ENGLISH SPEAKING MATERIALS FOR JUNIOR SISTERS OF SAINT FRANCIS OF THE MARTYR SAINT GEORGE CONGREGATION AT YOGYAKARTA SAINT MARY CONVENT

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Yuliana Yeni Noviyanti (Sr. M. Klarina, FSGM)

Student Number : 081214001

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Yogyakarta, 4 June 2012
Faculty of Teachers Training and Education
Sanata Dharma University

Rohandi, Ph.D.
Without You, I am Nothing

I dedicate this thesis
to my Almighty God,
to all teachers and
academicians, to my beloved
congregation, to my community,
to my family and
to my friends.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 4 June 2012

The writer

Yuliana Yeni Noviyanti (Sr. M. Klarina, FSGM)
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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Nama : Yuliana Yeni Noviyanti (Sr. M. Klarina, FSGM)
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Yuliana Yeni Noviyanti
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ABSTRACT


In these recent years, the use of English as an international language is on the rise. English is used as the key to communicate. Speaking as one of language skills holds a significant role to fulfill in mastering English. Therefore, people in today’s world, including FSGM junior sisters need mastering speaking to communicate among themselves and with anyone in the whole world whom they work with.

In this study, there was a research question: what does the designed set of English speaking materials look like? This study is eventually aimed to design a set of English speaking materials to improve FSGM junior sisters’ speaking ability.

In order to answer the question formulated, the writer reviewed the related literature as the references to conduct this study. In this study, the writer applied theories dealing with teaching speaking such as Communicative Language Teaching, Teaching Speaking and related theories of Designing English Speaking Materials. Furthermore, the writer applied design models by Yalden and Dick and Carey. In this study, the writer adapted and combined the design models. The writer’s design consists of seven steps, namely: 1. Analyzing Learners and Context, 2. Identifying Instructional Goals, 3. Writing Performance Objectives, 4. Selecting Syllabus, 5. Producing Pedagogical Syllabus, and 6. Recyclying and Evaluating.

The results of this study showed the participants were categorized as beginner who wanted to learn general topics instead of specific topics. Based on the respondents’ evaluation, it was clearly seen that the mean or the average points of respondents’ agreements upon the materials designed is 4.6 to 5 of scale 1 - 5. It indicates that the designed materials are acceptable and appropriate for FSGM junior sisters at Yogyakarta St. Mary Convent. Furthermore, the writer presents four units of English speaking materials. Each unit consists of four sections. The first section, Dialogue, is intended to increase learners’ curiosity to follow the activities based on the topic that will be discussed. The second section is Language Practice. It consists of useful expressions and vocabulary list introduced to the learners. The third section is Discussion. In this part, the learners are asked to compose their own dialogues by working in pairs or small group. The last section, Speaking Activity consists of some activities such as role-play and pair/group work. The learners are asked to compose their own dialogues and act out their roles.

Keywords: English Speaking Materials, Speaking, Saint Francis of the Martyr Saint George Congregation (FSGM), Junior Sister, and Reverend Mother.
**ABSTRAK**


Di dalam studi ini terdapat satu pertanyaan, yaitu, seperti apakah desain materi pengajaran Bahasa Inggris tersebut. Studi ini bertujuan untuk mendesain materi Bahasa Inggris untuk meningkatkan keterampilan berbicara (speaking) dalam Bahasa Inggris untuk para Suster junior FSGM.


Hasil dari penelitian ini menunjukkan bahwa siswa dikategorikan sebagai tingkat pemula yang memilih belajar Bahasa Inggris dengan topik umum daripada topik khusus. Berdasarkan evaluasi dari responden dapat diketahui bahwa rata-rata tingkat persetujuan (mean or the average points agreements) mereka adalah 4.6-5 dari skala 1-5. Hal ini menunjukkan bahwa materi tersebut dapat diterima dan tepat digunakan untuk mengajar keterampilan berbicara Bahasa Inggris bagi para suster junior FSGM di Komunitas St. Maria, Yogyakarta. Selanjutnya, penulis mendesain empat unit materi untuk mengajar keterampilan berbicara Bahasa Inggris. Setiap unit materi terdiri atas empat bagian. Bagian pertama, Dialogue, bertujuan untuk meningkatkan perhatian siswa terhadap aktivitas dan topik yang akan dibahas. Bagian kedua adalah Language Practice. Bagian ini

*Kata kunci*: English Speaking Materials, Speaking, Saint Francis of the Martyr Saint George Congregation (FSGM), Junior Sister, dan Reverend Mother.
ACKNOWLEDGEMENTS

In the first place, I would like express my greatest gratitude to my dearest Lord for His blessings and mercy upon me so that I was able to complete this thesis. His gracious love has always given me strength to cope with the hard days. Anyway, I am really aware that I would not be able to finish this thesis without the others’ help. In writing this thesis, I have received support and assistance from many people to whom I am obliged to express gratitude.

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Yuliana Yeni Noviyanti
(Sr. M. Klarina, FSGM)
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

- A. Research Background ........................................................................ 1
- B. Research Problem ........................................................................... 4
- C. Problem Limitation .......................................................................... 4
- D. Research Objectives ......................................................................... 5
- E. Research Benefits ........................................................................... 5
- F. Definition of Terms ......................................................................... 6

## CHAPTER II. REVIEW OF RELATED LITERATURE

- A. Theoretical Description ................................................................... 9
  1. Instructional Material Design ..................................................... 9
     a. Dick and Carey’s Model ............................................................ 9
     b. Yalden’s Model ......................................................................... 15
  2. Communicative Language Teaching (CLT) ...................................... 18
     a. Theory of language .................................................................. 18
     b. Theory of Learning .................................................................. 19
c. Objectives of CLT................................................. 19

d. Syllabus..................................................................... 20

e. Types of Teaching and Learning Activities......................... 21

f. Learner Role.................................................................. 22

g. Teacher Role.................................................................. 23

h. Role of Instructional Materials........................................... 23

i. Procedure...................................................................... 24

3. Speaking Skill.................................................................. 25

B. Theoretical Framework..................................................... 27

CHAPTER III. RESEARCH METHODOLOGY ................................. 34

A. Research Method............................................................ 34

B. Research Setting............................................................. 38

C. Research Participants and Respondents .............................. 38

D. Instrument and Data Gathering Technique ......................... 39

1. Interview....................................................................... 40

2. Questionnaire................................................................. 41

E. Data Analysis Technique.................................................. 43

F. Research Procedure......................................................... 46

CHAPTER IV. RESEARCH RESULT AND FINDING....................... 47

A. The Learners Characteristics............................................. 47

B. The Instructional Goals..................................................... 52

C. The Topics of Each Unit.................................................... 53

D. The Performance Objectives.............................................. 55

E. The Learning Techniques of Each Unit............................... 58

CHAPTER V. CONCLUSION AND RECOMMENDATION ......... 64

A. Conclusion...................................................................... 64

B. Recommendation........................................................... 66

REFERENCES.................................................................... 68
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Stages in Language Program Development (Yalden, 1987: 89)</td>
<td>16</td>
</tr>
<tr>
<td>3.1 The Description of The Respondents on The Designed Materials</td>
<td>39</td>
</tr>
<tr>
<td>3.2 Points of Agreement</td>
<td>44</td>
</tr>
<tr>
<td>3.3 The Description of the Respondents’ Evaluation of Design Material (Sample)</td>
<td>45</td>
</tr>
<tr>
<td>3.4. The Interpretation of the Degree of Agreement</td>
<td>46</td>
</tr>
<tr>
<td>4.1 The Learners Characteristics</td>
<td>48</td>
</tr>
<tr>
<td>4.2 The Instructional Goal</td>
<td>53</td>
</tr>
<tr>
<td>4.3 The Performance Objectives</td>
<td>55</td>
</tr>
<tr>
<td>4.4 The Description of the Respondents’ Evaluation of the Material Design</td>
<td>61</td>
</tr>
<tr>
<td>4.5 The List of Units and Topics of the Designed Materials</td>
<td>63</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Language Program Development (Yalden, 1987)</td>
<td>16</td>
</tr>
<tr>
<td>2.3 Littlewood Methodological Procedure</td>
<td>24</td>
</tr>
<tr>
<td>2.4 The Writer’s Design Model</td>
<td>29</td>
</tr>
<tr>
<td>3.1 The R &amp; D and the Writer’s Instructional Design Model</td>
<td>37</td>
</tr>
<tr>
<td>4.1 The Topics to Learn</td>
<td>54</td>
</tr>
<tr>
<td>4.2 Techniques in Learning English</td>
<td>58</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Questionnaire before Designing the Materials</td>
<td>72</td>
</tr>
<tr>
<td>(in English)</td>
<td></td>
</tr>
<tr>
<td>A.2 Questionnaire before Designing the Materials</td>
<td>75</td>
</tr>
<tr>
<td>(Bahasa Indonesia)</td>
<td></td>
</tr>
<tr>
<td>B The Result of Questionnaire before Designing the Materials</td>
<td>78</td>
</tr>
<tr>
<td>C The Result of Interview on Analyzing Learners</td>
<td>80</td>
</tr>
<tr>
<td>and Context</td>
<td></td>
</tr>
<tr>
<td>D The Result of Questionnaire on Unit Materials</td>
<td>88</td>
</tr>
<tr>
<td>E The Result of Questionnaire on Analyzing Learners</td>
<td>95</td>
</tr>
<tr>
<td>and Context</td>
<td></td>
</tr>
<tr>
<td>F The General Description</td>
<td>100</td>
</tr>
<tr>
<td>G The Syllabus</td>
<td>105</td>
</tr>
<tr>
<td>H Lesson Plans</td>
<td>114</td>
</tr>
<tr>
<td>I The Presentation of the Units Materials</td>
<td>133</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In this study the writer would like to design a set of English speaking materials for junior sisters of Saint Francis of the Martyr Saint George (FSGM) Congregation. This chapter presents six parts, namely research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

In recent years, the use of English as an international language is on the rise. Many people use English for the various purposes, often for accessing and sharing information. As Mckay stated (2009): “English is the key as an international language in global sense in enabling countries to discuss and negotiate political, social, culture, educational, and economic concerns, encourages today’s people to master English (p. 17).” Furthermore, English as an international language is used and studied as a foreign language in most of other countries in the world. That is the reason why English is an answer to the need of the society in building up good communication.

English as an international language consists of four skills to fulfill, namely, listening, speaking, reading and writing. Widdowson (1979) defined: “Speaking as one of the language skills holds a significant role to fulfill in mastering English (p. 67).” As experienced by most young learners; including FSGM junior sisters at
Yogyakarta St. Mary Convent, mastering speaking is challenging. In one hand, mastering speaking is essential in their ministries; on the other hand they have various difficulties to face dealing with mastering speaking.

Based on the data collected by interviewing FSGM junior sisters at Yogyakarta St. Mary Convent, it is observed that the most difficult problem to master English is dealing with English grammar which is different from Indonesian grammar. As an example was how to use *to be* appropriately. In composing a simple present tense orally, they tend to use *to be* to preceding a verb. It usually happened because they did not understand English tenses well. Besides the previous example, learning English is challenging because enriching vocabularies in learning English, particularly in speaking is a must. They stated that as they were the beginners who start to learn English as a foreign language in the recent last year, they did not always have ability to learn by themselves.

Considering the previous problems, there are two reasons which motivated the writer to design the English speaking materials for FSGM junior sisters at Yogyakarta St. Mary convent. The first reason is concerned with the nature of FSGM Congregation as an international religious congregation which serves people in various fields globally. FSGM sisters need English to build up good communication among themselves and with anyone in the whole world whom they work with. English is necessary to master since in these recent years, the number of FSGM sisters in foreign countries is decreased. It means that there are possibilities for FSGM sisters in Indonesia to work as missionaries in the foreign countries.
Furthermore, English is eventually used to share information with foreigners, including foreigner fathers, brothers and sisters from other congregations who frequently come into their convent, usually to have their holiday.

Regarding the use of English to communicate with foreigners, FSGM sisters need English in Reverend Mother Visit in Indonesia held once in six years. In the visit, each of FSGM sisters has an opportunity to see the Reverend Mother and share their personal experiences individually. It is the most amazing opportunity for them because they may share anything happening in their life dealing with the way in incorporating the three vows, community life, and their ministries. After the writer interviewed FSGM junior sisters at Yogyakarta St. Mary Convent, the writer found that the root of the problem is in the role of the interpreters. In one hand, the role of an interpreter in the personal meeting is a must, on the other hand; it seems hard for FSGM junior sisters to tell the truth about their own life experiences to the Reverend Mother.

The second reason is dealing with the need of English speaking materials in FSGM junior sisters’ daily activities. In one hand, they do need to master speaking; on the other hand, it is a matter of fact that English speaking materials for FSGM junior sisters is unavailable. Furthermore, they frequently use English in celebrating holy mass twice a week and having daily prayers. Sometime they try to speak English in their daily activities. It was observed that they have willingness to keep practicing speaking because they believe speaking English is relevant with their ministries as the members of an international religious congregation.
Based on the previous discussions, this study is intended to design a set of English speaking materials to teach speaking for FSGM junior sisters at Yogyakarta St. Mary Convent. Hopefully, this study will be helpful to develop FSGM junior sisters’ ability to master English, more specifically speaking ability.

**B. Research Problem**

In this study the writer focused on one research problem, namely: what does the designed set of communicative English speaking materials look like?

**C. Problem Limitation**

Dealing with the development of English in senior high school, it is observed English teaching-learning activities focused on the development of reading skill and grammar accuracy instead of speaking skill. That is the reason why FSGM junior sisters are able to master English linguistic more easily than speaking even though communicative approach is an approach used in Indonesia.

This study is conducted to design a set of English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent. The main reason in conducting this study is to provide a set of English speaking materials so that FSGM junior sisters would be able to improve their speaking ability by building up good communication among themselves and anyone in the whole world whom they work with.
D. Research Objectives

Related to the problem formulation, the objective of this study is to present the designed communicative English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent.

E. Research Benefits

It is hoped that this study, which produces a set of English materials would be beneficial for English teachers, participants, further researchers, and FSGM Congregation. The writer clarifies those objectives as follows.

1. English teachers

English teachers will have the material of English speaking materials that are suitable to be applied to teach English for FSGM junior sisters and FSGM Congregation. The speaking materials designed renew techniques and strategies in speaking development, especially in teaching junior FSGM sisters.

2. Participants

The participants, FSGM junior sisters at Yogyakarta St. Mary Convent, may have the appropriate English speaking materials that can be used to help them in mastering English especially speaking. The English speaking material designed would become an essential way to develop their fluency in speaking ability.
3. Further Researchers

Hopefully, this study can give contribution to further studies dealing with the development of English speaking materials for FSGM Congregation, especially junior sisters. The English speaking materials designed can inspire the future researchers in conducting further study.

4. FSGM Congregation

This study will support FSGM Congregation to improve the quality of their ministry or services in various fields. It will help FSGM sisters, more particularly FSGM junior sisters to build up communication and cooperation with all FSGM sisters throughout the world. It is considered as FSGM Congregation is an international congregation.

F. Definition of Terms

Some terms below need to be defined in order to avoid misunderstanding. The definitions of the terms are:

1. English Speaking Material

In this study, English speaking material refers to an English material which is designed to teach speaking. The English material is eventually designed for FSGM junior sisters at Yogyakarta St. Mary convent to improve their speaking ability.

2. Speaking

In this study, the term speaking is defined as what Harmer (2007) proposed: “Speaking is called productive skill because when we speak we produce the language.
If the students want to speak English fluently, they have to be able to pronounce well.” The meaning of the term speaking is focused on the use of language to convey meaning as clearly seen in the characteristics of communicative language approach applied in this study.

3. Saint Francis of the Martyr Saint George Congregation (FSGM)

The Sisters of St. Francis of the Martyr St. George Congregation is a Roman Catholic religious order for women. The order mother’s house is in Germany. FSGM is one of an international congregation names. The existence of this congregation is spread all over the world such as in the United States of America, the Philippines, Japan, Tanzania, and the Netherland.

4. Junior Sister

The word junior sister refers especially to the nuns of congregation whose ages range from 23–33. In this study, junior sisters refer to junior sisters of FSGM Congregation who are living at Yogyakarta St. Mary convent. They are required to renew their vows until April 16th of the following year (FSGM Rules and Constitutions, 1987, verse 520, p. 87).

5. Reverend Mother

The term Reverend Mother is defined as a title used for a mother superior in charge of a convent (a religious group of women in the Christian Church(http://www.macmillandictionary.com/thesaurus/british/Reverend-Mother#Reverend-Mother_3)).
In this study, the term Reverend Mother is used for FSGM Superior General. She has final responsibility for the whole congregation. In addition, she is obliged to visit every local community of the congregation at least once during her term of office (FSGM Rules and Constitutions, 1987, verse 649 and 652, pp. 106-107).
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a discussion of related literature as a theoretical base in designing a set of speaking material for FSGM junior sisters at Yogyakarta St. Mary Convent. There are two main parts considered in this chapter namely theoretical description and theoretical framework.

A. Theoretical Description

Theoretical description consists of some theories directly relevant to the study being discussed. The first part of theoretical description is focused on the discussion on instructional design models. The second part is going to discuss communicative language teaching. Finally, the last discussion deals with English speaking skill.

1. Instructional Material Design

There are two instructional design models discussed in this section; namely Dick and Carey’s model and Yalden’s model. Each of the models would be explained in the following subsections.

a. Dick and Carey’s Model

Borg and Gall (2007) explains that education Research and Development (R&D) is “an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically fieldtested, evaluated, and refined until they meet specified criteria of effectiveness,
quality, or similar standards (p. 589).” It means that education Research and Development is a process to develop educational products which can be used to support the teaching learning process. Furthermore, the goal of R & D is to develop the research knowledge and incorporate it into a product that combines educational research and educational practice rather than discover new knowledge (Borg and Gall, 1983).

Walter Dick, Lou Carey, and James Carey (2005) designed a system approach model for designing instruction. Furthermore, they stated the definition of the Dick and Carey’s instructional model as follow.

The Dick and Carey Model is only a representation components in the discipline of instructional design. The purpose for the discipline is to help you learn, understand, analyze, and improve your practice of the discipline, but all models are oversimplified representations. (p. 5).

The Dick and Carey instructional design covers ten steps: 1) Identify instructional goals, 2) Conduct instructional analysis, 3) Analyze learners and contexts, 4) Write performance objectives, 5) Develop assessment instruments, 6) Develop instructional strategy, 7) Develop and select instructional materials, 8) Design and conduct formative evaluation of instruction, 9) Revise instruction, 10) Design and conduct summative evaluation (pp. 6-8). The stages are systematically arranged. It is arranged orderly in sequence as in Figure 2.1.

Furthermore Dick & Carey (2005) explained the steps in the following explanation.

Step 1: Identify instructional goal

The first step in the model is to determine what it is that the designer wants the learners to be able to do when they have completed the instruction. The instructional goal may be derived from a list of goals, from a performance analysis,
from a needs assessment, from practical experience with learning difficulties of students, from the analysis of people who are doing the job, or from some other requirement for new instruction (p. 6).

Step 2: Conduct instructional analysis

It is conducted to determine a step-by-step of what learners are doing when they are performing the goal; to determine what skills and knowledge are required. Its purpose is to determine the skills involved in reaching the goal. The result of this stage is in the form of identification of procedural steps in which the sequences must be followed. It can also be in the form of the identification of concept, rules, and information (p. 6).

Step 3: Analyze learners and contexts

In addition to analyzing the instructional goal, parallel analysis of the context in which learners will learn the skills, and the context in which they will use them. Learners' current skills, preferences, and attitudes are determined along with the characteristics of the instructional setting and the setting in which the skills will eventually be used. This information shapes succeeding steps in the model, especially the instructional strategy (p. 6).

Step 4: Write performance objective

Based on the instructional analysis and the statement of entry behaviors, the writer will write specific statements of what the learners will be able to do when they complete the instruction. These statements, which are derived from the skills identified in the instructional analysis, will identify the skills to be learned, the
conditions under which the skills must be performed, and the criteria for successful performance (p. 6).

