DESIGNING A SET OF INTEGRATED MATERIALS USING COMMUNICATIVE LANGUAGE TEACHING FOR THE FIRST GRADE STUDENTS OF SMK KANISIUS 1 PAKEM

A SARJANA PENDIDIKAN THESIS

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

By

Arya Dewangga

Student Number: 101214034

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Approved by

Advisor

V. Triprihatmini, S.Pd., M.Hum., M.A.  Date: 21 May 2015
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Student Number: 101214034

Defended before the Board of Examiners
on 10 June, 2015
and Declared Acceptable

Yogyakarta, 10 June 2015
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Rohandi, Ph.D.
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, 10 June 2015

Researcher

Arya Dewangga
101214034
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama : Arya Dewangga
Nomor Mahasiswa : 101214034

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ABSTRACT


This study aimed to design a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem. The vocational students are prepared to face the global employment competition after graduation. When the students are good at English, the opportunities of successes in global employment competition are widely opened. Unfortunately, the first grade students of SMK Kanisius 1 Pakem were not prepared well. There was not an appropriate set of English materials that could support their needs. Therefore, the researcher was interested to help the first grade students of SMK Kanisius 1 Pakem by providing a set of integrated English materials which can be implemented in real life context.

In this study, there were two research problems. They were (1) How is a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem designed? and (2) What does a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem look like?

Research and Development (R&D) was applied as the research method of this study. There were four steps in this research method, they were analyzing the problems, designing the instruction, developing the instruction, and evaluating the design. The researcher used two instruments in gathering the data i.e. interview and questionnaires for the need of analysis. The researcher conducted interview to the English teacher of SMK Kanisius 1 Pakem. Then, the researcher distributed 25 questionnaires to the first grade students of SMK Kanisius 1 Pakem. Through those instruments, the researcher could gain the information which was related to the students’ characteristics, interest, and needs in learning English. The result of interview and questionnaire data analysis showed that the English teacher and the first grade students needed a set of integrated English materials which can enhance communicative skills. Then, the researched designed and developed materials based on the instruction. Through this process, the researcher could produce a set of integrated English materials entitled “Stepping Forward” which consists of four main units. Each unit was designed based on the concept of integrated skills, Communicative Language Teaching, and Curriculum 2013. Every single unit is started with warming up activity and ended with student’s reflection. Through warming up activity, the students are introduced to the topic with simple and fun activity. Then, the reflection activity asks the students to reflect what they have learned on each unit topic.

The designed materials were not totally perfect. Therefore, the researcher had to made revision based on the experts’ evaluation, feedback and suggestion.

Keywords: first grade students, integrated materials, Communicative Language Teaching.
ABSTRAK


Dalam penelitian ini, terdapat dua rumusan masalah. Rumusan-rumusan tersebut adalah (1) Bagaimana cara merancang satu set materi terpadu untuk siswa kelas 1 SMK Kanisius 1 Pakem? dan Bagaimana wujud dari desain materi tersebut?


Hasil dari wawancara dan kuesioner menunjukkan bahwa guru dan siswa kelas 1 SMK Kanisius 1 Pakem sangat membutuhkan materi Bahasa Inggris terpadu. Dalam menyusun materi, peneliti menggunakan pendekatan Communicative Language Teaching (CLT) yang dikombinasikan dengan Kurikulum 2013. CLT merupakan penekanan yang tepat dan mampu meningkatkan kemampuan komunikatif siswa dalam menerapkan Bahasa Inggris dalam konteks kehidupan nyata. Penelitian ini menghasilkan empat unit materi terpadu. Setiap unit diawali dengan aktifitas warming up (pemanasan) dan diakhiri dengan aktifitas reflection (refleksi).

Bagaimanapun, peneliti masih perlu untuk merevisi desain tersebut berdasarkan evaluasi, saran, dan masukan dari para ahli. Akhirnya, penulis berharap bahwa materi yang telah disusun dapat membantu siswa kelas 1 SMK Kanisius 1 Pakem untuk memenuhi kebutuhan dalam berbahasa Inggris.

Kata kunci: first grade students, integrated materials, Communicative Language Teaching.
This thesis is dedicated to

My beloved family

Change your thoughts and you change your world.

Norman Vincent Peale
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Arya Dewangga
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CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problem, problem limitation, research objectives, benefits of the research, and definition of terms. The detail discussion will be presented below.

A. Research Background

In this globalization era, mastering English is a must. English becomes an international language which is used to communicate with other people from different countries. Moreover, English also becomes a valuable provision to face the global employment competition. Having good abilities at English can open the opportunities of successes in the future career.

Learning English must be started from the young age. Students become the young generation that must have good competence in mastering English. Second language learners have to master four language skills in English. The four language skills are writing, listening, speaking, and reading. Every single skill is connected and cannot be separated. Therefore, in order to master the English language completely, language learners have to master all skill in a high integrity. They cannot study and focus only on a single language skill.

Listening and speaking skills are vital in the success of direct communication. According to Mendelsohn (1994), listening plays an important
role in communication as it is said that, the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. It means that without mastering the listening and speaking, the meaning and the message of communication cannot be gained and delivered completely. Both skills are related to each other. In practicing English communication skills, both listening and speaking skills are connected. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages (Nunan, 1998). Therefore, by mastering listening and speaking skills, someone can fully catch the main idea of verbal and non-verbal messages. After mastering the listening skill, the second language learner know how to response the message through speaking skills.

In studying the second language, the students cannot only focus on both listening and speaking skills. The other two skills, reading and writing are also essential to be mastered by the second language learners. Without mastering both reading and writing skills, the second language learners cannot catch the written information and deliver that information in written form. Both skills are also connected to each other. While gaining new information through listening and reading, the second language learners will save it on their mind and express it in spoken and written forms. If the second language learners just focus on single skill, they will not master English perfectly. Therefore, mastering integrated skills is very essential for the second language learners.

Through this study, the researcher concerned to design a set of integrated materials which can be used by the first grade students of SMK Kanisius 1 Pakem.
The researcher had reason why to choose this topic as the study. The interest of the researcher with this topic of study was started in 2013. It was the first time for the researcher to be a part of SMK Kanisius 1 Pakem. That was the period of the researcher to deal with PPL (Program Pengalaman Lapangan). During 3 months duty in SMK Kanisius 1 Pakem, the researcher found students’ problems which were related to the English subject. The English teacher of SMK Kanisius 1 Pakem also realized the problems of the students in learning English.

The vocational students are prepared to face the global employment competition after graduation. When the vocational students have good abilities in English, the opportunities of successes are widely opened. They can apply for job which deals with English literate as one of the requirements. Unfortunately, the first grade students of SMK Kanisius 1 Pakem were not prepared well. There was not an appropriate set of English materials which could support their specific needs and purposes. The English textbook which was applied by the first grade students of SMK Kanisius 1 Pakem had similar competence and content with the senior high school level. In other words, the first grade students of SMK Kanisius 1 Pakem were forced to learn English using textbook in senior high school level. In fact, learning English cannot be like this. The vocational students must have special and appropriate English materials which can support their specific needs. The inappropriate materials could also reduce the students’ motivation in learning English. According to the English teacher of SMK Kanisius Pakem, the existed English materials did not support the needs and goals of vocational competence. Therefore, the appropriate English materials must be provided.
Through that case, the researcher was interested to design a set of integrated English materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem. In this study, the researcher just focused to provide special English materials for the first grade students as the basic level in the vocational school. When the students are more prepared since in the basic level, they will have much time and more opportunities to learn English.

In this study, the researcher applied the Communicative Language Teaching (CLT) as the approach. According to Richards (2005), CLT can be understood as a set of principles about goals of language teaching, how learners learn a language, the kinds of classroom that has best facilitate learning, and the roles of teacher and learners in the classroom activity. Communicative Language Teaching is the most appropriate approach which can help and support the second language learners to enhance the communicative skills. By applying Communicative Language Teaching (CLT), the first grade students are also prepared to master the combination of English language skills (listening, speaking, reading, and writing) in a high integrity. CLT can be an appropriate approach that could ensure the first grade students in mastering the four important English aspects in a high integrity. Through Communicative Language Teaching approach, the second language learners are trained to receive (listening and reading) and deliver (speaking and writing) new information using English language. Moreover, teacher and learners can have similar roles to learn and master English as the second language. Through this approach, the second language learners can learn and practice the language for communicative purposes.
and not only focused as an academic subject at school. In conclusion, CLT becomes what the teacher and students need for English competence. The students are directed to have good capability in communicative competence that can ensure them to be ready in implementing English in the real life situations.

A set of integrated materials has future purpose for the students. This set of integrated materials was designed to prepare the students to have good competence of English in the real life situations. Moreover, the designed integrated materials using Communicative Language Teaching can be a good provision for the students to face the global employment competition.

B. Research Problem

In this study, the researcher intends to find out the answers to the problems formulated below:

1. How is a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem designed?
2. What does a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem look like?

C. Problem Limitation

This research is limited in designing a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem. The approach which is used by the researcher in designing a set of integrated materials for the first grade students of
SMK Kanisius 1 Pakem is Communicative Language Teaching (CLT). CLT becomes the approach that can assist the second learner to master English in communicative competence. Moreover, this approach has a high integrity that can ensure the students to master the whole skills in English language.

D. Research Objectives

The researcher has two objectives for this study:

1. To find out how to design a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem.
2. To present the designed a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem.

E. Research Benefits

The researcher hopes this study will give significant benefits for:

1. The students

The researcher hopes that this study can help the first grade students of SMK Kanisius 1 Pakem in mastering the four basic skills of English language by using a designed set of integrated materials. The integrated materials are well organized and developed which are based on a scientific research. The designed materials will be a good and early provision for the students in mastering the content of specified information.
and knowledge by using English as the main language. The first grade students will also learn English in natural ways. They are directed to make real life implementation of English which is not only limited on classroom activities. So, it must be interesting and effective for them.

2. English Language Teachers

The researcher hopes that this study can help the English Language Teacher in providing the set of integrated materials for their students especially, the first grade students of SMK Kanisius 1 Pakem. The designed set of integrated materials can also make the teaching and learning activity becomes more interesting and effective. Teacher can refer to this material as a guide to enhance the students in mastering English in a high integrity.

3. Researcher

The researcher can also get the benefits through this study. While doing the research in designing the set of integrated materials for the first grade students of SMK Kanisius 1 Pakem, the researcher can enrich his thought, experience, knowledge, information, and idea which are much worth and valuable for him.

4. Future Researcher

The researcher hopes that this study can help the other researchers especially PBI students in gaining more information and references which are related in the same field, especially about designing a set of integrated
materials using Communicative Language Teaching for vocational school students.

F. Definition of Terms

The researcher has some definition of terms which are related and useful for this study.

1. Design

According to Briggs and Gagne (1974), Design is a long range set of lessons which are organized into topics, a set of topic which constitutes a course sequence, or perhaps with entire instructional system. In this study, the researcher designs a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem. It means that the researcher creates the new set of integrated materials for the first grade students of SMK Kanisius 1 Pakem which are organized into topics.

2. Integrated Materials

According to Richard and Rodgers (1998:64), integrated materials refer to a set of instructional materials that cover all of four skills of language. In this study the researcher designs the set of integrated materials by covering listening, speaking, reading, and writing skills. The set of integrated materials aims to help the first grade students of SMK Kanisius 1 Pakem in enhancing their capability around receiving and delivering information from the whole skills using English language.
3. Communicative Language Teaching (CLT)

According to Richards (2005), CLT can be understood as a set of principles about goals of language teaching, how learners learn a language, the kinds of classroom than best facilitate learning, and the roles of teacher and learners in the classroom activity. By applying Communicative Language Teaching (CLT), the first grade students of SMK Kanisius 1 Pakem will be assisted to master the combination of English language skills (listening, speaking, reading, and writing) in a high integrity. Through mastering second language in a high integrity, the goal in enhancing the communicative skills can be completed. The purpose of this approach is enhancing the communicative skills and the competence of the second language learners.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some reviews of literature which are related to the study. This chapter is divided into two sub-headings; they are the theoretical description and theoretical framework. In the theoretical description, the researcher discusses some theories which are related to this study. Then, the researcher synthesizes the theories discussed to answer the research problems in the theoretical framework.

A. Theoretical Description

There are four sub topics which are discussed under this sub heading. The first sub topic is Designing Instructional Materials. In this first sub topic, the researcher provides the discussion and overview about the theory of instructional design which can be used in this study. The first part explains how the instructional materials designed, and the stages which should be completed in designing the instructional materials. In the second sub topic, the researcher discusses about the integrated skill. Then, there is also the discussion of Communicative Language Teaching (CLT) in the third sub topic. In the last sub topic, the discussion of Curriculum 2013 is provided there.
1. Designing Instructional Materials

In this study, the researcher chose the theory of instructional design which was proposed by Morrison, Kalman, Ross, and Kemp in 2011. This theory is also known as Kemp’s Instructional Model. The researcher chose the Kemp’s Model for the instructional design theories because this model has a clear understanding and discussion in designing materials. Kemp’s instructional design model theory also has flexible steps which are appropriate with the needs of this study.

According to Kemp et al. (2011), instructional design is a designing material process which is started through identifying the problems, designing the materials and considering the instruction for students’ needs. This statement absolutely represents the researcher’s objectives in designing the materials. Moreover, the instructional design is important to gain the success of teaching and learning activity. The Kemp’s model is fully accepted for any student’s level because this model focuses on curriculum planning stems from students’ perspective rather than the content. This interactional design has been modified that must be more sophisticated and different from any traditional design practice.

