A SET OF ENGLISH SPEAKING MATERIALS FOR ELEVENTH GRADE SOCIAL SCIENCE STUDENTS OF SMA NEGERI 1 DEPOK USING COMMUNICATIVE LANGUAGE TEACHING

A SARJANA PENDIDIKAN THESIS

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

By
Ika Wahyuti
Student Number: 091214112

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date
November 22, 2013
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Faculty of Teachers Training and Education
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Prandhi, Ph. D.
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 the references, as a scientific paper should.

Yogyakarta, December 10, 2013

The Writer

Ika Wahyuti

091214112
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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ABSTRACT

This study was conducted to design and implement a set of English speaking materials for the eleventh grade social science students of SMA Negeri 1 Depok using Communicative Language Teaching. There were two research questions of this study. They are: 1) How is a set of English speaking materials for the eleventh grade social science students of SMA Negeri 1 Depok using Communicative Language Teaching designed? 2) What does a set of English speaking materials for the eleventh grade social science students of SMA Negeri 1 Depok using Communicative Language Teaching look like?

To answer the research questions, the researcher adapted R&D (Research and Development) methodology. The researcher only applied the five first steps of R&D steps. For answering the first research question, the researcher put the researcher’s design model under the R&D steps. They are: (1) Research and information collecting: identifying goal, conducting the instructional analysis, analyzing the learners’ characteristics; (2) planning: determining the learning objectives; (3) develop preliminary form of product: developing assessment, developing strategy, designing and developing materials; (4) preliminary field testing: testing or implementing the materials, evaluating the materials; (5) main product revision: revising the materials.

To answer the second question, the researcher presented a final product of a set of English speaking materials based on the result of the evaluators’ feedback, the implementation, the observation during the implementation, and the result of the evaluation questionnaires from the students.

The designed materials consist of two units. Unit 1 namely “Telling stories” focused on a narrative text. Unit 2 namely “To do or not to do?” focused on a hortatory exposition text. Each unit consists of three sections: Warming-up, Communicative Task, and Language Focus. Finally, based on the feedback, observations, and the results of the questionnaires and the interview, the designed materials were well-developed, acceptable, and well-implemented. However, it is expected that other researchers will develop more the materials and implement the materials to other students.

**Keywords:** design, speaking materials, XI social science students of *SMA N 1 Depok*, Communicative Language Teaching.
ABSTRAK


Studi ini dilaksanakan untuk merancang dan mengimplementasikan seperangkat materi bercicara untuk kelas XI IPS dari SMA Negeri 1 Depok menggunakan metode communicative language teaching. Studi ini memiliki dua pertanyaan penelitian, yaitu: 1) Bagaimana seperangkat materi berbicara untuk kelas XI IPS SMA Negeri 1 Depok dengan menggunakan metode communicative language teaching dirancang? 2) Bagaimanakah bentuk dari seperangkat materi berbicara untuk kelas XI IPS SMA Negeri 1 Depok dengan menggunakan metode communicative language teaching?

Untuk menjawab pertanyaan, penulis mengadaptasi metode R&D (Research and Development). Penulis hanya menerapkan lima langkah awal dari metode R&D. Untuk menjawab pertanyaan pertama, penulis meletakkan langkah-langkah desain penulis dibawah langkah-langkah R&D. Langkah-langkah itu adalah: (1) penelitian dan pengumpulan informasi: menentukan tujuan, menganalisis pembelajaran, menganalisis peserta didik; (2) perencanaan: menentukan tujuan pembelajaran; (3) pengembangan bentuk awal dari produk; mengembangkan penilaian, mengembangkan strategi, merancang dan mengembangkan materi; (4) pengujian awal di lapangan: mengujikan atau mengimplementasikan materi, mengevaluasi materi; (5) perbaikan utama produk: merevisi materi.

Untuk menjawab pertanyaan kedua, penulis mempresentasikan produk akhir dari seperangkat materi yang berdasarkan hasil dari evaluasi para ahli, hasil implementasi, pengamatan selama pengimplementasian, dan hasil dari kuisiner yang dibagikan kepada siswa setelah implementasi.

Seperangkat materi yang dirancang terdiri dari dua unit. Unit 1 berjudul “Telling stories” fokus pada teks narrative. Unit 2 berjudul “To do or not to do” fokus pada teks hortatory exposition. Setiap unit terdiri dari tiga bagian: Warming-up, Communicative Task, dan Language Focus. Akhirnya, berdasarkan hasil dari feedback, observasi, dan hasil dari kuisiner dan wawancara, seperangkat materi yang didesain sudah dirancang dengan bagus, diterima, dan diimplementasikan dengan sesuai. Bagaimanapun juga, diharapkan kepada peneliti-peneliti lainnya agar mengembangkan materi yang telah didesain dan diimplementasikan kepada siswa lainnya

Kata kunci: desain, materi berbicara, siswa XI IPS SMA N 1 Depok, Communicative Language Teaching
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CHAPTER I

INTRODUCTION

This chapter presents the research background, the research problem, the problem limitation, the research objectives, the research benefits, and the definition of terms of the study.

A. Research Background

English is a foreign language for Indonesian people, therefore, many Indonesian people tend to find difficulties in producing English sentences. According to Salisbury (1955, p.167), English is a global language, and since it is a global language, the mastery of using English is important. Moreover, Salisbury adds that the major instrument of education is the voice or speaking rather than writing. Additionally, before writing is developed in learning, speaking should be taught first in learning a foreign language. As such, the important thing before the students learns how to write a good sentence is they must be able to speak English first for communication with others. Moreover, the ability of speaking will also help them later on when looking for a job, doing interview, and other things which deal with speaking English.

English is learnt since the elementary school or even sometimes is learnt in the pre-school. Although the students learn English subject in school from an
early age, they still face some problems in making a good English sentence. It can be proved when the researcher did *Program Pengalaman Lapangan* (PPL) in *SMA N 1 Depok, Sleman*. The researcher found that there were many students who still cannot make a good English sentence. English itself has four main skills; listening, reading, writing, and speaking which must be mastered by the students in learning English. Nowadays, according to KTSP 2006, learning English in both junior high school and senior high school levels are through the different type of texts which have different function based on the social context. The type of texts which are taught in senior high school are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review.

As stated on the previous paragraph, nowadays, learning English is based on the kinds of text and context. Therefore, the students do not purely learn about sentence structures or grammar directly but they learn the sentence structures and grammar through the text which they learn.

In this study, the researcher designed a set of English speaking materials for the eleventh grade social science students of *SMA N 1 Depok* using Communicative Language Teaching (CLT). The researcher chose designing a set of speaking materials because, as stated on the beginning of this part that since English is a global language and the major instrument of education is voice or speaking, therefore, mastering speaking is more important than the other skills (Salisbury, 1955, p.167). Another reason is based on the researcher’s experience in doing *Program Pengalaman Lapangan* (PPL) in *SMA N 1 Depok* in the 7th
semester (July-October), where the eleventh grade social science students of SMA N 1 Depok tended to use Bahasa Indonesia rather than English. Besides, they were also afraid to make mistakes while they were speaking so they prefer to remain silent rather than to speak. Moreover, they participate a little during the class activity, mostly when they were asked to speak. In this case, the researcher chose CLT as the basic of designing a set of English speaking materials because the goal of CLT itself is to learn to communicate in the target language (Larsen-Freeman, 2008, p.121).

Besides, the techniques in CLT seem to be preferable since the students did not like too much explanation and the techniques will also make them participate more in learning activity. As Larsen and Freeman (2008) stated in their book, the students’ role in CLT is more dominant than the teacher. Therefore, CLT will help the students to participate more in learning activities, mostly in speaking. As such, the use of CLT method is implemented as the base of the materials design.

Since English is a global language, at least speaking English fluently is suggested (Salisbury, 1955, p.63). As such, speaking needs to be taught or be focused on. Moreover, the students at least should be able to speak in English as a means of communication later on after they graduate from their school. Their speaking ability certainly will help them later on in seeking for a job, doing job interview, continuing their study, etc. Additionally, Nunan (2003, p.48) as cited by Adipranata (2009), speaking in a new language is harder than the other skills. Therefore, the researcher chose speaking as the skill which will be focused on.
Another reason why the researcher designed a set of speaking materials was because the only book or source used was only *LKS Bahasa Inggris* and the researcher also found several mistakes in the book. Besides, based on the researcher’s observation before doing PPL, the teacher mostly explained the materials and after that the students were asked to do the task so that the students did not have much participation in speaking. Those kinds of processes easily made the students feel bored. As such, the researcher only focused on designing a set of speaking materials. The speaking materials were designed to make the students more active and involve them in the learning process so that they will not be easily bored and they will take part in the learning process.

The researcher used KTSP 2006 as the guidance of designing a set of English speaking materials. The researcher only focused on speaking skill for eleventh grade social science students in the second semester of *SMA N 1 Depok, Sleman*. The designing materials were implemented for the eleventh grade social science 2 and 3 students of *SMA N 1 Depok, Sleman*.

**B. Research Problem**

In this research, the researcher formulates the problem as follows:

1. How is a set of English speaking materials for the eleventh grade social science students of *SMA Negeri 1 Depok* using Communicative Language Teaching designed?
2. What does a set of English speaking materials for the eleventh grade social science students of *SMA Negeri 1 Depok* using Communicative Language Teaching look like?

C. Problem Limitation

This study only focuses on the eleventh grade social science students of *SMA N 1 Depok, Sleman*. The study focuses on designing a set of English speaking materials using Communicative Language Teaching (CLT) which was implemented in teaching the eleventh grade social science 2 and 3 students of *SMA N 1 Depok, Sleman* in the 2nd semester.

D. Research Objectives

The objectives of this study are to answer the research problem as follows:

1. To design a set of English speaking materials for the eleventh grade social science students of *SMA Negeri 1 Depok* using Communicative Language Teaching.

2. To present a set of English speaking materials for the eleventh grade social science students of *SMA Negeri 1 Depok* using Communicative Language Teaching.

E. Research Benefits

There are several benefits of this study. The benefits are for the following:
1. The students of grade XI Social Science of SMA N 1 Depok, Sleman

This study, hopefully, helped the students in learning English. Moreover, this study helped the students to be more active in class activities and improve their speaking ability and fluency in English.

2. The English teacher of SMA N 1 Depok, Sleman

This study is expected to help the teacher in providing a set of speaking materials for the students that have the similar characteristics with the eleventh grade social science students in this academic year.

3. The researcher

From this study, the researcher will know how to design a set of speaking materials using Communicative Language Teaching (CLT). Furthermore, the researcher will also find out whether the designed materials are well implemented or not. Therefore, the researcher will use the right steps in designing similar materials for different types of students.

4. PBI

This study may be helpful for other PBI students for their reference or example of the design study. This study will also be used as the background or example later on for other PBI students who want to design a set of English speaking materials for his/her thesis.
5. Other researchers

Other researchers may use this result for their further research about this topic or may use this study as the background of their research.

F. Definition of Terms

This part discusses some terms so that there will be no misunderstanding about the meaning. The terms which are going to be defined are as follows:

1. Design

Design is creating a new set of materials which fits to the learning objectives and specific subject area and the learners (Hutchinson & Waters, 1994, p.106, as cited by Hermawati (2011)). In this study, the researcher designed a set of English speaking materials for the eleventh grade social science 2 and 3 students of SMA Negeri 1 Depok.

2. Communicative Language Teaching (CLT)

According to Richards (2007, p.36), Communicative Language Teaching (CLT) is a broad approach to teaching which focuses on communication rather than focus on the mastery of grammatical system of the language. CLT refers to the method which is used in this study to design a set of speaking materials. Since CLT focuses on communication or speaking, the researcher chose this method in designing a set of speaking materials for the eleventh grade social science students of SMA Negeri 1 Depok.
3. Speaking

“Speaking is a productive oral skill” (Nunan, 2003, p.48, as cited by Adipranata, 2009). This means that the students must produce something orally in the learning activity. In this study, speaking was as the main skill which was focused on and be taught. Therefore, the students must be able to speak during the learning activities.

4. KTSP 2006

KTSP is the curriculum which is used in this academic year. According to KTSP 2006, the teaching process for both junior high school and senior high school are based on the different types of texts. The texts which are taught in senior high school are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review. In this study, the researcher designed a set of speaking materials for the second semester of the eleventh grade social science students of SMA N 1 Depok, Sleman so that the researcher will focus on speaking skill only and the texts which are taught in that semester. The texts are a narrative text, a spoof text, and a hortatory exposition text. However, the researcher only used a narrative text and a hortatory exposition text. The definitions of terms of those two kinds of texts are as follows:

a. Narrative

According to Anderson (1997, p.8) as cited by Karolina (2006), a narrative text is a piece of text which tells a story and entertains or informs the readers or
the listeners. In this study, a narrative text is one of the types of texts which was used to design a set of speaking materials. A narrative text itself is to entertain or inform the listeners not the readers because this study focuses on speaking skills.

b. Hortatory exposition

According to Astuti (2010, p.180), a hortatory exposition text is a text which represents the attempt of the writer to have the addressee do something or act in a certain way. In this study, a hortatory exposition text is one of the types of texts which was used to design a set of speaking materials.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories or related literature which is used in this research to answer the research problems. This chapter is divided into two parts: theoretical description and theoretical framework. The theoretical description discusses the theory of instructional design models, Communicative Language Teaching (CLT), the teaching activities in senior high school, and related studies on CLT. The theoretical framework discusses the framework based on the theoretical description in order to answer the research problem.

A. Theoretical Description

In this part, the researcher discusses the theory of instructional design models, Communicative Language Teaching (CLT), the teaching activities in senior high school, and related studies on CLT.

1. Instructional Design Models

The instructional design models are helpful to design a set of instructional materials. The guidelines of the instructional design models can be used in order to create a good and appropriate design for certain learners. This study uses Kemp’s and Dick and Carrey’s design models.

a. Kemp’s design model

According to Kemp (1977, p.8), in designing a set of materials, there are three important questions to be answered. Those three important questions are as follows:
1) What must be learned? (objectives)

2) What procedures and resources will work the best to reach the desired learning levels? (activities and resources)

3) How will we know when the required learning has taken place? (evaluation)

In order to answer those three questions, Kemp also states the steps on designing materials plan. The eight steps are illustrated as follows:

![Kemp’s design model](image)

**Figure 1.1. Kemp’s design model**


The explanation of the previous illustration steps of plan is:

1) Goals, Topics, and General Purposes

The first step in designing a material is deciding the goals, topics, and general purposes of the study. Goals can be decided by deriving from three
sources: the society, students, and subject areas. After establishing the goals, topics are chosen. The topics would become the scope of the course or program, the basis for the instruction. After the topics have been selected, the general purposes are selected too. General purposes must not be ambiguous and must be clear enough about what are going to be achieved for the topic (Kemp, 1977, pp. 13-16).

2) Learner characteristics

The characteristics of the learner must be decided when designing an instructional plan. The characteristics of the students which have to be known and would be most helpful are as follows:

- **Academic factors**: number of students, academic background, grade-point average, level of intelligence, reading level, scores on standardized achievement and aptitude tests, study habits, ability to work alone, background in the subject or topic, motivation for studying the subject, expectations of the course, vocational and cultural aspirations.

- **Social factors**: age, maturity, attention span, special talents, physical and emotional handicaps, relations among students, socioeconomic situation. (Kemp, 1977, pp. 18-20).

3) Learning Objectives

This step is essential in designing an instructional material. The learning objectives must be clear and can be measured. This step is to know what the students should know or be able to do or in what ways should they behave differently, after studying this topic. According to Kemp’s theory (1977), learning
objectives can be grouped into three major categories: cognitive, psychomotor, and affective. The cognitive domain includes objectives which concern knowledge, or information, and thinking. The psychomotor domain treats the skills requiring use and coordination of skeletal muscles, as in physical activities of performing, manipulating, and construction. The affective domain involves objectives which concern attitudes, appreciations, values, and all emotions.

4) Subject Content

The subject content comprises the selection and organizing of the specific knowledge (facts and information), skills (step-by-step procedures, conditions, and requirements), and attitudinal factors of any topics (Kemp, 1977, p. 44)

5) Pre-Assessment

The pre-assessment is done in order to know which students are prepared and at the same time to make sure that learners do not waste their time on things they already know (Kemp, 1977, p.51).

6) Teaching/Learning Activities, Resources

This step is to determine what instructional methods and instructional resources will be the most appropriate for accomplishing each objective. The most efficient and effective methods must be determined and then materials are selected to provide learning experiences that will utilize the content which is associated with each objective. The most effective and efficient here can be called in other words as the best way. The selection which is made based on the learner
characteristics and needs that will best serve the established objectives (Kemp, 1977, pp. 57-58).

7) Support Services

What needs to find is what support services are required to implement the design plan. The services may include funds, facilities, equipment, and time and schedules (Kemp, 1977, p. 84).

8) Evaluation

In this step, what needs to do is evaluating the students’ learning whether or not they have achieved the objectives. In evaluation, the material designer can revise and improve several parts of the materials which need to be revised and improved (Kemp, 1977, pp. 91-92).

b. Dick and Carey’s design model

Based on Dick and Carey’s (2009) theory, the instructional design is the systematic development of instructional specifications using the learning and instructional theory to ensure the quality of instructions. In other words, the instructional design is the entire process of analysis of learning needs, goals, and the development of a delivery system to meet those needs. Dick and Carey called the instructional design as an umbrella term. It means that the whole process is under one big term which is called as the instructional design. The analysis, design, development, implementation, and evaluation are under the term instructional design so that it is called as an umbrella term. Those processes
belong to one unity. The steps of designing materials are illustrated in form of picture as follows:

**Figure 2.1. Dick and Carey’s design model**


1) Identify Instructional Goal(s)

This is the first step of Dick and Carey’s design model. This step is to determine what the teacher wants the learners to be able to do when they have completed the teacher’s instruction (Dick & Carey, 2009, p.6).

2) Conduct Instructional Analysis

After the goal has been identified, then the steps on what the learners do when they perform the goal are determined. In this process, the skills, knowledge, and attitudes are determined (Dick & Carey, 2009, p.6).
3) Analyze Learners and Contexts

In this step, the researcher analyzed the learners and also the context where the learners will learn the skills, and the context where the learners will use them. For example: the learners’ age, where the learners study and in what level (elementary school, junior high school, or senior high school), the learners’ financial background, the learners’ background, the learners’ attitude toward English, and/or the learners’ competence in English (Dick & Carey, 2009, p.6).

4) Write Performance Objectives

The next step is writing the objectives. The objectives which were written were based on the previous two steps. The objectives are in the form of statements of what the learners will be able to do when they complete the instruction. The statements will identify what skills to be learned, the condition under which skills must be performed, and the criteria for successful performance (Dick & Carey, 2009, p.6).