Step 5: Develop assessment instruments

Based on the objectives written, the writer will develop assessments that are parallel to and measure the learners' ability to perform what the designer described in the objectives. Major emphasis is placed on relating the kind of skills described in the objectives to what the assessment requires (p. 6).

Step 6: Develop an instructional strategy

Based on info from five preceding steps, identify the strategy to achieve the objective. The strategy will emphasize components including pre-instructional activities, presentation of content, learner participation, assessment, and follow-through activities. The strategy will be based on current theories of learning and results of learning research, the characteristics of the media that will be used to deliver the instruction, content to be taught, and the characteristics of the learners (p. 7).

Step 7: Develop and select instructional materials

The purpose of this stage is to select the material sources or other media that are suitable with the goal of the material. After the sources and media are found, the designer produces instructional module. It consists of the students’ manual, instructional manual, assessment, and instructor’s guide. The factors that influence materials development are the instructional environment, availability of existing
materials, the amount of instruction, individualized or group instruction, and personnel, facilities, as well as equipment (p. 7).

Step 8: Design and conduct formative evaluation of instruction

Following the completion of draft instruction, a series of evaluations is conducted to collect data that are used to identify how to improve the instruction. These three types are: one-to-one evaluation, small-group evaluation, and field-trial evaluation. Each type provides the designer with different information that can be used to improve the instruction. Similar techniques can be applied to the formative evaluation of existing material or classroom instruction (p. 7).

In addition, Dick and Cary proposed that it is important to have an instruction reviewed by specialist. It is assumed that the designer is knowledgeable about the content area and the target population (p. 282).

Step 9: Revise instructions

The final step (and the first step in a repeat cycle) is revising the instruction. Data from formative evaluation are summarized and interpreted to identify difficulties and to relate these difficulties to specific deficiencies in the instruction. The data from a formative evaluation are used to reexamine the validity of the instructional analysis and the assumptions about the entry behaviors and characteristics of learners, finally all of these considerations are incorporated into revisions of the instruction. It is intended to find the effectiveness of the whole instructional system (pp. 7-8).
Step 10: Design and conduct summative evaluation

This is an evaluation of the absolute and/or relative value or worth of the instruction and occurs only after the instruction has been formatively evaluated and sufficiently revised to meet the standards of the designer. Since it does not usually involve the designer of the instruction but instead involves an independent evaluator, this component is not considered an integral part of the instructional design process (p. 8).

In designing English speaking materials, the writer adapted three elements of Dick and Carey’s model namely identifying instructional goals (step 1), analyzing learners and contexts (step 3) and writing performance objective (step 4).

b. Yalden’s Model

Yalden (1987) in his book *The Communicative Syllabus Evolution, Design and Implementation* stated the principles on which a syllabus is structured are different from those for selecting the linguistics contents (P. 86). It means that it is important to add a larger number of components to make up the deficit in earlier syllabus type and ensure that the learners acquire the ability to communicate in a more appropriate and efficient way. The components of a communicative syllabus are listed as follows.

- The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on;
- The language functions involved in these events, or what the learner will need to be able to do with or through the language;

- The grammatical content that will be needed;

According to Yalden, in order to understand the process of constructing a syllabus, a teacher needs to start at the next higher level in the language-learning process by examining the overall process of planning a second-language program.

The diagram of the stages in language program development is shown in Figure 2.2.

![Diagram of Language Program Development](image)

**Figure 2.2. Language Program Development (Yalden, 1987)**

Language Program Development designed by Yalden in Figure 2.2 is described more in detail in Table 2.1. It is aimed to explain the stages since each of the stage has its own description to analyze.

### Table 2.1 Stages in Language Program Development (Yalden, 1987: 89)

<table>
<thead>
<tr>
<th>STAGE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Needs survey</td>
</tr>
<tr>
<td>II.</td>
<td>Description of purpose to be prepared in terms of</td>
</tr>
<tr>
<td></td>
<td>1. Student characteristics</td>
</tr>
<tr>
<td></td>
<td>2. Student skills on entry to and on exit from the program</td>
</tr>
<tr>
<td>III.</td>
<td>Selection or development of syllabus type in terms of IV and Physical constraints on the program.</td>
</tr>
<tr>
<td>STAGE</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>IV.</td>
<td>The proto-syllabus: description of language and language use to be covered in the program.</td>
</tr>
<tr>
<td>V.</td>
<td>The pedagogical syllabus: development of teaching, learning and testing approaches.</td>
</tr>
<tr>
<td></td>
<td>1. Development of teaching materials (as far as possible)</td>
</tr>
<tr>
<td></td>
<td>2. Development of testing sequence and decisions on testing instruments</td>
</tr>
<tr>
<td>VI.</td>
<td>a. Development of classroom procedures</td>
</tr>
<tr>
<td></td>
<td>1. Selection of exercise types and teaching techniques.</td>
</tr>
<tr>
<td></td>
<td>2. Preparation of lesson plan</td>
</tr>
<tr>
<td></td>
<td>3. Preparation of weekly schedules.</td>
</tr>
<tr>
<td></td>
<td>b. Teacher training: briefings or workshops on</td>
</tr>
<tr>
<td></td>
<td>1. Principles</td>
</tr>
<tr>
<td></td>
<td>2. Desired outcome</td>
</tr>
<tr>
<td></td>
<td>3. Exploitation/creation of teaching material</td>
</tr>
<tr>
<td>VII.</td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>1. Of students</td>
</tr>
<tr>
<td></td>
<td>2. Of program</td>
</tr>
<tr>
<td></td>
<td>3. Of teaching</td>
</tr>
<tr>
<td>VIII.</td>
<td>Recycling stage</td>
</tr>
<tr>
<td></td>
<td>1. Congruence or ‘fit’ between goals set and student performance is determined.</td>
</tr>
<tr>
<td></td>
<td>2. Content is reassessed.</td>
</tr>
<tr>
<td></td>
<td>3. Materials and methodological procedures are revised.</td>
</tr>
</tbody>
</table>

In the framework of materials design, the writer adapted three stages of Yalden’s model. Those three stages which are applied to design English speaking
materials for FSGM junior sisters consist of selecting/developing of syllabus type (Step 3), producing a pedagogical syllabus (Step 5) and evaluation (Step 7).

2. Communicative Language Teaching

In designing English speaking materials for FSGM Junior sister at St. Mary Convent, the writer would like to apply Communicative Language Teaching approach (CLT) as the basic theory. Harmer (2001) stated: “Communicative Language Teaching – is the name which given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasize how to teach (p. 84).” As suggested by Richards and Rodgers (1986) that one of the elements underlying learning theory might be described as the communication principle. In other words, activities that involve real communicative language teaching have a great contribution to teach English speaking skill (p. 72).”

In obtaining a clear description of communicative language teaching, the following subsections are presented to discuss the theory of language, theory of learning, objectives of CLT, types of learning and teaching activities, teacher’s role, learner’s role, and rule of instructional materials.

a. Theory of Language

The Communicative Approach in language teaching starts from a theory of language as communication. Hymes (1972) stated that the goal of language teaching is to develop “communicative competence.” The term “communicative competence” is Hymes’ theory to define what a speaker needs to know in order to be
communicatively competent in a speech community (as cited in Richards and Rodgers, 1986, p. 70).

b. Theory of Learning

Elements of an underlying theory can be discerned in one CLT practices as stated by Brumfit and Johnson (1979). The first element might be described as the communication principle: Activities that involve real communication promote learning. The second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning. The third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process (as cited in Richards and Rodgers, 1986, p. 72).

c. Objectives of CLT

According to Piepho (1981, p. 8) there are five levels of objectives in communicative approach, namely: an integrative and content level (language as a means of expression), a linguistic and instrumental level (language as a semiotic system as an object of learning), an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others), a level of individual learning needs (remedial learning based on error analysis), a general educational level of extra-linguistics goals (language learning within the school curriculum).

The previous objectives are formulated as general objectives. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target
learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from communicative perspective (as cited in Richards and Rodgers, 1986, p. 73).

d. Syllabus

“Writers and course designer have to take a number of issues into account when designing their materials (Harmer, 2001b, p. 295)”. Furthermore, Harmer explained that syllabus design concerns the selection of items into an appropriate sequence. He suggested that the designer is concerned not just with lists of what will be taught and in what order, but also with the planning, implementation, evaluation, management and administration of education programs. There are six different types of syllabuses (p. 296) which are the grammar syllabus, the lexical syllabus, the functional syllabus, the situational syllabus, the topic-based syllabus, and the task-based syllabus.

In addition, Harmer (2001c) stated: “The situational syllabus offers the possibility of selecting and sequencing different real-life situations rather than different grammatical items, vocabulary topics, or functions (p. 298).” Furthermore, Harmer explained that a situational syllabus might look something like at the bank, at the supermarket, at the travel agent, at the restaurant, etc. Where students have specific communicative needs, organizing teaching material by the students will need to operate in is attractive, since the syllabus designer will be able to define the situation, the likely participants, and communicative goals with some certainty. Having additional idea about situational syllabus, Yalden (1987) stated: “The
situational model is closely related to topical or thematic syllabuses. It has situational needs as their starting point, and thus is concerned with language in social context, as we might expect (p. 35).”

In designing English speaking material for FSGM junior sisters at St. Mary Convent, the writer applied situational syllabus. The situational syllabus was chosen because the English speaking materials were intended to improve the participants’ speaking ability based on the of participants’ real situational communication.

e. Types of Learning and Teaching Activities

Dealing with the activity in CLT, Harmer (2001d) explained the activities in CLT as follows.

Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLT (p. 85).

Harmer added that in the activities, students should have desire to communicate something. They should focus on the content of what they are saying rather than on a particular language form. They should use a variety of language rather than just one language structure. The aim of CLT is to improve students’ communicative ability, whatever techniques the teacher uses to promote this. Furthermore, Harmer explained that ‘what to teach’ aspect of the communicative approach stressed the significance of language functions rather than focusing on grammar and vocabulary. The ‘how to teach’ aspect is closely related to the idea that ‘language learning will take care of itself’ and that plentiful exposure to language in
use and plenty of opportunities to use it are very vitally important for student’s development of knowledge and skill (p. 85).

The other theory was proposed by Larsen D. & Freeman (2000): “Communicative Language Teaching aims broadly to apply theoretical perspective of communicative approach by making communicate competence the goal of language teaching and by acknowledging the interdependence of language and communication (p. 121).” Furthermore, Larsen D. & Freeman explained the most obvious characteristic of CLT is that almost everything done is with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks (p. 129).

Littlewood (1981) specified two major activity types in CLT. The first type is functional communication activities. Functional Communication activities include several tasks such as comparing sets of pictures and noting similarities and differences, working out a likely sequence of events in a set of pictures, following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogue and role plays, simulations, skits, improvisations, and debates.

def. Learner Role

Breen and Candlin (1980: 110) described the learner’s role in CLT in the following terms:

The role of learners as negotiator-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities.
which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (as cited in Richards and Rodgers, 1986, p. 77).

In brief, the previous statement can be explained that learners are expected to interact primarily with each other rather than with the teacher.

g. Teacher Role

Breen and Candlin (1980, p. 99) described two main teacher’s roles in CLT. The first role is to facilitate the communication process between all participants in the classroom, and between these participants and various activities. It implies the secondary role of teachers as an organizer of resources and a as a guide within the classroom procedures and activities. The second role is to act as an independent participant within the learning-teaching group as quoted in Richards and Rodger, 1986, p. 77). Furthermore, Richards and Rodgers (1986) proposed teacher’s role in CLT as a need analyst, counselor, and group process manager (p. 79).

h. Role of Instructional Materials

Richards and Rodgers (1986, p. 79) stated that CLT practitioners view materials as a way of influencing the quality of classroom interaction and language use. Materials have the primary role of promoting communicative language use. In addition, Richards and Rodgers proposed three kinds of materials used in CLT, namely text-based, involving textbooks designed to direct and support CLT; task-based materials involving a variety of games, such as role plays, simulations; and realia which is “authentic,” “from-life” materials in the classroom, such as signs, magazines, newspapers, pictures, maps, and charts.
i. Procedure

Alexander (1978) proposed the procedure of teaching-learning activities in CLT in the definition as follows.

Although each unit has as ostensibly functional focus, new teaching points are introduced with new dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (as cited in Richards and Rodgers, 1986, p. 82).

Furthermore, the methodological procedure underlying the previous explanations is formulated by Littlewood (1981, p. 86) in Figure 2.3.

![Diagram](image)

**Figure 2.3 Littlewood Methodological Procedure**

Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability and provides the learners with opportunities to practice them separately. In communicative activities, the learners have to active and integrate his pre-communicative knowledge and skills, in order to use them for the communication of meanings.
In addition, Richards and Rodger (1986) explained that systematic investigation of the use of different kinds of activities and procedures in L2 classroom are required. It means that these activities should be selected carefully so that the participants are facilitated with appropriate techniques and activities to improve their speaking ability.

4. Speaking Skill

Jack C. Richards in *Communicative Language Teaching Today* (2002) proposed the concept of speaking as one of the four language skills. If students want to speak English fluently, as Harmer says (2007) they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.

Hayriye Kayi (2006a) formulated an idea dealing with how to teach speaking in English as a second language class.

Communicative language teaching is based on real-life situations that require communication. By using the method, students will have the opportunity of communicating with each other in the target language. In brief, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task (p. 1).
Furthermore, Hayriye Kayi proposed some activities to promote speaking. The activities would be explained in the explanation as follows.

1) Discussions

Discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things (p. 1).

2) Simulations

Simulations are very similar to role-plays but what makes simulations different from role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment (p. 1).

3) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language (p. 1).
Larsen D. & Freeman (2000) stated one of techniques and activities that have been used in CLT, namely Role Play. They defined role play as a student-directed activity in which students act out or dramatize particular situation, a circumstance or idea. Role playing is particularly useful in helping the students to understand the perspectives and feelings of other people concerning a variety of personal and social issues. In addition, role playing can be used to help the students to prepare for a real situation, and deepen understanding of social situations (pp. 156-157). Hayriye Kayi (2006b) defined role play as one other way of getting students to speak. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel (p. 1).

The other theory about the activities used in CLT proposed by Jack C. Richards (2000). The activity is called information-gap activity. An important aspect of communication in CLT is the notion of information gap. It refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as an information-gap. In these activities, students will draw available vocabulary, grammar, and communication strategies to complete a task (p. 19).

B. Theoretical Framework

Theoretical framework presents all major relevant theories which help the writer conduct the study to solve research problem. There is a theoretical framework
applied in designing English speaking materials for FSGM junior sisters, namely communicative approach. Communicative approach is chosen because this study is mainly focused on the participants’ speaking development. In this study, English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent is an English program designed to provide FSGM junior sisters the English speaking materials. The materials are focused on speaking skill and the topics selected based on their need.

There is a problem formulation in this study namely what the designed set of communicative English speaking materials looks like. In order to answer the problem formulation, some steps are required to design a set of English speaking materials for FSGM junior sister at Yogyakarta St. Mary Convent. The writer combined the two models of Dick and Carey’s Model and Yalden’s Model. The combination of the steps is explained in Figure 2.4.
Figure 2.4 The Writer’s Design Model

Each of the stage of the writers design model is going to be explained in the following explanation.

a. Analyzing learners and contexts (Dick and Carey’s Model)

Analyzing learners and context is used to identify the skills and knowledge to be taught. As Dick and Carey (2005) suggested, “Not only must the designer determine what is to be taught, but also the characteristics of the learners, the contexts in which the instruction will be delivered, and the context in which the skills will eventually be used (p. 99).” Furthermore, Dick and Carey formulated what designer should do to gain useful information includes entry behaviours, prior knowledge,
attitude toward content and potential delivery, academic motivation, educational and ability levels, general learning preferences, and group characteristics (p. 101).

In this study, the writer collected the data about the participants by conducting interview and distributing questionnaire for fourteen FSGM Junior sisters who are living at Yogyakarta St. Mary Convent. It was conducted to obtain the information at entry behaviours, prior knowledge of the topic area, attitudes toward content and potential delivery system, academic motivation, educational and ability levels, general learning preferences, and group characteristics. It was conducted by formulating questions in the questionnaire and interview which were intended to collect general characteristics of the participants based on their needs including their educational backgrounds, topics to learn, learning techniques, motivation and difficulties in learning English. The data collected would be used to design the instrumental materials.

b. Identifying instructional goals (Dick and Carey’s Model)

Dick and Carey (2005) proposed four common approaches to identify instructional goal; they are subject-matter expert approach, the content outline approach, the administrative mandate approach, and the performance technology approach (p. 12). In this study, the writer identified instructional goal by applying the performance technology approach, in which instructional goals are set in response to problems or opportunities within an organization. In this study, the instructional goal would be derived from a performance analysis. Dick and Carey (1995) described performance analysis as the use of analytical tools for identifying performance
problems and developing the most appropriate solutions (as cited in Dick and Carey, 2005, p. 18).

Based on the previous statement, the writer identified instructional goals by applying the performance technology approach in which the writer focused on the role of performance analysis to identify problems and develop appropriate solutions dealing with FSGM junior sisters’ speaking development. The writer conducted the second step by distributing questionnaire to fourteen FSGM Junior sisters and an informal interview including a placement test. It is aimed to identify the participants’ problem and to discover the causes of the problem and then to provide the solutions. The writer presented the result of identifying instructional goals by formulating goals of each unit of the English speaking materials based on the results of analyzing learners and context.

c. Writing performance objectives (Dick and Carey’s Model)

According to Dick and Carey (2005), “Performance objective is a detailed description of what students will be able to do when they complete a unit of instruction (p. 125).” Furthermore, Dick and Carey explained “performance objectives are derived from the skills in the instructional analysis (para. 3).”

In writing performance objectives, the writer writes specific statement of what the learners will be able to do when they complete the instruction based on three components of an objective proposed by Robert Mager (1962). The first component includes action and the content or concept that describes what the participants will be able to do. The second component describes the conditions that will prevail while a
participant carries out the task. The third component describes the criteria that will be used to evaluate participant performance (as cited by Dick and Carey, 2005, p. 126).

**d. Selecting and developing of syllabus Type (Yalden’s Model)**

As what proposed by Harmer (2001): “A situational syllabus offers the possibility of selecting and sequencing different real-life situations rather than different grammatical items, vocabulary topics, or functions (P. 298).” In designing English speaking material for FSGM junior sisters at Yogyakarta St. Mary Convent, the writer selected situational syllabus. The situational syllabus was selected because the English speaking materials are purposed to improve FSGM junior sisters’ speaking ability. The writer would like to organize the English speaking material designed in the form of situational syllabus since the participants have specific communicative needs, such as at FSGM convent’s dining room, at St. Mary Convent’s chapel, in Reverend Mother visit, preparing holy mass, etc. The presentation of situational syllabus will be presented in Appendix G.

**e. Producing a pedagogical syllabus (Yalden’s Model)**

Yalden (1987) proposed: “The pedagogical syllabus provides a repertoire of words and phrases, chosen as exponents of functions and suitable to the topics identified as important to the learner (p. 144).” Furthermore, Yalden stated that it needed the teacher’s role to make the repertoire come to life by choosing and carrying out communicative activities of a wide variety. In producing a pedagogical syllabus, the writer concerns not only with what is to be taught and how it is to be ordered, but also with the realization of the syllabus in the form of teaching materials, such as
materials presentation and teaching learning activities. It would be presented in Appendix H.

f. Evaluating and recycling (Yalden’s Model)

In this study, the writer evaluates the materials designed by asking someone who works especially closely in that field. As suggested by Yalden (1987): “The teaching as well as the over-all design of the course should be assessed (p. 96).” Since the designed materials will not be implemented, the evaluation is fulfilled by distributing questionnaire and the materials designed to the English lecturers and a senior FSGM sister who was graduated from the English Education study program in Sanata Dharma University in 2000. It is aimed to judge whether the designed have fulfill the needs. The data collected are considered to revise the design.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents detailed information about the methodology used. The methodology is used to answer a major question which has been stated in Chapter I. The objective of this study is to construct a set of English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent. The discussion of this chapter covers research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

This study was called Educational Research and Development (R & D). According to Gall, Borg, and Gall:

Research Development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards (2005, p. 75).

