

**DESIGNING A SET OF SPEAKING INSTRUCTIONAL MATERIALS
USING THE GUIDED CONVERSATION TECHNIQUE FOR
THE SIXTH GRADE STUDENTS OF *SDN PERCOBAAN 3* YOGYAKARTA**

A THESIS

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



By

EMY PRIHASTUTI

Student Number: 981214054

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2003**

**DESIGNING A SET OF SPEAKING INSTRUCTIONAL MATERIALS
USING THE GUIDED CONVERSATION TECHNIQUE FOR
THE SIXTH GRADE STUDENTS OF SDN PERCOBAAN 3 YOGYAKARTA**

A THESIS

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



By

EMY PRIHASTUTI

Student Number: 981214054

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2003**

A Sarjana Pendidikan Thesis on

**DESIGNING A SET OF SPEAKING INSTRUCTIONAL MATERIALS
USING THE GUIDED CONVERSATION TECHNIQUE FOR
THE SIXTH GRADE STUDENTS OF *SDN PERCOBAAN 3* YOGYAKARTA**

By

EMY PRIHASTUTI

Student Number: 981214054

Approved by



J.B. Gunawan, M.A.

Major Sponsor

September 13, 2003



Y. Veniranda, S.Pd., M.Hum.

Co-sponsor

September 13, 2003

A Sarjana Pendidikan Thesis on
DESIGNING A SET OF SPEAKING INSTRUCTIONAL MATERIALS
USING THE GUIDED CONVERSATION TECHNIQUE FOR
THE SIXTH GRADE STUDENTS OF *SDN PERCOBAAN 3* YOGYAKARTA

Prepared and Presented by

EMY PRIHASTUTI

Student Number: 981214054

Was defended before the Board of Examiners
on September 27, 2003
and was declared acceptable

BOARD OF EXAMINERS

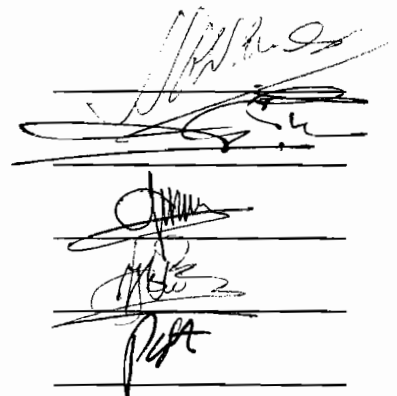
Chairman : Dr. A.M. Slamet Soewandi, M.Pd.

Secretary : Drs. P.G. Purba, M.Pd.

Member : J.B. Gunawan, M.A.

Member : Y. Veniranda, S.Pd., M.Hum.

Member : Paulus Kuswandono, S.Pd., M.Ed.

The block contains three handwritten signatures, each written over a horizontal line. The first signature is at the top, the second in the middle, and the third at the bottom.

Yogyakarta, September 27, 2003

Faculty of Teacher Training and Education

Sanata Dharma University

Dean



(Dr. A.M. Slamet Soewandi, M.Pd.)

PAGE OF DEDICATION

**TELL ME AND I FORGET,
TEACH ME AND I REMEMBER,
INVOLVE ME AND I LEARN**

(Benjamin Franklin)

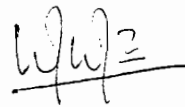
**This thesis is specially dedicated to:
My beloved father, mother and all who love me**

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that the thesis I wrote does not contain the works or part of the works of other people, except cited in the quotations and the bibliography, as a scientific paper should.

Yogyakarta, September 13, 2003

The writer,

A handwritten signature in black ink, appearing to read 'E. Prihastuti', with a horizontal line drawn underneath the name.

Emy Prihastuti

ABSTRACT

Prihastuti, Emy. 2003. Designing A Set of Speaking Instructional Materials Using the Guided Conversation Technique for the Sixth Grade Students of SDN Percobaan 3 Yogyakarta. Yogyakarta: Sanata Dharma University.

English is the first foreign language in Indonesia that has been taught at the Elementary School starting from the fourth grade as one of the local content subject. Since English is a foreign language, the Elementary students regard English, especially speaking, as a difficult subject to learn. This study focused on designing speaking instructional materials for the sixth grade students of *SDN Percobaan 3 Yogyakarta*.

The objectives of this study are to answer two questions of the problem formulation. The problems are (1) How a set of speaking instructional materials using the guided conversation technique for the sixth grade students of *SDN Percobaan 3 Yogyakarta* is designed and (2) What a set of speaking instructional materials using the guided conversation technique will look like.

Considering the problem, this study was aimed to give the sixth grade students the opportunity to learn English especially for speaking more easily by using the guided conversation technique. Therefore, these speaking instructional materials were offered. The designed materials for the sixth grade students were based on the 1994 English curriculum for the Elementary School.

In order to answer the two questions, the writer conducted a survey study. The designed materials of this study referred to Kemp's model. The survey study was conducted to gather data of the respondents' opinion of the designed materials. Several respondents were employed to fill in the questionnaire and to give their opinion toward the designed materials. The result of the distributed questionnaire showed that the mean was between 3.8 and 4.3, the median was 4 and the mode was 4. The result of the survey study could be summarized that a set of speaking instructional materials using the guided conversation technique was acceptable to teach the sixth grade students of *SDN Percobaan 3 Yogyakarta*. The writer then made the final version of the designed materials.

To answer the second problem, the writer presented the final version of the designed materials. The designed materials consisted of twelve units. The organization of each unit was: Dialogue, Language Focus, Guided Exercise, Fun Time, and Homework. The designed materials were presented in the appendices in the thesis.

ABSTRAK

Prihastuti, Emy. 2003. Designing A Set of Speaking Instructional Materials Using the Guided Conversation Technique for the Sixth Grade Students of SDN Percobaan 3 Yogyakarta. Yogyakarta: Sanata Dharma University.

Bahasa Inggris adalah bahasa asing pertama di Indonesia yang diajarkan di Sekolah Dasar yang mulai diberikan dari kelas IV sebagai salah satu pelajaran muatan lokal. Bahasa Inggris yang merupakan bahasa asing bagi siswa Sekolah Dasar oleh karena itu mereka menganggapnya sebagai pelajaran yang sulit dipelajari khususnya untuk ketrampilan berbicara. Studi ini difokuskan pada penyusunan materi ketrampilan berbicara untuk siswa Sekolah Dasar kelas VI SDN Percobaan 3 Yogyakarta.

Tujuan dari studi ini adalah untuk menjawab dua pertanyaan, yaitu: (1) Bagaimana materi instruksional berbicara untuk siswa Sekolah Dasar kelas VI SDN Percobaan 3 Yogyakarta dengan menggunakan teknik percakapan terbimbing disusun (2) Seperti apa bentuk materi tersebut.

Bertitik tolak dari masalah itu, studi ini diharapkan untuk memberi kesempatan kepada siswa Sekolah Dasar SDN percobaan 3 Yogyakarta belajar bahasa Inggris khususnya ketrampilan berbicara dengan lebih mudah yaitu dengan menggunakan teknik percakapan terbimbing. Oleh karena itu, materi instruksional berbicara ditawarkan. Materi yang disusun dalam studi ini berdasarkan pada kurikulum Bahasa Inggris tahun 1994 untuk Sekolah Dasar.

Untuk menjawab pertanyaan-pertanyaan tersebut, dilaksanakan studi survei. Materi yang disusun dalam studi ini mengacu pada model penyusunan materi instruksional yang dikembangkan oleh Kemp. Studi survey dilaksanakan untuk memperoleh data dari para responden tentang opini mereka terhadap materi yang telah disusun. Beberapa responden ditugaskan untuk mengisi kuesioner dan memberikan opini dan saran terhadap materi yang disusun. Hasil kuesioner tersebut adalah nilai mean diantara 3,8 dan 4,3, nilai median 4 dan nilai modus 4. dari opini dan saran tersebut, kemudian penulis membuat materi akhir. Dari hasil studi survei dapat disimpulkan bahwa materi instruksional berbicara dengan menggunakan teknik percakapan terbimbing dapat diterima sebagai bahan mengajar bagi siswa sekolah dasar kelas enam pada SDN Percobaan 3 Yogyakarta.

Untuk menjawab masalah kedua, penulis melampirkan hasil akhir materi. Materi yang disusun terdiri dari 12 bab. Masing-masing bab tersebut berisi: Dialogue, Language Focus, Guided Exercise, Fun Time dan Homework. Materi tersebut terlampir pada apendik

ACKNOWLEDGEMENTS

It is almost impossible for me to be able to accomplish this thesis and my study without any help from **Allah SWT**. I would like to give my deepest gratitude to my God, **Allah SWT**, for giving me strength to go on with my life.

I am deeply indebted to my sponsors **DR. Rini Wahyuningsih, M.A., M.S.** and **Suparta, S.Pd.**, who have kindly spent their time reading and correcting my thesis. I am really thankful for their valuable guidance and advice during the completion of this thesis.

I like to express my gratitude and love to my beloved father and mother for their prayers and support. And I also thank my little brother, **Fandhu**, who always makes me laugh with his silly jokes.

I would like to thank **Pak Hari, Pak Kerisna, Ibu Istriyana**, and the sixth grade students of *SDN Percobaan 3* Yogyakarta for giving me the time and place to conduct my survey study.

My special thanks are for my friends in **“SPICE GIRLS”**: Umy **“Banan”**, Ika **“Alex”**, Dyna **“Dylan”**, and Lies **“Tissie”** who always support me to finish my study.

My sweet thanks are given to **Yayan** for being my spirit to finish my thesis and helping me to operate the computer.

Last but not least, I would like to thank all my friends who could not mention one by one.

Emy Prihastuti



TABLE OF CONTENTS

PAGE OF TITLE	i
PAGE OF APPROVAL.....	ii
PAGE OF DEDICATION	iv
STATEMENT OF WORK'S ORIGINALITY.....	v
ABSTRACT.....	vi
ABSTRAK.....	vii
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENTS.....	ix
LIST OF FIGURES.....	xi
LIST OF TABLES.....	xii

CHAPTER I : INTRODUCTION

A. Background.....	1
B. Statement of The Problem.....	3
C. Research Objectives.....	4
D. Limitation of The Study.....	4
E. Significance of The Study.....	5
F. Definition of Terms.....	5

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Theoretical Description.....	8
1. Background of Communicative Language Teaching.....	8
2. Theory of Language.....	9
3. Theory of Learning.....	10
4. Objectives.....	11
5. Types of Learning and Teaching Activities.....	11
6. Syllabus.....	12
7. Learner Roles.....	13
8. Teacher Roles.....	14
9. The Roles of Instructional Materials.....	15
10. Procedures.....	16
11. Speaking Process.....	17
12. The Guided Conversation Technique.....	18
B. Material Design.....	21
1. Janice Yalden's Model.....	22
2. Kemp's Model.....	25
C. The 1994 English Curriculum for The Elementary School.....	26
D. Theoretical Framework.....	27

CHAPTER III : RESEARCH METHODOLOGY

A. Methodology.....	30
B. Subjects and Respondents.....	31
C. Setting.....	31
D. Research Instrument.....	32

E. Data Gathering.....	35
F. Data Analysis.....	35
G. Research Procedures.....	36

CHAPTER IV : RESULTS AND DISCUSSION

A. Designing Speaking Materials.....	38
B. Survey Study.....	40
1. The First Survey Study.....	40
a. Descriptive Statistics of the Students' Opinions.....	41
b. The Result of Interview.....	47
2. The Second Survey Study.....	47
a. Description of The Respondents.....	48
b. Descriptive Statistics of The Respondents' Opinions.....	48
c. Respondents' Suggestions.....	50
C. Discussion.....	51
D. Presentation of The Designed Materials.....	57

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	59
B. Suggestions.....	61

BIBLIOGRAPHY.....

APPENDICES.....

1. Surat Keterangan Ijin Penelitian
2. Surat Ijin Pengisian Kuesioner
3. Questionnaire for The Students
4. Questionnaire for The Respondents
5. The Designed Materials

LIST OF FIGURES

1. Speaking Process.....	17
2. Language Program Development by Yalden.....	23
3. Kemp's Model.....	25
4. Modified Kemp's Model.....	28

LIST OF TABLES

1. Descriptive Statistics of The Students' Opinions.....	41
2. Description of the Respondents.....	48
3. Descriptive Statistics of the Respondents' Opinions.....	49
4. List of Learning Objectives.....	53

CHAPTER I

INTRODUCTION

A. Background

Teaching English at the Elementary School is still a new phenomenon in Indonesia. Based on the 1994 curriculum, English is taught in the Elementary School as a local content subject. This curriculum emphasizes the four language skills namely reading, speaking, writing and listening. The purposes of teaching English at Elementary School are to motivate and prepare the students in order to be ready and confident in learning English at the higher level (Depdikbud, 1991: 1)

Consequently, an investigation in all aspects of the teaching English at the Elementary School needs to be urgently done for several reasons. First, since English is a new subject for the Elementary School, it is not easy for students to use English for communication. Secondly, there are many books for the Elementary School, but the books just give little portion to the speaking skill. And the third is students are lack of opportunities to speak in the classroom. According to Suparno (1999: 39), their unwillingness to speak is caused by the wrong method that teachers used in the Elementary Schools. Learning method in the Elementary Schools today is not democratic yet (Suparno, 1999: 39).

Teachers rarely give chance for students to talk and express their opinions in the classroom. In teaching and learning process, teachers are just

lecturing (Suparno, 1999: 39). This condition also happened in teaching English at the Elementary School. The students are not trained to practice their English in the classroom. Consequently, when the teacher asks them to speak, they will just keep silent. Although the students already have knowledge in English, they are still confused how they should communicate their English even in the simple conversation.

Therefore, the writer intended to apply the guided conversation technique to design the speaking materials for the sixth grade students of the Elementary School. The writer chose the sixth grade student with the consideration that they already have basic knowledge in English. Moreover, teaching English in the sixth grade not only focuses on vocabulary building, but also on sentence and simple conversations production. The guided conversation technique was chosen to give guidance to the students so that they could use their English in real communication with their own friends. In the guided conversation technique, the type of exercise used was in the form of cued dialogue. The cued dialogue would give the students guidance to practice the activities. Here, the activities were on the borderline between pre-communicative and communicative simulation.

To encourage the students to be active in practicing the activities, the design of the speaking materials were designed in an attractive and colorful layout so that the students would be interested in learning. Furthermore, the writer expected that the speaking materials design would be useful for the

students to develop and practice their speaking ability in English in their daily life.

In this study, the writer carried out survey research at *SDN Percobaan 3* Yogyakarta located in Pakem. The writer chose that school because the school was one of the best schools in the region. There were many criteria to be fulfilled in order to enter the school. The school also did a placement test for the students. Knowing the fact, the writer found that the school was qualified enough to be the sample to gather the data.

B. Statement of The Problem

As the research concerns with the material design for the Elementary school students of the sixth grade, the problem of the research could be stated as follows:

1. How was a set of speaking instructional materials using the guided conversation technique for the sixth grade of Elementary School designed?
2. What would a set of the speaking instructional materials using the guided conversation technique for the sixth grade of Elementary School students look like?

C. Research Objectives

The research is intended to meet the objectives that could be specified as follows :

1. To design the speaking instructional materials for the sixth grade of the Elementary School using the guided conversation technique.
2. To present the designed materials.

D. Limitation of The Study

In this research the problem to be discussed was limited to the material development of speaking instructional materials by using the guided conversation technique. The writer chose the guided conversation technique to design the materials because this technique was intended to give guidance to the students so that they could express their English in real communication.

In conducting this study, the writer did survey study. The first survey study was done from August to September 2002. The subjects investigated in the research were the sixth grade students of the *SDN Percobaan 3* Yogyakarta. The subject investigated was one class consisting of 34 students. In *SDN Percobaan 3* Yogyakarta, English is taught since grade one, but it is just an introduction to English. Starting from grade fourth English becomes the local content subject. The writer chose the sixth grade students with the consideration that they already had knowledge in English. The second survey study was done from March 25 to April 17, 2003. The survey was done by distributing questionnaire for respondents.

E. Significance of The Study

This research was expected to provide valuable contribution to the following people:

1. English teachers

It is hoped that the designed material can function as the supplementary materials in teaching speaking to the Elementary School. Hopefully, this research can contribute examples and an additional material for teaching speaking.

2. Students

To students, this research can broaden their knowledge by learning speaking skill. It is hoped that the attractive and colorful designed materials can motivate learners to learn English through speaking ability.

3. Future researchers

This research hopefully will help the future researchers in designing similar topics to this research as well as in expanding another research of the similar topics.

F. Definition of Terms

To clarify the definitions used in this section definition, there are six important terms to be defined

1. Design

According to Cyrol O Houle (1978: 230) in her book, *The Design of Education*, design is defined as a developed plan to guide educational

activity in a situation. The plan in this case is the design which will be used in the classroom. It has something to do with the instruction given by the teacher to the students. Design is purposeful and made firstly before one is doing something. Therefore, by designing a lesson plan or teaching materials the teacher will reduce any difficulties that probably arise during the teaching learning process.

2. Speaking

Speaking is a kind of active and productive interaction that makes use of aural medium (Widowson, 1979: 59). Aural media means mouth, lips, tongue, and other oral cavities. In speaking a message is transferred from the speaker to the hearer.

3. Instruction

Instruction is derived from the word “instruct” which means to ask someone to do something. In this study, instruction means interactions between the learner and his environment through which the learner is making progress toward the attainment of specific and purpose knowledge, skills and attitude (Banathy, 1976). In the classroom, a teacher often gives instruction to students based on the instruction written in textbooks. Instruction plays an important role in supporting teaching and learning process in order to obtain the learning objectives.

4. Material

Material is a means in teaching learning processes that provide a guidance for teacher and learner through various activities to maximise

the chances of learning (Hutchinson and Waters, 1994: 107). Materials are designed in various forms to develop students' language skills such as listening skill and speaking skill. Each material for each skill has its own purpose, that is, to help the students to master of each skill.

5. Guided Conversation Technique

Guided conversation technique is a technique that bridge pre-communicative activities to communicative activities so that the students can express their feelings, ideas, and opinions in speaking more naturally (Littlewood, 1983). It is in the form of a set of language function and example of dialogue. It functions as a guidance to help the students in producing the expressions so they will find it easier to have a short conversation because they will be able to refer to the guidance provided.

6. Elementary School

Elementary School in this study means a school in Indonesia for children between 6 or 7 to 11 or 12 years old. It consists of six levels of grades. In this study the Elementary School is used to collect the data on the speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of four sections. The first section is theoretical description. This section presents all theories applied in this study. The second section is material design. In this part, the writer presents the model of the material design. The third section is about the 1994 English curriculum for the Elementary school. The last section is theoretical framework. It consists of several steps in conducting the research.

A. Theoretical Description

1. Background of Communicative Language Teaching

Communicative Language Teaching was developed in the British language teaching tradition dating from the late 1960's. One of the experts, D. A. Wilkins (1972) provided a preliminary document which proposed functional of language that could serve as a basis for developing communicative syllabuses for language teaching. He wanted to show the system of meaning that lay behind the communicative uses of language (Richards and Rodgers, 1986: 65). Since the mid-1970's the scope of CLT has expanded. It is seen as an approach not a method that aims to make communicative competence the goal of language teaching and to develop procedure for the teaching of the four skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986: 66).

Finocchiaro and Brumfit (1983) list the following major distinctive features of communicative approach:

1. Meaning is paramount.
2. Dialogs, if used, center around communicative functions and are not normally memorized.
3. Language learning is learning to communicate.
4. Effective communication is sought.
5. Communicative competence is the desired goal.
6. Language is created by the individual often through trial and error.

Communicative Language Teaching, therefore, is a theory of language teaching that starts from communicative model of language and language use.

2. Theory of Language

Lado (1964: 23) says that a language is a part of the culture of a people and the principal means by which the members of a society communicate. In this study, the speaking materials was intended to provide sources for the students to learn English so that the students could communicate in the new language. As a result, the students will use the language for communication. Littlewood (1983: 17) also states that language is as a means of communication rather than as a structural system. Therefore, language is used as communication. The communicative approach in language teaching starts from a theory of language as communication. Thus, the goal of language teaching is to develop communicative competence (Richards and Rodgers 1986: 69).

Besides, other characteristics of Communicative Language Teaching are stated by Richards and Rodgers (1986: 71) as follows:

- a. Language is a system for the expression of meaning.
- b. The primary function of language is for interaction and communication.
- c. The structure of language reflects its functional and communicative uses.
- d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

3. Theory of Learning

Richards and Rodgers (1986: 72) note the discussion of the Learning theory of Brumfit and Johnson (1979), also Littlewood (1983). The first element is communication principle of which activities that involve real communication promote learning. The second is task principle where in activities, language is used for carrying out meaningful tasks that promote learning. The third is meaningfulness principle in which language that is meaningful to the learner supports the learning process.

Kolesnik (1976: 2) states the term of learning refers to the changes in learner's behavior as a result of his or her contacts with the environment and interactions with other people. Brown (1980: 7) also says that learning is a change in behavior. Furthermore, Lado states "the goal in learning a foreign language is the ability to use it, understanding its meaning and connotations in terms of the target language and culture, and the ability to understand the speech..."(1964: 25). So, the most important goal of learning is to understand the foreign language. It means that learners can understand English when it is spoken and written.

4. Objectives

According to Piepho (as cited in Richards and Rodgers, 1986: 73) the communicative approach has the following levels of objectives:

1. An integrative and content level (language as a means of expression)
2. An effective level of interpersonal relationships and conduct (language as a means of expressing values and judgement about oneself and others)
3. A level of individual learning needs (remedial learning based on error analysis)
4. A general educational level of extra-linguistic goals (language learning within the school curriculum)

Those general objectives are applicable to any teaching situation in order to satisfy the learner's need in learning foreign language. The learner's need may be the domain of reading, writing, listening, or speaking. Each of those skills can use communicative approach. The objectives are selected based on the proficiency level of the learners and the kinds of communicative activities.

5. Types of Learning and Teaching Activities

The range of exercise types and activities compatible with a communicative approach is unlimited. The most important is that such exercises enable learners to attain communicative objective, engage learners in communication, and require the use of such communicative processes.