5) Develop Assessment Instruments

After designing the objectives, what needs to be done next is developing assessment based on the objectives which are written. The assessment is to measure the learners’ ability to perform what have been described in the objectives (Dick & Carey, 2009, pp.6-7).

6) Develop Instructional Strategy

In this step, the strategy was identified to achieve the objectives based on the five preceding steps which have been identified. The strategy was based on the current theories of learning and result of learning research, the characteristics of
the media that were used to deliver the instruction, content to be taught, and the characteristics of the learners who participate in the instruction (Dick & Carey, 2009, p.7).

7) Develop and Select Instructional Materials

After developing instructional strategy, the materials were developed based on the strategy which is chosen to deliver the instruction. This part usually includes guidance for the learners, instructional materials, and assessments. The decision to develop original materials depended on the types of learning outcomes, the availability of existing relevant materials, and developmental resources which was available (Dick & Carey, 2009, p.7).

8) Design and Conduct Formative Evaluation of Instruction

The evaluation was conducted to improve the instruction. There are three types of formative evaluation are referred to as one-to-one evaluation, small-group evaluation, and field-trial evaluation. Each type of evaluation provides the material designer with different types of information which can be used to improve the instruction (Dick & Carey, 2009, p.7).

9) Revise Instruction

This is the final step of design and the first step to repeat the cycle. The data from the formative evaluation was summarized and interpreted to identify the difficulties faced by the learners in order to achieve the objectives. The data from the formative evaluation was not simply used to revise the instruction but to reexamine the validity of the instructional analysis and the characteristics of the learners if it is necessary to reexamine the statements of performance objectives.
Finally, those considerations led to the revision of the instruction to make it a more effective instructional tool (Dick & Carey, 2009, pp.7-8).

10) Design and Conduct Summative Evaluation

This kind of evaluation is the culminating evaluation of the effectiveness of the instruction. However, this is generally not a part of the design process. The basic steps of design are the nine steps above (Dick & Carey, 2009, p.8).

Those two design models of Kemp and Dick and Carey were used and combined as the basic steps of designing a set of English speaking materials. The researcher used Kemp’s and Dick and Carey’s design models because the researcher thinks that the combination of those two models will be suitable for designing a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok. The researcher combined both Kemp’s and Dick and Carey’s model to become a set of steps of designing materials based on the researcher. The researcher’s design model will be stated on the theoretical framework and it will be a guidance to design a set of English speaking materials to the eleventh grade social science students of SMA N 1 Depok, Sleman.

2. Communicative Language Teaching (CLT)

In this study, the researcher used Communicative Language Teaching (CLT) as the basic of designing a set of speaking materials. CLT is now widely utilized as one of the most prominent language teaching methodology around the world (Ozsevik, 2010). According to Richards (2001, p.36), Communicative Language Teaching (CLT) is a broad approach to teaching which focuses on
communication rather than a focus on the mastery of the grammatical system of the language. However, this method allows the students to discover the grammar rules by themselves (Richards, 2006, p.13). As such, the researcher chose CLT as the method in teaching leaning activity. Moreover, since the main skill which was taught was speaking, CLT is considered as an appropriate method to teach speaking. It is because the goal of CLT itself is to enable students to communicate in target language (Larsen-Freeman, 2000, p.128). In CLT, learners would be developed on focusing on the use of language to communicate (Nunan, 1989, p.13). This was also supported by Richards and Rodgers (2001) and Dornyei (2010) that the goal of CLT is to develop learners’ communicative competence. To be able to communicate in target language, the students need knowledge of the linguistic forms, meanings, and functions. In addition, some related theories are added by Nunan (1989, p.12), a language is not only the matter of a system of rules, but also a language is now generally seen as a dynamic resource for creation of the meaning. In other words, the students need to distinguish between knowing the various grammatical rules and being able to use the rules effectively and appropriately when communicating. The further explanations of CLT are as follows:

a. The characteristics of CLT

The most obvious characteristic of CLT is done with a communicative intent (Larsen-Freeman, 2000, p.129). In CLT, students use the language as the communicative activities. Morrow (1981) added as cited by Larsen and Freeman
activities that are truly communicative have three features in common: information gap, choice, and feedback.

An information gap exists when one person knows something while the other person does not (Larsen-Freeman, 2000, p. 129). Therefore, there will be information exchange from one speaker to another. The choice of what the speaker will say and how the speaker will say is one of the parts of communication. If the speakers do not have choices to what they will speak, it is not communicative (Larsen-Freeman, 2000, p. 129).

Based on Larsen and Freeman (2000, p. 129), “True communication is purposeful”. A speaker can evaluate whether or not his/her purpose has been achieved based on the information the speaker receives from the listener. If the listener does not have any opportunities to provide the speaker with such feedback, then it is not really communicative. It is because the speaker will not receive any response whether or not the listener understands about what speaker said or ask.

Another characteristic of CLT is the use of authentic materials. Authentic is related to the real world. It is considered to give students the opportunity to develop strategies for understanding language in actual use (Larsen-Freeman, 2000, p. 130).

From those characteristics of CLT, the researcher focused on and used those characteristics as the basic idea of the materials which were designed. The researcher did not ignore those characteristics because the main method which was used in designing a set of English speaking materials was CLT.
b. The role of the teacher and the student in CLT

Based on Larsen and Freeman (2000, p.128), the teacher’s role in CLT is only as a facilitator. The teacher facilitates the communication in the classroom. The teacher acts as an adviser, answering students’ questions, and monitoring their performance. On the other hand, the role of the students is as the communicators. The students are more responsible in managing their own learning because the teacher’s role is less dominant.

As stated in the previous paragraph that the teacher is only as the facilitator and the role of the students are more dominant. From that statement, the activities in the materials which were designed had those roles. It meant that the activities involved the students’ participation a lot rather than the teacher. It is because the teacher is only the facilitator so that the teacher’s participation is less dominant than the students.

c. The Nature of the Interactions

In CLT, there will be two kinds of interactions. They are student-teacher interaction and student-student interaction. Taylor (1983) adds that in CLT classroom, the students must be made to feel secure, unthreatened, and non-defensive, so teachers who are adopting CLT should avoid taking on teacher-centered learning (as cited by Ozsevik, 2010). Therefore, the teacher may only present some parts of the lesson such as when dealing with the linguistic accuracy.

Since the teacher as the facilitator, the teacher does not always interact with the students. The students mostly interact with one another (student-student interaction). The students may do the interaction in pairs, triads, small groups, and
whole groups. Those are based on Larsen and Freeman (2000, p.128). In addition, a small group work can be regarded as an important tenet of CLT (Ozsevik, 2010). CLT itself describes the nature of the language and of the language learning and teaching (Johnson’ 1998 as cited by Hunter, 2009). The materials which were designed, of course, had those kinds of interactions of CLT such as in pairs, triads, small groups, and whole groups for the activities in class.

d. The Techniques and the Materials

There are some techniques or materials associated with CLT according to Larsen and Freeman (2000, p.128). The techniques are:

1) Authentic materials

Authentic materials are the materials which are real or related to the real world. The materials which can be used are for example: a real newspaper, weather forecast, etc. Ozsevik (2010) adds that the use of authentic materials can be helpful for the language teachers to expose their students to the target language the way it is used by the native speakers. This matches with the goal of CLT itself.

2) Scrambled sentences

In this kind of technique, the students were asked to unscramble the sentences. It can also be used in a text. The students were given a passage or a text which the sentences or paragraph were in a scrambled order and they were asked to unscramble the sentences or the paragraph. This type of exercise taught the students about the cohesion and coherence properties of the language.
3) Language games

In CLT, games are frequently used. Through games, the students will feel more enjoyable and if the games are properly designed, the students will get the valuable communicative practice.

4) Picture strip story

This type of exercise is usually done in a small group. The group is given a strip story. Then, they are asked one by one to predict or tell a story based on the first picture, and continue to next pictures. In this exercise, the three features (an information gap, choice, and feedback) of communicative activities will occur.

5) Role play

Role plays are very important in CLT because the students can get opportunities to practice communicating in different social contexts and in different social roles. This type of exercise can be called as truly communicative because the three features (information gap, choice, and feedback) of communicative activities occur in this exercise.

All those techniques of CLT were included in the designed materials. It was because the use of different techniques will not make the students bored. In other words, various techniques were preferable than monotonous techniques. Therefore, the use of CLT method was maximized and the researcher will know which one is the most preferable among the students by implementing the materials to the students. As stated on the previous page, the techniques of CLT were used to teach a narrative text and a hortatory exposition text, especially in speaking.
3. **Related Studies on Communicative Language Teaching (CLT)**

   This part presents some related studies on CLT. Dornyei (2010) studied the use of the characteristics of Communicative Language Teaching (CLT) to explore the roots of the diverse interpretation. His study discussed CLT method and find out what needs to be revised according to the findings of psycholinguistic research. The proposal of revising was still in term of the principle of the communicative approach. In his study, CLT is used to teach L2 students.

   Ozsevik (2010) used CLT in his study to teach English as a foreign language to Turkish students. The use of CLT did not work well because of many reasons. The first is because the teachers lacked the time and energy to devise CLT materials and activities due to their heavy workload. The second is the references available were not sufficient to meet the needs of CLT program in teaching. The last is because there was not enough number of teachers to teach many students in Turkey. The teaching learning activities mostly focused on grammar. As such, speaking and listening were neglected.

   Adelita (2010) studied the usage of CLT in designing a set of English speaking materials for registration and information staff of Panti Rapih hospital. Her study also used R&D as the methodology and the theory of Yalden and Dick & Reiser in the instructional design. Her study was successfully designed.

   This study also uses CLT as the basic method in designing a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok. This study combined two design steps of Kemp and Dick & Carey which became the researcher’s design model. The big methodology which covered the
design step is R&D. The whole steps of designing a set of English speaking materials were under R&D steps. What makes this study is different from the previous study is that all the designed materials were also implemented to the students. Besides, the participants of the study were also different from the previous studies.

4. Teaching English in Senior High School

Teaching English in senior high school must be based on the curriculum of senior high school level at this time. Nowadays, according to the School Based Curriculum of Indonesia as cited in Nugroho’s study (2011), learning English in both junior high school and senior high school levels are through the different types of texts which have different function based on the social context. Based on the curriculum namely KTSP 2006, the competence standard and basic competence for the second semester of the eleventh grade students, especially speaking skill, are as follows:

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<th>Standar Kompetensi</th>
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<td>Berbicara</td>
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<td>9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari</td>
<td>9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tatur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</td>
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<td>9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan</td>
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### Standar Kompetensi

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<th>Standar Kompetensi</th>
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<td>sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</td>
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<tr>
<td>10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari</td>
<td>10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</td>
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<tr>
<td>10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition</td>
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The previous table is the list of competence standard and basic competence for the eleventh grade students for the second semester, especially in speaking skill. Actually, the competence standards are divided into four main skills; listening, speaking, reading, and writing. The statement above is supported by Widdowson (1978, p.57), he stated that the purposes of language teaching courses are commonly defined in terms of four skills: speaking, listening, reading, and writing. However, the researcher stated the speaking skill only because it was the main skill which was designed was speaking.

As stated in the beginning of this sub-chapter, the teaching process for both junior high school and senior high school are based on the different types of texts (the School Based Curriculum of Indonesia as cited in Nugroho’s study, 2011). The texts which are taught in senior high school are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review (KTSP 2006). However, in this research, the researcher did not focus on all types of text which are taught in
senior high school. Since, the researcher designed a set of materials for the second semester only so that the texts used were a narrative text and a hortatory exposition text. Additionally, the researcher only focused on a speaking skill. Therefore, it is necessary to provide further explanation related to speaking, a narrative text, and a hortatory exposition text.

a. The Nature of Speaking

According to Widdowson (1978, p.57), speaking and listening are the expressed language through the aural medium. Nunan (2003, p.48) adds that “speaking is a productive oral skill” (as cited by Adipranata, 2009). Speaking is called as a productive skill because it tends to be active and produce something through speaking. The act of speaking involves not only the production of sound but also the gesture, the movements, the face expression, and indeed the whole body (Widdowson, 1978, p.59).

Nunan (1989, p.26) adds “spoken language consists of short, often fragmentary utterances, in a range of pronunciations”. Pronunciation can refer to many features of speech stream, such as individual sounds, volume, speed, pausing, stress, and intonation (Louma, 2004, p.11). Therefore, the ability to pronounce well is also considered in communicating.

Brown and Yule (1983) also draw a useful distinction between two basic language functions. These are the transactional function and the interactional function. The transactional function is primarily concerned with the information transfer, and the interactional function in which the primary purpose of speech is
the maintenance of social relationships (as cited by Nunan, 1989, p.27). Another distinction in developing the speaking skill is between the monologue and dialogue (Nunan, 1989, p.27).

In this study, speaking is a skill which was focused on in teaching learning activities. The speaking competence standard of the curriculum is to express meaning in the transactional and interpersonal conversation in the context of daily life. As such, the activities of speaking materials were based on the context in daily life in a form of conversation, either a monologue or a dialogue. This is in line with Nunan’s (1989, p.27) idea in developing a speaking skill is between monologues and dialogues. The other speaking competence standard is to express meaning in a form of short functional text and in a form of essay: a narrative text, a spoof text and a hortatory exposition text based on the context in daily life. However, the researcher did not use three types of those texts, the researcher was only used two of those texts namely a narrative text and a hortatory exposition text. Since the researcher chose CLT as the basic method of teaching, CLT was used to teach speaking related to a narrative text and a hortatory exposition text for the eleventh grade social science students of SMA N 1 Depok, Sleman.

b. Teaching Narrative in Senior High School

In this study, the researcher focused on teaching narrative texts in senior high school especially in the eleventh grade social science students of SMA N 1 Depok in the second semester. In order to teach narrative texts, the definition, the characteristics, and the generic structure of a narrative text must be known first.
According to Anderson (1997, p.8) as cited by Karolina (2006), a narrative text is a piece of text which tells a story and entertains or informs the readers or the listeners. According to Sudarwati and Grace’s (2006, p.74) book “Look Ahead”, they state the purpose, the text organization, and the language features of a narrative text. The purpose of a narrative text itself is to amuse or entertain the readers and to deal with actual/imaginative experiences in different ways.

The generic structure or the text organization of a narrative text is orientation, complication, and resolution. In orientation, the story introduced the characters and the setting of the story. In complication, the problems begin to rise and in the resolution, the problems are being solved.

The language features of a narrative text are as follows:

- the use of action verbs
- the use of some behavioral and verbal processes
- the use of past tense

The researcher chose a narrative text which was used in designing a set of English speaking materials because the purpose of a narrative text itself, except to entertain the readers, is to deal with actual/imaginative experiences in different ways (Sudarwati & Grace, 2006, p.78). Therefore, the students will be more active or creative in creating their imaginative story. Additionally, since a narrative text usually tells about story, the students might be more interested in this kind of topic. As such, the use of a narrative text was thought to be helpful as the materials or media or topic to help students to speak.
c. Teaching Hortatory Exposition in Senior High School

In this study, the researcher focused on teaching hortatory exposition texts in senior high school especially for the eleventh grade social science students of SMA N 1 Depok in the second semester. In order to teach hortatory exposition texts, the definition, the characteristics, and the generic structure of a hortatory exposition text must be known first.

Based on Astuti’s (2010, p.180) book “English Zone”, she states that a hortatory exposition text is a text which represents the attempt of the writer to have the addressee do something or act in certain ways. The tense which is used in a hortatory exposition text is present tense (Hardy & Klarwein, 1990, p.68). The generic structure of a hortatory exposition text according to Astuti (2010, p.180) is as follows:

- Thesis
  In thesis, it introduces a topic, main idea or point of view to be presented.
  In other words, it is called as a thesis statement.

- Arguments
  This part provides the evidences related to the thesis statements. Each paragraph will only discuss a particular point. The elaboration may be further description, examples, etc.

- Recommendation
  This part provides a recommendation for the readers.
The researcher chose hortatory exposition texts as the other text which was used in designing a set of English speaking materials because the characteristic of a hortatory exposition text itself includes the expressing of giving opinions about something (Sudarwati & Grace, 2006, p.79). Besides, the learners also will choose between “should or shouldn’t” about certain topics. As such, the researcher thinks that this type of text will have many materials or topics for speaking activities.

B. Theoretical Framework

In this research, the researcher combined Kemp’s (1977) and Dick and Carey’s (2009) design model to answer the first research problem. The researcher combined those models because they complete each other. After combining Kemp’s (1977) and Dick and Carey’s (2009) models, finally the researcher’s design model is in the following:

1. Identifying the goals

In this step, the researcher determined the goal of this study which was to design a set of English speaking materials. Both Kemp’ (1977) and Dick and Carey’s (2009) models have the same first step in designing a set of materials which is identifying the goal. Moreover, according to Dick and Carey (2009), this step is to determine what the researcher wants the learners to be able to do when they have completed the instruction. The answer is that the learners hopefully to be able to speak fluently because the focus of the materials which was designed was speaking.
2. **Conducting instructional analysis**

   This step only occurs in Dick and Carey’s (2009) design model. In this step, the instructional analysis was done through classroom observations, an interview, and questionnaires. Those were done in order to know the knowledge and the attitudes of the students toward learning English.

3. **Analyzing learners’ characteristics**

   This step occurs in both Kemp’s (1977) and Dick and Carey’s (2009) design models. However, according to Kemp (1977), this is the second step of Kemp’s model and according to Dick and Carey (2009), this step is the third step of Dick and Carey’s model. The researcher also decided that this is the third step of the researcher’s design model. In this step, the researcher analyzed the learners’ characteristics through an interview and questionnaires. The analysis of the learners’ characteristics was based on the theory of CLT by putting some points of CLT in the questionnaire.

4. **Identifying learning objectives**

   This fourth step is the third step in Kemp’s (1977) model and the fourth step in Dick and Carey’s (2009) model. Both Kemp (1977) and Dick and Carey (2009) have the same point about writing the objectives. The objectives must be specific, can be measured, and what the students are able to do after studying the materials.

5. **Developing assessment**

   In this step, the assessment starts to be developed based on the collected data and based on the objectives. According to Dick and Carey (2009), the
assessment is for measuring the learners’ ability to perform what is described in the learning objectives. The assessments which were designed were also based on the theory of CLT.

6. Developing strategy

This step is identifying the strategy which was used in the learning process to achieve the objectives (Dick & Carey: 2009). The researcher chose Communicative Language Teaching (CLT) as the basic method in designing the materials. The strategy and techniques which were used are under CLT method.

7. Developing materials

After all the data were gathered and the learning objectives, the assessments, and the strategies were developed, a set of English speaking materials was ready to be designed based on the information and findings. The developing of the materials should follow the expertise’s theories which were used in this study as a guidance to develop the materials.