In addition, Gall, Borg, and Gall (1983) stated that: “R & D is a process used to develop and validate educational products (p. 772).” Regarding the goal of R & D, they stated (1983) the goal of R & D was to take the research knowledge and incorporate it into a product that can be used in the schools (P. 771).
Borg and Gall’s R & D consists of ten major steps covered in a cycle, namely:

1) Research and information collecting
2) Planning
3) Develop preliminary form of product
4) Preliminary field testing
5) Main product revision
6) Main field testing
7) Operational product revision
8) Operational field testing
9) Final product revision
10) Dissemination and Implementation (pp. 775-776).

In this study, the writer adapted three steps of the R & D cycle for the materials design. The steps are explained as follows.

1. Research and information collecting

   In this step, the writer reviewed some theories which are relevant with this study. The writer collected the data and analyzed the learners’ characteristics and contexts by distributing questionnaire before designing the materials and conducting an interview.

2. Planning

   After collecting the data, the writer made some preparation before designing the materials. Based on the data collected, the writer identified instructional goals. To
make it effective, the writer formulated the instructional goals and performance objectives of each unit based on the topics being discussed.

3. Develop a form of product.

In this step, the writer developed the instructional materials and evaluation devices. It was developed by using the results of the two previous steps as the basis of designing the materials and evaluation devices.

4. Preliminary field testing

In this step, the writer distributed a questionnaire in the form of Likert Scale to three respondents who concern in the development of English Education. There were three respondents in this study. Two of them are lecturers of the English Education Study Program in Sanata Dharma University, while the other is an FSGM senior sister who was graduated from the English Education Study Program Sanata Dharma University in 2000. The objective of this step was to get feedback in form of comments, suggestions, and critics on the product as an evaluation. The writer used the results of preliminary field testing as the basis to revise and improve the materials design.

5. Main product revision

In this step, the writer developed the last version of the materials. It was the final revision of the materials which was designed based on the results of the preliminary field testing.

Furthermore, the writer described the previous explanations that could be substituted in the writer’s instructional design model in a figure as follows.
Figure 3.1 R & D Cycle and the Writer’s Instructional Design Model

Based on the explanation of R & D, it was found out that the purpose of the R & D and the writer’s instructional model was same. Further, the steps in the two
models could support one to another to design the product which is effective for the participants. It could be concluded that the steps in writer’s model accordance with the steps in R & D. Therefore, in order to design the English speaking materials in this study, the writer applied the writer’s instructional design model.

B. Research Setting

This study took place at St. Mary Convent that was located at Lakesda Adisucipto Street, GK. 1/623, Yogyakarta. It is a convent of FSGM Congregation specialized for junior FSGM sisters who are studying in various universities in Yogyakarta including Sanata Dharma University. This study was conducted in the convent since the writer belongs to FSGM junior sisters in the convent. Thus, the writer was able to gather the data and design the English speaking materials more easily. Besides the previous reason, the study was conducted in the convent as the writer’s contribution for FSGM Congregation by designing English speaking material to improve FSGM junior sisters’ ability to speak English. The time needed for the interview was around a week from January 3rd-16th, 2012. The specific time for distributing the questionnaire was on January 3rd-9th, 2012.

C. Research Participants and Respondents

The participants of this study consisted of fourteen FSGM junior sisters from different ages which mean they had different levels of the profession grade. There were three sisters in the eighth year, five sisters in the fifth year, three sisters in the
fourth year and three sisters in the third year. FSGM junior sisters at Yogyakarta St. Mary Convent were senior high school graduated whose ages were between 24-35 years old. The last time they learned English was in their senior high school; it was about 7-10 years ago. Furthermore, the FSGM junior sisters were called participants.

The writer also needed opinion from the English instructors about the design of English speaking materials. Furthermore, the English instructors were called respondents. The writer distributed a questionnaire to three instructors of English Education Study Program. Two of them are lecturers of the English Education Study Program in Sanata Dharma University. One of them is a senior FSGM sisters graduated from the English Education Study Program in Sanata Dharma University in 2000. The description of the respondents was presented in the table below.

Table 3.1 The Description of The Respondents on The Designed Materials

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (in Year)</th>
<th>Teaching Experience in ESP (in Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Lecturers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Instruments and Data Gathering Technique

The study instruments were needed to conduct need analysis and to determine whether the proposed of English speaking materials for FSGM junior sisters were
acceptable or not. There were two research instruments employed in this study. The first instrument was questionnaire that was distributed before designing and after designing the materials. The second instrument was interview. It was conducted to analyze the participants’ need before designing the materials. By conducting questionnaire and interview before designing the materials, the writer was able to have clear description about the specification of the materials to design.

1. Interview

Interviews are a widely used tool to access people’s experiences and their inner-perceptions, attitudes, and feelings of reality. Based on the degree of structuring interviews can be divided into three categories: structured interviews, semi-structured interviews and unstructured interviews (Fontana & Frey, 2005).

The survey study needed the subjects to answer some questions in the form of information. The writer applied unstructured interview. Unstructured interview was a technique developed in the disciplines of anthropology and sociology as a method to elicit people’s social realities. Unstructured interviews are commonly describes as ‘in depth interviews’ to suggest that such interviews are intended to produce elaborated and detailed answers, (Griffin G., 2005, p. 182).

By interviewing the participants, the writer collected the participants’ reason to learn and use English in their daily life; for study or for other purposes. Dealing with the participants’ experiences to speak English with foreigner, including the Reverend Mother of FSGM Congregation, the writer obtained what difficulties they face; the lack of vocabularies, the ability to understand the foreigners’ words, and how to
pronounce the words, for instance. Besides that, the writer asked the subjects about the topics they were interested in to learn, particularly the topic needed in their ministries. By conducting interview before designing the speaking materials, the writer would like to gain the subjects’ needs in learning English. The result of the interview would be applied as a basis in designing the materials.

2. Questionnaire

In designing a set of English speaking material, the writer considered the role of participants’ motivation and respondents’ evaluation. That was the reason why questionnaire was applied to gain the participants’ motivation in learning English. It was conducted before designing the materials. Considering the essential role of evaluation, the writer collected respondents’ responds on the material designed. The result of the analysis became the basis of the materials evaluation.

Regarding the questionnaire, Gall, Borg, and Gall (2007) proposed: “Questionnaires are printed forms that ask the same questions of all individuals in the sample and for which respondents record their answers in verbal form (p. 228). In addition, Jack C. Richards (2001) proposed two types of questionnaire, namely: structured questionnaire and unstructured questionnaire. Structured questionnaire is a questionnaire in which the respondent chooses from a limited number of responses. The respondent was usually asked to circle the chosen answer. Questions of this kind may offer simple alternatives such as ‘Yes’ or ‘No’. Closed questions ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. They may also require that the respondent chooses
among several answer categories, or that he/she uses a frequency scale, an importance scale, or an agreement scale. Unstructured questionnaire is a questionnaire in which the respondents are given open-ended questions. Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text (p. 60).

Dealing with analyzing participants’ motivation, the questionnaire covered the reason why FSGM junior sisters took the course and FSGM junior sisters’ English learning background. Considering the essential role of technique in teaching learning, the writer would like to know what technique was the most effective, for example lecturing, discussing, simulation, or the others. The questionnaire would be understandable and easy to answer as it was conducted in Bahasa Indonesia.

The second questionnaire in the form of Likert Scale was distributed to respondents who concern in the development of English Education such as English lecturer and the graduated student of the English Education Study Program. There were three respondents in this study. Two of them are lecturers of the English Education Study Program in Sanata Dharma University, while the other is an FSGM senior sister who was graduated from the English Education Study Program Sanata Dharma University in 2000. By applying questionnaire, the writer obtained some information about whether the objectives formulation as the basis of designing material had been already accurate, whether the contents of the materials designed have been appropriate with the subjects’ knowledge and level, and whether the contents of the materials give contributions to develop the participants’ speaking
ability. The results of the questionnaire based on the respondents’ evaluation toward materials designed would be a basis to evaluate the English speaking materials designed.

E. Data Analysis Technique

Firstly, the writer made the instruments to conduct this study, which were questionnaire and interview. After finishing the instruments, the writer distributed the questionnaire and conducted an interview to the participants before designing the materials. The writer also distributed questionnaire for respondents after the materials had already finished to design. The results of questionnaire and interview were analyzed in to a form of written paragraph.

The data collected by distributing questionnaire was analyzed by using several steps. First of all, the writer recapitulated the data written in the table. After that, the writer percentages for each respond. The result was obtained by dividing the number of participants who chose certain answer with the total number of the participants, then multiplied by 100%. The data collected would be calculated by using percentage as follows.

\[
\frac{n}{N} \times 100\%
\]

Note:  
- \(n\) : the total number of participants who chose certain answer.  
- \(N\) : the total number of participants.
After finding the data collected by distributing questionnaire, the writer presented the result of the data in Appendix B. Then, the writer made the interpretation of the result in the form of paragraph. The results of questionnaire became the basis of designing the English speaking materials, for example the writer was helped to know the most interesting topic and technique to learn so that it led the writer to design the materials according to their need, background, and ability in learning English. Then, the writer used the questionnaire data to find the number of case and the mean.

To analyze the material designed, the writer distributed a questionnaire in the form of Likert Scale to the respondents. The data was analyzed to support the process of modifying the instructional writing English materials using Communicative Language Teaching. The writer gave five options to represent the respondents’ agreement, disagreement, and doubt about for each statement. The example of the points agreement was described as follows.

**Table 3.2 Points of Agreement**

<table>
<thead>
<tr>
<th>Point of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Absolutely disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Absolutely agree</td>
</tr>
</tbody>
</table>
After that, the writer made a table of the description on the design of the material. The example of description of the respondents’ evaluation of design material was described as follows.

**Table 3.3 The Description of the Respondents’ Evaluation of Design Material (Sample)**

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion on</th>
<th>Frequency of points of agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.</td>
<td>The performance objectives are well formulated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:  
N : Number of Cases (Number of respondents)  
Mn : Mean

The formula to get the Mean:

\[ M = \frac{\sum x}{N} \]

Where:  
\( M \) = the average/mean of the scores  
\( \sum x \) = the sum of the scores  
N = Number of the respondents

According to Best (1970): “The average points are divided from 1 up to 5 (P.179).” He also gave the interpreting of the point of the agreement. The interpretation of the degree of agreement was defined as follows.
Table 3.4. The Interpretation of The Degree of Agreement elaborated by the writer

<table>
<thead>
<tr>
<th>Range</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 – 1.99</td>
<td>Replace the rejected part of the design</td>
</tr>
<tr>
<td>2.00 – 2.99</td>
<td>Add more part or modify part of the design based on the lack on the statement</td>
</tr>
<tr>
<td>3.00 – 3.99</td>
<td>Conduct more exploration on the existing part of the design based on the statement</td>
</tr>
<tr>
<td>4.00 – 5.00</td>
<td>No revision</td>
</tr>
</tbody>
</table>

F. Research Procedure

In conducting the study, the writer determined some steps should be done. The steps were applied to conduct the study more effectively. The eight steps to do, namely:

a. Conducting the study by applying library research to have related theories.

b. Asking permission from FSGM Congregation to design speaking materials based on FSGM junior sisters living at Yogyakarta St. Mary Convent.

c. Conducting need analysis.

d. Designing speaking materials.

e. Distributing materials designed to respondents and asking their evaluation towards the materials designed.

f. Collecting the questionnaire.

g. Analyzing the data collected.

h. Designing final version of speaking materials
CHAPTER IV

RESEARCH RESULTS AND FINDINGS

This chapter presents the results of designing English speaking materials. This section is intended to answer the question what the designed set of communicative English speaking materials looks like.

This chapter is divided into five subsections discussing the results of designing English speaking materials. It is presented based on the steps applied in the writer’s model as clearly explained in Chapter II. The result presentation covers the learners’ characteristics, the instructional goal, the topics of each unit, the performance objectives, and the learning techniques of each unit.

A. The Learners Characteristics

The writer collected the data about the learners to obtain the information at entry behaviors, prior knowledge of the topic area, attitudes toward content and potential delivery system, academic motivation, educational and ability levels, general learning preferences, attitudes toward the organization giving the instruction, and group characteristics. That was why the questions formulated in the questionnaire and interview were intended to collect general characteristics of the learners based on their needs including their educational backgrounds, topics to learn, learning
techniques they like the most, motivation and difficulties in learning English. The learners characteristics is described in Table 4.1

<table>
<thead>
<tr>
<th>INFORMATION CATEGORIES</th>
<th>DATA SOURCES</th>
<th>LEARNERS CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entry Behaviors</td>
<td>Questionnaire: fourteen FSGM Junior sisters at Yogyakarta St. Mary Convent.</td>
<td>Learners have less experience in speaking English with foreigners. Learners have difficulties to understand the words who spoke by foreigners. Learners have learned English but they did not know well how to pronounce the words.</td>
</tr>
<tr>
<td>2. Prior knowledge of topic area</td>
<td>Questionnaire and Interview</td>
<td>Learners have general knowledge about the topics to be taught as they had learned it when they were in junior and senior high school. Besides that, the topics were chosen based on the learners’ need in which they wanted to master daily conversation.</td>
</tr>
<tr>
<td>3. Attitudes toward content</td>
<td>Interview</td>
<td>Learners believe that learning English, especially speaking will be really useful for them to build up good relationship and communication among the members of FSGM Congregation in the whole world, especially in personal meeting with the Reverend Mother in her visit. They believe that by mastering English well, they will be able to share and receive much</td>
</tr>
<tr>
<td>INFORMATION CATEGORIES</td>
<td>DATA SOURCES</td>
<td>LEARNERS CHARACTERISTICS</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>more information that is needed to serve people in various fields as it is often provided in English. The deeper information will be helpful for the quality of their ministries. They chose general topics including daily conversation instead of specific topics to learn such as talking about moral philosophy, religion, Holy Bible, and Constitution of FSGM Congregation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Attitudes toward potential delivery system</td>
<td>Questionnaire and Interview</td>
<td>Learners have experiences to learn English when they were in junior and senior high school. They liked to learn through live lectures, group discussion, and practice English speaking material. They believe that discussion and simulation will be helpful because they have more much opportunity to practice speaking.</td>
</tr>
<tr>
<td>5. Motivation for instruction</td>
<td>Questionnaire and Interview</td>
<td>Learners are highly motivated. They want to master English speaking skill. They believe that speaking is relevant to their ministry as FSGM is an international congregation. They are confident that they can be effective in serving people in various fields. They believe that learning English will help them to provide more qualified service both in</td>
</tr>
<tr>
<td>INFORMATION CATEGORIES</td>
<td>DATA SOURCES</td>
<td>LEARNERS CHARACTERISTICS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Educational and ability</td>
<td>Questionnaire and</td>
<td>All of the learners are graduated from senior high school for about 7-10 years ago. Based on the results of placement test, it they are included as the beginner. They need to enrich vocabulary and English words pronunciation. Most of them cannot spell their nick name correctly.</td>
</tr>
<tr>
<td>level</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>7. General learning</td>
<td>Questionnaire and</td>
<td>Learners prefer to have discussion and real practices such as simulation and role play rather than listen to teacher’s explanation. They state that discussion and simulation are effective since they will have much more opportunities to speak. They also want to have half an hour at the maximum to learn speaking English per meeting. It can be held for 10 meetings to avoid their boredom.</td>
</tr>
<tr>
<td>preferences</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>8. General groups characteristics</td>
<td>Questionnaire and</td>
<td>a. <strong>Heterogeneity</strong> Learners are heterogeneous in that they come from various provinces in Indonesia such as North Sumatera, Lampung, Flores, Central Java, Yogyakarta, and East Timor. It represents different dialect and cultural background. Learners’ range of ages is 24-35 years old.</td>
</tr>
<tr>
<td>a. heterogeneity</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>b. size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. overall impressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFORMATION CATEGORIES</td>
<td>DATA SOURCES</td>
<td>LEARNERS CHARACTERISTICS</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They have various years of profession. There are three sisters in the 8th year, five sisters in the 5th year, three sisters in the 4th year, and three sisters in the 3rd year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>b. Size</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>There will be a group consists of fifteen learners per meeting. It is aimed to maximize learning efficiency of speaking improvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>c. Overall impressions</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instruction will need to be efficient and convenient. They feel motivates the learners to learn.</td>
</tr>
</tbody>
</table>

Furthermore, to sum up the data collected in the previous table, the writer formulated the learners’ characteristics in the following explanation.

1. The learners are categorized into beginner level. It was determined based on the results of placement test which was less than 68.

2. The learners are highly motivated at mastering English, more particularly speaking because of several intentional purposes such as to improve their ministries and to communicate with foreigners including FSGM Reverend Mother.

3. The learners tended to learn English whose topics are general instead of specific. It was considered as they would not only cooperate with the FSGM sisters but also common society.
B. The Instructional Goals

The writer identified instructional goals by applying the performance technology approach in which the writer focused on the role of performance analysis and need assessment. It was aimed to identify the participants’ problem and to discover the causes of the problem and then to provide the solutions.

Based on the results of questionnaire, interview and the placement test, it was observed that the biggest problem of the participants’ ability in speaking English was took place on how to use grammar in appropriate way. As an example was how to use tenses and to be.

By analyzing the results of the performance analysis and need assessment, the writer identified the instructional goals. The first goal of designing a set of English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent was to improve their speaking skill at mastering daily conversation. It was formulated by analyzing the results of questionnaire and the interview dealing with the questions about topics the participants wanted to learn. FSGM junior sisters stated that they needed to master daily conversation as they have to work and cooperate with many people whom they work with in various fields in Indonesia and foreign countries. The second goal was to improve their understanding on English grammar, more particularly in spoken form. Furthermore, the writer formulated the instructional goals by formulating the goals of each unit of the English speaking material. The instructional goals are presented in Table 4.2.
Table 4.2 The Instructional Goal

<table>
<thead>
<tr>
<th>UNIT</th>
<th>INSTRUCTIONAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hi, How are You?</td>
<td>At the end of the course, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td>1. greet using appropriate expressions</td>
</tr>
<tr>
<td></td>
<td>2. respond greetings in appropriate expressions</td>
</tr>
<tr>
<td></td>
<td>3. end conversations using appropriate expressions</td>
</tr>
<tr>
<td>2 My name is Sister Catharine</td>
<td>At the end of the course, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td>1. introduce themselves using appropriate expressions</td>
</tr>
<tr>
<td></td>
<td>2. introduce others using appropriate expressions</td>
</tr>
<tr>
<td>3 What does she look like?</td>
<td>At the end of the course, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td>1. ask about people’s appearances using appropriate expressions</td>
</tr>
<tr>
<td></td>
<td>2. describe people’s appearances using appropriate Expressions</td>
</tr>
<tr>
<td>4 What time do you ...?</td>
<td>At the end of the course, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td>1. ask for the time using appropriate expressions</td>
</tr>
<tr>
<td></td>
<td>2. tell the time using appropriate expressions</td>
</tr>
</tbody>
</table>

C. The Topics of Each Unit

The topics of these English speaking materials were selected from the results of the needs survey. There were eight participants (57%) answered describing someone was the most necessary topic to learn. How to introduce one self and others was the second topic chosen by two participants (14%). The third topic was greeting and leave taking which was answered by two participants (14%). Offering help was the last topic chosen by two participants (14%). Besides the previous topics chosen,
there were other topics written by the participants, namely: giving advice, giving direction, and telling the time.

Furthermore, by considering the goals and syllabus chosen as explained in Chapter II, the writer modified the topics into seven units of English speaking materials according to the participants’ need. In this study, the English speaking materials for FSGM junior sisters were arranged based on the level of difficulties and the participants’ urgency as resulted in the need survey. Thus, the writer designed four units of the English speaking materials, namely:

Unit 1 : Hi, how are you?
Unit 2 : My name is Sister Catharine.
Unit 3 : What does she look like?
Unit 4 : What time do you...?

The English speaking materials were presented clearly in a syllabus as seen in Appendix G. The results of the topics chosen are presented in Figure 4.1.