Littlewood (1983) distinguishes between "functional communication activities" and "social communication activities" as major activity types in CLT. The principle underlying functional communication activities is that the teacher structures the situation so that learners have to overcome an

information or solve a problem. In functional communication activities, language is used to share information and to process information (Littlewood, 1983: 22). Whereas, in social communication activities, language is not only a functional instrument, but also a form of social behavior. This means that learners must pay attention to the social as well as the functional meaning that language conveys (Littlewood, 1983: 43).

6. Syllabus

Hutchinson and Walters in *English for Specific Purposes* define syllabus as a document which contains a list of what should be learnt by the learners (1994: 80). The syllabus states what the successful learners will know by the end of the course. It focuses the selecting and sequencing the content of instruction.

In Communicative Language Teaching, the focus is more on the language function rather than on the language form. This fact becomes the reason in selecting the type of syllabus used in communicative activities. Larsen-Freeman (1986: 134) says that functional syllabus is typically used in communicative approach.

Other researchers, Canale and Swain (1980) also propose functional syllabus as the most appropriate syllabus to improve the communicative competence of the learners. They view that functionally based communicative approach is more likely to have positive consequences for learners' motivation than grammatically based communicative approach. The learners will be more

encouraged and motivated if the focus is emphasized on the use of language in meaningful communication.

Beside the experts above, there are still many other researchers who present different types of syllabus design in Communicative Language Teaching. For example, Widdowson (1979) presents interactional syllabus; Prabhu (1983) presents task-based syllabus; and Candlin (1976) presents learner generated syllabus (as cited in Richards and Rodgers, 1986: 74).

In this research, the syllabus used is functional syllabus. The reason is that the functional syllabus includes information about language use that structural syllabi do not (Krahnke, 1987: 35). If the content of an appropriate syllabus can be learned, the students will be better to function in written or spoken interaction. They will have more experience, knowledge, and they will have had exposure to at least some real or stimulated interaction in the language. They may view language less as an abstract system of elements and rules, and more as communicative system.

7. Learner Roles

Communicative Language Teaching emphasis on the process of communication rather than mastery of language form. It leads to the roles of learner which are different from other classroom. Breen and Candlin (as cited in Richards and Rodgers, 1986: 77) state that the role of learner in CLT classroom is as negotiator. The learner becomes negotiator between the self, the learning process, and the object of learning. As negotiator, learners

compromise themselves to the learning process. The implication for the learners is that they should contribute as much as they gain, and thereby learn in an interdependent way.

Learners in CLT classroom are expected to interact with one another rather than with the teacher. CLT methodologists consequently recommend that learners learn to see that failed communication is joint responsibility and not the fault of speaker and listener. Similarly, successful communication is an accomplishment jointly achieved and acknowledged (Richards and Rodgers, 1986: 77).

8. Teacher Roles

Breen and Candlin (as cited in Richards and Rodgers 1986: 77) state that the teacher has two main roles. The first role is as a facilitator within the communication process between all participant in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the teaching-learning group.

These roles imply a set secondary roles for the teacher, namely: first as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities and, the third is that of researcher and learner. In activities, teacher can take part as a 'co-communicator' (Littlewood, 1983: 19). Provided he can maintain this role without becoming dominant, it enables him to give guidance and stimuli from inside the activity.

9. The Role of Instructional Materials

Materials used in CLT have the primary role of promoting communicative language use. They are considered as a way of influencing the quality of classroom interaction and language use.

According to Richards and Rodgers (1986: 25), there are three roles of instructional materials within a functional methodology:

1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
2. Materials will focus on understandable, relevant, and interesting exchanges of information rather than on the presentation of grammatical forms.
3. Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks.

There are three kinds of materials that could be used in CLT, namely:

text-based, task-based, and realia (Richard and Rodgers, 1986: 79).

Wrote

a. Task-based material

Task-based materials could be in the form of a variety of games, role-play, and simulation. Those activities aim to support CLT classes. Activities in CLT typically are in the form of one-of-a-kind items such as cues cards, activity card, and pair-communication.

b. Realia

Realia could be in the form of signs, magazines, advertisements, and newspapers. In other word, authentic materials are used. The classroom also can use maps, pictures, symbols in which communicative activities can be built.

In this study, the writer used the combination of those two type of materials meaning that in each unit on the designed materials consisted of those two type of materials.

10. Procedure

Communicative Language Teaching can be applied as the basic approach in teaching any skills at any level. This also provides a wide variety of activities and exercises in teaching learning process. As the consequence, each activity has procedure that is different from the other activities, based on the level and the skill to be taught.

Littlewood in his book entitled *Communicative Language Teaching. An Introduction* states that the procedure in CLT involves pre-communicative activities which can be in the form of structural activities, in which the learners are introduced to the language form. The other form of pre-communicative activities is quasi-communicative activities, in which the learners link the language forms with their potential meanings. Communicative activities as the continuation of pre-communicative activities include functional communication activities and social activities. The main purpose of communicative activities is that learners should use the language they know in order to get meanings across as effectively as possible. Those two activities place the learners in situation where they must perform a real communication (1983: 85-86)

In this study, the theory presented by Littlewood above becomes the guidance in creating the activities. The activities are divided into two parts. The first is pre-communicative activity. In this part the learners are introduced to the language function. The teacher explains the language expression and the form of their structure. The next step is communicative activity. This activity provides the learners some practices for language function.

11. Speaking Process

Rivers (1968: 158) says that learning a second language is more than learning a description of it. The process of speaking and listening is involved. Therefore, people must know what is involved in the process of speaking and listening. In order to know the process of speaking, it is important to understand the model of communication system, which derived from the work of Shannon and Weaver.

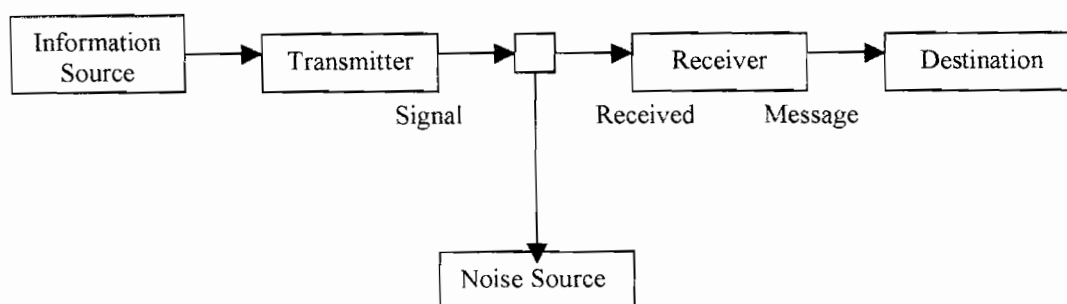


Figure 1. Speaking Process. Taken from Teaching Foreign Language Skills (Rivers, 1968: 158)

From the diagram, we can see that an information source emits a message, which is encoded for transmitting a signal. This signal passes through a channel to a receiver, which decodes the message for use at its destination.

Rivers says that to teach the speaking skill, it is necessary to have understanding of the process involved in speech. Through speech man expresses his emotion, communicates his interaction and influences other human beings (Rivers, 1968: 162). Lado (1964: 32-33), moreover, adds that a person speaks through some motivation the person decides to speak, and some content is brought under attention. When a person is speaking, he or she is all involved simultaneously.

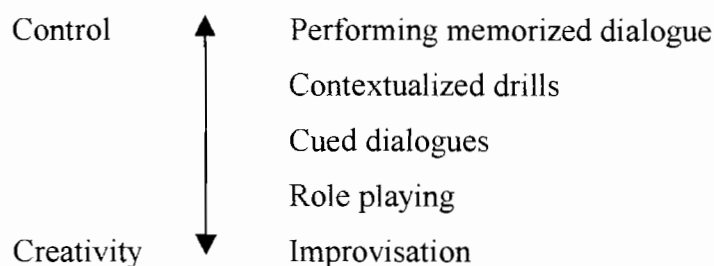
12. The Guided Conversation Technique

Teaching speaking to the Elementary School Students needs creativity from the teacher since the students have not fully acquired the English speaking competence. As one of the alternatives, the writer found that the guided conversation technique would help the learner to motivate them in speaking.

Littlewood (1983: 45) defines the degree of the guided conversation technique not with clear cut distinctions. With this technique, the teacher can adjust the nature of his control over the activity, in order to allow greater or lesser scope for the learners' creative involvement in it.

The nature of the control exercised by the teacher is the main criterion for grouping the example of the activity (Littlewood, 1983: 50). As this control

become less tight and specific, so there is increased scope for the learners' creativity. Therefore, the activities can be viewed as part of a single continuum, which links pre-communicative and communicative activities.



To the sixth grade of the Elementary school, the writer considered that the most suitable type of exercises is the cued dialogue. The reason is that in cued dialogue, learners are on the borderline between pre-communicative and communicative simulation.

The cued dialogue will give learners guidance to practice the activities. In the cued dialogue, the learners are provided with opportunities to produce language that they have learnt. At this stage, the learners' activities are on the pre-communicative activity because they are not engaged in activities where the main purpose is to communicate meanings effectively to a partner, but produce certain language forms in an acceptable piece of language. The teacher exercises direct control over the meaning that are expressed, but not over the language that is used for expressing them (Littlewood, 1983: 50). As the teacher control becomes less tight and specific, so there are many opportunities for learners to make creativity. So, these activities link pre-communicative and communicative activities.

In conducting this technique, learners would normally have their cues printed on separate paper. This gives the interaction some of the uncertainty and spontaneity involved in real communication: each learner must listen to his partner before formulating a definite response. On the other hand, cues enable the learners to predict a large proportion of what the other will say and of course, to prepare the general gist for their own responses. This makes it easier for a learner to draw on language forms that he would have difficulty in using with complete spontaneity (Littlewood, 1983: 51)

Three factors place tight restrictions on their range of language that can occur appropriately in a cued dialogue (Littlewood, 1983: 52):

- The cues control the functional meanings that the learners have to express.
- The social situation and relationship determine what kind of language is appropriate for expressing these meanings.
- Particularly in the early stages, it is unlikely that the learners' repertoire will contain a wide variety of alternative forms to express a particular communicative function.

It is therefore not difficult for a teacher to prepare learners for a specific activity, by equipping them with suitable forms. After the activity, he can also give clear feedback about what forms they might have used.

B. Material Design

In order to achieve the objectives of the activity, the teachers need material

to carry out the course. The materials should be designed as a communicative activity that stimulates the students to speak in English. The purpose of designing instructional materials is also to facilitate the teacher in preparing materials and as an alternative source.

Then, a set of materials can be used as a resource in conducting the language activity (Savignon, 1983). To conduct the course more easily, the teacher needs special preparation (Lado, 1964: 10). The materials designed can provide the teacher as a resource of learning-teaching process.

In designing speaking materials in order to develop speaking ability of the student, the writer will present two models. Those models are Janice Yalden's model and Kemp's model.

1. Janice Yalden's Model

This model was designed based on the difficulties in syllabus construction during the last decade and the "communicativeness" of learning outcomes expected. According to Yalden, after knowing the type of syllabus that will be applied, the teacher should prepare himself in developing the instructional materials. The process of construction the type of syllabus is as follows:

1. Needs survey

The teacher should carry out surveys of needs before stating the purpose in order to find the importance of the community or local needs.

2. Description of Purpose

The description of purpose is prepared in terms of:

1. The characteristic of students
2. The skills of the students on entry to and on exit from the program.

3. Selection and Development of Syllabus Type

4. Proto-syllabus production that describes the language itself and language use to be covered in the program

5. The Pedagogical Production

1. Develops the teaching learning materials
2. Testing approaches that consists of testing sequence and decisions on testing instruments

6. Development and Implementation Procedures

- a). Development of classroom procedures

- Selection of exercise types and teaching techniques
- Preparation of lesson plan
- Preparation of weekly schedules

- b). Teacher training: briefing and workshop on:

- Principles
- Desired outcomes
- Exploitation or creation of teaching materials

7. Evaluation

This stage describes :

- The evaluation of the students
- The evaluation of program
- The evaluation of teaching

8. Stage Recycling

- a). Congruence or fit between goal set and student performance is terminated.
- b). Content is reassessed.
- c). Materials and methodological procedures are revised.

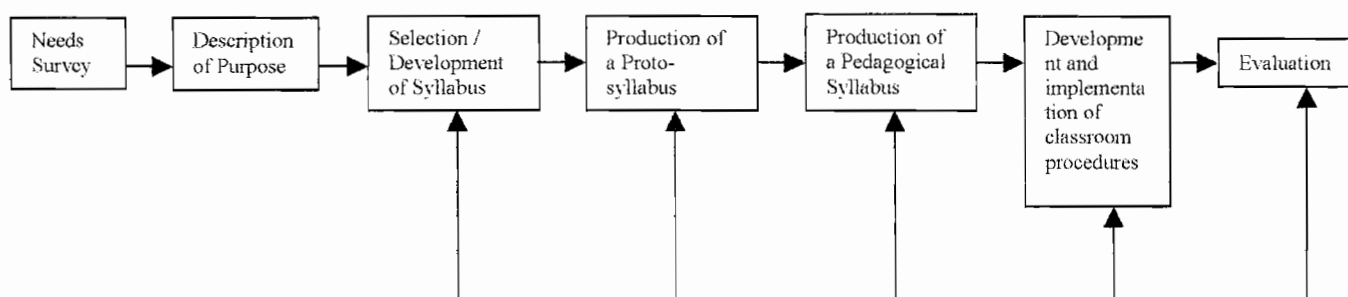


Figure 2. Language Program Development (Yalden, 1987: 8)

2. Kemp's Model

Kemp (1977: 8-9) states eight elements in designing the program development. He says that there is interdependence among the eight elements.

These elements are:

a. Goals and Topics

The designer should identify goals of the school system and then list topics for teaching within the curriculum. Goal is a broad and general statement of society's intention for the school as an institution. It is often as expression of national policy (Laurie Brady, 1992: 86).

b. Learner Characteristics

The designer enumerates the important characteristics of the learners for whom the instruction is to be designed.

c. Learning Objectives

The designer specifies the learning objectives to be achieved in terms of measurable student behavioral outcomes. Objective is a more specific statement of planned learning outcomes (Laurie Brady, 1992: 86). The students are required to be active in learning.

d. Subject Contents

The designer should list the subject content to support the specific objectives. The textbook should be considered as one source of subject content.

e. Pre-Assessment

Pre-assessment is the means by which the performance or characteristics of a student or group of students is determined (Laurie Brady, 1992: 141). The designer develops pre-assessment to determine the students' background and present level of knowledge about the topic.



f. Teaching Learning Activities, Resources

The designer selects teaching learning activities and instructional resources that will treat the subject content so students will accomplish the objectives.

g. Support Services

The designer should coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.

h. Evaluation

The designer makes the evaluation of the students' learning in terms of their objectives accomplishment, with a view to revising and reevaluating any phases of the plan that need improvement.

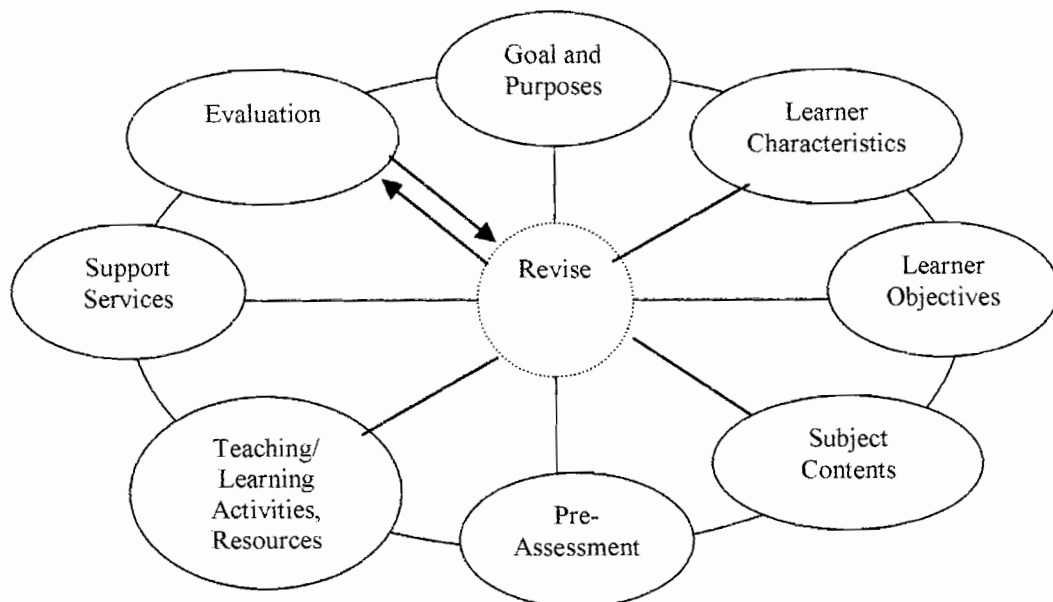


Figure 3. Kemp's Model: The Relationship of Each Step in the Plan to the Other Steps (Kemp, 1977:10)

Kemp's model was designed to answer three questions. These are:

1. What must be learned? (objectives)
2. What procedures and resources will work best to reach the desired learning levels? (activities and resources)
3. What will we know when the required learning has taken place? (evaluation)

C. The 1994 English curriculum for the Elementary School

In designing materials for elementary school, one important thing should be taken into account is the curriculum. For now, Indonesian government implements the 1994 curriculum with English as a local subject for Elementary School. In the syllabus, there are two semesters with its own specific instructional objective.

a. Function of the 1994 English curriculum for Elementary School

For the elementary School, English is a local subject which aim to introduce English as the first foreign language for the students.

b. Aims of teaching English

Teaching English in Elementary School focuses on motivating students to be ready and more confident to learn English in the next level.

c. The scope of English teaching

The scope of English in Elementary School involves written vocabulary, reading, simple pronunciation, and functional skill as a basic to have simple speaking skill based on the topic.

D. Theoretical Framework

The research framework consisted of five steps: conducting the first survey research, designing a set of instructional materials, conducting the second survey research, revising the instructional materials, and making the final instructional materials. In this study, the writer used Kemp's model in designing the materials. There are eight steps in Kemp's model. In this study, the writer did not follow some steps including pre-assessment, evaluation, and support services. The modified Kemp's model can be seen on figure 4 in this chapter.

a. Step 1. Conducting the first survey research

The survey research was done by distributing the questionnaires to the students and interviewing the English teachers. It was intended to get inputs from them in designing the materials.

b. Step 2. Designing a set of instructional materials

A model of instructional materials suggested by Kemp was modified to create the framework for the material design. This model was chosen because of its flexibility of the steps in the procedures. In this study, the writer did not follow some steps including the pre-assessment, evaluation,

and support services. The pre-assessment was eliminated because the writer assumed that the students did not have sufficient background knowledge of English. They would have been confused when the pre-assessment test was given to them. Taking any test, sometimes, makes traumatic experience for many students. The writer also eliminated the evaluation step. The elimination was done because the writer did not test the designed materials by teaching them. Since the writer did not implement the materials design, the writer did not need support services such as budget, personal facilities, equipment, etc. Below is the modified model of Kemp's that was used in constructing the design:

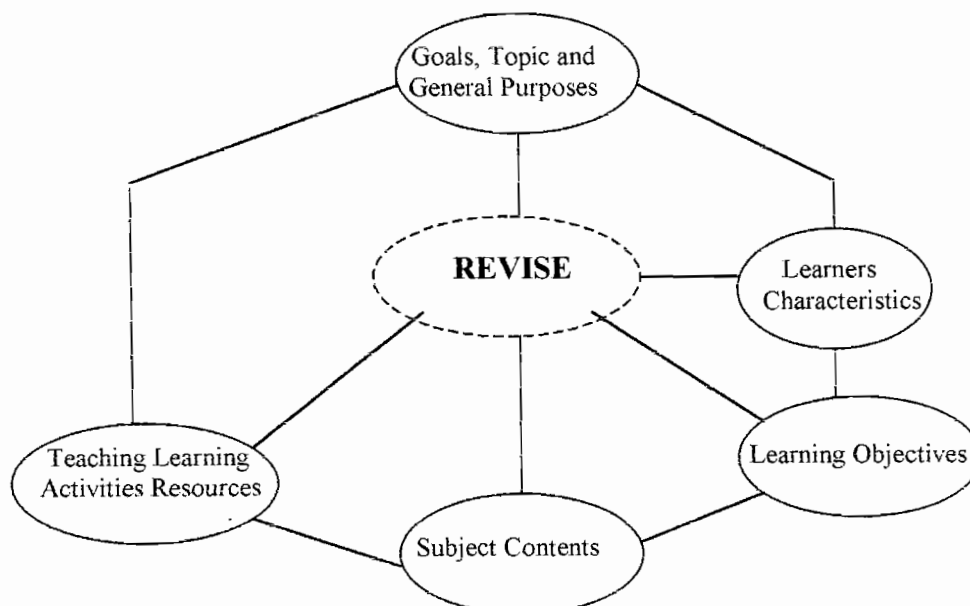


Figure 4. Modified Kemp's Design Model

The steps in making the design will be explained further in chapter IV in results and discussion.

c. Step 3. Conducting the second survey research

The survey research was intended to get the opinions or the evaluations of the materials for the teachers.

d. Step 4. Revising the instructional materials

This step was aimed to revise the materials based on the result of the survey research.

e. Step 5. Making the final instructional materials

The final version of the material was carried out after all the revision of the instructional materials has been completed.

CHAPTER III

RESEARCH METHODOLOGY

A. Methodology

This research is descriptive research which aims to answer two questions stated in problem statement. The first question is to find out the appropriate model to design speaking material by using the guided conversation technique, and the second question is to present the designed materials. To answer those problems, the researcher used survey research. Survey research is an investigation to gather detailed description of existing phenomena (Van, 1973: 196). Through this method, the researcher gained descriptive data. Survey research was done in order to gather data in the form of opinions, ideas and suggestions. In this research, the survey research was done twice, before and after the writer designed the material. The first survey was carried out by distributing questionnaires to the students and interviewing the English teachers. The result of this study was used as the inputs for designing the materials because they contained more information about the subject in which the speaking instructional materials would be implemented. The second survey was carried out after the writer designed the materials. The writer carried out this research by distributing the questionnaires for some respondents. The survey research tried to gain certain data from the appropriate and qualified respondents to be used as inputs in making the final design.