8. Evaluating and Implementing the Materials

This step was done when the materials had been designed. According to Kemp (1977), this is the last step of designing a set of materials. However, according to Dick and Carey (2009), this step is the previous step before the last step. In this study, the researcher did field-trial evaluation which meant that the materials were implemented (Dick & Carey, 2009, p.7). Besides, the evaluation was also got from the feedback from an English teacher and a PBI lecturer of Sanata Dharma University.
9. Revising the Materials

The last step is revising. The researcher follows Dick and Carey’s (2009) design model which has revising step at the end of the step. The revision was done based on the result of the implementation of the materials and the feedback from the English teacher and the PBI lecturer of Sanata Dharma University.

Those are the steps which were used in designing a set of English speaking materials based on Kemp’s (1977) and Dick and Carey’s (2009) design model. Those steps are also the answer to the first research problem.

In order to answer the second research problem, the researcher presented a set of speaking material based on the design model which the researcher has determined according to Kemp’s (1977) and Dick and Carey’s (2009) design models. Moreover, the researcher also used Larsen and Freeman’s (2008) theory of Communicative Language Teaching (CLT) in determining the materials. Besides, the theory of types of texts was also considered in order to help the researcher design appropriate materials. The theory of types of texts such as narrative texts and hortatory exposition texts was taken from Astuti’s (2010) book “English Zone” and Sudarwati and Grace’s (2006) book “Look Ahead”. In this research, the researcher only used two kinds of texts, narrative and hortatory exposition texts, in designing the materials. Moreover, the researcher revised the materials based on the implementation, the feedback from the experts, the result of the questionnaires from the students, and the researcher’s observation during the implementation. Finally, the final product of the materials was designed based on the evaluation and suggestions.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology which was used in designing a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok using Communicative Language Teaching (CLT). The methodology is used to answer two research problems as stated in chapter I. This chapter consists of six parts: research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

This study focuses on designing a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok using Communicative Language Teaching (CLT). The method which is used in this study is Research and Development (R&D) method.

The researcher used Borg and Gall (1983) theory of R&D to be the basic term of designing a set of English speaking materials. Based on Borg and Gall (1983, p.772), educational research and development (R&D) is a process, which is defined as several steps referred as R&D cycle, to develop and validate educational products. There are ten major steps in R&D cycle but the researcher
only focused on the five first steps in R&D cycle because in this research, the researcher only designed and implemented a set of English speaking materials for a certain school. The researcher used R&D steps as the basic process of designing a set of English speaking materials and the researcher’s design model was under R&D steps. The combination of R&D steps (Borg & Gall, 1983, p.773) and the researcher’s design model are as follows:

1. **Research and information collecting**

   The researcher applied three phases of the researcher’s design model under this step of R&D. The three first steps of the researcher’s design model were identifying the goal, conducting instructional analysis, and analyzing the learners’ characteristics. The goal of this study was to design a set of English speaking materials for the eleventh grade social science students of *SMA N 1 Depok*. The instructional analysis and the learners’ characteristics analysis were conducted through classroom observations, interviewing the English teacher and distributing questionnaires to the students. Based on the collected data, finally, the researcher was able to design an appropriate set of materials for the eleventh grade social science students of *SMA N 1 Depok*.

2. **Planning**

   The researcher applied the fourth phase of the researcher’s design model which was identifying learning objectives under the second step of R&D steps. In this step, the researcher formulated the learning objectives based on the collected data.
3. Develop preliminary form of product

The fifth, sixth, and seventh phases of the researcher’s design model are developing assessment, developing strategy, and developing materials. Those three phases of the researcher’s design model were under the third step of R&D steps. In this step, the researcher chose or designed the appropriate assessments, strategies, and materials based on the collected data.

4. Preliminary field testing

In this step, the researcher applied the eighth phase of the researcher’s design model, which were evaluating and implementing the materials, under this R&D step. The researcher evaluated the designed materials by asking the feedback from an English teacher of SMA N 1 Depok and a PBI lecturer of Sanata Dharma University. Moreover, the evaluation is from the materials which were implemented to the eleventh grade social science students of SMA N 1 Depok.

5. Main product revision

In this step, the researcher applied the last phase of the researcher’s design model, which was revising the materials, under this R&D step. The researcher revised the designed materials based on the English teacher’s and the PBI lecturer’s feedback and from the result of the implementation in the learning activities.

B. Research Setting

This study is conducted in SMA N 1 Depok, Sleman especially for the eleventh grade social science students. The researcher started distributing the
questionnaires in March 2013 for the eleventh grade social science students of
*SMA N 1 Depok*. Then, the materials were implemented in May 2013.

C. Research Participants

The participants of this study were the eleventh grade social science
students of *SMA N 1 Depok*, the English teacher of *SMA N 1 Depok*, and the PBI
lecturer of Sanata Dharma University. The eleventh grade social science students
of *SMA N 1 Depok* were as the learners and the evaluators. The students as the
learners because the designed materials were implemented to the eleventh grade
social science students of *SMA N 1 Depok*. Moreover, the students were as the
evaluators because at the end of the learning processes, the students were given
questionnaires about the teaching learning activity and the materials. From the
questionnaires, the researcher can conclude which one was well implemented and
appropriate for them and which one was not really well implemented and not
really appropriate for them.

However, the evaluation was not only from the students but also from the
English teacher of *SMA N 1 Depok* and the PBI lecturer of Sanata Dharma
University. The English teacher and the PBI lecturer also evaluated the
researcher’s designed materials by answering the questionnaires given.

Moreover, the English teacher was also as the guide for the researcher in
designing a set of English speaking materials. The guidance was also from PBI
lecturers. The lecturers were also as the proof readers.
D. Instruments and Data Gathering Techniques

There were three kinds of instruments used in this study. The instruments were field notes, interview lists, and questionnaires. Further explanations about the instruments and the data gathering techniques are as follows:

1. Field notes

There were two kinds of field notes; the first was when the researcher observed the teaching learning activity before the researcher designs the materials and the second was when the researcher implemented the materials to the students. The first field note was done when the researcher did PPL in SMA N 1 Depok. The second field note was done when the researcher implemented the designed materials to the students so that the researcher knew which materials and techniques were going well and which one was not.

2. Interview

Another instrument was interview lists. The interviewee was the English teacher of SMA N 1 Depok who taught the eleventh grade social science students. The aims of the interview were to know the characteristics of the students based on the teacher’s point of view, the method which was usually used in teaching learning activity, and the suggestion about the materials which were designed. Those helped and guided the researcher in designing a set of English speaking materials. The interview was conducted in March 2013.
3. Questionnaires

The other instrument was questionnaires. The questionnaires were distributed three times. The first was distributed in order to know the students’ interests in learning English so that it helped and guided the researcher in designing the materials. The second was distributed at the end of the learning process based on the designed materials in order to evaluate the implemented materials so that the researcher was able to revise the designed materials. The third was distributed to the PBI lecturer of Sanata Dharma University and the English teacher of SMA N 1 Depok in order to get evaluation and feedback for the designed materials. The first and second questionnaires were only distributed to the eleventh grade social science 2 and 3 students as the representative students of all the eleventh grade social science students of SMA N 1 Depok.

E. Data Analysis Technique

There were three kinds of analysis which were done in this research. The three kinds of analysis are as follows:

1. Analysis of field notes

In this study, there were two kinds of field notes. The first was for observing the students activity during the learning process. The first field note was done for guiding the researcher in designing the materials. The second was for evaluating the implemented materials to the students. The second field note was done for revising the designed materials. The analysis of the field notes used
the qualitative method. The first field note helped the researcher in answering the first and second research questions which were how a set of English speaking materials is designed and what a set of English speaking materials looks like. The second field note helped the researcher to know how a set of English speaking materials was implemented and it also helped the researcher to revise the designed materials.

2. Analysis of interview

In this study, the interview was done in order to help the researcher in answering the first and second research questions which were how a set of English speaking materials is designed and what a set of English speaking materials looks like. The researcher used the result of the interview as the guidance in designing a set of English speaking materials. The analysis of the result of the interview used the qualitative method.

3. Analysis of questionnaires

The last was the analysis of the questionnaires. In this study, there were three kinds of questionnaires. The first and second questionnaires were for the eleventh grade social science 2 and 3 students of SMA N 1 Depok as the representative students of all eleventh grade social science students of SMA N 1 Depok. The third questionnaire was for the PBI lecturer of Sanata Dharma University and the English teacher of SMA N 1 Depok in order to evaluate and give feedback to the researcher about the designed materials. The first questionnaire helped the researcher in answering the first research question
namely how a set of English speaking materials is designed. The second and third questionnaires helped the researcher in answering the second research question namely what a set of English speaking materials looks like. Those results of the second and third questionnaires helped the researcher revise the materials and present the final product of a set of English speaking materials.

The analysis of the result of the questionnaires used the quantitative method. The formula which was used to know the percentage of each number of the questionnaires was the total number of the respondents who chose certain answers divided by the total number of the respondents then multiplied 100%. The formula is as follows:

\[ \frac{n}{\sum n} \times 100\% = \ldots \]

Note:

n : the total number of the respondents who choose certain answer
\[ \sum n \] : the total number of the respondents

F. Research Procedure

The procedure was needed to make the research well-organized. The researcher combined R&D steps and the researcher’s design model together. The researcher’s design model was under the steps of R&D steps. The steps are mentioned as follows:
1. **Research and information collecting**

   In this step, the first step was identifying the goal. After identifying the goal, the instructional analysis was conducted through classroom observations, an interview, and questionnaires. The instructional analysis was conducted to find out the needs of the instructional materials which were designed. After analyzing the instructional materials, the learners’ characteristics were also being analyzed. The instructional analysis and the learners’ characteristics analysis were analyzed by conducting the interview to the teacher and distributing questionnaires to the students. Based on this result, the researcher knew what kinds of materials needed to be designed.

2. **Planning**

   In this step, the first thing was determining the learning objectives based on the gathered data. After the learning objectives had been determined, the researcher started planning the materials.

3. **Develop preliminary form of product**

   Developing the assessments was the first thing to do in this step. After developing the assessments for the teaching learning process, developing strategy followed as the next step. The researcher decided what strategies were used in the teaching learning activities. Then, the last step was designing and developing materials based on the result of the analysis and the developed assessments and strategies into a form of product. The form of product more or less like a handbook consisted of the materials which were going to be taught.
4. **Preliminary field testing**

In this preliminary field testing step, the researcher tested or implemented the designed materials to the eleventh grade social science students of *SMA N 1 Depok* for the second semester. After implementing the materials, the researcher evaluated the designed materials based on the result of the implementation and the evaluation from the English teacher of *SMA N 1 Depok*, the PBI lecturer, and the students of XI IPS 2 and XI IPS 3. The evaluation was in a form of questionnaires which were distributed to the students, the English teacher of *SMA N 1 Depok*, and the PBI lecturer of Sanata Dharma University.

5. **Main product revision**

After finishing all those previous steps, the last step in designing was revising the parts which needed to be revised. The revision was based on the evaluation from the English teacher of *SMA N 1 Depok* and the PBI lecturer of Sanata Dharma University, the result of students’ attitudes toward the teaching learning processes, and the result of the students’ questionnaires after the implementation.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the research results and discussion of a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok using Communicative Language Teaching. This chapter answers the research problems which are stated in chapter I.

This part is divided into four parts. The first is about how a set of English speaking materials is designed. This part includes the steps of designing a set of English speaking materials under the step of Research and Development (R&D). The second is what a set of English speaking materials looks like before being tested. The third is how the result of the field testing of a set of English speaking materials is. The fourth is about what a set of English speaking materials looks like after being tested.

A. How a Set of English Speaking Materials for the Eleventh Grade Social Science Students of SMA N 1 Depok were Designed

This part discusses how the materials were designed. As stated in Chapter II, the researcher combined two design models from Kemp (1977) and Dick and Carey (2009) into a new design model. The phases of designing a set of English speaking materials were under the steps of Research and Development (R&D) by Borg and Gall (1983). This part discusses how the steps were used by the researcher to design a set of English speaking materials for the eleventh grade
social science students of *SMA N 1 Depok* using Communicative Language Teaching. The detail steps of using the researcher’s design model which was under the steps of R&D are as follows:

1. **Research and Information Collecting**

   In this first step of R&D, the researcher puts the first three steps of the researcher’s design model which are:

   a. **Identifying the Goal**

      This part tells the goal of this study. This study is a study of designing a set of English speaking materials for the eleventh grade social science students of *SMA N 1 Depok*. According to Dick and Carey (2009, p.6), identifying the goal is a step to determine what the researcher wants the learners to be able to do when they have completed the instructions. The goal of this study is that the learners, hopefully, are able to speak in English fluently and confidently. Therefore, the designed materials, hopefully, help the eleventh grade social science students of *SMA N 1 Depok* to be more active in speaking English.

   b. **Conducting Instructional Analysis**

      The instructional analysis was done by the researcher by conducting an interview with the English teacher of *SMA N 1 Depok* and doing observations or filed notes when the researcher did PPL in *SMA N 1 Depok*. The first result was based on the interview with the English teacher of *SMA N 1 Depok*. The researcher asked several questions which were related to the learners’ characteristics, the instructional materials, and the teaching learning process.
According to the teacher, the teaching learning process which was implemented in the teacher’s class was to help and encourage the students to achieve the objectives of the study. There were several teaching learning processes which can make students more enthusiastic in learning English. They were the teaching learning processes which were varied, were not boring, and involved the students in the teaching learning activities. On the other hand, the students did not like the teaching learning process which was boring, monotonous, and only reads or listens. The teacher only used *LKS (Lembar Kerja Siswa)* as the handbook in class. However, the teacher also used other media in teaching learning process, like a player, models, etc. Even though the handbook was only *LKS*, the teacher sometimes also used other sources to teach in class. The teacher sometimes used the available sources and modified it.

The teacher used KTSP 2006 as the curriculum of the teaching learning process. In KTSP 2006, the teaching process for junior high school and senior high school is based on different types of texts. As such, the researcher chose narrative and hortatory exposition texts as the main materials.

Finally, based on the teacher, the used materials were not enough to help students improve their speaking abilities. The teacher said that the materials needed other sources and some combination of the available sources or materials and others. The researcher also had the same opinion like what the teacher said in the interview. The researcher’s opinion was supported by the observations or field notes that the researcher did *PPL* in the 7th semester. Finally, the researcher worked on designing a set of English speaking materials for the eleventh grade.
Social science students of *SMA N 1 Depok* using Communicative Language Teaching based on the answers of the interview and the field notes.

c. Analyzing Learners’ Characteristics

This part describes the learners’ characteristics based on the distributed questionnaires, the interview with the teacher, and the observations when the researcher did PPL. As stated in chapter I, design itself is creating a new set of materials which fits to the learning objectives and the specific subject area and the learners (Hutchinson & Waters, 1994, p.106, as cited by Hermawati (2011)). Therefore, before designing a set of materials, the researcher has distributed questionnaires to the students and interviewed an English teacher of *SMA N 1 Depok*. The results of the questionnaires and the interview were really helpful as guidelines to design a set of English speaking materials for the eleventh grade social science students of *SMA N 1 Depok* using Communicative Language Teaching.

The first result was based on the questionnaires which had been distributed to the eleventh grade social science students of *SMA N 1 Depok*. In *SMA N 1 Depok*, there were three classes of the eleventh grade social science. However, the researcher only distributed the questionnaires for two classes, namely XI IPS 2 and XI IPS 3. It was because the teacher whom the researcher interviewed only taught those two classes. As such, those two classes were the representative of all students of the eleventh grade social science students of *SMA N 1 Depok*.

The first question of the questionnaire was about the importance of speaking English. All students both from XI IPS 2 and XI IPS 3 answered that...
speaking English is important. The next question was about the importance of speaking English for the future. Most of the students (77%) answered that speaking English was very important for the future. The rest (23%) of the students answered that speaking English was important for the future. From the second question, no one answered that speaking English was not important for the future. It meant that all eleventh grade social science students of *SMA N 1 Depok* were aware that the ability of speaking English is important. Therefore, it will be easier for the teacher to teach English since they have already been aware of the importance of learning English, especially in speaking skills.

There were some reasons why they thought that speaking English was important for the future. They were: English is a global language (34%), preparing for the working world (27%), interacting with foreigners (14%), and 25% of the students gave other reasons.

The next question was about the situation that made the students feel more motivated to speak in English. Most of the students (94%) answered that they felt more motivated to speak in English when they had more chance to speak. This point was supported by one of the CLT’s characteristics that the students are more dominant rather than the teacher (Larsen & Freeman, 2000). Therefore, it means that the learner’s opinion about the fluency in speaking and the theory of CLT are matched.

In learning English, there must be obstacles that were faced by the students. The next question was about the obstacles that the students faced in learning English. The researcher stated nine points of choices. The first eight
points were mentioned by the researcher and the last point was an open answer for those who had other obstacles which were not mentioned in the previous eight points. The students were allowed to choose more than one point from the list. The first point was about the confidence. There were 45% of the students who chose this point as their obstacle in learning English. They were lacking in confidence. This was also supported by the English teacher of SMA N 1 Depok from the interview. The teacher also said that one of their obstacles was lacking in confidence.

The second point was afraid of making mistakes. More than a half of the students (60%) chose this point. The teacher also mentioned this point when explaining the obstacles which were faced by the students.

The third point was about the grammar. There were 64% of the students chose this point. They had difficulties in learning English because one of the obstacles was they did not know the correct grammar rules.

The next point was lacking in vocabulary. It made the students have difficulty in learning English, especially when they wanted to speak in English but they did not know the vocabulary or the English words. In this point, there were 47% students who chose this.

The other points were that they did not know how to pronounce the words, translate the sentences, lazy to speak in English, and difficulty in choosing the diction. Less than 50% of the students chose those four points as their obstacles in learning English. In addition, there were several students (8%) wrote down their obstacles which were not mentioned on the list. They were: they did not have a
partner to speak with in English, the partner did not know the meaning of the English sentences/words, and they found difficulties on the use of verbs.

It could be concluded for question number four of the questionnaire that most of the students lacked confidence, were afraid of making mistakes, did not know the grammar rules and the vocabulary. Those points were several obstacles mostly faced by the students of the eleventh grade social science students. Additionally, the teacher also said that most of eleventh social science students were very active, especially the male students. However, there were also some students who were very passive.

Those were some of the results of the questionnaire for the students and the interview from the teacher. Several questions were purposed to know the students’ characteristics either in daily activities in class or in learning English. From the results, the researcher was able to focus more on designing the suitable materials for the eleventh grade social science students of SMA N 1 Depok as the characteristics they had. This will also help the researcher to avoid some materials which are not suitable for the students based on their characteristics.