![Figure 4.1 The Topics to Learn](image-url)
D. The Performance Objectives

In writing performance objective, the writer focused on three components of an objective which were action, condition, and criteria as stated by Mager in *The Systematic Design of Instruction* (Dick and Carey, 2005, p. 126). Performance objectives for each unit are explained in Table 4.3.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>PERFORMANCE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Given the written dialogue of greeting and leave taking, the participants are able to identify formal and informal expressions of greeting correctly.</td>
</tr>
<tr>
<td></td>
<td>2. Given the written dialogue of greeting and leave taking, the participants are able to identify formal and informal expressions of leave taking correctly.</td>
</tr>
<tr>
<td></td>
<td>3. Given useful expressions of greeting and leave taking, the participants are able to complete dialogues using formal and informal expressions of greeting appropriately.</td>
</tr>
<tr>
<td></td>
<td>4. Given useful expressions of greeting and leave taking, the participants are able to complete dialogues using formal and informal expressions of leave taking appropriately.</td>
</tr>
<tr>
<td></td>
<td>5. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in greeting correctly.</td>
</tr>
<tr>
<td></td>
<td>6. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in leave taking correctly.</td>
</tr>
<tr>
<td>UNIT</td>
<td>PERFORMANCE OBJECTIVES</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
<tr>
<td>7.</td>
<td>Given topic to discuss, the participants are able to compose their own dialogues using expressions of greeting appropriately.</td>
</tr>
<tr>
<td>8.</td>
<td>Given topic to discuss, the participants are able to compose their own dialogues using expressions of leave taking appropriately.</td>
</tr>
<tr>
<td>9.</td>
<td>Given a situation, the participants are able to perform a role play using expressions of greeting appropriately.</td>
</tr>
<tr>
<td>10.</td>
<td>Given a situation, the participants are able to perform a role play or simulation using expressions of leave taking appropriately.</td>
</tr>
</tbody>
</table>

| 2     | My name is Sister Catharine. |
| 1.    | Given the written dialogue of introducing oneself and others, the participants are able to identify formal and informal expressions of introducing oneself and others correctly. |
| 2.    | Given useful expressions of introducing oneself and others, the participants are able to complete dialogues using formal and informal expressions of introducing oneself and others appropriately. |
| 3.    | Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in introducing oneself and others correctly. |
| 4.    | Given topic to discuss, the participants are able to compose their own dialogues using expressions of introducing oneself and others appropriately. |
| 5.    | Given a situation, the participants are able to perform a role play or simulation using expressions of introducing oneself appropriatel
<table>
<thead>
<tr>
<th>UNIT</th>
<th>PERFORMANCE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>and others appropriately.</td>
</tr>
<tr>
<td>3</td>
<td><strong>What does she look like?</strong></td>
</tr>
<tr>
<td></td>
<td>1. Given the written dialogue of describing people’s appearances, the participants are able to mention expressions of describing people’s appearances correctly.</td>
</tr>
<tr>
<td></td>
<td>2. Given useful expressions of describing people’s appearances, the participants are able to complete dialogues using expressions of describing people’s appearances appropriately.</td>
</tr>
<tr>
<td></td>
<td>3. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in describing people’s appearances correctly.</td>
</tr>
<tr>
<td></td>
<td>4. Given topic to discuss, the participants are able to compose their own dialogues using expressions of describing people’s appearances appropriately.</td>
</tr>
<tr>
<td></td>
<td>5. Given a situation, the participants are able to perform a role play or simulation using expressions of describing people’s appearances.</td>
</tr>
<tr>
<td>4</td>
<td><strong>What time do you…?</strong></td>
</tr>
<tr>
<td></td>
<td>1. Given the written dialogue of telling time, the participants are able to mention expressions of telling time correctly.</td>
</tr>
<tr>
<td></td>
<td>2. Given useful expressions of telling time, the participants are able to complete dialogues using expressions of telling time appropriately.</td>
</tr>
<tr>
<td></td>
<td>3. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in telling time correctly.</td>
</tr>
<tr>
<td></td>
<td>4. Given topic to discuss, the participants are able to compose</td>
</tr>
<tr>
<td>UNIT</td>
<td>PERFORMANCE OBJECTIVES</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>their own dialogues using expressions of telling time appropriately.</td>
</tr>
<tr>
<td></td>
<td>5. Given a situation, the participants are able to perform a role play or simulation using expressions of telling time appropriately.</td>
</tr>
</tbody>
</table>

**E. The Learning Techniques of Each Unit**

Teaching learning techniques were designed based on the participants’ need as resulted in the need survey. There were seven participants (50%) who chose discussion. Four participants (29%) liked simulation, such as game and role play. Two participants (14%) liked lecturing. In addition they said that they liked to listen to the teacher’s explanation and then write it down. One participant (7%) proposed conversation with native speakers.

Based on the result of need survey it was observed that the participants needed English learning techniques which helped them not only to discuss the English materials in group but also to practice the English materials directly. The data on the English speaking learning techniques are presented in Figure 4.2. Furthermore, the learning techniques of each section are presented in the lesson plans as seen in Appendix H.

![Figure 4.2 Techniques in Learning English](image)

**Figure 4.2 Techniques in Learning English**
In this study, the English speaking materials are presented based on the participants' needs covering four units. Each unit consists of four activities which were selected based on the theories dealing procedure in CLT proposed by Alexander (1978) and Abbs & Febrian (1977) (as cited in Richards and Rodger, 1986, p. 82). Those four activities are dialogue, language practice, discussion, and speaking activity explained as follows.

1. Dialogue

In this part, the writer presents dialogue that begins teaching-learning activities in each unit of English materials designed. The dialogue provides the participants with examples of conversational situation used in each unit. The dialogue aims to give an example and to increase learners’ curiosity and attention to follow the activities based on the topic that will be discussed. In this part, the participants are asked to read the dialogue and to pay attention to the expressions available in the dialogues. To check the participants’ understanding of the dialogue, the participants are asked to answer questions related to the dialogue.

2. Language Practice

This section consists of useful expressions and vocabulary list introduced to the participants. The vocabulary list is presented along with the phonetic transcription so that the participants will be able to pronounce the words correctly. In this part, the participants are asked to complete dialogues using the appropriate grammar and expressions that they have learned.
3. Discussion

In this part, the writer provides a topic to discuss or to share. The participants are asked to compose their own dialogues by working in pairs or in small groups based on the clues or guidance and the examples given.

4. Speaking Activity

This part contains some activities such as role-play and pair/group work. Before doing a role play, the participants are asked to compose their own dialogues based on the topic given and act out their roles. When doing a pair/group work activity, the participants are given a set of material which has different information. The participants are asked to complete the information by asking their partner or group members.

In this study, these materials were intended to provide a set of English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent. Based on the respondents’ evaluation, it was observed these English speaking materials are very good, suitable, and contextual for FSGM junior sisters to learn English. The pictures added were totally creative and helpful. The pictures stimulated the readers to know more about the contents. The respondents believed that the pictures helped to get ideas to learn English easily. The respondents’ opinion and evaluation on the materials design are presented in Table 4.4.
Table 4.4 The Description of the Respondents’ Evaluation of the Material Design

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion on</th>
<th>Frequency of points of agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>N   Mn</td>
</tr>
<tr>
<td>1</td>
<td>The performance objectives are well formulated.</td>
<td>- - - 1 2</td>
<td>3   4.6</td>
</tr>
<tr>
<td>2</td>
<td>The syllabus designed is appropriate.</td>
<td>- - - 1 2</td>
<td>3   4.6</td>
</tr>
<tr>
<td>3</td>
<td>The teaching learning activities are well formulated.</td>
<td>- - - 3 -</td>
<td>3   4</td>
</tr>
<tr>
<td>4</td>
<td>The materials match with the objectives.</td>
<td>- - - 3 -</td>
<td>3   4</td>
</tr>
<tr>
<td>5</td>
<td>The topics are well arranged.</td>
<td>- - - 2 1</td>
<td>3   4.3</td>
</tr>
<tr>
<td>6</td>
<td>The discussions of each unit are relevant to the topic: From easy to difficult</td>
<td>- - - 2 1</td>
<td>3   4.3</td>
</tr>
<tr>
<td>7</td>
<td>The materials are able to improve the participants’ speaking skill.</td>
<td>- - - 3 -</td>
<td>3   4</td>
</tr>
<tr>
<td>8</td>
<td>The exercises are able to facilitate the participants to understand the topic being discussed.</td>
<td>- - - 3 -</td>
<td>3   4</td>
</tr>
<tr>
<td>9</td>
<td>Generally, the contents are well arranged.</td>
<td>- - - 3 -</td>
<td>3   4</td>
</tr>
<tr>
<td>10</td>
<td>The number of activities is sufficient according to the contact hour per meeting.</td>
<td>- - 1 1 1</td>
<td>3   4</td>
</tr>
</tbody>
</table>

Based on the description of the respondents’ evaluation on the materials design, it was clearly seen that the mean or the average points of respondents’ agreements upon the materials designed is 4.6 to 5. It indicates that the designed materials are acceptable for FSGM junior sisters at Yogyakarta St. Mary convent. For
the better materials design, there was a need to obtain the respondents suggestions as explained as follows.

1. The Materials’ Content

The writer should compose model of dialogues based on more appropriate situation and topic being discussed. It was important to consider the culture of sensitivity that would build the atmosphere of the dialogues. As an example, it was better to avoid the word ‘fat’ to describe a woman because they disliked using it even though that was the real fact.

2. The Speaking Activity

The writer should create much broader speaking activity for part D of Unit 4. It would be better to give situations that the participants would creatively compose their own dialogue in using time appropriately.

3. The Materials’ Layout

One respondent suggested the writer to make more interesting layout and performance. Dealing with the layout of the materials, two respondents suggested the writer to pay attention on the editing text regarding the appropriate expressions and language.

In order to provide better design of English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent, the writer revised the materials designed based on the respondents’ comments and suggestions. The revision of the materials designed is presented as follows.
1. Related to the model of dialogues which were needed to specify, the writer revised the dialogues by focusing on the topic and situation being discussed and sense of sensitivity.

2. Related to the speaking activity, the writer created some activities to complete the previous materials.

3. Related to the materials’ layout, the writer created more interesting layout and revised mistyped words.

After revising and improving the materials, thus the writer presented the final design of the English speaking materials. The detailed unit of the materials can be seen in Appendix I. The final materials consisted of four units which are presented in Table 4.5.

**Table 4.5 The List of Units and Topics of the Designed Materials**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hi. How are you?</td>
</tr>
<tr>
<td>2</td>
<td>My Name is Sister Catharine.</td>
</tr>
<tr>
<td>3</td>
<td>What does she look like?</td>
</tr>
<tr>
<td>4</td>
<td>What time do you …?</td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSION AND RECOMMENDATIONS

This section consists of two parts, namely: conclusion and recommendations. The first part which is conclusion; dealing with problem formulation as formulated in Chapter I and has been analyzed in Chapter IV. The second part consists of recommendations for the future researchers and teaching speaking for FSGM junior sisters.

A. Conclusion

As stated in Chapter I, this study was aimed to provide English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent. In this study, the writer formulated one problem formulation, namely: what does the designed set of English speaking materials look like?

In order to obtain the answer of the question formulated, the writer used the writer’s model which was adapted from Yalden and Dick and Carey’s model. Furthermore, the writer applied five steps of R & D which had same purposes with the steps of writer’s design model as it was explained in Chapter III. Therefore, the data were gathered and analyzed by applying the writer’s model consisted of six steps, namely: 1) Analyzing learners and context  2) Identifying instructional goal, 3), Writing performance objectives, 4) Selecting syllabus, 5) Producing a pedagogical syllabus, and 6) Evaluating and recycling.
In order to evaluate the materials, the writer conducted evaluation by distributing questionnaire and materials designed to three respondents. As the results, the writer gave positive comments that the materials were very good for FSGM junior sisters to learn because the writer added creative pictures which stimulated the learners to know more about the contents. The result showed that the total mean were 4.6 on the scale of 1 - 5, meaning that the English speaking materials designed using CLT were appropriate and acceptable for FSGM junior sisters at Yogyakarta St. Mary convent. In addition, the findings of this study have shown the importance of more appropriate dialogues and speaking activities to improve participants’ speaking ability using CLT. It indicates that according to the respondents, the English speaking materials should be designed in accordance with the participants’ need and should be linked to participants’ problem in their speaking practice.

Furthermore, based on the respondents’ evaluation, the writer presented the English speaking materials for FSGM junior sisters at Yogyakarta St. Mary Convent consisted of four units. Those four units were presented as follows. 1) Hi, how are you?, 2) My name is sister Catharine, 3) What does she look like?, 4) What time do you ...? The complete materials presentation was presented clearly in Appendix I. Each unit was divided into four sections, namely:

1. Dialogue

The dialogue begins teaching-learning activities in each unit of English materials designed. It aims to give an example and to increase learners’ curiosity and attention to follow the activities based on the topic that will be discussed.
2. Language Practice

In this part, the participants are asked to pronounce vocabulary correctly and complete dialogues using the appropriate grammar and expressions that they have learned.

3. Discussion

In this part, the writer provides a topic to discuss or to share. The participants are asked to compose their own dialogues by working in pairs or in small groups based on the clues or guidance and the examples given.

4. Speaking Activity

This part contains some activities such as role-play and pair/group work. Before doing a role play, the participants are asked to compose their own dialogues based on the topic given and act out their roles in front of the class.

B. Recommendations

This writer was able to accomplish the main purpose of this study, but there are still some areas that could be further improved on. This subsection presents recommendations for English teachers, learners, and further researchers.

1. English Teachers

As teaching speaking is using CLT purposed to help FSGM junior sisters to communicate with others, English teachers are expected to be a facilitator instead of the leader. Regarding to the learners’ limited understanding of English vocabulary and pronunciation it is suggested that the English teachers should be able to vary the
teaching learning activities which be helpful to enrich the learners’ vocabulary and pronounce the words correctly.

2. The learners

The English speaking materials in this study have been designed appropriately as it was designed in accordance with the learners’ need. Basically, the English speaking materials are only sources. It means that it will be nothing without the learners’ effort to practice those materials. Further, the learners are expected to take part in the teaching learning activities actively by practicing speaking in several daily activities. Having much more opportunities to speak are helpful to improve learners’ speaking ability.

3. Further Researchers

For those who are interested to conduct the similar study need to consider aspects such as the suitability and practicality of CLT to teach speaking for FSGM junior sisters. Concerning with the need of English in the learners’ office, the writer suggests that in designing English speaking materials, further researchers should emphasizes the other speaking skills that the learners might need.
REFERENCES


Teresa M. S. & Auriat N. *Quantitative research methods in educational planning: Questionnaire design*. UNESCO. Retrieved on Tuesday, November 7th, 2011 from


International (UK) Ltd.

APPENDICES
APPENDIX A.1

Questionnaire
Before Designing the Materials
(In English)
QUESTIONNAIRE

IDENTITY

Name :
Age :
Educational Background :

Answer the following questions by making a circle on a, b, c, or d. Please write your answer of the essay questions in the space available.

1. Can you speak English?
   a. Yes
   b. No

2. How often do you speak in English to give information and share your life experiences to foreign visitors including Reverend Mother and her staff who speak English?
   a. Often
   b. Sometimes
   c. Seldom
   d. Never

3. What are the difficulties you face in giving information to foreign visitors?
   (Please give numbers to the answers according to the difficulties)
   _____ Do not know the English vocabulary
   _____ Do not know how to pronounce the English words
   _____ Do not understand the meaning of the words said by the foreigners.
   _____ Do not know the way to arrange the English words in the form of correct sentence.
4. What topics do you need to improve your ability in communicating with foreign visitors?
   a. greeting and leave taking
   b. Introducing oneself/someone
   c. Describing someone/something
   d. offering help
   e. Others (please specify)

5. What techniques do you like in learning English?
   a. Lecturing
   b. Discussion
   c. Simulation
   d. Others (please specify)

****Thank you****
APPENDIX A.2

QUESTIONNAIRE
Before Designing the Materials
(In Bahasa Indonesia)
KUESIONER

IDENTITAS
Nama :
Umur :
Pendidikan Terakhir :

Jawablah pertanyaan-pertanyaan berikut ini dengan melingkari a, b, c, atau d. Untuk pertanyaan esai, silakan menjawab dengan singkat pada tempat yang telah disediakan.

1. Apakah Anda sudah dapat berbicara dalam Bahasa Inggris?
   a. Sudah
   b. Belum

2. Jika ada tamu asing (khususnya yang berbahasa Inggris), termasuk Muder Agung dan stafnya berkunjung ke komunitas Anda, seberapa sering Anda memberikan informasi dan menceritakan pengalaman hidup Anda dengan menggunakan Bahasa Inggris?
   a. Sering
   b. Kadang-kadang
   c. Jarang
   d. Tidak Pernah

3. Kesulitan apakah yang Anda hadapi dalam memberikan informasi kepada tamu asing yang berbahasa Inggris? (berilah nomor urut dari jawaban yang menurut Anda paling sulit)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Tidak tahu kosakata Bahasa Inggris yang ingin diucapkan.
Tidak tahu bagaimana cara mengucapkan kosakata Bahasa Inggris yang ingin diucapkan.
Tidak mengerti arti kata yang diucapkan oleh tamu asing.
Tidak bisa merangkaikan kata-kata Bahasa Inggris menjadi sebuah kalimat yang benar.

4. Topik-topik percakapan Bahasa Inggris apa sajakah yang Anda perlukan untuk mendukung kemampuan Anda agar dapat berkomunikasi dalam bahasa Inggris dengan tamu asing?
   a. Menyapa tamu
   b. Berkenalan
   c. Memberikan deskripsi tentang seseorang/ sesuatu
   d. Menawarkan bantuan
      lainnya (tolong sebutkan)

5. Teknik belajar apakah yang memudahkan Anda belajar Bahasa Inggris?
   a. Guru menerangkan, siswa mendengarkan
   b. Berdiskusi
   c. Peragaan (siswa mempraktikkan sebuah drama singkat yang diberikan oleh guru)
   d. Lainnya (sebutkan)

*****Terimakasih*****
APPENDIX B

The Result of Questionnaire before Designing the Materials
<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you speak English?</td>
<td>a. Yes</td>
<td>a. 79%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>b. 21%</td>
</tr>
<tr>
<td>2. How often do you speak in English to give information and share your life experiences to foreign visitors including Reverend Mother and her staff who speak English?</td>
<td>a. Often</td>
<td>a. 0%</td>
</tr>
<tr>
<td></td>
<td>b. Sometimes</td>
<td>b. 7%</td>
</tr>
<tr>
<td></td>
<td>c. Seldom</td>
<td>c. 58%</td>
</tr>
<tr>
<td></td>
<td>d. Never</td>
<td>d. 36%</td>
</tr>
<tr>
<td>3. What are the difficulties you face in giving information to foreign visitors?</td>
<td>a. English vocabulary</td>
<td>a. 36%</td>
</tr>
<tr>
<td></td>
<td>b. Pronunciation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Meaning of the foreigner’s words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Grammar</td>
<td></td>
</tr>
<tr>
<td>4. What topics do you need to improve your ability in communicating with foreign visitors?</td>
<td>a. greeting and leave taking</td>
<td>a. 14%</td>
</tr>
<tr>
<td></td>
<td>b. Introducing oneself and others</td>
<td>b. 14%</td>
</tr>
<tr>
<td></td>
<td>c. Describing people and thing</td>
<td>c. 57%</td>
</tr>
<tr>
<td></td>
<td>d. Offering help</td>
<td>d. 14%</td>
</tr>
<tr>
<td></td>
<td>e. Others: daily conversation: telling time, giving advice.</td>
<td></td>
</tr>
<tr>
<td>5. What techniques do you like in learning English?</td>
<td>a. Lecturing</td>
<td>a. 14%</td>
</tr>
<tr>
<td></td>
<td>b. Discussion</td>
<td>b. 50%</td>
</tr>
<tr>
<td></td>
<td>c. Simulation</td>
<td>c. 28%</td>
</tr>
<tr>
<td></td>
<td>d. Others: Conversation with native Speaker</td>
<td>d. 7%</td>
</tr>
</tbody>
</table>
APPENDIX C

The Result of Interview On Analyzing Learners and Context (Sample Blue Print)
The Result of Interview on Need Analysis (Blue Print)

1. Menurut pendapat Suster, seberapa pentingkah kemampuan berbahasa Inggris bagi seorang suster Yunior FSGM dalam menjalankan tugas-tugasnya?