1) Kemp Instructional Design Model (2011)

According to Morrison, Ross, Kalman, and Kemp (2011), there are ten components in designing the instructional materials. The ten components which are composed by those experts are instructional problems, learner and context, task analysis, instructional objectives, content sequencing, instructional strategies, designing the messages, developing of the instruction, evaluating the instruments,
and ongoing process. Actually, this study doesn’t apply the whole components which have been composed by Kemp et al. (2011). This study deals with modifying components. The researcher has made a modification about the components in designing the instructional materials. From 10 components, the researcher has simplified those into four main components. The six components are not included in this study. The researcher just needs the steps of analysis, design, develop, and evaluation to deal with this study. Those four components are pretended to be the steps in reaching the goals of this study. These are the four components which are applied in this study based on Kemp’s theories.

a. Analysis

According to Kemp et al. (2011: 151), analysis is used to define the facts, concept, and needs of subjects that make up the final instruction. It means that the researcher is intended to find out the fact and needs which are related to this study. In order to find out the study needs, the researcher identifies what the students and teacher’s really needs by conducting two instruments of research study. Those are interview and questionnaire. Through those research instruments, the researcher can surely analyze the materials which can be used to make up the final instruction.

b. Design

According to Kemp et al. (2011: 226), the design phase deals with learning objectives, assessment instrument, exercise, content, subject matter analysis, lesson planning, and media selections. In designing the instruction, it must be
systematic and specific. Through this statement, the second component requires this study to have systematic and specific designs which are based on the data gathering and research. Moreover, the researcher is also intended to identify the appropriate approach which can be received properly by the students, teacher, and curriculum.

c. Development

According to Kemp et al. (2011: 218), development phase is where the researcher or designer creates and assembles the content assets which are blueprinted in the design phase. In the developing phase, the story boards are created, content, materials, and exercises are written.

d. Evaluation

Evaluating the instruction comes in the last phase of this study. According to Kemp et al. (2011: 272), the evaluation phase consist of two parts, they are formative and summative evaluation. The formative evaluation is presented in each stage of process. It means that the researcher has to find feedback and revision during the ongoing process. Then, the summative evaluation is providing the feedback and revision from the experts for the researcher. The summative evaluation is conducted as the final revision. The summative evaluation also presents the final feedback for the researcher.
2. Integrated Skill

Since this study aimed to design a set of integrated materials, the information of integrated skills are much needed. In this part, the researcher divides the discussion into three main subtitles. They are about the definition, the principles, and the goals of integrated skills.

a. Definition of Integrated Skill

The researcher is intended to design a set of integrated materials. In this study, the researcher integrates the four skills; they are listening, speaking, reading and writing skills. Therefore, it is important for the researcher to discuss the theory of integrated skill. According to McNeil (1985: 8), to integrate means to coordinate, blend, or bring together separate parts into a functioning, unified, and harmonious whole. The integrated skills can be defined as the combination of two or more skills within a communicative task. It is valuable to integrate the language skills in order to enhance the students' in finding new information which is delivered in spoken and written forms. This information can be gained well by mastering the listening and reading skills. It means that all the aspects of languages are connected and essential to be mastered. This is clear that one skill can reinforce others.

b. The Principles of Integrated Skill

According to McCloskey (1992: 78), integrated language teaching model has seven basic principles. The seven basic principles are presented as follows.
1) The first principle says that language is best learned collaboratively, involving students working with both peers and adults. This principle means that focusing on integrated process can enable teacher to involve in the student activities. This process must be helpful for the students since they do need what’s called by guidance, collaboration, and monitoring.

2) The second principle emphasizes learning the language in a socially supportive environment. This principle is something needed for the second language learners. The students are emphasized to learn English subject in wide sights which cannot be limited just for classroom activity. They are required to be sensitive with the social circumstances.

3) The third idea puts emphasis on learning the language in a holistic manner, integrated reading, writing, listening, and speaking; and also the integrating language and content. This is the essence of integrated skill which can surely help the students for mastering English skills in a highly integrated. Learning English cannot be focused on a single skill. In order to get the knowledge and competence of English, the integrated material must be delivered.

4) The fourth principle states that language is best learned when new learning is built upon and takes advantage of students’ previous cultural and learning experiences. Learning English in a highly integrated gives more advantages for the students to gain many experiences from various activities and materials.
5) The fifth principle explains that when teachers develop curriculum around students’ interests, successful language learning is achieved. This principle means that integrated skill enables teacher to develop the materials and curriculum based on the students’ need. In other words, teacher must provide materials which must be interesting for the students.

6) The sixth principle states that the desired performances of the students are attained when students feel ownership of classroom projects and experiences. This principle means that integrated skill must be successful in enhancing the desire and performance of students in studying English subject. They are required to work on projects which are compiled in integrated material and discussion.

7) On the last principles, the students learn the language when teachers provide a wide variety of materials, instructional strategies and ways for students to participate. Integrated materials must be able to provide various activities and materials which can let the students to be involved.

c. The Goal of Integrated Skill

The integrated language instruction can increase students to facilitate English through authentic and relevant language experiences. Studying language does not only comprise a separate unit or topic of study but it is integrated into the language processes and language uses. The whole language aspects are interrelated and interdependent processes. These must be integrated in ways that allow each process to support and extend learning in the others. The language processes can be learned more effective in connecting with each other, rather than
in isolation, because both skills can support each other. Each process clarifies and extends others, making the study of each becomes relevant. According to Reigner (1997: 11), integrating processes within a context encourages students to transfer the knowledge and skills learned to everyday situations in and out of school.

The goal of integrated language skill is to extend each student’s ability to understand and communicate meaning effectively. Through integrated materials the students are intended to be active by practicing communicating in English. Instruction about language knowledge and skill, spelling, grammar, usage and mechanics should be provided to students within the context of their daily language use and experience. It is important to provide students with opportunities to engage each process in an interrelated, so the result of the teaching and learning activity can be balance and effective.

3. Communicative Language Teaching (CLT)

In this study, Communicative Language Teaching (CLT) becomes the main approach in delivering the materials. CLT becomes the most appropriate approach which can really help the second language learners to enhance their communicative skills. When the students can master the communicative skills, they can implement English in the real life situations. It can be said that Communicative Language Teaching (CLT) is an approach that can enable the students to practice English not only in the classroom but also in the real life contexts. Since the information of Communicative Language Teaching (CLT) is much worth, the researcher has included the discussion as follows.
a. Definition of Communicative Language Teaching (CLT)

In designing a set of integrated materials, Communicative Language Teaching (CLT) can be a supported approach that can maximize the learning goals. Since 1970s, CLT has served as a major source of influence on language teaching, learning, and practice around the world. Communicative Language Teaching approach is still relevant for today because it has strong methodology that can ensure the second language learners to achieve a good command of English. The huge demands are rising for good competence in English mastering. English is a pre-requisite for success and advancement in many fields of employment in today’s world. According to Richards (2005: 2), CLT can be understood as a set of principles about goals of language teaching, how learners learn a language, the kinds of classroom than best facilitate learning, and the roles of teacher and learners in the classroom activities. By applying Communicative Language Teaching (CLT), the first grade students can be assisted to master the combination of English language skills (listening, speaking, reading, and writing) in a high integrity. The purpose of this approach is enhancing the communicative skills and competence of the second language learners.

b. The Principles of Communicative Language Teaching

According to Doughty and Long (2003: 7), Communicative Language Teaching (CLT) has eight main principles. Every single principle became a great facilitative second language acquisition. The eight principles are presented as follows.
1) Use tasks as an organizational principle

In Communicative Language Teaching, the classroom activities are not intended to grammatical competence. This approach focuses on emphasizing the social contexts. Communicative Language Teaching allows the students to work toward a clear goal, share information, negotiate meaning, and receive feedback on their language production.

2) Promote learning by doing

According to Doughty and Long (2003), new knowledge is better integrated into long-term memory, and easier retrieved, if tied to real-world events and activities. In Communicative Language Teaching (CLT), learners are encouraged to express their own meaning as early as possible after productive skills have been introduced. Such opportunities should also entail a wide range of contexts in which they can carry out numerous different speech acts.

3) Input needs to be rich

In Communicative Language Teaching (CLT), the existence of real life context and tasks are much needed to enrich the students’ needs and understanding.

4) Input needs to be meaningful, comprehensible, and elaborated

The information which is processed must be meaningful. It means the information being presented must be clearly relatable to existing knowledge that the learners already possessed. In addition to be meaningful, the language which
is received must contain some message to which the learner is supposed to attend. Moreover, the learners are intended to understand most of what the speaker or writer is saying.

5) Promote cooperative and collaborative learning

In order to achieve the communicative target, the learners must work cooperatively on a language-learning task. If the learning tasks are designed to require active and true communicative interaction among students in the target language, they have numerous benefits on attainment. Key to learn in these situations is what takes place during the interaction between the learners and the teacher, and among the learners.

6) Focus on form

A focus on form approach represents a fairly traditional approach to teaching grammar where “students spend much of their time in isolated linguistic structures in a sequence predetermined externally and imposed on them by a syllabus designer. It means that CLT focuses on emphasizing a form-meaning connection and teaches grammar within contexts and through communicative tasks.

7) Provide error corrective feedback

Evaluative feedback can be useful in facilitating the progression of learners’ skills toward more precise and coherent language use. It means that positive feedback must be applied by the teacher to let the students know and get
the correct language use. Through this principle, the learners can get benefits when they face the error in using language.

8) Recognize and respect affective factors of learning

Besides focusing on the language targets, the teacher must be able to respect the learners’ efforts in using the language. When the learners get a great deal of attention, they can be motivated to achieve the target and goal.

c. The Goals of Communicative Language Teaching

According to Richards (2005: 14), CLT sets its goals as the teaching of communicative competence. This goal is surely different with the concept of grammatical competence. Grammatical competence refers to the knowledge which has purpose to produce sentence in a language. Then, the communicative competence includes the following aspects of language knowledge:

1) Knowing how to use language for a range of different purposes and functions.
2) Knowing how to vary the use of language according to the setting and the participants. For example, knowing when to use formal and informal speech or even knowing when to use language appropriately for written as opposed to spoke communication.
3) Knowing how to produce and understand different types of texts such as narrative, report, interview, and conversation.
4) Knowing how to maintain communication despite having limitations in one’s language knowledge. For example, through using different kinds of communication strategies.
d. The Roles of Teachers and Learners in the Classroom

The type of teaching and learning activities proposed in CLT also imply new roles for the teacher and learners. The learners are required to participate in the classroom activities that are based on a cooperative rather than individualistic approach to learning. The learners are expected to take on greater degree of responsibility for their own learning. Then, the teacher has to assume the role of facilitator and monitor. Moreover, the teacher has to develop different views of learners’ error in facilitating language learning.

e. The Benefits of Communicative Language Teaching

According to Jacobs and Farrell (2005: 38), CLT has eight main benefits to language teaching and learning.

1) Learner autonomy

CLT gives learners greater choice over their own learning, both in terms of the content of learning as well as processes they may employ.

2) The social nature of learning

CLT becomes the approach which ensures the learners to deal with social activities. The movement is known as cooperative learning and not as an individual private activity.

3) Curricular integration

It means that CLT can make strong connection between different strands of curriculum. Therefore, CLT has greater adaptability and flexible in such curriculum, including Curriculum 2013. Moreover, the project work in
language teaching requires the learners to explore issues outside the language classroom. The language can be implemented not only in classroom activity but also in a real life situation.

4) Focus on meaning.

CLT becomes an approach that can ensure the learners to make the exploration and identification of meaning. It means that the students are intended to understand the meaning based on the content of designed materials.

5) Diversity

In CLT, learners study language in different ways and have different strengths. The diversity is intended to help students in enhancing their skills in learning the English lesson.

6) Thinking skills

Through CLT, language is served as means of developing higher thinking skills. It means that learners are required to develop and apply their creative thinking skills in situations that go beyond the language classroom.

7) Alternative assessment

CLT provides new forms of assessment which are needed to replace traditional multiple-choice and other items that test lower order skills.
8) Teachers as co-learners

It must be a good chance when CLT considers teacher as a facilitator. In language teaching, CLT has led to an interest in action research of classroom integration.

f. The Practical Activities of Communicative Language Teaching

According to Richards (2005: 14), Communicative Language Teaching (CLT) has some practical activities that can enhance the second learners’ competences. These are the three main practical activities of CLT.

1) Mechanical Practice

It is typically a controlled practice activity that students can successfully carry out without necessarily understanding the language they are using. This activity can be done through repetition drills and substitution drills.

2) Meaningful Practice

Through meaningful practice, there is an activity where language control is still provided. The students are required to make meaningful choices when carrying out the practice. This practice can be done by giving street map. Based on this map, the teacher asks questions about specific location or place.

3) Communicative Practice

There are some activities which require students to focus in using language for a real communicative context. The real information is exchanged and the language used is not totally predictable. Through this...
practice, the students are required to make communicative description about specified location, map, or picture.

4. Curriculum 2013

In designing a set of integrated materials for the first grade of SMK Kanisius 1 Pakem, the researcher refers to implement the Curriculum 2013. This is the latest curriculum which is implemented in the educational process. Curriculum is a set of plans and arrangements regarding the purpose, content, and learning materials and methods used as a guide maintenance activity of learning to achieve specific educational purposes (Law number 20 of 2003; PP number 19 of 2005). These are some characteristics of Curriculum 2013:

1) Curriculum content is expressed in terms of Core Competence class and further detailed in the Basic Competency subjects.

2) Core Competencies is a categorical overview of the competencies in aspects of attitudes, knowledge, and skills (cognitive and psychomotor) that must be studied by learners in each school level, class and subject.

3) Basic Competency is the competency which is learned by elementary students, and for the certain subjects for the high school level.

4) Core Competence and Basic Competence in secondary education level is preferably in the aspect of attitude while in the higher level is focused in intellectual abilities (high cognitive ability).

5) Basic competence is developed based on the accumulative principle, reinforcement and enrichment between subjects and educational levels (horizontal and vertical organization).
B. Theoretical Framework

The theoretical framework for this study focuses on discussing the stages in designing a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem. This theoretical framework assists the researcher in answering the problem of study. Then, the researcher summarizes and synthesizes the whole theories in theoretical description.

The Instructional Design composed by Kemp et al. (2011) is used as guidance to accommodate students’ learning process with goal-oriented. Kemp’s Instructional Model (2011) has ten components which are defined into eight steps in developing materials. They are conducting need analysis (1st step); Identifying goal and general purpose (2nd step); Listing topic (3rd step); Specifying learning objectives (4th step); Listing subject content (5th step); Developing materials (6th step); Evaluating design (7th step); and Revising the design (8th step). From those 8 steps, the researcher has modified and simplified them into four main steps. The other 4 steps are not included in this study because they are not suitable with the needs of this study. Finally, the researcher deals with the four steps, they are Analyzing (1st step); Designing the Instruction (2nd step); Developing the Instruction (3rd step); and Evaluating the materials (4th step). This step modification can fulfill and complete the need of this study.

