EC students wanted to have dialogues and monologues. The length of the text is about 150 up to 200 words. They preferred the text to be easily found in the daily life and they also wanted an explanation about the monologue or dialogue which is going to be presented should be given.
 - b. In terms of type of speaking materials, the students wanted dialogue in speaking practice and monologue as another activity. Then, they preferred to be given example by the teacher in speaking practice.
 - c. In terms of type of input for reading, the students wanted to have a short input text (about 200-250 completed with pictures or diagrams) as an effective material for reading. Then, they also wanted to use a text that has been

adapted with the learning context in SMP. They expected to be given explanations on the difficult words which will be found in the text. They also wanted to be given the vocabulary which can be used in the text.

- d. In terms of writing materials the students preferred to be given an explanation about the words that might be used in the text. They also preferred the topic which is related to the daily life.
- e. In terms of the listening activities the students preferred to listen to monologue or dialogue and retell it with their own words and completing the missing parts of the text.

In the terms of speaking activities the students also preferred to practice their own dialog in front of the class. Some of them also preferred to do role play for speaking activities.

In terms of reading activities the students preferred to find the word meaning by guessing from the context based on the discussion with their partner (pair works). In the writing activities the students preferred to arrange the paragraph into a good paragraph and the students like most in the class is authentic activities that could be found in the daily life.

- f. In terms of the setting for English Club the students preferred to do the learning process in the classroom, and making a discussion with their partner, but in doing the task they preferred to do it as a group project.

2. The effective unit design has the following components

- Title

Title of the unit specifies the unit number of the subject matter and states the learning goals.

- Lead-in

It provides picture which figures out the learning goals and some questions which aim at recalling the learner's background knowledge and introducing the subject matter.

- Main activities

1. Listening and Speaking Activities

Listen to simple dialogues or monologues to get the message from the recording.

Listen and repeat after the teacher.

2. Reading and Speaking activities

Read aloud the dialogue (controlled speaking activity) to develop accuracy in pronunciation, stress, and intonation.

Answer comprehension questions from the text.

Study the explanation about the language forms.

3. Writing and Speaking Activities

Complete grammar exercises.

Complete dialogue activities and practice them orally (Spoken grammar activities) to develop accuracy.

4. Freer Speaking Activities

Do puzzle activities, information gathering activities or role-plays.

Do information gap activity.

- Summary

It supplies the students with the language core in every unit.

- Reflection

It gives the student space to check what they have learned in every unit.

- List of vocabulary

It provides some words of the unit. It also completed by their phonetic transcription, part of speech and meaning.

B. Suggestions

This research is important effort to develop effective English learning materials for grade VII students of English Club (EC) at SMP Muhammadiyah 10 Yogyakarta. It investigated the needs of the students toward the EC teaching and learning process and then suggests the effective learning materials for EC which are based on the needs of the students. Considering the researcher's limitation, further studies are necessary to be conducted for several reasons.

Firstly, this study focused on developing EC learning tasks for grade VII students of SMP Muhammadiyah 10 Yogyakarta. The learning tasks for EC do not cover the whole objectives stated in the curriculum. This is only an effort on providing the effective EC learning tasks. Secondly, the effectiveness of each component of all the tasks in every unit in this study has not been analyzed in detail. There was only mean values and range which were used in determining the category of the values. Therefore, the components of the speaking tasks need to be investigated thoroughly.

1. To material developers, they have to pay attention to the specific details and information of the needs of the students and characteristics as well as English teaching and learning process in junior high school before conducting a research in materials development. In addition to that, they should make every endeavor to minimize the bias of the validity and reliability of instruments (questionnaire, observation, and interviews) used in the research. Materials developers and researchers should also make the respondents feel comfortable when they are involved in the research.
2. To the EC teachers and English teachers who teach speaking club, based on the findings in this study teachers' role is very important. The data proves that teachers' role as a prompter, facilitator and organizer are appropriate to teach in a speaking club. Then, in terms of providing specific learning material based on the students' needs the teacher

should be cooperative with other teacher in creating a better syllabus for the students. Finally, the English teacher should create a good classroom atmosphere although the class is usually held in the afternoon.

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Angket Analisa Kebutuhan Belajar Bahasa Inggris English Club Siswa Kelas VII SMP Muhammadiyah 10 Yogyakarta

Angket ini bertujuan untuk mengetahui kebutuhan belajar siswa kelas VII SMP Muhammadiyah 10 Yogyakarta sebagai pertimbangan dalam mengembangkan materi English Club (EC). Materi yang akan dikembangkan tersebut dimaksudkan untuk menguatkan (reinforce) kemampuan bahasa Inggris siswa khususnya ketrampilan berbicara dalam Bahasa Inggris.

Isilah data pribadi Adik sebagai berikut. Pilihan a, b, dan c bersifat optional, oleh karena itu adik tidak harus mengisinya.

- a. Nama Lengkap :
- b. No. Induk Siswa :
- c. Jenis Kelamin : L / P
- d. Umur :

PETUNJUK PENGISIAN KUESIONER

Berilah tanda silang (X) pada huruf a, b, c, d, dan seterusnya sesuai dengan keadaan yang paling menggambarkan diri Adik saat ini. Semua jawaban yang diisikan dalam lembar kuesioner ini tidak mempengaruhi nilai rapor Adik. Jadi hendaknya diisi dengan jawaban yang sebenarnya. Jika Adik memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

Angket Analisis Kebutuhan Siswa Kelas VII Dalam Pembelajaran Bahasa Inggris pada program
English Club di SMP Muhammadiyah 10 Yogyakarta

I) Data Pribadi Responden

Nama :

Jenis Kelamin :

Kelas :

II) Analisis Kebutuhan Responden Dalam Pembelajaran Bahasa Inggris

A. Input Pembelajaran

1. Dari bentuk materi di bawah ini, materi listening yang lebih saya sukai adalah....
 - a) Materi listening berupa monolog
 - b) Materi listening berupa dialog
 - c) Lain-lain.....
2. Menurut saya panjang teks yang ideal untuk materi listening adalah....
 - a) ≥ 250 kata (panjang)
 - b) ≥ 200 kata
 - c) ≥ 150 kata (pendek)
 - d) Lain-lain.....
3. Input (bahan) pembelajaran yang saya inginkan untuk materi listening (boleh memilih lebih dari satu)
 - a) Diberikan materi yang mudah ditemukan dalam kehidupan sehari-hari (otentik); misal siaran radio, siaran berita di TV, lagu dll.
 - b) Diberikan monolog atau dialog dengan native speaker sebagai modelnya
 - c) Diberikan penjelasan mengenai materi monolog atau dialog yang akan diperdengarkan
 - d) Lain-lain.....
4. Dari bentuk materi dibawah ini, materi speaking yang saya sukai berupa...
 - a) Materi berupa monolog (presentasi individu)
 - b) Materi speaking berupa dialog
 - c) Lain-lain.....
5. Input Pembelajaran yang saya inginkan untuk materi speaking adalah... (boleh memilih lebih dari satu)
 - a) Diberikan contoh oleh guru dalam praktek bicara
 - b) Diberikan pengantar dalam bentuk monolog/dialog melalui audio/video dengan native speaker sebagai model
 - c) Dipraktikkan bersama dengan partner (pairwork)
 - d) Lain-lain.....
6. Menurut saya, input teks reading yang sesuai untuk pembelajaran Bahasa Inggris di tingkat SMP adalah...
 - a) Input teks yang panjang (>300 kata)
 - b) Input teks yang panjang (>300 kata) dengan disertai gambar/diagram

- c) Input teks yang berkisar antara 200-250 kata
 - d) Input teks yang berkisar antara 200-250 kata dengan disertai gambar/diagram
 - e) Input teks yang pendek (150-200 kata)
 - f) Input teks yang pendek (150-200 kata) dengan disertai gambar/diagram
 - g) Lain-lain.....
7. Input (bahan) pembelajaran yang saya inginkan untuk materi reading (boleh memilih lebih dari satu)
- a) Diperkenalkan pada kosakata dan struktur kalimat yang baru yang akan ditemukan didalam teks
 - b) Diberikan model teks yang otentik (asli)
 - c) Kosakatanya disesuaikan dengan konteks pembelajaran di SMP
 - d) Input teks disertai gambar
 - e) Diberikan penjelasan mengenai kata-kata sulit yang akan ditemui di dalam teks
 - f) Lain-lain.....
8. Input yang saya inginkan untuk materi writing adalah....
- a) Diberikan model penulisan di awal pembelajaran
 - b) Diberikan penjelasan mengenai kosakata yang mungkin bisa dipakai dalam teks
 - c) Lain-lain.....
9. Apakah topik yang dipakai dalam materi Bahasa Inggris selama ini sudah sesuai dengan kemampuan anda?
- a) Ya
 - b) Tidak
 - c) Lain-lain
10. Topik/tema bahan yang saya inginkan untuk pembelajaran Bahasa Inggris.....
- a) Berhubungan dengan dunia kerja
 - b) Hal-hal yang dapat ditemukan dalam kehidupan sehari-hari
 - c) Berdasarkan fungsi kebahasaan (sapaan, salam perpisahan dl)
 - d) Lain-lain.....
- B. Prosedur pembelajaran di kelas
11. Menurut saya, di dalam proses pembelajaran Bahasa Inggris di kelas, aktivitas seperti apa yang sebaiknya dilakukan.....
- a) Aktivitas otentik (asli) yang bisa dijumpai dalam kehidupan sehari-hari
 - b) Aktivitas otentik (asli) yang telah diadaptasi sesuai dengan karakteristik dan budaya nasional
 - c) Lain-lain.....
12. Dalam aktivitas listening, saya lebih menyukai kegiatan seperti
- a) Menyimak monolog/dialog lalu menceritakan kembali dengan bahasa sendiri
 - b) Menyimak monolog/dialog lalu melengkapi bagian yang rumpang dalam teks
 - c) Mengidentifikasi ungkapan-ungkapan yang terdapat didalam teks yang diperdengarkan

- d) Lain-lain.....
- 13. Dalam aktivitas speaking, saya lebih menyukai kegiatan seperti
 - a) Mempraktekan dialog yang dibuat bersama di depan kelas
 - b) Mempraktekan dialog yang terdapat di dalam buku teks
 - c) Bermain peran (role playing)
 - d) Berdiskusi mengenai kehidupan tertentu yang terjadi dalam kehidupan sehari-hari
 - e) Mempresentasikan tokoh atau produk tertentu di depan kelas
 - f) Lain-lain.....
- 14. Dalam aktivitas reading saya lebih menyukai kegiatan seperti
 - a) Menganalisis struktur umum (generic structure) sebuah teks
 - b) Menjawab pertanyaan pemahaman atau (comprehension questions)
 - c) Mencari makna kosakata sulit dengan menebak dari konteks dengan teman sebangku
 - d) Lain-lain.....
- 15. Dalam aktivitas writing saya lebih menyukai kegiatan seperti
 - a) Menganalisis struktur kalimat yang terdapat dalam teks dan menuliskannya kembali dengan menggunakan kosakata sendiri
 - b) Melengkapi bagian rumpang di dalam sebuah kalimat
 - c) Menyusun paragraph yang diacak menjadi bentuk paragraph yang baik dan runtut
 - d) Diberikan contoh yang otentik (asli) menuliskannya kembali dengan menggunakan kosakata sendiri
 - e) Lain-lain.....
- C. Setting Pembelajaran
- 16. Saya lebih senang melakukan pembelajaran di
 - a) Ruang kelas
 - b) Perpustakaan
 - c) Luar kelas
 - d) Ruang praktek
 - e) Lain-lain
- 17. Saya lebih senang melakukan kegiatan pembelajaran dengan
 - a) Duduk tenang di bangku dan berdiskusi bersama teman sebangku
 - b) Duduk lesehan di dalam atau di luar kelas seraya mendengarkan penjelasan guru
 - c) Duduk di bangku dalam kelas dengan formasi huruf U/V dan memperhatikan penjelasan guru
 - d) Lain-lain.....
- 18. Saya lebih senang bila tugas-tugas
 - a) Sepenuhnya dikerjakan dalam kelas
 - b) Dibuat menjadi proyek bersama dalam satu kelompok
 - c) Separuh dikerjakan di kelas separuh di rumah
 - d) Lain-lain.....

D. Peran Siswa

19. Saya lebih senang mengerjakan tugas secara

- a) Individu
- b) Berkelompok (3-4 orang)
- c) Berpasangan dengan teman sebangku
- d) Lain-lain

E. Peran Guru

20. Dalam mengerjakan tugas, saya lebih suka jika guru

- a) Memperhatikan siswa dari meja guru
- b) Berkeliling dan mengecek pekerjaan siswanya
- c) Berkeliling untuk mencari kesalahan siswa dan membantu mencari solusinya
- d) Member penjelasan tentang materi lalu menyuruh siswa mengerjakan tugas tersebut
- e) Lain-lain.....

Appendix 2

Needs Analysis Results

No	Questions	0%
1	The listening materials that students like most are	
	a. Monolog	25%
	b. Dialog	60%
	c. Other kinds of materials	15%
2	The length of the effective text for listening materials	
	a. ≥ 250 words	0%
	b. ≥ 200 words	35%
	c. ≥ 150 words	65%
3	The listening input that students like most are	
	a. Given materials that could be found in daily life such as: radio broadcast, news reading, songs etc	65%
	b. Given monolog or dialog with the native speaker as its model	20%
	c. Given explanation about monolog or dialog that will be listened.	15%
4	The speaking materials that students like most are	
	a. Monolog (individual presentation)	20%
	b. Dialog	70%
	c. Other kinds of material	10%
5	The speaking input that students like most are	
	a. Given example by the teacher in the speaking practice	55%
	b. Given introduction in the form of monolog or dialog through audio/video with the native speaker as its model	25%
	c. Practiced with the partner (pair work)	20%
6	The effective text for reading materials that students like most are	
	a. > 300 words (long text)	5%
	b. > 300 words with pictures or diagram	5%
	c. 200-250 words	5%
	d. 200-250 words with pictures or diagram	35%
	e. 150-200 words (short text)	5%
	f. 150-200 words with pictures or diagram	45%
7	The reading input that students like most are	
	a. Introduced to new vocabularies and structure of the sentence that will be found in the text	10%
	b. Given the authentic text	10%
	c. Vocabularies should be adapted with the learning context in SMP	55%
	d. The input texts are completed with pictures	25%
8	The writing input that students like most are	
	a. Given a writing model in the beginning of the learning process	15%
	b. Given explanation about the vocabularies that might be used in the text	65%
	c. Other kinds of writing input	20%
9	The topic/theme that students like most are	
	a. Related to the work	20%
	b. Related to the daily life	45%
	c. Based on the language functions	35%
10	The students' view toward the appropriateness of the topic which is used in the learning process	
	a. Yes	35%
	b. No	45%
	c. Did not know	20%
11	The listening activities that students like most are	

	a. Listen to monolog or dialog and retell it with their own words	40%
	b. Listen to monolog or dialog and completing the missing parts	40%
	c. Identifying the expressions which is found in the texts	20%
12	The speaking activities that students like most are	
	a. Practicing their own dialog in front of the class	40%
	b. Practicing the dialog in the book	10%
	c. Role playing	30%
	d. Discussing certain events which is happened in the daily life	20%
	e. Presenting a figure or product in front of the class	
13	The reading activities that students like most are	
	a. Analysing the generic structure of the text	25%
	b. Answering comprehension question	35%
	c. Finding the word meaning by guessing from the context (pair work)	45%
14	The writing activities that students like most are	
	a. Analysing the structure of the sentence which is found in the text and rewrite it with own words	20%
	b. Completing the missing parts of the sentence	5%
	c. Arranging paragraph	45%
	d. Given authentic text and then rewrite it with own words	30%
15	The activities that students like most in the class are	
	a. Authentic activities that could be found in the real life	45%
	b. Authentic activities that has been adapted with the national culture and characteristic	30%
	c. Other kinds of activities	25%
16	The setting that students like most in the learning process are	
	a. Classroom	40%
	b. Library	20%
	c. Outdoor	20%
	d. Practice room	20%
17	The learning activities that students like most are	
	a. Discussing with friends (pair work)	50%
	b. Listening the teacher explanation in the classroom or outside of the class	30%
	c. Making U/V formation and listen to the teacher's explanation	20%
18	The setting that students like most in doing task are	
	a. All the task should be done in the class	30%
	b. Group project	50%
	c. Half of the task should be done in the classroom and the rest as homework	20%
19	The setting that students like most in doing task are	
	a. Individually	25%
	b. Group (3-4)	60%
	c. In pairs	15%
20	The student's view toward the teacher's role are	
	a. Checking the students from the front of the class	25%
	b. Checking one by one the student's work	25%
	c. Finding the mistakes of the student's work, and help them to find the solution.	35%
	d. Giving explanation about the materials and ask them to do the task.	15%

APPENDIX 3
FIRST DRAFT

UNIT I

Could You Help Me Please?