<table>
<thead>
<tr>
<th>Partisipan</th>
<th>Pendapat</th>
</tr>
</thead>
</table>
2. Berkaitan dengan adanya kunjungan rutin Muder Agung (visitasi jendral) dan beberapa tamu dari luar negeri ke komunitas Suster, apakah tujuan utama pengajaran Bahasa Inggris bagi para suster yunior FSGM terutama di Komunitas St. Maria Yogyakarta?

<table>
<thead>
<tr>
<th>Partisipan</th>
<th>Tanggapan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partisipan 2</td>
<td>Yang jelas tujuannya bisa membantu kita kalau pas pertemuan pribadi. Apa itu istilahnya...? Yo, face to face gitulah. Lagian, kita bisa lebih bebas cerita kalau bisa ngomong langsung tanpa ada penterjemah. Ya, kadang aku kurang bisa terbuka ngomong sama Muder Agung karena ada rasa kurang percaya dengan penterjemah. Ya..., agak susah gitulah kalau mau sharing pengalaman yang pribadi banget. Selain itu, menurutku, kalau kita bisa ngomong dan mudeng Bahasa Inggris, pertemuan pribadi jadi lebih efektif dan efisien karena kita ndak harus menyediakan waktu untuk penterjemah.</td>
</tr>
<tr>
<td>Partisipan 7</td>
<td>Hmm, Bahasa Inggris tuh modal utama untuk bisa berkomunikasi. Aku bisa ngerti bahasa Muder Agung dan akhirnya aku bisa sharing dengan lebih leluasa, terutama tentang masalah pribadiku. Kalau ada penterjemah ki aku agak kikuk lho mau kalau mau terang-terangkan ngomongnya, apalagi kalau aku belum begitu kenal dengan suster penterjemahnya. Ya..., pastilah ada rasa canggung.</td>
</tr>
<tr>
<td>Partisipan 13</td>
<td>Tujuannya....yang pertama untuk membantu kita supaya ngerti lho maksud Muder itu apa. Terus, ini nih, kalau pas wawan hati itu, aku mbayangin lho betapa enaknya kalau aku bisa ngomong Bahasa Inggris, jadi aku bisa cerita sendiri dengan lebih terbuka. Terus aku juga bisa lebih mendengarkan serta memahami tanggapan Muder atas sharing pengalamanku. Wuih..rasanya bahagia banget ya...</td>
</tr>
</tbody>
</table>
3. Bagaimana urutan keterampilan berbahasa Inggris (*language skill*) dari yang lemah sampai yang paling dikuasai oleh para suster yunior?

| Partisipan 13 | Yang nomer satu *tuh* speaking, Kak.., blas aku *nggak isa* tenan. Aku pasti *nggak dong* apa yang mau aku *omongin*. Lha bahasa Inggrisnya dari kata-kata itu aja aku *nggak ngeh*. Dan itu pengaruh juga untuk kesulitanku mendengarkan. Cas.. cis.. cus... lah ngomong apa orang itu, bingung aku *ndengerinnya*. Terus apa lagi ya? Oh ya, kalau antara mbaca dan nulis, yang lebih susah nulis lah. Membaca tuh lebih enak, masih bisa lah meraba-raba artinya. Tapi kalau nulis, *waduh*, bingung aku mau nulis apa? |

4. Apakah para suster yunior perlu meningkatkan kemampuan berbicara dalam bahasa Inggris?

| Partisipan 2 | Yo perlu banget itu, walau kadang terbentur dengan kesulitan membagi waktu. Pokok‘e kita perlu banget lah belajar Bahasa Inggris. |
| Partisipan 7   | Yup, bukan *cuma* perlu sebenernya, tapi harus belajar, terutama biar bisa *ngomong*, walau asal *ngomong* dulu saja. Yang penting kita sama-sama maksud artinya. |

5. Apakah yang menjadi kendala/masalah dalam berbicara dalam Bahasa Inggris? (keterbatasan kosakata dan tata bahasa, keterbatasan kosakata, rasa malu dan tidak percaya diri)?

| Partisipan 2   | Aku ki paling susah belajar Bahasa Inggris karena nggak ngerti kosakatanya. Kadang-kadang aku *ngerti* artinya, terus maksud juga *sih* kalau ditanya, tapi bingung *gimana* merangkai kalimatnya. Tahu sendiri lah, Bahasa Inggris khan *ribet* dengan pemakaian .... apa itu? *Tenses* ya istilahnya..., yang menunjukkan keterangan waktu. Ya itu masalahku, yang membuat aku susah belajar Bahasa Inggris. Kadang aku juga nggak PD *sih*, he...e..., yo *mergo* nggak ngerti cara *mbacanya* tadi. |
| Partisipan 7   | Itu *lho*, kalau aku masih miskin kosakatanya karena memang nggak pernah mencoba menghafalkan artinya dan cara ngomongnya. Masalah yang kedua *tuh* aku masih bingung *grammarnya*, mau pakai –*ing*, kata kerja lampau, atau yang mana..? |
| Partisipan 13  | Yang jelas aku *nggak PD* kalau suruh *ngomong*. Lha *piye ngomongnya* aku nggak tahu, jadi aku malu nanti kalau salah mengucapkannya. |
6. Menurut pengamatan Suster, teknik belajar apa yang paling disukai parasuster dalam belajar bicara bahasa Inggris: game, diskusi, debat, role-play, atau yang lain?

| Partisipan 2 | Nek menurutku, yang paling enak untuk belajar nggomong Bahasa Inggris adalah permainan-permainan sama praktik langsung. Terus, enak juga kalau kita sesama murid bisa diskusi tentang materi itu dalam kelompok-kelompok kecil. Lha nek cuma ndengerin gurunya, kapan kita belajar ngomongnya? |
| Partisipan 7 | Kalau kita belajar dengan langsung ngomong biasanya lebih cepat bisa lho. Ya..., itu kalau aku sih, karena aku sering ngomong dengan modal nekad aja. Jadi lebih baik kita nggak cuma belajar teori aja, tetapi praktik langsung, bisa lah, seperti pakai permainan, drama singkat, atau memperagakan apa gitu, tapi dikasih panduan atau topik ceritanya dulu. |
| Partisipan 13 | Pakai permainan sama peragaan apa gitu lah, kayaknya lebih asyik daripada cuma duduk ndengarkan guru njelaskan. Ya, kalau kita punya waktu latihan ngomong, terus praktik sama teman gitu, berarti kita juga punya lebih banyak kesempatan untuk ngomong. |

7. Dalam kelas berbicara (speaking class), topik-topik yang diajarkan sebaiknya bersifat khusus (misalnya tentang gereja, liturgi, spiritualitas) atau bersifat umum (berkaitan dengan kehidupan sehari-hari)? Mengapa?

| Partisipan 2 | Topik ya? Kalau suruh milih sih aku milih belajar yang umum dulu deh. Menurutku, kalau aku sudah mudeng Bahasa Inggris umum, biasanya terbantu juga untuk memahami yang khusus. Setahuku, topik-topik yang khusus itu bahasanya lebih susah tho... Apalagi yang berbau filsafat, Kitab Suci, wuih.. ra dong aku. |
| Partisipan 7 | Kalau yang khusus *tuh* tentang liturgi, spiritualitas, kitab suci *githu-githu* ya? Wah kayanya kelas berat itu ya? Bahasanya pasti sudah tinggi. Aku mau belajar yang biasa dulu saja *lah*, yang bisa dipakai untuk *ngomong* sehari-hari dulu. |

8. Berapa lamakah waktu yang sebaiknya dialokasikan untuk satu kali pertemuan?

| Participant 2 | Aku *ki* orangnya agak *gampang bosenan sih*, apalagi kalau mengerjakan yang susah, kayak Bahasa Inggris ini. Ya, aku *mendingan* belajar Bahasa Inggris satu setengah jam saja tiap pertemuananya, tapi jumlah pertemuannya 10-15 kali *nggak* papa. Aku takut, kalau bosan malah nggak bisa masuk *je* belajarnya. |
9. Perlukah pembahasan grammar dan kosakata dalam kelas berbicara? Mengapa? Unsur-unsur grammar apakah yang penting untuk mendukung kemampuan berbicara dalam bahasa Inggris para suster yunior FSGM (misalnya tense: simple present, simple past, past continues, dll?"

| Partisipan 2 | Iya... iya.. perlu itu. Lha gimana kita bisa ngomong bener kalau nggak tahu rumusnya. Lha justru pas belajar ngomong itu kita juga perlu menyinggung grammarnya, sedikit-sedikit nggak papa lah, soale aku masih sering terbalik-balik memakai tensesnya. Mau cerita masa lalu, malah pakai tenses waktu sekarang. Ya, aku setuju, grammarnya juga diajarkan ya.... |
| Participant 7 | Belajar grammar tentang pemakaian waktu tho? Saya rasa, itu juga perlu dipelajari lho karena aku mau belajar untuk bisa ngomong tentang kegiatan sehari-hari. |
| Participant 13 | Nah, tuh dia tuh, grammarnya perlu banget dong biar aku bisa ngomong dengan benar. Lha aku bingung tenan pakai tensesnya. |
APPENDIX D

The Result of Questionnaire On Unit Materials
QUESTIONNAIRE
FOR ENGLISH LECTURERS AND ENGLISH INSTRUCTOR

The questionnaire is intended to gain the data from respondents to get feedback on the designed materials.

As a respondent of this study, you are expected to state your evaluation on the English speaking materials designed that are enclosed with the questionnaire.

Respondent’s Identity
Name : Respondent 1
Sex : ☐ Male ☑ Female
Educational Background : ☐ S-1 ☑ S-2 ☐ S-3
Teaching experiences in ESP : Teaching postulants and novices of FSGM sisters since 2004

You are expected to choose one of the options by giving (√) in the boxes according to the number, which indicates your degree of agreement. The numbers and the degree of agreement are categorized as follows:

5: absolutely agree/very good
4: agree/good
3: doubt
2: disagree/poor
1: absolutely disagree/very poor

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent’s Evaluation</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.</td>
<td>The performance objectives are well formulated.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The syllabus designed is appropriate.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teaching learning activities are well formulated.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The materials match with the objectives.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
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<td></td>
</tr>
<tr>
<td>6.</td>
<td>The discussions of each unit are relevant to the topic: From easy to difficult.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Respondent’s Evaluation</td>
<td>Degree of Agreement</td>
</tr>
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<td>----</td>
<td>----------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>7.</td>
<td>The materials are able to improve the participants’ speaking skill.</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>The exercises are able to facilitate the participants to understand the topic being discussed.</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Generally, the contents are well arranged.</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>The number of activities is sufficient according to the contact hour per meeting.</td>
<td>✓</td>
</tr>
</tbody>
</table>

1. **Comment or opinion on the materials designed.**

In general, the materials are very good for the sisters to learn English. The pictures added are totally creative and helpful. They stimulate the readers to know more about the contents. I believe the pictures will also help to get ideas to learn English easily.

2. **Suggestions or criticisms.**

For the better, I would like to give some suggestions for my dearest Sister M. Klarina, FSGM

   a. In unit 1; the materials on part C. Discussion (How Are You) is too broad. They even consist of other topics such as asking for help, asking permission, and forgiving. It will make bias for the learners. If you would like to include those materials, you may give examples first.

   b. In unit 2; the dialogue D is a little a bit odd. The superior is supposed to know well her or his each member’s name. It is a bout a sense of belonging that will build the atmosphere of the dialogue. Even though it is only one small part of the dialogue, for me it is all about personal relation that should be built.

   c. In Unit 3; there is a culture sensitivity that should be considered for example; it is better to avoid the word “fat” to describe women. Most
women dislike this, even though in fact she is fat. Next, the situations given in part c. Discussion are not completely appropriate. Someone who wants to invite somebody else usually knows well to each other. In this case, describing person is not fit.

d. In unit 4; the speaking activity material needs much broader. It will be better to give situations that the students will creatively compose their own dialogues using time appropriately.

e. Finally, editing text is very important to make your hard word totally amazing!

**QUESTIONNAIRE**

**FOR ENGLISH LECTURERS AND ENGLISH INSTRUCTOR**

The questionnaire is intended to gain the data from respondents to get feedback on the designed materials.

As a respondent of this study, you are expected to state your evaluation on the English speaking materials designed that are enclosed with the questionnaire.

**Respondent’s Identity**

Name: Respondent 2

Sex: ☐ Male ☑ Female

Educational Background: ☐ S-1 ☑ S-2 ☐ S-3

Teaching experiences: 17 Years.

Teaching experiences in ESP: Just a few training

You are expected to choose one of the options by giving (√) in the boxes according to the number, which indicates your degree of agreement. The numbers and the degree of agreement are categorized as follows:

5: absolutely agree/very good
4: agree/good
3: doubt
2: disagree/poor
1: absolutely disagree/very poor
<table>
<thead>
<tr>
<th>No</th>
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<th>Degree of Agreement</th>
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<tr>
<td></td>
<td>discussed.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Generally, the contents are well arranged.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The number of activities is sufficient according to the contact hour per meeting.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Comment or opinion on the materials designed.**
   A good attempt to develop the materials. I think the materials are suitable and contextual to the learners.

4. **Suggestions or criticisms.**
   A few things need to be revised regarding the language, appropriate expressions, and mechanics. (Please see my comments and notes). Layout and performance need to be made more interesting.
QUESTIONNAIRE
FOR ENGLISH LECTURERS AND ENGLISH INSTRUCTOR

The questionnaire is intended to gain the data from respondents to get feedback on the designed materials.

As a respondent of this study, you are expected to state your evaluation on the English speaking materials designed that are enclosed with the questionnaire.

Respondent’s Identity
Name : Respondent 3
Sex : ☑ Male ☐ Female
Educational Background : ☑ S-1 ☐ S-2 ☐ S-3
Teaching experiences : 14 Years.
Teaching experiences in ESP : 14 Years

You are expected to choose one of the options by giving (√) in the boxes according to the number, which indicates your degree of agreement. The numbers and the degree of agreement are categorized as follows:
5: absolutely agree/very good
4: agree/good
3: doubt
2: disagree/poor
1: absolutely disagree/very poor

<table>
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</tr>
<tr>
<td>8.</td>
<td>The exercises are able to facilitate the participants to understand the topic being discussed.</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>Generally, the contents are well arranged.</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>The number of activities is sufficient according to the contact hour per meeting.</td>
<td>√</td>
</tr>
</tbody>
</table>

1. **Comment or opinion on the materials designed.**

   Need more suggested teaching activities.

2. **Suggestions or criticisms.**

   Find more much references so the dialogues or materials designed will look more natural.
APPENDIX E

The Result of Questionnaire
On Analyzing Learners and Context
(Sample)
Kuesioner

IDENTITAS
Nama : Partisipan 12
Umur : 26 tahun
Pendidikan Terakhir : SMA

Jawablah pertanyaan-pertanyaan berikut ini dengan memeriksa a, b, c, atau d. Untuk pertanyaan esai, silakan menjawab dengan singkat pada tempat yang telah disediakan.

1. Apakah Anda sudah dapat berbicara dalam Bahasa Inggris?
   a. Sudah
   X. Belum

2. Jika ada tamu asing (khususnya yang berbahasa Inggris), termasuk Muder Agung dan stafnya berkunjung ke komunitas Anda, seberapa sering Anda memberikan informasi dan menceritakan pengalaman hidup Anda dengan menggunakan Bahasa Inggris?
   a. Sering
   b. Kadang-kadang
   X. Jarang
   d. Tidak Pernah

3. Kesulitan apakah yang Anda hadapi dalam memberikan informasi kepada tamu asing yang berbahasa Inggris? (berilah nomor urut dari jawaban yang menurut Anda paling sulit)
   1. Tidak tahu kosakata Bahasa Inggris yang ingin diucapkan.
   3. Tidak tahu bagaimana cara mengucapkan kosakata Bahasa Inggris yang ingin diucapkan.
1. Tidak mengerti arti kata yang diucapkan oleh tamu asing.

2. Tidak bisa menunjukkan kata-kata Bahasa Inggris menjadi sebuah kalimat yang benar.

4. Topik-topik percakapan Bahasa Inggris apa saja yang Anda perlukan untuk mendukung kemampuan Anda agar dapat berkomunikasi dalam bahasa Inggris dengan tamu asing?
   a. Menyapa tamu
   b. Berkomen
   c. Memberikan deskripsi tentang seseorang/ sesuatu
   d. Menawarkan bantuan
   e. Lainnya (tolong sebutkan):

5. Teknik belajar apa yang memudahkan Anda belajar Bahasa Inggris?
   a. Guru menerangkan, siswa mendengarkan
   b. Berdiskusi
   c. Peragakan (siswa mempraktikkan sebuah drama singkat yang diberikan oleh guru)
   d. Lainnya (sebutkan):

   Mahasiswa berklatih sesekarang u. Hub** terakhir

   ****Terimakasih****
Kuesioner

IDENTITAS
Nama : 
Umur : 20 Tahun
Pendidikan Terakhir : SMA

Jawahlah pertanyaan-pertanyaan berikut ini dengan melingkari a, b, c, atau d. Untuk pertanyaan esai, silakan menjawab dengan singkat pada tempat yang telah disediakan.

1. Apakah Anda sudah dapat berbicara dalam Bahasa Inggris?
   a. Sudah
   b. Belum

2. Jika ada tamu asing (khususnya yang berbahasa Inggris), termasuk Menteri Agung dan stafnya berkunjung ke komunitas Anda, seberapa sering Anda memberikan informasi dan menceritakan pengalaman hidup Anda dengan menggunakan Bahasa Inggris?
   a. Sering
   b. Kadang-kadang
   c. Jarang
   d. Tidak Pernah

3. Kesulitan apakah yang Anda hadapi dalam memberikan informasi kepada tamu asing yang berbahasa Inggris? (berilah nomor urut dari jawaban yang menurut Anda paling sulit)
   1. Tidak tahu kosakata Bahasa Inggris yang ingin diucapkan.
   2. Tidak tahu bagaimana cara mengucapkan kosakata Bahasa Inggris yang ingin diucapkan.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

1. Tidak mengerti arti kata yang diucapkan oleh tamu asing
2. Tidak bisa merangkaikan kata-kata Bahasa Inggris menjadi sebuah kalimat yang benar.

4. Topik-topik percakapan Bahasa Inggris apa saja yang Anda perlukan untuk mendukung kemampuan Anda agar dapat berkomunikasi dalam bahasa Inggris dengan tamu asing?
   a. Menyapa tamu
   b. Berkenalan
   c. Memberikan deskripsi tentang seseorang/ sesuatu
   d. Menawarkan bantuan
      lainnya (tolong sebutkan)
      menelusuri route untuk perjalanan

5. Teknik belajar apakah yang memudahkan Anda belajar Bahasa Inggris?
   a. Guru menerangkan, siswa mendengarkan
   b. Berdiskusi
   c. Peragaan (siswa mempraktekkan sebuah drama singkat yang diberikan oleh guru)
   d. Lainnya (sebutkan)
      [isi dialog atau inggris]

*****Terimakasih*****
APPENDIX F

The General Description
THE GENERAL DESCRIPTION OF
ENGLISH SPEAKING MATERIALS DESIGNED FOR
JUNIOR SISTERS OF SAINT FRANCIS OF THE MARTYR SAINT
GEORGE CONGREGATION AT YOGYAKARTA SAINT MARY CONVENT

The title of this thesis is “English Speaking Materials for Junior Sisters of Saint Francis of the Martyr Saint George Congregation at Yogyakarta Saint Mary Convent.”

A. Background

This English speaking material is intended to improve FSGM junior sisters’ mastery of English daily conversation and to improve their understanding on English grammar, more particularly in spoken form. There are two main reasons which motivated the writer to design these English speaking materials for FSGM junior sisters at St. Mary convent, Yogyakarta. These two reasons guide the writer to design English communicative materials which are mainly focused on the participants speaking development.