Those were the first three phases of designing a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok under the first step of R&D. Those first three phases told how a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok were designed based on the result of the questionnaires, the interview, and the observations.
2. Planning

In this part, there is one phase of the researcher’s design model which is under the second step of R&D cycle. The step is as follows:

a. Identifying Learning Objectives

This is the fourth phase of the researcher’s design model. The previous three phases have been done by the researcher by distributing the questionnaires, doing the interview, and doing the observations. Now, it comes up to the next step which is formulating the learning objectives. There were two units of the researcher’s designed materials. In Unit 1, there were five learning objectives in the cognitive aspect and three learning objectives in the psychomotoric aspect. In Unit 2, there were three learning objectives in the cognitive aspect and three learning objectives in the psychomotoric aspect. There was no learning objective in the affective aspect in both Unit 1 and Unit 2. The detail learning objectives will be explained later on in the second part of this chapter namely what the designed materials look like.

3. Develop Preliminary Form of Product

This step consists of three phases of the researcher’s design model. The steps focus on how to design the assessments, strategies, and materials. The further information about the three phases under the third R&D steps are as follows:
a. Developing Assessments

In this step, the researcher develops the assessments of the students based on the collected data and based on the objectives. As stated in the formulation of learning objectives step, the objectives of each unit have already been mentioned. There were five learning objectives in the cognitive aspect and three learning objectives in the psychomotoric aspect for Unit 1. As such, there were eight kinds of assessments in Unit 1 based on the learning objectives. In Unit 2, there were three learning objectives either in the cognitive aspect or the psychomotoric aspect. As such, there were six kinds of assessments for Unit 2. Therefore, the total assessment for the designed materials were fourteen kinds of assessments to achieve the learning objectives.

b. Developing Strategy

After developing the assessments which were based on the data collected and the leaning objectives, the strategy was developed as well. The researcher used the strategies under Communicative Language Teaching (CLT) method. The strategies were: the use of authentic materials, scrambled sentences, language games, picture strip stories, and a role play. Those were the strategies under CLT method.

The researcher had distributed questionnaires to students dealing with the strategies which were used in the materials and learning activities. The first was about the use of authentic materials. The result from the questionnaire said that most of the students (92%) have studied English using authentic materials. The second was about the use of scrambled sentences. The result was that most of the
students (98%) also have studied English using scrambled sentences. The third was about the use of language games. The result was more or less the same as the first and second strategies. Most of the students (96%) said that they have studied English using language games. The fourth was about the use of picture strip stories. The result was the same as the second strategy. Ninety eight percent (98%) of the students answered that they have studied English using picture strip stories. The last strategy was the use of a role play. The result stated that 94% of the students have known and studied English using a role play.

From the result above, it meant that, the students have already known the concept of authentic materials itself and the reasercher did not need to explain to the students from the beginning about authentic materials, scrambled sentences, language games, picture strip stories, and a role play. The next question was about the students’ interest toward the strategies. Most of the students (79%) said that they will be more motivated to learn English if through playing language games in the learning activities. The second rank strategy was the use of pictures. The forty seven percent (47%) of the students chose that the use of pictures helped them to be more motivated in learning English. The third rank strategy which was chosen by the students is the use of a role play. There were forty five percent (45%) of the students chose the use of a role play would make them more motivated in learning English, especially in speaking. The rest of the strategies under the CLT method were the use of scrambled sentences and authentic materials. Those two points were still chosen by the students. However, the precentage was only small.
Beside asking the students about their interest in learning English, the researcher also asked them about the things they did not like in learning English or the things that made them less-motivated to learn English. The researcher could conclude that the things what made the students less-motivated were the monotonous and boring activities in learning English. Additionally, the students were easily bored and felt less-motivated when their learning activities consisted of explaining and doing tasks only.

c. Developing Materials

This step is the last phase under the third R&D step. In this step, the researcher designed and developed the materials based on the previous phases. The researcher designed two units of materials and the focus was only for speaking. The basic method which the researcher used was Communicative Language Teaching (CLT).

4. Preliminary Field Testing

This is the fourth step of R&D which is preliminary field testing. This step allowed the researcher to test the designed materials to the students. The testing or the implementation of the designed materials brought the researcher to revise the designed materials. In this step, the researcher has one step which is the eighth phase of the researcher’s design model. The step is as follows:

a. Evaluating and Implementing the Materials

This is the eighth phase of the researcher design model. In this step, the researcher implemented or tested the designed materials to the eleventh grade
social science students of *SMA N 1 Depok*. The testing or the implementation of the materials was done by the researcher in May 2013. The researcher also prepared another questionnaire for the students about the materials which were implemented. This was done to evaluate the materials which were implemented from the students’ point of view.

However, before the designed materials were tested or implemented, the designed materials have been evaluated by two evaluators. Actually, the researcher planned to have three evaluators to evaluate the researcher’s designed materials. However, since the third evaluator was not available the researcher only had two. These followings are the evaluators’ background:

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>D3</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

*Table 4.1. The evaluators’ background*

According to those two evaluators, overall, the researcher’s designed materials were already well-developed, varied, and able to encourage students to practice speaking, and had an interesting layout. The result showed that the researcher’s designed materials were ready to be implemented and only needed a little revision.

After revising the materials, the researcher implemented the materials to the eleventh grade social science students of *SMA N 1 Depok*. As the evaluation whether the materials were well-implemented or not, the researcher distributed another questionnaire to the students. The questionnaires were the evaluation
questionnaires about the implemented materials and the design. The following are the results:

<table>
<thead>
<tr>
<th>Number</th>
<th>Statements</th>
<th>Degree of Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The materials given help you to be more active in speaking.</td>
<td>2% 66% 32%</td>
</tr>
<tr>
<td>2.</td>
<td>The use of pictures help you be more active in speaking.</td>
<td>2% 73% 25%</td>
</tr>
<tr>
<td>3.</td>
<td>The use of language games helps you to be more active in speaking.</td>
<td>75% 25%</td>
</tr>
<tr>
<td>4.</td>
<td>The discussion using scrambled sentences makes you more active in speaking.</td>
<td>15% 66% 19%</td>
</tr>
<tr>
<td>5.</td>
<td>The use of role plays makes you more active in speaking.</td>
<td>2% 4% 60% 34%</td>
</tr>
<tr>
<td>6.</td>
<td>The use of authentic materials helps you to understand more the materials.</td>
<td>2% 68% 30%</td>
</tr>
<tr>
<td></td>
<td>(e.g. Indonesian folktale)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The use of picture strip stories helps you to be more active in speaking</td>
<td>4% 75% 21%</td>
</tr>
<tr>
<td></td>
<td>(e.g. the series of pictures of the sleeping beauty)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The layout of the designed materials is interesting and helps you to be</td>
<td>4% 77% 19%</td>
</tr>
<tr>
<td></td>
<td>be more motivated in learning.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The pictures in the designed materials are clear.</td>
<td>2% 73% 25%</td>
</tr>
<tr>
<td>10.</td>
<td>The pictures which are used in the designed materials are interesting.</td>
<td>6% 68% 26%</td>
</tr>
<tr>
<td>11.</td>
<td>The instruction of each activity is clear.</td>
<td>7% 72% 21%</td>
</tr>
<tr>
<td>12.</td>
<td>The color of the designed materials make you more motivated in learning.</td>
<td>6% 73% 21%</td>
</tr>
</tbody>
</table>

Table 4.2. The result of the evaluation questionnaires from the students

The result showed that mostly the materials were well-implemented based on the response from the students in general. Most of the students agreed with the statements in the questionnaires and only few of them who disagreed with the statements. Therefore, it meant that the implemented materials were already well-implemented and the designed materials were well-developed.
5. Main Product Revision

This is the last step of R&D cycle. The researcher discusses the revision that needs to be done after testing and having the materials evaluated. In this step, there is one researcher’s design model phase under this step. The further explanation is as follows:

a. Revising the Materials

The last phase of the design model was revising and improving the designed materials into the final product of the materials. The revision was based on the evaluators’ feedback, the result of the questionnaires from the students after the materials were implemented, and the researcher’s observation during the implementation. The revision from the evaluators’ feedback has been done by the researcher before implementing the materials. The revision was based on the evaluators’ comments on the researcher’s weaknesses of the designed materials. According to the evaluators, the weaknesses of the materials were about the instructions which were not really clear and the indicators must use some words of productive skills, like students are able to express or perform or deliver or mention, etc. Therefore, before implementing the materials, the researcher needed to revise the instructions and the indicators as the main things which needed to be revised.

Another revision was from the result of the questionnaires from the students. The result of the questionnaires showed that mostly the materials were well-designed and suitable for the students. There were only a few things to be improved either in the designed materials or the implemented materials. Overall,
the materials were suitable for the students and helped them to be more active in speaking. Based on the implementation and the researcher’s observations in class, the researcher thought that the improvement which was needed only in the teaching learning activities.

There were several things which needed to be improved like the clearness of giving the instruction, the grouping, and the rules in class. The unclear instruction would only make the students ask again about what they had to do. This kind of situation would take more time. Therefore, later on, the teacher must give clearer instructions so there would be no repetition in giving the instruction.

Another improvement which was needed was about the grouping. The grouping must be fair and the students with the certain characteristics must be separated well. Therefore, the materials would be well-implemented or well-suited to the students and every student had a chance to practice speaking and be active in class.

B. What a Set of English Speaking Materials for the Eleventh Grade Social Science Students of SMA N 1 Depok Looks Like before being Tested

In each unit, there are three activities. They are warming up, communicative task, and language focus. In the warming up section, the students are introduced to the materials which are going to be discussed. In the communicative task section, the students are asked to do several tasks dealing with speaking. The students are asked to communicate with others in the target language. Since the method which is used is Communicative Language Teaching
(CLT), the techniques related to CLT are used in the communicative task. In the language focus section, the materials focus on the language itself. However, it still involves the students to participate or to practice speaking in this activity. The following is the detail information about the materials:

1. **Unit 1: Telling Stories**

   This unit focuses on a narrative text. All the activities in this unit belong to a narrative text. Each unit is divided into three major activities. They are warming up, communicative task, and language focus. Unit 1 takes five course hours and each course hour is 45 minutes. The following is the detail materials in each activity:

   a. **Warming up**

   In this part, the activities in Unit 1 are about guessing the Indonesian folktale titles based on the pictures given and discussing the interesting part and the moral value of a narrative story (A farmer and his three sons). The activities are intended to guide the students to come to the next activity or the main activity which will be in the communicative task and language focus section. There are two learning objectives in the cognitive aspect in this activity. The first learning objective is that students are able to identify the pictures of the Indonesian folktales with the provided titles correctly and accurately. The second learning objective is that students are able to identify the moral value of the story. The third is to share their opinion about the interesting part of a certain narrative story in whole class discussion fluently.
b. Communicative Task

This activity focuses on speaking activities. In Unit 1, there are three kinds of activities. The first activity is making a story based on the given series of pictures. Another activity is playing language games. The last activity in the communicative task section is making a simple role play. There are two learning objectives in the psychomotoric aspect. The first learning objective is that students are able to create a story based on the given series of pictures of “The Sleeping Beauty” fluently and acceptably. The second learning objective is that students are able to perform and deliver the main idea of a narrative story through a simple role play correctly, fluently, and acceptably.

c. Language Focus

There are two activities in this section. The first is arranging the jumbled paragraphs into a good narrative text. The second is discussing the questions related to the text. There are four learning objectives in the cognitive aspects. The learning objectives are: 1) Students are able to arrange the given jumbled paragraphs into a good narrative text; 2) Students are able to identify the generic structure of a narrative text correctly and accurately; 3) Students are able to identify the past form from a narrative text correctly; 4) Students are able to identify the time expression from a narrative text correctly.

Those are the detail activities and the learning objectives either in the cognitive or psychomotoric aspect. However, there is no leaning objective in the affective aspect. In addition, there are three indicators in the affective aspect. The indicators scope the whole activities in Unit 1. The indicators are: 1) Students are
able to listen to the teacher’s command respectfully; 2) Students are able to show respect to their friends who speak; 3) Students participate in class actively.

2. Unit 2: To do or not to do?

This unit focuses on a hortatory exposition text. In Unit 2, there are four course hours for two meetings and each meeting consists of two course hours. Each course hour consists of 45 minutes. The major activities are the same with Unit 1. There are three major activities: warming up, communicative task, and language focus. However, in this unit, the arrangement is a bit different from Unit 1. The first activity is warming up, and then followed by language focus, and communicative task. The detail activities are as follows:

a. Warming up

In this section, there is one activity which leads the students to go to the main materials. The activity is leading the students to give opinions or comments based on the pictures given. The learning objective of this activity belongs to the cognitive aspect namely students are able to give comments on the given pictures fluently and acceptably.

b. Language Focus

The next activity is related to language focus. This section consists of four activities. The first activity is filling in the bubbles related to the provided picture about safety riding. After filling the bubbles, the students are asked to persuade their friends to do or not to do related to safety riding. These two activities help students to persuade others like the purpose of a hortatory exposition text. The
next activity is arranging the jumbled paragraphs into a good hortatory exposition text. This activity is followed by answering the questions related to the text. In language focus section, there are three learning objectives in the cognitive aspect. They are: 1) Students are able to arrange the given jumbled paragraphs into a good hortatory text; 2) Students are able to identify the generic structure of a given a hortatory exposition text correctly; 3) Students are able to identify the present form from the given hortatory exposition text correctly.

c. Communicative Task

This the last section of Unit 2. In the communicative task section, there are two activities which are a language game and a role play. The language game is called seven up game. The game is intended to help the students to be able to speak spontaneously when she/he is given a certain topic. The learning objective of this activity is only to make students speak spontaneously, fluently, accurately, and acceptably about the topics given. This learning objective belongs to the psychomotoric aspect. The last activity of this section is playing roles as debaters. In this activity, the students are asked to do a simple debate which uses the provided topics. This activity is intended to help students practice speaking more and build their confidence and fluency in speaking. The learning objective is the same as the learning objective of the language game activity.

C. The Result of Field Testing

This part tells how the designed materials were evaluated and implemented. There were several evaluation and feedback from the experts about
the researcher’s materials. It was mostly about the indicators and learning objectives. Since the target language is speaking, the indicators and learning objectives must be related to speaking. For example, at first, the researcher used a word “identify”, and it must be changed into “mention” so it will involve the students to speak.

All the results of the implemented materials are explained here. The materials were implemented to the eleventh grades social science 2 and 3 students of SMA N 1 Depok, Sleman in May 2013. Before the materials were implemented, the researcher asked two experts to evaluate the researcher’s designed materials. They were the PBI lecturer of Sanata Dharma University and the English teacher of SMA N 1 Depok, Sleman.

After revising the designed materials based on the feedback from the evaluators, the researcher started to implement the materials. The researcher took two weeks to implement all the materials (Unit 1 and Unit 2). Every unit has three activities, they are warming up, communicative task, and language focus. In Unit 1, the warming up was done well. The materials which were designed help them to practice speaking. Moreover, it successfully led the students to go to the next materials. In this part, the learning objective was achieved.

The next activity was discussing a narrative text with friends. This activity helped students practice speaking because they had to discuss the text using English. However, there was a little problem in this activity. Sometimes, the students still used Bahasa Indonesia rather than English but when it came to the
whole class discussion then the students were willing to speak in English. Those two activities were in the warming up section. The following activity was the communicative task section which was telling a story based on the pictures given or it is called as a picture strip story. This activity worked well and all students had a chance to speak in this activity even though some of them still brought notes. Those three previous activities were the activities which were done in the first meeting (2 course hours).

The activities of the second meeting of Unit 1 were playing a game, and preparing for the role play activities. Playing a game helped all students to practice speaking because all of them had chance to speak and delivered the clues of the game. This activity was successfully done and the learning objective was achieved. These activities only took 1 course hour (1 meeting). Those activities still belonged to the communicative task section.

The next meeting was the last meeting for Unit 1. There were 2 course hours in the last meeting of Unit 1. The next activity in Unit 1 was arranging the jumbled paragraphs into a good narrative text. The learning objective of this activity was also achieved but this activity did not help the students much to practice speaking because they tended to use Bahasa Indonesia while discussing the jumbled paragraphs.

Additionally, the activities which were mentioning the generic structure, the tenses, and the time expressions which were used in narrative texts helped the students to have more chance to speak. The learning objectives of these activities
were also achieved. These activities were in the language focus section, therefore, the activities were much more related to the language itself.

The last activity of the last meeting was performing a role play which was talked about in the previous meeting. This activity still belonged to the communicative task section. The objective of this activity was delivering the main idea of a story through a simple role play. This activity encouraged students to speak and be more confident to speak in English.

In Unit 2, there were two meetings which were implemented. The first meeting consisted of two course hours. The first meeting of Unit 2 consisted of the warming up and language focus sections. The first activity was warming up by giving the students several pictures and a list of vocabulary which were related to the topic. The students were asked to give comments or opinions about the pictures shown and they might use the provided vocabulary. This activity led the students to the main materials which were going to be discussed. The objective of the first activity in the warming up section was achieved.

The next activity was the language focus section. However, before moving on to the next section, the students were told about the text which was going to be discussed, a hortatory exposition text. The students were asked to mention the purpose, the generic structure, and the language features of hortatory exposition text. These activities went well because the students participated actively in class even though they made mistakes and gave the wrong answers. After this activity, the students were asked to make recommendations based on the picture or the task
in the handbook about safety riding. This activity also went well and the learning objective was achieved. However, most of the students could not produce the correct grammatical sentences. At least, they tried to deliver what they meant and they were confident enough to speak in English.

The next activity in the first meeting of Unit 2 was still in the language focus section. The next activity was arranging the jumbled paragraphs into a good hortatory exposition text in a group of 4 or 5. After arranging the paragraphs, the teacher and the students discussed together the arrangement of the paragraphs. Additionally, the teacher gave the students homework on the next task after arranging the paragraphs and the task would be discussed in the next meeting.

The next meeting was the last meeting of Unit 2. The teacher asked the students to gather with their previous group to prepare their homework. The teacher and the students discussed the homework together and each group must have chance to share their answer so they would have chance to speak.

The next activities focused on the communicative task section. There were two activities in the communicative task. The first communicative task was playing a game called seven-up game. This game actually was about counting numbers from number one until seven. However, the punishment of this game would help the students to practice speaking because they were given several topics and they had to give comments or their opinions about the topic chosen.