In this unit, you will learn how to:

Respond to transactional and interpersonal dialogues about asking for and giving services, things, clarification, asking and expressing opinion, and giving personal responses.



Warming-up

Task I

Look at the following pictures and answer the questions orally.

Can I use the
computer, please?

Sure.

Lita may I
borrow your
pencil?



Picture 1.1



Picture 1.2

1. What is happening in picture 1?
2. What is happening in picture 2?
3. What expressions do they use to ask for things to other people?
4. Have you ever asked for things to other people?

Task 2

In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher.

pencil ['pensl]

dictionary ['dɪkʃənə rɪ]

pen [pen]

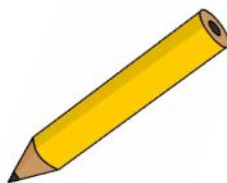
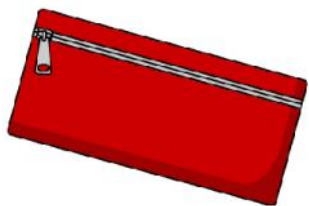
ruler ['ru:lər]

eraser [ɪ'reɪ.zər]

chair [tʃeər]

book [bʊk]

blackboard ['blæk.bɔ:d]



Task 3

Now, observe the objects in your classroom. Write them down in the table below. Then tell the class the result of your observation

No	Item	Number
1	table	seventeen



Let's Listen and Speak

Task 4

Listen to the conversation below and answer the questions.

Andy : Hey, Reni, may I borrow your pen? I lost my pen.

Reni : Okay. I have two pens. Here you are.

Andy : Wow, this is a nice pen. I like it.

Reni : Really? This is a new pen. I got it from my brother as a birthday present.

Andy : It has got nice pictures on it. I like pen with a picture of movie character on it.

Reni : Yah, it's awesome.

Andy : Well, thanks for lending me the pen.

Reni : No problem

1. Who borrows a pen? What does he say?
2. Does Reni lend Andy a pen? What does she say?
3. Does Andy like the pen? What does he say?
4. Why Andy borrows Reni's pen?

Task 5

In pairs, study the explanation below.

No	Singular	Plural	Rule
1	chair, pencil	chairs, Pencils	+ -s
2	box	boxes	+ -es
3	dictionary	dictionaries	y changes into -ies

Study the expressions below carefully with your friend.

Asking for things	Giving things	Refusing to give things
Can I..., please?	Here you are.	I'm sorry. I'm using it.
May I..., please?	Sure. Of course.	Not now. I'm using it/them myself. Sorry.
Can you..., please?		Sorry, I'm using it/them right now.
Could you lend me..., please?		

Task 6

Listen and repeat after your teacher.

- A: Can I borrow your pencil, please?
 B: Sure, here you are.
 A: Thanks
- A: May I borrow your pen, please?
 B: Here you are.
 A: Many thanks
- A: Can you lend me a bag, please?
 B: I'm sorry. I'm using it.
 A: Thanks anyway.
- A: Can I borrow your dictionary?
 B: Sorry, I'm using it right now.
 A: It's OK. Thanks anyway.

Task 7

Complete the following dialogues with suitable expressions and then act them out in pairs.

1. Ana : I don't bring my pencil. Can I _____?
Rudi : Of course, here you are.
Ana : Thank you
Rudi : You're welcome.
2. Tatang : I lost my pencil. Could you _____?
Amar : Yes, of course.
Tatang : Thanks a lot.
Amar : _____
3. Rido : I don't bring my ruler. May I _____?
Nisa : Sorry, _____.
Rido : Ok. Thanks anyway.

Task 8

Take turns asking for and giving something with your partner.

1. a colouring pencil
2. a pen
3. an atlas book
4. an eraser
5. catalog

Use the following model:

Andy: Can I borrow your _____?

Budi: Yes, sure.

Take turns asking for and refusing to give something with your partner.

1. a crayon
2. a telephone
3. an eraser
4. a bicycle

Use the following model:

Andi: Can I _____?

Budi: Sorry, I'm using it myself.

Andi: It's OK

Task 9

Practise a dialogue based on the situation given. Then act it out with your partner.

- a. You are in the stationery shop and you need a help to find the items.
- b. Sharpener
- c. Notebook
- d. Eraser
- e. Board marker



Summary

1. In this unit you learn how to ask for things, for example:

1. Can I..., please?
2. May I..., please?
3. Can you..., please?

2. How to give things, for example:

Here you are.
Sure. Of course.



How much have you learnt from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Asking for and giving thing	☐	☐	☐
Asking for and giving services	☐	☐	☐
Offering services	☐	☐	☐
Refusing responses	☐	☐	☐

Vocabulary List

appropriate [ə'prəʊ.pri.ət]	: tepat/cocok	telephone ['tel.ɪ.fəʊn]	: telefon
bicycle ['baɪ.sɪ.kl]	: sepeda		
birthday ['bɜːθ.deɪ]	: hari ulang tahun		
blackboard ['blæk.bɔːd]	: papan tulis		
book [bʊk]	: buku		
catalogue ['kætə lɒg]	: catalog		
chair [tʃeər]	: kursi		
crayon ['kreɪ.ɒn]	: krayon		
dictionary ['dɪkʃənəri]	: kamus		
homework ['həʊm.wɜːk]	: pekerjaan rumah		
movie ['muː.vi]	: film		
nice [naɪs]	: bagus		
present ['prezənt]	: hadiah		
sharpener ['ʃɑːpənər]	: rautan pensil		
shop [ʃɒp]	: toko		
stationery ['steɪʃənəri]	: alat tulis		

UNIT 2

Is it true?

When you are not sure about what people say, you will ask some clarification won't you? When others are not sure about what you say they will ask clarification to you. Can you ask and give clarification very well?



Warming-up

Task 1

Study the pictures and answer the questions orally.



1. What is your hobby?
2. Do you like sport?
3. What kinds of sport do you like?
4. When do you usually do it

Task 2

In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher.

Playing chess [tʃes] : Catur
shopping ['ʃɒp.ɪŋ] : Belanja
camping ['kæm.pɪŋ] : Berkemah
surfing ['sɜːfɪŋ] : Selancar Air
hiking ['haɪ.kɪŋ] : mendaki gunung



Picture 2.4



Picture 2.2



Picture 2.3



Picture 2.5



Picture 2.6



Let's Listen and Speak

Task 3

Listen to the conversation below and answer the questions.

1. What is the good news?
2. Where does Mr. Joemadi come from?
3. Is he a volleyball coach?
4. Where does the conversation probably take place?

Task 4

Put a tick (✓) in the column if the statement is true and put a cross (X) if the statement is false.

No	Statements	True	False
1	Mr Joemadi is a new English teacher.		
2	Mr. Joemadi is a basketball coach.		
3	Arul is a basketball master in his school.		
4	Mr. Arul comes from Sleman.		

Task 5

Study the expressions below carefully with your friend.

Asking for clarification	Positive responds	Negative responds
• Is it true/right that...? • Is that right? • Is ... correct? • Really? • Are you sure? • Excuse me, Sir/Ma'am. Is that right that....	• Yes, I'm sure. • Yes, that's right. • Yes, that's correct. • Exactly.	• I didn't do it. (Mention the reason) • I don't like watching cartoons. (Mention the reason) • I'm not a basketball player. (Mention the reason)

Task 6

**Complete the dialogue with the suitable expressions in the box.
Then, act it out with your classmate.**

Are you sure? No, she didn't. I'm positive Yeah. The scenery was very amazing.

1. Marni and Mey Ling are classmates. They are talking in the library.

Marni : Did you call me last night?
Mey Ling : No. I didn't.
Marni : _____
Mey Ling : Yes, I'm sure. Maybe it was someone else. By the way, Sari borrowed my new novel.
Marni : _____
Mey Ling : *Really?*
Marni : Yes. It was me.

2. Mr. Wilman and Miss. Elma are colleagues. They are talking in the office

Mr. Wilman : Mr. Enoch, would you like to have dinner at my house this evening?
Miss. Elma : That sounds good.
Mr. Wilman : Are you sure?
Miss. Elma : _____.

3. Tina met her Australian friend, Mary, at her house. They are pen friends. Mary is in Indonesia for a holiday.

Tina : Hi, Mary. Where were you last week?
Mary : Hello, Tina. Well, I visited mount Bromo.
Tina : That sounds great! What do you think of it?
Mary : It was very beautiful, you know.
Tina : Really?
Mary : _____. Well, Tina, I must go now. Bye bye.
Tina : See you, Mary.

Task 7

Give responses to the following situations as requested. Then, act them out with your partner.

Your classmate says: "You know what? Yesterday Donny won gold medal in the skateboard school competition. He will treat us all."

1. What will you say if you are doubtful that Satriyo will treat you?
Your response:
2. What will you say if you want to ask whether your classmate is sure that next Wednesday is Satriyo's celebration party?
Your response:
3. What will you say if you are surprised of the news?
Your response:

Hi guys. I have good news. We are going to have a good basketball coach next week.

1. What will you say if you are not sure you are going to have a good basketball coach next week?
Your response:
2. What will you say if you want to check whether your friend is sure about it?
Your response:
3. What will you say if you are surprised of the good news?
Your response:
4. What will you say if you want the speaker to repeat what he has just said?
Your response:

Another classmate says to you, "Are you certain that there will be an English speech contest at our school?"

1. What will you say if you are not certain?
Your response:
2. What will you say if you are certain?
Your response:



Task 8

Tell the class about your hobbies. These questions may help you.

1. What is your hobby?
2. Whom did you do it with?
3. When do you usually do it?
4. Where do you do it?
5. What happened when you did your hobby

Examples:

My hobby is playing football. My position in the team is attacking midfielder (AMF). I usually go to play football with my friends Eko, Jony, Dido, and Rony. First of all, we make an appointment. Next, we check the equipment. Finally, we go to the yard together to play football.



Summary

In this unit you learn how to ask for clarification:

- Is it true/ right that...? • Is that right?
- Is ... correct? • Really? • Are you sure?
- Excuse me, Sir/Ma'am. Is that right that....

How to give positive response:

- Yes, I'm sure. • Yes, that's right.
- Yes, that's correct.
- Exactly.

How to give negative response:

- I didn't do it. (Mention the reason)
- I don't like watching cartoons. (Mention the reason)
- I'm not a basketball player. (Mention the reason)



How much have you learnt from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Asking for clarification	☐	☐	☐
Giving positive clarification	☐	☐	☐
Giving negative clarification	☐	☐	☐



Vocabulary List

camping ['kæm.pɪŋ]	: berkemah
celebration [selɪ 'breɪʃən]	: perayaan
chess [tʃes]	: catur
clarification [klær.ɪ.fɪ 'keɪ.ʃən]	: klarifikasi
classmate ['kla:s.meɪt]	: teman kelas
coach [kəʊtʃ]	: pelatih
doubtful ['daʊtʃəl]	: ragu
football ['fʊtbɔ:l]	: sepak bola
Friend [frend]	: kawan
gold [gəʊld]	: emas
hiking ['haɪ.kɪŋ]	: mendaki gunung
hobby ['hɒbi]	: kegemaran
join [dʒɔɪn]	: ikut serta
medal ['medəl]	: medali
shopping ['ʃɒp.ɪŋ]	: belanja
surfing ['sɜ:fɪŋ]	: selancar air
workmate ['wɜ:k.meɪt]	: rekan kerja

UNIT 3

She is tall and thin?

Who is your favourite athlete? What does she/he look like? Can you describe his/her physical characteristics appropriately?

In this unit you will learn how to describe someone's physical appearance.

Warming-up

Study the picture and answer the questions.

Task 1



1. Do you know him?
2. What does he look like?
3. Who is your favourite athlete?
4. What does she or he look like

Task 2

Match each description in the box with the right picture.

Curly ['kɜ:.li]

Straight [streɪt]

Wavy ['weɪ.vi]

white [waɪt]

mustache [mʊ'stɑ:.ʃ]

fat [fæt]

bald [bɔ:ld]

skin [skɪn]

tall [tɔ:l]



Maria has _____ hair



Nita has curly hair



Winda has _____ hair



Mr.Jono has a _____



Mr. Hasan is _____



Jean has _____ skin



Andy has light brown _____ _



Rico is very _____



Paul is _____



Let's listen and speak

Task 3

Listen to the recording and put a (✓) tick in the correct box.



Age	He is _____ ☐ old ☐ Young ☒ 27 years old
Looks	He is ☐ handsome ☐ ugly
Height	He is _____ ☐ tall ☐ short ☒ 184 cm tall
Body	He is ☐ thin ☐ slim ☐ muscular ☐ fat
Hair	He has _____ hair ☐ curly ☐ mohawk ☐ spiky
Face	He has ☐ an oval face ☐ a round face
Eyes	He has _____ eyes ☐ blue ☐ black ☐ green
Nose	He has _____ nose ☐ Pointed ☐ flat ☐ big
Lips	He has _____ lips ☐ thick ☐ fine
Skin	His skin is ☐ black ☐ white ☐ brown

Task 4

Read the description of Cecep, Dodi, and Joko. Which picture do you think matches the description?

One: Mr. Joko is handsome. His hair is curly. He wears glasses.

Two: Mr. Cecep is my father. He is not thin and tall. He wears a tie.

Three: Dodi is my neighbour. He is young. He has long hair. He wears a hat.



1.3



2.3



3.3

Task 5

Read the description once again. Write T if the following statements are true or F if they are false.

No	Descriptions	True	False
1	Mr. Cecep is young.		
2	Mr. Joko's hair is long.		
3	Dodi is old.		
4	Mr. Joko wears a hat.		
5	Mr. Cecep is thin.		

Task 6

Study the dialogue and then answer the questions.

Anton : Benny, Who is your favourite athlete?

Benny : My favorite athlete is Bambang Pamungkas.

Anton : Who is he?

Benny : He is the most famous Indonesian football player.

Anton : What does he look like?

Benny : He has short hair, muscular, and an oval face. He also has a thick mustache and white skin.

1. Who is Benny's favourite athlete?
2. Who is he?
3. What does he look like?
4. Does he have brown skin?

Task 7

In pairs, study the explanation below.

Characteristics of Descriptive Text

- A descriptive text is a text that describes the features of someone, something, or a certain place. In this case you will learn how to describe someone in the dialogue and monolog.
- Here are some expressions that can be used to describe someone's appearance.

What does she look like?

She's tall, thin and beautiful.

Can you describe her for me?

She has curly red hair and a cute smile.

What do you look like?

I am young, short and handsome.

What does your mother look like?

He has straight black hair and green eyes.

This is an example of descriptive text.

Name	Andy
age	12 years old
face	round face
eyes	blue eyes
hair	black short hair
skin	white
nose	pointed nose

His name is Andy. He is 12 years old. He is from Bandung. He has black short hair and a round face. He also has white skin and pointed nose. He is very handsome.

Grammar corner

is	He is 12 years old.
am	I am young.
are	They are old.
	We are fat.
have	I have curly hair
	You have pointed nose
	We have blue eyes.
has	She has white skin.
	He has round face.

Task 8

Describe one of your classmates orally. Use the descriptive words below.

Example: *Andy is my classmate. He is.....*

1. Tall
2. Short
3. Old
4. Thin
5. Fat
6. Young

Task 9

Let's play a "Guess who?" game. Make groups of four and choose one of your classmates. Don't tell your partner who he/she is.

Eg:

A: Guess who?

B: Is it a boy?

A: No it is not.

D: Is she tall?

A:

Task 10

Choose your favourite teacher in your school and describe him/her physical appearance in front of the class.



Summary

In this unit you have learnt about how to describe someone in the form of dialogue and monolog text. There are some expressions that can be used to describe someone's physical characteristics.

What does she look like?

She's tall, thin and beautiful.

Can you describe her for me?

She has curly red hair and a cute smile.

What do you look like?

I am young, short and handsome.

What does your mother look like?

He has straight black hair and green eyes.