B. Subjects and Respondents

1. Subjects of Survey Study

The subjects of this research were the sixth grade students of *SDN Percobaan 3* Yogyakarta. The subject investigated was one class consisting of 34 students.

2. Respondents of Survey Study

The respondents of the survey research were English teachers in *SDN Percobaan 3* Yogyakarta and some English instructors for children in Lingua International, Prima Language Center, Jogja Kids and IEC. All respondents were employed to fill in the questionnaire and gave their opinions on the designed materials.

The description of the respondents are presented in the following table:

Group of Respondents	Sex		Educational Background			Teaching Experiences in Years		
	F	M	S1	S2	S3	0-5	5-10	<10
English Teacher								
English Instructor								

C. Setting

Survey study was done at *SDN Percobaan 3* Yogyakarta. The researcher choose the school with the consideration that it was qualified and reliable as the sample. The writer considered that the school was qualified to be the sample because the school was one of the best schools in the region .In doing the survey research, the researcher gave the teacher and the students

questionnaires. The teachers were involved because they were closely related to the implementation of the 1994 English curriculum. They were also directly involved in the teaching learning process and have contacts with the students who used the materials from the book given by the teachers.

The students were also involved since in making the designed materials, the writer needed to know the students' proficiency as well as the students' difficulties in the English language subjects. The questionnaires they filled would certainly give valuable contribution to the researcher in designing the instructional materials.

D. Instrument of Research

To gather data from the subjects, the writer used questionnaires and interviews.

1. Questionnaire

Questionnaire is a means eliciting feeling, beliefs, experiences, attitudes (Sax, 1979: 262). According to Van Dalen, there are three forms of questionnaire namely closed or structured questionnaire, open questionnaire, and pictorial questionnaire.

- Closed or Structured Form

Closed form or structured usually consist of a prepared list of concrete question and a choice of possible answer. To indicate a reply, there are certain mark such as "yes", "no", checks, circles or sometimes rank a series of statement in the order of their importance (1, 2, 3, ...).

- Open Form

This method of collecting data permits the subject to answer freely and fully in their own words and reference. The open questionnaire gives the subject an opportunity to reveal their motives or attitude and to specify the background condition upon which their answer are based.

- Pictorial Form

The questionnaire present the drawing and pictures rather than written statements from which to choose answers.

The questionnaires used in the study was in the form of structured form. The writer chose the structured form because it was easy to administer and fill out. The questionnaires for the students were distributed before the writer designed the material. The result of the questionnaires became the inputs in designing the materials. The questionnaires for the respondents were distributed after the writer designed the materials. It was intended to gain opinions, suggestions from the respondents toward the designed materials.

2. Interview

Interview is a direct or face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents (Sax, 1979: 261). According to Van there are four types of interview namely structured, unstructured interview, nondirective depth interview and focused interview.

- Structured Interview

In the structured interview, the same questions are presented in the same manner and order to each subject and the choice of alternative answers is restricted to a predetermined list. Restrictions that are put on this type of interview increase their reliability but may decrease their depth.

- Unstructured Interview

Unstructured interview is more informal. Free questioning of the subject is possible regarding their views, attitudes, beliefs, and other information.

- Nondirective Depth Interview

This type is an unguided interview. This type is the most appropriate method for obtaining insights into hidden or underlying motivation, personal hopes, fears, and conflicts.

- Focused Interview

In the focused interview, the informant is asked to focus his attention upon a concrete experience that he has had.

The type of interview used in this study was unstructured interview. This type of interview was chosen because the subjects were given freedom to go beyond simple responses to the questions asked and to reveal their views in any way they wish. The interview was done before the materials were designed. It was an interview with the English teachers. The writer chose an

interview because in interview the teacher might give suggestions and opinions as the inputs for making the design. are constructed.

E. Data Gathering

The survey was done to gather data. The first survey study August to September 2002. The writer distributed the questionnaires for the students and interviewed the English teachers at *SDN Percobaan 3* Yogyakarta. The second survey study was done from March 25 to April 17, 2003. in the second survey the writer distributed the questionnaires for some respondents.

F. Data Analysis

The data from questionnaires collected would be put into table. The data would consist of the respondents' description, the respondents' agreement on the materials and suggestion of the instructional materials that have been developed. It is for the writer to find out the mode, median, and mean. Mode is that value in a distribution that occurs most frequently. Median is the score that is at the center of the distribution after the data are arranged in rank order. The mean point ($\bar{X}$) is obtained by counting the sum of the score ($\sum X$) divided by the number of subjects (N). The formula is:

$$\bar{X} = \frac{\sum X}{N}$$

where $\bar{X}$: the average point

$\sum X$: the sum of the scores

N : the number of subjects

Then, the data were presented in the form of table. The table of the descriptive statistics of the respondents' opinion on the designed materials is as follows:

No	Respondent's Opinion	Central Tendency			
		N	Mean	Median	Modus

G. Research Procedures

This research was conducted through the following steps:

1. Designing the questionnaire for the Elementary School Students and teachers.
2. Distributing the first questionnaire for the students and interviewing the English teachers.
3. Designing the speaking instructional materials for the sixth grade of the Elementary School.
4. Distributing the second questionnaire to the respondents.

5. Collecting the questionnaire from the respondents.
6. Analyzing the data from the questionnaires.
7. Developing and revising the designed materials and making the final design.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter will answer the problem formulation as stated in chapter I. In designing materials, the writer conducted several steps before determining the model of designing the speaking materials. On the discussion, the writer analyzed the survey research in order to find out how a set of speaking materials for the sixth grade students of the Elementary School were designed. At the last, the writer presented the materials designed.

A. Designing Speaking Materials

The writer used Kemp's model to design speaking materials for the sixth grade students of the Elementary School. This model was used since there was flexibility in arranging the steps of the design process. This flexibility facilitates anyone who wants to develop the instructional materials in accordance with his or her needs and situation. There are eight steps of development on this model. The steps are goals and topics, learner characteristics, learning objectives, subject contents, pre-assessment, teaching learning activities, support services, and evaluation. The speaking instructional materials design in this research excluded three steps of the design process, i.e., pre-assessment, evaluation, and support services. The steps are as follow:

Step 1. Goals, Topics, and General Purposes

The goals and topics were identified to make the teacher easy in guiding the learning activity. The goals and the topics are in accordance with the 1994 English curriculum for the Elementary School. The goal of the designed materials was adapted from the 1994 English syllabus of the Elementary School. Therefore, the goal is motivating students to be more ready and confident in learning to next level.

Step 2. Learner Characteristics

Learners' characteristics are important to be recognized in order to get relevant and acceptable designed materials. Each learner has his or her characteristics such as how they learn, how their cognitive development is, and what kind of things that make them eager to learn. Other characteristics that should be considered for planning materials are level of intelligence, age, maturity, motivation for studying, and relation among students.

Step 3. Learning Objectives

Learning objectives should be decided in designing instructional materials. In the 1994 local content curriculum, it was found that each topic had to have its own objectives (SIOs). The Specific Instructional Objectives (SIOs) were stated in an observable and measurable statement. The learning objective is in term of student performances and it specifies what the student is doing when the objectives has been attained.

Step 4. Subject Contents

The function of subject contents is to give communicative activities to the students in achieving the learning objectives. In each unit, there were presentation of speaking materials using the guided conversation technique and some exercises. The content of the designed instructional materials was arranged in accordance with the SIOs.

Step 5. Teaching Learning Activities

Teaching learning activities and instructional resources should be appropriate with the students' needs. Therefore, they should be selected carefully. The writer selected the teaching learning activities and resources by using some English literatures as references. To increase the students' motivation and stimulate them to speak, the writer took pictures in the materials. The activities of teaching learning were presented in pairs and group work. The group contains 3 to 4 learners so that each learner has the opportunity to speak.

B. Survey Study

To conduct this research, the writer did survey study. The survey study was done twice, before and after the writer designed the materials.

1. The First Survey Study

This part presents the result of the survey study from the distributed questionnaires and interview. The questionnaire for the students were in the

form of structured questionnaire. This type of questionnaire was chosen because it was easy to administer and fill out. The questionnaires for the students were distributed on August 2002. At the same time, the writer also interviewed with the English teachers of the *SDN Percobaan 3* Yogyakarta.

a. Descriptive Statistics of the Students Opinion

The questionnaires given to the students were in the form of structured questions. The questionnaires were given to 34 students. The questionnaires consisted of 12 questions. The following table presents the descriptive statistics of the students' opinions.

1. How interesting is English for you?

Opinion	Respondents	Percentage
Very Interesting	28	82%
Interesting	0	0%
Not Interesting	6	18%
Others	0	0%
Total	34	100

The first question dealt with the students' interest in English. From this question, 82% students answered that English was very interesting subject. There were only 18% students who answered that English was not interesting subject. It could be concluded that basically, the students were interested in learning English.

2. Are you interested in speaking exercise?

Opinion	Respondents	Percentage
Very Interested	28	82%
Interested	0	0%
Not Interested	3	9%
Others	3	9%
Total	34	100

The second question asked about whether they were interested in speaking or not. 82% students answered that they were interested in speaking exercise. 9% students answered were not interested and 9% students did not answer the question. From the result of the questions above, it showed that the students were interested in speaking exercise.

3. What is the difficult skill in learning English?

Opinion	Respondents	Percentage
Very Interested	28	82%
Interested	0	0%
Not Interested	3	9%
Others	3	9%
Total	34	100

4. Is speaking skill easier than the other skills?

Opinion	Respondents	Percentage
Very Easy	0	0%
Easy	6	18%
Not Easy	28	82%
Others	0	0%
Total	34	100

The third and fourth questions dealt with the difficult skill in learning English. For question number 3, 58% students answered that speaking was the most difficult skill to learn. 18% students answered reading, 15% students answered writing, and 9% students did not answer the question. For question number 4, 82% students answered that speaking was difficult skill than the other skills and 18% students answered that speaking was easy. It could be seen that the students thought that English, especially speaking, was the most difficult skill to learn. Although it was difficult, most of the students were interested in speaking.

5. Can you make a good simple sentence in English?

Opinion	Respondents	Percentage
Yes	6	18%
Not really good	0	0%
No	28	82%
Others	0	0%
Total	34	100

6. Can you make a simple conversation in English?

Opinion	Respondents	Percentage
Yes	0	0%
Not really good	27	79%
No	7	21%
Others	0	0%
Total	34	100

The fifth and sixth questions asked about whether they could make good simple sentences and conversations in English. or not. For question number 5, 82% students answered that they still could not make simple

sentences and 18% students answered that they already could make simple sentences. For number 6, 91% students answered that they could not make simple conversations. 6% students answered that they could make simple conversation, and 3% student did not answer the question. From the results above, it could be concluded that students still could not make good simple conversations. Therefore, they needed guidance in producing the good simple conversations.

7. Can you speak English fluently?

Opinion	Respondents	Percentage
Yes	6	18%
Not really good	0	0%
No	28	82%
Others	0	0%
Total	34	100

The seventh question asked whether they could speak English or not. 82% students answered that they could not speak English fluently and 18% students answered that they could speak English. It meant that most of the students still could not communicate in English.

8. Is an example of dialogues important for you in producing sentences?

Opinion	Respondents	Percentage
Very Important	0	0%
Important	28	82%
Not Important	6	18%
Others	0	0%
Total	34	100

9. Do you think a list of new vocabulary important to help you create conversations?

Opinion	Respondents	Percentage
Yes	6	18%
Not really good	0	0%
No	28	82%
Others	0	0%
Total	34	100

The eighth and ninth questions dealt with the importance of example of dialogues and a list of new vocabulary. For number 8, 82% students answered an example of dialogues was importance. Only 18% students who answered that an example of dialogues was not importance. For number 9, 79% students answered that a list of new vocabulary was important and 21% students answered that it was not importance. It could be concluded that the students still needed guidance in the form of example in practicing speaking.

10. Does your teacher always ask you to speak English in class?

Opinion	Respondents	Percentage
Always	0	0%
Sometimes	20	59%
Never	14	41%
Others	0	0%
Total	34	100

The tenth question asked about whether the teacher always asked the students to speak English in class or not. 59% students answered sometimes, 41% students answered never.

11. In speaking exercise, how do you like to do it?

Opinion	Respondents	Percentage
In groups	27	79%
In pairs	4	12%
Alone	3	9%
Others	0	0%
Total	34	100

The eleventh question dealt with the way of doing the speaking exercise in class. 79% students answered that they liked to do it in-group, 12% students liked to do it in pair, and 9% students liked to do it alone. It meant that most of the students liked to do the exercises in groups or pairs work.

12. What kind of English materials do you need?

Opinion	Respondents	Percentage
Full-colored pictures	30	88%
Few-colored pictures	4	12%
No picture	0	0%
Others	0	0%
Total	34	100

Table 4.1. Descriptive Statistics of the Students' Opinions

The last question asked whether they liked picture in student's English book. 88% students answered that they like full-colored picture in their book. 12% students liked few picture in their book. From the result above, it could be seen that most students liked to have picture in their book. Pictures have a great role in children's book because picture can attract their attention and motivate them to learn.

b. The Results of the Interview

The informal interview was done before the writer designed the material. It was conducted on August 2002. From the informal interview with the English teachers at the *SDN Percobaan 3* Yogyakarta, the writer knew that in teaching English the teachers did not only use a certain book, but they used several books. For conducting the teaching learning process, the teachers needed speaking materials that could help students improving their speaking ability.

The teachers needed interesting materials that could motivate students to speak. It was important to put pictures in the designed materials because they would attract students to learn. The designed materials should be able to motivate student's creativities. As the result, they would be eager to learn.

Since the sixth grade students liked to play, it was good to have the exercises in the form of games because by playing games the students would interact with each others. The students also liked to do the exercises in a pair or a group work instead of do it individually. The use of media such as cards, picture cards was important to make the activities more interesting.

2. The Second Survey Study

The data obtained from the second survey study were categorized into three types. The first type was the description of the respondents of the second survey study. The second type was the presentation of the description of the

respondents and the descriptive statistics of the respondents. The third type was the respondents' suggestion toward the designed materials.

a. Description of the Respondents of The second Survey Study

The survey took place from March 25, 2003 to April 17, 2003. The respondents were English teachers at *SDN Percobaan 3* Yogyakarta and English instructors for children in some English courses. The writer chose them as the respondents because they taught the students so they really knew what kind of material that students needed. The survey research was conducted by distributing questionnaires in order to evaluate the designed materials and to find out suggestions from the respondents.

The following table presented the description of the respondents:

Group of Respondents	Sex		Educational Background			Teaching Experiences in Years		
	F	M	S1	S2	S3	0-5	5-10	>10
Teachers	3	1	4			2	1	1
English Instructors	3	1	4			4		

Table 4.2. Description of the Respondents

b. Descriptive Statistics of the Respondents' Opinions

The respondents had to give their evaluation by choosing one of the five points of agreement. The numbers indicated the respondents' assessment. The points agreement were:

1= strongly disagree

2= disagree

3= uncertain

4= agree

5= strongly agree

After distributing the questionnaires and getting them back, the writer counted them. The following table presents the descriptive statistics of the respondents' opinions.

No	Statements	Central Tendency			
		N	Mn	Mdn	Md
1	Guided conversation technique is applicable to teach speaking to the sixth grade students of the Elementary School.	8	4.37	4	4
2	The designed materials are suitable for the sixth grade students of the Elementary School.	8	4	4	4
3	The level of difficulty of the designed materials is suitable for the sixth grade students of the Elementary School.	8	3.87	4	4
4	The designed materials are able to improve the students speaking skill.	8	4	4	4
5	The designed materials are able to improve students' creativity.	8	4	4	4
6	Gap information tasks support the students to speak English more naturally.	8	4	4	4

7	The designed materials are varied and interesting.	8	4.1	4	4
8	Language functions in every unit are important for the students to master.	8	4.2	4	4
9	The instructions in every unit are understandable for the students.	8	3.87	4	4
10	The students will be able to carry out the tasks with the appropriate explanation from the students.	8	4	4	4

Table 4.3. Descriptive Statistics of the Respondents' Opinions

From the data presented above, the descriptive statistics of the respondents' opinion showed that the mean of each item was between 3.8 and 4.3. The median was 4 and the mode was 4. It meant that respondents agreed to each statement. The opinions given by respondents contributed to a positive attitude towards the designed materials and the model of the guided conversation as well.

c. Respondents' Suggestions

The respondents' suggestions toward the designed materials are as follows:

- a) The language used in the designed materials should be simplified.
- b) The instruction in each task should be simple and clear.
- c) The language function should be simplified.
- d) There should be homework in each unit.

- e) The researcher should add more pictures to make the designed materials more interesting.
- f) The names used in the designed materials should be changed into Indonesian names.

C. Discussion

After gathering the data gathering from survey research, the writer considered how the data could be analyzed for the purpose of answering problem formulation.

The next step was the writer discussed the research steps for answering the two questions in the problem formulation. The research steps were outlined by modifying Kemp's model, i.e., by omitting three steps, pre-assessment, evaluation, and support services.

1. Goals and Topics

Considering the goal of teaching English at the Elementary School, the writer chose the guided conversation to teach speaking to the sixth grade students of the Elementary School. Based on the survey, we could see that the teachers agreed to have the technique because it helped the students improving their speaking ability.

The materials using the guided technique were intended to help students to bridge between oral drill and communicative activities. Therefore, students

who had to express their ideas on the new language pattern gradually changed into spontaneous expression.

2. Learner Characteristics

Each student has his or her own characteristics. Therefore, the teacher needs to know these in designing the instructional materials. Based on the survey research and also the analysis of the 1994 English curriculum for the Elementary School, the writer found that students needed English as an interesting subject to learn not as burden.

The sixth grade students of the Elementary school are usually between 11 and 12 years old. It means that they are still children. Therefore, they still like to play with their friends. Their motivation to learn and interact with others is high. Moreover, when they do the exercise in group works, they will actively interact with their friend. Knowing the learners' characteristics helped the writer in designing the most appropriate materials for them.

3. Learning Objectives

In each topic of the materials, there should be specific instructional objectives. The specific instructional objectives are determined according to general instructional objectives. The specific instructional objectives are used to know what achievements are expected toward the students. The objectives of the designed materials using the guided conversation technique can be described as follows:

Unit	Topic	Specific Instructional Objectives
1.	Transportations	Students are able to: - Mention some vocabulary items concerning transportation. - Say simple sentences containing vocabulary items concerning transportations. - Talk about transportations they use daily.
2.	Clothes	Students are able to: - Mention some vocabulary items concerning clothes. - Say simple sentences containing vocabulary items concerning clothes. - Express like and dislike about their favorites color and clothes.
3.	Health	Students are able to: - Mention some vocabulary items concerning health. - Say simple sentences containing vocabulary items concerning health. - Express specific condition of their health.
4.	Shopping	Students are able to: - Mention some vocabulary items concerning shopping. - Say simple sentences containing vocabulary items concerning shopping. - Talk about prices.
5.	A Birthday Party	Students are able to: - Mention some vocabulary items concerning birthday party. - Say simple sentences containing vocabulary items concerning birthday party. - Make simple invitation to do activities together.
6.	Silver Things	Students are able to: - Mention some vocabulary items concerning silver handicraft. - Say simple sentences containing vocabulary items concerning silver handicrafts. - Ask someone to help.

7.	<i>Sekaten</i>	Students are able to: - Mention some vocabulary items concerning <i>Sekaten</i>. - Say simple sentences containing vocabulary items concerning <i>Sekaten</i>. - Talk about the things students can see at the <i>Sekaten</i>.
8.	Beach Vacation	Students are able to: - Mention some vocabulary items concerning beach vacation. - Say simple sentences containing vocabulary items concerning beach vacation. - Describe actions they do at the beach.
9.	Mountain Tour	Students are able to: - Mention some vocabulary items concerning mountain tour. - Say simple sentences containing vocabulary items concerning mountain tour. - Express agreement and disagreement about the equipment to bring for camping.
10.	Yogyakarta Palace	Students are able to: - Mention some vocabulary items concerning Yogyakarta Palace. - Say simple sentences containing vocabulary items concerning Yogyakarta Palace. - Describe students' hometown.
11.	Javanese Dance	Students are able to: - Mention some vocabulary items concerning Javanese dances. - Say simple sentences containing vocabulary items concerning Javanese dances. - Ask and give information about originality of traditional dances.
12.	Direction	Students are able to: - Mention some vocabulary items concerning directions. - Say simple sentences containing vocabulary items concerning directions. - Ask and give simple directions.

Table 4.4. List of Learning Objectives

4. Subject Contents

The subject content of the designed materials consists of dialogue, language focus, guided exercise, fun time and homework. On the dialogue, there was a simple conversation for students to read. In the dialogue performance, the teacher's control is at a maximum and the learner's creativity is at a minimum. While on the language focus, there were certain expressions used in the conversation. On the guided exercise, the exercise was in the form of cued dialogue. This exercise allowed the students to apply what they have learned from the dialogue and language focus. The activity in the cued dialogue were on the border line between pre-communicative and communicative simulation. In cued dialogue, learners interact on the basis of a series of cues. On the cued dialogue learners may have different card so that, at least the first time the dialogue was performed, there was an element of uncertainty and spontaneity about the interaction. Through these activities, gradually, the learner's performance has become less controlled by specific linguistics and at the end the learner would produce language in response to the functional and social demands. With the cued dialogue, the learner began to enter the stage of role-playing. On the fun time, there will be mini-role-plays or games. With these, the students have the freedom to use what they have learned. On this stage the learner should interact with other students. The learner used the language they knew for communicate meanings effectively. Thus, in this activity a learner not only did functional activities, but also social activities. For the homework, there would be a list of questions that should be

done at home. Each activity gives the students opportunity to interact in order to practice their ability to speak.

5. Teaching Learning Activities and Resources

The writer chose the teaching learning materials from many English books for Elementary school students as references in designing the designed materials. The themes were based on the 1994 English curriculum for the Elementary School. Meanwhile, the topics were based on the discussion with the English teachers at *SDN Percobaan 3* Yogyakarta.