The theory of integrated skills is much worth as the references in designing a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem. In order to be suitable with the recent curriculum, the Curriculum 2013
is an important guide for the researcher in designing the appropriate integrated materials. Since this study is focused to integrated skill, the theory of Communicative Language Teaching (CLT) is surely essential. According to Richards (2005: 2), CLT is recognized as helpful approach that can fulfill the huge demand of communicative competence. Through this approach, the four basic aspects of English (listening, speaking, reading, and writing) can be mastered in a high integrity. Moreover, Communicative Language Teaching (CLT) must be suitable for second language learners in vocational school degree. CLT has specific occupational or educational purposes. This approach can train the second language learners to improve their command in English. The English language becomes pre-requisite for success and advancement in many fields of global employments.
CHAPTER III

METHODOLOGY

This chapter discusses the methodology which is used by the researcher in designing a set of integrated materials for the first grade of SMK Kanisius 1 Pakem. In detail, the methodology includes the research method, the research setting, the research participants, the research instruments, data gathering techniques, the data analysis technique, and the research procedure.

A. Research Method

In this part, the researcher discusses the method which is used in this study. This study is conducted to answer two main research problems. The first is how a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem designed. The second is what does a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem looks like. In order to solve the two main research problems, the researcher uses Research and Development (R&D) or instructional design as the research methodology. Actually, there are many strategies for developing educational products. One of the strategies is research and development (R&D). Research and development can be appropriate to be used in designing the learning materials. The goal of R&D is to take this research knowledge and incorporate it into a product that can be used properly for
recent curriculum. In sense, the purpose of R&D is to bridge the gap that frequently exists between educational research and educational practice.

According to Borg and Gall (1983: 772), educational Research and Development (R&D) is a process used to develop and validate educational products. The goal of educational research is not to develop products, but rather to discover new knowledge (through basic research) or to answer specific questions about practical problems (through applied research). Many applied research projects involve development of educational products. R&D takes the findings generated by basic and applied research and uses them to build tested products that are ready for operational use in the school.

In fact, R&D increases the potential impact of basic and applied research findings upon school practice by translating them into usable educational products. According to Morrison, Ross, Kalman and Kemp (2011:15), instructional design approach considers instruction from perspective of learners rather than from the perspective of the content. Through this statement, the researcher can conclude that instructional design is term of systematic design process that can represent what the learner’s really needs. In this theory, Kemp et al. (2011) has 10 fundamental components of instructional design. They are instructional problems; learner and context; task analysis; instructional objectives; content sequencing; instructional strategies, designing the message; development of the instruction; evaluation instruments; and ongoing processes. In conducting this study, the researcher makes some modification from those 10 steps into four main steps as follows.
1. Analyzing the Problems and Needs (1st Step)

In the first phase, the researcher started by analyzing the problem. When the problem had been found, the researcher also needed to find out and identified the students’ needs. Analysis was very important for the researcher to know well about the problem and needs of this study. The problems were solved by the researcher through providing specific and systematic designed materials. The designed materials were found out through analyzing the students’ needs about the designed materials. However, this was not enough just to focus on the students’ needs. The English teacher’s suggestion and needs were also determined on this study. In order to find out the students and teacher’s needs, this study had two main instruments. The chosen instruments were interview and questionnaire. The interview was delivered to the English teacher of SMK Kanisius 1 Pakem. Through conducting interview, the researcher could find out what the teacher needed about the designed materials. After gaining valuable information from the teacher, the researcher continued to compose pre-design questionnaire. The questionnaires were distributed to the entire first grade students of SMK Kanisius 1 Pakem. Through both interview and questionnaire, the researcher can find out what needs in this study.

2. Designing the Instruction (2nd Step)

In this component, the researcher processed the data which had been gained through conducting interview and distributing the questionnaire. In this study, the researcher dealt with Communicative Language Teaching as the
approach. The researcher had considered that Communicative Language Teaching must be an effective approach to gain the goal of this study. Communicative Language Teaching was expected to enable students in enhancing their communicative competence. Moreover, the first grade students were also trained to be active on their practical skills. It means that the first grade students of *SMK Kanisius 1 Pakem* do not only focus to grammatical competence. Moreover, CLT can also be matching and suitable to be applied for any curriculum. In this study, Communicative Language Teaching is also suitable to be applied in the Curriculum 2013. The entire English skills can also be composed effectively by using Communicative Language Teaching. A set of integrated materials which are designed by using Communicative Language Teaching must be more effective to enhance the communicative competence of the students. A set of integrated materials were designed with interesting content and activities that must be suitable with the first grade students’ needs.

3. Developing the Instruction (3rd Step)

After determining the most appropriate approach for designing the instruction, the researcher developed the instruction. In developing the instruction, the researcher focused to design four units of integrated materials. The four units were created based on the theories, data, and references which had been gained in the previous stage. The blueprints which had been created were developed into story board, content, and exercises. However, this study also focused on the curriculum 2013. Designing a set integrated material with curriculum 2013 must
be much worth to gain the goals in learning and mastering English for the first grade students of SMK Kanisius 1 Pakem.

4. Evaluating the Design (4th Step)

There were two evaluations phase which were conducted in this study. They were formative and summative evaluation. The formative evaluation is typically an evaluation phase which requires the researcher to deal with consultation and finding feedback during the ongoing process. Therefore, the researcher needed to find feedback and evaluation on each stage during writing this thesis. In finding the feedback and evaluation, the researcher asked for the advisor’s feedback and suggestion to achieve the best goal of this study. However, the researcher also needed friends’ suggestion and feedback to have the best result of this study. After dealing with formative evaluation, the researcher dealt with the second phase, summative evaluation. Summative evaluation could be said as the final evaluation. In this phase, the experts provided feedback and evaluation for the researcher about the designed materials. In order to gain the evaluation, the researcher distributed questionnaires to the experts. The researcher needed to ask the ELESP lecturer and the English teacher of SMK Kanisius 1 Pakem in providing the revision and evaluation. The evaluation must be very valuable for the researcher to have the best result of this study. After this study had been revised in the evaluation phase, the designed materials had been ready to be used by the first grade students and English teacher of SMK Kanisius 1 Pakem.
B. Research Setting

The research was conducted in *SMK Kanisius 1 Pakem*. First, the researcher started by interviewing the English teacher. The researcher had two chances in interviewing the English teacher of *SMK Kanisius 1 Pakem*. The first interview was held on October 28, 2014. The second interview was done on November 22, 2014. After finding the teacher’s problems and needs, the researcher continued by distributing the questionnaire. The questionnaires were distributed to 24 first graders of *SMK Kanisius 1 Pakem* on January 22, 2015. The teacher and students information were very valuable for the researcher in designing a set of integrated English materials. After finishing the design, the researcher asked some language experts to evaluate and validate the designed materials.

C. Research Participants

There were three groups of research participants in this study. The interview was conducted to the English teacher of *SMK Kanisius 1 Pakem*. After conducting interview, the researcher distributed questionnaires to the first grade teacher. In order to find the experts’ feedback and suggestion, the researcher distributed evaluation questionnaires to the English teacher of *SMK Kanisius 1 Pakem* and an ELESP lecturer.

The researcher started conducting interview to English teacher of *SMK Kanisius 1 Pakem*. The researcher needed the information from the English
teacher of *SMK Kanisius 1 Pakem* as the research participant. The information was about the students’ difficulties in learning English subject, the needs of student, and also the students’ interest about English subject. Moreover, the researcher also needed the teacher’s opinions and feedback in designing a set of integrated materials. Besides asking for the information, the researcher also needed the English teacher about the designed materials. The teacher’s feedback could enable the researcher to provide the best result of the designed integrated materials.

The first grade students of *SMK Kanisius 1 Pakem* became the research participants who are asked to fill the questionnaire. Through the filled questionnaire, the researcher gained valuable information about what the students need for the integrated materials. The researcher distributed the questionnaire to all first grade students in the *SMK Kanisius 1 Pakem*. There was only single class of the first grade in this vocational school. This class consisted of 25 students. By involving all participants (students) from this class, the researcher could gain information about what they really needs through pre-design questionnaire.

The ELESP lecturer also became the last participant of this study. The researcher asked the lecturer to fill the evaluation questionnaire. Through this questionnaire the researcher got valuable feedback and suggestion which must be supporting for this study. The lecturer was intended to check whether the designed materials are appropriate or not. The assistance of the lecturer must be useful for the researcher in order to solve the problems which are faced during designing the materials.
D. Research Instruments

The researcher had two main research instruments for this study. The two research instruments in this study were interview and questionnaire.

1. Interview

Interview is an interactional relationship; both informant and interviewer are engaged in ongoing process of making meaning (Kvale, 1996). The interview was conducted by the researcher in order to get some information from the English teacher of SMK Kanisius 1 Pakem. The information was about the students’ difficulties in learning English, the needs of student, and also the students’ interest about English subject.

2. Questionnaire

Questionnaires are often used in the field of educational planning to collect information about various aspects of school systems. Questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. According to Key (1997), questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured.

There were two types of questionnaire which were used in this study. The two types were pre-design questionnaire and post design questionnaire. Pre-design questionnaire was distributed to the first grade students. This questionnaire was
needed to gain some information about the students’ opinion, need and interest about the English integrated materials. Then, there was also post-design questionnaire which was needed by the researcher for this study. The post-design questionnaire was distributed to English teacher of SMK Kanisius 1 Pakem and the ELESP (English Language Education Study Program) lecturer. The post-designed questionnaire was distributed after designing and developing the materials. The post-design questionnaire was needed to get opinion and feedback about the materials. The designed materials were checked by the English teacher and ELESP lecturer whether the materials were acceptable or not to be developed. Based on the result of post-design questionnaire, the researcher could revise and improve the materials.

The form of the questionnaire is divided into open-ended question and close-ended question. According to Key (1997), an open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a closed-ended question, which encourages a short or single-word answer. Closed-ended (or “closed question”) is a question for which a researcher provides a suitable list of responses (e.g. Yes / No). This produces mainly quantitative data. Open-ended (or “open question”) is a question where the researcher doesn’t provide the respondent with a set answer from which to choose. Rather, the respondent is asked to answer "in their own words". This produces mainly qualitative data. Through this study the researcher uses both of them in order to gain full information from the participants.
In this study, the researcher created closed-ended questions for pre-design questionnaire. The prepared questionnaire had compiled points which were related to integrated skill, students’ interest of English subject, Communicative Language Teaching (CLT), and Curriculum 2013. Those related points must be effective in answering the research problems. Then, the researcher also designed open-ended questions for the questionnaire of evaluation. The researcher could gain more information, feedback, and suggestion after gaining the answer of open-ended questionnaire.

E. Data Gathering Techniques

The researcher conducted interview and distributed questionnaire to obtain data analysis for this study. The interview was conducted to the English teacher of SMK Kanisius 1 Pakem. Through the interview, the researcher could gain valuable information about the characteristics of students, the needs of students, and also the students’ interest about English subject. In conducting interview, the researcher delivered 5 main questions. When the teacher answered each question, the researcher wrote down the main ideas into transcription.

After obtaining the information through interview, the researcher distributed the questionnaire to the first grade students of SMK Kanisius 1 Pakem. Through that questionnaire, the researcher could gain specific information about what the students really needed for the integrated English materials. In gathering the questionnaire data, the researcher distributed questionnaires to the whole first
grade students of *SMK Kanisius 1 Pakem*. There were 25 students who filled the questionnaires. While answering the questionnaires, the researcher became the facilitator. In order to get the needs of this study, the researcher explained each question before the students answered the question. Through this technique, the researcher could find the accurate students’ answers. The researcher gained the percentage through the close-ended questionnaires which had been distributed to the first grade students of *SMK Kanisius 1 Pakem*. The researcher used the degree of agreement for each statement which was provided in the close-ended questionnaire. This was the degree of agreements for each statement which was used by the researcher:

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<td>4</td>
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<td>2</td>
<td>Disagree</td>
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<td>1</td>
<td>Absolutely Disagree</td>
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After finding the data, the researcher consulted the result of questionnaire to the advisor and the English Teacher to get feedback and opinion which can help the researcher in designing and developing the materials.

**F. Data Analysis Techniques**

The researcher analyzed the data after conducting interview and distributing the questionnaires to the research participants. The analysis was needed by the researcher to design and develop the materials. In analyzing the
data, the researcher had different techniques for both interview and questionnaires.

Since the researcher used *Bahasa Indonesia* in delivering the interview questions, the result of it must be translated into English. The result of the interview was raw data. In analyzing the raw data, the researcher summarized the content to get the main ideas of the interview. The researcher could gain the teacher’s needs and suggestion through this interview. The interview transcription can be seen in Appendix E.

After gaining the result of this questionnaire, the researcher analyzed the data. In analyzing the data, the researcher calculated the data to find the central tendency of students’ needs. According to Ary, Jacob, and Sorensen (2010: 438), measuring central tendency is needed to find a single score as representative based on evaluators’ feedbacks which are useful for comparative purpose. Therefore, this is important for the researcher to find the mode of data. Mode is the most repeated value in distribution. By analyzing the data, the researcher could find the students’ agreements about the needs of integrated English materials.

**G. Research Procedures**

In this study, the researcher had several steps which were used to answer the research problems. The steps used in this study are presented as follows:
1. The researcher faced problems which were found in SMK Kanisius 1 Pakem. The problems which were found in that vocational school become the research background of this study.

2. The researcher found some related theories which could be helpful in developing the material and answering the research problems.

3. The researcher described the methodology which was used in this study. This step contained how the researcher collected the data, analyzed the data, and also developed the instructions of this study.

4. After deciding the methodology of this study, the researcher asked for permission to conduct interview and distributed the questionnaire in SMK Kanisius 1 Pakem.

5. The researcher gained information and made consultation with the English teacher of SMK Kanisius 1 Pakem about the first grade students in understanding English subject at that school. The information which also needed by the researcher are the characteristics of students, the needs of student, and the students’ interest about English subject.