You also learn how to describe someone in a monolog

Name	Andy
age	12 years old
face	round face
eyes	blue eyes
hair	black short hair
skin	white
nose	pointed nose

His name is Andy. He is 12 years old. He is from Bandung. He has black short hair and a round face. He also has white skin and pointed nose. He is very handsome.



How much do you learn from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Describing someone	☐	☐	☐
Describing someone in the form of dialogue and monologue.	☐	☐	☐



Vocabulary List

athlete ['æθ.li:t] : atlit/pelaku olahraga

bald [bɔ:ld] : botak

black [blæk] : hitam

curly ['kɜ:.li] : keriting

eye [aɪ] : mata

face [feɪs] : muka

fat [fæt] : gemuk

favourite ['fetvərt] : favorit

football ['fʊt.bɔ:l] : sepak bola

hair [heər] : rambut

handsome ['hæn.səm] : ganteng

lip [lɪp] : bibir

long [lɒŋ]	: panjang
muscular ['mʌs.kjʊ.lər]	: berotot
nose [nəʊz]	: hidung
old [əʊld]	: tua
slim [slɪm]	: langsing
short [ʃɔ:t]	: pendek
thin [θɪn]	: tipis
wavy ['weɪ.vi]	: berombak
white [waɪt]	: putih
young [jʌŋ]	: muda

APPENDIX 4 SECOND DRAFT

UNIT I

May I borrow your dictionary?



Picture 1.1

Have you ever asked for something to others? In your life you need help from other people. You sometimes also give things to others. Can you ask for and give thing to others appropriately?

In this unit you will learn about how to ask for and give things.



Warming-up

Task I

Study following pictures and answer the questions orally.



Picture 1.2



Picture 1.3

5. What is happening in picture 1?
6. What is happening in picture 2?
7. What expressions do they use to ask for things to other people?
8. Have you ever asked for things to other people?

Task 2

In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher.

pencil ['pensl]

dictionary ['dɪkʃənə rɪ]

pen [pen]

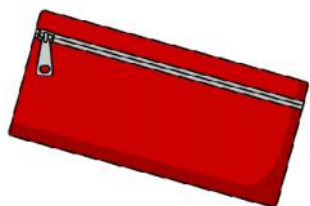
ruler ['ru:lər]

eraser [ɪ'reɪ.zər]

chair [tʃeər]

book [bʊk]

blackboard ['blæk.bɔ:d]



Picture 1.4



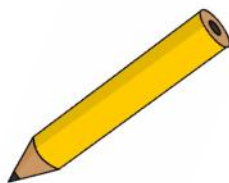
Picture 1.5



Picture 1.6



Picture 1.7



Picture 1.8



Picture 1.9



Picture 1.7



Picture 1.8



Picture 1.9

Task 3

Now, observe the objects in your classroom. Write them down in the table below. Then tell the class the result of your observation

No	Item	Number
1	table	seventeen



Let's Listen and Speak

Task 4

Listen to the conversation and answer the questions.

- Who borrows a pen? What does he say?
- Does Reni lend Andy a pen? What does she say?
- Does Andy like the pen? What does he say?
- Why Andy borrows Reni's pen?

Task 5

Study the expressions below carefully with your friend.

Asking for things	Giving things	Refusing to give things
Can I..., please?	Here you are.	I'm sorry. I'm using it.
May I..., please?	Sure. Of course.	Not now. I'm using it/them myself. Sorry.
Can you..., please?		Sorry, I'm using it/them right now.
Could you lend me..., please?		

In pairs, study the explanation below.

No	Singular	Plural	Rule
1	chair, pencil	chairs, Pencils	+ -s
2	box	boxes	+ -es
3	dictionary	dictionaries	y changes into -ies

Task 6

Listen and repeat after your teacher.

5. A: Can I borrow your pencil, please?
B: Sure, here you are.
A: Thanks
6. A: May I borrow your pen, please?
B: Here you are.
A: Many thanks
7. A: Can you lend me a bag, please?
B: I'm sorry. I'm using it.
A: Thanks anyway.
8. A: Can I borrow your dictionary?
B: Sorry, I'm using it right now.
A: It's OK. Thanks anyway.

Task 7

Complete the following dialogues with suitable expressions and then act them out in pairs.

4. Ana : I don't bring my pencil. Can I _____?
Rudi : Of course, here you are.
Ana : Thank you
Rudi : You're welcome.

5. Tatang : I lost my pencil. Could you _____?
Amar : Yes, of course.
Tatang : Thanks a lot.
Amar : _____
6. Rido : I don't bring my ruler. May I _____?
Nisa : Sorry, _____.
Rido : Ok. Thanks anyway.

Task 8

Take turns asking for and giving something with your partner.

6. a colouring pencil
7. a pen
8. an atlas book
9. an eraser
10. catalog

Use the following model:

Andy: Can I borrow your _____?

Budi: Yes, sure.

Take turns asking for and refusing to give something with your partner.

5. a crayon
6. a telephone
7. an eraser
8. a bicycle

Use the following model:

Andi: Can I _____?

Budi: Sorry, I'm using it myself.

Andi: It's OK

Task 9

Practise a dialogue based on the situation given. Then act it out with your partner.

You lost some tools in your bag, and you have to borrow something to your friend. Make a dialogue based on the situation given.

- f. Sharpener
- g. Notebook
- h. Eraser
- i. Board marker



Summary

3. In this unit you learn how to ask for things, for example:

- 4. Can I..., please?
- 5. May I..., please?
- 6. Can you..., please?

4. How to give things, for example:

Here you are.
Sure. Of course.



How much have you learnt from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Asking for and giving thing	☐	☐	☐
Asking for and giving services	☐	☐	☐
Offering services	☐	☐	☐
Refusing responses	☐	☐	☐

Vocabulary List

appropriate [ə'prəʊ.pri.ət]	: tepat/cocok	telephone ['tel.ɪ.fəʊn]	: telepon
bicycle ['baɪ.sɪ.kl]	: sepeda		
birthday ['bɜːθ.deɪ]	: hari ulang tahun		
blackboard ['blæk.bɔːd]	: papan tulis		
book [bʊk]	: buku		
catalogue ['kætə lɒg]	: catalog		
chair [tʃeər]	: kursi		
crayon ['kreɪ.ɒn]	: krayon		
dictionary ['dɪkʃənəri]	: kamus		
homework ['həʊm.wɜːk]	: pekerjaan rumah		
movie ['muː.vi]	: film		
nice [naɪs]	: bagus		
present ['prezənt]	: hadiah		
sharpeners ['ʃɑːpənər]	: rautan pensil		
shop [ʃɒp]	: toko		
stationery ['steɪʃənəri]	: alat tulis		

UNIT 2

Is it true?



Picture 2.1

When you are not sure about what people say, you will ask some clarification won't you? When others are not sure about what you say they will ask clarification to you. Can you ask and give clarification very well?



Warming-up

Task 1

Study the pictures and answer the questions orally.



Picture 2.2



Picture 2.3

5. What is your hobby?
6. Do you like sport?
7. What kinds of sport do you like?
8. When do you usually do it?

Task 2

In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher.

Playing chess [tʃes]

shopping ['ʃɒp.ɪŋ]

camping ['kæm.pɪŋ]

surfing ['sɜːfɪŋ]

hiking ['haɪ.kɪŋ]



Picture 2.4



Picture 2.5



Picture 2.6



Picture 2.7



Picture 2.8



Let's Listen and Speak

Task 3

Listen to the conversation below and answer the questions.

1. What is the good news?
2. Where does Mr. Joemadi come from?
3. Is he a volleyball coach?
4. Where does the conversation probably take place?

Task 4

Put a tick (✓) in the column if the statement is true and put a cross (X) if the statement is false.

No	Statements	True	False
1	Mr Joemadi is a new English teacher.		
2	Mr. Joemadi is a basketball coach.		
3	Arul is a basketball master in his school.		
4	Mr. Arul comes from Sleman.		

Task 5

Study the expressions below carefully with your friend.

Asking for clarification	Positive responds	Negative responds
• Is it true/right that...? • Is that right? • Is ... correct? • Really? • Are you sure? • Excuse me, Sir/Ma'am. Is that right that....	• Yes, I'm sure. • Yes, that's right. • Yes, that's correct. • Exactly.	• I didn't do it. (Mention the reason) • I don't like watching cartoons. (Mention the reason) • I'm not a basketball player. (Mention the reason)

Task 6

**Complete the dialogue with the suitable expressions in the box.
Then, act it out with your classmate.**

Are you sure? No, she didn't. I'm positive Yeah. The scenery was very amazing.

4. Marni and Mey Ling are classmates. They are talking in the library.

Marni : Did you call me last night?
Mey Ling : No. I didn't.
Marni : _____
Mey Ling : Yes, I'm sure. Maybe it was someone else. By the way, Sari borrowed my new novel.
Marni : _____
Mey Ling : *Really?*
Marni : Yes. It was me.

5. Mr. Wilman and Miss. Elma are colleagues. They are talking in the office

Mr. Wilman : Mr. Enoch, would you like to have dinner at my house this evening?
Miss. Elma : That sounds good.
Mr. Wilman : Are you sure?
Miss. Elma : _____.

6. Tina met her Australian friend, Mary, at her house. They are pen friends. Mary is in Indonesia for a holiday.

Tina : Hi, Mary. Where were you last week?
Mary : Hello, Tina. Well, I visited mount Bromo.
Tina : That sounds great! What do you think of it?
Mary : It was very beautiful, you know.
Tina : Really?
Mary : _____. Well, Tina, I must go now. Bye bye.
Tina : See you, Mary.

Task 7

Give responses to the following situations as requested. Then, act them out with your partner.

Your classmate says: "You know what? Yesterday Donny won gold medal in the skateboard school competition. He will treat us all."

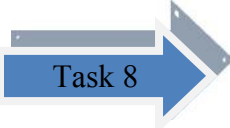
4. What will you say if you are doubtful that Satriyo will treat you?
Your response:
5. What will you say if you want to ask whether your classmate is sure that next Wednesday is Satriyo's celebration party?
Your response:
6. What will you say if you are surprised of the news?
Your response:

Hi guys. I have good news. We are going to have a good basketball coach next week.

5. What will you say if you are not sure you are going to have a good basketball coach next week?
Your response:
6. What will you say if you want to check whether your friend is sure about it?
Your response:
7. What will you say if you are surprised of the good news?
Your response:
8. What will you say if you want the speaker to repeat what he has just said?
Your response:

Another classmate says to you, "Are you certain that there will be an English speech contest at our school?"

3. What will you say if you are not certain?
Your response:
4. What will you say if you are certain?
Your response:



Task 8

Tell the class about your hobbies. These questions may help you.

6. What is your hobby?
7. Whom did you do it with?
8. When do you usually do it?
9. Where do you do it?
10. What happened when you did your hobby

Examples:

My hobby is playing football. My position in the team is attacking midfielder (AMF). I usually go to play football with my friends Eko, Jony, Dido, and Rony. First of all, we make an appointment. Next, we check the equipment. Finally, we go to the yard together to play football.



Summary

In this unit you learn how to ask for clarification:

- Is it true/ right that...? • Is that right?
- Is ... correct? • Really? • Are you sure?
- Excuse me, Sir/Ma'am. Is that right that....

How to give positive response:

- Yes, I'm sure. • Yes, that's right.
- Yes, that's correct.
- Exactly.

How to give negative response:

- I didn't do it. (Mention the reason)
- I don't like watching cartoons. (Mention the reason)
- I'm not a basketball player. (Mention the reason)



How much have you learnt from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Asking for clarification	☐	☐	☐
Giving positive clarification	☐	☐	☐
Giving negative clarification	☐	☐	☐

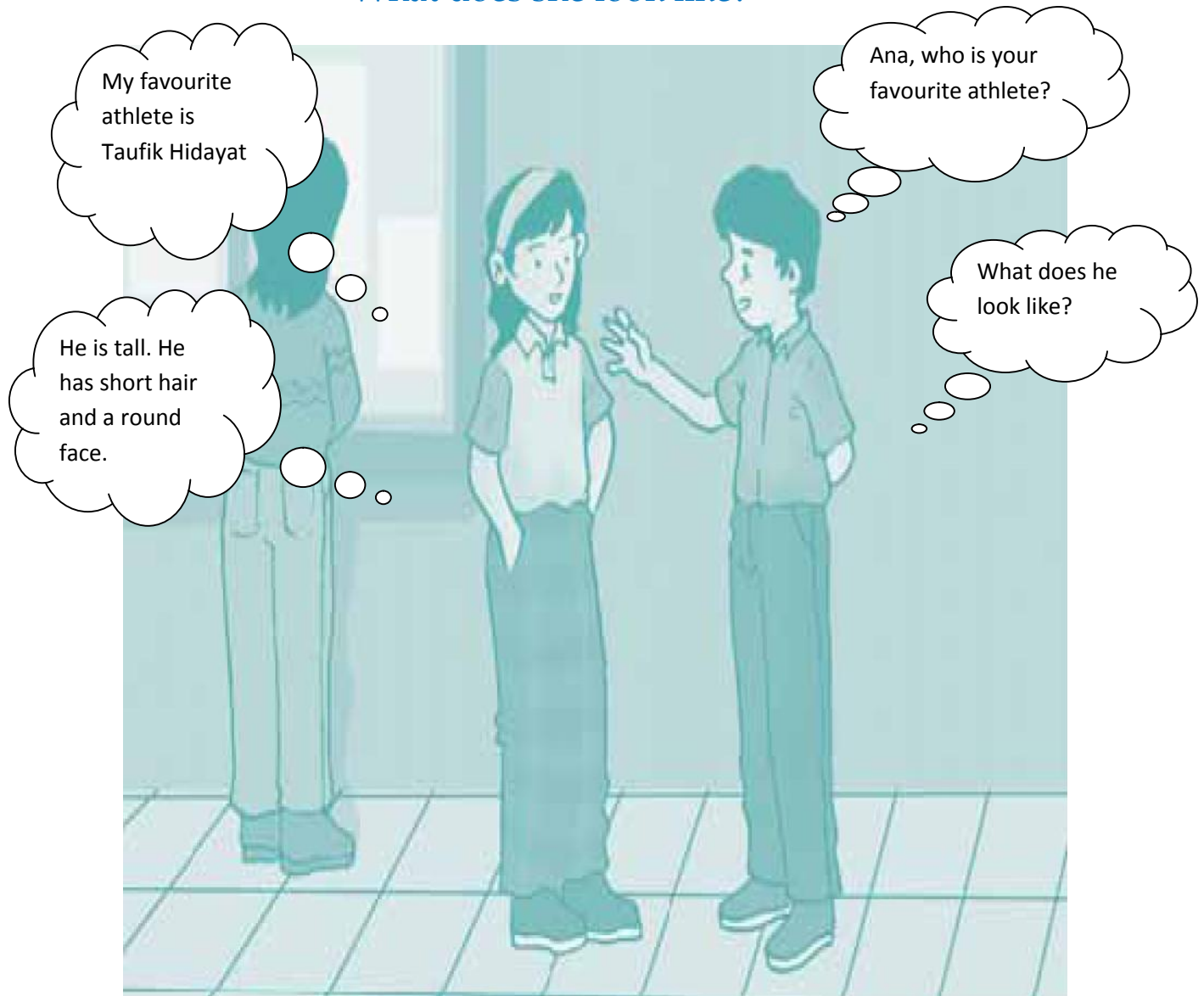


Vocabulary List

camping ['kæm.pɪŋ]	: berkemah
celebration [selɪ 'breɪʃən]	: perayaan
chess [tʃes]	: catur
clarification [klær.ɪ.fɪ 'keɪ.ʃən]	: klarifikasi
classmate ['kla:s.meɪt]	: teman kelas
coach [kəʊtʃ]	: pelatih
doubtful ['daʊtʃəl]	: ragu
football ['fʊtbɔ:l]	: sepak bola
Friend [frend]	: kawan
gold [gəʊld]	: emas
hiking ['haɪ.kɪŋ]	: mendaki gunung
hobby ['hɒbi]	: kegemaran
join [dʒɔɪn]	: ikut serta
medal ['medəl]	: medali
shopping ['ʃɒp.ɪŋ]	: belanja
surfing ['sɜ:fɪŋ]	: selancar air
workmate ['wɜ:k.meɪt]	: rekan kerja

UNIT 3

What does she look like?



Picture 3.1

Who is your favourite athlete? What does she/he look like? Can you describe him/her appropriately?

In this unit you will learn how to describe someone's physical appearance.



Warming-up

Task 1

Study the picture and answer the questions.