Firstly, since FSGM is an international religious congregation which serves people in various fields globally. FSGM members need English to build up good communication among themselves and with anyone in the whole world whom they work with. By improving their speaking ability, FSGM junior sisters will have the basic competence in daily English so that they will be able to communicate with foreigners, including FSGM reverend mother in her visit and to provide more qualified service both in Indonesia and in foreign countries.

Secondly, it is a matter of fact that English speaking materials for the FSGM junior sisters are unavailable. There are no English speaking materials specially designed to help the junior sisters in improving their speaking ability.

Based on these reasons stated, the writer designs the English speaking materials to improve their speaking skill at mastering daily conversation and to improve their
understanding on English grammar, more particularly in spoken form. Thus, the
English speaking materials designed are mainly focused on the participants’ speaking
development.

B. Goals

There are two goals of designing these English speaking materials, namely:

1. to help the FSGM junior sisters improve their mastery of English daily
   conversation and improve their understanding on English grammar, more
   particularly in spoken form.

2. to provide a set of English materials to teach speaking.

C. The Type of Syllabus

In this study, the English speaking materials are presented in the form of
situational syllabus. The syllabus is chosen because of the following reasons. Firstly,
the English speaking materials designed are mainly focused on the participants
speaking development. Secondly; the participants need to learn general topics instead
of specific topics since they use English to communicate with other society.
Therefore speaking materials are to help the participants to master daily conversation
and understand English grammar in spoken form.

D. The Topics and the Arrangement of the Materials

The topics of these English speaking materials are selected from the results of
the needs survey. Considering the goals and syllabus chosen as explained in the
previous sections, the writer modified the topics into nine units of English speaking
materials according to the participants’ situational conversation. In this study, the
English speaking materials for FSGM junior sisters are arranged based on the level of
difficulties and the participants’ urgency as resulted in the need survey. Thus, the
writer designed four units of the English speaking materials, namely:
Unit 1 : Hi, how are you?
Unit 2 : My name is Sister Catharine.
Unit 3 : What does she look like?
Unit 4 : What time do you usually...?

Each unit consists of four sections, namely dialogue, language practice, discussion, and speaking activity. The explanations of each section are presented as follows.

1. **Dialogue**

In this part, the writer presents dialogue that begins teaching-learning activities in each unit of English materials designed. The dialogue provides the participants with examples of conversational situation used in each unit. The dialogue aims to give an example and to increase learners’ curiosity and attention to follow the activities based on the topic that will be discussed. In this part, the participants are asked to read the dialogue and to pay attention to the expressions available in the dialogues. To check the participants’ understanding of the dialogue, the participants are asked to answer questions related to the dialogue.

2. **Language Practice**

This section consists of useful expressions and vocabulary list introduced to the participants. The vocabulary list is presented along with the phonetic transcription so that the participants will be able to pronounce the words correctly. In this part, the participants are asked to complete dialogues using the appropriate grammar and expressions that they have learned.

3. **Discussion**

In this part, the writer provides a topic to discuss or to share. The participants are asked to compose their own dialogues by working in pairs or in small groups based on the examples given.
4. Speaking Activity

This part contains some activities such as role-play and pair/group work. Before doing a role play, the participants are asked to compose their own dialogues based on the topic given and act out their roles. When doing a pair/group work activity, the participants are given a set of material which has different information. The participants are asked to complete the information by asking their partner or group members.

E. Contact Hour

This course consists of 10 meetings; each meeting is about 90 minutes. Thus the course will take about 15 hours.

F. Program

This program is called English Speaking for FSGM junior sisters.
APPENDIX G

Syllabus
**A SYLLABUS**

<table>
<thead>
<tr>
<th>UNIT/ TOPIC</th>
<th>TIME ALLOCATION</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>TEACHING-LEARNING ACTIVITIES</th>
<th>MATERIALS</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hi, how are you?</td>
<td>2 x 45’</td>
<td>1. Given the written dialogue of greeting and leave taking, the participants are able to identify formal and informal expressions of greeting correctly. 2. Given the written dialogue of greeting and leave taking, the participants are able to identify formal and informal expressions of leave taking correctly. 3. Given useful expressions of greeting and leave taking, the participants are able to complete dialogues using formal and informal expressions of greeting appropriately. 4. Given useful expressions of greeting and leave taking, the participants are able to complete dialogues using formal and informal expressions of leave taking appropriately. 5. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in greeting correctly. 6. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in leave taking correctly. 7. Given topic to discuss, the participants are able to compose their own dialogues using expressions of</td>
<td>• The teacher greets the participants. • The teacher introduces the topic that will be discussed by giving a model of the dialogue in front of the class. • The teacher distributes the handout • The teacher asks the participants to practice the dialogue with his/her partner. • The teacher asks the participants to answer the questions related to the dialogue and discuss the answer together. • The teacher explains the meaning and the functions of the expressions. • The teacher asks the participants to listen to the teacher’s pronunciation and repeat after the teacher. • The teacher asks the participants to complete the dialogues. • The teacher asks three participants (volunteers) to read the complete dialogues for the class. • The teacher asks the participants to compose their own dialogue by working in pair and practice the dialogues with his/her partner. • The teacher divides the class into three or four groups and asks the</td>
<td>handouts, whiteboard, boardmarker</td>
<td>Language in Focus, Bahasa Inggris Derajat Mahir 1.</td>
</tr>
<tr>
<td>UNIT/ TOPIC</td>
<td>TIME ALLOCATION</td>
<td>PERFORMANCE OBJECTIVES</td>
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</tbody>
</table>
| 2. My name is Sister Catharine | 2x 45’ | 1. Given the written dialogue of introducing oneself and others, the participants are able to identify formal and informal expressions of introducing one self and others correctly.  
2. Given useful expressions of introducing one self and others, the participants are able to complete dialogues using formal and informal expressions of introducing one self and others appropriately.  
3. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in introducing one self and others correctly.  
4. Given topic to discuss, the participants are able to compose their | • The teacher greets the participants.  
• The teacher introduces the topic that will be discussed by giving a model of the dialogues in front of the class.  
• The teacher distributes the handout  
• The teacher asks the participants to practice the dialogues with his/her partner.  
• The teacher asks the participants to answer the questions related to the dialogue and discuss the answer.  
• The teacher explains the meaning and the functions of the expressions.  
• The teacher asks the participants to listen to the teacher’s pronunciation and repeat after the teacher.  
• The teacher asks the participants to complete the dialogues.  
• The teacher asks the participants to take the lottery.  
• The teacher asks the participants to discuss their roles.  
• The participants perform their role play in front of the class.  
• The teacher gives comments for the participants’ performances.  
• The teacher reviews the lesson.  
• The teacher closes the class. | handouts, whiteboard, marker | Language in Focus, Bahasa Inggris Derajat Mahir I. |
<table>
<thead>
<tr>
<th>UNIT/TOPIC</th>
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<td></td>
<td></td>
<td>own dialogues using expressions of introducing oneself and others appropriately.</td>
<td>(volunteers) to read the complete dialogues aloud for the class.</td>
<td>handouts, whiteboard, marker</td>
<td>Language in Focus, Bahasa Inggris Derajat Mahir 1.</td>
</tr>
<tr>
<td>3</td>
<td>2x 45’</td>
<td>1. Given the written dialogue of describing people’s appearances, the participants are able to mention expressions of describing people’s appearances correctly.</td>
<td>• The teacher greets the participants.</td>
<td></td>
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<td>2. Given useful expressions of describing people’s appearances, the participants are able to complete dialogues using expressions of describing people’s appearances appropriately.</td>
<td>• The teacher introduces the topic that will be discussed by giving a model of the dialogue in front of the class.</td>
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<tr>
<td></td>
<td></td>
<td>3. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used</td>
<td>• The teacher asks the participants to compose their own dialogue by working in pair and practice the dialogues with his/her partner.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• The teacher divides the class into three or four groups and asks the participants to take the lottery.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• The teacher asks the participants discuss their roles.</td>
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<td></td>
<td></td>
<td></td>
<td>• The participants perform their role play in front of the class. The teacher gives comments for the participants’ performances.</td>
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<td></td>
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<td></td>
<td>• The teacher reviews the lesson.</td>
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</tr>
</tbody>
</table>
| 4. What time do you ...? | 2 x 45’ | 1. Given the written dialogue of telling time, the participants are able to mention expressions of telling time correctly.  
2. Given useful expressions of telling time, the participants are able to complete dialogues using expressions of telling time appropriately.  
3. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in telling time correctly.  
4. Given topic to discuss, the participants are able to compose their own dialogues using expressions of describing people’s appearances appropriately. | The teacher greets the participants.  
The teacher introduces the topic that will be discussed by giving a model of the dialogue in front of the class.  
The teacher asks the participants to practice the dialogue with her partner.  
The teacher asks the participants to answer the questions related to the dialogue and to discuss the answer together.  
The teacher explains the meaning and the functions of the expressions. | Language in Focus, Bahasa Inggris Derajat Mahir 1. |
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<th>SOURCES</th>
</tr>
</thead>
</table>
| 5. May I help you? | 2 x 45’ | own dialogues using expressions of telling time appropriately.
5. Given a situation, the participants are able to perform a role play or simulation using expressions of telling time appropriately. | • The teacher asks the participants to listen to the teacher’s pronunciation and to repeat after the teacher.
• The teacher asks the participants to complete the dialogues.
• The teacher asks two participants (volunteers) to read the complete dialogues for the class.
• The teacher asks the participants to compose their own dialogue by working in pair and to practice the dialogues with her partner.
• The teacher asks the participants to work in pairs and to ask information about her partner’s daily activities. The teacher asks the participants to report the result in front of the class.
• The teacher gives comments on/about the participants’ performances.
• The teacher reviews the lesson.
• The teacher concludes the class | handouts, whiteboard, marker | Language in Focus, Bahasa Inggris Derajat Mahir 1. |
<table>
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<th>TIME ALLOCATION</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>TEACHING-LEARNING ACTIVITIES</th>
<th>MATERIALS</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>of offering help appropriately.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in offering help correctly.</td>
<td></td>
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<td></td>
<td></td>
<td>4. Given topic to discuss, the participants are able to compose their own dialogues using expressions of offering help appropriately.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. Given a situation, the participants are able to perform a role play or simulation using expressions of offering help appropriately.</td>
<td></td>
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</tr>
<tr>
<td>6. How can I go to …?</td>
<td>2 x 45’</td>
<td>1. Given the written dialogue of giving direction, the participants are able to mention expressions of giving direction correctly.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Given useful expressions of giving direction, the participants are able to complete dialogues using expressions of giving direction appropriately.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in giving direction correctly.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>4. Given topic to discuss, the participants are able to compose their own dialogues using expressions of giving direction appropriately.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>5. Given a situation, the participants are able to perform a role play or simulation using expressions of giving direction appropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT/ TOPIC</td>
<td>TIME ALLOCATION</td>
<td>PERFORMANCE OBJECTIVES</td>
<td>TEACHING-LEARNING ACTIVITIES</td>
<td>MATERIALS</td>
<td>SOURCES</td>
</tr>
<tr>
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<td>-----------------------------</td>
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<td>---------</td>
</tr>
</tbody>
</table>
| 7. At St Antonio Hospital. | 2 x 45’ | giving direction appropriately. | • The teacher greets the participants.  
• The teacher introduces the topic that will be discussed by giving a model of the dialogue in front of the class.  
• The teacher distributes the handout  
• The teacher asks the participants to practice the dialogue with his/her partner.  
• The teacher asks the participants to answer the questions related to the dialogue and discuss the answer together.  
• The teacher explains the meaning and the functions of the expressions.  
• The teacher asks the participants to listen to the teacher’s pronunciation and repeat after the teacher.  
• The teacher asks the participants to complete the dialogues.  
• The teacher asks three participants (volunteers) to read the complete dialogues for the class.  
• The teacher asks the participants to compose their own dialogue by working in pair and practice the dialogues with his/her partner.  
• The teacher divides the class into three or four groups and asks the participants to take the lottery.  
• The teacher asks the participants | handouts, whiteboard, marker | Language in Focus, Bahasa Inggris Derajat Mahir 1. |
<table>
<thead>
<tr>
<th>UNIT/ TOPIC</th>
<th>TIME ALLOCAT ION</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>TEACHING-LEARNING ACTIVITIES</th>
<th>MATERIALS</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>discuss their roles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The participants perform their role play in front of the class.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The teacher gives comments for the participants’ performances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The teacher reviews the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The teacher closes the class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H

Lesson Plans
LESSON PLAN

English for FSGM Junior Sisters at Yogyakarta Saint Mary Convent

Subject: Speaking
Unit: 1
Topic: Hi, how are you?
Time Allocation: 2 x 45 minutes (1 meeting)

I. Instructional Goals
At the end of the course, the participants are able to:
1. greet each other using appropriate expressions
2. respond greetings using appropriate expressions
3. end conversations using appropriate expressions

II. Performance Objectives
1. Given the written dialogue of greeting and leave taking, the participants are able to identify formal and informal expressions of greeting correctly.
2. Given the written dialogue of greeting and leave taking, the participants are able to identify formal and informal expressions of leave taking correctly.
3. Given useful expressions of greeting and leave taking, the participants are able to complete dialogues using formal and informal expressions of greeting appropriately.
4. Given useful expressions of greeting and leave taking, the participants are able to complete dialogues using formal and informal expressions of leave taking appropriately.
5. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in greeting correctly.
6. Given vocabulary list and the phonetic transcription, the participants are able to pronounce the words used in leave taking correctly.
7. Given topic to discuss, the participants are able to compose their own
dialogues using expressions of greeting appropriately.
8. Given topic to discuss, the participants are able to compose their own
dialogues using expressions of leave taking appropriately.
9. Given a situation, the participants are able to perform a role play or
simulation using expressions of greeting appropriately.
10. Given a situation, the participants are able to perform a role play or
simulation using expressions of leave taking appropriately.

III. Learning Methods

- Lecturing
- Class discussion
- Group work
- Individual work

IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>- The teacher greets the participants.</td>
<td>1’</td>
</tr>
<tr>
<td>- The teacher introduces the topic to cover by giving</td>
<td></td>
</tr>
<tr>
<td>a model of the dialogue in front of the class.</td>
<td>4’</td>
</tr>
<tr>
<td><strong>Whilst-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>- The teacher distributes the handout</td>
<td>1’</td>
</tr>
<tr>
<td>- The teacher asks the participants to practice the dialogue with her</td>
<td></td>
</tr>
<tr>
<td>partner.</td>
<td>4’</td>
</tr>
<tr>
<td>- The teacher asks the participants to answer the questions related to</td>
<td></td>
</tr>
<tr>
<td>the dialogue and to discuss the answer together.</td>
<td>3’</td>
</tr>
<tr>
<td>- The teacher explains the meaning and the functions</td>
<td></td>
</tr>
<tr>
<td>of expressions used.</td>
<td>5’</td>
</tr>
<tr>
<td>- The teacher asks the participants to listen to the</td>
<td></td>
</tr>
<tr>
<td>dialogue.</td>
<td>5’</td>
</tr>
</tbody>
</table>
V. Learning Teaching Source and Media

- Whiteboard and board marker(s)
- Handouts and exercises
- *Language in Focus*
- *Bahasa Inggris Derajat Mahir 1*
VI. **Assessment**

**Form:** Learners’ performance

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<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
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<td>Some hesitation but manages to continue and complete thoughts.</td>
<td>Speech continuous with little stumbling.</td>
</tr>
<tr>
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<td>Occasional problems with communication</td>
<td>No interference with communication</td>
<td>Communication with ease.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Inadequate and/or inaccurate use of basic language structure.</td>
<td>Somewhat inadequate and/or inaccurate use of basic language structure.</td>
<td>Emerging control of basic language structure.</td>
<td>Good control of basic language structure.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Inadequate and/or inaccurate use of vocabulary</td>
<td>Somewhat inadequate and/or inaccurate use of vocabulary</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Rich use of vocabulary with frequent attempts at elaboration.</td>
</tr>
<tr>
<td>Expression used</td>
<td>Inadequate and/or inaccurate use of expression used</td>
<td>Somewhat inadequate and/or inaccurate use of expression used</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Rich use of vocabulary with frequent attempts at elaboration.</td>
</tr>
</tbody>
</table>

Taken from: *A Collection of Performance Task and Rubrics: Foreign Language*, p. 39 elaborated by the writer.

**Total score** = Fluency + pronunciation + grammar + vocabulary + expression used

**Scoring Description:**

- >17 = Excellent
- 15-17 = Good
- 10-15 = Adequate
- <10 = Fair
ANSWER KEY
UNIT 1

Activity 2
1. Dialogue B
2. Good afternoon, how are you, good bye.
3. Hi, hey, see you.

Exercise
Conversation 1
Time, no
Hi, are
You
Fine

Conversation 2
Are you
I’m fine
You
I am
See
You
## SCORING SHEET

(Sample)

<table>
<thead>
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<th>SCORE</th>
<th>TOTAL SCORE</th>
<th>NOTES</th>
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<td>Fluency</td>
<td>Grammar</td>
<td>Vocabulary</td>
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</tbody>
</table>
LESSON PLAN

English for FSGM Junior Sisters at Yogyakarta Saint Mary Convent

Subject: Speaking  
Unit: 2  
Topic: My name is Sr. M. Catherine  
Time Allocation: 2 x 45 minutes (1 meeting)

I. **Instructional Goals**

At the end of the course, the participants are able to:
1. introduce themselves using appropriate expressions  
2. introduce others using appropriate expressions

II. **Performance Objectives**

1. Given the written dialogue of introducing oneself and others, are able to identify formal and informal expressions of introducing oneself and others correctly.
2. Given useful expressions of introducing oneself and others are able to complete dialogues using formal and informal expressions of introducing oneself and others appropriately.
3. Given vocabulary list and the phonetic transcription, are able to pronounce the words used in introducing oneself and others correctly.
4. Given topic to discuss, are able to compose their own dialogues using expressions of introducing oneself and others appropriately.
5. Given a situation, are able to perform a role play or simulation using expressions of introducing oneself and others appropriately.

III. **Learning Methods**

- Lecturing  
- Class discussion  
- Group work  
- Individual work

IV. **Learning Activities**

<table>
<thead>
<tr>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher greets the participants.</td>
<td>1’</td>
</tr>
<tr>
<td>The teacher introduces the topic to discuss by giving a</td>
<td>4’</td>
</tr>
<tr>
<td>Activities</td>
<td>Time Allocation</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>model of the dialogues in front of the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Whilst-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>• The teacher distributes the handout</td>
<td>1’</td>
</tr>
<tr>
<td>• The teacher asks the participants to practice the dialogues with her partner.</td>
<td>7’</td>
</tr>
<tr>
<td>• The teacher asks the participants to answer the questions related to the dialogue and to discuss the answer.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher explains the meaning and the functions of the expressions.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks the participants to listen to the teacher’s pronunciation and to repeat after the teacher.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks the participants to complete the dialogues.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks three participants (volunteers) to read the complete dialogues aloud for the class.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks the participants to compose their own dialogue by working in pair and to practice the dialogues with her partner.</td>
<td>10’</td>
</tr>
<tr>
<td>• The teacher divides the class into three or four groups and asks the participants to take the lottery.</td>
<td>2’</td>
</tr>
<tr>
<td>• The teacher asks the participants to discuss their roles.</td>
<td>10’</td>
</tr>
<tr>
<td>• The participants perform their dialogue in role play in front of the class.</td>
<td>20’</td>
</tr>
<tr>
<td>• The teacher gives comments on/about the participants’ performances.</td>
<td>5’</td>
</tr>
</tbody>
</table>

| Post-teaching                                                             |                 |
| • The teacher reviews the lesson.                                        | 4’              |
| • The teacher concludes the class.                                       | 1’              |

V. **Learning Teaching Source and Media**

- Whiteboard
- Board marker(s)
- Handouts and exercises
- *Language in Focus*
- *Bahasa Inggris Derajat Mahir 1*
## VI. Assessment

**Form:** Learners’ performance

<table>
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Taken from:


**Total score** = Fluency + pronunciation + grammar + vocabulary + expression used

**Scoring Description:**

- >17 = Excellent
- 15-17 = Good
- 10-15 = Adequate
- <10 = Fair
ANSWER KEY
UNIT 2

Activity 2
1. Dialogue A and D
2. I would like to..., How do you do?
3. Hello..., Nice to meet you.