In developing the teaching learning activities, the writer used the guided conversation technique. Based on the survey research, the teachers agreed with this technique because it helped the students improving their speaking skill. The implementation of this technique in tasks varied such as the information gap, pictures gap, and game.

In doing the tasks, a student should interact with other students because the tasks were split into two parts. This made the activities communicative and the students worked independently of the teacher. The most important factor in conducting teaching learning activities is that the teacher gives clear explanation and instruction to the students so that the students know what to do.

Although the students worked independently, the teacher need to keep monitoring the activities since the tasks were done in pair-work and group work.

D. Presentation of the Designed Materials

The second problem of the study was about the presentation of the materials designed. There were twelve units in the designed of speaking materials that derived from the 1994 English curriculum for the elementary school. The twelve units of the designed materials are as follows:

Unit I	: Transportation
Unit II	: Clothes
Unit III	: Health
Unit IV	: Shopping
Unit V	: A Birthday Party
Unit VI	: Silver Handicraft
Unit VII	: <i>Sekaten</i>
Unit VIII	: Beach Vacation
Unit IX	: Mountain Tour
Unit X	: Yogyakarta Palace
Unit XI	: Javanese Dance
Unit XII	: Directions

The organization of each unit was:

- A. Dialogue
- B. Language Focus
- C. Guided Exercise
- D. Fun Time
- E. Homework

The time allocation was

Meeting/week : a meeting/week

A meeting : 30'

Each unit : 2 x 30'

The materials designed will be presented in appendices.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions summarize the results of the study which used to answer the two problems: (1) how a set of speaking instructional materials using the guided conversation technique for the sixth grade of Elementary School was designed, and (2) what a set of speaking instructional materials using the guided conversation technique for the sixth grade of Elementary School students would look like.

The conclusions and suggestions are discussed as follow:

A. CONCLUSIONS

At the Elementary school, English is a local content subject, meaning that English is not a compulsory subject. It depends on the school' policy whether the school will have English or not. English as the local content subject of which aim is to introduce English as the first foreign language. Teaching English in the Elementary School focuses on motivating students to be ready and more confident to learn English in the next level. Therefore, it is not easy to teach English, especially speaking, for the Elementary school students because the students are not familiar to speak in English.

This study was aimed at designing instructional speaking materials that can be used to teach speaking. The speaking materials were designed for the

sixth grade students of the Elementary school. In designing the materials, the researcher used the guided conversation technique.

To carry out the study, the writer did survey study. The survey study was conducted to gain data of the students' need and the evaluation of the designed materials..

Kemp's model. Kemp's model was used to answer the first problem. The model was chosen because of its flexibility to be applied in any educational level. It is also easy to follow. The second, the themes in this design were derived from the 1994 English curriculum for the Elementary School. Meanwhile, the topics based on the discussion of the English teachers at the *SDN Percobaan 3* Yogyakarta. The organization of each unit was: Dialogue, Language Focus, Guided Exercise, Fun Time, and Homework. From the statistical computation, the central tendency is between 3.87 and 4.2. The writer concluded that the designed materials are regarded suitable to teach speaking for the sixth grade students of the Elementary school.

The answer of the second problem is the presentation of the materials designed that will be presented in appendices. The designed materials consisted of twelve units. The organisation of each unit was: Dialogue, Language Focus, Guided Exercise, Fun Time, and Homework.

B. SUGGESTIONS

Based on the results of the study, the writer makes some suggestions that may be useful for the teachers, students, and anybody who concerns with this field. They are:

1. The writer suggests that the teacher to develop the students' speaking ability by giving more speaking practises. It is better for giving students opportunities to speak English in the classroom. Therefore, the students will be more ready to speak English.
2. Considering the limited time allocated for English lesson, it is better for the teacher to make good preparation in dividing time for each section of the lesson. Therefore, later the students can master the four skills.
3. To make the teaching learning more interesting, the activities may be done outside the class such as in the garden or hall.
4. It is better to practice the conversation in English in the school, so that teachers and students can improve their speaking skill.
5. The designed of speaking materials can be used as the model for the teachers, designers, or anybody who concerns in this field to develop materials.

BIBLIOGRAPHY

- Alexandre, L. G. 1979. *Mainline Beginners B. Student's Book*. Longman Group Ltd.
- Banathy, Bela H. 1976. *Instructional Design*. Jakarta: IKIP Negeri Jakarta.
- Brady, Laurie. 1992. *Curriculum Development Fourth Edition*. Prentice Hall.
- Brown, H. D. 1980. *Principles of Language Learning and Teaching*. New Jersey. Prentice-Hall Regents.
- Brown, J. D. 1998. *Understanding Research in Second Language Learning*. Cambridge University Press.
- Brumfit, C. J., and K. Johnson. 1979. *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Chaldun, A. 1991. *Atlas Ragam Budaya Nusantara dan Dunia*. PT. Karya Pembina Swajaya.
- Departemen Pendidikan dan Kebudayaan Kantor Wilayah Propinsi Daerah Istimewa Yogyakarta 1991. *Kurikulum Muatan Lokal Pendidikan Dasar 1994 Mata Pelajaran Bahasa Inggris GBPP Sekolah Dasar*.
- Finnochiaro, M., and C. Brumfit. 1983. *The Functional-Notional Approach: From Theory to Practice*. New York: Oxford University Press.
- Finnochiaro, Mary. 1958. *Teaching English as A Second Language: in Elementary and Secondary Schools*. New York: Harper and Brothers.
- Fraizer, C.M., Deferville, J., and Tai, M. 1996. *Reach Out 1*. Prentice Hall asia ET.
- Houle, Cyril O. 1978. *The Design of Education*. Jossey-Bass, Inc.
- Hutchinson, Tom. And Alan Walters. 1994. *English for Specific Purposes*. Cambridge University Press.
- Johnson, Keith. 1982. *Communicative Syllabus Design and Methodology*. Oxford: Porganon Press.
- Kemp, Jerold. E. 1997. *Instructional Design: A Plan for Unit and Course Development*. Belmont: Feraon Pitman.

- Kolesnik, Walter B. 1976. *Learning: Educational Application*. Boston: Allyn and Bacon, Inc.
- Krahne, Karl. 1987. *Approach to Syllabus Design for Foreign Language Teaching*. New Jersey: Prentice Hall.
- Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. Pergamon.
- Lado, Robert. 1964. *Language Teaching: a Scientific Approach*. New York: McGraw-Hill, Inc.
- Larsen-Freeman, D. 1986. *An Introduction to Second Language Acquisition Research*. New York: Longman.
- Littlewood, W. 1983. *Communicative Language Teaching: An Instruction*. Cambridge: Cambridge University Press.
- Molinsky, S. J., and B Bliss. 1995. *Word by Word Picture Dictionary*. Prentice Hall regents: Prentice-Hall, Inc.
- Mukarto, FX (et al. 2002. *Grow With English 1: an English Course for Elementary School Students*. Jakarta: Erlangga.
- Purwono, E (et al). 1994. *First Step 6: An English Book for Elementary Schools*. PT Intan Pariwara.
- Richards, J. C., and Theodore, S. Rodgers. 1986. *Approaches and Method in Language Teaching*. Cambridge University Press.
- Rivers, Wilga M. 1968. *Teaching Foreign Language Skills*. The University Chicago Press.
- Savignon Sandra. 1984. *From Communicative Competence to Communicative Language Pedagogy in Applied Linguistics and Language Study*. New York: Longman Inc.
- Sax, Gilbert. 1979. *Foundations of Educational Research*. Prentice-Hall, Inc.
- Setiyana, M. Y (et al). 1998. *Belajar Bahasa Inggris 3 untuk Sekolah Dasar*. Penerbit Kanisius.
- Sukmanasari, F. 2000. *Designing Extracurricular Speaking Instructional Materials Using The Guided Conversation Technique for The Third*

Trimester of Grade One of The Junior High School. Yogyakarta: Sanata Dharma University.

- Suparno, Paul (et al). 1999. *Pendidikan Dasar Yang Demokratis: Suatu Usulan Untuk Reformasi Pendidikan Dasar di Indonesia*. Yogyakarta: Universitas Sanata Dharma.
- Tillit, B., M. W. Bruder. 11985. *Speaking Naturally*. Cambridge Universsity Press.
- Van Dalen, D. B. 1973. *Understanding Educational Research*. Mc.Graw-Hill, Inc.
- Widdowson, H. G. 11979. *Teaching Language as Communication*. Oxford University Press.
- Yalden, Janice. 1983. *The Communicative Syllabus, Evolution, Design and Implementation*. Englewood Clifts: Prentice-Hall.

APPENDICES



UNIVERSITAS SANATA DHARMA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Mrican, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352 Fax. 562383

Nomor : 1475 /Pnlt/Kajur/JPBS / VII / 2002
Lamp. : _____
Hal : Permohonan Ijin Penelitian

Kepada Yth. _____
KEPALA SEKOLAH
SDN. PERCOBAAN III
PAKEM SLEMAN

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : EMY PRIHASTUTI
No. Mhs : 981214054
Program Studi : PENDIDIKAN BAHASA DAN SENI
Jurusan : BAHASA INGGRIS
Semester : 9 (SEMBILAN)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SDN. PERCOBAAN III PAKEM
Waktu : _____
Topik / Judul : DESIGNING SPEAKING INSTRUCTIONAL MATERIAL
USING THE GUIDED CONVERSATION TECHNIQUE
FOR THE SIXTH GRADE OF THE ELEMENTARY SCHOOL

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 23 Juli 2002


u.b. Ketua Jurusan PBI
Burawan, M.A
NIP./NPP : 131 127 876

Tembusan Yth:
1. Sekretariat PBI
2. Dekan FKIP

Hal : Permohonan untuk Pengisian kuesioner

Lamp : Materi

Kepada:

Yth. Bapak/Tbu _____

Di tempat.

Dengan hormat,

Saya mahasiswa Universitas Sanata Dharma,

Nama : Emy Prihastuti

NIM : 981214054

Prodi/Jurusan/Fakultas: PBI/PBS/FKIP

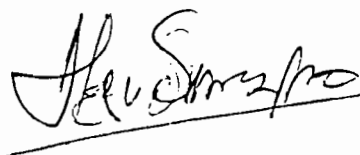
Berkaitan dengan penyusunan tugas akhir (skripsi) yang saya buat dengan judul “Designing Speaking Instructional Materials Using The Guided Conversation Technique For The Sixth Grade Students Of *SDN Percobaan 3* Yogyakarta”, saya mohon Bapak/Tbu untuk memberikan penilaian atau pendapat terhadap materi pengajaran yang saya susun dengan cara mengisi kuesioner. Adapaun materi terlampir.

Demikian permohonan saya. Atas kesediaan Bapak/Tbu saya ucapkan terima kasih.

Yogyakarta, 25 - 3 - 2003

Mengetahui,

Kaprodi



Dr. Ant. Herujiyanto, M. A.

Hormat saya



Emy Prihastuti

KUESIONER
(untuk siswa)

Jawablah pertanyaan-pertanyaan dibawah ini yang sesuai dengan pendapatmu dengan cara melingkari jawaban a, b, c, atau d.

1. Sebarapa menarikkah Bahasa Inggris untukmu?
 - a. Sangat menarik
 - b. Menarik
 - c. Tidak menarik
 - d. Lain-lain (sebutkan).....
2. Apakah kamu tertarik dengan tugas berbicara dalam Bahasa Inggris?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Tidak tertarik
 - d. Lain-lain (sebutkan).....
3. Kesulitan dalam belajar apakah yang kamu temui dalam belajar Bahasa Inggris?
 - a. Berbicara
 - b. Membaca
 - c. Menulis
 - d. Mendengar
4. Menurutmu, ketrampilan berbicara mudah jika dibandingkan dengan ketrampilan yang lain?
 - a. Sangat mudah
 - b. Mudah
 - c. Tidak mudah
 - d. Lain-lain (sebutkan).....
5. Apakah kamu sudah bisa membuat kalimat sederhana yang baik dan benar dalam Bahasa Inggris?
 - a. Bisa
 - b. Kurang
 - c. Tidak bisa
 - d. Lain-lain (sebutkan).....
6. Apakah kamu sudah bisa membuat percakapan sederhana dengan baik dan benar dalam bahasa Inggris?
 - a. Sudah
 - b. Kurang
 - c. Belum
 - d. Lain-lain (sebutkan).....
7. Sudah lancarkah kamu berbicara dalam Bahasa Inggris?
 - a. Sudah
 - b. Kurang
 - c. Tidak
 - d. Lain-lain (sebutkan).....

8. Apakah contoh kalimat dalam percakapan penting untuk membantumu berbicara dalam Bahasa Inggris?
 - a. Sangat penting
 - b. Penting
 - c. Tidak penting
 - d. Lain-lain (sebutkan)....
9. Daftar kosakata baru juga diperlukan untuk membantumu menyusun percakapan. Bagaimana pendapatmu?
 - a. Setuju
 - b. Kurang setuju
 - c. Tidak setuju
 - d. Lain-lain (sebutkan).....
10. Apakah Bapak/Ibu gurumu selalu menyuruhmu untuk berbicara dalam Bahasa Inggris di dalam kelas?
 - a. Selalu
 - b. Kadang-kadang
 - c. Tidak pernah
 - d. Lain-lain (sebutkan)....
11. Dalam tugas berbicara, kamu lebih suka mengerjakannya secara?
 - a. Berkelompok
 - b. Berdua
 - c. Sendiri
 - d. Lain-lain (sebutkan).....
12. Materi Bahasa Inggris yang bagaimanakah yang kamu inginkan?
 - a. Penuh gambar
 - b. Sedikit gambar
 - c. Tanpa gambar
 - d. Lain-lain (sebutkan).....

Terima kasih atas kesediaanmu mengisi pertanyaan di atas

KUESIONER **(untuk responden)**

Bersamaan dengan ini, saya sebagai penyusun materi Bahasa Inggris untuk SD kelas 6, ingin meminta pendapat Bapak/Ibu guru untuk memberi masukan dan saran atas materi yang saya susun. Saya meminta kesediaan Bapak/Ibu guru untuk menjawab pertanyaan-pertanyaan yang saya ajukan berdasarkan materi yang disusun (halaman berikut). Namun, penulis menyadari akan kekurangan yang ada dalam penyusunan materi pelajaran ini, maka dari itu penulis terbuka atas saran-saran yang membantu dari Bapak/Ibu guru.

Atas kesediaan Bapak/Ibu guru untuk mengisi kuesioner ini dengan sebenarnya saya ucapkan terimakasih.

Identitas Responden:

1. Nama :
2. Jenis Kelamin :
3. Pendidikan Terakhir :
4. Lama Mengajar :

Petunjuk Pengisian

Lingkarilah nomor yang anda anggap paling sesuai dengan pendapat anda

1 = Sangat tidak setuju

2 = Tidak setuju

3 = Ragu-ragu

4 = Setuju

5 = Sangat setuju

Pertanyaan:

1. Menurut pendapat ssaya, teknik pengajaran dengan “Guided Conversation Technique” sangat sesuai diterapkan dalam pengajaran ketrampilan berbicara bahasa Inggris bagi siswa.

1 2 3 4 5

2. Menurut pendapat saya, materi yang disusun sesuai untuk siswa SD kelas 6.

1 2 3 4 5

3. Menurut pendapat saya, tingkat kesulitan dalam materi sesuai bagi siswa SD kelas enam.

1 2 3 4 5

4. Menurut pendapat saya, materi yang disusun dapat membantu siswa dalam mengembangkan kemampuannya berbicara bahasa Inggris.

1 2 3 4 5

5. Menurut pendapat saya, materi yang disusun mampu meningkatkan kreatifitas siswa.

1 2 3 4 5

6. Menurut pendapat saya, tugas pemecahan masalah dapat merangssang siswa untuk berbicara dalam bahasa Inggris dengan lebih alami.

1 2 3 4 5

1	2	3	4	5
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

1	2	3	4	5
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

1	2	3	4	5
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

1	2	3	4	5
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

1	2	3	4	5
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

1	2	3	4	5
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Questionnaire for the Students

Circle the answer of the questions below.

1. How interesting is English for you?

- a. Very Interesting
- b. Interesting
- c. Not Interesting
- d. Others (mention).....

2. Are you interested in speaking exercise?

- a. Very Interested
- b. Interested
- c. Not Interested
- d. Others (mention).....

3. What is the difficult skill in learning English?

- a. Speaking
- b. Reading
- c. Writing
- d. Listening

4. Is speaking skill easier than the other skills?

- a. Very Easy
- b. Easy
- c. Not Easy
- d. Others (mention).....

5. Can you make a good simple sentence in English?

- a. Yes
- b. Not Really Good
- c. No
- d. Others (mention).....

6. Can you make a simple conversation in English?

- a. Yes
- b. Not Really Good
- c. No
- d. Others (mention).....

7. Can you speak English fluently?

- a. Yes
- b. Not Really Good
- c. No
- d. Others (mention).....

8. Is examples of dialogue important for you in producing sentences?

- a. Very Important
- b. Important
- c. Not Important
- d. Others (mention).....

9. Do you think a list of new Vocabulary important to help you create conversation?

- a. Very Important
- b. Important
- c. Not Important
- d. Others (mention).....

10. Does your teacher always ask you to speak English in class?

- a. Always
- b. Sometimes
- c. Never
- d. Others (mention).....

11. In speaking exercise, how do you like to do it?

- a. In Groups
- b. In Pairs
- c. Aalone
- d. Others (mention).....

12. What kind of English materials do you need?

- a. Full-colored Pictures
- b. Few-colored Pictures
- c. No Picture
- d. Others (mention).....

The Questionnaire for the Respondents

Respondent Identity

Name :
Sex :
Educational Background :
Teaching Experience : year/years

A. Circle the answer of the questions below. The points of agreement are:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Uncertain
- 4 = Agree
- 5 = Strongly Agree

1. Guided conversation technique is applicable to teach speaking to the sixth grade students of the Elementary School.

1 2 3 4 5

2. The designed materials are suitable for the sixth grade students of the Elementary School.

1 2 3 4 5

3. The level of difficulty of the designed materials is suitable for the sixth grade students of the Elementary School.

1 2 3 4 5

4. The designed materials are able to improve the students' speaking skill.

1 2 3 4 5

5. The designed materials are able to improve the students' creativity.

1 2 3 4 5

6. Gap information tasks support the students to speak English more naturally.

1 2 3 4 5

7. The designed materials are varied and interesting.

1 2 3 4 5

8. Language function in every unit are important for the students to master.

1 2 3 4 5

9. The instructions in every unit are understandable.

1 2 3 4 5

10. The students will be able to carry out the tasks with the appropriate
explanation from the teacher.

1 2 3 4 5

B. In order to know the quality of the designed materials, the writer would like to ask your opinions and suggestions toward the designed materials.

1. What are your opinions and suggestions about the designed materials on the whole?

LESSON PLAN



General Instructional Objective (GIO):

At the end of the course the students will be more ready and confident to learn English in the next level.

UNIT I

Theme : Transportation
Topic : I go to school by bus
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning transportation
- Say simple sentences containing vocabulary items concerning transportation.
- Talk about transportation.

Materials

- A. Dialogue
- B. Language Focus
 - Talking about transportation
- C. Guided Exercise
 - Oral practice
- D. Fun Time
 - Mini role play
- E. Homework

Sources

1. Alexandre, L G. 1979. *Mainline Beginners B. Students' Book*. Longman Group Ltd.

2. Mukarto, FX (et al). 2002. Grow With English 1 An English Course for Elementary School Students. Jakarta: Erlangga.

UNIT II

Theme : Clothes
Topic : I like a blue T-shirt
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning clothes.
- Say simple sentences containing vocabulary items concerning clothes and adjectives.
- Express like and dislike.

Materials

- A. Dialogue
- B. Language Focus
 - expressing like and dislike
- C. Guided Exercise
 - oral practice
- D. Fun Time
 - role play
- E. Homework

Sources

1. Alexandre, L G. 1979. *Mainline Beginners B. Students' Book*. Longman Group Ltd.
2. Molinsky, S. J., and B Bliss. 1995. *Word by Word Basic Picture Dictionary*. Prentice Hall; Prentice-Hall, Inc.

UNIT III

Theme : Health
Topic : I get a stomachache
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning health.
- Say simple sentences containing vocabulary items concerning health.
- Express specific condition.

Materials

- A. Dialogue
- B. Language Focus
 - expressing health disorder
- C. Guided Exercise
 - oral practice
- D. Fun Time
 - role play
- E. Homework

Sources

1. Molinsky, S. J., and B Bliss. 1995. *Word by Word Basic Picture Dictionary*. Prentice Hall; Prentice-Hall, Inc.
2. Setiyana, M. Y (et al). 1998. *Belajar Bahasa Inggris 3 untuk Sekolah Dasar*. Penerbit Kanisius.

UNIT IV

Theme : Shopping
Topic : How much does it cost?
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning shopping.
- Say simple sentences containing vocabulary items concerning shopping.
- Express buying and selling.

Materials

- A. Dialogue
- B. Language Focus
 - talking about price
- C. Guided Exercise
 - role play
- D. Fun Time
 - role play
- E. Homework

Sources

1. Fraizer, C. M., Deferville, J., and Tai, M. 1996. *Reach Out 1*. Prentice Hall Asia ELT.
2. Purwono (et al). 1994. *First Step 6; An English Book for Elementary Schools*. PT Intan Pariwara.

UNIT V

Theme : A Birth Party

Topic : Would you come to my party?

Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning birthday party.
- Say simple sentences containing vocabulary items concerning birthday party.
- Make invitation.

Materials

A. Dialogue

B. Language Focus

- Making invitation

C. Guided Exercise

- oral practice

D. Fun Time

- role play

E. Homework

Sources

1. Tillit, B., and M. W. Bruder. 1985. *Speaking Naturally*. Cambridge University Press.

UNIT VI

Theme : Silver Handicraft
Topic : Will you help me, please?
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning silver handicraft.
- Say simple sentences containing vocabulary items concerning silver handicraft.
- Express request.

Materials

A. Dialogue

B. Language Focus

- expressing request

C. Guided Exercise

- oral practice

D. Fun Time

- role play

E. Homework

Sources

1. Alexandre, L G. 1979. *Mainline Beginners B. Students' Book*. Longman Group Ltd.
2. Fraizer, C. M., Deferville, J., and Tai, M. 1996. *Reach Out 1*. Prentice Hall Asia ELT.
3. Setiyana, M. Y (et al). 1998. *Belajar Bahasa Inggris 3 untuk Sekolah Dasar*. Penerbit Kanisius.