1. Do you know him?
2. What does he look like?
3. Who is your favourite athlete?
4. What does she or he look like?

Task 2

Match each description in the box with the right picture.

Curly ['kɜ:.li] Straight [streɪt] Wavy ['weɪ.vi] white [waɪt] mustache [mʊ'stu:ʃ]
fat [fæt] bald [bɔ:ld] skin [skɪn] tall [tɔ:l]



Picture 3.2



Picture 3.3



Picture 3.4

Maria has _____ hair

Nita has curly hair

Mr. Hasan is _____



Picture 3.5



Picture 3.6



Picture 3.7

Paul is _____

Mr. Jono has a _____

Winda has _____ hair



Picture 3.8



Picture 3.9

Rico is very _____

Andy has light brown _____



Let's listen and speak

Task 3

Listen to the recording and put a (✓) tick in the correct box.



Age	He is _____ ☐ old ☐ Young ☒ 27 years old
Looks	He is ☐ handsome ☐ ugly
Height	He is _____ ☐ tall ☐ short ☒ 184 cm tall
Body	He is ☐ thin ☐ slim ☐ muscular ☐ fat
Hair	He has _____ hair ☐ curly ☐ mohawk ☐ spiky
Face	He has ☐ an oval face ☐ a round face
Eyes	He has _____ eyes ☐ blue ☐ black ☐ green
Nose	He has _____ nose ☐ Pointed ☐ flat ☐ big
Lips	He has _____ lips ☐ thick ☐ fine
Skin	His skin is ☐ black ☐ white ☐ brown

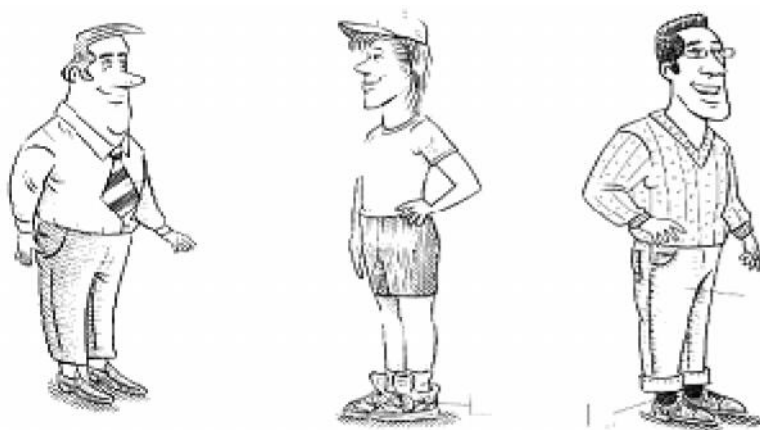
Task 4

Read the description of Cecep, Dodi, and Joko. Which picture do you think matches the description?

One: Mr. Joko is handsome. His hair is curly. He wears glasses.

Two: Mr. Cecep is my father. He is not thin and tall. He wears a tie.

Three: Dodi is my neighbour. He is young. He has long hair. He wears a hat.



Picture 3.10

Task 5

Read the description once again. Write T if the following statements are true or F if they are false.

No	Descriptions	True	False
1	Mr. Cecep is young.		
2	Mr. Joko's hair is long.		
3	Dodi is old.		
4	Mr. Joko wears a hat.		
5	Mr. Cecep is thin.		

Task 6

Study the dialogue and then answer the questions.

Anton : Benny, Who is your favourite athlete?

Benny : My favorite athlete is Bambang Pamungkas.

Anton : Who is he?

Benny : He is the most famous Indonesian football player.

Anton : What does he look like?

Benny : He has short hair, muscular, and an oval face. He also has a thick mustache and white skin.

1. Who is Benny's favourite athlete?
2. Who is he?
3. What does he look like?
4. Does he have brown skin?

Task 7

In pairs, study the explanation below.

Characteristics of Descriptive Text

- A descriptive text is a text that describes the features of someone, something, or a certain place. In this case you will learn how to describe someone in the dialogue and monolog.
- Here are some expressions that can be used to describe someone's appearance.

What does she look like?

She's tall, thin and beautiful.

Can you describe her for me?

She has curly red hair and a cute smile.

What do you look like?

I am young, short and handsome.

What does your mother look like?

He has straight black hair and green eyes.

This is an example of descriptive text.

Name	Andy
age	12 years old
face	round face
eyes	blue eyes
hair	black short hair
skin	white
nose	pointed nose

His name is Andy. He is 12 years old. He is from Bandung. He has black short hair and a round face. He also has white skin and pointed nose. He is very handsome.

Grammar corner

is	He is 12 years old.
am	I am young.
are	They are old.
	We are fat.
have	I have curly hair
	You have pointed nose
	We have blue eyes.
has	She has white skin.
	He has round face.

Task 8

Describe one of your classmates orally. Use the descriptive words below.

Example: *Andy is my classmate. He is.....*

- 7. Tall
- 8. Short
- 9. Old
- 10. Thin
- 11. Fat
- 12. Young

Task 9

Let's play a "Guess who?" game. Make groups of four and choose one of your classmates. Don't tell your partner who he/she is.

Eg:

A: Guess who?

B: Is it a boy?

A: No it is not.

D: Is she tall?

A:

Task 10

Choose your favourite teacher in your school and describe him/her physical appearance in front of the class.



Summary

In this unit you have learnt about how to describe someone in the form of dialogue and monolog text. There are some expressions that can be used to describe someone's physical characteristics.

What does she look like?

She's tall, thin and beautiful.

Can you describe her for me?

She has curly red hair and a cute smile.

What do you look like?

I am young, short and handsome.

What does your mother look like?

He has straight black hair and green eyes.

You also learn how to describe someone in a monolog

Name	Andy
age	12 years old
face	round face
eyes	blue eyes
hair	black short hair
skin	white
nose	pointed nose

His name is Andy. He is 12 years old. He is from Bandung. He has black short hair and a round face. He also has white skin and pointed nose. He is very handsome.



How much do you learn from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Describing someone	☐	☐	☐
Describing someone in the form of dialogue and monologue.	☐	☐	☐



Vocabulary List

athlete ['æθ.li:t] : atlit/pelaku olahraga

bald [bɔ:ld] : botak

black [blæk] : hitam

curly ['kɜ:.li] : keriting

eye [aɪ] : mata

face [feɪs] : muka

fat [fæt] : gemuk

favourite ['fetvərt] : favorit

football ['fʊt.bɔ:l] : sepak bola

hair [heər] : rambut

handsome ['hæn.səm] : ganteng

lip [lɪp] : bibir

long [lɒŋ]	: panjang
muscular ['mʌs.kjʊ.lər]	: berotot
nose [nəʊz]	: hidung
old [əʊld]	: tua
slim [slɪm]	: langsing
short [ʃɔ:t]	: pendek
thin [θɪn]	: tipis
wavy ['weɪ.vi]	: berombak
white [waɪt]	: putih
young [jʌŋ]	: muda

Listening Script

Unit 1

1. Reni : Hey, Andy, may I borrow your pen? I lost my pen.
Andy : Okay. I have another one. Here you are.
Reni : Wow, this is a nice pen. I like it.
Andy : Really? This is a new one. I got it from my brother as a birthday present.
Andy : It has nice pictures on it. I like pen with a picture of movie character on it.
Reni : Yah, it's awesome.
Andy : Well, thanks a lot.
Reni : No problem

Unit 2

1. Desi and Arul are having lunch.
Arul : Listen! I have good news.
Desi : Good news?
Arul : Yeah, we will have a new English teacher. His name is Mr. Jumadi.
Desi : Is that right?
Arul : Yes, that's right. I heard he comes from Bantul and he will be our new basket ball coach too.
Desi : Really? Was he a good basketball player?
Arul : yes he was. He ever played for Satria Muda Britama.
Desi : Wow, I think he will be a good basketball coach.
Arul : Yes, want you join us in our basketball club?
Desi : That's sound interesting. I will think about it.
Arul : Ok.

Unit 3

1. His name is Cristiano ronaldo. He is a professional football player. He is 27 years old and He is very handsome. His height is about 184 cm. He has spiky hair, an oval face and black eyes. He also has pointed nose fine lips and brown skin.

PICTURES SOURCES

- Picture 1.1 Wardiman, Artono., Masduki B. Jahur. And M. Sukirman Djusma. 2008. English in Focus for Grade VII Junior High School. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
- Picture 1.2 Wardiman, Artono., Masduki B. Jahur. And M. Sukirman Djusma. 2008. English in Focus for Grade VII Junior High School. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
- Picture 1.3 Wardiman, Artono., Masduki B. Jahur. And M. Sukirman Djusma. 2008. English in Focus for Grade VII Junior High School. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
- Picture 1.4 <http://www.esl-lab/efc-worksheet>
- Picture 1.5 <http://www.esl-lab/efc-worksheet>
- Picture 1.6 <http://www.esl-lab/efc-worksheet>
- Picture 1.7 <http://www.esl-lab/efc-worksheet>
- Picture 1.8 <http://www.esl-lab/efc-worksheet>
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- Picture 2.2 Cambridge advanced learner's dictionary 3rd edition
- Picture 2.3 Cambridge advanced learner's dictionary 3rd edition
- Picture 2.4 The writer's document
- Picture 2.5 The writer's document
- Picture 2.6 The writer's document
- Picture 2.7 The writer's document
- Picture 2.8 The writer's document
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- Picture 3.6 The writer's document
- Picture 3.7 <http://www.esl-lab/efc-worksheet>
- Picture 3.8 <http://www.esl-lab/efc-worksheet>
- Picture 3.9 <http://www.esl-lab/efc-worksheet>

Appendix 5
FINAL DRAFT

UNIT I

May I borrow your dictionary?

I don't bring my dictionary. Can I borrow your dictionary?

Sorry, I'm using it right now.

It's OK. Thanks anyway.



Picture 1.1

Have you ever asked for something to others? In your life you need help from other people. You sometimes also give things to others. Can you express how to ask for and give thing to others appropriately?

In this unit you will learn about how to ask for and give things.



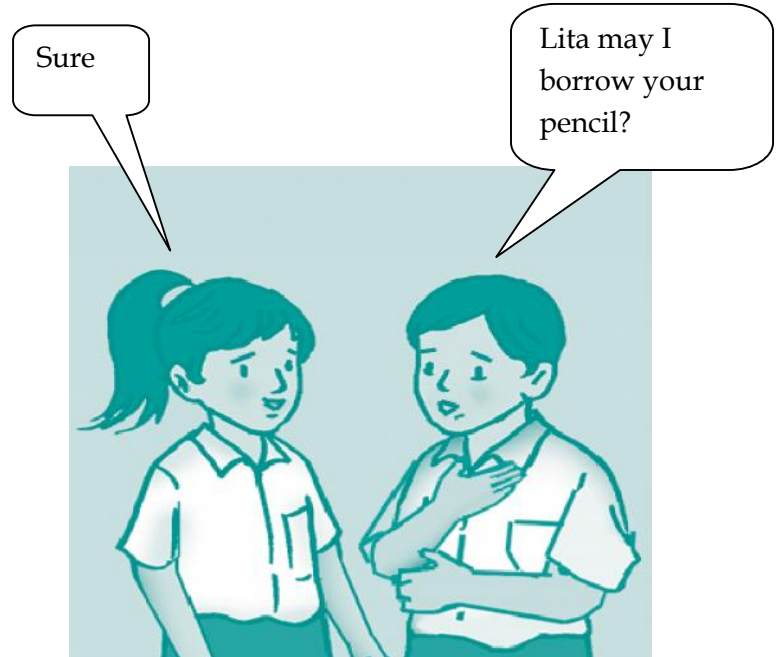
Warming-up

Task I

Study the following pictures and answer the questions orally.



Picture 1.2



Picture 1.3

1. What is happening in picture 1?
2. What is happening in picture 2?
3. What expressions do they use to ask for things to other people?
4. Have you ever asked for things to other people?

Task 2

In pairs label the pictures below with the right words in box. Then, listen and repeat after the teacher.

pencil ['pensl]

dictionary ['dɪkʃənə rɪ]

pen [pen]

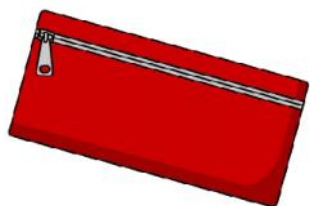
ruler ['ru:lər]

eraser [ɪ'reɪ.zər]

chair [tʃeər]

book [bʊk]

blackboard ['blæk.bɔ:d]



Picture 1.4



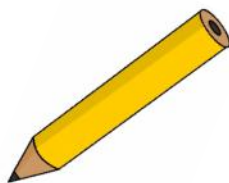
Picture 1.5



Picture 1.6



Picture 1.7



Picture 1.8



Picture 1.9



Picture 1.7



Picture 1.8



Picture 1.9

Task 3

Now, observe the objects in your classroom. Write them down in the table below. Then tell the class the result of your observation

No	Item	Number
1	table	17



Let's Listen and Speak

Task 4

Listen to the conversation and answer the questions.

1. Who borrows a pen? What does he say?
2. Does Reni lend Andy a pen? What does she say?
3. Does Andy like the pen? What does he say?
4. Why Andy borrows Reni's pen?

Task 5

Study the expressions below carefully with your friend.

Asking for things	Giving things	Refusing to give things
Can I..., please?	Here you are.	I'm sorry. I'm using it.
May I..., please?	Sure. Of course.	Not now. I'm using it/them myself. Sorry.
Can you..., please?		Sorry, I'm using it/them right now.
Could you lend me..., please?		

In pairs, study the explanation below.

No	Singular	Plural	Rule
1	chair, pencil	chairs, Pencils	+ -s
2	box	boxes	+ -es
3	dictionary	dictionaries	y changes into -ies

Task 6

Listen and repeat after your teacher.

1. A: Can I borrow your pencil, please?
B: Sure, here you are.
A: Thanks
2. A: May I borrow your pen, please?
B: Here you are.
A: Many thanks
3. A: Can you lend me a bag, please?
B: I'm sorry. I'm using it.
A: Thanks anyway.
4. A: Can I borrow your dictionary?
B: Sorry, I'm using it right now.
A: It's OK. Thanks anyway.

Task 7

Complete the following dialogues with suitable expressions and then act them out in pairs.

1. Ana : I don't bring my pencil. Can I _____?
Rudi : Of course, here you are.
Ana : Thank you
Rudi : You're welcome.

2. Tatang : I lost my pencil. Could you _____?
Amar : Yes, of course.
Tatang : Thanks a lot.
Amar : _____
3. Rido : I don't bring my ruler. May I _____?
Nisa : Sorry, _____.
Rido : Ok. Thanks anyway.

Task 8

Take turns asking for and giving something with your partner.

- a) a colouring pencil
- b) a pen
- c) an atlas book
- d) an eraser
- e) catalog

Use the following model:

Andy: Can I borrow your _____?

Budi: Yes, sure.

Task 9

Take turns asking for and refusing to give something with your partner.

- a) a crayon
- b) a telephone
- c) an eraser
- d) a bicycle

Use the following model:

Andi: Can I _____?

Budi: Sorry, I'm using it myself.

Andi: It's OK

Task 9

Practise a dialogue based on the situation given. Then act it out with your partner.

You lost some tools in your bag, and you have to borrow something to your friend. Make a dialogue based on the situation given.

- j. Sharpener
- k. Notebook
- l. Eraser
- m. Board marker



Summary

5. In this unit you learn how to ask for things, for example:

- 7. Can I..., please?
- 8. May I..., please?
- 9. Can you..., please?

6. How to give things, for example:

Here you are.
Sure. Of course.



How much have you learnt from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Asking for and giving thing	☐	☐	☐
Asking for and giving services	☐	☐	☐
Offering services	☐	☐	☐
Refusing responses	☐	☐	☐

Vocabulary List

appropriate [ə'prəʊ.pri.ət]	: tepat/cocok	telephone ['tel.ɪ.fəʊn]	: telefon
bicycle ['baɪ.sɪ.kl]	: sepeda		
birthday ['bɜːθ.deɪ]	: hari ulang tahun		
blackboard ['blæk.bɔːd]	: papan tulis		
book [bʊk]	: buku		
catalogue ['kætə lɒɡ]	: catalog		
chair [tʃeər]	: kursi		
crayon ['kreɪ.ɒn]	: krayon		
dictionary ['dɪkʃənəri]	: kamus		
homework ['həʊm.wɜːk]	: pekerjaan rumah		
movie ['muː.vi]	: film		
nice [naɪs]	: bagus		
present ['prezənt]	: hadiah		
sharpener ['ʃɑːpənər]	: rautan pensil		
shop [ʃɒp]	: toko		
stationery ['steɪʃənəri]	: alat tulis		

UNIT 2



Picture 2.1

When you are not sure about what people say, you will ask some clarification won't you? When others are not sure about what you say they will ask some clarifications from you. Can you ask and give clarification appropriately?