6. The researcher distributed the questionnaire to the first grade students in SMK Kanisius 1 Pakem.

7. After collecting the data by distributing the questionnaire, the researcher analyzes the respondents’ answer.

8. The researcher consulted the materials of data to the English teacher and ELESP lecturer. The materials are checked to find out whether the materials are acceptable or not to be developed.
9. The researcher starts to develop and design a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem.

10. The researcher asked for suggestions and feedback to the English teacher and ELESP lecturer whether the designed materials are appropriate or not.

11. On the last step, the researcher makes revision and evaluation of this study based on the suggestion and feedback from the English teacher of SMK Kanisius 1 Pakem and the ELESP lecturer of Sanata Dharma University.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. This chapter consists of two main parts to answer the research problems. The first part answers the research problem in how a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem is designed. Then, the second part presents the answer in what a set of integrated materials using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem looks like.

A. The Material Development Process

There were four steps which were taken in designing a set of integrated materials by using Communicative Language Teaching for the first grade students of SMK Kanisius 1 Pakem. Those four steps were adapted and modified from Kemp’s instructional design model. In this material development process, the researcher presented each step as discussion. The four steps were analyzing the problems, designing the instruction, developing the instruction, and evaluating the instruction.
1. The Result of Analysis

In order to conduct the needs survey of this study, the researcher dealt with the interview and the questionnaire. The interview was conducted by the researcher before distributing the questionnaire. The researcher conducted the interview to the English subject teacher. There were two chances in conducting interview. The first interview was held by the researcher on October 28, 2014. The second interview was done on November 22, 2014. The interview was intended to achieve the valuable information and suggestion which were related to this study. Through those interviews, the researcher also found the teacher needs and wants about the integrated materials for the first grade students of SMK Kanisius 1 Pakem.

a. Interview Result

In order to start analyzing, the researcher conducted interview to the English teacher of SMK Kanisius 1 Pakem. As stated before, the interview was conducted twice. Both interview sections were held before the researcher distributed the questionnaire sheets to the first grade students. The interview was intended to gain more information about the first grade students’ problems in learning English and the needs about a set of integrated materials. Through this interview, the English teacher also gave the valuable suggestion and recommendation which were needed by the researcher to have the appropriate design of this study. There were five main questions which were delivered by the researcher.
Through the interview, the researcher made the summary about what the teacher really needed about the designed materials. First of all, the English teacher said that the first grade students got difficulties in learning English. Moreover, the Curriculum 2013 also brought something new and different for the students. This change ensured the students to deal with new adaptation in learning English. In addition, the Curriculum 2013 also brought higher competency which was in the similar level with high school degree. Through this problem, the researcher offered a set of integrated materials which was specialized for vocational degree, especially the first grade students of SMK Kanisius 1 Pakem. The English teacher was enthusiastic with the researcher plan. The English teacher said that specific materials must be effective to rise up the students’ interest in learning English. When the students could be interesting, the materials must be delivered well.

After gaining the English teacher’s agreement about a set of integrated materials, the researcher asked for the teacher needs. The teacher needs must be very important as the guide for the researcher in designing and developing a set of integrated materials. Based on the interview, the researcher found that the English teacher needed a set of specific materials that can match to vocational competence. It means that the designed materials must be suitable to the students’ study program (automotive). The designed materials must be still based on the Curriculum 2013. Then, the designed materials must be interesting. The students must be interested and easy to learn English with new competence and curriculum.
The last important point of this interview was about the approach of this study. The researcher asked for permission to apply Communicative Language Teaching (CLT) as the approach of a set of designed materials. The teacher strongly agreed about the use of CLT as the accepted approach. The English teacher said that a set of integrated materials by using CLT approach must be helpful to enhance the students’ communicative skill. The English teacher also believed that CLT could help students in implementing English for daily life situations.

b. Questionnaire Result

After gaining valuable information and suggestion from the English subject teacher, the researcher continued this study by distributing the questionnaires. The researcher distributed the questionnaires on January 22, 2015. The questionnaires were specially designed for the first grade students of SMK Kanisius 1 Pakem. There were 24 or 25 first graders who filled and submitted the distributed questionnaires. The points of questionnaires are related to the study objectives and students’ needs. Those questionnaires results were very important for the researcher in developing the instruction. These were the result points of questionnaires which have been found by the researcher.

Table 4.1 Questionnaire Result

<table>
<thead>
<tr>
<th>Point of Agreement</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Learning English is essential.</td>
</tr>
<tr>
<td>2</td>
<td>I need to learn English in a high integrity.</td>
</tr>
<tr>
<td>3</td>
<td>English subject is a valuable provision for many fields of global employment competition.</td>
</tr>
<tr>
<td>4</td>
<td>I need to learn English subject which is specialized on my vocational study.</td>
</tr>
<tr>
<td>5</td>
<td>Learning English will be effective to be emphasized on communicative competence.</td>
</tr>
<tr>
<td>6</td>
<td>Learning and implementing English cannot be limited on classroom activities.</td>
</tr>
<tr>
<td>7</td>
<td>Learning English cannot be focused only on single and specific skill.</td>
</tr>
<tr>
<td>8</td>
<td>I need English materials which can enhance the communicative skills.</td>
</tr>
<tr>
<td>9</td>
<td>I need a set of integrated materials which can involve the four English skills such as, listening, speaking, reading, and writing.</td>
</tr>
<tr>
<td>10</td>
<td>In learning English subject, I want to be involved to all activities and lesson materials.</td>
</tr>
<tr>
<td>11</td>
<td>I need and want a set of integrated materials which is easy and interesting to be understood.</td>
</tr>
<tr>
<td>12</td>
<td>Learning English must be easier and more interesting by involving daily life and social contexts.</td>
</tr>
<tr>
<td>13</td>
<td>This is not effective to learn English individually.</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Group discussion ensures students to be effective and interested to learn English subject. In a group discussion, I can also learn social relation.</td>
</tr>
<tr>
<td>15</td>
<td>Using role play can stimulate my interest in learning English subject.</td>
</tr>
</tbody>
</table>

The first question in Table 4.1 was intended to find out the student’s opinion about the English subject. The researcher wanted to know whether English subject was essential or not for the students. Through their answers, the researcher could find out that 91% of the students agreed that English subject was important and only 9% of the students whose opinion that English is not important. It was good to know that most of first grade students had great consideration about the essence of English.

Since this study was intended to design a set of integrated materials, the researcher also wanted to know the students’ needs about the designed English materials. In order to give a clear understanding about integrated materials, the researcher dealt with brief explanation about this term. After explaining about the integrated materials, most of students agreed to learn English in a high integrity. There was no one who put answer on disagree tendency. There were 41% of the
students who strongly agreed and 59% of the students who agreed to learn English in a high integrity.

The question number 3 was delivered to find out the students’ perception about English in future plan. The students were studying in vocational school, most of them were prepared to continue in the fields of employments rather than studying in the college after graduation. Since they were trained to be workers, the researcher wanted to know their perception whether English was a valuable provision for many fields of global employment competition or not. Through their answers, the researcher found the positive tendency that the first grade students agreed with that statement. The 59% of the students strongly agreed that learning English was a valuable provision. The 33% of the students agreed that English could be a great provision in global employment competition, and only 8% of the students who didn’t agree with that statement.

Vocational school students are trained to learn and practice specific skills. *SMK Kanisius 1 Pakem* deals with automotive skill as the main competence. Through question number 4, the researcher tried to find out the first graders’ needs about English materials which were related and specialized to their vocational study. Almost the entire first grade students agreed to have special integrated materials which are appropriate with the needs of vocational students. The number of strongly agree answers were 20%. The 68% of the students agreed to have special integrated materials. Then, there were only 8% disagree answers and 4% strongly disagree answers. It means that the strong tendency is agree to deal with special integrated materials.
In this study, the researcher applied Communicative Language Teaching (CLT) as the main approach. CLT was believed as the effective and appropriate approach that could enhance the communicative competence for the second language learners. In order to deal with communicative competence, the researcher put this term as the point of questionnaire. Through the first graders’ answers, the researcher could find out their perceptions about the essence of communicative competence. The tendency shows agree as the major answer. There were 60% of the first grade students who agreed that learning English must be effective by emphasizing on communicative competence. There were 15% of the students who strongly agreed. Then, 20% of the students disagreed and 4% of the students strongly disagreed to that statement.

Through question number six, the researcher wanted to find out the students’ agreement that learning and implementing English could not be limited only on classroom activity. Most of first grade students agreed with this statement. This positive tendency means that first grade students have recognized that learning English can be done in various ways and conditions. There were 68% of the students who agreed with the statement. Then, there were 20% of the students who strongly agreed with the delivered statement. Fortunately, there were only 8% disagree answers and 4% strongly disagree opinions about this statement.

In question number seven, the researcher wanted to make sure that learning English cannot be focused on a single specific skill. Every single English skill is related to each other. It means that learning English has to know well for each listening, speaking, reading, and writing. When the first grade students just
focus on a single skill, the goal of study cannot be gained. Through that statement, most of first grade students were intended to agree that learning English must be in a high integrity which could not be focused on single skill. The 20% of the students strongly agreed with that statement. Then, there were 68% of the students totally agreed with that statement. Fortunately, there were only 8% of the students who disagreed and 4% of the students who strongly disagreed with that statement.

In learning English, communicative skill is absolutely crucial. When the second language students can master the English communicative skills, they must be confident to conduct direct discussion or conversation by using English. Therefore, the researcher dealt with Communicative Language Teaching (CLT) as the approach to help the first grade students in mastering the communicative skill. Through question number eight, the researcher wanted to find out the first graders’ opinion about the essence of communicative skill. Most of students have recognized about the essence of communicative skill. The tendency shows that the entire students took positive agreement. There were 37% of the students who strongly agreed and 63% of the students agreed with that statement.

After the first grade students recognizing the essence of integrated skill, the researcher wanted to find out their opinion about integrated materials. In this study, the researcher wanted to design a set of integrated materials. The integrated materials were intended to help the first grade students in enhancing listening, speaking, writing, and reading skill in a high integrity. Through questionnaire number nine, the data shows that the entire students took positive agreement about the existence of a set of integrated materials. The researcher found that 30% of the
students strongly agreed and 70% of the students agreed to have a set of integrated materials as their needs.

Communicative Language Teaching (CLT) requires the students to be active and involved in every single classroom activity. This requirement must be much worth for the students. When the students can be active while learning English, they can receive the delivered materials. In the questionnaire number ten, the researcher wanted to find out the students’ agreements about that requirement. Fortunately, the researcher gets positive tendency of agreements. Most of the students stood on the agree answer. There were 12% of the students who agreed to be active and involved during the classroom activities. Moreover, 57% of the students agreed with the statement. Then, there were only 29% of the students who disagreed to be involved in the classroom activity. The rest of 4% of the students got disagree about that statement.

Interesting material becomes one of the most essential principles of integrated skill. Interesting materials can ensure the students to be attracted to learn English through. When the students have been attracted, they must be easy to understand the delivered materials. Through question number eleven, the researcher wanted to find out the students perception about a set of integrated materials which was interesting and easy to be understood. From their answers, the researcher found significant tendency between agree and disagree opinions. Each strongly agree and agree columns were checked by 46% of the students. Then, there were only 8% of the students who did not need a set of interesting and easy integrated materials.
Learning English is intended to be implemented in social and daily life situations. In other words, students learn English in the classroom activity and implement their communicative skill for a real life situation. In this study, the designed English materials were not only focused on enhancing their skill in passing the examination. The designed materials are intended to enhance the students’ skill to be outstanding in implementing English for social and daily life situation. In the question number twelve, the researcher wanted to find out the first graders’ perceptions about the existence of a set of integrated materials which were related to real social context. Most of first grade students said that learning English must be easier to be understood by involving daily life situations and social contexts. The 67% of the students agreed with that statement. Then, 8% of the students strongly agreed that English must be implemented in daily life situations. The researcher also found that 25% of the students disagreed with the statement.

The questions number 13 and 14 were intended to find out the students’ opinions about what the best way for learning English. In the question number 13, the researcher wanted to find out whether learning English individually was effective or not. There were various opinions about this statement. However, the tendency showed that most of first grade students agreed that learning English was not effective to be done individually. There were 63% of the students agreed with that statement. In other hand, there were 29% of the students put strongly agree as their answers. Each disagree and strongly agree column is fulfilled by 4% respondents. Still related with the question number 13, the researcher wanted to
emphasize that learning English must be more effective to be done in a group or pair discussion. In communicative competence, this was impossible to learn English without any two-way communication. In the classroom activity, group discussion must be much worth to enhance the communicative skill. The researcher idea was also agreed by the first grade students. In the question number 14, there were 63% of the students agreed that learning English must be effective in group discussion. Then, there were also 33% of the students who strongly agreed with the statement. Besides being more effective, group discussion also ensured students to deal with social relation. Fortunately, the researcher only found 4% of the students who disagree with the delivered statement.

When the students have agreed that English must be more effective to be combined with group discussion, the researchers offered role play materials for them. Role play was effective to make the English materials to be more attractive and easy to be understood. Through the last question, the researcher wanted to find out the first graders’ opinion about the existence of role play in the designed materials. Most of first grade students agreed that role play was much needed. There were 50% of the students who agreed that role play can stimulate their interests in learning English. Another positive result showed that 17 strongly agreed to have role play. In other hands, there were 25% disagree and 8% strongly disagree opinions about the statement.

From the overall result of questionnaire, the first grade students of SMK Kanisius 1 Pakem really needed a set of integrated materials. The first grade students also needed specific and interesting materials that could enhance their
skill in mastering English. The researcher also concluded that Communicative Language Teaching (CLT) was an approach that can match to the students’ needs.

2. The Result of Designing the Instruction

Based on the instructional design theory as stated in chapter II, the researcher dealt with Communicative Language Teaching (CLT) to design a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem. A set of integrated materials consisted of four main units. Each unit of designed material did not only focus on delivering theory based on competence and curriculum. Each unit has been compiled with specific materials and tasks in a high integrity. It means that every single unit was featured by the whole English skills such as listening, speaking, reading, and writing. The integrated materials could ensure the first grade students to learn English with communicative competence. It was the purpose of Communicative Language Teaching (CLT) to let the students in learning English not only for the grammatical competence, but also the communicative competence. The communicative competence must be effective to ensure students in implementing English for real daily life situations. It means that the materials which are gained in the classroom activity could be implemented directly in the social and daily life contexts. Therefore, the researcher designed the reading passages, exercises, and conversation based on the daily context. The researcher provided relevant pictures that can be clue and illustration for specific content, text, and conversation. The pictures also made the students interested in learning the unit topics.
After learning the designed materials, the students are expected to be able in using specified skills and knowledge of English. When the students can enhance their communicative competence, integrated skills, and know how to implement the lesson in the daily life contexts, the study objectives must be achieved.