UNIT VII

Theme	: <i>Sekaten</i>
Topic	: I can see a circus show
Time Allocation	: 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning *Sekaten*.
- Say simple sentences containing vocabulary items concerning *Sekaten*.
- Describe specific events.

Materials

A. Dialogue

B. Language Focus

- describing specific events

C. Guided Exercise

- oral practice

D. Fun Time

- oral practice

E. Homework

Sources

1. Alexandre, L. G. 1979. *Mainline Beginners B. Students' Book*. Longman Group Ltd.
2. Mukarto, FX (et al). 2002. *Grow With English 1 An English Course for Elementary School Students*. Jakarta: Erlangga.
3. Purwono (et al). 1994. *First Step6; An English Book for Elementary Schools*. PT Intan Pariwara.

UNIT VIII

Theme : Beach Vacation
Topic : Novita is building a sandcastle
Time Allocation : 2 x 30'

Speacific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning beach vacation.
- Say simple sentences containing vocabulary items concerning beach vacation.
- Describe action.

Materials

A. Dialogue

B. Language Focus

- describing action

C. Guided Exercise

- oral practice

D. Fun Time

- oral practice

E. Homework

Sources

1. Fraizer, C.M., Deferville, J., and Tai, M. 1996. *Reach Out 1*. Prentice Hall Asia ELT.
2. Purwono, E., Widyastuti, A., Adinegoro, HS. 1994. *First Step 6; an English Book for Elementary Schools*. PT Intan Pariwara.

UNIT IX

Theme : Mountain Tour
Topic : What about Kaliurang?
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning mountain tour.
- Say simple sentences containing vocabulary items concerning mountain tour.
- Express agreement and disagreement.

Materials

- A. Dialogue
- B. Language Focus
 - expressing agreement and disagreement
- C. Guided Exercise
 - oral practice
- D. Fun Time
 - role play
- E. Homework

Sources

1. Molinsky, S. J., and B Bliss. 1995. *Word by word Basic Picture Dictionary*. Prentice Hall Regents; Prentice-Hall, Inc.
2. Tillit, B., and M. W. Bruder. 1985. *Speaking Naturally*. Cambridge University Press.

UNIT X

Theme : Yogyakarta Palace
Topic : What does it look like?
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning Yogyakarta Palace.
- Say simple sentences containing vocabulary items concerning Yogyakarta Palace.
- Describe places.

Materials

- A. Dialogue
- B. Language Focus
 - describing places
- C. Guided Exercise
 - oral practice
- D. Fun Time
 - oral practice
- E. Homework

Sources

1. Alexandre, L G. 1979. *Mainline Beginners B. Students' Book*. Longman Group Ltd.
2. Purwono, E., Widyastuti, A., Adinegoro, HS. 1994. *First Step 6; an English Book for Elementary Schools*. PT Intan Pariwara.

UNIT XI

Theme : Javanese Dance
Topic : Where does it come from?
Time Allocation : 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning Javanese dances.
- Say simple sentences containing vocabulary items concerning Javanese dances.
- Ask and give information.

Materials

- A. Dialogue
- B. Language Focus
 - asking and giving information
- C. Guided Exercise
 - oral practice
- D. Fun Time
 - play a game
- E. Homework

Sources

1. Alexandre, L G. 1979. *Mainline Beginners B. Students' Book*. Longman Group Ltd.
2. Chalun, A. 1991. *Atlas Ragam Budaya Nusantara dan Dunia*. PT Karya Pembina Sembada.
3. Purwono, E., Widyastuti, A., Adinegoro, HS. 1994. *First Step 6; an English Book for Elementary Schools*. PT Intan Pariwara.

UNIT XII

Theme	: Direction
Topic	: Where is the Prambanan Temple?
Time Allocation	: 2 x 30'

Specific Instructional Objectives

Students are able to:

- Mention some vocabulary items concerning directions.
- Say simple sentences containing vocabulary items concerning directions.
- Ask and give simple directions.

Materials

A. Dialogue

B. Language Focus

- asking and giving simple directions

C. Guided Exercise

- oral practice

D. Fun Time

- role play

E. Homework

Sources

1. Alexandre, L G. 1979. *Mainline Beginners B. Students' Book*. Longman Group Ltd.
2. Purwono, E., Widyastuti, A., Adinegoro, HS. 1994. *First Step 6; an English Book for Elementary Schools*. PT Intan Pariwara.
3. Setiyana, M. Y (et al). 1998. *belajar Bahasa Inggris 3 untuk Sekolah Dasar*. Penerbit Kanisius.

TEACHER'S GUIDANCE

UNIT I

I go to school by bus

Warming Up

- The teacher asks the students to mention means of transportation.
- The teacher asks the students how they go to school.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in talking about transportation.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend by their selves.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher divides the class into four groups.
- The teacher explains the students how to play the game.
The rule of the game:
Role the dice and go to the number showed on the dice.
Then, answer the question.
- The teacher moves around the class monitoring the activities.

UNIT II

I like a blue T-shirt

Warming Up

- The teacher asks the students to mention kind of colors
- The teacher asks the students to mention kind of clothes
- The teacher writes all the items on the board.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in expressing like and dislike.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend.
- The teacher explains how to do the exercise.
- The teacher monitors the activity.
- The teacher asks the students to practice in front.

Fun Time

- The teacher asks the students to find a friend by counting the class.
- The students with the even numbers work with even numbers
- The teacher explains how to do the exercises.

The rule:

Ask your friend about his/her favorite color. Then, draw a circle on it.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

UNIT III

I get a stomachache

Warming Up

- The teacher asks the students to mention kind of health disorders.
- The teacher asks the students who ever get sick.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in expressing health condition.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend who sits behind them.
- The teacher explains how to do the exercises.

The rule:

Each student has a different card. Try to ask your friend about the health disorder of the people on your friend's card. Do not show your card to your friend. Do it in turns.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher explains the students how to play the game.

The rule:

Each student will have a card. Go around the class and ask your friend about their health disorder based on the cards.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to report their works in front.

UNIT IV

How much does it?

Warming Up

- The teacher asks some students about the price of their stationeries.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in buying and selling.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend who sits on their right.
- The teacher explains how to do the exercises on mini role-play.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher asks the students to make a group of three students.
- The teacher explains how to do the exercise.

The rule:

Each student will have a different card. Try to buy the things on your list and find the best price for your things. Do not show your card to your friends. Do it in turns.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to report their works in front.

UNIT V

Would you come to my birthday party?

Warming Up

- The teacher asks the students about things related to birthday party.
- The teacher asks some students' birthday.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in making invitation.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend who sits next to them.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher explains how to do the exercise.

The rule:

Move around the class. Try to invite 8 friends for your holiday. Then, fill in the table.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to report their works in front.

UNIT VI

Will you help me, please?

Warming Up

- The teacher asks the students whether they ever go to Kota Gede.
- The teacher asks the students kind of silver souvenirs found at Kota Gede.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in expressing request.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend who sits one row behind them.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher asks the students to find a friend who sits in front them.
- The teacher explains how to do the mini role-play.

The rule:

One of you will be the seller and the other will be the buyer. Try to buy the things on your list. Use the expression from the language focus.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

UNIT VII

I can see a circus show

Warming Up

- The teacher asks the students whether they ever go to see *Sekaten*.
- The teacher asks the students the situation of the fair.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in describing specific event.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend who sits next two rows.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher divides the class into four groups.
- The teacher explains how to do the game.

The rule:

You have to make a little circle with chairs. If your group contains of 6 people just place 5 chairs on your circle. First, you have to suit. The one who lost will be the first player. Then, you have to ask your friends about the things they can see at the *Sekaten* fair. If you already ask all of your friends then say "Break the chain". All of you will try to have a seat. The one who can not find a seat will be the next player.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

UNIT VIII

Novita is building a sand castle

Warming Up

- The teacher asks the students whether they ever go to beach.
- The teacher asks the students the equipment they bring to play at the beach.
- The teacher asks the students what they do at the beach.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in describing action.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher divides the class into four groups.
- The teacher explains how to do the game.
The rule:
Role the dice and go to the number showed on the dice.
Then, answer the question.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.



UNIT IX

What about Kaliurang?

Warming Up

- The teacher asks the students whether they ever go to Kaliurang.
- The teacher asks the students the equipment they bring for camping.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in expressing agree and disagree.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher asks the students to find a friend who sits two rows behind.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher asks the students to count. Then, the teacher asks the student with number 1 to work with number 3, no. 2 with no. 4 and so the rest.
- The teacher explains how to do the exercise.

The rule:

You will have different card. Ask your friend whether your friend agrees or not with your decision to bring the thing for your camping. Draw circle on the things that you will bring for your camping. Do it in turns.

- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

UNIT X

What does it look like?

Warming Up

- The teacher asks the students whether they ever go to Yogyakarta Palace.
- The teacher asks the students what they saw there.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in describing place.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- the teacher asks the students to find a friend.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher divides the class into four groups.
- The teacher explains how to play the game.

The rule:

Move around of class. Ask your friends about their hometown. Then, fill in the table.

- The teacher moves around the class monitoring the activities.

UNIT XI

Where does it come from?

Warming Up

- The teacher asks the students kind of traditional dances.
- The teacher asks the students about the province of the dances.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in asking and giving information about originality.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

Fun Time

- The teacher divides the class into four groups.
- The teacher explains how to play the game.

The rule:

You will play “Remi” game. First, you have to suit. The one who lost will be the first player. The first player will hold all the cards and give to the member of the group. The one who wins the suit will show the card he/she has and will ask you: “where does (the name of dance) come from?” The one who can guess will be the next player. The winner is the one who has no card anymore.

- The teacher moves around the class monitoring the activities.

UNIT XII

Where is the Prambanan Temple?

Warming Up

- The teacher asks the students the location of places around the school.

Dialogue

- The teacher reads the dialogue.
- The teacher asks the students to repeat the dialogue.
- The teacher asks some of the students to practice the dialogue in front.

Language Focus

- The teacher explains the expression used in asking and giving simple direction.
- The teacher asks the students to read the expression together.
- The teacher asks some students to read the expression in front.

Guided Exercise

- the teacher asks the students to find a friend who sits on their left.
- The teacher explains how to do the exercises.
- The teacher moves around the class monitoring the activities.
- The teacher asks the students to practice in front.

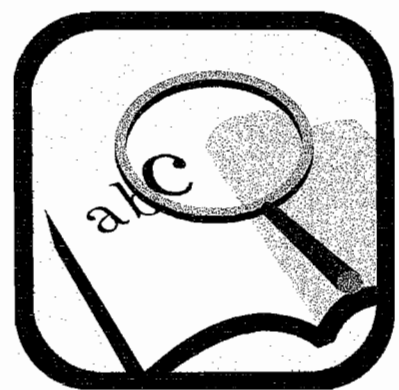
Fun Time

- The teacher asks the students to find a partner.
- The teacher explains how to play the game.

The rule:

You will have a different map. Try to find a location listed on your map by asking your friend. Then, fill in the blank square on your map. Do not show your card to your friend. Do it in turns.

- The teacher moves around the class monitoring the activities.



**A Set of English Instructional Materials
Using the Guided Conversation Technique
for the Sixth Grade Students of Elementary School**

Emy Prihastuti

unit 1

"I go to school by bus"

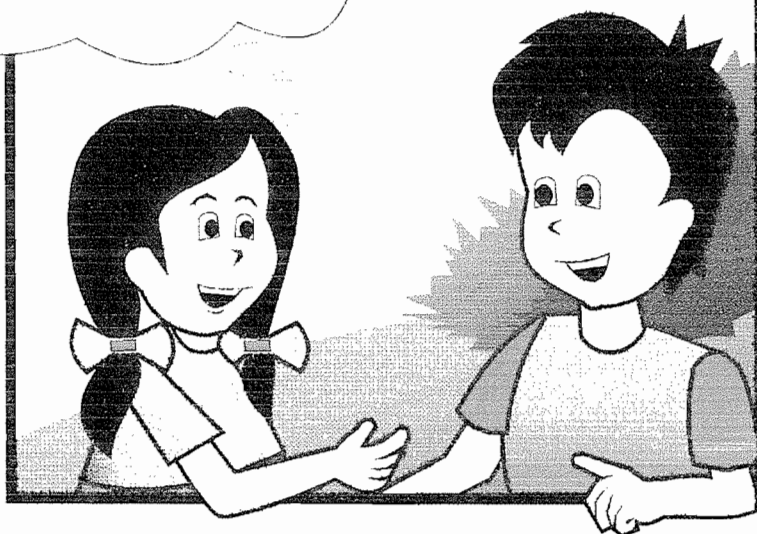
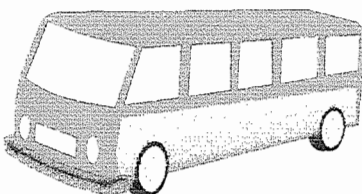


DIALOGUE

Hendro : How do you go to school?
 Tini : I go to school by bus.
 How about you?
 Hendro : I go to school on foot.



LANGUAGE



Language Function: Talking about transportation

Interrogative expressions

How do you go to school ?
 How does she/he go to school ?

Responses

I go to school by bus
 She/he goes to school by bicycle

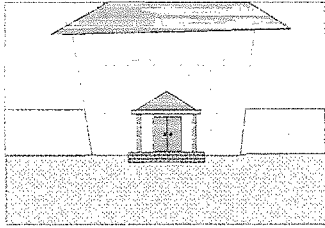


GUIDED EXERCISE

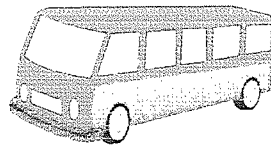
Practice the dialogue with a friend. Do it in turns !
 Use this pattern :

A : How do you go to _____ ?
 B : I go to _____ by _____

1

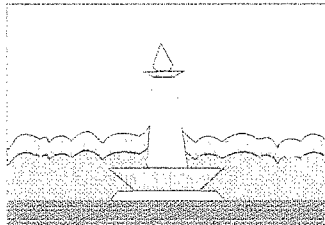


School



Bus

2

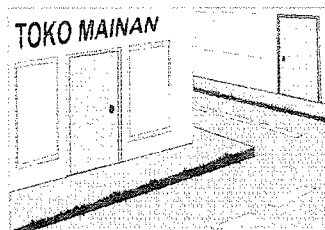


Jakarta

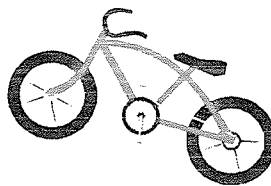


Airplane

3

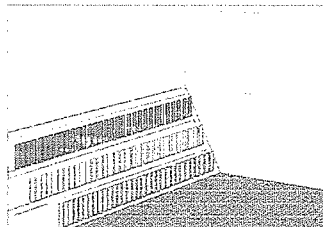


Toy store

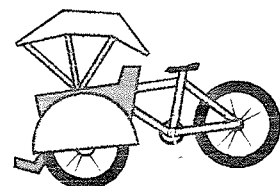


Bicycle

4

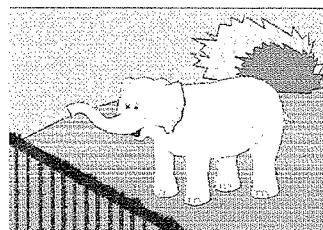


Book store

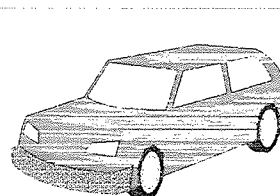


Pedicap

5

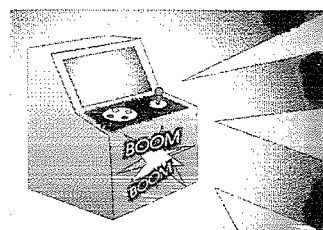


Zoo



Car

6



Game station

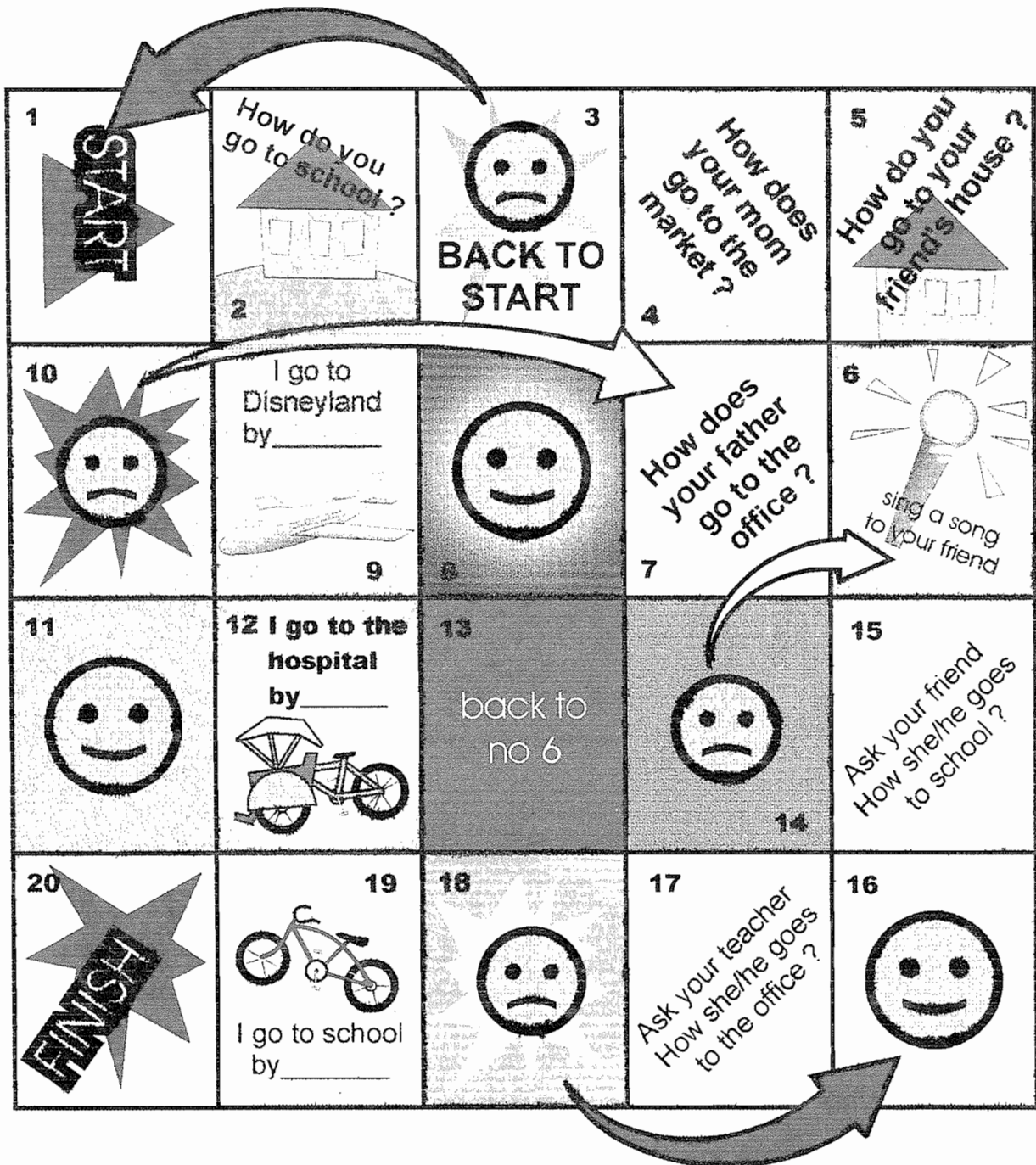


on foot

Play the game with your group !

1. Roll a dice
2. Go forward and answer the question

fun time



Homework

Answer the questions below

1. Where does your father go today?
How does he go?
2. Where does your Mom go today?
How does she go?
3. Where do your brothers/sisters go today?
How do they go?

unit 2

"I LIKE A BLUE T-SHIRT"



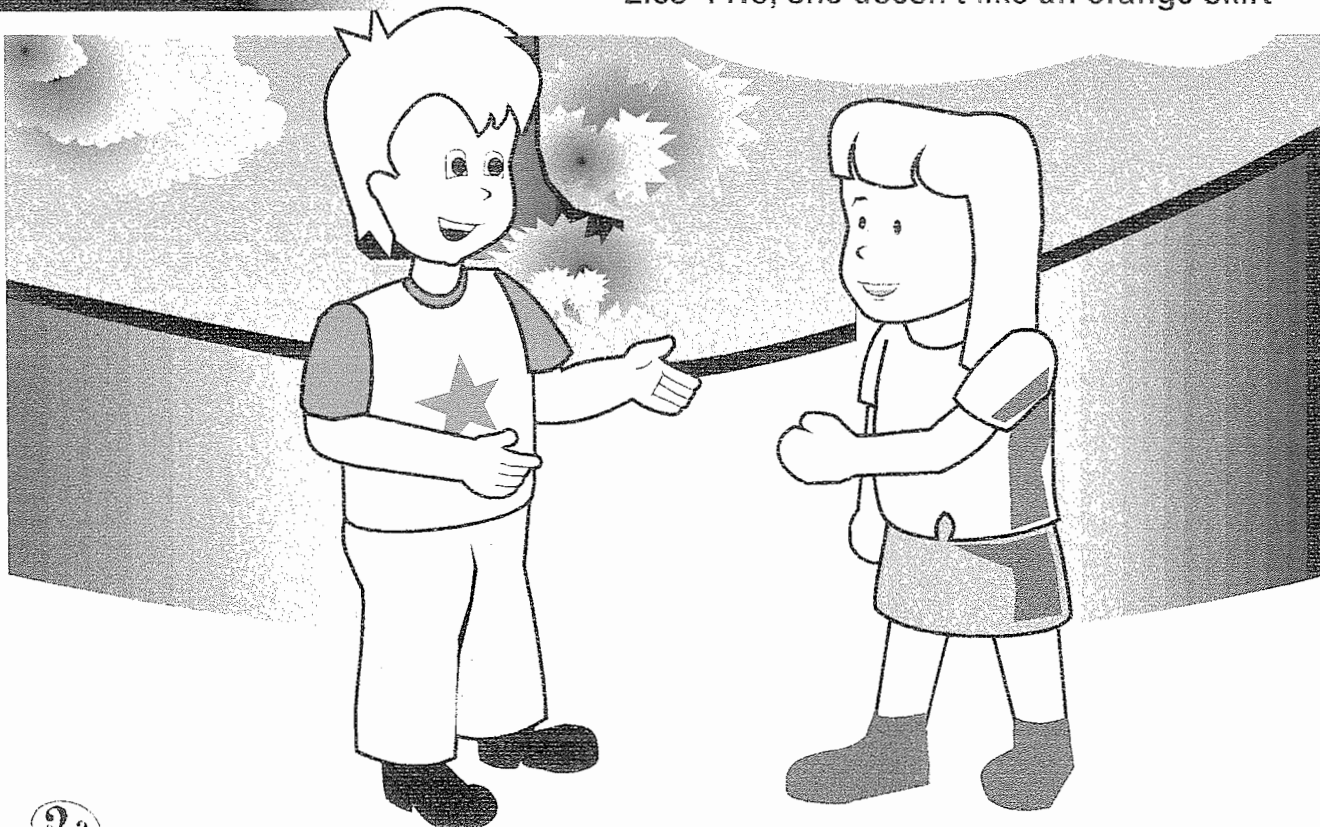
DIALOGUE

Rudi : Do you like a blue T-shirt ?