The last activity in the second meeting was about playing roles as debaters. In this activity, the students were asked to form a group of six. There were six
topics which were provided in the handbook. The activities in the second meeting of Unit 2 quite went well. However, the last activity which was playing roles as debaters did not go well. The students tended to be noisy and did not play their role as debaters. Moreover, some of the students did not like the topic which they got so they lacked motivation to play roles as debaters. As such, the researcher made a lottery for the students to perform their debates in front of the class. Therefore, the students still practiced speaking even though they only had a little chance to speak because the limited of time. It was because what the researcher had planned was the students practicing their debates together and the researcher only moved around to check their participation in group. However, the planning did not work well and the researcher changed the activity into performing their debates in front of the class.

D. What the English Speaking Materials for Eleventh Grade Social Science Students Look Like after being Tested

This part presents the difference of the designed materials after the implementation and evaluation. In short, this part tells the final product of the materials. Actually, there were no significant differences. The designed materials after being tested were almost the same as the designed materials before being tested. However, there are several changes either on the materials or the instruction or the indicators and learning objectives or the layout.

In addition, there are also some revisions on the designed materials after the oral defense from the examiners. The final revisions are the following:
1. **Unit 1: Telling Stories**

This unit is still almost the same as the previous materials before the implementation. For the warming up section, there were several changes. The first was about the indicators and the learning objectives. The word which was used in the first indicator was changed from identify into match. There was also one indicator deleted which was about telling the moral value. It was deleted because it cannot be measured. Another change was about the task of telling the interesting part of the story. There was an additional instruction which was asking the reason for choosing that certain part into an interesting part. Overall, the changes in Unit 1 are about the additional activities and the arrangement of the activities. The detail of the designed materials can be seen in the Appendix L.

2. **Unit 2: To do or not to do?**

This unit has several changes from the previous materials before being evaluated and implemented. The first section is the warming up section. There were no changes in the warming up section. The next section is the language focus section. There were several changes in this section. The first was about the picture of safety riding was not really clear when it was implemented. Therefore, the picture was changed into another clearer picture but still about safety riding. The second change was about the instruction of arranging the jumbled paragraphs. Since the activity was the same as the activity in Unit 1 and it made the students a bit bored to do the same things. Therefore, the activity was a bit modified into an outside game. The last section was communicative task. In this section, the change
was only about the rules and the instructions of the role play as debaters. Overall, there are also additional activities in Unit 2. Besides, there is also the rearrangement of the activities in Unit 2. The detail designed materials can be seen in the Appendix L.

Those are what the whole materials look like. This is the last revised materials after being evaluated by two evaluators, implemented to the students, and evaluated by the examiners of the oral defense. The feedback and the researcher’s observation during the implementation affected the revision of the final form of the English speaking materials for the eleventh grade social science students of SMA N 1 Depok, Sleman using Communicative Language Teaching (CLT). The complete designed materials either for students or for teachers can be seen in appendix L.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts namely conclusions and recommendations. The first part is the conclusions section and the second part is the recommendations section. The conclusion is the conclusion of this study. The recommendations are for the English teacher of SMA N 1 Depok and other researchers. The detail conclusions and recommendations are the following:

A. Conclusion

This study dealt with designing a set of English speaking materials for the eleventh grade social science students of SMA N 1 Depok using Communicative Language Teaching (CLT) and the implementation. Since the researcher also implemented the materials, the researcher only designed two units. In this study, there were two research problems as stated in Chapter I. To answer those two research problems, the researcher worked under Research and Development (R&D) method of Brog and Gall (1983) for the whole process of designing a set of materials.

To answer the first research question, the researcher combined two design models of Kemp (1977) and Dick and Carey (2009) became the researcher’s design model. The researcher’s design model which was the combination of Kemp’s (1977) and Dick and Carey’s (2009) design models are as follows: (1) identifying the goals, (2) conducting instructional analysis, (3) analyzing learners’
characteristics, (4) identifying learning objectives, (5) developing assessment, (6) developing strategy, (7) developing materials, (8) evaluating and implementing materials, (9) revising materials. There are nine steps of the researcher’s design model under R&D cycle.

The researcher only took five first steps of R&D and each step of R&D consists of the phases of the researcher's design model. The steps are: (1) research and information collecting: identifying the goal, conducting the instructional analysis, analyzing the learners’ characteristics; (2) planning: determining the learning objectives; (3) develop preliminary form of product: developing assessment, developing strategy, designing and developing materials; (4) preliminary field testing: testing or implementing the materials, evaluating the materials; (5) main product revision: revising the materials. Those combinations showed how the methodology and the design model were combined to achieve the final goal of this study.

To answer the second research question, the researcher presented a set of English speaking materials for the eleventh grade social students of SMA N 1 Depok using Communicative Language Teaching (CLT). The researcher had asked for feedback from two evaluators before the materials were implemented. A set of English speaking materials was based on the feedback from the evaluators and the result of the implementation. Since the materials were implemented, the researcher only designed two units of materials. The units are as follows:

Unit 1: Telling Stories

Unit 2: Should or Should not Do?
Each unit of the materials consists of three sections. They are warming up, communicative task, and language focus. **Warming up** section is intended to lead the students to the main activities or introduce the students about the materials which are going to be learned. **Communicative task** section is the section where the main activities of the learning process. This section encourages the students to be more active in speaking or practice speaking more often. **Language focus** is focused on the language which is learned, like the generic structure and a little bit about grammar or tenses which are used in the text. How to deliver the materials in language focus will also encourage students to speak. The teacher involves the students’ participation in discussing the language focus.

In this study, the researcher had evaluated the designed materials first to two evaluators before implemented the designed materials. In addition, after the materials were implemented, the researcher distributed questionnaires to the students to evaluate the designed materials and the learning process. According to the evaluators, there were some little things which needed to be revised. However, overall, the designed materials encouraged the students to practice speaking and the materials were well designed. Additionally, the result from the questionnaires showed that the materials were well implemented and helped students practice speaking more often. At last, the researcher revised the materials based on the feedback and the result from the questionnaires. Finally, the researcher concluded that the designed materials were good, acceptable, appropriate, and well implemented for the eleventh grade social science students of SMA N 1 Depok,
Furthermore, the designed materials also helped the students practice speaking more often in the learning activities.

**B. Recommendations**

The researcher has some recommendations for English teachers and other researchers who will conduct a similar study. The following are the recommendations:

1. **Recommendation for English Teachers**

   The teacher should know the students’ characteristics, background, and their attitude toward English before they teach them. Therefore, the teaching learning process will be suitable for the students. The teacher may add some materials in the learning process and not only focus on one book. The teacher may use the researcher’s designed materials to encourage the students to be more active in speaking. Moreover, the designed materials were already designed according to the characteristics of the learners. Furthermore, the materials were already implemented and the implementation could be concluded that it worked well enough. Perhaps, the teacher could also find other materials similar to the researchers’ materials to encourage the students to practice speaking more often. However, the teachers must know the theory of Communicative Language Teaching (CLT) well if they want to use these materials or the similar materials. At last, the teacher should find creative, interesting, and varied materials so the students will be motivated to learn English.
2. **Recommendation for Other Researchers**

The researcher recommends that other researchers should develop more the designed materials since the researcher designed 2 units only. Other researchers may also implement the materials for the students which have similar characteristics. Additionally, other researchers may also add some improvements to the designed materials and then implement again the whole units and the additional units. Besides, other researcher may add and develop the other skills in the designed materials.
References


APPENDICES
Appendix A

Surat Permohonan Ijin Penelitian
A. FORMULIR ISIAN PERMOHONAN IJIN STUDI PENDAHULUAN / PRA SURVEY / PRA PENELITIAN *)

B. SURAT PERNYATAAN N BERSEDIKA MENERANGKAN HASIL PENELITIAN / SURVEY / PKL *)

*) Lingkari yang dipilih

Nomor : 961

Kami, yang bertanda tangan di bawah ini:

1. Nama
   IKA WAHYUTI

2. No. Mahasiswa/NIP/NIM
   098214112

3. Tingkat (D1/D2/D3/D4/S1/S2/S3)
   S1

4. Universitas/Akademi
   Universitas Soehono Dharma

5. Dosen Pembimbing
   V. Triyastuti, S.Pd., M.Hum., M.A

6. Alamat Rumah Peneliti
   Jln. Soebroto No. 31, Sleman
   085 643 846 725

7. Nomor Telepon/HP
   Sleman, 25 Maret, 2013

8. Lokasi Penelitian/Survey
   Yang menyatakan
   Sleman, 25 Maret, 2013
   IKA W. (nama terang)

Berdasarkan pilihan saya pada formulir isian diatas (poin B), saya bersedia untuk
menyerahkan hasil Penelitian / Survey / PKL berupa 1 (satu) CD format PDF
selambatnya 1 (satu) bulan setelah selesai Penelitian / Survey / PKL dilaksanakan.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix B

Questionnaire on the Learners’ Characteristics and the Instructional Materials
**Kuisioner**

Untuk kelas XI IPS SMA N 1 Depok, Sleman

Dalam rangka penyelesaian tugas skripsi, Anda dimohon untuk menjawab pertanyaan-pertanyaan dengan menjawab pertanyaan berikut sesuai dengan perintah dari setiap pertanyaannya. Kuisioner ini kelak akan membantu saya dalam menyelesaikan skripsi saya, yaitu pembuatan materi Bahasa Inggris, khususnya dalam kemampuan berbicara yang kelak akan digunakan untuk mengajar siswa kelas XI IPS, SMA N 1 Depok, Sleman. Oleh sebab itu, Anda dimohon untuk menjawab pertanyaan berikut sesuai dengan diri Anda.

Nama: ………………………………., Kelas: …………………

---

1. Apakah kemampuan berbicara (speaking) bahasa Inggris itu penting?
   a. Penting
   b. Tidak penting

2. Seberapa penting kemampuan berbicara bahasa Inggris untuk masa depan kelak?
   a. Sangat penting
   b. Penting
   c. Tidak penting
   d. Sangat tidak penting
   Alasan: __________________________________________

3. Anda akan lebih termotivasi berbicara bahasa inggris apabila:
   a. Anda mempunyai lebih banyak kesempatan bicara
   b. Anda mempunyai sedikit kesempatan bicara

4. Apakah kendala-kendala yang anda jumpai dalam belajar bahasa Inggris? (boleh lebih dari 1)
   a. Kurang percaya diri
   b. Takut salah
   c. Tidak tau tata bahasanya
   d. Tidak tahu kosa kata dalam bahasa Inggris
   e. Tidak tahu cara pengucapan
   f. Malas berbicara bahasa inggris
   g. Kesalahan atau tidak tahu dalam menerjemahkan kata-kata
   h. Kesulitan dalam pemilihan kata yang akan digunakan

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
i. Lainnya: ____________________________________________

5. Apakah anda pernah belajar bahasa Inggris dengan menggunakan permainan?
   a. Pernah           b. Belum

6. Apakah anda pernah belajar bahasa Inggris menggunakan gambar?
   a. Pernah           b. Belum

7. Apakah anda pernah belajar bahasa Inggris menggunakan materi yang otentik? Misal: mendeskripsikan gambar dari brosur menggunakan bahasa Inggris, memahami brosur-brosur yang isinya menggunakan bahasa Inggris)
   a. Pernah           b. Belum

8. Apakah anda pernah belajar bahasa Inggris menggunakan mini drama?
   a. Pernah           b. Belum

9. Apakah anda pernah belajar bahasa Inggris menggunakan paragraf acak dan tugas anda untuk mengurutkan paragraf yang acak?
   a. Pernah           b. Belum

10. Teknik belajar seperti apa yang anda sukai dan membuat anda lebih termotivasi untuk belajar bahasa Inggris? (boleh lebih dari 1)
    a. Permainan yang berhubungan dengan materi
    b. Penggunaan gambar
    c. Penggunaan materi yang otentik
    d. Penggunaan mini drama
    e. Penggunaan paragraf acak
    f. Lainnya: ____________________________________________

11. Kegiatan belajar seperti apa yang tidak anda harapkan di dalam belajar bahasa inggris khususnya speaking (berbicara)?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

...Terima Kasih... 😊
Appendix C

The Result of the Questionnaires on the Learners’ Characteristics and the Instructional Materials
## The Result of the Questionnaires on the Learners’ Characteristics and the Instructional Materials

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is speaking ability important?</td>
<td>a. Yes</td>
<td>53</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>How important is speaking ability in English for your future?</td>
<td>a. Very important</td>
<td>41</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Important</td>
<td>12</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Not important</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Not really important</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Reasons: ⋯</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. English is a global language</td>
<td>15</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. For working/working interview</td>
<td>12</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Interaction with foreigners</td>
<td>6</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You will be motivated in speaking English when:</td>
<td>a. You have a lot of chance to speak</td>
<td>50</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. You have a little chance to speak</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>4</td>
<td>What are your obstacles in learning English?</td>
<td>a. Less confident</td>
<td>24</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Afraid of making mistakes</td>
<td>32</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Do not know the grammar</td>
<td>34</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Do not know the vocabulary</td>
<td>25</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Do not know the pronunciation</td>
<td>14</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Lazy to speak in English</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Do not know the translation</td>
<td>12</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Difficulties in choosing the diction</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Others: no partner to speak, the partner doesn’t know the meaning</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>Have you studied</td>
<td>a. Yes</td>
<td>51</td>
<td>96%</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
|   | English using games? |   |   |
|---|---------------------|---|---|---|
| 6 | Have you studied English using pictures? | a. Yes | 52 | 98% |
|   |   | b. No | 1 | 2% |
| 7 | Have you studied English using authentic materials? | a. Yes | 59 | 92% |
|   |   | b. No | 4 | 8% |
| 8 | Have you studied English using a role play? | a. Yes | 50 | 94% |
|   |   | b. No | 2 | 6% |
| 9 | Have you studied English using scrambled paragraphs and your job is arranging the scrambled paragraphs? | a. Yes | 52 | 98% |
|   |   | b. No | 1 | 2% |
| 10 | What kinds of techniques do you like and make you more motivated to learn English? | a. The use of games related to the materials | 42 | 79% |
|   |   | b. The use of pictures | 25 | 47% |
|   |   | c. The use of authentic materials | 12 | 23% |
|   |   | d. The use of role play | 24 | 45% |
|   |   | e. The use of scrambled paragraphs | 11 | 21% |
|   |   | f. Others: Music, Film, Vocabulary, Dialog | 8 | 15% |
| 11 | What kinds of learning processes do you not expect in learning English, especially speaking? | Overall: Monotonous and too serious |   |   |
Appendix D

The Result of the Interview from the English Teacher
# The Result of the Interview

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the characteristics of the eleventh grade social students from academic side and their activities in class?</td>
</tr>
<tr>
<td>2.</td>
<td>What are the obstacles faced by the students in term of speaking ability?</td>
</tr>
<tr>
<td>3.</td>
<td>How is the teaching learning activity in your class?</td>
</tr>
<tr>
<td>4.</td>
<td>What kind of teaching learning activities do the students like?</td>
</tr>
<tr>
<td>5.</td>
<td>What kind of teaching learning activities do the students dislike?</td>
</tr>
<tr>
<td>6.</td>
<td>What media do you use in the learning process?</td>
</tr>
<tr>
<td>7.</td>
<td>What sources do you usually use to provide the materials?</td>
</tr>
<tr>
<td>8.</td>
<td>What is the curriculum used?</td>
</tr>
<tr>
<td>9.</td>
<td>What kind of method do you use to increase the students’ speaking ability?</td>
</tr>
<tr>
<td>10.</td>
<td>Are the materials which are used now enough to help students increase their speaking ability?</td>
</tr>
</tbody>
</table>
Appendix E

Questionnaire on the Evaluation for the Evaluators
EVALUATION QUESTIONNAIRE

Thank you for your time to give feedback on the designed materials. This questionnaire is a research instrument for gathering feedback on the designed materials. The feedback will be useful for revising the materials.

A. Respondent’s Identity

Name :

Sex : Male/Female (circle your answer)

Educational Background : S1/S2/S3 (circle your answer)

Occupation : Teacher/Lecturer (circle your answer)

Teaching Experience : ________ years

B. Guidelines

a. Section 1: Give a thick (✓) to the number your opinion toward the designed materials.

The degrees of agreement are classified as follows:

1: if you absolutely disagree with the statement

2: if you disagree with the statement

3: if you agree with the statement

4: if you absolutely agree with the statement

b. Section 2: Give your opinion and input toward the designed materials by writing it on the space given.
## C. Section 1

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ Opinions</th>
<th>Degrees of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The designed materials met the students’ need.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The designed materials match the learning objectives.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The indicators have already been formulated properly.</td>
<td></td>
</tr>
<tr>
<td><strong>Method and Technique</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The method is applicable for the designed materials.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The method and the technique used enable students enhance their speaking skill.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The techniques are suitable for Communicative Language Teaching (CLT) method.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The materials in each unit are well-designed and relevant to the topics.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students are able to complete the activities in each unit.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The activities are able to facilitate the students to speak English properly.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The time allocation is suitable for each unit.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The designed materials are able to help the students to enhance the students’ speaking skill.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The learning activities have been varied.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The instructions are already clear.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The language is appropriate/easy to understand for the students.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The vocabulary chosen is accordance with the students’ level.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The layout/appearance is interesting.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The designed materials of the teacher’s book are already complete.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>The explanation of each section of the teacher’s book is already clear.</td>
<td></td>
</tr>
</tbody>
</table>
D. Section 2

1. What are the strengths and weaknesses of the designed materials?

   • The strengths are:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   • The weaknesses are:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. In a general way, what are your criticism, comments, and suggestions about the overall materials?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   __THANK YOU VERY MUCH__
Appendix F

The Result of the Questionnaires from the Evaluators
EVALUATION QUESTIONNAIRE

A. Respondents’ Identities

<table>
<thead>
<tr>
<th>Sex</th>
<th>Educational Background</th>
<th>Occupation</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>S1</td>
<td>Teacher</td>
<td>8 years</td>
</tr>
<tr>
<td>Male</td>
<td>S1</td>
<td>Lecturer</td>
<td>15 years</td>
</tr>
</tbody>
</table>

B. Section 1

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ Opinions</th>
<th>Degrees of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 (SD)</td>
</tr>
<tr>
<td>1</td>
<td>The designed materials met the students’ need.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The designed materials match the learning objectives.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The indicators have already been formulated properly.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Method and Technique</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The method is applicable for the designed materials.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The method and technique used enable students enhance their speaking skill.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The techniques are suitable for Communicative Language Teaching (CLT) method.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Learning Activities</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The materials in each unit are well-designed and relevant to the topics.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The students are able to complete the activities in each unit.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The activities area able to facilitate the students to speak English properly.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The time allocation is suitable for each unit.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The designed materials are able to help the students to enhance the students’ speaking skill.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The learning activities have been varied.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The instructions are already clear.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The language is appropriate/easy to understand for the students.</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>15.</td>
<td>The vocabulary chosen is accordance with the students’ level.</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>The layout/appearance is interesting.</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>The designed materials of the teacher’s book are already complete.</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>The explanation of each section of the teacher’s book is already clear.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Notes:**

SD (1) : Strongly disagree  
D (2) : Disagree  
A (3) : Agree  
SA (4) : Strongly agree

### C. Section 2

1. What are the strengths and weaknesses of the designed materials?
   - **The strengths are:**
     - The activities are varied and encourage students to practice speaking.
     - The layout is well-arranged and interesting.
   - **The weaknesses are:**
     - Natural language usage and incomplete instruction.