3. The Result of Developing the instruction

In the next stage, the researcher still needed to develop the instruction. Developing the instruction was absolutely crucial. Through developing the instruction, the researcher could find out the most appropriate and effective set of integrated materials that could be accepted by the first grade students and English teacher of SMK Kanisius 1 Pakem. In this phase, the researcher created context, materials, and exercises for the integrated materials. In developing the instruction, the researcher focused on integrated materials to enhance their basic English skills. The designed materials did not only take specific skill. The researcher made high integrated materials which compiled speaking, listening, writing, and reading skills. A set of integrated materials was designed into four units. Each unit contained the integrated skills and communicative competence as the purposes of this study. Besides applying Communicative Language Teaching (CLT) as the approach, the researcher could not neglect the existence of Curriculum 2013. This accepted curriculum became the main construction to deal with goals in learning English. Therefore, the researcher also had to design a set of indicator. The indicator must be important as the main direction in applying the integrated materials.
1) The Description of Integrated Materials Design

As stated in the previous section, the researcher designed four units of integrated materials. The four units of integrated materials depended on the approach of Communicative Language Teaching (CLT). In order to let the students learnt English as the main goal, the existence of Curriculum 2013 was absolutely accepted. This curriculum also became the reference for the researcher in determining the difficulty level of the designed materials. “STEPPING FORWARD” became the title of this set of integrated materials. This book was specially designed to enhance the integrated and communicative skills of the first grade students of SMK Kanisius 1 Pakem. These were the four units which were designed by the researcher.

Unit 1 : Talking about Self
Unit 2 : Complimenting and Showing Care
Unit 3 : Expressing Intention
Unit 4 : Describing People

a. The Description of Unit 1: Talking about Self

“Talking about Self” was designed to help students in mastering how to communicate and introduce themselves by using English. The communicative competences were also involved using reading, writing, listening, and speaking skills. The researcher put the whole skills in this unit because Communicative Language Teaching (CLT) requires the students to master the communicative competence in four skills. Moreover, the existences of four skills were also based
on the purpose of Curriculum 2013. There are seven main activities which are designed in Unit 1. The first unit consists of 9 pages (page 1-9).

In this unit, the researcher started introducing the definition of pen pal. The definition ensured the students to find out what’s called by pen pal and letter. They are also given choices to deal with conventional letter by post or even electronic mail (E-mail) through internet. Letter must be a great opportunity for the students to communicate and introduce themselves by using English. Before starting the learning process, the researcher put warming up questions which are related to talk about self. In order to understand the real form of letter from pen pal, the researcher created a supported passage. This passage (Letter from Pen Pal) becomes the second activity which requires students to read the passage carefully. The goal of Communicative Language Teaching (CLT) is also achieved in this second activity. According to Richards (2005), one of the goals of CLT ensures the students to know and use language for a range of different purpose and functions. Moreover, reading the passage entitled Letter from Pen Pal can also ensure the students to focus on meaning and learn the social nature. In order to check the students’ understanding, the researcher also designed ten questions which are related to the passage. The exercise appears in activity 3. Through this exercise, the teacher can check whether the students understand the meaning or not.

In the fourth activity, the students are required to respond a letter from pen pal. In this activity, the writing skill of students is challenged. Every single student is required to write a letter which is related to the questions of sender. In
answering the letter, the students talk about themselves in writing form. They also need to tell about the information of their family, hobby, and study in a letter. This activity must be very essential for the students to implement English in writing skill.

In the next part, the researcher provided listening and speaking contents which are related about “Talk about Self”. In this part, the researcher started giving explanation in how to communicate using English directly through listening and speaking. This part still depends on the goals of Communicative Language Teaching. According to Richards (2005), one of the goals of CLT requires the students to know how to vary the use of language according to the setting of participants. For example, the students know how to use formal and informal speech. In this part, there are some important expressions which are commonly used in introduction. In order to have a clear pronunciation, the teacher takes important role as the model. The students are required to repeat every single expression which has been delivered by the teacher. Through this explanation, the students can implement the communicative competence in a real context.

In order to present further understanding, the researcher created two conversations in formal and informal situation. Those conversations can be the materials for the students to practice in pairs. The social nature of learning must be achieved when the students can practice the conversations with their partner. While practicing the conversation, they can also surely understand the meaning and message. In the last activity, the students are still required to deal with pair practice. They are required to create original “Talking about Self” conversation
whether in formal or informal situation. According to Richards (2005), one of the
goals of Communicative Language Teaching (CLT) ensures the students to be
able in producing and understanding conversation. In the last activity, the
researcher tried to explore the students’ understanding about this lesson unit.
There are five questions which are applied as the reflection.

b. The Description of Unit 2: Complimenting and Showing Care

“Complimenting and Showing Care” was designed based on the
Curriculum 2013 and Communicative Language Teaching (CLT) approach. The
interview and questionnaire result also became the researcher’s consideration in
designing the integrated materials. Through this unit, the students are expected to
be able how to and when to show care and compliment. They are also required to
produce appropriate response after receiving specified expressions (care and
compliment). In order to achieve the goal of integrated skills, the students must be
able to implement every single expression in written and spoken contexts.
Moreover, they are also required to know the meaning of specified expressions
(care and compliment) in reading and listening skills. There are 9 pages (page 10-
18) with 7 main activities in Unit Two.

In unit two, warming up becomes the first activity. Through this warming
up activity, the researcher wanted to find out the students’ feeling and action after
knowing the specific conditions. This warming up activity can ensure the students
to explore their social context. This activity consists of five questions. The
students are required to answer every single question briefly as their own
perceptions. According to Richards (2005), students need to learn English in
social nature. Through learning English by achieving the social nature as the goal, the students are accustomed to implement English in real daily life situations.

After working on the first activity, the students are expected to know the explanation of both showing care and expressing compliment. The researcher created brief explanation that can help the students to understand the definition easily. Since “Complimenting and Showing Care” is a new material for the students, the teacher has an essential role to explain the context. Besides presenting explanation, the researcher also provided some important expressions and responses which are related to this topic. After explaining the meaning of each expression and response, the teacher has to be a good model for the students. The teacher starts producing appropriate pronunciation, and the students repeat after that. This material must be valuable for the students to understand deeply about the theory of showing care and complimenting.

In order to enrich the students’ understanding, the researcher designed activity 2. In this second activity, the students are required to determine whether the illustrations need care or compliment. The researcher inserted related pictures and descriptions that can help students to understand each illustration. The students have to able in determining specific reaction for each number. This activity can be categorized as the benefit of Communicative Language Teaching. According to Richards (2005), CLT can develop the students’ thinking skills.

In activity 3, the researcher created a conversation which is related to a topic entitled “Complimenting and Showing Care”. This third activity is required
to enhance the students’ reading skill. Every single student is required to read the conversation in pairs. Through this reading activity, the students know how to show and response appropriate expressions in a real context. Through this reading activity, the Communicative Language Teaching approach is accepted. According to Richards (2005), the students are expected to be able in using language for a range of different purpose. Moreover, the students are also required to know how to maintain communication. Through this reading activity, the students get a valuable benefit. While reading the conversation, the students can focus on meaning. In order to check the students’ understanding, the researcher also provided 5 numbers of “True or False” exercise. This activity can check the students’ understanding whether they focus on meaning or not.

In activity 5, the researcher designed a writing exercise. In this activity, the students are required to write messages in English which are related to specific conditions. There are 10 conditions which must be responded by the students. This activity must be valuable to be implemented in a real life situation. They can use this writing skill when they cannot meet someone directly to show care or express compliment. This writing activity is based on the theory of Communicative Language Teaching (CLT). There are two goals which can be achieved in this activity. First, the students know how to use language for a range of different purposes and function. Through writing the response, the students know how to vary the use of language according to the setting. Moreover, the students can also know how to produce different types of texts.
After working on the writing activity, the students are required to make a simple dialog. After creating a simple dialog with their partner, the students have to practice the conversation in front of the classroom. Through this activity, the students can enhance their listening and speaking skills. The researcher provided some keywords and categories as the choices. The dialog must be related to show care and express compliment topic. The researcher also provided an example that can help students in designing a simple conversation. This activity must be very essential for the students. Through this speaking and listening activity, the students know how to show care and express compliment in direct communication. Besides focusing on speaking skills, the other students are required to listen and determine whether the conversation is about showing care or expressing compliment. The researcher designed this activity based on the goals of Communicative Language Teaching (CLT) approach. Firstly, the speaking activity can ensure the students to know how to use language in different purposes. Secondly, this speaking and listening practice helps the students to produce and understand conversation according to the setting. In the last activity, the researcher tried to check the students’ understanding about this material through reflection questions. There are five main questions which are related to “Showing Care and Compliment” topic.

c. The Description of Unit 3: Expressing Intention

“Expressing Intention” was designed by the researcher based on the goals of Communicative Language Teaching (CLT) and Curriculum 2013. Through this unit, the students are required to know how to express and response for intention.
Moreover, the students have to know how to implement the “expressing intention” in written and spoken forms. They are also required to know how to receive and identify intention through reading and listening. Similar to the previous unit, Unit three is also designed by determining the concepts of integrated skills and communicative competence. By learning this unit, the students are required to know how to implement each skill correctly and effectively based on the context. Unit three has 10 pages (page 19-28) with 7 main activities.

In this unit, the researcher started with warming activity. This warming up activity was designed to let the students be prepared with a new topic. The warming up activity does not require students to think critically. This first activity provides four tourism resort images. They are required to have simple discussion with their pairs or partner. In this warming discussion, they have to tell something interesting, opinion, and activities that can be done on each tourism resort. In designing this warming up activity, the researcher accepted one of the goals of Communicative Language Teaching (CLT) approach. According to Richards (2005), the students have to know maintain communication despite having limitation in one’s language. Through this activity, one of CLT goals is achieved. The students are trained to have simple discussion by using English.

Before going on activity two, the researcher provided explanation related to topic. This explanation must be valuable for the teacher and students. It can be a good material for the teacher to teach the students. This explanation was also presented in a simple and interesting form. So, the students can understand the context and meaning easily. In activity two, the researcher created reading
comprehension. The students are required to read and find the meaning of the text. The researcher designed a text which is related to “expressing intention”. This text tells about someone’s intention to go favorite tourism resorts. After reading this text, the students have to answer 10 questions which are related to the text. This exercise is provided in activity 3. Through activity 2 and 3, a goal of Communicative Language Teaching (CLT) is achieved. The students can focus on meaning while working on the activities 2 and 3. Their thinking skills are also enhanced while working on both activities.

After knowing the form and context, the students are required to know how to express intention in written form. This writing activity was presented in activity 4. In this activity, the students have to produce a paragraph. In order to assist the students, the researcher provided three questions that can be clues in writing a paragraph. This activity can surely enhance the students’ writing skill. Moreover, through expressing their intention in writing form, their communicative competence is also explored. This activity also achieves the goals of Communicative Language Teaching. Through this writing activity, the students know how to use language for different purpose and function. Then, the students also know how to produce text based on context.

After having reading and writing activities, the students are required to know how to implement “expressing intention” in direct communication. This is a listening and speaking activity. In this fifth activity, the researcher designed dialog based on the context of expressing intention. This activity is started by conversation practice which is done by the students’ pairs. This conversation
practice can be repeated twice or more by different pairs of students. While practicing the conversation, the other students are required to pay attention and focus on meaning. In order to check their understanding, the researcher provided a “True or False” exercise in activity 6. In designing activity 5 and 6, the researcher determined about the goals and benefit of Communicative Language Teaching (CLT). Through these activities, the students know how to produce and understand different types of conversations. While listening to the speaker, the students can also focus on meaning.

Activity 7 is still related with the speaking activity. However, this activity lets students to be more creative. Through this activity, the students are required to know how to express intention directly based on different situations. The researcher provided some situations that can happen in a real daily life context. After choosing one of those situations, they have to make a simple dialog and practice it in front of the classroom. This kind of activity must be essential for the students. Through this activity, the students know how to vary the use of language according to the settings and participants. Moreover, this activity also ensures the students to know how to produce and understand different types of conversations.

In the end of this unit, the researcher provided three questions for reflection. The whole questions are related to topic “expressing intention”. Similar to the previous unit, this reflection activity is intended to find out the effectiveness of the learning process. This activity also becomes the facility for the students to reflect the lessons which have been learned.
d. The Description of Unit 4: Describing People

In unit 4, the researcher created a topic entitled “Describing People”. It also becomes the last unit in this set of integrated materials. Through this unit, the students are required to know how to describe someone or people in written and spoken form. Moreover, they are also required to know how to find information and identify the meaning of description through reading and listening. Communicative Language Teaching (CLT) approach and Curriculum 2013 was also applied in this last unit. The researcher compiled this unit into seven main activities into 9 pages (page 29-37).

Warming up activity was designed by the researcher as the first activity. Similar to the previous unit, this unit is started by warming up activity. This activity must be essential to stimulate and brainstorm the students. In this warming up activity, the researcher created an interesting matching task. In this first activity, the students are required to match each picture with its appropriate description. There are eight pictures with different physical appearances. The Communicative Language Teaching (CLT) approach was determined in designing this first activity. This warming up activity can be a good alternative assessment.

After working on the first activity, the students are going to be delivered to know the topic deeply. The researcher designed a simple and interesting explanation which is related to the topic. In order to get the students’ understanding, teacher as the facilitator is required to explain this material clearly. The teacher is also intended to be a model that needs to produce correct
pronunciation. In order to check the students’ understanding, the researcher provided the second activity. In this activity, the students are required to make simple sentences based on the pictures and keywords. In designing the second activity, the CLT approach was applied. The second activity must be effective to ensure the students know how to produce texts in different types and contexts.