Lies : Yes, I like a blue T-shirt

Rudi : Does Ani like an orange skirt ?

Lies : No, she doesn't like an orange skirt



LANGUAGE FOCUS

Language Function: expressing like and dislike

Interrogative Expression

Do you like a blue T-shirt ?
Does she like an orange skirt ?

Positive Responses

Yes, I like a blue T-shirt
Yes, she likes a blue T-shirt

Negative Responses

No, I don't like a blue T-shirt
No, she doesn't like an orange skirt



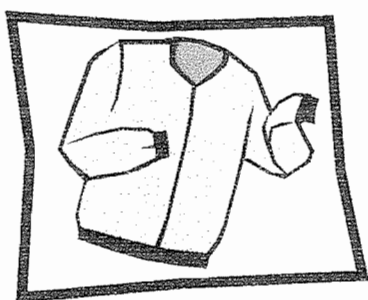
GUIDED EXERCISE

Practice the dialogues with a friend.

A : _____ ?

B : No, she doesn't like a green jacket

Practice the dialogues with your friend. Change roles on your work.

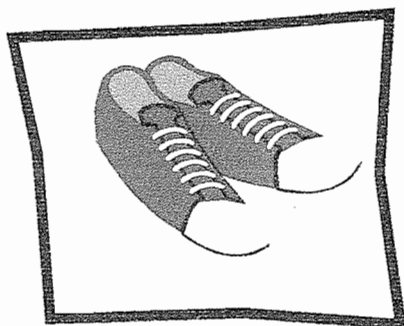


She/green jacket/No

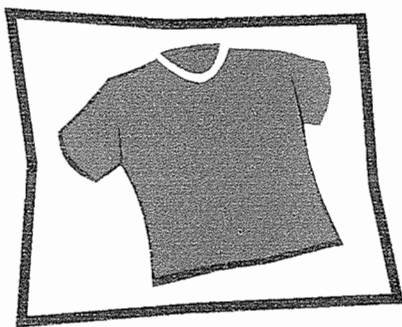
example :

A : Does she like a green jacket ?

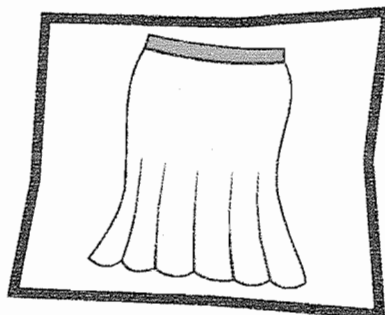
B : No, she doesn't like a green jacket



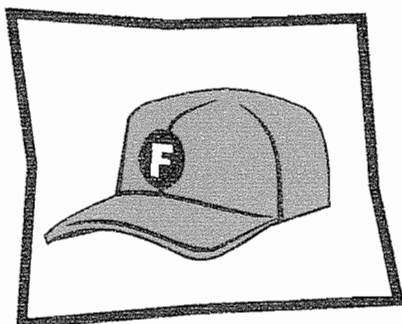
Andi/blue shoes/Yes



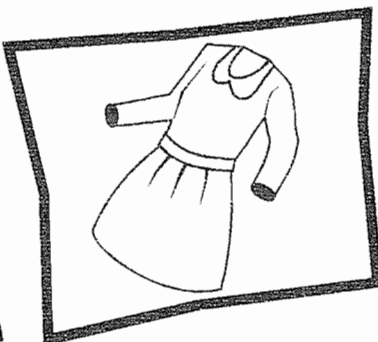
Yayan/a purple T-shirt/No



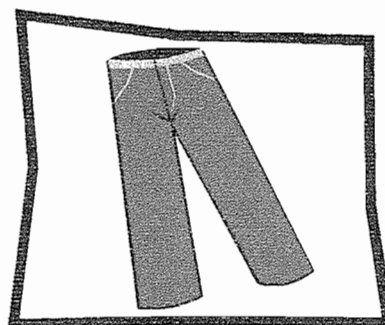
Rima/a pink skirt/Yes



Soni/a red hat/Yes



Naty/a yellow dress/Yes



Ana/ blue pants/No



FUN TIME

Practise the dialogue with your friend. Do it in turn.

Pattern :

You : Do you like this brown scarf ?

Your partner : Yes, I like it or

No, I don't like this brown scarf.

Card



Taken from Word by Word Picture Dictionary

Homework

Do the exercise below

1. What is your father's favorite color?
2. Does your mother like blue?
3. What is your sister's favorite color?
4. Does your brother like red?
5. What is your mother's favorite color?

unit 3

"I GET A STOMACHACHE"



DIALOGUE



LANGUAGE FOCUS

Language Function: expressing condition of health

Interrogative Expression

- What is the matter with you/ him/ her/ them?

Responses

- I get a stomachache
- She gets a stomachache
- He gets a headache
- They get a headache



Practice with a friend

Pattern :

You : What is the matter with Susi ?

Your friend : Susi has a cough .

Card : See the appendix

FUN TIME

Survey the class and fill the table

Card : See the appendix

Homework

Find five persons at your home.

Ask them about their health disorder they ever got.

Write the names and their health disorders.

In class, report un front of your friends.

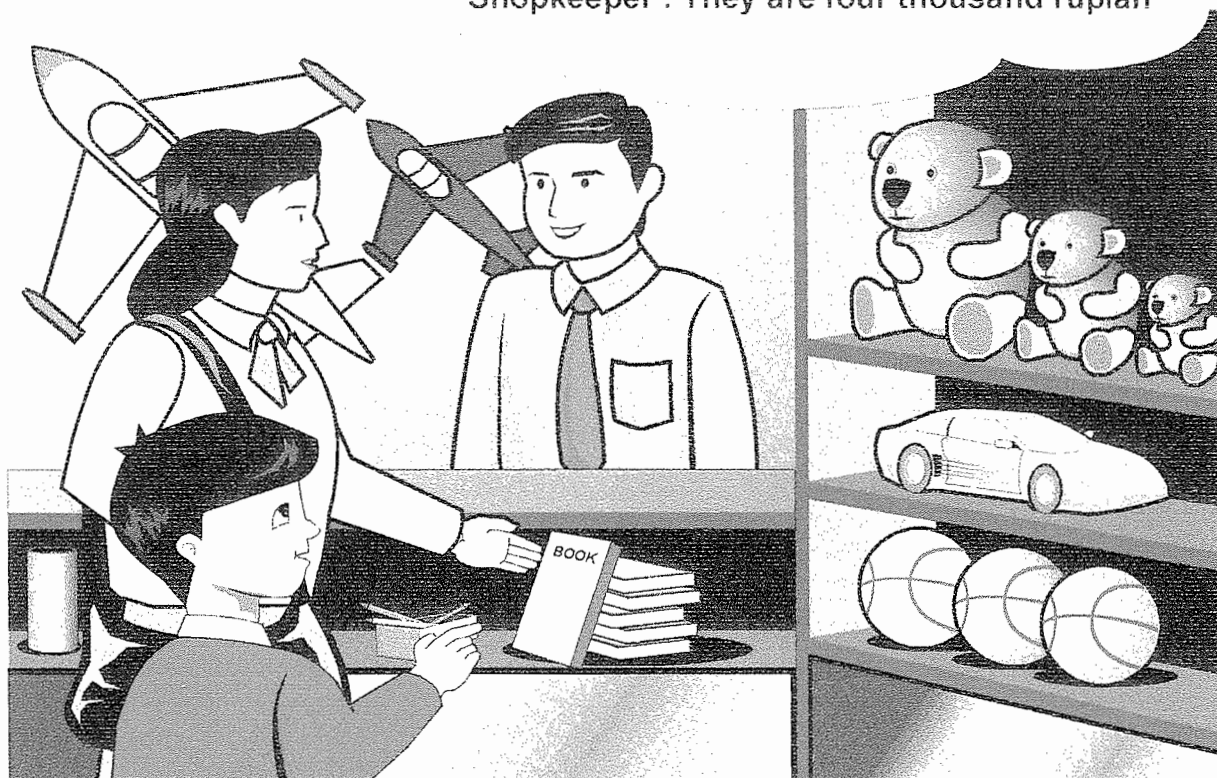
unit 4

HOW MUCH DOES IT COST ?



DIALOGUE

Anton : I want that orange car for my birthday
Mom : OK, How much is that ?
Shopkeeper : That is five thousand rupiah
Mom : How much are the books ?
Shopkeeper : They are four thousand rupiah



LANGUAGE FOCUS

Language Function: talking about price

Questions

How much is it ?
How much are they ?

Answers

It is five thousand rupiah (Rp.5.000)
They are four thousand rupiah (Rp.4.000)



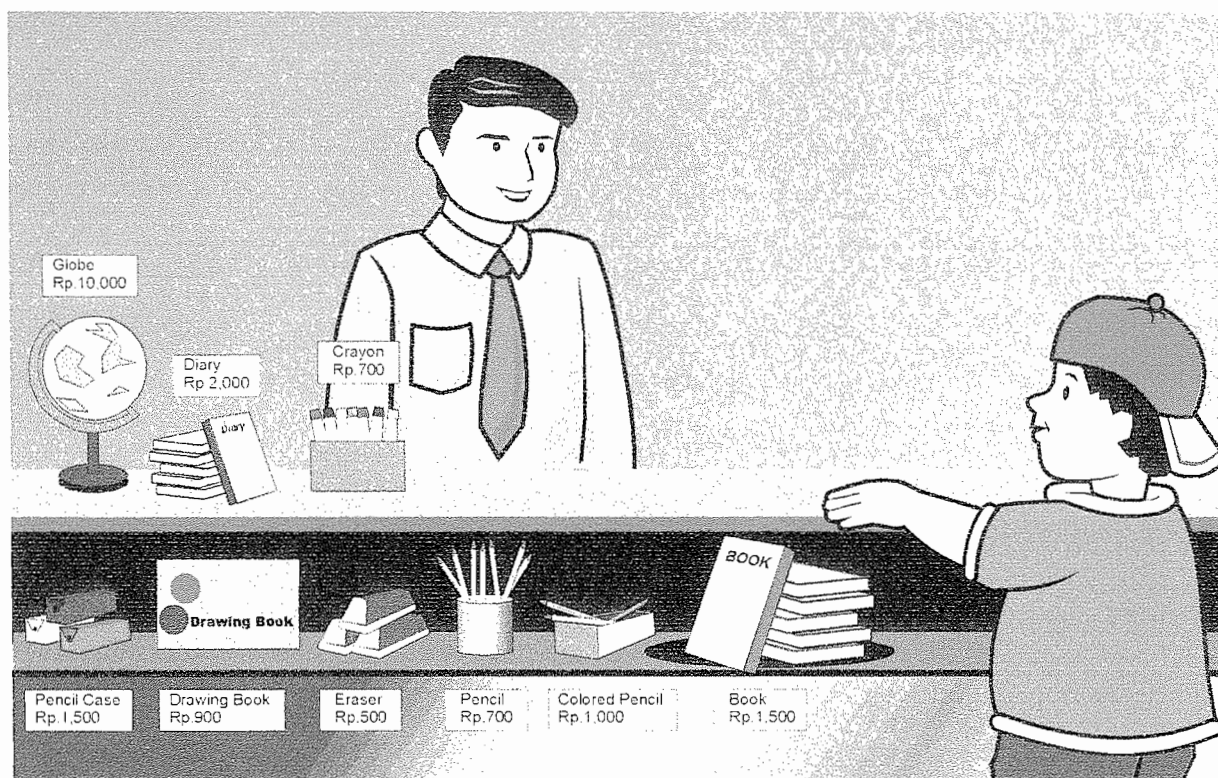
GUIDED EXERCISE

Practice with a friend

Pattern :

Customer : I want this pencil
How much is it ?

Shopkeeper : It is Rp. 700 (seven hundred rupiah)



FUN TIME

Play the game with your friends. Do it in turns.

Pattern :

A : I need a book. How much is it?

B : It is Rp. 500.

CARD
see the appendix

Homework

Find five toys of your brother or sister. Ask the prices.

If they do not know the price, ask your mother.

List the toys and the prices. Report in the class.

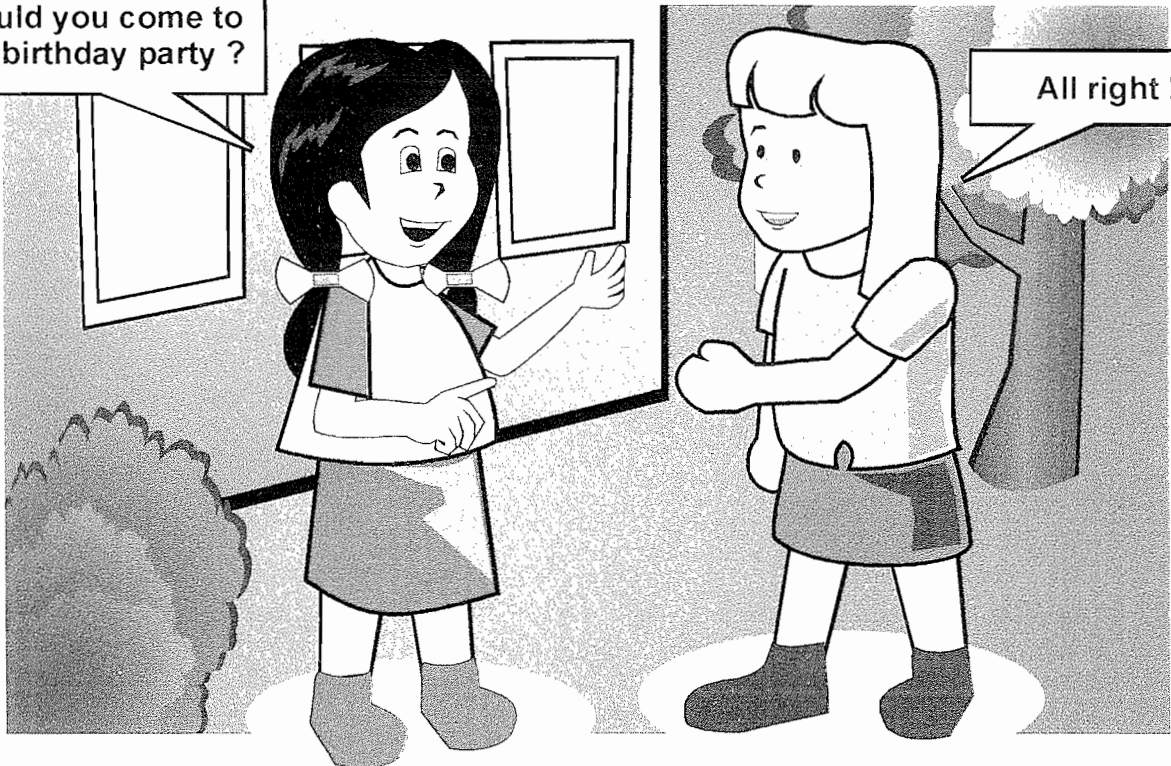
unit 5

Would you come to my birthday party ?



DIALOGUE

Would you come to my birthday party ?



LANGUAGE FOCUS

Language Function: making invitation

Making Invitation

Would you come to my party ?

Refusing invitation

I'm sorry but I have another plan tonight.

Accepting invitation

- Thank you. I'd love too.
- That would be wonderful.
- Ok.
- All right.



GUIDED EXERCISE

Practice the dialogue with a friend.

Situation 1

A: Would you come to my birthday party tomorrow?

B: _____. What time?

A: It is around seven.

B: _____

Situation 2

A: _____?

B: Oh, that would be wonderful! _____?

A: at eight

B: _____

Situation 3

A: _____?

B: Oh _____, but I have to study.

Practice the dialogue with a friend.

Change roles on your work.



Study tonight/ Yes

A: Would you come to my house to study together tonight?

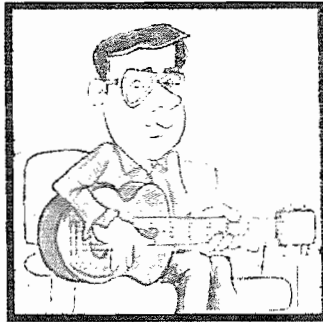
B: Thank you. I'd like too.



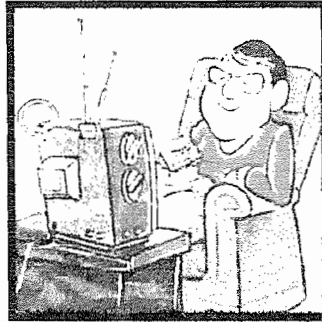
Play piano tonight/ No

A: Would you come to my house to play piano tonight?

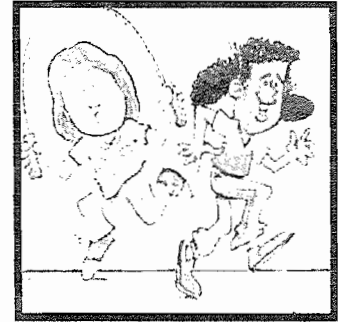
B: I'd like to, but i have to study.



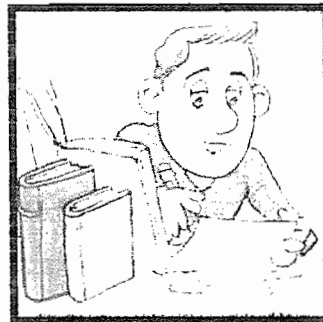
Play guitar/ No



watch TV/ No



Play/ Yes



Do the homework/ Yes



Listen to the Radio/ No



Play basketball/ Yes

Taken from Word by Word Picture Dictionary



FUN TIME

Invite friends for some activities for your holiday. Hurry up because your friends also have their plans !

Pattern:

You : " Hey Don ! Would you come to my party?"

Your Partner: " When?"

You : " This Sunday".

Your Partner: " What time?"

You : " At 7 in the evening".

Your Partner: " Ok".

No.	Friend's Names	Activities	Time
-----	----------------	------------	------

Homework

Make a simple dialogue of invitation. You may create your situation.

unit 6

Will you help me, please?



DIALOGUE

Yes, of course

Good morning
I need silver souvenirs
Will you help me, please?



LANGUAGE FOCUS

Language Function: expressing request

Expressing Request

Will you help me, please?

Responses to Request

- Yes of course.
- All right.
- Ok.

Polite negative responses

- I'm sorry but i can't
- I'd like to but i am so busy.



GUIDED EXERCISE

Complete the dialogue orally.

A father asks his son to bring his bag
Father : _____ help me to _____ ?
Son : _____
Father : Thank you .

Do the task below with your friend orally. Use the pattern like the example.



wash the dishes

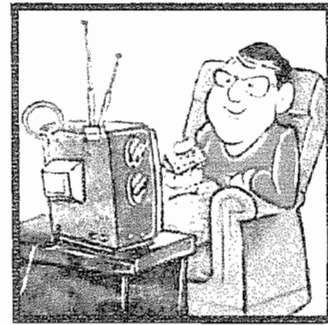


study

A: Will you please help me
to wash the dishes?
B: I'd like to, but I have to study.
A: That's Ok.



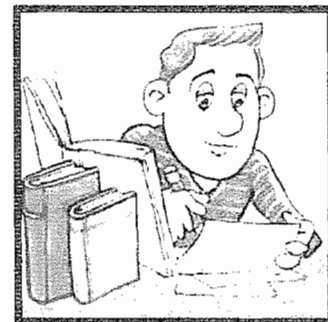
Wash the clothes



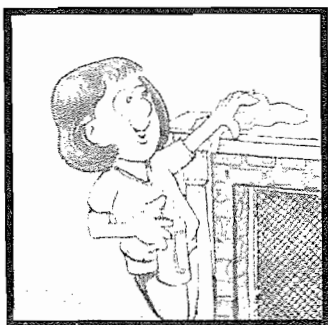
Watch TV



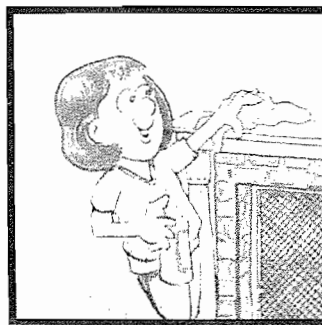
Clean the house



Do the homework



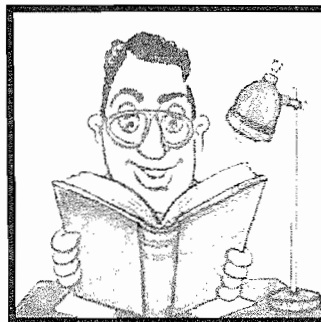
Clean the kitchen



Clean the kitchen



Sweep the yard



Study

Taken From Word by Word Picture Dictionary



FUN TIME

Play with your friend.

Pattern:

Buyer: I need a silver _____
 Will you please show me the collection ?
 Seller : All right
 Buyer : How much is it ?
 Seller : It is Rp. _____

Card: see the appendix

Homework

Make some requests for some activities to your family members.
 Then, fill in the table below.