Exercise - Conversation 1
Afternoon
Is
Do
Meet,
Nice

Conversation 2
Are
How
am
is
is
see
to, see
do

Exercise B
is
She, is. Her, is
Is, she
She, is
LESSON PLAN

English for FSGM Junior Sisters at Yogyakarta Saint Mary Convent

Subject : Speaking
Unit : 3
Topic : What does she look like?
Time Allocation : 2 x 45 minutes (1 meeting)

I. Instructional Goals
At the end of the course, the participants are able to:
1. ask for people’s appearances using appropriate expressions
2. describe people’s appearances using appropriate expressions

II. Performance Objectives
6. Given the written dialogue of describing people’s appearances, are able to mention expressions of describing people’s appearances correctly.
7. Given useful expressions of describing people’s appearances, are able to complete dialogues using expressions of describing people’s appearances appropriately.
8. Given vocabulary list and the phonetic transcription, are able to pronounce the words used in describing people’s appearances correctly.
9. Given topic to discuss, are able to compose their own dialogues using expressions of describing people’s appearances appropriately.
10. Given a situation, are able to perform a role play or simulation using expressions of describing people’s appearances.

III. Learning Methods
- Lecturing
- Class discussion
- Group work
- Individual work
IV. Learning Activities

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>• The teacher greets the participants.</td>
<td>1’</td>
</tr>
<tr>
<td>• The teacher introduces the topic to</td>
<td>4’</td>
</tr>
<tr>
<td>discuss by giving a model of the</td>
<td></td>
</tr>
<tr>
<td>dialogue in front of the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Whilst-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>• The teacher asks the participants to</td>
<td>2’</td>
</tr>
<tr>
<td>practice the dialogue with her partner.</td>
<td></td>
</tr>
<tr>
<td>• The teacher asks the participants to</td>
<td>3’</td>
</tr>
<tr>
<td>answer the questions related to the</td>
<td></td>
</tr>
<tr>
<td>dialogue and to discuss the answer</td>
<td></td>
</tr>
<tr>
<td>orally.</td>
<td></td>
</tr>
<tr>
<td>• The teacher explains the meaning and</td>
<td>5’</td>
</tr>
<tr>
<td>the functions of the expressions.</td>
<td></td>
</tr>
<tr>
<td>• The teacher asks the participants to</td>
<td>5’</td>
</tr>
<tr>
<td>listen to the teacher’s pronunciation</td>
<td></td>
</tr>
<tr>
<td>and to repeat after the teacher.</td>
<td></td>
</tr>
<tr>
<td>• The teacher asks the participants to</td>
<td>10’</td>
</tr>
<tr>
<td>do exercise 1 and 2 and to practice the</td>
<td></td>
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<tr>
<td>exercise in pairs.</td>
<td>15’</td>
</tr>
<tr>
<td>• The teacher asks the participants to</td>
<td></td>
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<tr>
<td>compose their own dialogue by working</td>
<td></td>
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<tr>
<td>in pair and to practice the dialogues</td>
<td></td>
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<tr>
<td>with her partner.</td>
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</tr>
<tr>
<td>• The teacher asks the participants to</td>
<td>10’</td>
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<tr>
<td>do speaking activity with the same</td>
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<tr>
<td>partner.</td>
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<tr>
<td>• The teacher asks 7 participants to</td>
<td>25’</td>
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<tr>
<td>report the description</td>
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<tr>
<td>• The teacher gives comments on/about</td>
<td>5’</td>
</tr>
<tr>
<td>the participants’ performances.</td>
<td></td>
</tr>
<tr>
<td><strong>Post-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>• The teacher reviews the lesson.</td>
<td>4’</td>
</tr>
<tr>
<td>• The teacher concludes the class.</td>
<td>1’</td>
</tr>
</tbody>
</table>

V. Learning Teaching Source and Media

- Whiteboard
- Board marker(s)
- Handouts and exercises
- *Language in Focus*
- *Bahasa Inggris Derajat Mahir 1*
VI. Assessment

Form: Learners’ performance

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<td>Inadequate and/or inaccurate use of vocabulary</td>
<td>Somewhat inadequate and/or inaccurate use of vocabulary</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Rich use of vocabulary with frequent attempts at elaboration.</td>
</tr>
<tr>
<td>Expression used</td>
<td>Inadequate and/or inaccurate use of expression used</td>
<td>Somewhat inadequate and/or inaccurate use of expression used</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Rich use of vocabulary with frequent attempts at elaboration.</td>
</tr>
</tbody>
</table>

Taken from:


**Total score** = Fluency + pronunciation + grammar + vocabulary + expression used

**Scoring Description:**

- >17 = Excellent
- 15-17 = Good
- 10-15 = Adequate
- <10 = Fair
ANSWER KEY
UNIT 3

Activity 2

1. She is slim. She is wearing black treasures and grey shoes.
2. What does she/he look like? She/he has ..... 
3. Yes, she is

Exercise 1

1. How old is your brother?
2. How does Sr. M. Celine look like?
3. What tall is Father Steve?
4. Does Sr. M. Clare wear glasses?
5. What does your sister look like?

Exercise 2

Conversation 3: does, is he?
He does, He’s fat.

Conversation 4: does, is he?
No he doesn’t, He is short.

Conversation 5: does, is she?
She isn’t. She is tall.
LESSON PLAN

English for FSGM Junior Sisters at Yogyakarta Saint Mary Convent

Subject : Speaking
Unit : 4
Topic : What time do you ...?
Time Allocation : 2 x 45 minutes (1 meeting)

I. Instructional Goals
At the end of the course, the participants are able to:
1. tell the time using appropriate expressions

II. Performance Objectives
1. Given the written dialogue of telling time, are able to mention expressions of telling time correctly.
2. Given useful expressions of telling time, are able to complete dialogues using expressions of telling time appropriately.
3. Given vocabulary list and the phonetic transcription, are able to pronounce the words used in telling time correctly.
4. Given topic to discuss, are able to compose their own dialogues using expressions of telling time appropriately.
5. Given a situation, are able to perform a role play or simulation using expressions of telling time appropriately.

III. Learning Methods
- Lecturing
- Class discussion
- Group work
- Individual work
IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>• The teacher greets the participants.</td>
<td>1’</td>
</tr>
<tr>
<td>• The teacher introduces the topic to discuss by giving a model of the dialogue in front of the class.</td>
<td>4’</td>
</tr>
<tr>
<td><strong>Whilst-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>• The teacher asks the participants to practice the dialogue with her partner.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks the participants to answer the questions related to the dialogue and to discuss the answer together.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher explains the meaning and the functions of the expressions.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks the participants to listen to the teacher’s pronunciation and to repeat after the teacher.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks the participants to complete the dialogues.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks two participants (volunteers) to read the complete dialogues for the class.</td>
<td>5’</td>
</tr>
<tr>
<td>• The teacher asks the participants to compose their own dialogue by working in pair and to practice the dialogues with her partner.</td>
<td>15’</td>
</tr>
<tr>
<td>• The teacher asks the participants to work in pairs and to ask information about her partner’s daily activities. The teacher asks the participants to report the result in front of the class.</td>
<td>10’</td>
</tr>
<tr>
<td>• The teacher gives comments on/about the participants’ performances.</td>
<td>25’</td>
</tr>
<tr>
<td><strong>Post-teaching</strong></td>
<td></td>
</tr>
<tr>
<td>• The teacher reviews the lesson.</td>
<td>4’</td>
</tr>
<tr>
<td>• The teacher concludes the class.</td>
<td>1’</td>
</tr>
</tbody>
</table>

V. Learning Teaching Source and Media

• Whiteboard and board marker(s)
• Handouts and exercises
• *Language in Focus*
VI. Assessment

Form: Learners’ performance

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Speech halting and uneven with long pauses and/or incomplete thoughts.</td>
<td>Speech slow and/or with frequent pauses, few or no complete thoughts.</td>
<td>Some hesitation but manages to continue and complete thoughts.</td>
<td>Speech continuous with little stumbling.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Frequent errors, little or no communication</td>
<td>Occasional problems with communication</td>
<td>No interference with communication</td>
<td>Communication with ease.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Inadequate and/or inaccurate use of basic language structure.</td>
<td>Somewhat inadequate and/or inaccurate use of basic language structure.</td>
<td>Emerging control of basic language structure.</td>
<td>Good control of basic language structure.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Inadequate and/or inaccurate use of vocabulary</td>
<td>Somewhat inadequate and/or inaccurate use of vocabulary</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Rich use of vocabulary with frequent attempts at elaboration.</td>
</tr>
<tr>
<td>Expression used</td>
<td>Inadequate and/or inaccurate use of expression used</td>
<td>Somewhat inadequate and/or inaccurate use of expression used</td>
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<td>Rich use of vocabulary with frequent attempts at elaboration.</td>
</tr>
</tbody>
</table>

Taken from:

_A Collection of Performance Task and Rubrics: Foreign Language_, p. 39 elaborated by the writer.

**Total score** = Fluency + pronunciation + grammar + vocabulary + expression used

**Scoring Description:**

- **>17**  = Excellent
- **15-17**  = Good
- **10-15**  = Adequate
- **<10**  = Fair
ANSWER KEY
UNIT 4

Activity 2
1. What time do you...?
2. I teach at 07.00 a.m.
   I make the cakes at 09.00 a.m.

Language Practice
It is a half past two or it is two thirty
It is seven o’clock
It is half past six or it is six thirty.
It is a quarter past eight or it is eight fifteen.

Exercise
Conversation 1
Time, does
at
is
is

Conversation 2
do
at
is
do
at.
APPENDIX I

Presentation Of Units Materials
ENGLISH SPEAKING MATERIALS FOR FSGM
JUNIOR SISTERS AT YOGYAKARTA SAINT MARY CONVENT

SISTERS OF SAINT FRANCIS
OF THE MARTYR
SAINT GEORGE CONGREGATION
INDONESIA

SR. M. KLARINA, FSGM
PREFACE

The use of English as an international language is on the rise in recent years. People in the entire world, including junior sisters of Saint Francis of the Martyr Saint George (FSGM) Congregation use English in various fields and for different purposes, to share and access information in educational and spiritual contexts, for instance. In line with the various purposes, FSGM sisters are encouraged to master verbal English which is required to attain more qualified work and to build communication with other people whom they work with.

Many people think that learning English means learning grammar. It is correct because when people want to master English speaking skill, they will need know the grammar appropriately. However, mastering grammar alone does not guarantee proficient verbal skill. There are many people who have learned grammar for years yet they do not always speak English properly.

This module of English speaking materials is respectfully presented for FSGM junior sisters at Yogyakarta St. Mary convent. Consisting of four units of English speaking materials, this module is designed based on the FSGM junior sisters’ real need which is to master English speaking by practicing daily conversation. This module can also be used by those who want to learn English pronunciation because this module provides vocabulary and phonetic transcription as a guidance for the readers to pronounce the vocabulary appropriately. In order to help the FSGM junior sisters to improve their speaking skill, this module presents a set of English speaking materials that applies communicative approach in teaching learning activities. For English teachers, hopefully, this module will provide them with English speaking materials that are suitable for FSGM junior sisters.

The writer sincerely hopes that readers of this module will understand and use every day English expressions appropriately. Furthermore, it will help readers to enhance their knowledge and to offer a systematic way to practice English speaking skill.

“Keep learning in English”

Sr. M. Klarina, FSGM.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page of Title</td>
<td>i</td>
</tr>
<tr>
<td>Preface</td>
<td>ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iii</td>
</tr>
<tr>
<td>Unit 1 Hi, how are you?</td>
<td>1</td>
</tr>
<tr>
<td>Unit 2 My name is Sr. M. Catharine</td>
<td>7</td>
</tr>
<tr>
<td>Unit 3 What does she look like?</td>
<td>14</td>
</tr>
<tr>
<td>Unit 4 What time do you…?</td>
<td>20</td>
</tr>
<tr>
<td>References</td>
<td>27</td>
</tr>
</tbody>
</table>

iii
UNIT 1

Hi, how are you?

Hometown (n) : Kota kediaman
Easter (n) : Paskah
Spend (v) : menghabiskan
Carry (v) : Membawa, mengangkat
Bag (n) : Tas, koper
Hear (v) : Mendengar
Regard (n) : Salam
Airport (n) : Bandara

A. DIALOGUE

Please read the following dialogue carefully

Dialogue A
Sr. M, Martha and Sr. M. Mary are junior sisters. They meet in Soekarno Hatta international Airport, Jakarta after Easter holiday.

Sr. M. Martha : Hi..., Sister Mary, long time no see, how are you doing?
Sr. M. Mary : Hey Sr. M. Martha..., just fine, thanks, and you?
Sr. M. Martha : Very well, thanks. Nice to meet you.
Sr. M. Mary : Nice to meet you too.
Sr. M. Martha : How was your Easter holiday?
Sr. M. Mary : It was great. I spent some quality time.
Sr. M. Martha : with my family in my hometown.
Sr. M. Mary : Glad to hear that. All right, I have to help Sister Clare to carry her bags.
Sr. M. Martha : OK, see you later!
Sr. M. Mary : See you!

Source:

http://oald8.oxfordlearnersdictionaries.com/
Dialogue B

Source: http://www.cartoonstock.com/lowres/twa02591.jpg

Sr. M. Sisca is Father Jack’s friend. She meets him in St. Francis Church.

Sr. M. Sisca : Good afternoon, Father Jack.
Father Jack : Good afternoon Sister. How are you?
Sr. M. Sisca : I am fine. Thank you.
And how are you Father Jack?
Father Jack : I’m fine, too. Give my regard
to all of sisters in your community.
Good bye.
Sr. M. Sisca : Good bye, Father Jack.

Activity 1

Work in pairs. Practice the dialogues above by changing the name with your name.

Activity 2

Based on the previous dialogues, answer the following questions.

1. Which dialogue shows the formal situation?
2. Which expressions show the formal situation?
3. Which expressions show the informal situation?
### B. Language Practice

**Please study the following expressions**

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Morning…</td>
<td>Good Morning…</td>
</tr>
<tr>
<td>(time before 12 a.m.)</td>
<td>(time before 12 a.m.)</td>
</tr>
<tr>
<td>Good Afternoon…</td>
<td>Good Afternoon…</td>
</tr>
<tr>
<td>(time from 12 up to 6 p.m.)</td>
<td>(time from 12 up to 6 p.m.)</td>
</tr>
<tr>
<td>Good Evening…</td>
<td>Good Evening…</td>
</tr>
<tr>
<td>(between 6 p.m. and night)</td>
<td>(between 6 p.m. and night)</td>
</tr>
<tr>
<td>Hi/Hello</td>
<td>Hi/Hello</td>
</tr>
<tr>
<td>Morning Mita…!</td>
<td>Morning, Ida…!</td>
</tr>
<tr>
<td>How are you doing?</td>
<td>I am fine</td>
</tr>
</tbody>
</table>

**INITIAL GREETING**

| How are you?                        | I am fine, thank you.               |
| How are you doing?                  | Fine, thanks                        |
| How is life?                        | Very well, thank you.              |

**PRECLOSING**

| I am sorry, I have to go           | Thank you for coming.              |
| Great seeing you!                  | Great seeing you, too!             |
| I’ve really got to go              | Well, see you!                     |
| Got to go now!                     | See you again.                     |

**CLOSING**

| Have a good day                    | Have a good day                    |
| Good bye                           | Good bye                           |
| Good night                         | Good night                         |
| See you next…!                    | See you                            |
| Bye-bye                            | Bye! Take care                     |

---

Listen to your teacher’s pronunciation of the following words and then repeat after the teacher.

- Leave taking (n) /ˈlɪvˈteɪkɪŋ/ : Salam perpisahan
- Speaker (n) /ˈspiːkər/ : Pembicara
- Convent (n) /ˈkɒnvənt/ : Biara
- Mass (n) /ˈmæs/ : Misa
- Choir (n) /ˈkɔɪər/ : Koor
- Greet (v) /ˈɡriːt/ : Menyapa
- Practice (v) /ˈpræktɪs/ : Berlatih
- Give (v) /ɡɪv/ : Memberi
Exercise

Please complete the following conversation using appropriate expressions.

Conversation 1
Sr. M. Hedwig : Hi, long ______ see.
Sr. M. Anseline : ______! How ______ you?
Sr. M. Hedwig : O.K. and ______?
Sr. M. Anseline : I’m ______.

Conversation 2
Sr. M. Florentina : Good morning, Sr. M. Priska.
How ______?
Sr. M. Priska : ______, thank you.
How about ______?
Sr. M. Florentina : ______ fine, too.
Are you waiting for someone?
Sr. M. Priska : No, I’m waiting for the bus to Palembang.
Look, the bus is coming.
______ you.
Sr. M. Florentina : See ______.

C. Discussion

Find your partner and make a dialogue based on the following situations.
Practice the dialogues.

Situation 1
Sr. M. Oktaviani (A) had just arrived from Jakarta at Lampung St. Clare convent this morning. She will have an annual meeting with other junior sisters. After having lunch, A meets Sr. M. Francita (B), the convent’s superior, when she is playing the piano to prepare the community’s evening prayer. Then, A leaves B to meet other junior sisters before having their evening prayer.
Sr. M. Oktaviani (A)
1. Greets B
3. Asks about B’s news
5. Gives pre-closing
7. Closes

Sr. M. Franchita (B)
2. Returns the greeting
4. Answers the questions
6. Replies the pre-closing
8. Replies to the closing

Source: See Reference # 2

Situation 2
Sisil (A) is a student of St. Francis Primary School. A just has Christmas holiday with her family for two weeks. A meets Sr. M. Claire (B), her musical teacher, in her office before Morning Prayer begins. Then A leaves B to go to B’s class.

Sisil (A)
1. Greets B
3. Gives pre-closing
5. Closes

Sr. M. Claire (B)
2. Returns the greeting
4. Replies to the pre-closing
6. Replies to the closing

Source: See Reference # 3
### D. Speaking Activity

Work in a group of three or four. In your group you have to
a dialogue about greeting and leave taking based on the situation
given. Each of you has to have a role. After making the dialogues
practice it and act out the roles. The teacher will ask you to
perform it in front of the class.

<table>
<thead>
<tr>
<th>Role Play 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sr. M. Alice</strong>, one of FSGM junior sisters, is arriving at your convent while you and your community are having dinner. She is attending a meeting at Panti Semadi, Klaten and will stay at your convent. You have to come to a choir practice at St. John Church and leave <strong>Sr. M. Alice</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Play 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sr. M. Aquina</strong>, your vice-superior invites you into her office. She asks you to accompany her to go to Gramedia. She is going to buy some English dictionaries for your convent. Unfortunately, you will have a discussion with your classmates at the same time so that you will not be able to accompany her.</td>
</tr>
</tbody>
</table>

**Note:**

- **Good morning:** something you say to greet someone when you meet them between the time when the sun rises or you wake up until the middle of the day.
- **Good afternoon:** something you say to greet someone when you meet them between twelve o'clock or after the meal in the middle of the day and six o'clock.
- **Good evening:** something you say to greet someone when you meet them between the end of the afternoon and night.
- **Good night:** said when people leave each other in the evening or before going to bed or to sleep.

**Source:** Cambridge Advanced Learner's Dictionary - 3r
A. DIALOGUE

Please read the following dialogue carefully

Dialogue A

Phillip is on his way to St. Antonio church. He meets Sr. M. Catharine who is on her way to the same church.

Philip: Good morning, Sister. I don’t think we have met before.

I am Philip.

Sr. M. Catharine: Good morning, Philip.

My name is Sister Catharine.

Pleased to meet you (Shake hands). Where are you from?

Philip: I am from Lampung.
Dialogue B

Sr. M. Lucy is an English teacher in St. Francis Senior high school. She meets Mila, one of the new students.

Sr. M. Lucy: Hello. I am Sister Mary Lucy.
Mila: Hi sister, my name is Martina Mila. But please call me Mila.
Sr. M. Lucy: It’s nice to meet you, Mila. You may call me Sister Lucy.
Mila: Excuse me, how do you spell your last name?
Sr. M. Lucy: M-I-L-A. It’s nice to meet you, too.