After designing the second activity, the researcher also provided a reading passage as the third activity. This text tells about the description of a best friend. Through this activity, the students are required to understand the content of this text. In order to check what the students get from that text, the researcher put seven questions in activity 4. The combination of reading activity and answering the question must be a great opportunity for the students to get the benefit of Communicative Language Teaching (CLT) approach. By working on the first activity, the students can focus on meaning based on the reading passage. Then, working on exercise can ensure students in enhancing the thinking skills.

In order to enhance another skill, the researcher designed writing activity as activity 5. After reading the text entitled “My Best Friend”, the students are required to know how to describe someone in written form. In this writing activity, the students have to describe one of his/her classmates in a simple paragraph. They have to describe about his/her friend’s appearance and personality. This activity is based on the goal and benefit of Communicative Language Teaching (CLT). While working on writing activity, the students can be able in producing and understanding the descriptive text. The creativity of the students is also exposed by the writing activity.
After knowing how to describe someone in written form, the students are also required to know how to describe someone in spoken form. The learning process must be in a good balance to deal with the four English skills. In this activity, the students start thinking about his/her favorite idol. Then, they have to speak up about the appearance, career, or anything which relates to the idol. While describing the idol, the speaker cannot tell the idol’s name. In order to check the effectiveness of speaker in describing someone, the other students try to guess who the idol is. This activity must be a great chance to explore the communicative competence. According to Richards (2005), CLT ensures the students to know how to vary the use of language. It means that the students know how to use and produce speech based on the context using English. Through this activity, the students can also focus on meaning while paying attention to the speaking.

Reflection becomes the closing activity in unit 4. This activity can reflect the students’ understanding about a topic entitled, Describing People. The students’ answers can also be a good reference for the teacher about the effectiveness of learning process.

4. The Result of Evaluation

Evaluating the instruction became the latest step which was applied in this study. The existence of evaluation was essential and useful for the researcher. Evaluating the instruction was very important for the researcher to gain the most appropriate design of the integrated materials. The evaluation really provided great contribution and support for the researcher in finishing this study.
were two evaluation phases which were conducted by the researcher. They were formative and summative evaluation.

**a. Formative Evaluation**

According to Kemp et al. (2011), the formative evaluation is presented on each stage of process. The formative evaluation was done during the process of thesis writing based on the given feedback. The researcher really needed the advisor’s suggestion and feedback to deal with formative evaluation. During this thesis writing process, the researcher made some changes to approach, content, and mechanics. In starting this study, the researcher took Content-Based Instruction as the approach. After gaining feedback and suggestion, the researcher changed that approach to be Communicative Language Teaching. Besides changing the approach, the researcher also makes some evaluations for the theories used in this study. Actually, the formative evaluation was not only done with the advisor. The researcher also dealt with evaluation after reading and finding some new information. Through this formative evaluation, the researcher could make appropriate revision and get the goals of this study.

**b. Summative Evaluation**

Summative evaluation phase could be said as the final step of this study. In applying summative evaluation, the researcher asked for experts’ feedback and suggestion to gain the best final product of this study. The researcher chose an ELESP lecturer of Sanata Dharma University and an English teacher of SMK...
Kanisius 1 Pakem as the experts. The researcher asked the experts to give feedback for the designed materials.

Generally, the designed materials were considered well-designed. According to the questionnaire of evaluation, the designed materials had good layout and well chosen activities. Then, the activities were also relevant, interesting and acceptable as the needs of English teacher and the first grade students of SMK Kanisius 1 Pakem. The designed materials provided interesting pictures that can help and stimulate the students in learning English. After that, the expert said that designed materials met the objectives of the learning.

The most important point, the designed materials were suitable with the principles of Communicative Language Teaching (CLT) as the approach. This book had communicative competence that could be applied in the real contexts by the students. The integrated materials can also help the students to learn four English skills such as, reading, writing, listening, and speaking.

However, the designed materials were not totally perfect. The researcher got some comments which are related to the use of tenses and diction. Before being revised, this book had some sentences using present perfect tenses and passive voices. In fact, the students did not have a good capability to understand those kinds of activities. Therefore, the researcher made some correction to change the inappropriate tenses into simple present tense. These are some parts which are noted by the experts. At first, the questions number 2, 3, and 4 in the warming activity of Unit 1 were written in present perfect sentences. As the
recommendation of expert, the researcher revised them into simple present tense sentences. The changes were also applied for the use of present perfect tense in other pages.

Moreover, the English teacher also found that some words and terms were too strange and difficult for the first grade students. In order to make the topic understandable for the students, the researcher changed some words and terms into the familiar and simple ones.

There were also changes for the use of pictures in the designed materials. Before being revised, the designed materials presented cartoon pictures as the illustration. Since Communicative Language Teaching approach must be authentic and based on real context, the researcher changed the cartoon pictures into original pictures. The expert also commented about the pictures’ copyrights. Before being revised, the researcher did not put source for each picture. In order to save the copyrights, the researcher attached source for every single picture.

An expert also said that conversations on pages 7 and 25 were bit too long. Therefore, the researcher modified both conversations to be shorter and more interesting. After gaining the feedback from the experts, the researcher revised and evaluated the designed materials to get the best final version. Finally, a set of integrated materials are ready to be used by the first grade students and the English teacher of SMK Kanisius 1 Pakem.

For further details of the designed materials can be seen in Appendix I.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations. The researcher concludes the summary of the research in the first part of this chapter. In the second part, the researcher elaborates the recommendations to follow up this research for the teachers and other researchers.

A. Conclusions

This study was conducted to answer the two research questions. The first question is how a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem is designed. The second question is what a set of integrated materials for the first grade students of SMK Kanisius 1 Pakem looks like. Those are the main research questions which had been answered in this study.

In answering the first research question, this study dealt with Research and Development (R&D) as the research method. In the research method, the researcher had adapted Kemp’s instructional design model (2011). Actually, this study did not implement the whole phases which were stated by Kemp et al. Kemp instructional design model (2011) has 10 fundamental components. They are instructional problems; learner and context; task analysis; instructional objectives; content sequencing; instructional strategies, designing the message; development of the instruction; evaluation instruments; and ongoing processes. In
conducting this study, the researcher makes some modification from those 10 steps into four mains steps. Those four steps are analyzing the problems and needs (1st step), designing the instruction (2nd step), developing the instruction (3rd step), and evaluating the instruction (4th step). In designing and developing a set of integrated materials, this study applied Communicative Language Teaching (CLT) approach which is composed by Richards (2005). Communicative Language Teaching (CLT) is believed as the most appropriated approach for the first grade students of SMK Kanisius 1 Pakem. Communicative Language Teaching is also based on the students and teacher’s needs to have integrated materials which can enhance communicative competence.

In order to answer the second research question, the researcher had designed and presented a set of integrated materials using Communicative Language Teaching. The final version of designed integrated materials becomes the result of this study. The researcher had attached this final version in the appendix. There are four units in the designed materials entitled Stepping Forward. Every single unit is started by warming up and ended by reflection. The warming up activity must be valuable for the students. Through warming up activity, the students are prepared to be ready with the topic. Then, the reflection is provided to find out the students’ understanding during the learning process. There are some questions which are presented in reflection activity to reflect what they have learned. Every single unit provides integrated materials such as reading, writing, listening, and speaking. Through the integrated materials, the goal of this
study can be achieved. The students meet their need to have materials which can enhance integrated skill and communicative competence.

B. Recommendations

In this part, the researcher would like to give the teachers and future researchers some recommendations related to the research of this field.

1. For Teachers

The teacher is expected to know the role of teacher in implementing Communicative Language Teaching (CLT). This approach doesn’t apply teacher centered model. The teacher is intended to be a facilitator and monitor. This role requires the teacher to be cooperative with the students. Moreover, the teacher has to be able in developing different view of students’ error in facilitating language learning. It means that the teacher has to provide feedback and correction while facing the students’ mistakes.

2. For Other Researchers

The researcher recommends the other researchers to be active and critical. In applying Research and Development (R&D) study, this is much worth for the researcher to have a deep and serious research. The deep and serious research can help the researcher to find out the students’ needs and main problems. The researcher has to be active in finding valid references that can be appropriate to be accepted in the designed materials. So, the objectives of the study can be achieved accurately.
REFERENCES


APPENDICES
APPENDIX A

Letter of Research Permission
Nomor : 111 / Pril / Kajus / JPBS / x / 2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth.
Bapak Ag Brambang Setiawan, S.T
Ketua Sekolah SMK Kanjul I Pakem

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : ARYA DITWAH SEJA
No. Mhs : 101219024
Program Studi : Pendidikan Bahasa Indonesia
Jurusan : Bahasa dan Seni
Semester : 3 (Sembilan)

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

Lokasi : SMK Kanjul I Pakem
Waktu : Oktober
Topik / Judul : Desining a set of Integrated Materials by Using Content Based Instruction for the First Grade Students of SMK Kanjul I Pakem

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

Yogyakarta, 15 Oktober 2019
u.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

[Signature]

Tembusan Yth:
1. Dekan FKIP
APPENDIX B

The Questionnaire of Need Survey
Kelas : _____________

KUESIONER

Kuesioner ini berhubungan dengan penelitian yang berjudul ‘Designing a Set of Integrated Materials by Using Communicative Language Teaching (CLT) for the First Grade Students of SMK Kanisius 1 Pakem’. Kuesioner ini hanya diperuntukkan bagi kepentingan penelitian skripsi semata tanpa ada pihak lain yang terkait.

**Istilah dari poin persetujuan**

<table>
<thead>
<tr>
<th>Poin Persetujuan</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Sangat Setuju</td>
</tr>
<tr>
<td>4</td>
<td>Setuju</td>
</tr>
<tr>
<td>2</td>
<td>Tidak Setuju</td>
</tr>
<tr>
<td>1</td>
<td>Sangat Tidak Setuju</td>
</tr>
</tbody>
</table>

Pilihan salah satu jawaban dengan cara memberi tanda (√) pada kotak yang tersedia.

Contoh:

1. Saya membutuhkan materi Bahasa Inggris yang terpadu.

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Poin Persetujuan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya membutuhkan materi Bahasa Inggris yang terpadu.</td>
<td>√ 4 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Poin Persetujuan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bahasa Inggris adalah mata pelajaran yang penting untuk dipelajari.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>2.</td>
<td>Saya perlu untuk mempelajari mata pelajaran Bahasa Inggris secara terpadu.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>3.</td>
<td>Mata pelajaran Bahasa Inggris dapat menjadi bekal yang penting dalam berkompetisi di dunia kerja.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>4.</td>
<td>Saya perlu mempelajari materi pelajaran bahasa Inggris yang sesuai dengan bidang kejuruan saya.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>5.</td>
<td>Penguasaan mata pelajaran Bahasa Inggris akan lebih efektif jika langsung ditekankan terhadap aspek keahlian komunikatif.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>6.</td>
<td>Mempelajari dan menerapkan materi Bahasa Inggris tidak hanya terbatas dalam kegiatan di dalam kelas.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>7.</td>
<td>Mempelajari Bahasa Inggris tidak bisa terpusat pada satu poin skill/ keahlian</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>8.</td>
<td>Saya perlu materi Bahasa Inggris yang dapat meningkatkan keahlian komunikatif saya.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>9.</td>
<td>Saya menginginkan materi Bahasa Inggris yang mampu merangkul semua keahlian dasar seperti listening, speaking, reading, dan writing.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>No.</td>
<td>Pernyataan</td>
<td>Poin Persetujuan</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>10.</td>
<td>Dalam menguasai mata pelajaran Bahasa Inggris saya ingin terlibat langsung pada semua materi dan aktivitas.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>11.</td>
<td>Saya menginginkan materi Bahasa Inggris yang menarik agar lebih menyenangkan dan mudah dipahami.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>12.</td>
<td>Dalam mempelajari dan menguasai Bahasa Inggris akan lebih mudah dimengerti dengan menyertakan konteks kehidupan nyata dan sosial.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>13.</td>
<td>Mempelajari Bahasa Inggris tidak bisa dilakukan secara individu atau sendiri.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>14.</td>
<td>Saya akan lebih tertarik untuk mempelajari Bahasa Inggris dengan mempertimbangkan aspek sosial, seperti bekerja dan diskusi dalam kelompok.</td>
<td>5 4 2 1</td>
</tr>
<tr>
<td>15.</td>
<td>Kegiatan belajar mengajar dengan aktivitas yang menarik seperti ‘role play’ jelas akan semakin meningkatkan minat saya untuk mempelajari Bahasa Inggris.</td>
<td>5 4 2 1</td>
</tr>
</tbody>
</table>
APPENDIX C

The Result of Students’ Questionnaire
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Point of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>Learning English is essential.</td>
<td>33%</td>
</tr>
<tr>
<td>2</td>
<td>I need to learn English in a high integrity.</td>
<td>41%</td>
</tr>
<tr>
<td>3</td>
<td>English subject is a valuable provision for many fields of global employment competition.</td>
<td>59%</td>
</tr>
<tr>
<td>4</td>
<td>I need to learn English subject which is specialized on my vocational competence.</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Learning English will be effective to be emphasized on communicative competence.</td>
<td>16%</td>
</tr>
<tr>
<td>6</td>
<td>Learning and implementing English cannot be limited in the classroom activities.</td>
<td>25%</td>
</tr>
<tr>
<td>7</td>
<td>Learning English cannot be focused only on single and specific skill.</td>
<td>20%</td>
</tr>
<tr>
<td>8</td>
<td>I need English materials which can enhance the communicative skills.</td>
<td>37%</td>
</tr>
<tr>
<td>9</td>
<td>I need a set of integrated materials which can involve the four English skills such as, listening, speaking, reading, and writing, writing.</td>
<td>30%</td>
</tr>
<tr>
<td>10</td>
<td>In learning English subject, I want to be actively involved in the all learning activities.</td>
<td>12%</td>
</tr>
<tr>
<td>11</td>
<td>I need and want a set of integrated materials which is easy and interesting to be understood.</td>
<td>46%</td>
</tr>
<tr>
<td>12</td>
<td>Learning English must be easier and more interesting by involving daily life and social contexts.</td>
<td>8%</td>
</tr>
<tr>
<td>13</td>
<td>This is not effective to learn English individually.</td>
<td>29%</td>
</tr>
</tbody>
</table>
Group discussion ensures the students to be active and interested in learning English subject. In a group discussion, I can also learn social relation. 33% 63% 4% 4%

Using role play can stimulate my interest in learning English subject. 17% 50% 25% 8%
APPENDIX D

The Interview of Need Survey
Interview

1. Do the first grade students get difficulties in learning English subject? What kinds of difficulties which are found by the first grade students?