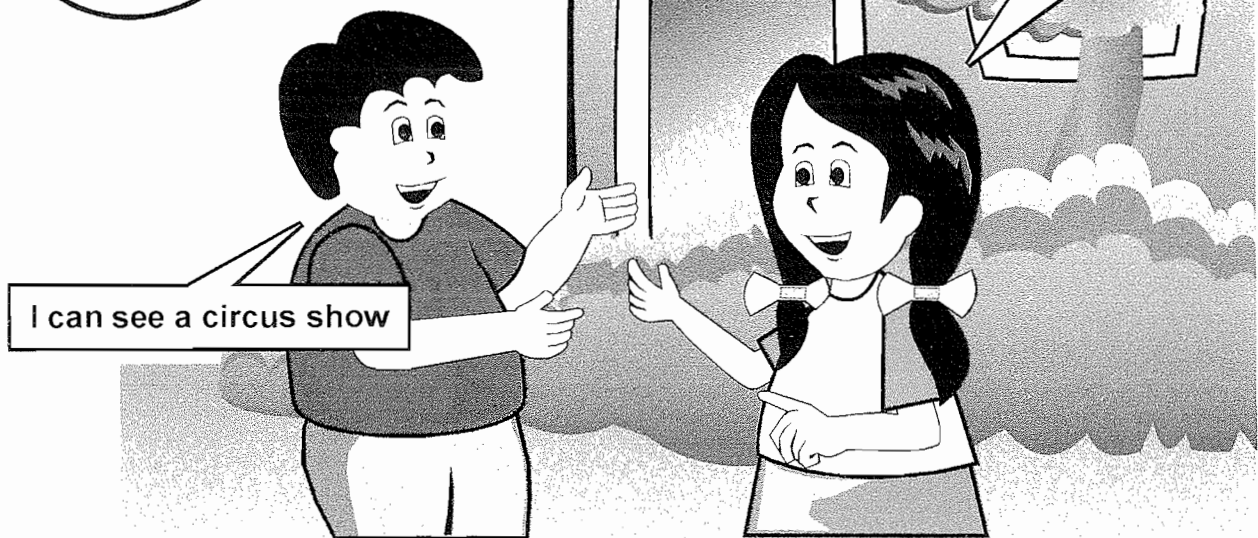
NAME: _____

unit 7

I can see a circus show



DIALOGUE



LANGUAGE FOCUS

Language Function: expressing ability

What can you see at the Sekaten Fair ? I can see a circus show



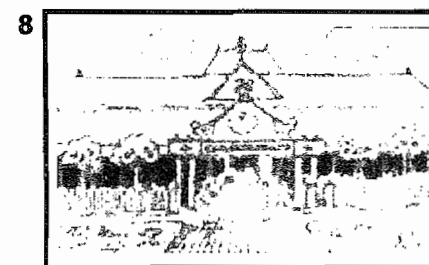
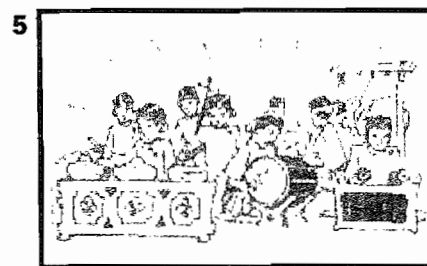
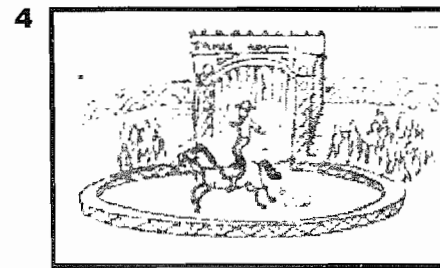
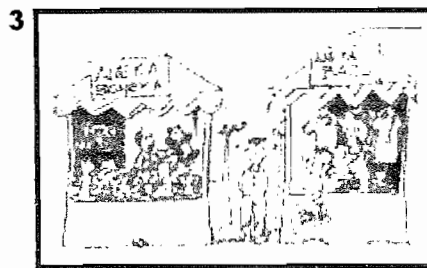
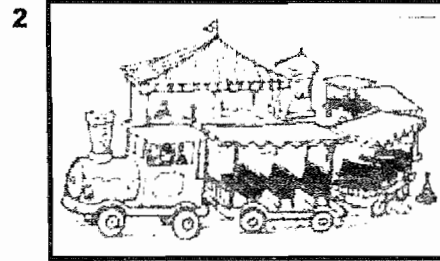
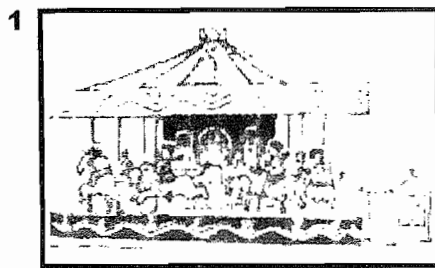
GUIDED EXERCISE

Practice with your friend.

Pattern :

A : What can you see at picture No. 1 ?

B : I can see _____



Taken from "First Step 6"

The Clue

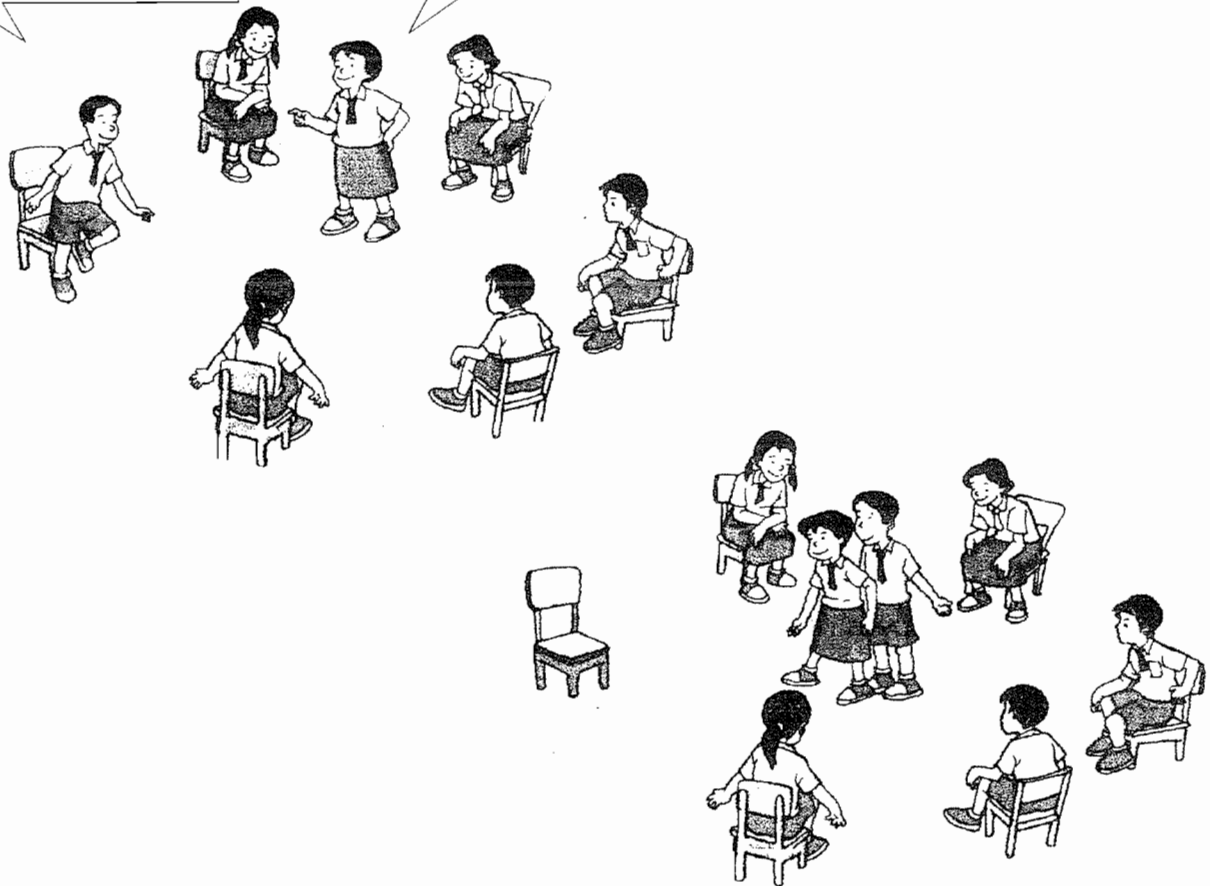
Stands **Palace** **Merry-go-around**
Mini trains **Jathilan show**
Gamelan concert
Circus show **Gunungan**



Let's play a game

I can see a minitrain

What can you see at the Sekaten fair ?



Taken from "Grow With English 1"

HOMEWORK

List the things that you can see on your livingroom and bedroom.
Report your list in front of the class.

unit 8

Novita is building a sand castle

Nov, what are you doing ?

I am building
a sand castle Mom



LANGUAGE FOCUS

Language Function: Describing action

Interrogative expressions

- What are you/they doing ?
- What is she/he doing ?

Responses

- I am building a sand castle
- She/he is building a sand castle
- They are building a sand castle



GUIDED EXERCISE

Practice the dialogue below with a friend orally.
Change roles on your work.

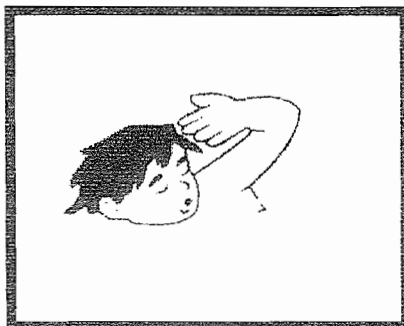
The pattern : A: What is he doing?
B: He is



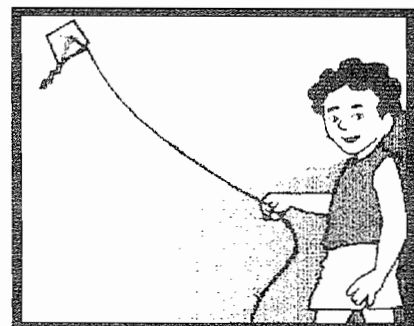
Build / sand castle



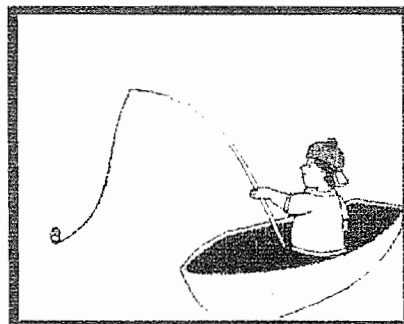
Run / along the beach



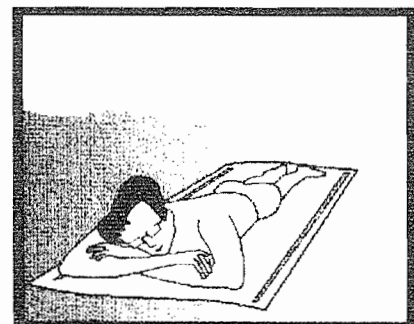
Swim / at the beach



Play a kite / at the beach



Fishing / at the beach



Sun bath / at the beach

FUN TIME

Roll a dice, go forward and answer the question.

FINISH

13

12

11

10

9

8

7

6

5

4

3

2

1

START

BACK TO No. 3

BACK TO No. 6

BACK TO START

Sing a song for your friend

1. What is father doing?
2. What is the boy doing?
5. What is the man doing?
8. What are the children doing?
9. What is the boy doing?
12. What is the boy doing?
13. What is the boy doing?

Homework

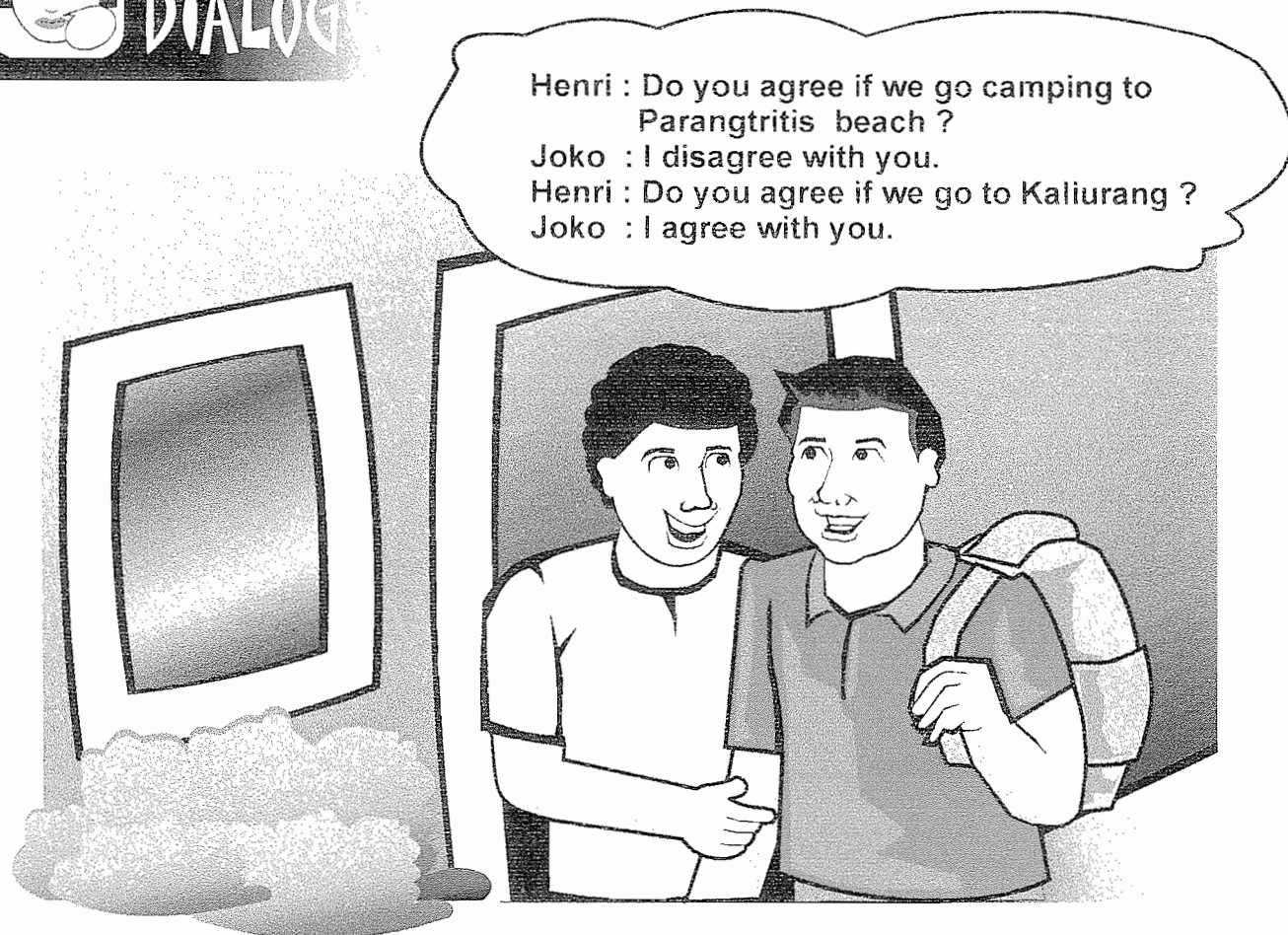
Take a photo containing people who do activities from your album.
At home, try to describe the activities in the photo.
At school, describe it in front of the class.

unit 9

What about Kaliurang ?



DIALOG



LANGUAGE FOCUS

Language Function: Expressing agree and disagree

Interrogative expression

Do you agree if we go camping to Kaliurang?

Responses

I agree with you

I disagree with you



GUIDED

Practice with a friend.

Situation 1

A: Do you agree that Merapi is high ?

B: _____

Situation 2

A: Do you agree that Kaliurang weather is hot ?

B: _____

Situation 1

A: _____ if we go to Kaliurang by bus ?

B: _____

Situation 2

A: Do you agree to go to Kaliurang on Monday ?

B: _____ (disagree)

A: Do you agree to go to Kaliurang on Sunday?

B: _____ (agree)



FUN TIME

Practice with a friend.

Pattern:

You : Do you agree if I bring magazine?

Your friend: I don't agree.

You : What about blanket?

Your friend: I agree with you.

CARD:see the appendix

Homework

In pair, make a simple conversation about agree and disagree.

Try to memorize the dialogue.

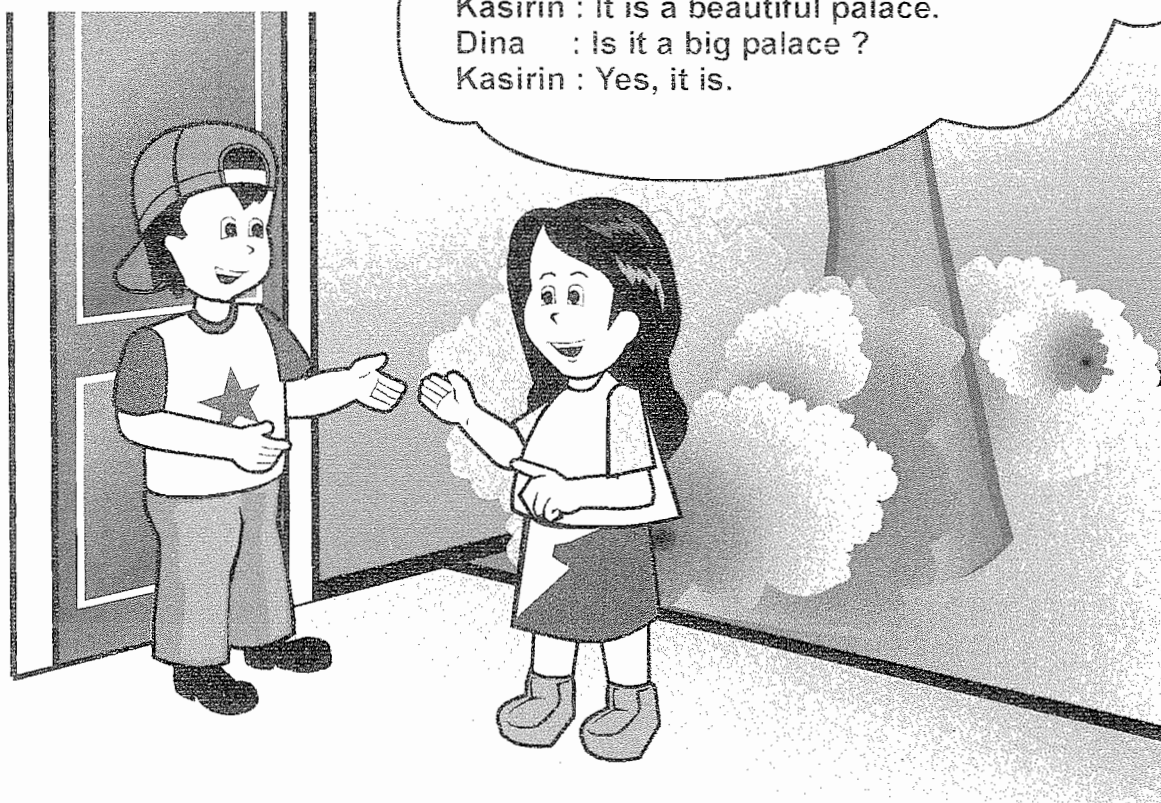
Practice the dialogue in front of the class.

unit 10

What does it look like ?



DIALOGUE



Dina : Will you tell me about Yogya Palace ?
Kasirin : Yes, of course.
Dina : What does it look like ?
Kasirin : It is a beautiful palace.
Dina : Is it a big palace ?
Kasirin : Yes, it is.



LANGUAGE FOCUS

Language Function: describing place

Expression used in describing place

Questions

What does it look like ?

Answers

It is a beautiful palace
It is a big palace



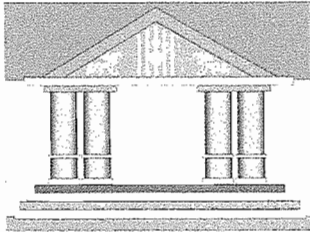
GUIDED EXERCISE

Practice with a friend

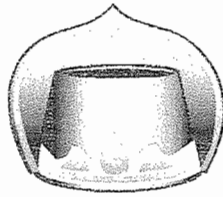
The pattern :

A : What does the _____ look like ?

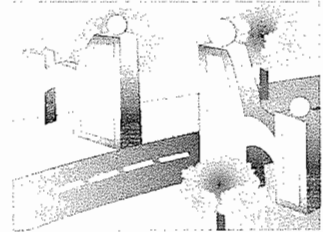
B : It is _____



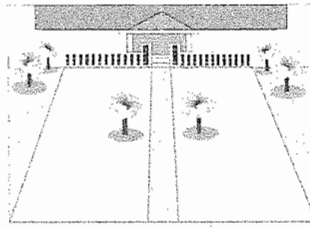
Pillars / big



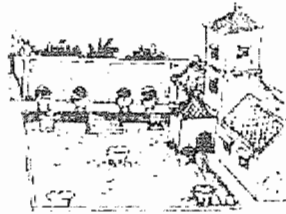
Crown / beautiful



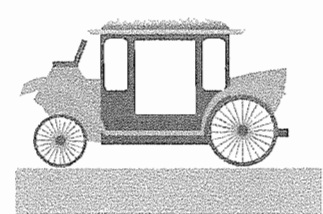
Gate / big



Square / wide



Pond / old



Cart / old

Example:

John: What does your home town look like?

Bella: It is beautiful.

John: Is it an interesting place?

Bella: Yes it is.

Name/Description

Big

Interesting

Beautiful

Cool

Write **Y** for yes and **N** for no !

Homework

Find a photo of place such as your house, your school, beach, zoo etc.

At home, try to describe it.