Warming-up

Task 1

Study the pictures and answer the questions orally.



Picture 2.2



Picture 2.3

1. What is your hobby?
2. Do you like sport?
3. What kinds of sport do you like?
4. When do you usually do it?

Task 2

In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher.

Playing chess [tʃes]

shopping ['ʃɒp.ɪŋ]

camping ['kæm.pɪŋ]

surfing ['sɜːfɪŋ]

hiking ['haɪ.kɪŋ]



Picture 2.4



Picture 2.5



Picture 2.6



Picture 2.7



Picture 2.8



Let's Listen and Speak

Task 3

Listen to the conversation below and answer the questions.

1. What is the good news?
2. Where does Mr. Joemadi come from?
3. Is he a volleyball coach?
4. Where does the conversation probably take place?

Task 4

Put a tick (✓) in the column to show whether the statement is true or false.

No	Statements	True	False
1	Mr Joemadi is a new English teacher.		
2	Mr. Joemadi is a basketball coach.		
3	Arul is a basketball master in his school.		
4	Mr. Arul comes from Sleman.		

Task 5

Study the expressions below carefully with your friend.

Asking for clarification	Positive responds	Negative responds
• Is it true/right that...? • Is that right? • Is ... correct? • Really? • Are you sure? • Excuse me, Sir/Ma'am. Is that right that....	• Yes, I'm sure. • Yes, that's right. • Yes, that's correct. • Exactly.	• I didn't do it. (Mention the reason) • I don't like watching cartoons. (Mention the reason) • I'm not a basketball player. (Mention the reason)

Task 6

**Complete the dialogue with the suitable expressions in the box.
Then, act it out with your classmate.**

Are you sure? No, she didn't. I'm positive Yeah. The scenery was amazing.

1. Marni and Mey Ling are classmates. They are talking in the library.

Marni : Did you call me last night?
Mey Ling : No. I didn't.
Marni : _____
Mey Ling : Yes, I'm sure. Maybe it was someone else. By the way, Sari borrowed my new novel.
Marni : _____
Mey Ling : *Really?*
Marni : Yes. It was me.

2. Mr. Wilman and Miss. Elma are colleagues. They are talking in the office

Mr. Wilman : Miss Elma, would you like to have dinner at my house this evening?
Miss. Elma : That sounds good.
Mr. Wilman : Are you sure?
Miss. Elma : _____.

3. Tina met her Australian friend, Mary, at her house. They are pen friends. Mary is in Indonesia for a holiday.

Tina : Hi, Mary. Where were you last week?
Mary : Hello, Tina. Well, I visited mount Bromo.
Tina : That sounds great! What do you think of it?
Mary : It was very beautiful, you know.
Tina : Really?
Mary : _____. Well, Tina, I must go now. Bye bye.
Tina : See you, Mary.



Task 7

Give responses to the following situations as requested. Then, act them out with your partner.

Your classmate says: "You know what? Yesterday Donny won gold medal in the skateboard school competition. He will treat us all."

1. What will you say if you are doubtful that Satriyo will treat you?
Your response:
2. What will you say if you want to ask whether your classmate is sure that next Wednesday is Satriyo's celebration party?
Your response:
3. What will you say if you are surprised of the news?
Your response:

Hi guys. I have good news. We are going to have a good basketball coach next week.

4. What will you say if you are not sure you are going to have a good basketball coach next week?
Your response:
5. What will you say if you want to check whether your friend is sure about it?
Your response:
6. What will you say if you are surprised of the good news?
Your response:
7. What will you say if you want the speaker to repeat what he has just said?
Your response:

Another classmate says to you, "Are you certain that there will be an English speech contest at our school?"

8. What will you say if you are not certain?
Your response:
9. What will you say if you are certain?
Your response:



Task 8

Tell the class about your hobbies. These questions may help you.

1. What is your hobby?
2. Whom do you do it with?
3. When do you usually do it?
4. Where do you do it?
5. What happened when you do your hobby

Examples:

My hobby is playing football. My position in the team is attacking midfielder (AMF). I usually go to play football with my friends Eko, Jony, Dido, and Rony. First of all, we make an appointment. Next, we check the equipment. Finally, we go to the yard together to play football.



Summary

In this unit you learn how to ask for clarification:

- Is it true/ right that...? • Is that right?
- Is ... correct? • Really? • Are you sure?
- Excuse me, Sir/Ma'am. Is that right that....

How to give positive response:

- Yes, I'm sure. • Yes, that's right.
- Yes, that's correct.
- Exactly.

How to give negative response:

- I didn't do it. (Mention the reason)
- I don't like watching cartoons. (Mention the reason)
- I'm not a basketball player. (Mention the reason)



How much have you learnt from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Asking for clarification	☐	☐	☐
Giving positive clarification	☐	☐	☐
Giving negative clarification	☐	☐	☐



Vocabulary List

camping ['kæm.pɪŋ]	: berkemah
celebration [selɪ 'breɪʃən]	: perayaan
chess [tʃes]	: catur
clarification [klær.ɪ.fɪ 'keɪ.ʃən]	: klarifikasi
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coach [kəʊtʃ]	: pelatih
doubtful ['daʊtʃəl]	: ragu
football ['fʊtbɔ:l]	: sepak bola
Friend [frend]	: kawan
gold [gəʊld]	: emas
hiking ['haɪ.kɪŋ]	: mendaki gunung
hobby ['hɒbi]	: kegemaran
join [dʒɔɪn]	: ikut serta
medal ['medəl]	: medali
shopping ['ʃɒp.ɪŋ]	: belanja
surfing ['sɜ:fɪŋ]	: selancar air
workmate ['wɜ:k.meɪt]	: rekan kerja

UNIT 3

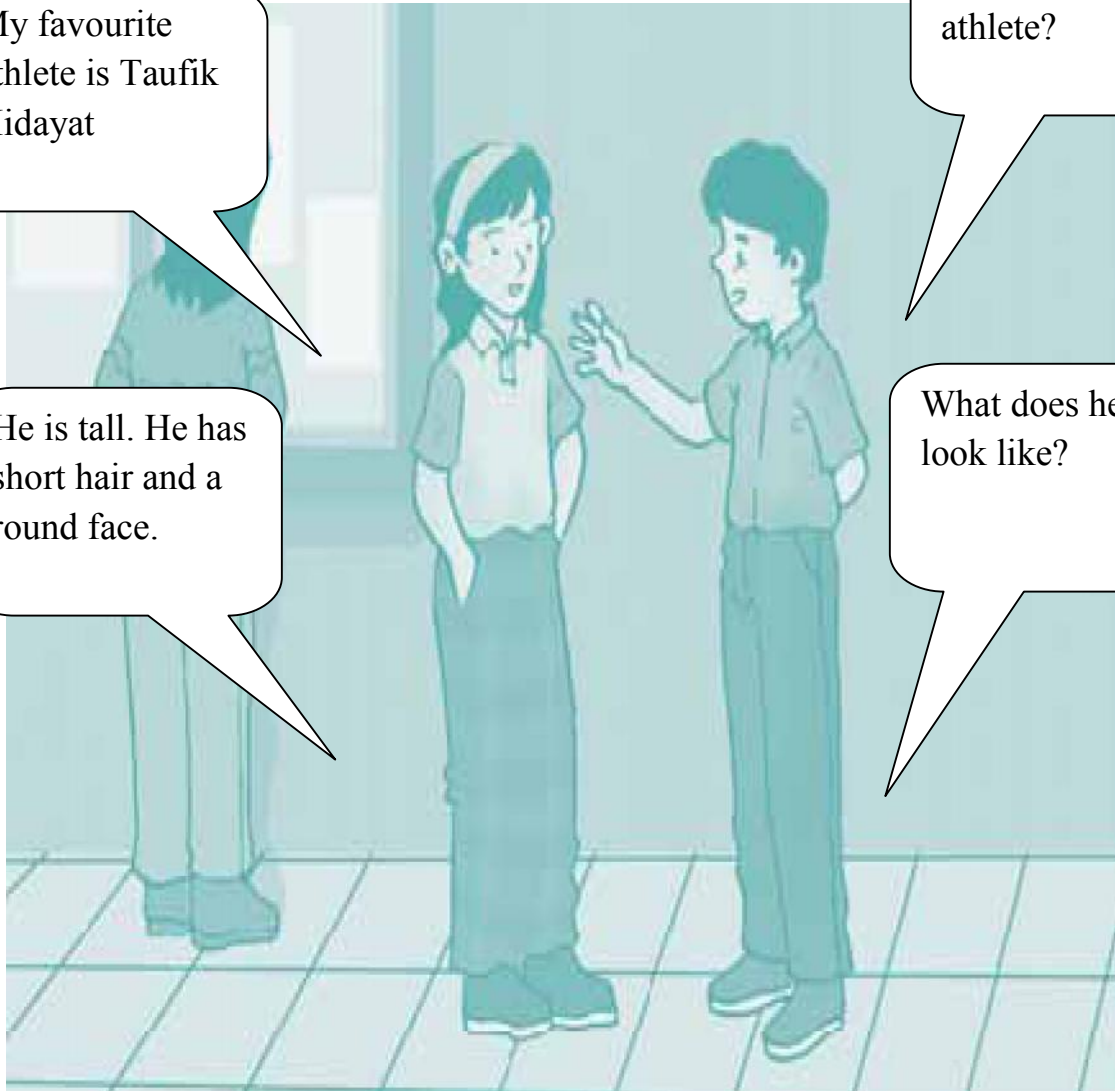
What does she look like?

My favourite athlete is Taufik Hidayat

Ana, Who is your favourite athlete?

He is tall. He has short hair and a round face.

What does he look like?



Picture 3.1

Who is your favourite athlete? What does she/he look like? Can you describe him/her appropriately?

In this unit you will learn how to describe someone's physical appearance.



Warming-up

Task 1

Study the picture and answer the questions.



1. Do you know him?
2. What does he look like?
3. Who is your favourite athlete?
4. What does she or he look like?

Task 2

Match each description in the box with the right picture.

Curly ['kɜːli] Straight [streɪt] Wavy ['weɪ.vi] white [waɪt] mustache [mʊ'stɑːʃ]
fat [fæt] bald [bɔːld] skin [skɪn] tall [tɔːl]



Picture 3.2



Picture 3.3



Picture 3.4

Maria has _____ hair

Nita has curly hair

Mr. Hasan is _____



Picture 3.5



Picture 3.6



Picture 3.7

Paul is _____

Mr. Jono has a _____

Winda has _____ hair



Picture 3.8



Picture 3.9

Rico is very _____

Andy has light brown _____



Let's listen and speak

Task 3

Listen to the recording and put a (✓) tick in the correct box.



Age	He is _____ ☐ old ☐ Young ☒ 27 years old
Looks	He is ☐ handsome ☐ ugly
Height	He is _____ ☐ tall ☐ short ☒ 184 cm tall
Body	He is ☐ thin ☐ slim ☐ muscular ☐ fat
Hair	He has _____ hair ☐ curly ☐ mohawk ☐ spiky
Face	He has ☐ an oval face ☐ a round face
Eyes	He has _____ eyes ☐ blue ☐ black ☐ green
Nose	He has _____ nose ☐ Pointed ☐ flat ☐ big
Lips	He has _____ lips ☐ thick ☐ fine
Skin	His skin is ☐ black ☐ white ☐ brown

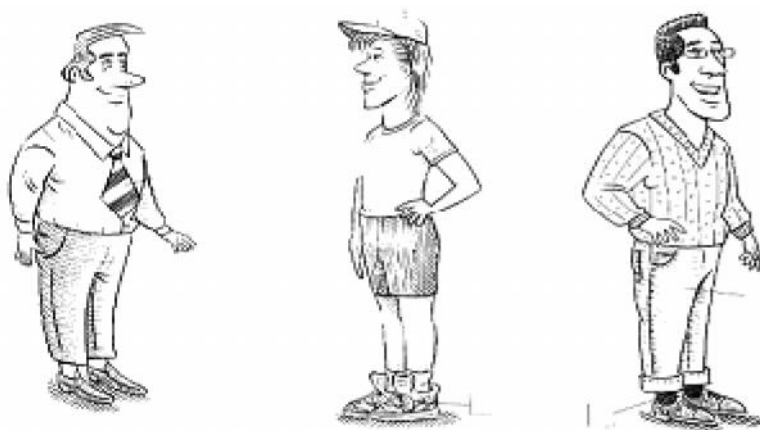
Task 4

Read the description of Cecep, Dodi, and Joko. Which picture do you think matches the description?

One: Mr. Joko is handsome. His hair is curly. He wears glasses.

Two: Mr. Cecep is my father. He is not thin and tall. He wears a tie.

Three: Dodi is my neighbour. He is young. He has long hair. He wears a hat.



Picture 3.10

Task 5

Read the description once again. Write T if the following statements are true or F if they are false.

No	Descriptions	True	False
1	Mr. Cecep is young.		
2	Mr. Joko's hair is long.		
3	Dodi is old.		
4	Mr. Joko wears a hat.		
5	Mr. Cecep is thin.		

Task 6

Study the dialogue and then answer the questions.

Anton : Benny, Who is your favourite athlete?

Benny : My favorite athlete is Bambang Pamungkas.

Anton : Who is he?

Benny : He is the most famous Indonesian football player.

Anton : What does he look like?

Benny : He has short hair, muscular, and an oval face. He also has a thick mustache and white skin.

1. Who is Benny's favourite athlete?
2. Who is he?
3. What does he look like?
4. Does he have brown skin?

Task 7

In pairs, study the explanation below.

Characteristics of Descriptive Text

- A descriptive text is a text that describes the features of someone, something, or a certain place. In this case you will learn how to describe someone in the dialogue and monolog.
- Here are some expressions that can be used to describe someone's appearance.

What does she look like?

She's tall, thin and beautiful.

Can you describe her for me?

She has curly red hair and a cute smile.

What do you look like?

I am young, short and handsome.

What does your mother look like?

He has straight black hair and green eyes.

This is an example of descriptive text.

Name	Andy
age	12 years old
face	round face
eyes	blue eyes
hair	black short hair
skin	white
nose	pointed nose

His name is Andy. He is 12 years old. He is from Bandung. He has black short hair and a round face. He also has white skin and pointed nose. He is very handsome.

Grammar corner

is	He is 12 years old.
am	I am young.
are	They are old.
	We are fat.
have	I have curly hair
	You have pointed nose
	We have blue eyes.
has	She has white skin.
	He has round face.

Task 8

Describe one of your classmates orally. Use the descriptive words below.

Example: *Andy is my classmate. He is.....*

- 13. Tall
- 14. Short
- 15. Old
- 16. Thin
- 17. Fat
- 18. Young

Task 9

Let's play a "Guess who?" game. Make groups of four and choose one of your classmates. Don't tell your partner who he/she is.

e.g. :

A: Guess who?

B: Is it a boy?

A: No it is not.

D: Is she tall?

A:

Task 10

Choose your favourite teacher in your school and describe him/her physical appearance in front of the class.



Summary

In this unit you have learnt about how to describe someone in the form of dialogue and monolog text. There are some expressions that can be used to describe someone's physical characteristics.

What does she look like?

She's tall, thin and beautiful.

Can you describe her for me?

She has curly red hair and a cute smile.

What do you look like?

I am young, short and handsome.

What does your mother look like?

He has straight black hair and green eyes.

You also learn how to describe someone in a monolog

Name	Andy
age	12 years old
face	round face
eyes	blue eyes
hair	black short hair
skin	white
nose	pointed nose

His name is Andy. He is 12 years old. He is from Bandung. He has black short hair and a round face. He also has white skin and pointed nose. He is very handsome.



How much do you learn from this unit? Put a tick (✓) in the right box based on how much you have learnt.