2. Do you need specific materials for the first grade students? What kinds of specific materials do you need?

3. Do you agree that I design a set of integrated materials by using Communicative Language Teaching (CLT) approach? Why?
APPENDIX E
The Teacher’s Interview Transcript
INTERVIEW TRANSCRIPT

1. Do the first grade students get difficulties in learning English subject? What kinds of difficulties which are found by the first grade students?

Yes, they are. They get difficulties to learn English with new 2013 Curriculum. The vocational students have not been ready to start with this new curriculum. Now, both Senior High School (SMA) and Vocational School (SMK) have similar competence for the English materials. These materials must be too far for the vocational students. Moreover, both Vocational School and Senior High School have different needs and purpose in learning English.

2. Do you need specific materials for the first grade students? What kinds of specific materials do you need?

Yes, I do. Appropriate English materials must be good for the students. When the students can get materials which are based on their needs and purpose, they can learn English effectively. I need a set of specific materials that can match to vocational competence. It means that the designed materials must be suitable with the students’ study program (automotive). The designed materials must be still based on the Curriculum 2013. Then, the designed materials must be interesting. If you can provide these materials, the students must be interested and easy to learn English with new competence and curriculum.

3. Do you agree that I design a set of integrated materials by using Communicative Language Teaching (CLT) approach? Why?

Yes, I do. A set of integrated English materials using that approach must be effective to enhance the students’ communicative skill. I know that Communicative Language Teaching is a great approach which can support the students to implement English in real life context. So, the implementation of English is not limited only in the classroom.
APPENDIX F

The Questionnaire of Designed Materials Evaluation

(Experts)
Questionnaire

Occupation: 

Educational Background: 

Teaching Experience: 

1. Are the designed materials suitable with the first grade students’ needs? Please, give simple explanation.
2. Do the designed materials meet the objectives of the learning? Please, give simple explanation.
3. Are the instructions clear and understandable? Please, give simple explanation.
4. Are the pictures effective to help the students in understanding the materials? Please, give simple explanation.
5. Can the integrated materials help the students in enhancing the communicative skills? Please, give simple explanation.
6. Can the designed materials develop four English skills (listening, speaking, reading and writing) of the students? Please, give simple explanation.
7. Can the designed materials be applied in daily life contexts? Please, give simple explanation.
8. Can the designed materials be a good provision for the students to face the global employment competition? Please, give simple explanation.
9. Can the designed materials stimulate the students to be active and interested in learning English? Please, give simple explanation.
10. What are the strengths and weaknesses of the designed materials?
    
    Strengths: 
    
    Weaknesses: 
    
11. What are your suggestions to improve this product?
12. What is your personal comment about the designed materials?

Thank You
APPENDIX G

The Result of Evaluation Questionnaire

(Experts)
Questionnaire

Occupation : Teacher
Educational Background : S1
Teaching Experience : 15 years

1. Are the designed materials suitable with the first grade students’ needs? Please, give simple explanation.

They are appropriate with the 1st grade students, I mean the content of the material, but you have to be careful with the diction and the grammar.

2. Do the designed materials meet the objectives of the learning? Please, give simple explanation.

Yes, they do. They meet the indicators.

3. Are the instructions clear and understandable? Please, give simple explanation.

The instructions are clear and understandable for the students.

4. Are the pictures effective to help the students in understanding the materials? Please, give simple explanation.

The pictures help the students to understand more and more. The pictures must be effective to help the students in learning English.

5. Can the integrated materials help the students in enhancing the communicative skills? Please, give simple explanation.

Yes it can. It can help the students in enhancing English communicative skills. The designed materials have interesting activities, especially for the speaking ones.
6. Can the designed materials develop four English skills (listening, speaking, reading and writing) of the students? Please, give simple explanation.

Yes, they can. This book has good integrated activities to enhance the students’ listening, speaking, reading, and writing.

7. Can the designed materials be applied in daily life contexts? Please, give simple explanation.

Yes, they can. The students can practice them in real contexts. I am sure that the materials can be applied for various daily life situations.

8. Can the designed materials be a good provision for the students to face the global employment competition? Please, give simple explanation.

Some materials are very useful for the students to face their future. The designed book has good materials and examples that can be valuable for the students in facing global employment competition.

9. Can the designed materials stimulate the students to be active and interested in learning English? Please, give simple explanation.

Yes, they can. The designed materials have good activities that can make students active and interested. I found the whole topics have been designed in good activities. This book can make the students to be active. It also has interesting pictures. The combination of good activities and interesting pictures can stimulate the students in learning English.
10. What are the strengths and weaknesses of the designed materials?

Strengths:
The content of material is good. You have provided interesting and effective activities.

Weaknesses:
Be careful with the dictions and grammar, because the first grade uses simple grammar.

11. What are your suggestions to improve this product?
Please, use simple grammar. The students do not familiar with present perfect tense and passive voice.

12. What is your personal comment about the designed materials?
The designed materials are good and acceptable. You can add more pictures to help the students much.

Thank You
Questionnaire

Occupation : Lecturer
Educational Background : S3
Teaching Experience : More than 10 years

1. Are the designed materials suitable with the first grade students’ needs? Please, give simple explanation.
Fine as a whole.

2. Do the designed materials meet the objectives of the learning? Please, give simple explanation.
Yes.

3. Are the instructions clear and understandable? Please, give simple explanation.
Yes.

4. Are the pictures effective to help the students in understanding the materials? Please, give simple explanation.
Fine, but make sure the copyright is okay.

5. Can the integrated materials help the students in enhancing the communicative skills? Please, give simple explanation.
Should be applicable but challenging.
6. Can the designed materials develop four English skills (listening, speaking, reading and writing) of the students? Please, give simple explanation.

Yes. I found that the designed materials have involved four English skills. You have designed each skill in good activities.

7. Can the designed materials be applied in daily life contexts? Please, give simple explanation.

Yes. The designed materials can be applied in real life contexts by the students.

8. Can the designed materials be a good provision for the students to face the global employment competition? Please, give simple explanation.

Some topics should be good for that. The “Talking about Self” topic can help the students to deal with formal and business situations. “Showing sympathy and compliment” can also be useful for the students. I think each topic has its own function to be used in any situations. The students can use these in various needs.

9. Can the designed materials stimulate the students to be active and interested in learning English?

Yes. Some unit topics have good activities. You have designed materials that can enable students to be active in learning English. You have provided good activities in reading, writing, listening, and speaking. Moreover, the pictures are interesting for the students.
10. What are the strengths and weaknesses of the designed materials?

**Strengths:**

Relevant and interesting unit topics.

**Weaknesses:**

Why not put description in unit 2?

11. What are your suggestions to improve this product?

Give source! Whose pictures?

12. What is your personal comment about the designed materials?

Give some synonyms in Indonesian for difficult unit items.

**Thank You**
APPENDIX H

The Blueprint of the Designed Materials
<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Warming up</td>
<td>Ensuring brainstorm in the beginning of materials. This activity focuses on emphasizing the social contexts. Communicative Language Teaching allows the students to share information and receive feedback on their language production.</td>
</tr>
<tr>
<td>2.</td>
<td>Reading: Letter from pen pal</td>
<td>This reading activity requires the students to focus on meaning and learn language for different purpose of functions.</td>
</tr>
<tr>
<td>3.</td>
<td>Doing exercise</td>
<td>Through this activity, the teacher can check whether the students focus on meaning or not. There are 10 questions which are related to the previous passage.</td>
</tr>
<tr>
<td>4.</td>
<td>Writing: Letter for pen pal</td>
<td>This activity becomes a great point for the students to implement English in writing skill.</td>
</tr>
<tr>
<td>5.</td>
<td>Practicing Dialog: Formal and informal</td>
<td>This part still depends on the goals of Communicative Language Teaching. The students know how to vary the use of language according to the setting of participants.</td>
</tr>
<tr>
<td>6.</td>
<td>Designing conversation</td>
<td>Communicative Language Teaching requires the students to be able in using English for real life context. This activity can be a good step for the students to deal with real life implementation.</td>
</tr>
<tr>
<td>7.</td>
<td>Having Reflection</td>
<td>The students are intended to reflect and share about what they have learnt in this unit topic.</td>
</tr>
</tbody>
</table>
## UNIT 2
### COMPLIMENTING AND SHOWING CARE

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Warming up</td>
<td>This activity is intended to find out the students’ feeling and action after knowing specific condition. This warming up activity can ensure the students to explore their social context.</td>
</tr>
<tr>
<td>2.</td>
<td>Doing Exercise</td>
<td>The students are intended to determine whether showing care or expressing compliment based on the description. The researcher had inserted related pictures that can help students to understand the descriptions easily.</td>
</tr>
<tr>
<td>3.</td>
<td>Reading: dialog</td>
<td>This is a reading activity which requires the students to be able in showing and responding specific expressions in a real context.</td>
</tr>
<tr>
<td>4.</td>
<td>Doing Exercise</td>
<td>After reading the previous dialog, the students are required to answer several related questions. This activity can check whether the students focus on meaning or not.</td>
</tr>
<tr>
<td>5.</td>
<td>Writing: Giving responses through messages</td>
<td>In this activity, the students are intended to write messages in English which are related to specific condition. There are 10 conditions which must be responded by the students. This activity can be implemented in a real life situation. They can use this writing skill when they cannot meet someone directly to show care or express compliment.</td>
</tr>
<tr>
<td>6.</td>
<td>Speaking and Listening: Showing sympathy and compliment</td>
<td>The students are intended to design a simple and short dialog. The students have to practice the conversation in front of the classroom. Through this activity, the students can enhance their listening and speaking skills. This activity becomes a great learning to deal with real life context.</td>
</tr>
<tr>
<td>7.</td>
<td>Having Reflection</td>
<td>The students are intended to reflect and share about what they have learnt in this unit topic.</td>
</tr>
</tbody>
</table>
UNIT 3

EXPRESSING INTENTION

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Warming up</td>
<td>This warming up activity provides four tourism resort images. The students are intended to have simple discussion with their pairs. In this warming discussion, they have to tell something interesting, opinion, and activities that can be done on each tourism resort.</td>
</tr>
<tr>
<td>2.</td>
<td>Doing Exercise</td>
<td>The students are intended to determine whether showing care or expressing compliment based on the description. The researcher had inserted related pictures that can help students to understand the descriptions easily.</td>
</tr>
<tr>
<td>3.</td>
<td>Reading: My Holiday Plan</td>
<td>This is a reading activity which requires the students to focus and find the meaning of the passage. The text is based on the “expressing intention” topic. This text tells about someone’s intention about his favorite tourism resort.</td>
</tr>
<tr>
<td>4.</td>
<td>Doing Exercise</td>
<td>There are 10 questions which are related to the previous text. Through this activity, the students’ understanding is checked.</td>
</tr>
<tr>
<td>5.</td>
<td>Writing: My Plan in this Weekend</td>
<td>In this activity, the students are intended to produce a paragraph. There are three questions that can be clues in writing a paragraph. This activity can surely enhance the students’ writing skill. Through expressing their intention in writing form, their communicative competence is also explored.</td>
</tr>
<tr>
<td>6.</td>
<td>Speaking and Listening:</td>
<td>In this activity, the students are intended to be able in implementing “expressing intention” for direct communication.</td>
</tr>
<tr>
<td></td>
<td>Showing Intention</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Doing Exercise</td>
<td>The “True or False” exercise is intended to find out the students’ understanding about the previous dialog.</td>
</tr>
<tr>
<td>8.</td>
<td>Designing simple dialog</td>
<td>This activity lets students to be more active and creative. Through this activity, the students are intended to know how to express intention directly based on different situations.</td>
</tr>
<tr>
<td>9.</td>
<td>Having Reflection</td>
<td>The students are intended to reflect and share about what they have learnt in this unit topic.</td>
</tr>
</tbody>
</table>
# UNIT 4

## DESCRIBING PEOPLE

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Warming up</td>
<td>In this warming up activity, the students are intended to match the pictures with the description correctly. There are eight pictures with different physical appearances.</td>
</tr>
<tr>
<td>2.</td>
<td>Doing Exercise</td>
<td>In this exercise, the students are intended to make simple sentences based on the pictures and keywords. This activity must be effective to ensure the students to produce texts in different types and contexts.</td>
</tr>
<tr>
<td>3.</td>
<td>Reading: My Best Friend</td>
<td>There is a passage which tells about the description of a best friend. Through this activity, the students are intended to focus on meaning.</td>
</tr>
<tr>
<td>4.</td>
<td>Doing Exercise</td>
<td>There are 7 questions which are related to the previous text. Through this activity, the students’ understanding is checked.</td>
</tr>
<tr>
<td>5.</td>
<td>Writing: My Classmate</td>
<td>In order to enhance the writing skill, the students are intended to be able in describing someone in written form. In this writing activity, the students have to describe one of his/her classmates in a paragraph. While working on writing activity, the students can produce and understand the descriptive text.</td>
</tr>
<tr>
<td>6.</td>
<td>Speaking and Listening: Who is My Idol?</td>
<td>In this activity, the students start thinking about his/her favorite idol. Then, they have to speak up about the appearance, career, or anything which relates to the idol. While describing the idol, the speaker cannot talk about the idol name. In order to check the effectiveness of speaker in describing someone, the other students try to guess who the idol is. This activity must be a great chance to explore the communicative competence.</td>
</tr>
<tr>
<td>7.</td>
<td>Having Reflection</td>
<td>This activity can reflect the students’ understanding about a topic entitled, Describing People. The students’ answers can also be a good reference for the teacher about the effectiveness of learning process.</td>
</tr>
</tbody>
</table>
APPENDIX I

The Presentation of Designed Materials
STEPPING FORWARD

A Set of Integrated English Materials for Vocational School

Source: imgkid.com

GRADE X
SEMESTER 1
CURRICULUM 2013

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
# Table of Contents

**PREFACE**

**UNIT 1: TALKING ABOUT SELF**  
1

**UNIT 2: COMPLIMENTING AND SHOWING CARE**  
10

**UNIT 3: EXPRESSING INTENTION**  
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**UNIT 4: DESCRIBING PEOPLE**  
29

Source: playbuzz.com
The “Stepping Forward” book is a set of designed materials which was designed to complete the author’s thesis. “Stepping Forward” is a supplementary English book for the first grade students of SMK Kanisius 1 Pakem. Through this book, the students can learn English in a high integrity. The author had provided the four English skills on each unit. They are reading, writing, listening and speaking. Through learning those skills, the students are expected to know how to implement English in real daily life situations. This English book was designed in accordance with the Curriculum 2013.