2. In a general way, what are your criticism, comments, and suggestions about the overall materials?
   
   *Generally, the materials are well-developed.*
Appendix G

Questionnaire for the Students on the Implemented Materials
KUISIONER EVALUASI

Kuisisioner ini ditujukan untuk mengetahui apakah materi yang telah didesain dan diterapkan telah sesuai dan membantu siswa untuk lebih aktif berbicara. Hasil dari kuisisioner ini kelak akan digunakan untuk merevisi materi yang telah didesain dan diterapkan.

A. Identitas Responden
   Nama :
   Kelas :

B. Pedoman pengisian
   a. Sesi 1: Beri tanda centang (✓) pada angka yang menunjukkan pendapat anda.
      Derajat persetujuannya adalah sebagai berikut:
      1: sangat tidak setuju dengan pernyataan
      2: tidak setuju dengan pernyataan
      3: setuju dengan pernyataan
      4: sangat setuju dengan pernyataan
   b. Sesi 2: Isilah pertanyaan pada sesi 2 di tempat yang sudah disediakan.
## C. Sesi 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Derajat Persetujuan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Materi yang diberikan membantu anda untuk lebih aktif berbicara.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Penggunaan gambar membantu anda untuk lebih aktif berbicara.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Penggunaan permainan membantu anda untuk lebih aktif berbicara.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Diskusi yang menggunakan paragraf acak membantu anda untuk lebih aktif berbicara.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Penggunaan mini drama membantu anda untuk lebih aktif berbicara.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Penggunaan materi yang otentik membantu anda lebih memahami materi yang disampaikan (contoh: cerita rakyat Indonesia).</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Penggunaan cerita bergambar membantu anda untuk lebih aktif berbicara (contoh: <em>the sleeping beauty</em>)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td><em>Layout</em> materi yang didesain menarik untuk membantu membangun motivasi anda dalam belajar.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Gambar yang digunakan dalam materi jelas.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Gambar yang digunakan dalam materi menarik.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Instruksi dari setiap kegiatan jelas.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Warna yang digunakan dalam materi membuat anda lebih termotivasi untuk belajar.</td>
<td></td>
</tr>
</tbody>
</table>

## D. Sesi 2

1. Apakah saran anda terhadap materi yang telah didesain?

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Appendix H

The Result of the Questionnaires from the Students on the Implemented Materials
The Result of the Questionnaires for the Students on the Implemented Materials

Section 1

<table>
<thead>
<tr>
<th>Number</th>
<th>Statements</th>
<th>Degree of Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 (SD)</td>
</tr>
<tr>
<td>1.</td>
<td>The materials given help you to be more active in speaking.</td>
<td>2%</td>
</tr>
<tr>
<td>2.</td>
<td>The use of pictures helps you to be more active in speaking.</td>
<td>2%</td>
</tr>
<tr>
<td>3.</td>
<td>The use of language games helps you to be more active in speaking.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The discussion using scrambled sentences makes you more active in speaking.</td>
<td>15%</td>
</tr>
<tr>
<td>5.</td>
<td>The use of role play makes you more active in speaking.</td>
<td>2%</td>
</tr>
<tr>
<td>6.</td>
<td>The use of authentic materials helps you to understand more the materials. (e.g. the Indonesian folktales)</td>
<td>2%</td>
</tr>
<tr>
<td>7.</td>
<td>The use of picture strip stories helps you to be more active in speaking (e.g. the series of pictures of the sleeping beauty)</td>
<td>4%</td>
</tr>
<tr>
<td>8.</td>
<td>The layout of the designed materials is interesting and helps you to be more motivated in learning.</td>
<td>4%</td>
</tr>
<tr>
<td>9.</td>
<td>The pictures in the designed materials are clear.</td>
<td>2%</td>
</tr>
<tr>
<td>10.</td>
<td>The pictures which are used in the designed materials are interesting.</td>
<td>6%</td>
</tr>
<tr>
<td>11.</td>
<td>The instruction of each activity is clear.</td>
<td>7%</td>
</tr>
<tr>
<td>12.</td>
<td>The color of the designed materials make you more motivated in learning.</td>
<td>6%</td>
</tr>
</tbody>
</table>

Section 2

1. What are your suggestions to the designed materials?

The designed materials are already good, fun, interesting, but try to make other activities which are more interesting.
Appendix I

General Description on the Design Materials
THE GENERAL DESCRIPTION OF THE DESIGNED MATERIALS

The title of this study is “A set of English Speaking Materials for Eleventh Grade Social Students of SMA Negeri 1 Depok using Communicative Language Teaching”. This study aims to develop and implement a set of English speaking materials to help students increase the students’ speaking abilities based on communicative language teaching method. The following are the background, contents, and purpose.

A. Background

The idea of developing and implementing a set of English speaking materials for the eleventh grade social students came up when the researcher did PPL in SMA N 1 Depok. It is because the materials in that school were not enough to encourage students to have more chance to speak. As senior high school students, they will later on continue their study or look for a job. Since English is a global language so they need to be able to speak in English to prepare for their future.

Additionally, the teacher must know the characteristics of the students first before making or preparing the materials for them. The materials which were designed by the researcher used communicative language teaching method as the basic method of designing a set of English speaking materials for the eleventh grade social students of SMA N 1 Depok. Communicative language teaching itself has the purpose to communicate in the target language. Therefore, by completing
the tasks on the designed materials, it is expected to help students increase their speaking ability.

B. Contents

The designed materials consist of two units. Each unit is divided into three main sections. They are: Warming up, Communicative Task, and Language Focus. Unit 1 takes five course hours and one course hour is 45 minutes. Unit 1 will have three meetings. There are two meetings which take two course hours in a meeting and there is one meeting which takes one course hour in a meeting. Unit 2 takes four course hours and each meeting takes two course hours. Therefore, Unit 2 only takes two meetings. The detail sections are as follows:

1. Warming-up

The warming up section is intended to introduce students to the topic of the materials and lead the students to the next material. It also leads the students to the main activities.

2. Communicative Task

The communicative tasks section is the section where there are activities which encourage students to speak. The activities in this section mostly help students to communicate in target language. The techniques of communicative language teaching are used in this section, like playing language game, role play, and picture strip stories. All of the activities are intended to help students practice
speaking. The game is used to help students practice their speaking ability through fun activities. The role play is a tool for the students to practice their speaking skill. The use of picture strip story helps students activate their imagination and deliver their imagination though speaking.

3. Language Focus

Language focus deals with the language learned during the lesson. In this section, the students learn the language features, the tenses, and the generic structure of the texts being learned.

The units, topics, and titles in the designed materials are the following:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Narrative text</td>
<td>Telling stories</td>
</tr>
<tr>
<td>2</td>
<td>Hortatory Exposition text</td>
<td>To do or not to do?</td>
</tr>
</tbody>
</table>

C. Purpose

The purpose of the designed materials is to help students practice speaking more or it hopefully increases the students’ speaking ability. The designed materials were designed as the students’ characteristics. The designed materials were also designed as interesting as it can be and as fun as it can be so the students will not easily bored in the learning process. Communicative language teaching is appropriate to be applied in the speaking class because its purpose is to communicate in the target language. Moreover, the teacher here is only the facilitator and the role is less dominant than the students. Therefore, the students
will have more chance to speak. In order to achieve the objectives, the researcher composed each unit based on the principals of communicative language teaching which is reflected in the tasks.

Yogyakarta, November 7, 2013

Ika Wahyuti
GAMBARAN UMUM MATERI PEMBELAJARAN

Studi ini berjudul “A set of English Speaking Materials for Eleventh Grade Social Students of SMA Negeri 1 Depok using Communicative Language Teaching”. Studi ini bertujuan untuk membuat dan menerapkan seperangkat materi **speaking** untuk membantu siswa meningkatkan kemampuan berbicaranya berdasarkan metode **communicative language teaching**. Berikut ini adalah latar belakang, isi, dan tujuan dari materi yang dirancang oleh penulis:

A. Latar Belakang

Ide pembuatan dan penerapan seperangkat materi **speaking** untuk kelas XI IPS muncul ketika penulis melakukan PPL di SMA N 1 Depok. Hal itu dikarenakan materi yang ada di sekolah tersebut tidak cukup untuk menunjang pembelajaran dalam hal berbicara. Sebagai siswa SMA, kelak nantinya kemampuan berbicara dalam bahasa Inggris akan sangat dibutuhkan untuk melanjutkan studi maupun menjadi pekerjaan. Karena basa Inggris merupakan bahasa dunia jadi mereka diharapkan bias berbicara menggunakan bahasa Inggris to mempersiapkan masa depannya.

Terlebih lagi, guru harus mengetahui karakter dari siswa sebelum merancang atau menyiapkan materi untuk mereka. Materi yang dirancang oleh penulis menggunakan metode **communicative language teaching** sebagai dasar perancangan seperangkat materi **speaking** untuk kelas XI IPS dari SMA N 1 Depok. **Communicative language teaching** sendiri bertujuan untuk berkomunikasi
pada bahasa yang ditargetkan. Oleh karena itu, dengan melengkapi latihan-latihan yang ada dalam rancangan materi, hal ini diharapkan dapat membantu meningkatkan kemampuan berbicara siswa dalam bahasa Inggris.

B. Isi

Rancangan materi terdiri dari dua unit. Setiap unit dibagi menjadi tiga bagian utama. Bagian utama tersebut adalah: Warming up, Communicative Task, dan Language Focus. Alokasi waktu untuk Unit 1 adalah lima jam pelajaran dan satu jam pelajaran adalah 45 menit. Unit 1 akan menghabiskan tiga pertemuan. Ada dua pertemuan yang beralokasi 2 jam pelajaran dan satu pertemuan beralokasi 1 jam pelajaran. Alokasi Unit 2 menghabiskan empat jam pelajaran dan setiap pertemuan beralokasi 2 jam pelajaran. Penjelasan rinci dari setiap bagian adalah sebagai berikut:

1. Warming-up

   Warming up bertujuan untuk mengenalkan topic yang akan dibahas dan menuntun siswa ke aktivitas selanjutnya. Bagian ini juga menuntun siswa ke aktivitas pokok.

2. Communicative Task

   Communicative tasks adalah bagian di mana aktivitas – aktivitasnya ditujukan untuk mendorong siswa untuk lebih percaya diri dalam hal berbicara dalam bahasa Inggris. Aktivitas di bagian ini ditujukan untuk membantu siswa
untuk berkomunikasi di target bahasa. Teknik dari metode communicative language teaching digunakan dalam bagian ini, seperti permainan, role play, dan penggunaan gambar berseris. Semua aktivitas dalam bagian ini ditujukan untuk membantu siswa lebih aktif berbicara. Permainan digunakan untuk membantu siswa praktik berbicara dengan cara yang menyenangkan. Role play adalah salah satu alat untuk membantu siswa berbicara. Penggunaan gambar berseris membantu untuk mengaktifkan imajinasi siswa dan menyalurkannya melalui berbicara.

3. Language Focus

Language focus berkaitan dengan bahasa yang dipelajari selama pelajaran. Bagian ini, siswa mempelajari language features, tenses, and generic structure dari teks yang dibahas.

Units, topik, dan judul di materi yang dirancang adalah sebagai berikut:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Narrative text</td>
<td>Telling stories</td>
</tr>
<tr>
<td>2</td>
<td>Hortatory Exposition text</td>
<td>To do or not to do?</td>
</tr>
</tbody>
</table>

C. Tujuan

Tujuan dari rancangan materi adalah untuk membantu siswa berbicara atau hal ini diharapkan untuk meningkatkan kemampuan berbicara siswa. Materi yang dirancang disesuaikan dengan karakter siswa yang bersangkutan. Materi yang dirancang juga dirancang semenarik dan semenyenangkan mungkin agar siswa
tidak mudah bosan dalam kegiatan belajar. Communicative language teaching adalah metode yang cocok digunakan dalam kelas speaking karena tujuan dari metode ini adalah untuk berkomunikasi dalam target bahasa. Terlebih lagi, guru dalam hal ini hanyalah sebagai fasilitator dan perannya lebih sedikit daripada siswa. Oleh karena itu, siswa akan mempunyai lebih banyak kesempatan untuk berbicara. Untuk mencapai tujuan, penulis menyusun setiap unit berdasarkan prinsip-prinsip communicative language teaching yang akan direfleksikan melalui latihan-latihan dalam materi yang dirancang.

Yogyakarta, 7 November 2013

Ika Wahyuti
Appendix J

Syllabus
**SYLLABUS**

**School:** SMA Negeri 1 Depok  
**Subject:** Bahasa Inggris  
**Class:** XI IPS  
**Semester:** 2

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Topics and Learning Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Assessment</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| **Unit 1: Telling Stories Speaking**  
To express meaning of short functional text and simple monologue text in the form of *narrative, spoof, and hortatory exposition* in the context of daily life. | 10.2  
To express meaning of simple monologue text orally, accurately, fluently, and acceptably in the context of daily life in the form of: *narrative, spoof, and hortatory exposition.* | *Narrative:*  
- Pictures of Indonesian folktale  
- Narrative texts  
- Series of picture story  
- A game | **Warm-up**  
- Students are given several pictures of Indonesian folktale, they are asked to match the title of each picture with the provided titles.  
- Students are asked to read a narrative text entitled “A Farmer and His Three Sons”  
- Students are asked to discuss the following questions with the friend next to her/him.  
- Some of the students are voluntarily asked to answer the following questions in a whole class discussion after they discuss with his/her friend.  
- Students are explained about the homework that they have to do.  
**Communicative Task**  
- Students are divided into groups (each group consists of 5 or 6 students).  
- Each group is given a same series of pictures, they are asked to make a story based on the story given. Each student is responsible for at least one picture. They may use the provided vocabulary list to create a story.  
- Several groups are asked to tell in front of | 1. Cognitive  
- Students are able to match the title of the story based on the pictures given.  
- Students are able to arrange the jumbled paragraphs into a good narrative text.  
- Students are able to mention the generic structure of narrative text.  
- Students are able to mention the past form from narrative text.  
- Students are able to mention the time expression from narrative text. | Group work  
Pair work  
Performances | 5 CH  
| Internet  
| Look Ahead 2 by Sudarwati and Grace  
| English Zone 2 by Astuti |
the class the story that they have made. (using lottery to choose the group which will tell the story in front of the class)

**Role-play:**
- Students are divided into 4 or 5. The leader took the lottery (The Sleeping Beauty/The Farmer and His Three Sons) from the teacher. Each group makes a simple role play based on the lottery each group has got.
- Each group performs the role play in front of the class.

**Language Focus**
- Students are asked to mention the purpose of narrative text.
- Students are asked to mention the generic structure of narrative text.
- Students are asked about the language features of narrative text.
- Students are explained a little about the language focus of narrative text by the teacher.
- In pairs, students are asked to arrange the jumbled paragraphs into a narrative text.
- After arranging the jumbled paragraphs, students are asked to guess the title of the story.
- Students are asked to discuss and mention the generic structure of the text in class activity.
- Students are asked to discuss and mention the past form from the text in class activity.
- Students are asked to discuss and identify the time expressions from the text in class activity.

**Game:**
- Each group is divided into two parts, each part is given a list and clues of certain titles of Indonesian folktale. Each part reads the

<table>
<thead>
<tr>
<th>1. <strong>Psychomotor</strong></th>
<th>2. <strong>Psychomotor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to create the story based on the pictures given.</td>
<td>Students are able to deliver the main idea of the story through a simple role play.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. <strong>Affective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to listen to the teacher’s command respectfully.</td>
</tr>
<tr>
<td>Students are able to listen and pay attention to their friends who speak.</td>
</tr>
<tr>
<td>Students participate in the class actively.</td>
</tr>
<tr>
<td>Unit 2: To do or not to do?</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>10. To express meaning of short functional text and simple monologue text in the form of narrative, <em>spoof</em>, and <em>hortatory exposition</em> in the context of daily life.</td>
</tr>
<tr>
<td><strong>Warm-up</strong></td>
</tr>
<tr>
<td>10.3 To express meaning of simple monologue text orally, accurately, fluently, and acceptably in the context of daily life in the form of narrative, <em>spoof</em>, and <em>hortatory exposition</em>.</td>
</tr>
<tr>
<td><strong>Communicative Task</strong></td>
</tr>
<tr>
<td><strong>PLAY A ROLE AS DEBATERS</strong></td>
</tr>
<tr>
<td>Students are divided into four big groups.</td>
</tr>
<tr>
<td>In big groups, the students are given a certain topic, and then they are divided into two parts: the first part is supporting the topic and states the opinions; the other is against the topic and states the opinions.</td>
</tr>
<tr>
<td>Students are explained about the homework by the teacher to make a video.</td>
</tr>
<tr>
<td><strong>Language Focus</strong></td>
</tr>
<tr>
<td>Students are asked to mention the purpose of hortatory exposition text.</td>
</tr>
<tr>
<td>Students are asked to mention the generic structure of hortatory exposition text.</td>
</tr>
<tr>
<td>Students are asked about the language features of hortatory exposition text.</td>
</tr>
<tr>
<td>Students are explained a little about the language focus of hortatory exposition by the teacher.</td>
</tr>
<tr>
<td>Students are asked to read the example of hortatory exposition text.</td>
</tr>
<tr>
<td>Students are asked to discuss and identify the language focus of hortatory exposition text from the example.</td>
</tr>
<tr>
<td><strong>1. Cognitive</strong></td>
</tr>
<tr>
<td>Students are able to arrange the jumbled paragraphs into a good hortatory exposition text.</td>
</tr>
<tr>
<td>Students are able to mention the generic structure of hortatory exposition text.</td>
</tr>
<tr>
<td><strong>2. Psychomotor</strong></td>
</tr>
<tr>
<td>Students are able to give comments on the pictures given.</td>
</tr>
<tr>
<td>Students are able to speak fluently.</td>
</tr>
<tr>
<td><strong>3. Affective</strong></td>
</tr>
<tr>
<td>Students are able to listen and pay attention to their friends who speak.</td>
</tr>
<tr>
<td>Students are able to listen the teacher’s command respectfully.</td>
</tr>
<tr>
<td>Students are able to express their opinions.</td>
</tr>
</tbody>
</table>

**Hortatory exposition:**
- Pictures
- Jumbled paragraphs of a hortatory exposition text.
- A game

**Cultural Awareness:**
- Internet
- Look Ahead 2 by Sudarwati and Grace
- English Zone 2 by Astuti

**Performance:**
- Group work
- Pair work

**CH:**
- 4 CH

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
- Students are asked to discuss and fill in the provided bubble related to the safety riding.
- Students are asked to make a recommendation based on the words they have filled in (try to persuade someone, as the purpose of hortatory exposition text)
- Students are asked to persuade their friends in class about the recommendation they have made.