Activity 1

Work in pairs. Practice the dialogues above by changing the name with your name.

Dialogue C

Sr. M. Klarensia is Nadia’s old friend. She wants to introduce her to Valentinus, her brother.

Sr. M. Klarensia: Nadia, this is Valentinus. Valentinus, this is Nadia.
Valentinus: Hello, nice to meet you.
Nadia: Hi, nice to meet you, too.

Dialogue D

Sr. M. Julia, the superior of FSGM Congregation is coming to St. Mary convent while Sr. M. Alfonson is having a discussion in the living room with Fanny, her classmate.

Sr. M. Alfonson: Good afternoon, Sister Julia. Welcome to our convent. (Shake Sr. M. Julia’s hand)
Sr. M. Julia: Thank you. How are you Sister Alfonson?
Sr. M. Alfonson: I am fine, thank you.
Sister Julia, I would like to introduce my friend, Fanny.
Sr. M. Julia: How do you do? (Shake hands).
Very nice to meet you, Fanny.
I am Sister Julia.
Fanny: How do you do, Sister Julia, nice to meet you, too.
I am Fanny.
Sr. M. Julia: I am sorry. I have to leave you. Have a nice discussion.

Source: See reference # 4
Based on the previous dialogues, answer the following questions.
1. Which dialogue shows the formal situation?
2. Which expressions show the formal situation?
3. Which expressions show the informal situation?

### B. Language Practice

Please study the following expressions

<table>
<thead>
<tr>
<th>Self Introduction</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to introduce myself. My name is Sr. M. Agatha</td>
<td>How do you do. My name is Sr. M. Hedwig.</td>
</tr>
<tr>
<td>Hello. I am Sr. M. Julianne</td>
<td>Pleased to meet you. I am father Louys</td>
</tr>
<tr>
<td>I don’t think we have met. I am Anton.</td>
<td>Nice to meet you. I am Sr. M. Claire</td>
</tr>
<tr>
<td>Hi, I am Sr. M. Martha</td>
<td>Hi, I am Charoline, but everyone calls me Chaca.</td>
</tr>
</tbody>
</table>

#### Let’s introduce others

<table>
<thead>
<tr>
<th>Introducing Others</th>
<th>Responses A</th>
<th>Responses B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to introduce Mr. Franks.</td>
<td>How do you do?</td>
<td>How do you do?</td>
</tr>
<tr>
<td>I’d like to introduce mother Marcela</td>
<td>Pleased to meet you.</td>
<td></td>
</tr>
<tr>
<td>Ali: Toni, may I meet other friends? Toni: Ok, I want to introduce you to her Toni: Ani, this is Ali. He wants to introduce him to you.</td>
<td>Ani: Hi, Ali, how do you do?</td>
<td></td>
</tr>
<tr>
<td>Clara: Hi, Welly, this is Agus</td>
<td>Welly: Hi, Agus.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Bahasa Inggris Derajat Mahir 1
Non-Contractions

Subject pronouns	Contractions
I am	I’m
He is	He’s
She is	She’s
You are	you’re
They are	they’re
We are	we’re
Who is	Who’s
What is	What’s

Wh- questions and statements with be (am, is, are)

What’s your name?
My name is Sister Zita
Where are you from?
I’m from Yogyakarta
Who is that?
He’s Phillip
Who is he?
His name is Bayu
What’s her name?
Her name is Sister Shanti
Where is she from?
She’s from Semarang

Listen to your teacher’s pronunciation of the following words and then repeat after the teacher.

Name (n) : /ˈnɛm/ : Nama
Classmate (n) : /ˈklɑːsmərt/ : Teman kelas
Shake hand (v) : /ˈʃɛrk hænd/ : Berjabat tangan
Prisoner (n) : /ˈprɪznə(r)/ : Narapidana
Introduce (v) : /ɪntrɪˈdʌs/ : Memperkenalkan
Accompany (v) : /əˈkæmpəni/ : Menemani
Please complete the following conversation using appropriate expressions.

**Conversation 1**
*Sr. M. Julien wants to meet Brother Carol in St. Paul convent. The door opens.*

Sr. M. Julien : Good ______. I don’t think we have met before.

My name _____ Sister Julien.

Brother Carol : Good afternoon, Sister. Excuse me, how _____ you spell your name?

Sr. M. Julien : J-U-L-I-E-N.

Brother Carol : Nice to ______ you, Sister Julien.

Sr. M. Julien : ______ to meet you, too.

**Conversation 2**

Sr. M. Anne : Hey, Sr. M. Rose, how _____ you?

Sr. M. Rose : Just fine, thanks, ______ about you?

Sr. M. Anne : I ___ doing fine.

Sister Rose, this _____ my friend, Sister Margret.

This _____ Sister Rose.

Sr. M. Rose : Hi, Sister Margret. I’m pleased to ______ you.

Sr. M. Margret: Pleased ______ you, too, Sister.

Sr. M. Rose : By the way, Sister Margret, how _____ you spell your name?

Sr. M. Margret: M-A-R-G-E-T

**Exercise**

Please complete the following conversations using Wh- questions or statements with be.

**Conversation**

Sr. M. Anita : Sister Anne, who _____ the girl sitting in our living room?

Sr. M. Anne : ______ my classmate. _____ name _____ Margret.

Sr. M. Anita : Where ______ from?

Sr. M. Anne : ______ from East Timor.
C. Discussion

Read the following examples and change the underlined words to introduce yourself to your partner.

“Hello, my name is Father Steve. I come from Solo. I work as a teacher in St. Pius Senior High School, Jakarta.”

“I would like to introduce myself. My name is Sr. M. Anne. I am from Jakarta. I live in St. Mary Convent.

On Saturday, Sr. M. Hedwig (A) and Sr. M. Francis (B) go to Wirogunan Prison. They are having lunch after celebrating Holy mass in the prison. They meet Martin (C), one of the prisoners. He is Sr. M. Francis’ old friend. Sr. M. Hedwig does not know him yet.

A
1. Greets C
2. Replies to C’s greeting
3. Introduces C to A
4. Greets A
5. Spells her name

B
1. Greets C
2. Replies to B’s greeting
3. Introduces C to A
4. Greets A
5. Spells his name

C
1. Replies to A’s greeting
2. Replies to B’s greeting
3. Introduces C to A
4. Greets A
5. Spells her name
6. Introduces himself, asks A to spell her name
Work in a group of three. In your group you have to make a dialogue introducing oneself and others based on the situation given. Each of you has to have a role. After making the dialogue, practice it and act out the roles in front of the class.

**Situation 1**

One day, Sr. M. Alfonsa’s cousin comes to your convent. Her name is Shinta. She wants to invite Sr. M. Alfonsa and all sisters in your convent to celebrate Easter party next week in her house. Right now, Sr. M. Alfonsa is teaching a catechumen so that she cannot see her cousin soon. Sr. M. Amanda accompanies her while waiting for Sr. M. Alfonsa.

**Situation 2**

You are a catholic youth. You and your friends are going to have a new English teacher in your first meeting. All of you have not known the teacher yet. Introduce yourself to your new teacher. Then, ask some personal information about the teacher using wh- questions.
UNIT 8
What does she look like?

Interesting (Adj) : Yang menarik
Holiday (n) : Hari raya, Hari libur
Girl (n) : Gadis
Trousers (v) : Celana panjang
Shoes (n) : Sepatu

A. DIALOGUE

Please read the following dialogue carefully
Sr. M. Stefani is talking about someone she met after today’s holy mass with Sr. M. Mariani.
Sr. M. Stefani : Hey, I have an interesting story for you.
Sr. M. Mariani: Really?
Sr. M. Stefani : Yes, I got surprised after today’s mass because I met my old friend, Marlin.
She is having her holiday in her home town.
Sr. M. Mariani: Your old friend? I saw that you talked to some girls after the holly mass, which one whose name is Marlin?
Sr. M. Stefani : She was wearing black trousers and grey shoes.
Sr. M. Mariani: Is she plump?
Sr. M. Stefani : No, she is slim.
Sr. M. Mariani: Hmm, I think, I know the person. Does she have long-curly hair?
Sr. M. Stefani : Yes, you’re right.

Activity 1

Work in pairs. Practice the dialogues above by changing the name with your name.

Source: http://www.maybelogic.org/maybequarterly/12/EVA_HERSSELF.jpg
Activity 2

Based on the previous dialogues, answer the following questions.
1. What is the information that Sr. M. Mariani get from Sr. M. Stefani?
2. What is the expression used to ask for and describe people’s appearances?
3. Does Marlin have long-curly hair?

B. Language Practice

Please study the following expressions

<table>
<thead>
<tr>
<th>EXPRESSION</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General appearance</strong></td>
<td></td>
</tr>
<tr>
<td>What does he/she look like?</td>
<td>She/he has short dark hair, small lips, a pointed nose etc.</td>
</tr>
<tr>
<td>Does the professor wear glasses?</td>
<td>Yes, he does.</td>
</tr>
<tr>
<td>Does he have a moustache?</td>
<td>No, he doesn’t.</td>
</tr>
<tr>
<td><strong>Hair</strong></td>
<td></td>
</tr>
<tr>
<td>What color is his/her hair?</td>
<td>His/her hair is black.</td>
</tr>
<tr>
<td>How long is her hair?</td>
<td>It’s medium length.</td>
</tr>
<tr>
<td>What kind of hair style does he have?</td>
<td>He has short curly hair.</td>
</tr>
<tr>
<td><strong>Height</strong></td>
<td></td>
</tr>
<tr>
<td>How tall is she?</td>
<td>She is 156 cm.</td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td></td>
</tr>
<tr>
<td>How much do your weigh?</td>
<td>I weigh 75 kilos.</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>How old is your mother?</td>
<td>She’s 45 years old.</td>
</tr>
</tbody>
</table>


> She has long hair.
> She has long, black hair
> Her hair is long, straight and black.
> She has short hair
> She has short, black hair
> Her hair is short, straight and black.
> She has medium length, blonde hair
> Her hair is medium length, straight, and blonde.
> He has no hair. He is bald.
> She has medium length hair.
> She has medium length, red hair.
> She wears glasses.
> She has short hair.
> She has short, curly, and blond hair.

He is very tall.
He is tall.
He is quite short.
He is short.
He is normal height.
He is relatively normal height.

Source: http://www.learnenglish.de/basics/appearances.htm
Listen to your teacher’s pronunciation of the following words and then repeat after the teacher.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend (n)</td>
<td>/ˈfrend/</td>
<td>Teman</td>
</tr>
<tr>
<td>Appearance (n)</td>
<td>/əˈprɛərəns/</td>
<td>Penampilan</td>
</tr>
<tr>
<td>Airport (n)</td>
<td>/ˈeəpɔːt/</td>
<td>Bandar udara</td>
</tr>
<tr>
<td>Wear (v)</td>
<td>/ˈweə(r)/</td>
<td>Memakai</td>
</tr>
<tr>
<td>Describe (v)</td>
<td>/drəˈskrɪb/</td>
<td>Menggambarkan</td>
</tr>
<tr>
<td>Meet (v)</td>
<td>/ˈmiːt/</td>
<td>Bertemu</td>
</tr>
<tr>
<td>Short (Adj)</td>
<td>/ʃɔːt/</td>
<td>Pendek</td>
</tr>
<tr>
<td>Long (Adj)</td>
<td>/lɒŋ/</td>
<td>Panjang</td>
</tr>
<tr>
<td>Fat (Adj)</td>
<td>/fæt/</td>
<td>Gemuk</td>
</tr>
<tr>
<td>Slim (Adj)</td>
<td>/slɪm/</td>
<td>Ramping</td>
</tr>
<tr>
<td>Straight (Adj)</td>
<td>/streɪt/</td>
<td>Lurus</td>
</tr>
<tr>
<td>Curly (Adj)</td>
<td>/ˈkɜːli/</td>
<td>Keriting</td>
</tr>
</tbody>
</table>

**Exercise 1**

Make questions to match these statements based on the expressions you have learned then compare it with a partner.

1. ___________________? My brother is 30 years old.
2. ___________________? Sr. M. Celine has brown hair.
3. ___________________? Father Steve is 165 cm.
4. ___________________? Sr. M. Clare doesn’t wear glasses.
5. ___________________? My sister has long hair.
Father Richard (A)
1. Greets B
3. Introduces himself
5. Asks for B about
   The leader of Catholic youth
7. Thanks B

Sr. M. Christa (B)
2. Returns A’s greeting
4. Introduces herself
6. Describes leader of Catholic youth.
8. Replies to A’s thanking.

Situation 1
Source: www.cartoonstock.com
There was a guest who wanted to give an invitation letter to Sr. M. Gerarda (A) who, in the meantime, was practicing dancing with her friends in campus. The guest, Mr. Andy, only met Sr. M. Constantine (B). Sr. M. Gerarda came back to the convent after Mr. Andy had left, and she asked Sr. M. Constantine to tell her about the guest.

Source: http://www.cartoonstock.com/newscartoons/cartoonists/njulowres/njum584l.jpg

Sr. M. Gerarda (A)
2. Returns B’s greeting
4. Thinks for a while.
   Asks for the guest’s appearances
6. Recognize the guest.
   Asks for his message.
8. Thanks B

Sr. M. Constantine (B)
1. Greets A
3. Telling that was a guest for A.
5. Describes the guest’s appearances
7. Tells A that the guest gave her a letter.
9. Replies to A’s thanking
D. Speaking Activity

Work in pairs. Choose a person in your class. Don’t tell your partner who she is. Take turns. Ask questions to guess the person your partner chose. The teacher will ask you to report it in front of the class.

Example:

A: Is she a junior sister?
B: No, she isn’t
A: How tall is she?
B: She’s fairly short.
A: Does she wear glasses?
B: Yes, she is
A: Does she have straight hair?
B: Yes, she does
A: Is she slim?
B: No, she isn’t
A: Hmm., I think she is Sr. M. Clarita.
B: Great, you are right.
UNIT 4
What time do you...?

Kindergarten (n) : Taman kanak-kanak
Activity (n) : Menghabiskan
Look for (v) : Membawa, mengangkat
Familiar (n) : Terkenal
Replace (v) : Menggantikan

A. DIALOGUE

Please read the following dialogue carefully
Dialogue A
Sr. M. Veronica is a teacher at St. Francis Kindergarten. One day, she meets Julius, one of her friends, at Gramedia store book. They are talking about their daily activities.

Julius : Hi sister, how’s life?
Sr. M. Veronica: Great, thanks. How about you?
Julius : Very well, thanks. I’m pleased to meet you. What are you doing?
Sr. M. Veronica: I am looking for English stories for kindergarten.
Julius : Are you a teacher?
What time do you usually teach?
Sr. M. Veronica: Yes, I am. I teach at 7.00 until 9.30 a.m.
Julius : Do you teach at the same time on Saturday?
Sr. M. Veronica: Yes, I do.
Dialogue B

Josi wants to make a cake. She asks Sister Rosita to help her.

Josi: Sr. M. Rosita, when may I learn to make a cake with you?
Sr. M. Rosita: You may come on Sunday.
Josi: What time do you usually start to make the cakes?
Sr. M. Rosita: I make cakes at 9.00 a.m.

Source: http://www.cartoonstock.com/newscartoons/cartoonists/jna/jewres/jna1681.jpg

Activity 1

Work in pairs. Practice the dialogues above by changing the name with your name.

Activity 2

Based on the previous dialogues, answer the following questions.

1. Which expressions are used to ask for the time?
2. Which expressions are used to tell the time?
Please study the following expressions

What Time is it?

It's a quarter past 1.
It's 15 minutes past 1.
It's 15 past 1.

It's half past two

It's a quarter before 2
It's a quarter until 2.
It's a quarter to 2.

Adapted from: http://www.eslcafe.com/grammar/telling_time03.html

Write down the time shown by the clock below.

It is half past twelve. __________________________
or It is twelve thirty. __________________________

It is half past eleven __________________________ or It is eleven thirty. __________________________
Listen to your teacher’s pronunciation of the following words and then repeat after the teacher.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>/taɪm/</td>
<td>Waktu</td>
</tr>
<tr>
<td>Parish</td>
<td>/ˈpærɪʃ/</td>
<td>Paroki</td>
</tr>
<tr>
<td>Teacher</td>
<td>/ˈtiːtʃər/</td>
<td>Guru</td>
</tr>
<tr>
<td>Cake</td>
<td>/keɪk/</td>
<td>Kue</td>
</tr>
<tr>
<td>Teach</td>
<td>/tiːtʃ/</td>
<td>Mengajar</td>
</tr>
<tr>
<td>Pray</td>
<td>/prɛɪ/</td>
<td>Berdoa</td>
</tr>
<tr>
<td>Make</td>
<td>/meɪk/</td>
<td>Membuat</td>
</tr>
</tbody>
</table>

Please complete the following conversation using appropriate expressions.

**Conversation 1**

Jessica : What ______ the holy mass start?
Sr. M. Benedictin : It usually starts ______ 07.00 a.m.
Jessica : ______ it start at the same time on Sunday?
Sr. M. Benedictin : Yes, it ______

**Conversation 2**

Sr. M. Laura : Does your convent have midday prayer together every day?
Sr. M. Paulien : Yes, it does.
Sr. M. Laura : What time ______ you usually have midday prayer together?
Sr. M. Paulien : We have midday prayer together ______ 12.30. p.m.
Sr. M. Laura : ______ it start at the same time on your holiday?
Sr. M. Paulien : No, it ______ not.
Sr. M. Laura : What time ______ you usually have midday prayer together on Sunday?
Sr. M. Paulien : We have midday prayer ______ 12.00 a.m. on our holiday.
C. Discussion

Find your partner and make a dialogue based on the following situations. Practice the dialogues.

Situation 1
Sr. M. Clare (A) is an English teacher at St. Francis kindergarten. She teaches every Tuesday at 8.00 a.m. One day, she asks her friend, Fidelis (B) who is already familiar with the school to replace her while she is on retreat to renew her vows.

Source: www.cartoonstock.com

Sr. M. Clare (A) Fidelis (B)
1. Greets B 2. Returns the greeting
3. States her intention 4. Asks the time
5. Answers the questions 6. Agrees
7. Gives pre-closing 8. Replies to the pre-closing
Situation 2

Sr. M. Asumpta (A) invites her friend, Sr. M. Adelisa (B) to have a tea. It is the first time for Sr. M. Adelisa to come to Sr. M. Asumpta’s convent. While having a tea, they are talking about some of their convent’s daily activities such as morning prayer, mass, breakfast, and recreation.

**Sr. M. Assumpta (A)**

2. Returns B’s greeting and let her come in
4. Invites B to sit down and have a tea
6. Answers B’ questions, asks about B’s convent daily activities
8. Thanks B

**Sr. M. Adelisa (B)**

1. Knocks the door, greets A
3. Thanks A
5. Thanks A, asks about A’s Convent daily activities
7. Answers A’s questions
9. Replies to A’s thanking

Source:
D. Speaking Activity

Work in pairs. Ask and answer these questions about their Monday and Sunday activities. Write your partner’s answer and report back to the class. For example if your classmate’s name is Sr. M. Angela, ask the question like this: What time do you usually get up on Monday Sr. M. Angela? If she says 6:00 a.m., report the answer like this: Sr. M. Angela usually gets up at 6:00 a.m. on Monday.

**Sister A**

1. What time do you usually get up?
2. What time do you usually take a bath?
3. What time do you usually read newspaper?
4. What time do you usually practice choir together?
5. What time do you usually watch television?

**Sister B**

1. What time do you usually have Morning Prayer?
2. What time do you usually watch television?
3. What time do you usually go to school?
4. What time do you usually water the flowers?
5. What time do you usually have recreation?
REFERENCE

Reference 1: Retrieved on March 26th, 2012 from
http://www.cartoonstock.com/cartoonview.asp?start=7&search=main&catref=wda0151&MA_Artist=&MA_Category=&ANDkeyword=nun&ORkeyword=&TITLEkeyword=&NEGATIVEkeyword=

Reference 2: Retrieved on March 26th, 2012 from

Reference 3: Retrieved on March 26th, 2012 from

Reference 4 on May 11th, 2012: Retrieved form