Aspects	Very much	Much	Little
Describing someone	☐	☐	☐
Describing someone in the form of dialogue and monologue.	☐	☐	☐



Vocabulary List

athlete ['æθ.li:t] : atlit/pelaku olahraga

bald [bɔ:ld] : botak

black [blæk] : hitam

curly ['kɜ:.li] : keriting

eye [aɪ] : mata

face [feɪs] : muka

fat [fæt] : gemuk

favourite ['feɪvərt] : favorit

football ['fʊt.bɔ:l] : sepak bola

hair [heər] : rambut

handsome ['hæn.səm] : ganteng

lip [lɪp] : bibi

Listening Script

Unit 1

2. Reni : Hey, Andy, may I borrow your pen? I lost my pen.
Andy : Okay. I have another one. Here you are.
Reni : Wow, this is a nice pen. I like it.
Andy : Really? This is a new one. I got it from my brother as a birthday present.
Andy : It has nice pictures on it. I like pen with a picture of movie character on it.
Reni : Yah, it's awesome.
Andy : Well, thanks a lot.
Reni : No problem

Unit 2

2. Desi and Arul are having lunch.
Arul : Listen! I have good news.
Desi : Good news?
Arul : Yeah, we will have a new English teacher. His name is Mr. Jumadi.
Desi : Is that right?
Arul : Yes, that's right. I heard he comes from Bantul and he will be our new basket ball coach too.
Desi : Really? Was he a good basketball player?
Arul : yes he was. He ever played for Satria Muda Britama.
Desi : Wow, I think he will be a good basketball coach.
Arul : Yes, want you join us in our basketball club?
Desi : That's sound interesting. I will think about it.
Arul : Ok.

Unit 3

2. His name is Cristiano ronaldo. He is a professional football player. He is 27 years old and He is very handsome. His height is about 184 cm. He has spiky hair, an oval face and black eyes. He also has pointed nose fine lips and brown skin.

PICTURES SOURCES

- Picture 1.1 Wardiman, Artono., Masduki B. Jahur. And M. Sukirman Djusma. 2008. English in Focus for Grade VII Junior High School. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
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- Picture 1.3 Wardiman, Artono., Masduki B. Jahur. And M. Sukirman Djusma. 2008. English in Focus for Grade VII Junior High School. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
- Picture 1.4 <http://www.esl-lab/efc-worksheet>
- Picture 1.5 <http://www.esl-lab/efc-worksheet>
- Picture 1.6 <http://www.esl-lab/efc-worksheet>
- Picture 1.7 <http://www.esl-lab/efc-worksheet>
- Picture 1.8 <http://www.esl-lab/efc-worksheet>
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- Picture 2.1 Wardiman, Artono., Masduki B. Jahur. And M. Sukirman Djusma. 2008. English in Focus for Grade VII Junior High School. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
- Picture 2.2 Cambridge advanced learner's dictionary 3rd edition
- Picture 2.3 Cambridge advanced learner's dictionary 3rd edition
- Picture 2.4 The writer's document
- Picture 2.5 The writer's document
- Picture 2.6 The writer's document
- Picture 2.7 The writer's document
- Picture 2.8 The writer's document

- Picture 3.1 Wardiman, Artono., Masduki B. Jahur. And M. Sukirman Djusma. 2008. English in Focus for Grade VII Junior High School. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
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- Picture 3.3 Cambridge advanced learner's dictionary 3rd edition
- Picture 3.4 The writer's document
- Picture 3.5 The writer's document
- Picture 3.6 The writer's document
- Picture 3.7 <http://www.esl-lab/efc-worksheet>
- Picture 3.8 <http://www.esl-lab/efc-worksheet>
- Picture 3.9 <http://www.esl-lab/efc-worksheet>

Appendix 6

EXPERT JUDGMENT

MATERI PEMBELAJARAN *ENGLISH IN ACTION CLUB (EAC)*

A. Identitas Responden

Nama :

Pendidikan : () Lulusan S1

() Lulusan S2

B. Evaluasi Materi Pembelajaran *English in Action Club (EAC)*

Berilah tanda centang (✓) pada salah satu kolom skor untuk masing-masing pernyataan yang sesuai dengan pendapat Anda.

Keterangan:

5 : Sangat Setuju

4 : Setuju

3 : Kurang Setuju

2 : Tidak Setuju

1 : Sangat Tidak Setuju

NO	PERNYATAAN	SKOR				
		5	4	3	2	1
	A. KELAYAKAN ISI					
1.	Materi sesuai dengan SK dan KD Kelas VII yang berisi teks interpersonal pendek dan sederhana; teks fungsional serta monolog (<i>descriptive text</i>); dan teks transaksional pendek dan sederhana (<i>asking for and giving directions</i>)					
2.	Teks-teks yang diberikan sesuai dengan tingkat kemampuan					

	berbahasa peserta didik.					
3.	Teks-teks yang diberikan relevan dengan kehidupan peserta didik sehari-hari, dengan tujuan untuk pembiasaan terhadap jenis teks yang bersangkutan terutama pada segi isi pesannya.					
4.	Teks-teks yang diberikan di dalam materi mengarahkan pada pencapaian fungsi sosial (interpersonal, transaksional dan fungsional) yang terkait dengan kehidupan peserta didik sehari-hari.					
5.	Materi yang diberikan membimbing peserta didik dalam mendapatkan pemahaman eksplisit tentang unsur pembentukan teks (yaitu, fungsi sosial, unsur dan struktur makna, dan fitur linguistik)					
6.	Teks-teks yang diberikan di dalam materi mengarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.					

Saran perbaikan:

	B. KELAYAKAN PENYAJIAN					
7.	Materi berisi, menuntut dan membimbing peserta didik dalam mengeksplorasi, memahami, dan menghasilkan teks yang relevan dengan kehidupan peserta didik sehari-hari dengan tujuan untuk pembiasaan terhadap jenis teks yang bersangkutan, terutama pada					

	segi isi pesannya.					
8.	Teks-teks yang diberikan di dalam materi maupun hasil eksplorasi peserta didik mengarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.					
9.	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur					
10.	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang					
11.	Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.					
12.	Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.					
13.	Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri.					
14.	Penyajian materi dan tugas mendorong peserta didik untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.					
15.	Kegiatan pembelajaran dan tugas diurutkan dari yang mudah ke tingkat yang lebih sulit.					
16.	Aktivitas pembelajaran bervariasi (<i>questions and answers, matching, games, role-play, information gap activity, dll</i>).					
17.	<i>Setting</i> pembelajaran bervariasi dari kerja individu, berpasangan, berkelompok maupun keseluruhan kelas.					
Saran perbaikan:						

	C. KELAYAKAN BAHASA					
18.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.					
19.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik					
20.	Bahasa yang digunakan sesuai dengan situasi sosial-emosional peserta didik.					
21.	Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.					
22.	Pesan disajikan sesuai kaidah Bahasa Inggris yang tepat.					
23.	Tingkat kesulitan dan keakraban bahasa difasilitasi secara eksplisit.					
Saran perbaikan:						
	D. KELAYAKAN DESAIN DAN KEGRAFIKAN					
24.	Penampilan <i>layout</i> secara keseluruhan menarik.					
25.	Ukuran huruf proporsional.					
26.	Tidak menggunakan terlalu banyak jenis huruf.					
27.	Penggunaan variasi huruf (<i>bold, italic, all capital, small capital</i>) tidak berlebihan.					
28.	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi,					

	keterangan gambar, nomor halaman) pada bidang di cetak secara proporsional dan tidak mengganggu pemahaman.					
29.	Penyajian ilustrasi (gambar, tabel, dll) secara keseluruhan serasi dan menarik.					
30.	Ilustrasi mampu memperjelas penyajian materi dan mempermudah pemahaman baik dalam bentuk, ukuran yang proporsional serta warna yang menarik sesuai obyek aslinya.					
31.	Keterangan gambar ditempatkan berdekatan dengan ilustrasi dengan ukuran lebih kecil daripada huruf teks.					
Saran perbaikan:						

Thank you for your help.

Angket Evaluasi Unit 1

A. Profil Siswa

Isilah data pribadi adik-adik sebagai berikut:

Nama : Umur

:

Jenis Kelamin :

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

No	Statements	SS	S	TS	STS
1	Materi yang disajikan sesuai dengan SK dan KD untuk kelas VII SMP semester genap.				
2	Materi yang diujicobakan sudah sesuai dengan <i>background</i> saya sebagai siswa SMP.				
3	Materi yang diujicobakan sesuai dengan tingkat kemampuan bahasa Inggris saya.				
4	Materi yang diujicobakan menantang/tidak terlalu mudah.				
5	Bahan materi sesuai dengan minat saya.				
6	Materi yang diujicobakan memotivasi saya untuk belajar.				
7	Materi yang diujicobakan mampu meningkatkan kemampuan speaking saya.				
8	Materi yang diujicobakan meningkatkan pengayaan perbendaharaan kosakata bahasa Inggris saya.				
9	Materi yang diujicobakan berisi aktivitas-aktivitas yang bervariasi.				
10	Aktivitas yang ada dalam materi yang diujicobakan memberikan saya kesempatan untuk mempraktekan apa yang sedang dipelajari.				
11	Materi yang diujicobakan disusun berdasarkan materi yang paling mudah hingga paling susah.				
12	Saya bisa menyelesaikan Unit 1 dengan menerima pancingan pemahaman dari guru.				
13	Peran gurusebagai <i>prompter</i> memadai dalam				

	penyelesaian Unit 1 ini.				
14	Bahan materi yang diujicobakan dilengkapi dengan instruksi yang jelas.				
15	Kegiatan dalam materi yang diujicobakan dilengkapi dengan instruksi yang jelas.				
16	Penggunaan font dan warna ukuran font dapat dibaca dengan jelas.				
17	Penggunaan <i>layout</i> dan <i>background</i> pada materi yang diuji cobakan tidak mengganggu saya pada saat membaca ataupun mengerjakan tugas-tugas lainnya.				
18	Tampilan <i>layout</i> materi yang diuji cobakan secara keseluruhan menarik.				
19	Unit ini secara keseluruhan telah membantu saya untuk mencapai kecakapan dalam membuat deskripsi tentang seseorang				
20	Unit ini membantu saya untuk meningkatkan kosa kata bahasa Inggris tentang benda-benda di dalam kelas				
21	Kosakata yang disajikan dalam unit ini biasa digunaka/familiar dalam kehidupan sehari-hari				
22	Unit ini juga membantu siswa dalam meningkatkan kemampuan menyimak (listening) yang berkaitan dengan asking for and giving something.				

Angket Evaluasi Unit 2

A. Profil Siswa

Isilah data pribadi adik-adik sebagai berikut:

Nama : Umur

:

Jenis Kelamin :

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

No	Statements	SS	S	TS	STS
1	Materi yang disajikan sesuai dengan SK dan KD untuk kelas VII SMP semester genap.				
2	Materi yang diujicobakan sudah sesuai dengan <i>background</i> saya sebagai siswa SMP.				
3	Materi yang diujicobakan sesuai dengan tingkat kemampuan bahasa Inggris saya.				
4	Materi yang diujicobakan menantang/tidak terlalu mudah.				
5	Bahan materi sesuai dengan minat saya.				
6	Materi yang diujicobakan memotivasi saya untuk belajar.				
7	Materi yang diujicobakan mampu meningkatkan kemampuan speaking saya.				
8	Materi yang diujicobakan meningkatkan pengayaan perbendaharaan kosakata bahasa Inggris saya.				
9	Materi yang diujicobakan berisi aktivitas-aktivitas yang bervariasi.				
10	Aktivitas yang ada dalam materi yang diujicobakan memberikan saya kesempatan untuk mempraktekan apa yang sedang dipelajari.				
11	Materi yang diujicobakan disusun berdasarkan materi yang paling mudah hingga paling susah.				
12	Saya bisa menyelesaikan Unit 2 dengan menerima pancingan pemahaman dari guru.				
13	Peran gurusebagai <i>prompter</i> memadai dalam				

	penyelesaian Unit 2 ini.				
14	Bahan materi yang diujicobakan dilengkapi dengan instruksi yang jelas.				
15	Kegiatan dalam materi yang diujicobakan dilengkapi dengan instruksi yang jelas.				
16	Penggunaan font dan warna ukuran font dapat dibaca dengan jelas.				
17	Penggunaan <i>layout</i> dan <i>background</i> pada materi yang diuji cobakan tidak mengganggu saya pada saat membaca ataupun mengerjakan tugas-tugas lainnya.				
18	Tampilan <i>layout</i> materi yang diuji cobakan secara keseluruhan menarik.				
19	Unit ini secara keseluruhan telah membantu saya untuk mencapai kecakapan dalam membuat deskripsi tentang seseorang				
20	Unit ini membantu saya untuk meningkatkan kosa kata bahasa Inggris tentang benda-benda di dalam kelas				
21	Kosakata yang disajikan dalam unit ini biasa digunaka/familiar dalam kehidupan sehari-hari				
22	Unit ini juga membantu siswa dalam meningkatkan kemampuan menyimak (listening) yang berkaitan dengan asking for and giving clarification.				

Angket Evaluasi Unit 2

A. Profil Siswa

Isilah data pribadi adik-adik sebagai berikut:

Nama : Umur

:

Jenis Kelamin :

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

No	Statements	SS	S	TS	STS
1	Materi yang disajikan sesuai dengan SK dan KD untuk kelas VII SMP semester genap.				
2	Materi yang diujicobakan sudah sesuai dengan <i>background</i> saya sebagai siswa SMP.				
3	Materi yang diujicobakan sesuai dengan tingkat kemampuan bahasa Inggris saya.				
4	Materi yang diujicobakan menantang/tidak terlalu mudah.				
5	Bahan materi sesuai dengan minat saya.				
6	Materi yang diujicobakan memotivasi saya untuk belajar.				
7	Materi yang diujicobakan mampu meningkatkan kemampuan speaking saya.				
8	Materi yang diujicobakan meningkatkan pengayaan perbendaharaan kosakata bahasa Inggris saya.				
9	Materi yang diujicobakan berisi aktivitas-aktivitas yang bervariasi.				
10	Aktivitas yang ada dalam materi yang diujicobakan memberikan saya kesempatan untuk mempraktekan apa yang sedang dipelajari.				
11	Materi yang diujicobakan disusun berdasarkan materi yang paling mudah hingga paling susah.				
12	Saya bisa menyelesaikan Unit 3 dengan menerima pancingan pemahaman dari guru.				

13	Peran gurusebagai <i>prompter</i> memadai dalam penyelesaian Unit 3 ini.				
14	Bahan materi yang diujicobakan dilengkapi dengan instruksi yang jelas.				
15	Kegiatan dalam materi yang diujicobakan dilengkapi dengan instruksi yang jelas.				
16	Penggunaan font dan warna ukuran font dapat dibaca dengan jelas.				
17	Penggunaan <i>layout</i> dan <i>background</i> pada materi yang diuji cobakan tidak mengganggu saya pada saat membaca ataupun mengerjakan tugas-tugas lainnya.				
18	Tampilan <i>layout</i> materi yang diuji cobakan secara keseluruhan menarik.				
19	Unit ini secara keseluruhan telah membantu saya untuk mencapai kecakapan dalam membuat deskripsi tentang seseorang				
20	Unit ini membantu saya untuk meningkatkan kosa kata bahasa Inggris tentang benda-benda di dalam kelas				
21	Kosakata yang disajikan dalam unit ini biasa digunaka/familiar dalam kehidupan sehari-hari				
22	Unit ini juga membantu siswa dalam meningkatkan kemampuan menyimak (listening) yang berkaitan dengan describing someone characteristics.				