- Students are divided into groups of 4 or 5.
- Each group is given the jumbled paragraphs of hortatory exposition text, they are asked to arrange the jumbled paragraphs into a correct hortatory exposition text.
- Each group is asked to put the arranged paragraphs on the white board.
- Students and the teacher discuss together the arranged paragraphs.
- Students are asked to discuss and mention the generic structure of the text.
- Students are asked to discuss and mention the present form from the text.
- Students are asked to discuss and mention the expression of giving opinion from the text (recall the last semester’s lesson)
- In the same group, each group is asked to make 3 questions related to the arranged text.
- One group to another group asks the 3 questions and the other answers the questions. (in turns)
  
  **GAME**
- Students are given explanation about “Seven Up” game.
- Students play the “Seven Up” game.

- to participate actively in class.
LESSON PLAN

Subject: English Language  
Skill: Speaking  
School: SMA N 1 Depok, Sleman  
Class/Semester: XI IPS / 2  
Topic: Telling Stories (Unit 1)  
Time Allocation: 5 x 45 minutes (3 meetings)

A. Competence Standard
To express meaning of short functional text and simple monologue text in the form of *narrative*, *spoof*, and *hortatory exposition* in the context of daily life.

B. Basic Competence
To express meaning of simple monologue text orally, accurately, fluently, and acceptably in the context of daily life in the form of: *narrative*, *spoof*, and *hortatory exposition*.

C. Indicators
1. Cognitive
   - Students are able to match the title of the story based on the pictures given with the provided titles.
   - Students are able to arrange the jumbled paragraphs into a good narrative text.
   - Students are able to mention the generic structure of a narrative text.
   - Students are able to mention the past form from a narrative text.
   - Students are able to mention the time expression from a narrative text.

2. Psychomotoric
   - Students are able to create a story based on the series of pictures given.
   - Students are able to deliver the main idea of the story through a simple role play.

3. Affective
   - Students are able to listen to the teacher’s command respectfully.
• Students are able to show respect to their friends who speak.
• Students participate in class actively.

D. Learning Objectives

1. Cognitive
• Students are able to match the pictures of Indonesian folktales with the provided titles correctly and accurately.
• Students are able to arrange the given jumbled paragraphs into a good narrative text correctly.
• Students are able to mention the generic structure of a narrative text correctly and accurately.
• Students are able to mention the past form from a narrative text correctly.
• Students are able to mention the time expression from a narrative text correctly.

2. Psychomotoric
• Students are able to create a story based on the given series of pictures of “The Sleeping Beauty” fluently and acceptably.
• Students are able to perform a simple role play of an Indonesian folktale fluently and acceptably.
• Students are able to deliver the main idea of the story through a simple role play correctly, fluently, and acceptably.

Character building: creativity and confidence.

3. Learning Materials
• Hand book
• Series of pictures

4. Learning Methods
• Individual work
• Group work
• Whole class discussion
• Performance
### 5. Learning Activities

#### Meeting 1 (1 CH)

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allo.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pre-Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Warm-up</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The teacher fills the attendance list by calling the students’ names one by one.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2.</td>
<td>Students are given pictures of several Indonesian folktales, they are asked to</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td>mention the things or people which are on the pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students are asked to match the pictures with the provided titles.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>4.</td>
<td>Students are asked to read a narrative text entitled “A Farmer and His Three Sons”</td>
<td>5’</td>
<td>Individually</td>
</tr>
<tr>
<td></td>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communicative task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students are asked to discuss and answer the following questions from “The Farmer</td>
<td>10’</td>
<td>Pair work</td>
</tr>
<tr>
<td></td>
<td>and His Three Sons” story in pairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Some of the students are voluntarily asked to share their answers in a whole class</td>
<td>10’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td>discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Post Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students are explained about the homework that they have to do.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
</tbody>
</table>

**Total**: 45’ (1 CH)

#### Meeting 2 (2 CH)

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allo.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The teacher fills the attendance list by calling the students’ names one by one.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2.</td>
<td>Students are asked about the previous materials that they have learned. (Indonesian</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td>folktales)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communicative task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Duration</td>
<td>Setting</td>
</tr>
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<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>3.</td>
<td>Students are divided into groups (each group consists of 5 or 6 students).</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>4.</td>
<td>Each group is given a same series of pictures, they are asked to make a story based on the story given. Each student is responsible for at least one picture. They may use the provided vocabulary list to create a story.</td>
<td>15’</td>
<td>Group work</td>
</tr>
<tr>
<td>5.</td>
<td>Several groups are asked to tell in front of the class the story that they have made. (using lottery to choose the group which will tell the story in front of the class)</td>
<td>10’</td>
<td>Whole class</td>
</tr>
<tr>
<td>6.</td>
<td>Students are divided into 4 or 5. The leader took the lottery (The Sleeping Beauty/The Farmer and His Three Sons) from the teacher. Each group makes a simple role play based on the lottery each group has got. (It will be performed next meeting)</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Language Focus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students are asked about the purpose, the generic structure, and the time expressions of a narrative text.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>8.</td>
<td>In pairs, students are asked to arrange the jumbled paragraphs into a narrative text.</td>
<td>8’</td>
<td>Pair work</td>
</tr>
<tr>
<td>9.</td>
<td>After arranging the jumbled paragraphs, students are asked to guess the title of the story.</td>
<td>2’</td>
<td>Pair work</td>
</tr>
<tr>
<td>10.</td>
<td>Students are asked to discuss the generic structure of the text together in a whole class discussion.</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td>11.</td>
<td>Students are asked to discuss and mention the past form from the text together in a whole class discussion.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>12.</td>
<td>Students are asked to discuss and mention the time expressions from the text together in a whole class discussion.</td>
<td>2’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Post Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Students are divided into a group of six. Then, each group is divided into two parts.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>14.</td>
<td>Each part is given a list and clues of certain</td>
<td>5’</td>
<td>Group work</td>
</tr>
<tr>
<td>No.</td>
<td>Learning Activities</td>
<td>Time Allo.</td>
<td>Explanation</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>15.</td>
<td>In turns, the “Guessing Game” can be started.</td>
<td>10’</td>
<td>Group work</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>90’ (2 CH)</td>
<td></td>
</tr>
</tbody>
</table>

**Meeting 3 (2 CH)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allo.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The teacher fills the attendance list by calling the students’ names one by one.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2.</td>
<td>Students are asked about the previous materials at glance and the homework (role play).</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communicative Task</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students are asked to prepare the role play.</td>
<td>10’</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Students perform their simple role play in front of the class. (@10minutes)</td>
<td>60’</td>
<td>Whole class</td>
</tr>
<tr>
<td><strong>Post Activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The teacher gives feedback to the students.</td>
<td>10’</td>
<td>Whole class</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>90’ (2 CH)</td>
<td></td>
</tr>
</tbody>
</table>

6. **Learning Media**

- LCD Projector/viewer
- Laptop
- A Series of pictures

7. **Sources**

- Internet
- “Look Ahead 2” English book by Sudarwati and Grace
LESSON PLAN

Subject : English Language
Skill : Speaking
School : SMA N 1 Depok, Sleman
Class/Semester : XI IPS / 2
Topic : To do or not to do? (Unit 2)
Time Allocation : 4 x 45 minutes (2 meetings)

E. Competence Standard

To express meaning of short functional text and simple monologue text in the form of narrative, spoof, and hortatory exposition in the context of daily life.

F. Basic Competence

To express meaning of simple monologue text orally, accurately, fluently, and acceptably in the context of daily life in the form of: narrative, spoof, and hortatory exposition.

G. Indicators

1. Cognitive
   - Students are able to arrange the jumbled paragraphs into a good hortatory exposition text.
   - Students are able to mention the generic structure of hortatory exposition text.
   - Students are able to mention the present form from the text.

2. Psychomotoric
   - Students are able to give comments on the pictures given.
   - Students are able to speak fluently.

3. Affective
   - Students are able to listen show respect by paying attention to their friends who speak.
   - Students are able to listen the teacher’s command respectfully.
   - Students are able to participate actively in class.
II. Learning Objectives

1. Cognitive
   - Students are able to arrange the given jumbled paragraphs into a good hortatory exposition text correctly.
   - Students are able to mention the generic structure of a given hortatory exposition text correctly.
   - Students are able to mention the present form from the given hortatory exposition text correctly.

2. Psychomotor
   - Students are able to give comments on the pictures given fluently and acceptably.
   - Students are able to ask questions or answering the questions.
   - Students are able to speak fluently and accurately, and acceptably about the topics given.

   **Character building:** creativity and confidence.

3. Learning Materials
   - Hand book
   - Jumbled paragraphs of hortatory exposition text (cut into pieces)

4. Learning Methods
   - Individual work
   - Group work
   - Whole class discussion

5. Learning Activities

   **Meeting 1 (2 CH)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allo.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Warm up</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The teacher fills the attendance list by calling the students' names one by one.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
</tbody>
</table>
2. Students are given a list of vocabulary related to the topic which is going to be discussed. 5’ Whole class

3. Students are asked to read the vocabulary list to help them know the difficult words which are going to be used in the class activities. 3’ Individually

4. Students are given several pictures, they are asked to give comments on the pictures. 7’ Whole class

### Main Activities

#### Communicative task

5. Students are divided into a group of 3. Two groups merge into one (A and B). 5’ Whole class

6. One of the students in a merged group takes a lottery from the teacher about the topic of the debate. 5’ Whole class

7. Students practice debate together, one group (A) is against the topic and the other (B) one agrees to the topic. 15’ Group work

8. Students are explained about the homework by the teacher. 5’ Whole class

#### Language Focus

9. Students are asked to mention the purpose of hortatory exposition text. 2’ Whole class

10. Students are asked to mention the generic structure of hortatory exposition text. 3’ Whole class

11. Students are asked about the language features of hortatory exposition text. 5’ Whole class

12. Students are explained a little about the language focus of hortatory exposition. 10’ Whole class

13. Students are asked to read the passage “The Importance of Speaking English” and then identify the generic structure and the language features of the text. 10’ Individually

14. Students and the teacher discuss together the task of “The Importance of Speaking English” text. 5’ Whole class

### Post Activity

15. Students are given homework to fill in the 5’ Whole class
bubbles about safety riding and try to make the recommendation.

| Total | 90’(2 CH) |

### Meeting 2 (2 CH)

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allo.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The teacher fills the attendance list by calling the students’ names one by one.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2.</td>
<td>Students are asked to remind the previous materials and the homework.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Language Focus</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Students and the teacher discuss together the possible words to fill in the bubbles.</td>
<td>5’</td>
<td>Individually</td>
</tr>
<tr>
<td>4.</td>
<td>Students are asked to persuade their friends in class about the recommendation they have made.</td>
<td>10’</td>
<td>Pair work</td>
</tr>
<tr>
<td>5.</td>
<td>Students are divided into groups of 4 or 5.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>6.</td>
<td>Each group is given the jumbled paragraphs of hortatory exposition text, they are asked to arrange the jumbled paragraphs into a correct hortatory exposition text.</td>
<td>10’</td>
<td>Group work</td>
</tr>
<tr>
<td>7.</td>
<td>Students and the teacher discuss together the arranged paragraphs.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>8.</td>
<td>Students are asked to discuss and mention the generic structure of the text.</td>
<td>5’</td>
<td>Group work &amp; Whole class</td>
</tr>
<tr>
<td>9.</td>
<td>Students are asked to discuss and mention the present form from the text.</td>
<td>10’</td>
<td>Group work &amp; Whole class</td>
</tr>
<tr>
<td>10.</td>
<td>Students are asked to discuss and mention the expression of giving opinion from the text (recall the last semester’s lesson)</td>
<td>5’</td>
<td>Group work &amp; Whole class</td>
</tr>
<tr>
<td>11.</td>
<td>Students are given explanation about “Seven Up” game.</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>12.</td>
<td>Students play the “Seven Up” game.</td>
<td>15’</td>
<td>Whole class</td>
</tr>
<tr>
<td><strong>Post Activity</strong></td>
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<td></td>
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</tr>
</tbody>
</table>
13. The teacher gives feedback to the students’ performances and participations. | 5’ | Whole class |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>90’ (2 CH)</td>
<td></td>
</tr>
</tbody>
</table>

6. **Learning Media**
   - LCD Projector/viewer
   - Laptop
   - Jumbled paragraphs (cut into pieces)

7. **Sources**
   - Internet
   - “Look Ahead 2” English book by Sudarwati and Grace
Appendix L

Presentation of the Designed Materials
F O R E L E V E N T H G R A D E
S O C I A L S C I E N C E S T U D E N T S

A S E T O F E N G L I S H
S P E A K I N G M A T E R I A L S

T H E S T U D E N T S’ H A N D B O O K

I K A W A H Y U T I / 0 9 1 2 1 4 1 1 2
UNIT 1

Telling Stories

Narrative text

Indicators:
- Students are able to match the title of the story based on the pictures given.
- Students are able to create a story based on the pictures given.
- Students are able to identify the title of the story based on the clues given.
- Students are able to deliver the main idea of the story through a simple role play.
- Students are able to mention the generic structure of a narrative text.
- Students are able to mention the past form from the text.
- Students are able to mention the time expressions from the text.

Warm-up

Look at the following pictures. Then, match each picture with the suitable title by filling the space below!

The Legend of Tangkuban perahu
The Legend of Lake Toba
Timun Mas
Jaka Tarub
The Legend of Situ Bagendit
A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they always turned into a deaf ear. They disliked advice. The farmer felt very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, “Bring me a few sticks.” The farmer tied the sticks into a bundle.

“Each of you, break this bundle of sticks!” said the farmer. They did so, but they could not break it. Then the farmer untied the sticks and gave each of his sons a stick. Each of them broke the stick easily in the twinkling of an eye.

“Ther you are, my sons!” shouted the farmer. “If you remain united, you are strong. But if you quarrel with one another, you will be broken one by one easily. “Do you understand what I mean?”

At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved. “Now I can die peacefully,” he whispered.

(Adapted from: Look Ahead 2, Sudarwati and Grace)

Discuss with your friend in pairs:
1. Which part is interesting for you from the story “A Farmer and His Three Sons”? Give your reason! Share with your friends!
2. What is the moral value from the story “A Farmer and His Three Sons”?
3. What do you think about the farmer? Give the reason! Share with your friend!
4. What do you think about the three sons? Give the reason! Share with your friend!

HOMEWORK

- Make a group of 5 or 6
- Make your own ending for the story of “The Farmer and His Three Sons”
- Create a series of pictures of the story “The Farmer and His Three Sons” (see the pictures series on the next page of “Sleeping Beauty”)
- Prepare a role play based on this story with your own ending.
- Perform it in front of the class in the role play section.
Communicative Task

Look at the pictures of “The Sleeping Beauty” below.

The Sleeping Beauty

Vocabulary
- Castle Istana
- Curse Mengutuk
- Fairy Peri
- Kingdom Kerajaan
- Servant Pelayan
- Spell Mantra
- Spindle Kumparan

Make a story based on the pictures of “The Sleeping Beauty”!
- Do it in groups of 5 or 6.
- Each student gets at least one picture.
- Each student is responsible to make a story from the picture they have got.
- Use the list of vocabulary above to help you make the story.
- Combine every student’s story into a story of the Sleeping Beauty.
- Do it orally.

Adapted from: http://arthursclassicnovels.com/Fantasy/Crane-W/The%20Sleeping%20Beauty%20Picture%20Collection
LET’S MAKE A ROLE PLAY!

What are the rules?

- Make a group of 4 or 5.
- Take the lottery from the teacher.
- Make a simple role play based on the title (The Sleeping Beauty or The Farmer and His Three Sons) that you get from the lottery.
- You may search the story or the dialogue from the internet, but try to use your own words to make it easier to be memorized.
- Memorize the dialogue!
- Make it interesting!
- Use the properties!
- Be creative and unique!
- Good luck!

Language Focus

NARRATIVE TEXT

- The purpose: To entertain/amuse the readers
- Generic Structure:
  1. Orientation
     Sets the scenes and introduces the characters.
  2. Complication
     Tells the beginning of the problems which leads to the climax of the main character.
  3. Resolution
     The problem is resolved, either in a happy ending or in a sad (tragic) ending.
- Language Features:
  1. Simple Past Tense
     Examples:
     - There lived a king and a queen.
     - She was kind and humble.
  2. The use of time expressions: One day, Once upon a time, Long time ago, Years ago, etc.

Adapted from Look Ahead 2 by Sudarwati and Grace
Once upon a time, there was a king reigned in East Java named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa’s mother didn’t like her daughter in law. Each day she tried to think a way to separate Sidapaksa from his wife.

One day, King Sindureja asked Sidapaksa to search for a bud of a magic flower on Mount Ijen. It was a long journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterwards, a son was born. The baby’s birth gave much happiness to the young mother.

Then he looked down the water. Suddenly, two pure white flower buds appeared, one longer and taller than the other. A sweet fragrance came from them. “Sidapaksa, come and have a look here! Beside me is our child. He himself will tell you who drowned him,” the taller one spoke.

“Father, my mother is innocent. Grandmother threw me into the river. Now I am happy because my beloved mother has come with me,” The smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind.

Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

However, one day, while young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed her mother’s story. He was too angry to use his common sense. He drew his keris and approached her wife who was lying weak on her bed.
"Ah, Wicked woman. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice.

“Oh my dearest husband, I am innocent. I love you, and our baby. I didn’t kill our child. If you don’t believe me, carry me to the river. I will prove that I didn’t do it” replied his wife calmly.

Sidapaksa took his wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.

Adapted from: http://irtya78.blogspot.com/2011/01/legend-of-banyuwangi-e-dukasinet.html

THINK ABOUT IT

In pairs:
1. Arrange the preceding jumbled paragraphs into a good narrative text!
2. Discuss the following questions:
   • What is the title of the text above?
   • Identify the generic structure of the text!
   • Identify the past form from the text!
   • Identify the time expressions from the text!

LET’S PLAY A GAME!

Guessing Game: The Title of Indonesian Folktales

This game is intended to help students be more active in speaking.

The rules:
1. Make a group of 5 or 6
2. Each group is divided into 2 parts: Part A and Part B.
3. Each part is given a different list of titles of Indonesian folktales with the clues.
4. In turns, the one part gives the clues orally to the other part and the other part try to guess the title of the folktale.
5. Do it in turns until all of the titles have been asked.
6. Every student must have turns to speak.
UNIT 2

To do or not to do?