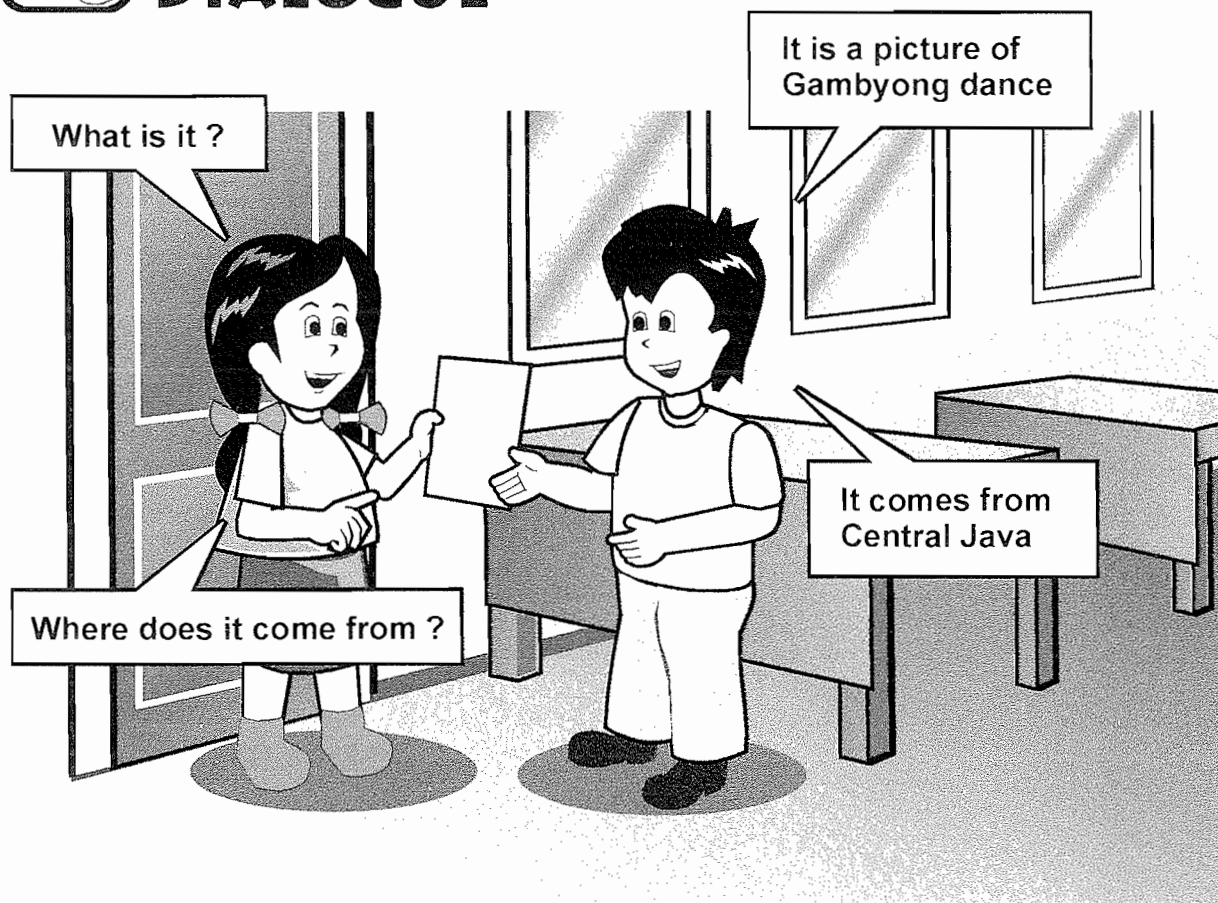
At school you have to describe it in front of the class.

unit 11

Where does it come from ?



DIALOGUE



LANGUAGE FOCUS

Language Function: Asking and Giving Information

Asking Information
Where does it come from ?

Giving information
It comes from Central Java

GUIDED EXERCISE

PRACTICE WITH A FRIEND !

The pattern

You : Where does Gambyong come from?

Your friend: It comes from central Central Java

Card : See the appendix

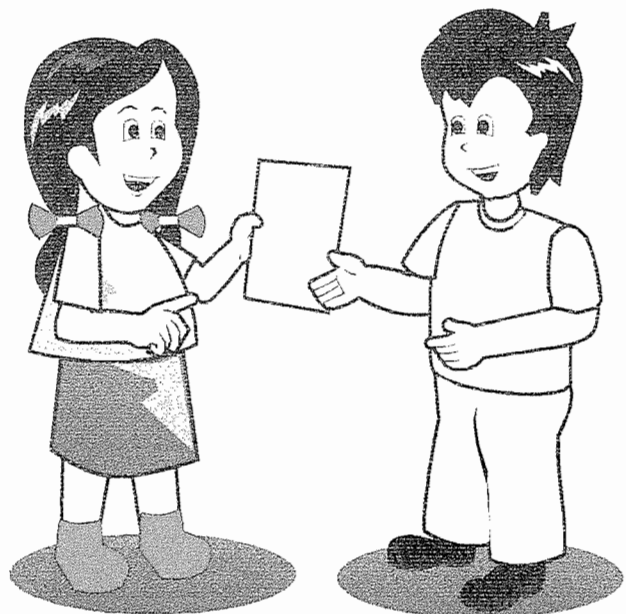
FUN TIME

Play the game with the card.

Card : See the appendix

Homework

List 10 names of traditional dances and their originalities.
At school, report your list in front of the class



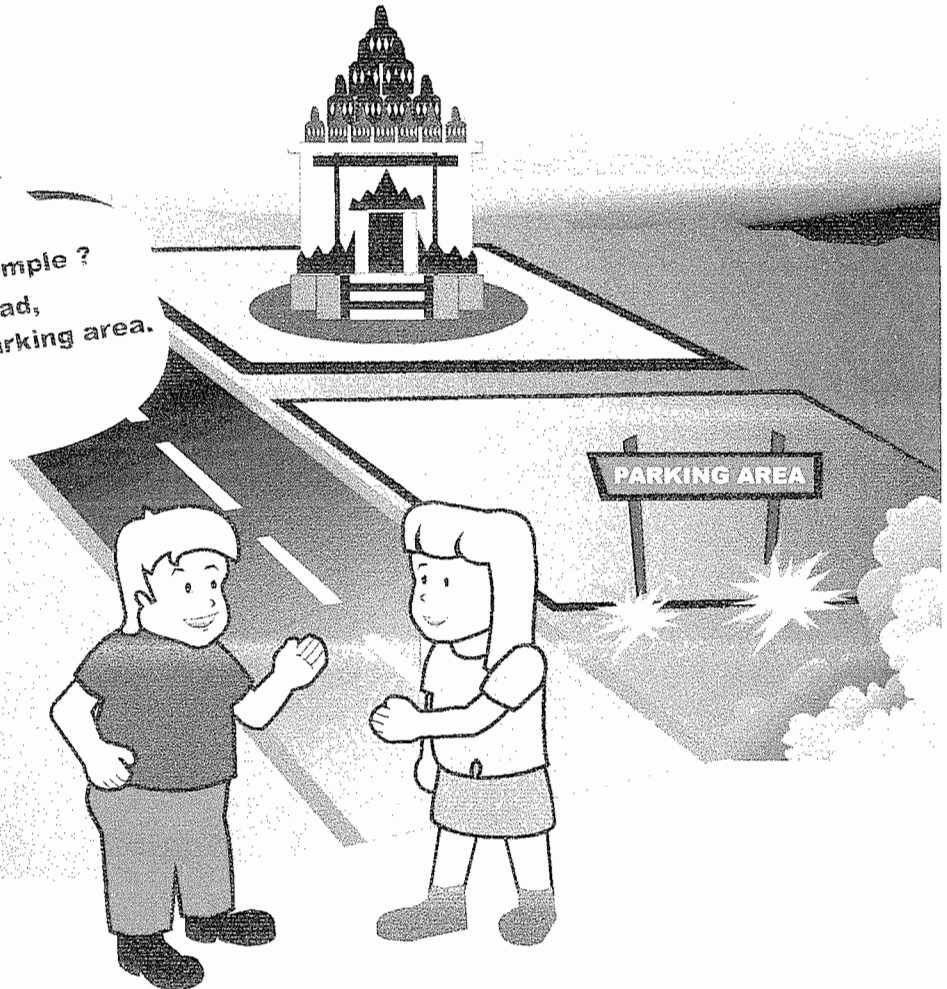
UNIT 12

Where is the Prambanan temple?



DIALOGUE

Ani : Where is
the Prambanan Temple ?
Joko : Go ahead this road,
it is near the parking area.



LANGUAGE FOCUS

Language Function: asking and giving directions

Expressions used for asking and giving simple directions

ASKING FOR DIRECTIONS

Where is the Prambanan temple?

GIVING DIRECTIONS

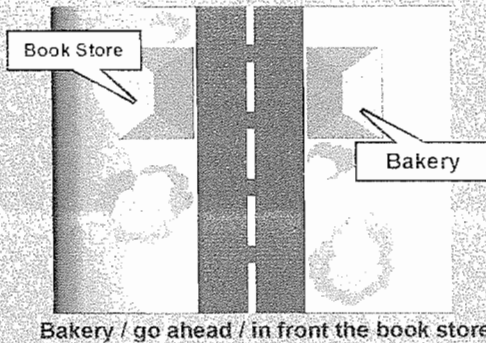
Go ahead this road

It is near the parking area



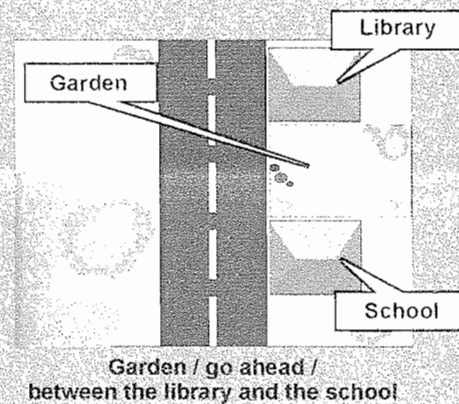
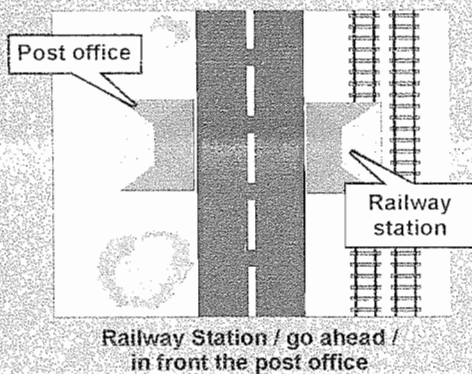
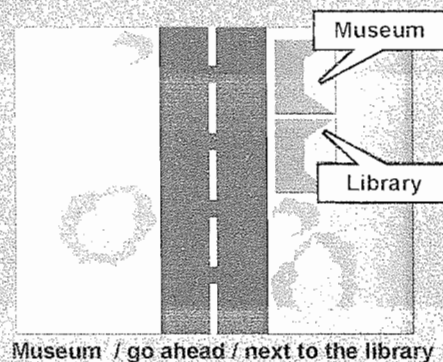
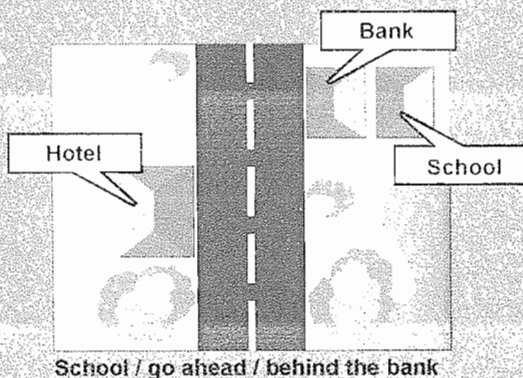
GUIDED EXERCISE

PRACTICE WITH FRIEND



Example

A : Where is the Bakery ?
B : Go ahead, it is in front the book store



FUN TIME

FIND THE PLACES

The pattern

A : Where is the mosque ?

B : Go ahead this road, the mosque is in front of the garden

Card (see the appendix)

Homework

Draw a map of your school. Then, find the location of the places below

- Canteen
- Library
- Laboratory
- Teacher's room
- Toilet

Appendix

UNIT 3



CARD A



Ms. Rita / _____



Ms. Siti / Headache



Mr. Tono / _____



Mr. Rahmat /
Stomachache



Ms. Juli / _____



Mr. Joko / Cough

Taken from Word by Word Picture Dictionary



CARD B



Ms. Rita / flu



Ms. Siti / _____



Mr. Tono / fever



Mr. Rahmat / _____



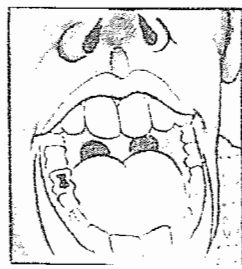
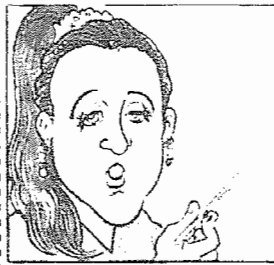
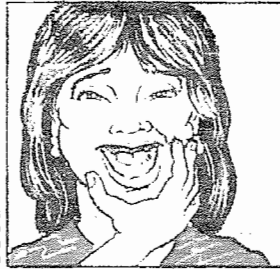
Ms. Juli / Toothache



Mr. Joko / _____

Taken from Word by Word Picture Dictionary





UNIT 4

STUDENT A



LIST OF PRICE	Rp.5,000
Drawing Book Rp.1,000	Eraser
Crayon Rp.1,000	Rp.
Pencil Rp.300	Note Book
Sharpener Rp.300	Rp.
Pencil Case Rp.1,500	Rullerl
Pen Rp.1,200	Rp.
Colored Pencil Rp.900	Glue
Paper Rp.500	Rp.
Saving Box Rp.1,000	Cutter
Book Rp.700	Rp.



STUDENT B

LIST OF PRICE	Rp.3,500
Eraser Rp.300	Drawing Book
Note Book Rp.400	Rp.
Ruler Rp.200	Crayon
Glue Rp.400	Rp.
Cutter Rp.700	Pencil
Pen Rp.1,000	Rp.
Colored Pencil Rp.1,000	Sharpener
Book Rp.600	Rp.
Paper Rp.600	Pencil case
Saving Box Rp.900	Rp.



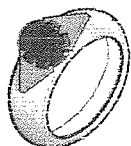
STUDENT C

LIST OF PRICE	Rp.4,000
Eraser Rp.200	Pen
Note Book Rp.500	Rp.
Ruler Rp.300	Colored Pencil
Glue Rp.300	Rp.
Cutter Rp.800	Book
Drawing Book Rp.900	Rp.
Crayon Rp.1,200	Paper
Pencil Rp.400	Rp.
Sharpener Rp.400	Saving Box
Pencil case Rp.1,000	Rp.

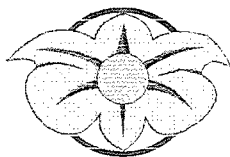
UNIT 6



List A



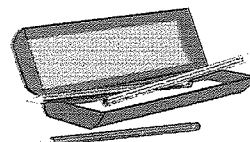
Ring Rp. 2.000



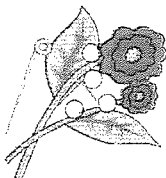
Brooch Rp. 1.500



Mug Rp. 1000



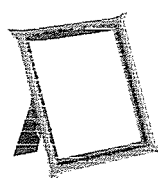
Pencil case Rp.1000



Pin Rp. 2.500



Earrings Rp. 1.250



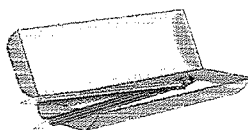
Frame Rp. 2.000



Pencil Rp. 750



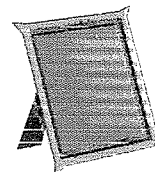
Mug Rp. 2.500



Pencil case Rp. 1.500



Earrings Rp. 800



Frame Rp. 2.500



List B

Ring Rp.

Pencil Rp.

Frame Rp.

Mug Rp.

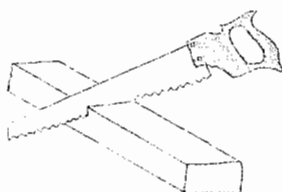
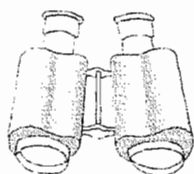
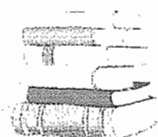
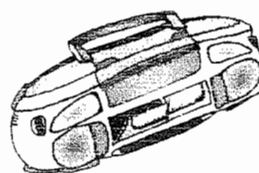
Pencil Case Rp.

Pin Rp.

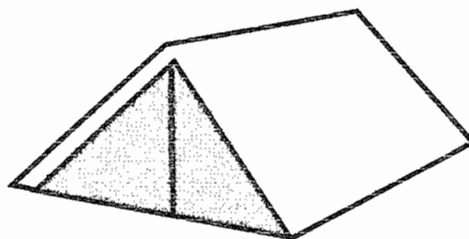
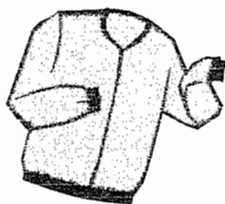
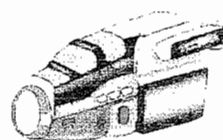
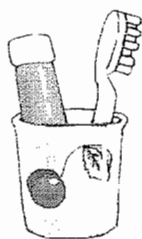
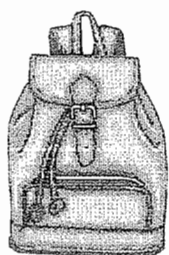
UNIT 9



CARD A



CARD B



UNIT 11



Jaipong / West Java



Jangger /



Saman Gayo / Aceh



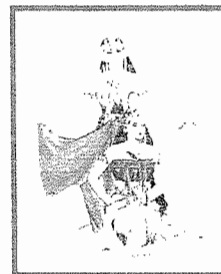
Piring /



Lampa / _____



Manduda /
North Sumatra



Serimpi / _____



Remo / East Java



Jaipong / _____



Jangger / Bali



Saman Gayo / _____



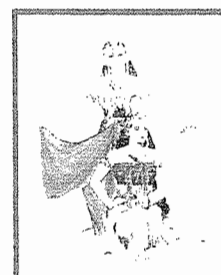
Piring / West Sumatra



Lampa /
South Sulawesi



Manduda /



Serimpi / Central Java



Remo / _____



Jaipong / W_s_J_v_



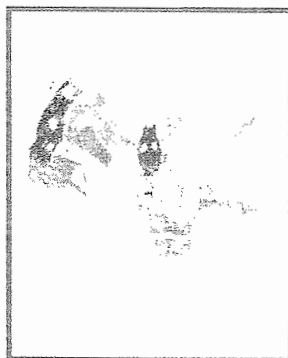
Jangger / B_l_



Saman Gayo / A_e_



Remo / East Java



Golek / Y_g_a



Serimpi / C_n_r_lJ_v_



Manduda /
N_r_hS_m_t_a



Piring /
W_s_S_m_t_r_



Lampa /
S_u_h_S_l_w_s_



Pergaulan
R_a_

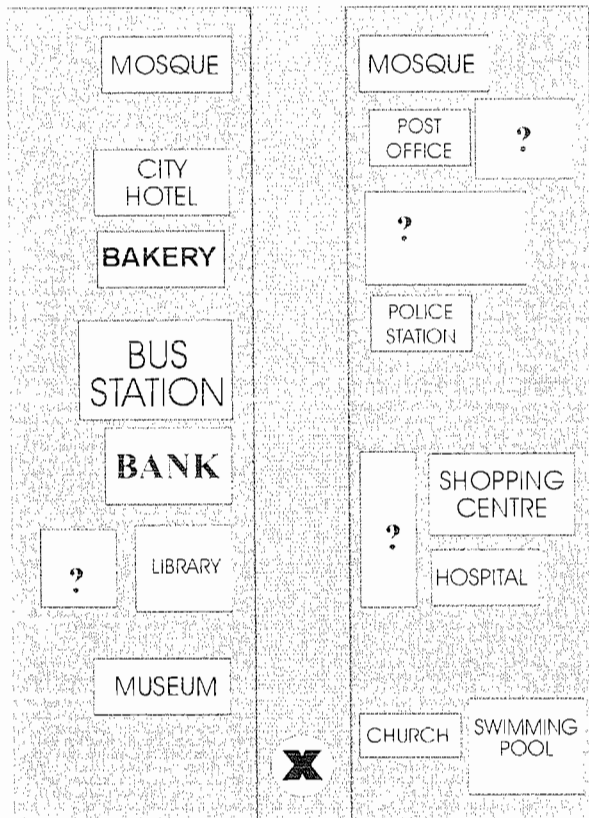


Mopopute Cingke
C_n_r_lS_l_w_s_



UNIT 12

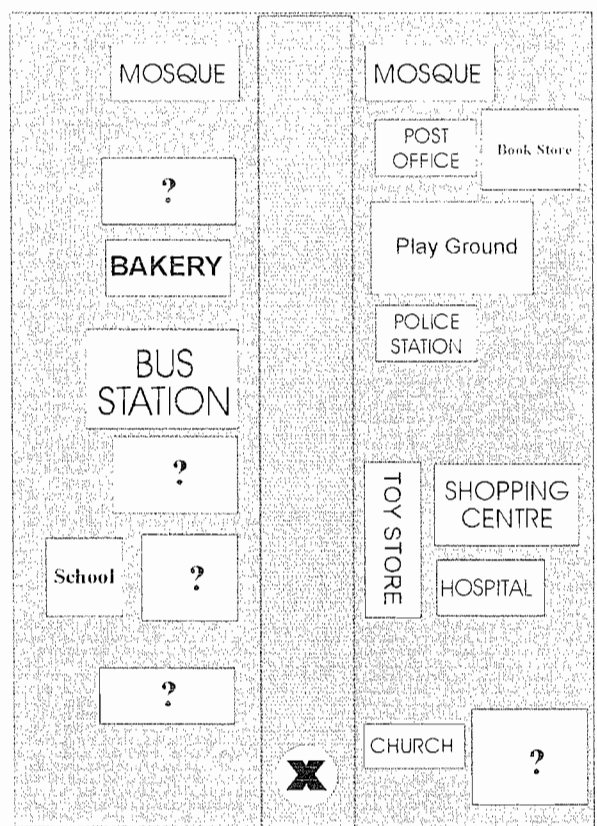
STUDENT A



Find the places below

1. Book Store
2. School
3. Hospital
4. Toy store
5. Play ground

STUDENT B



Find the places below

1. Bank
2. Book store
3. Museum
4. Swimming pool
5. Hotel