Appendix 7
Results of Second Questionnaire Unit 1

No	Statements	Scale				Total score	Mean	Category
		1	2	3	4			
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.		3	17	3	69	3	Good
2	The designed materials have been suitable with the background of the SMP students.			20	3	72	3,13	Good
3	The designed materials are suitable with the English level of students of SMP.		2	16	5	72	3,13	Good
4	The designed materials are challenging/not too easy.		4	18	1	66	2,86	Good
5	The designed materials are suitable with the students' interest.	1	2	16	4	69	3,00	Good
6	The designed materials motivate the students to learn.			17	6	75	3,26	Good
7	The designed materials can improve students' speaking ability.			18	5	74	3,21	Good
8	The designed materials improve students' English vocabulary.		3	18	2	68	2,96	Good
9	The designed materials contain of varied activities.		2	19	2	71	3,09	Good
10	The activities in the materials give students opportunity to practice.		1	17	5	73	3,17	Good
11	The materials sequenced from the easiest one to the difficult one.		3	15	5	71	3,09	Good
12	The students could finish Unit 2 by receiving prompt from the teacher.		2	20	1	68	2,96	Good
13	The teacher's role as a prompter and organizer were sufficient in completing this unit.		2	20	1	68	2,96	Good
14	The designed materials were completed by clear instruction.			15	8	77	3,35	Good
15	The activities in this unit were completed by clear instruction.			16	7	76	3,30	Good
16	The use of font, color, and font			17	6	75	3,26	Good

	size							
17	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.		2	16	5	72	3,13	Good
18	The lay-out of this unit was interesting.		2	15	6	73	3,17	Good
19	This unit helped the students to reach the goal (Using asking for and giving something).			19	4	73	3,17	Good
20	This unit helped the students to improve their vocabulary about the objects in the classroom		3	17	3	69	3,00	Good
21	The vocabularies in the designed materials were familiar.		3	19	1	67	2,91	Good
22	This unit helped students to improve their listening ability, especially about asking for and giving things.		2	20	1	68	2.95	Good

Results of Second Questionnaire Unit 2

No	Statements	Scale				Total score	Mean	Category
		1	2	3	4			
1	The designed materials have been suitable with SK and KD for students of SMP grade VII, semester II.						3.09	
2	The designed materials have been suitable with the background of the SMP students.			19	2	65	3.09	
3	The designed materials are suitable with the English level of students of SMP.		2	17	2	63	3.00	
4	The designed materials are challenging/not too easy.			18	3	66	3.14	
5	The designed materials are suitable with the students' interest.		1	16	4	66	3.14	
6	The designed materials motivate the students to learn.			18	3	66	3.14	
7	The designed materials can improve students' speaking ability.		1	16	4	66	3.14	
8	The designed materials improve students' English vocabulary.		2	15	4	65	3.09	
9	The designed materials contain of varied activities.		1	16	4	66	3.14	
10	The activities in the materials give students opportunity to practice.			19	2	65	3.09	
11	The materials sequenced from the easiest one to the difficult one.		2	18	1	62	2.95	
12	The students could finish Unit 2 by receiving prompt from the teacher.					65	3.09	
13	The teacher's role as a prompter is sufficient in completion this unit.		1	19	1	62	2.95	

14	The designed materials were completed by clear instruction.			20	1	64	3.04	
15	The activities in this unit were completed by clear instruction.		1	17	3	64	3.04	
16	The use of font, color, and font size		1	19	1	62	2.95	
17	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.			19	2	65	3.09	
18	The lay-out of this unit was interesting.			17	4	67	3.19	
19	This unit helped the students to reach the goal (Using asking for and giving something).			18	3	66	3.14	
20	This unit helped the students to reach the goal (Using asking for and giving something).					62	2.09	
21	This unit helped students to improve their listening ability, especially about asking for and giving things.					66	3.14	
22	This unit helped the students to improve their vocabulary about the objects in the classroom					65	3.09	

Appendix 8 Field Notes of Try-out Unit 1

Field notes of Implementation of Unit 1

Day : Tuesday July, 24 2012

Time : 12.30 AM

Place : VII B

Class : VII B

Number of Students : 23

At first the researcher introduced himself and his partner to the students. And then he explained to the students why the researcher could be in the class and replace their English teacher. In this meeting the researcher acted as English teacher. The teacher controlled and organizes the teaching and learning in the class. In this occasion the researcher tried-out the materials that had been design for the English Club.

The researcher opened the class and the students were inattentive when the researcher greeted them. Then, researcher asked their attention. When the researcher greeted them “Good morning”, students answer Good morning Mister”. After that, the researcher asked the students’ condition and having a small talk to control the class and created good classroom atmosphere. Then, the researcher invited them to start the lesson by asking “Are you ready for the lesson?” the students answered “Yes”.

The researcher started the lesson by asking the students “have you ever asked for something to other people?” students answered “yes”. The researcher asked “what will you say if you want to borrow something from other people?” then, the students only shake their head. Then, the researcher explained about the topic that will be learnt in this unit. Then, the researcher asked them to take a look at a picture in the second page of unit 1. The res asked about the pictures “what are they talking about?”. “Asking for something” answered the students. In this stage they could see the goal of the unit 1 by inferring from the pictures in the second page. After the students knew the goal of Unit 1, the researcher directed them to do Task 2 individually.

The researcher asked the students to label the objects with the right words in the box. While the students were doing the Task 2, the researcher moved around the class to check whether they could complete it or not. The students were very serious in completing Task 2, and there was no complaint about the pictures and the fonts in this Task. After a few seconds, the researcher asked them that they had finished this Task. “Have you finished?” “Yes” said the students. The students could finish Task 2 successfully. The researcher gave compliment to the students, “Good”. Then both the researcher and the students discussed Task 2 together. Then the researcher asked the students to move on to Task 3.

In the execution of Task 3, the researcher asked the students to observe the objects in the classroom. Then they have to tell to their classmates about the result of their observation. While the students were doing Task 3, the researcher checked around the class to check whether they could complete it or not. The students were very enthusiasm to do this Task, but they have to be guided by the researcher. After five minutes, the researcher asked them that they have finished the Task. “Have you finished?” “Not yet” then the researcher gave them three minutes to finish the Task 3. The researcher asked a volunteer to tell the result of their observation. “Who want to be a volunteer?” “Me” answered the students. After that, one of the students come forward and told the result of his observation. The researcher also asked some students and then the researcher asked them to assure that everybody had finished the Task 3 successfully. The researcher gave compliment to the students, “Good”. Then both of them discussed it together. Then the teacher asked the students to move on to Task 4.

This Task is about listening activities. In this Task the researcher asked the students to listen to the conversation about how to use asking for and giving things expressions in daily life. The researcher played a recording three times, then the students answered the questions which are based on the conversation. After that the researcher asked the students to check their answer before discussing it. Two minutes later, the researcher asked the students “Have you finished?” “Yes” said the students. They could complete the Task individually. The teacher gave compliment to the students, “Good”. Then both the teacher and the students discussed this Task together. Then the teacher asked the students to read the instruction of the next Task.

Task 5 was about the explanation of asking for and giving something, singular and plural noun. In this Task the teacher asked the students to read the explanation about the language function that would be discussed further in this unit. The teacher gave them five minutes to read the explanation. Then the teacher explained about this Task and gives some examples about how to use it. The teacher asked the students whether there is a question or not. The teacher said “Is there any questions?” “No” said the students. The teacher gave applause, and then move to the next Task of this unit.

Task 6 is about drilling. The students were asked to repeat after the teacher. There are four dialogues in this Task. The students have to repeat one by one with his partner. The teacher read the first dialogue and then the students repeat after the teacher. Then the teacher asked the students to move to the next Task in this unit.

In the execution of Task 7 the researcher asked the student to complete some dialogues with suitable expressions. The researcher asked the students to read the dialogue and then complete the dialogue with suitable expressions. The researcher asked the students “Read the following dialogues then complete them with suitable expressions.” The students did it seriously. The researcher checked the students’ one by one whether they could complete it or not. Three

minutes later the teacher asked the students “What about the instruction is it clear?” “Yes sir” said the students “Have you finished?” “Yes” said the students “Good”. The next activity is performing the dialogue in front of the class. The researcher asked “Who want to be a volunteer?” “Me” said some students. Then two of them performed the dialogue in front of the class. The teacher gave applause. The teacher asked the students “Any questions? So far” “Not yet” Then the researcher asked the students to move to the next Task of this unit.

Task 8 was about the freer activities. In this Task the students were asked to make some dialogues about asking for and giving something, asking for and refusing to give something based on the situation given. The researcher asked the students to work in pairs to make dialogues based on the situation given. The final Task of this unit is Task 9 this Task asked the students to make a dialogue based on the situation given.

Finally, the teacher and the students had done discussing Unit 3. Before the teacher ended the class, he gave summary of Unit 1 and let the students to ask, if any difficulties. Generally the try-out of Unit 3 was successfully since the students had opportunities to practice English so their skill, especially speaking, improved.

Appendix 9 Field Notes of Try-out Unit 2

Field notes of Implementation of Unit 2

Day : Tuesday July, 24 2012

Time : 12.30 AM

Place : VII B

Class : VII B

Number of Students : 23

The students were inattentive when the researcher entered the class. Then, researcher asked their attention. When the researcher greeted them “Good morning”, students answer Good morning Mister”. After that, the researcher asked the students’ condition and having a small talk to control the class and created good classroom atmosphere.

The researcher started the lesson by asking the students “What did you do when you are not sure about what people say?” students did not answer the question they just kept silent. The researcher explained about the topic that will be learnt in this unit. Then, the researcher asked them to take a look at a picture in the second page of unit 1. The res asked about the pictures “what are they talking about?”. “Asking for something” answered the students. In this stage they could see the goal of the unit 1 by inferring from the pictures in the second page. After the students knew the goal of Unit 1, the researcher directed them to do Task 2 individually.

The researcher asked the students to label the objects with the right words in the box. While the students were doing the Task 2, the researcher moved around the class to check whether they could complete it or not. The students were very serious in completing Task 2, and there was no complaint about the pictures and the fonts in this Task. After a few seconds, the researcher asked them that they had finished this Task. “Have you finished?” “Yes” said the students. The students could finish Task 2 successfully. The researcher gave compliment to the students, “Good”. Then both the researcher and the students discussed Task 2 together. Then the researcher asked the students to move on to Task 3.

In the execution of Task 3 the students were asked to listen to the conversation about how to use asking for and giving clarification expressions in daily life. The researcher played a recording three times, then the students answered the questions which are based on the conversation. After that the researcher asked the students to check their answer before discussing it. Two minutes later, the researcher asked the students “Have you finished?” “Yes” said the students. They could complete the Task individually. The teacher gave compliment to the students, “Good”. Then both the teacher and the students discussed this Task together. Then the teacher asked the students to read the instruction of the next Task.

In the Task 4 the students were asked to put a tick in the right column. There are some statements in this Task and the students were asked to put a tick in the true or false column based on the statement given. The researcher gave them five minutes to do it. After that the researcher asked the students “Have you finished?” “Yes” said the students, “Good”. Then the researcher asked “Is there any difficult word in this Task?” “No” answered the students. Then both of them discussed this Task.

Task 5 was about the explanation of asking for and giving clarification to other people, singular and plural noun. In this Task the teacher asked the students to read the explanation about the language function that would be discussed further in this unit. The teacher gave them five minutes to read the explanation. Then the teacher explained about this Task and gives some examples about how to use it. The teacher asked the students whether there is a question or not. The teacher said “Is there any questions?” “No” said the students. The teacher gave applause, and then move to the next Task of this unit.

In the execution of Task 6 the students were asked to complete the dialogues, with the right expressions in the box. There are three dialogues in this Task, the students were asked to complete the dialogue with suitable expressions in the box. The researcher asked the students to read the dialogue and then complete the dialogue with suitable expressions. The researcher asked the students “Read the following dialogues then complete them with suitable expressions.” The students did it seriously. The researcher checked the students’ one by one whether they could complete it or not. Three minutes later the teacher asked the students “What about the instruction is it clear?” “Yes sir” said the students “Have you finished?” “Yes” said the students “Good”. The next activity is performing the dialogue in front of the class. The researcher asked “Who want to be a volunteer?” “Me” said some students. Then two of them performed the dialogue in front of the class. The teacher gave applause. The teacher asked the students “Any questions? So far” “Not yet” Then the researcher asked the students to move to the next Task of this unit.

Task 8 was about the freer activities. In this Task the students were asked to make some dialogues about asking for and giving something, asking for and refusing to give something based on the situation given. The researcher asked the students to work in pairs to make dialogues based on the situation given. The final Task of this unit is Task 9 this Task asked the students to make a dialogue based on the situation given.

Finally, the teacher and the students had done discussing Unit 3. Before the teacher ended the class, he gave summary of Unit 2 and let the students to ask, if any difficulties. Generally the try-out of Unit 2 was successfully since the students had opportunities to practice English so their skill, especially speaking, improved.

Appendix 10 Field Notes of Try-out Unit 3

Fields Note of Implementation of Unit 3

Day : Tuesday July, 24 2012
Time : 12.30 AM
Place : VII B
Class : VII B
Number of Students : 23

The students were inattentive when the researcher entered the class. Then, researcher asked their attention. When the researcher greeted them “Good morning”, students answer Good morning Mister”. After that, the researcher asked the students’ condition and having a small talk to control the class and created good classroom atmosphere.

The researcher explained about the topic that will be learnt in this unit. Then, the researcher asked them to take a look at a picture in the second page of unit 1. The researcher asked about the pictures “Did you know him? What does he look like?”. “Lionel Messi” answered the students. In this stage they could see the goal of the unit 1 by inferring from the pictures in the second page. After the students knew the goal of Unit 1, the researcher directed them to do Task 2 individually.

The researcher started the lesson by asking the students to take a look at a picture in the first page of Unit 3 said, “What are they talking about?” “Describing people’s appearance”, answered the students. They could see the goal of the Unit 3 from the top of the first page. The researcher explained about the topic that will be learnt in this unit. Then, the researcher asked them to take a look at a picture in the second page of unit 1. The researcher asked about the pictures “Did you know him? What does he look like?”. “Lionel Messi” answered the students. In this stage they could see the goal of the unit 1 by inferring from the pictures in the second page. After the students knew the goal of Unit 1, the researcher directed them to do Task 2 individually. After the students knew the goal of Unit 3, the teacher asked them to do task 1 individually. After a few minutes the researcher asked them to move on to Task 2.

The researcher asked the students to move match each description in the box with the right picture. While the students were doing task 2, the teacher moved around the class to check whether they could complete it. The students were very serious completing Task 1 and there was no complaint about the pictures and fonts in Task 2. After 5 minutes, the teacher asked them to assure they had finished Task 1, “Have you finished?” “yes” said the students. Individually, the students could complete Task 1 successfully. The researcher gave compliment to the students, “Good.” Then, both the teacher and the students discussed Task 2 together. The teacher also

taught the students pronouncing the vocabulary used in Task 2. The students were very enthusiastic repeating their teacher.

Then, the researcher asked the students to move onto Task 3. It was a listening Task. Before the researcher played the recording, he invited the students to discuss about this task, and pronounced some words in this Task. After that the researcher asked the students to listen to the recording, "Please listen to the recording and put a tick in the correct box. The researcher gave some examples about how to do this Task. And then the teacher asked the students, "Have you got all the answers?" Some of the students said "Yes" and the others said "Not yet". Therefore, the researcher played it once again. In short, they listen to the recording carefully and did the task individually. The researcher checked whether the students had finished. The students could answer all. The researcher asked the students to listen more but they said "No." Next, the teacher and the students discussed the recording. Then, the researcher asked the students to move onto next Task.

Task 4 is about reading comprehension Task. Firstly, the researcher invited two students to read aloud about someone's description. Then the teacher corrected some mispronounced words pronounced by those two students. To give other students opportunities to participate, the researcher invited one more pair, to read the dialogue. There was no complaint about the text. Again, the teacher corrected some mispronouncing words. Next, the researcher asked the students to match the description with the right picture. The students were very active and enthusiastic participating in this activity. The teacher gave compliment to the students "Great." Finally, Task 3 had been done in 5 minutes. Then the teacher asked them to do the next Task. The students were asked to decide whether it is true or false by putting a tick in the table based on the statement given.

The researcher asked the students to move onto Task 6. The teacher asked to read the dialogue. Then the teacher asked them to answer the comprehension questions. The students had discussion with their own partners in completing this Task. It took about 5 minutes. The students did the Task seriously. The researcher moved around the class to check whether the students could do Task 6. He asked "Finished?" When he knew every students had finished doing Task 6. The researcher asked two students to practice the dialogue. After assured those two students and the others could answer all the questions, the researcher gave compliment to them. After that, the researcher and the students had a discussion related to the answer of Task 5.

Task 7 was about the explanation of how to describe someone's physical appearance. In this Task the teacher asked the students to read the explanation about the language function that would be discussed further in this unit. The teacher gave them five minutes to read the explanation. Then the teacher explained about this Task and gives some examples about how to use it. The teacher asked the students whether there is a question or not. The teacher said "Is there any questions?" "No" said the students. The teacher gave applause, and then move to the next Task of this unit.

After that the researcher asked them to move onto Task 8, in this Task the students were asked to describe one of their classmates. After 5 minutes, the researcher invited two students to describe one of their classmates. The students completed well this task. The researcher asked them to move onto next Task.