Hortatory Exposition

Warm-up

What do you think about the pictures below?

Indicators:
- Students are able to give comments on the pictures given.
- Students are able to arrange the jumbled paragraphs into a good hortatory exposition text.
- Students are able to mention the generic structure of a hortatory exposition text.
- Students are able to mention the present form from the text.
- Students are able to speak fluently.

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banned</td>
<td>Dilarang</td>
</tr>
<tr>
<td>Citizen</td>
<td>Rakyat</td>
</tr>
<tr>
<td>Bribery</td>
<td>Penyuapan</td>
</tr>
<tr>
<td>Official</td>
<td>Pejabat</td>
</tr>
<tr>
<td>Ride</td>
<td>Mengendarai</td>
</tr>
<tr>
<td>Garbage</td>
<td>Sampah</td>
</tr>
<tr>
<td>Operate</td>
<td>Mengoperasikan</td>
</tr>
</tbody>
</table>
Communicative Task

LET'S PLAY A ROLE AS DEBATERS!

What do you think about these:

Make a group of 6 people, divide the group into two: a group of For and a group of Against, and discuss these following topics:

Should or should not:
1. Change the way they look
2. Bring mobile phone to school
3. Have a lots of social networking account, like facebook and twitter
4. Have the National examination
5. Do plastic surgery
6. Wear uniform to school

HOMEWORK

- Make a group of 6.
- Divide your group into 2 (group A and B: 3 people each)
- Choose two of the topics above.
- Make a video of your debate for the topics you have chosen.
- First video: first topic (A: for, B: against)
- Second video: second topic (A: against, B: for)
- Submit your video to the teacher.
Language Focus

Hortatory Exposition

1. Purpose: To persuade the reader or listener that some thing should or should not be the case

2. Generic Structure
   - Thesis: introduces a topic, outlines main idea or point of view to be presented.
   - Arguments: provides evidence (arguments) to support the thesis statement. Each identifies a particular point. The elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.
   - Recommendation: makes a recommendation for readers.

3. Language features:
   - The use of present tense
   - The use of subjective opinions using pronouns I and We

Adapted from Look Ahead 2 by Sudarwati and Grace

Example of Hortatory Exposition Text:

Read the passage below! Then discuss with your friends and identify the Generic Structure and the Language Features!

The Importance of Speaking English

English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?

Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English.

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture.

If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.

From the reasons above, don’t be afraid to speak English. We should make every effort possible to find somebody to speak with. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as possible!

Adapted from: http://annisa-saja.blogspot.com/2013/02/examples-of-hortatory-exposition-text-1.html

Unit 2: to do or not to do?/Xi IPA-IPS
Discuss with your partner:
Fill in the bubbles with related words

Persuade your friend related to the picture above and the words that you fill in the bubble!

Examples:
- You should wear a helmet when you are riding your motorcycle.
- In order to ride safely, you should wear a helmet.

Read the following jumbled paragraphs carefully. Arrange the following jumbled paragraphs into a good hortatory exposition text by giving numbers on the provided boxes.

**Corruption**

Well, I think the measures taken so far to overcome the problem by punishing the corruption is still not far enough. We have to prevent the younger generations from getting a bad mentally caused by corruption.

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It's just the matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

I believe we should start to the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.
The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

In pairs:
1. Arrange the jumbled paragraphs above into a good hortatory exposition text!
2. Identify the generic structure of the text above!
3. Identify the present form from the text above!
4. Identify the expressions of giving opinion!

**LET’S PLAY A GAME!**

**SEVEN UP**
This game is intended to help students be able to speak spontaneously when she/he is given a certain topic.

**The rules:**
1. Make a circle, make sure that everyone can see everyone.
2. Count from 1 up to 7 (one person only says one number), while counting, put the right hand or left hand on the chest. The one who continue the counting is the one who is pointed by the hand (the left side fiend or the right side friend).
3. When it comes to 7, the one who counts put his/her hand up above the head and point the friend on the right or on the left.
4. The one who starts counting again from 1 is the one who is pointed by the last person who said 7.
5. The one who moves or says wrong will get the punishment from the teacher.
6. The punishment: - Take a lottery
   - Read the lottery you have taken and give recommendation about the topic you have read (should or should not) and give the reason
A SET OF ENGLISH SPEAKING MATERIALS

FOR ELEVENTH GRADE SOCIAL SCIENCE STUDENTS

THE TEACHER'S HANDBOOK

IKA WAHYUTI / 091214112
UNIT 1

Telling Stories

Narrative text

Warm-up

Look at the following pictures. Then, match each picture with the suitable title by filling the space below! To make the pictures clearer, you may enlarge the picture and show to the students in front of the class or put the picture into slide show using the viewer—provide the titles on the board. Ask the students to match the picture with the provided title.

The Legend of Lake Toba
The Legend of Situ Bagendit
The Legend of Tangkuban Perahu
Jaka Tarub
Timun Mas

Indicators:
- Students are able to match the title of the story based on the pictures given.
- Students are able to create a story based on the pictures given.
- Students are able to identify the title of the story based on the clues given.
- Students are able to deliver the main idea of the story through a simple role play.
- Students are able to mention the generic structure of a narrative text.
- Students are able to mention the past form from the text.
- Students are able to mention the time expressions from the text.

Timun Mas
A Farmer and His Three Sons

A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they always turned into a deaf ear. They disliked advice. The farmer felt very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, “Bring me a few sticks,” the farmer tied the sticks into a bundle.

“Each of you, break this bundle of sticks!” said the farmer. They did so, but they could not break it. Then the farmer untied the sticks and gave each of his sons a stick. Each of them broke the stick easily in the twinkling of an eye.

“There you are, my sons!” shouted the farmer. “If you remain united, you are strong. But if you quarrel with one another, you will be broken one by one easily. “Do you understand what I mean?”

At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved. “Now I can die peacefully,” he whispered.

(Adapted from: Look Ahead 2, Sudarwati and Grace)

Discuss with your friend in pairs:
1. Which part is interesting for you from the story “A Farmer and His Three Sons”? Give your reason!
   Share with your friends!
2. What is the moral value from the story “A Farmer and His Three Sons”?
3. What do you think about the farmer? Give the reason! Share with your friend!
4. What do you think about the three sons? Give the reason! Share with your friend!

After discussing the 4 questions above in pairs, the teacher leads to the whole class discussion to discuss those 4 questions and the students’ reasons.

- In blue: the moral value of the story.

HOMEWORK

- Make a group of 5 or 6
- Make your own ending for the story of “The Farmer and His Three Sons”
- Create a series of pictures of the story “The Farmer and His Three Sons” (see the pictures series on the next page of “Sleeping Beauty”)
- Prepare a role play based on this story with your own ending.
- Perform it in front of the class in the role play section.
Communicative Task

Look at the pictures of “The Sleeping Beauty” below.

The Sleeping Beauty

Vocabulary

Castle
Curse
Fairy
Kingdom
Servant
Spell
Spindle
Istana
Mengutuk
Peri
Kerajaan
Pelayan
Mantra
Kumparan

Make a story based on the pictures of “The Sleeping Beauty”!

- Do it in groups of 5 or 6.
- Each student gets at least one picture.
- Each student is responsible to make a story from the picture they have got.
- Use the list of vocabulary above to help you make the story.
- Combine every student’s story into a story of the Sleeping Beauty.
- Do it orally.

The teacher may enlarge the pictures and cut them one by one so each picture can be given to one student. Every group must practice to deliver their story in their own group. After that, the teacher may ask some of the groups (using lottery) to perform their story in front of the class without bringing notes or texts.
LET’S MAKE A ROLE PLAY!

What are the rules?

- Make a group of 4 or 5.
- Take the lottery from the teacher.
- Make a simple role play based on the title (The Sleeping Beauty or The Farmer and His Three Sons) that you get from the lottery.
- You may search the story or the dialogue from the internet, but try to use your own words to make it easier to be memorized.
- Memorize the dialogue!
- Make it interesting!
- Use the properties!
- Be creative and unique!
- Good luck!

Language Focus

For the language focus, just ask the students about the purpose, the generic structure, and the language features of narrative text since they have already learned narrative text since the tenth grade of senior high school. If it is needed, the teacher may explain at glance in a whole class discussion.

NARRATIVE TEXT

- The purpose: To entertain/amuse the readers
- Generic Structure:
  1. Orientation
     Sets the scenes and introduces the characters.
  2. Complication
     Tells the beginning of the problems which leads to the climax of the main character.
  3. Resolution
     The problem is resolved, either in a happy ending or in a sad (tragic) ending.
- Language Features:
  1. Simple Past Tense
     Examples:
     - There lived a king and a queen.
     - She was kind and humble.
  2. The use of time expressions: One day, Once upon a time, Long time ago, Years ago, etc.
  Adapted from Look Ahead 2 by Sudarwati and Grace

Unit 1: Telling Stories/xi ipa-ips
Read the following jumbled paragraphs carefully. Arrange the following jumbled paragraphs into a good narrative text by giving numbers on the provided boxes.

The Legend of Banyuwangi

However, one day, while young mother was bathing, her evil mother–in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed her mother’s story. He was too angry to use his common sense. He drew his keris and approached her wife who was lying weak on her bed.

One day, King Sindureja asked Sidapaksa to search for a bud of a magic flower on Mount Ijen. It was a long journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterwards, a son was born. The baby’s birth gave much happiness to the young mother.

Then he looked down the water. Suddenly, two pure white flower buds appeared, one longer and taller than the other. A sweet fragrance came from them.

“Sidapaksa, come and have a look here! Beside me is our child. He himself will tell you who drowned him,” the taller one spoke.

“Father, my mother is innocent. Grandmother threw me into the river. Now I am happy because my beloved mother has come with me,” The smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind.

Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

Once upon a time, there was a king reigned in East Java named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa’s mother didn’t like her daughter in law. Each day she tried to think a way to separate Sidapaksa from his wife.
“Ah, Wicked woman. Tell me why you threw our new-born child into the river. Tell me!” he said in a rough and angry voice.

“Oh my dearest husband, I am innocent. I love you, and our baby. I didn’t kill our child. If you don’t believe me, carry me to the river. I will prove that I didn’t do it” replied his wife calmly.

Sidapaksa took his wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.

After the students have finished discussing the task. Then, discuss the answer in a whole class activity. Let the students be more active in answering the questions. The teacher only as a facilitator and a corrector.

The answers:
1. Stated in the paragraphs.
2. The title: (stated) “The Legend of Banyuwangi”
   The generic structure:
   - Orientation: Paragraph 1
   - Complication: Paragraph 2,3,4
   - Resolution: Paragraph 5
   - The past forms: (stated) - letters in red.
   - Time expressions: (stated) - letters in blue.
LET’S PLAY A GAME!

**Guessing Game: The Title of Indonesian Folktales**

This game is intended to help students be more active in speaking.

**The rules:**

1. Make a group of 5 or 6
2. Each group is divided into 2 parts: Part A and Part B.
3. Each part is given a different list of titles of Indonesian folktales with the clues.
4. In turns, the one part gives the clues orally to the other part and the other part try to guess the title of the folktale.
5. Do it in turns until all of the titles have been asked.
6. Every student must have turns to speak.

**Part A:**

1. **The Legend of Banyuwangi**  
   **Clues:** from East Java, deals with water, Sidapaksa is one of the characters, a wife sacrifice herself by jumping to the water, deals with fragrant water
2. **The Legend of Situ Bagendit**  
   **Clues:** from West Java, deals with a stingy woman, a well, a rich woman who never wants to help people, Nyai Bagendit is the main character
3. **Lutung Kasarung**  
   **Clues:** from West Java, deals with two sisters, Purbararang and Purbasari are the characters, deals with a monkey, a handsome monkey
4. **The Legend of Surabaya**  
   **Clues:** from East Java, the main characters are animals, shark and crocodile are the characters, the fighting of two animals; a crocodile and a shark, name of place
5. **Bawang merah bawang putih**  
   **Clues:** from Central Java, deals with cruel stepmother and stepsister, the main character is very kind and not greedy, garlic and shallot are the English words of their names

**Part B:**

1. **Malin Kundang**  
   **Clues:** from North Sumatra, deals with a son and a mother, an ungrateful son, forget his mother, cursed into stone
2. **Jaka Tarub**  
   **Clues:** from East Java, deals with a handsome man, seven beautiful girls taking a bath in the waterfall, a stolen shawl, the seven beautiful girls are fairies
3. **Telaga Warna**  
   **Clues:** from West Java, deals with an ungrateful daughter, jewelry, a lake, a lake changing colors
4. **Timun mas**  
   **Clues:** from Central Java, deals with a couple who hasn’t got any baby, a giant, a cucumber, a golden cucumber
5. **Cindelaras**  
   **Clues:** from East Java, deals with a rooster, a boy’s friendship with a rooster, the rooster can sing, a journey of a boy and his rooster to find a boy’s father
UNIT 2

To do or not to do?

Hortatory Exposition

Warm-up

What do you think about the pictures below?

Ask the students to give comments on the following pictures. You may enlarge the pictures or show the pictures by using slide show and viewer. Provide the vocabulary list on the left side of this book to your students to make them easier to create a comment about these pictures. Ask the students to use the vocabulary list to give comments of the pictures. You may ask the students one by one to give comments based on the following pictures or you may ask the whole class to give the opinions or comments based on the pictures. Another choice, you may divide the class into five (since there are five pictures) and each group must give comments of one picture.

Indicators:
- Students are able to give comments on the pictures given.
- Students are able to arrange the jumbled paragraphs into a good hortatory exposition text.
- Students are able to mention the generic structure of a hortatory exposition text.
- Students are able to mention the present form from the text.
- Students are able to speak fluently.

Vocabulary

Banned
Dilarang

Citizen
Rakyat

Bribery
Penyuapan

Official
Pejabat

Ride
Mengendarai

Garbage
Sampah

Operate
Mengoperasikan

Unit 2: to do or not to do?/xi IPA-IPS
Communicative Task

Ask the students to practice in a small group and the topic is chosen by the teacher. The teacher only moves around to see the students’ participation. If there is time left, some of the students are asked to come in front of the class to show the simple debate.

LET’S PLAY A ROLE AS DEBATERS!

What do you think about these:

Make a group of 6 people, divide the group into two: a group of For and a group of Against, and discuss these following topics:

Should or should not:
1. Change the way they look
2. Bring mobile phone to school
3. Have a lots of social networking account, like facebook and twitter
4. Have the National examination
5. Do plastic surgery
6. Wear uniform to school

HOMEWORK

- Make a group of 6.
- Divide your group into 2 (group A and B: 3 people each)
- Choose two topics by your own or you may choose from the topics above.
- Make a video of your debate for the topics you have chosen.
- First video: first topic (A: for, B: against)
- Second video: second topic (A: against, B: for)
- Submit your video to the teacher.
Hortatory Exposition

1. Purpose: To persuade the reader or listener that some thing should or should not be the case

2. Generic Structure
   - Thesis: introduces a topic, outlines main idea or point of view to be presented.
   - Arguments: provides evidence (arguments) to support the thesis statement. Each identifies a particular point. The elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.
   - Recommendation: makes a recommendation for readers.

3. Language features:
   - The use of present tense
   - The use of subjective opinions using pronouns I and We

Example of Hortatory Exposition Text:

Read the passage below! Then discuss with your friends and identify the Generic Structure and the Language Features!

The Importance of Speaking English

English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?

Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak in English. While another 1,000,000,000 are still learning English.

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture.

If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.

From the reasons above, don’t be afraid to speak English. We should make every effort possible to find somebody to speak with. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as possible!

Adapted from: http://annisa-saja.blogspot.com/2013/02/examples-of-hortatory-exposition-text-1.html
Discuss with your partner: 
Fill in the bubbles with related words

Safety Riding
- Wearing a helmet
- Wearing shoes
- Wearing a jacket
- Wearing gloves

After filling the bubble, ask your students to make recommendation as the examples on the left side. As the purpose of hortatory exposition is to persuade, ask your students to choose one of the words that they have filled in the bubble. Then try to persuade his/her friend to do or not to do when they ride a motorbike. After that, the teacher may choose several students to come in front of the class to persuade his/her friends, like what they did with his/her partner.

Persuade your friend related to the picture above and the words that you fill in the bubble!
Examples:
- You should wear a helmet when you are riding your motorcycle.
- In order to ride safely, you should wear a helmet.

Read the following jumbled paragraphs carefully. Arrange the following jumbled paragraphs into a good hortatory exposition text by giving numbers on the provided boxes.

Corruption

Well, I think the measures taken so far to overcome the problem by punishing the corruption is still not far enough. We have to prevent the younger generations from getting a bad mentally caused by corruption.

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It’s just the matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

I believe we should start to the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.
In pairs:
1. Arrange the jumbled paragraphs above into a good hortatory exposition text!
2. Identify the generic structure of the text above!
3. Identify the present form from the text above!
4. Identify the expressions of giving opinion!

After the students have finished discussing the task. Then, discuss the answer in a whole class activity. Let the students be more active in answering the questions. The teacher only as a facilitator and a corrector.

The answers:
1. Stated in the paragraphs.
2. The generic structure:
   - Thesis: Paragraph 1
   - Arguments: Paragraph 2,3
   - Recommendation: Paragraph 4
3. The present forms: (stated) - letters in red.
4. The expressions of giving opinion: the underlined and italic sentences.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.
LET’S PLAY A GAME!

SEVEN UP

This game is intended to help students be able to speak spontaneously when she/he is given a certain topic.

The rules:
1. Make a circle, make sure that everyone can see everyone.
2. Count from 1 up to 7 (one person only says one number), while counting, put the right hand or left hand on the chest. The one who continue the counting is the one who is pointed by the hand (the left side friend or the right side friend).
3. When it comes to 7, the one who counts put his/her hand up above the head and point the friend on the right or on the left.
4. The one who starts counting again from 1 is the one who is pointed by the last person who said 7.
5. The one who moves or says wrong will get the punishment from the teacher.
6. The punishment:
   - Take a lottery
   - Read the lottery you have taken and give recommendation about the topic you have read (should or should not) and give the reason

The topics (lottery):
1. Bringing mobile phone in class
2. Operating mobile phone during class activities
3. Coming late to school
4. Riding a motorcycle fast
5. Riding a motorcycle without wearing a helmet
6. Cheating when doing examination
7. Missing the class
8. Listening music by using headset during classroom activities
9. Updating every detail of your activities on facebook or twitter (social networking)
10. Buying things from online shop.

Note:
If the class is too big, the teacher may divide the class into two big groups and do the same thing (game) with the same lottery/topics.