Task 9 was about “Guess Who?” game in which the students were asked to address questions related to descriptive text. Firstly, the teacher gave an example of doing this and prompted the students to do it. Then, the researcher divided them into 6 groups, so that each groups consisted of 4-5 students. While the students had discussion with their own groups, the teacher observed what the students did and sometimes answered questions from the students. After all groups were ready to perform, the teacher asked group by group to perform in front of class. In short, all groups performed the game. The activity took about 25 minutes. The students looked very enthusiastic doing “Guess who?” game. The teacher gave compliment to the every group. The class become quiet noisy, but the researcher was sure that every student was learning this unit in a relaxed way. At the end of this Task, the researcher gave feedback to what the students had done.

Task 10 was about the freer activities. In this Task the students were asked to make a descriptive text about describing someone’s physical appearance. The researcher asked the students to work in pairs to make dialogues based on the situation given. The final Task of this unit is Task 9 this Task asked the students to make a dialogue based on the situation given.

Finally, the teacher and the students had done discussing Unit 3. Before the teacher ended the class, he gave summary of Unit 3 and let the students to ask, if any difficulties. Generally yhe try-out of Unit 3 was successfully since the students had opportunities to practice English so their skill, especially speaking, improved.

Appendix 11

Interview transcript of Unit 1

Day : Tuesday July, 24 2012

Time : 12.30 AM

Place : VII B

Class : VII B

R: Gimana menurutmu materi yang di try-out kan itu udah sesuai dengan background mu sebagai siswa SMP? (What do you think about the tried-out materials, is it suitable with your background as a student of junior high school?)

S: Saya kira udah cukup bagus. (I think it's very good enough.)

S: Wah bagus banget mas, jadi membuat saya berani untuk berbicara. (I think it's very good. It makes me brave to speak-up.)

R: Menurut mu materinya apa sudah pas dengan kebutuhan dan level kamu? Terlalu mudah atau terlalu gampang? (Do you think the materials suits your need and appropriate with your level? Is it too easy?)

S: Lumayan sih, sedeng lah gk terlalu susah, tapi ya juga gak mudah he...(It's not bad. It's not too difficult or too easy. It's challenging.)

R: Menurut mu apakah materi ini meningkatkan kosakata mu? (Do you think this material can improve your vocabulary mastery?)

S: Ya. (Yes).

R: Pada materi ini apakah instruksinya jelas? (What do you think about the instruction in this unit? Is it clear?).

S: Ya, saya piker instruksi dalam unit ini sudah cukup jelas dan mudah dipahami. (Yes, I think the instructions in this unit are clear enough and it's easy for me to comprehend the instructions).

R: Kalo instruksi untuk mengerjakan aktifitasnya apakah sudah jelas? (The instruction to do the activity is it clear enough?).

S: Jelas ko mas. (Yes its clear sir).

R: penggunaan huruf, warna, dan ukuran huruf pada unit ini apakah sudah sesuai? (Does the use of font, colour, and font size in this unit is appropriate?).

S: Kalo hurufnya sudah cukup bagus tapi mas harus bikin lebih berwarna kurang . (The use of the font in this unit is ok, but you have to make it more colorful).

R: Lay-out dan background dalam unit ini gak mengganggu kalian untuk menyelesaikan unit ini kan?

R: Sekarang kita fokus pada aktifitasnya. Pada materi ini apakah aktifitasnya sudah bervariasi? (Now, let's focus on the activities). (What do you think about the activities in this unit? Is it varied or not?).

S: Ya, saya pikir aktifitasnya sudah cukup bervariasi. (Yes, I think the activities in this unit are varied enough).

R: Dalam menyelesaikan unit ini apakah kamu berperan aktif sebagai active participant and performer? (In completing Task 1, did you act as active participant and performer?).

S: Aktif ko mas. (Yes I did).

R: Kalo urutan aktifitasnya sudah bagus belum maksudnya sudah diurutkan dari yang gampang ke yang susah? (What about the sequenced of the materials, did the materials sequence from the easiest to the difficult one?)

S: Udah ko mas tadi yang awal lumayan lebih gampang dari pada aktifitas selanjutnya (Yes, the activities in this unit began from the easiest one).

R: Kalo gitu unit ini sudah bantu kalian untuk mencapai tujuan dong untuk menggunakan ekspresi asking for and giving something? (Did this unit help you to reach the goal? (Using asking for and giving something expressions)

S: Ya, kita jadi ngerti ngegunainnya (Yes, We understand how to use it)

Interview transcript of Unit 2

Day : Tuesday July, 24 2012

Time : 12.30 AM

Place : VII B

Class : VII B

R: Gimana menurutmu materi yang di try-out kan? (What do you think about the tried-out materials?)

S: Saya kira udah cukup bagus. (I think it's very good enough.)

R: Materinya udah memotivasi kamu untuk berbicara gk? (Did the material motivate you to speak-up?)

S: Ya dong (Yes I do).

R: Menurut mu materinya apa sudah pas dengan kebutuhan dan level kamu? Terlalu mudah atau terlalu gampang? (Do you think the materials suits your need and appropriate with your level? Is it too easy?)

S: Kalo gampang sih gak, tapi sulit banget juga nggak (It's not easy but, it's also not too difficult. It's challenging.)

R: Menurut mu apakah materi ini meningkatkan kosakata mu terkait dengan aneka hobi? (Do you think this material can improve your vocabulary mastery related to the hobbies are around of you?)

S: Ya. (Yes).

R: Pada materi ini apakah instruksinya jelas? (What do you think about the instruction in this unit? Is it clear?).

S: Ya, saya pikir instruksi dalam unit ini sudah cukup jelas dan mudah dipahami. (Yes, I think the instructions in this unit are clear enough and it's easy for me to comprehend the instructions).

R: Kalo instruksi untuk mengerjakan aktifitasnya apakah sudah jelas? (The instruction to do the activity is it clear enough?).

S: Jelas ko mas. (Yes its clear sir).

R: penggunaan huruf, warna, dan ukuran huruf pada unit ini apakah sudah sesuai? (Does the use of font, colour, and font size in this unit is appropriate?).

S: Kalo hurufnya sudah cukup bagus tapi mas harus bikin lebih berwarna. (The use of the font in this unit is ok, but you have to make it more colorful).

R: Lay-out dan background dalam unit ini gak mengganggu kalian untuk menyelesaikan unit ini kan?

S: Tidak sama sekali (Not at all)

R: Sekarang kita fokus pada aktifitasnya. Pada materi ini apakah aktifitasnya sudah bervariasi? (Now, let's focus on the activities). (What do you think about the activities in this unit? Is it varied or not?).

S: Ya, saya pikir aktifitasnya sudah cukup bervariasi. (Yes, I think the activities in this unit are varied enough).

R: Dalam menyelesaikan unit ini apakah kamu berperan aktif sebagai active participant and performer? (In completing Task 1, did you act as active participant and performer?).

S: Aktif ko mas. (Yes I did).

R: Kalo urutan aktifitasnya sudah bagus belum maksudnya sudah diurutkan dari yang gampang ke yang susah? (What about the sequenced of the materials, did the materials sequence from the easiest to the difficult one?)

S: Udah ko mas tadi yang awal lumayan lebih gampang dari pada aktifitas selanjutnya (Yes, the activities in this unit began from the easiest one).

R: Kalo gitu unit ini sudah bantu kalian untuk mencapai tujuan dong untuk menggunakan ekspresi asking for and giving something? (Did this unit help you to reach the goal? (Using asking for and giving something expressions)

S: Ya, kita jadi ngerti ngegunainnya (Yes, We understand how to use it)

Interview transcript of Unit 3

Day : Tuesday July, 24 2012

Time : 12.30 AM

Place : VII B

Class : VII B

R: Gimana menurutmu materi yang di try-out kan? (What do you think about the tried-out materials?)

S: Saya kira udah cukup bagus. (I think it's very good enough.)

R: Materinya udah memotivasi kamu untuk berbicara gk? (Did the material motivate you to speak-up?)

S: Ya dong (Yes I do).

R: Menurut mu materinya apa sudah pas dengan kebutuhan dan level kamu? Terlalu mudah atau terlalu gampang? (Do you think the materials suits your need and appropriate with your level? Is it too easy?)

S: Kalo gampang sih gak, tapi sulit banget juga nggak (It's not easy but, it's also not too difficult. It's challenging.)

R: Menurut mu apakah materi ini meningkatkan kosakata mu terkait dengan aneka hobi? (Do you think this material can improve your vocabulary mastery related to the hobbies are around of you?)

S: Ya. (Yes).

R: Pada materi ini apakah instruksinya jelas? (What do you think about the instruction in this unit? Is it clear?).

S: Ya, saya pikir instruksi dalam unit ini sudah cukup jelas dan mudah dipahami. (Yes, I think the instructions in this unit are clear enough and it's easy for me to comprehend the instructions).

R: Kalo instruksi untuk mengerjakan aktifitasnya apakah sudah jelas? (The instruction to do the activity is it clear enough?).

S: Jelas ko mas. (Yes its clear sir).

R: penggunaan huruf, warna, dan ukuran huruf pada unit ini apakah sudah sesuai? (Does the use of font, colour, and font size in this unit is appropriate?).

S: Kalo hurufnya sudah cukup bagus tapi mas harus bikin lebih berwarna kurang . (The use of the font in this unit is ok, but you have to make it more colorful).

R: Lay-out dan background dalam unit ini gak mengganggu kalian untuk menyelesaikan unit ini kan?

R: Sekarang kita fokus pada aktifitasnya. Pada materi ini apakah aktifitasnya sudah bervariasi? (Now, let's focus on the activities). (What do you think about the activities in this unit? Is it varied or not?).

S: Ya, saya pikir aktifitasnya sudah cukup bervariasi. (Yes, I think the activities in this unit are varied enough).

R: Dalam menyelesaikan unit ini apakah kamu berperan aktif sebagai active participant and performer? (In completing Task 1, did you act as active participant and performer?).

S: Aktif ko mas. (Yes I did).

R: Kalo urutan aktifitasnya sudah bagus belum maksudnya sudah diurutkan dari yang gampang ke yang susah? (What about the sequenced of the materials, did the materials sequence from the easiest to the difficult one?)

S: Udah ko mas tadi yang awal lumayan lebih gampang dari pada aktifitas selanjutnya (Yes, the activities in this unit began from the easiest one).

R: Kalo gitu unit ini sudah bantu kalian untuk mencapai tujuan dong untuk menggunakan ekspresi asking for and giving something? (Did this unit help you to reach the goal? (Using asking for and giving something expressions)

S: Ya, kita jadi ngerti ngegunainnya (Yes, We understand how to use it)

Appendix 12

COURSE GRID of Unit 1

Basic competence : Understanding meaning of very simple transactional and interpersonal to interact with the nearest environment

Standard of competence : Expressing meaning very of very simple transactional and interpersonal (Asking for and giving things) accurately and fluently to interact with the nearest environment.

No	Indicators	Topic/Theme	Unit title	Language functions	Grammar	Vocabulary	Activities
1	The students are able to give appropriate responses to the expressions of asking for and giving something. The students are able to produce transactional and interpersonal dialogues about asking for and giving things.	The objects in the classroom	May I borrow your dictionary?	Asking things Can I...., please? May I...., please? Can you...., please? Could you lend me....,please? Giving the things Here you are. Sure. Of course. Refusing to give the things I'm sorry. I'm using it. Not now. I'm using it/them myself. Sorry.		appropriate [əprəʊ.pri.ət] telephone [tel.ɪ.fəʊn] bicycle [baɪ.sɪ.kl] birthday ['bɜːθ.deɪ] blackboard ['blæk.bɔːd] book [bʊk] catalogue ['kætə.lɒɡ] chair [tʃeər] crayon ['kreɪ.ɒn] dictionary ['dɪkʃənəri] homework ['həʊm.wɜːk]	Warming-up ➤ Lead-in Look at the following pictures and answer the question orally. In pairs label the pictures below with the right words in box. Then, repeat and listen after the teacher. Now, observe the objects in your classroom. Write them down in the table below. Then tell the class the result of your observation ➤ Main teaching and

				Sorry, I'm using it/them right now.		ovie ['mu:.vi] nice [naɪs] present ['prezənt] sharpener ['ʃɑ:pənər] shop [ʃɒp] stationery ['steɪʃənəri]	Learning activities Listen and Speak Listen to the conversation below and answer the questions. In pairs, study the explanation below. Study the expressions below carefully with your friend. Listen and repeat after your teacher. Complete the following dialogues with suitable expressions and then act them out in pairs. Take turns asking for and giving something with your partner. Practise a dialogue based on the situation given. Then act it out with your partner.
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COURSE GRID of Unit 2

Standard of competence : 7. Understanding meanings of short transactional and interpersonal conversation to interact with the nearest environment.

Basic competence : Expressing meaning of very simple transactional and interpersonal conversation (asking for clarification) accurately to interact with the nearest environment.

No	Indicators	Topic/Theme	Unit title	Language functions	Grammar	Vocabularies	Activities
2	The students are able to identify the expressions for asking clarification appropriately. The students are able to use the expressions for asking clarification appropriately. The students are able to give appropriate responses to the expressions for asking clarification.	Hobby	What is your Hobby?	Asking for Someone's Clarification • Is it true/right that ...? • Is that right? • Is ... correct? • Really? • Are you sure? • Excuse me, Sir/Ma'am. Is that right that.... Responses to Someone Asking for Clarification • Yes, I'm sure. • Yes, that's right. • Yes, that's correct. • Exactly. • I didn't do it.		Chess [tʃes] : Catur Clarification [klær.ɪ.fɪ'keɪ.ʃən]: Klarifikasi Shopping ['ʃɒp.ɪŋ]: Belanja Camping ['kæm.pɪŋ] : Berkemah Surfing ['sɜːfɪŋ]: Selancar air Hiking ['haɪ.kɪŋ]: Mendaki gunung Hobby ['hɒb.i]: Kegemaran Workmate ['wɜːk.meɪt] : Rekan kerja	Warming-up ➤ Lead-in Look at the following pictures and answer the question orally. ➤ Main teaching and Learning activities • Listen and Speak Study the words and their meanings

				(Mention the reason) • I don't like watching cartoons. (Mention the reason) • I'm not a basketball player. (Mention the reason)		Classmate ['kla:s.meɪt] : Teman kelas Friend [frend]: Kawan	carefully. Then pronounce these words after your teacher. Study the expressions below carefully with your friend. Listen and repeat after your teacher. Complete the following dialogues with suitable expression and then act them out in pairs. Take turns with your partner asking and giving something. Take turns with your partner asking and refusing to give. • Read and Write Read the dialog below and then
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							answer the following questions. Write a dialog based on the situation given.
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COURSE GRID of Unit 3

Basic competence : 8.2 Expressing meaning of short functional texts and monologues (descriptive texts) accurately to interact with the nearest environment orally.

Standard of competence : 8. Understanding meanings of short functional texts and monologues (descriptive texts) to interact with the nearest environment.

No	Indicators	Topic/Theme	Unit title	Language functions	Grammar	Vocabulary	Activities
3	Identify expressions of describing people's physical appearance Describe people's physical appearance orally, accurately, fluently and appropriately	Famous Athlete	What does she look like?	Describe people's physical appearance	Simple present tense	athlete ['æθ.li:t]: atlit/pelaku olahraga bald [bɔ:ld] : botak black [blæk]: hitam curly ['kɜ:.li]: keriting eye [aɪ] : mata face [fets]: muka fat [fæt]: gemuk favourite	Warming-up ➤ Lead-in Study the picture and answer the questions. Match each description in the box with the right picture. ➤ Main teaching and Learning activities • Let's listen and speak Listen to the recording and put a (✓) tick in the correct box. Read the description of Cecep, Dodi, and Joko. Which picture do you think matches the description?

						['feɪvərɪt]: favorit football ['fʊt.bɔ:l]: sepak bola hair [heər]: rambut handsome ['hæn.səm]: ganteng lip [lɪp]: bibir long [lɒŋ]: panjang muscular ['mʌs.kjʊ.lər]: berotot nose [nəʊz]: hidung old [əʊld]: tua slim [slɪm]: langsing short [ʃɔ:t]: pendek	Read the description once again. Write T if the following statements are true or F if they are false. Study the dialogue and then answer the questions. In pairs, study the explanation below. Describe one of your classmates orally. Use the descriptive words below. Let's play a "Guess who?" game. Make groups of four and choose one of your classmates. Don't tell your partner who he/she is. Choose your favourite teacher in your school and describe him/her physical appearance in front of the class. How much do you learn from this unit? Put a tick (✓) in the right box based on how much you have learnt.
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						thin [θm]: tipis wavy ['wei.vi]: berombak white [waɪt]: putih young [jʌŋ]: muda	
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