*Step forward and grab your dream!*

The Author

Arya Dewangga
In this unit, you have to take opportunities to talk about yourself. The opportunities are done to show your communicative competence in using reading, writing, speaking, and listening skills.
A. Reading: Letter from Pen Pal

Having a pen pal is an excellent way for students to practice English skills, especially reading and writing. A pen pal can be said as a long distance relation. We can reach our pen pals through writing and sending private letter. The sending process can either be done by using the post office service or even by using E-mail in the internet. However, the old fashioned way by writing letter on hand still becomes the sweetest way to reach the pen pals.

Activity 1: Warming up

1. Do you have a long distance relation?

2. How do you reach your long relation?

3. Do you have a friend from another country?

4. Do you know how to introduce yourself by using English?
Activity 2: Please, read the text carefully!

Dear, Irfan

Through this letter, I would like to introduce myself to you as a new pen pal. I get your address while reading a teen magazine. I am very happy to have a pen pal from another country. I hope that we can share our information and interesting moments to widen our sight about something new outside there. My name is Jordy Classy. You can call me Jordy. I am from Groningen, Netherland. I am 16 years old and a first grade student of Van Houten High School. My favorite subject is English. I love learning English because I can reach other people by using it. I have two younger sisters and one older brother. My younger sisters, Lilly and Ella are twin. They are studying in the six grade of elementary school. My older brother, Robin is a college student. He is a smart student. Robin is very convenient to help my homework.

My hobbies are travelling and writing. I like going to somewhere new to get pleasure and unique experiences. Every time I have new and unique experiences, I always write them on my book. This is very happy to save the story on my own book. I can recall the sweet memories while reading on my own note. That’s why I always bring note book and pen anywhere I go. I usually go travelling with my close friends. This is very wonderful to have a sweet moment with beloved friends. When I go travelling, train becomes my favorite transportation. Train is a fast and safe public transportation that can reach the destination on time. The cost is also affordable for us as students. After browsing on internet, I have known that Indonesia has so many beautiful places. This is so amazing! It must be a great pleasure to go Indonesia and visit the historical and famous places there.
Therefore, I'd really love to know well about Indonesian people and the wonderful places there. Please, drop me the sweet letter about you and Indonesia. I cannot wait to receive the letter from you, Irfan.

Cheers,

Jordy Classy

Activity 3: After reading the text, answer the following question briefly!

Example:
Q: Who is the sender of this letter?
A: The sender of this letter is Jordy Classy

1. Where is Jordy Classy from?
2. Where does Jordy Classy study?
3. Is Jordy the oldest son in his family?
4. Where does Jordy find Irfan’s address?
5. Does Jordy have older twin sisters?
6. What are Jordy’s hobbies?
7. Why does train become the most favorite transportation for Jordy?
8. What does Jordy always bring anywhere he goes?
9. Is it true that Jordy often visits Indonesia?
10. What is Jordy’s opinion about Indonesia?
B. Writing: Letter for Pen Pal

Activity 4: After receiving a letter from Jordy, you are asked to be Irfan. You are required to reply his letter. In this letter, you can tell about yourself, study, family, and hobby. Since Jordy is so excited about Indonesia, you can also tell him about your favorite tourism resort or even culture in Indonesia.

C. Listening and Speaking: Introducing Yourself and Others

In this part, you are required to be able in introducing yourself and others. There is a range of ways that you can express for introduction. Your teacher is going to guide you how to pronounce specific expressions to introduce yourself and others. So, pay attention to your teacher carefully!

a) Here are the expressions to introduce yourself:
   - Let me introduce myself, I am...
   - I would like to introduce myself, my name is...
   - Pleased to meet you, Sir. My name is...
   - Nice to meet you, I am...

b) Here are the expressions to introduce others:
   - I would like to introduce you to my colleague, this is James.
   - I’d like you to meet my friend, Nicolas.
   - Sam, please meet Ferdinand.
   - Steve, this is John. John, this is Steve.

c) Useful responses for introducing yourself and others:
   - How do you do?
   - Nice to meet you.
• Pleased to meet you.
• Happy to know you.

**Things to remember:**

• Using full name is required for the formal or business situation.

• “How do you do?” is not a question. This expression means “hello”. This expression is only applied in the first time you meet someone.

**Activity 5:** There are two dialogues in informal and formal situation. Please, practice conversation using these dialogues with your partner.

**Dialogue 1**

This is a dialogue in an informal situation. Mark is a new member of a drawing club. He meets Thomas and talk about himself.

**Thomas:** Hi, let me introduce myself. My name is Thomas. What’s your name?

**Mark:** Hi, Thomas nice to meet you. My name is Mark. I am a new member of this drawing club.

**Thomas:** It sounds good to have a new member of this club. Where do you study Mark?

**Mark:** I am studying in the second grade of Bradford High School. How about you Thomas?

**Thomas:** Wow, Bradford High School is so qualified. I am a second-semester student of Southampton University. I take fine art as my study program. I love drawing so much.
Mark: Wow it’s so amazing to have a senior like you. I can learn many things from you. Would you like to teach me how to draw artistically?

Thomas: My pleasure, Mark.

Mark: Thank you very much.

Thomas: You’re welcome.

-----

**Dialogue 2**

This is a formal dialogue between examiner and job applicant. The examiner asks about the job applicants’ personal identity.

Examiner: Good Morning, what’s your name?

Job Applicant: Good Morning, Sir. My name is Andy Setiawan.

Examiner: How should I call you?

Job Applicant: You can call me Andy, Sir.

Examiner: Well, Mr. Andy. I would like to ask several questions to you. Are you ready?

Job Applicant: Yes, I am.

Examiner: Mr. Andy, can you tell me about your family?
Job Applicant: I live with my parents. My father is a policeman and my mother is a nurse. I have two older brothers. The oldest brother follows my father way. He also becomes a policeman. The second son is an English teacher. I can learn many things from my older brothers.

Examiner: It sounds good, Mr. Andy. What are your hobbies?

Job Applicant: My hobbies are travelling and looking for new information about automotive. I like automotive so much. That’s why I attended to vocational school.

Examiner: Why are you interested to join our company?

Job Applicant: I follow my passion. I would like to apply my skill in automotive industry. I am sure that my vocational skills are useful to support the growth of this company.

Examiner: Do you have experience in automotive industry?

Job Applicant: No, I don’t. However, I have a lot of achievements and certificates which are related to automotive. Those become the evidences about my quality.

Examiner: Okay, that’s great. The company will inform you about the result via E-mail.

Job Applicant: Thank you, Sir.

Examiner: You are welcome.
Activity 6: Designing Conversation

In this part, you are going to design and practice dialogue with your partners in front of the classroom. You can choose either in informal or formal situation. Those conversation points can be your reference. However, the information must be real as “yourself”. Your teacher will give you feedback and evaluation after practicing the dialogue.

A. Activity 7: Reflection

At the end of this chapter, ask yourself to answer the following questions to check the effectiveness of your learning process.

1. Is it difficult to get the meaning of a letter?
2. Do you know how to write a letter for pen pal?
3. Do you know how to write information about yourself?
4. Do you know how to introduce yourself to someone new?
5. Can you tell someone else about yourself?
In this unit, you are required to know how to express compliment and show care to others.
Activity 1: Warming up

1. Your close friend is sick. What do you feel?
2. Your classmate is in a bad condition. Do you show your sympathy to him/her?
3. Your cousin feels sad. How do you support him/her?
4. Are you happy to know good news from your friend?
5. What do you do after knowing that your friend wins a competition?
Pay attention to this explanation!

**What is compliment?**

Compliment is an expression to appreciate other people. The compliment is absolutely essential for you to give encouragement. So, people can keep and improve their best. You can show this appreciation when you find something new from others’ appearance, performance, and changes. For example, you appreciate a great music performance of your friend.

**What is showing care?**

Showing care means that you express sympathy to others. This is like a feeling of pity and sorrow. The feeling usually comes after seeing others in a trouble, unlucky, or even bad condition. You need to show care in order to entertain and comfort others who have such a bad condition. For example, you give support to your friend who gets failed in a competition.

**The Important Expression and Response in Showing Care/Compliment**

<table>
<thead>
<tr>
<th>Showing Care/Compliment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am sorry to hear that…</td>
<td>Thank you very much.</td>
</tr>
<tr>
<td>Please accept my condolences…</td>
<td>You are so lovely.</td>
</tr>
<tr>
<td>I am deeply sorry to hear that…</td>
<td>Thank you for your sympathy</td>
</tr>
<tr>
<td>Get well soon…</td>
<td>You are truly good friend.</td>
</tr>
<tr>
<td>Great Job!</td>
<td>Thanks a lot.</td>
</tr>
<tr>
<td>You look so beautiful/handsome</td>
<td>It’s very kind of you to say that.</td>
</tr>
<tr>
<td>What a nice dress!</td>
<td>I am glad you like it.</td>
</tr>
<tr>
<td>Congratulations!</td>
<td>Thanks for your appreciation.</td>
</tr>
</tbody>
</table>
Activity 2: Look at the pictures below! You can determine whether they need compliment or care.

1. Jonas gets bad score on mathematics exam.

2. Sierra wins a taekwondo competition.

3. Mr. Antony comes with a new tuxedo.

Source: home.bt.com


Source: net-dna.ssl.com

6. Milton passes the driving exam.

Source: rpmrush.com
A. **Reading: Complimenting and Showing Care Dialog**  
**Activity 3:** Read this dialog carefully! You can read it with your partner.

Jenny and Tamara are good friends. One day, Jenny comes to Tamara’s house.

**Jenny:** Hey, Tamara. How are you?

**Tamara:** I am fine, Jenny. Thank you for coming to my house.

**Jenny:** You’re welcome, Tam. You look so beautiful with that new hairstyle. It is very suit to your face.

**Tamara:** Really? It’s very kind of you to say that, Jenny.

**Jenny:** My pleasure, Tamara. I heard that you had joined a dancing competition last Tuesday. How was that?

**Tamara:** I had made a great preparation for that competition. Fortunately, the result was wonderful. I got the champion trophy.

**Jenny:** Wow, it sounds amazing. Congratulations, Tamara.

**Tamara:** Thanks a lot for your appreciation. Where were you at that time, Jen?

**Jenny:** My mother was sick at the same time. So, I had to treat her.

**Tamara:** Oh dear, I am sorry to hear that. I hope that she can get well soon.

**Jenny:** Thank you very much, you are so sympathetic.

Source: popsugar.com
Activity 4: After reading the conversation, you can determine whether the statements below are true (T) or false (F).

1. Tamara comes to Jenny’s house. T/F
2. Jenny looks beautiful with a new hairstyle. T/F
3. Tamara joins a dancing competition. T/F
4. Jenny feels sad after knowing the result. T/F
5. Tamara shows sympathy for Jenny’s condition. T/F

B. Writing: Giving responses through messages

Activity 5: In some cases, you cannot always show care and compliment directly. Because of some reasons, you do not have opportunity to meet others in specific conditions. However, you can still express your feelings through messages. Therefore, you are required to send messages for the situations below.

Source: inovativeeducation.com

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
<th>Response of Compliment/ Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jacky gets fired of his job.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Morris passes the math examination with satisfying grade.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Nancy looks slimmer than before.</td>
<td></td>
</tr>
</tbody>
</table>
4. Tom doesn’t win the chess competition.

5. Willy’s father had just passed away.

6. Your friend shows his new artwork to you.

7. Marvin gets a good job.

8. Daisy shows a great dance performance.


10. James comes with a new haircut.

C. Speaking and Listening: Showing your sympathy and compliment

Activity 6: In this section, you are intended to make a dialog with your partner and practice it in front of the classroom. In this conversation, you can show either sympathy or compliment. You have to show supporting responses after listening your partner’s situation and condition. You can choose one of these following keywords as the topic.

- Sick (fever, headache, stomachache, toothache)
- Win (quiz, competition, championship)
- Performance (dancing, singing, acting)
- Lost (wallet, purse, camera, mobile phone, motorbike)
Example: (Sick)

Aaron : How are you Mike?

Mike : I don’t feel better than yesterday. I get stomachache.

Aaron : I am sorry to hear that. It must be awful. Get well soon, brother.

Mike : Thank you very much, Aaron.

Activity 7: Reflection

At the end of this chapter, ask yourself to answer the following questions to check the effectiveness of your learning process.

1. Do you know how to show care?
2. When do you need to show care?
3. Do you know how to express compliment?
4. When do you need to express compliment?
5. Can you write a message about showing care and complimenting?

Source: neopeopleism.com
In this unit, the students are intended to be able in expressing and asking intention. The students have to express their intention in written and spoken forms.
Activity 1: Warming up!

One of these following pictures must be your favorite places? Why do you like that place? What kinds of activities can you do there? Let’s discuss it with your partner!

Dieng Plateau

Parang Tritis Beach

Wonosari Tourism Resorts

Gembira Loka Zoo

Source: klikhotel.co.id

Source: anekatempatwisata.com

Source: wisataindonesia.biz

Source: telusuriindonesia.com 1
IMPORTANT NOTE

In this unit, you will find the use of “(to be) going to”, “will”, and “would like”. Actually, this is very important for you to know when to use each of them.

a. The use of “(to be) going to”
   - When something has been arranged or planned.
   - To show plan or intention

Example:
   ✓ I am going to repair my motorcycle this afternoon.

b. The use of “will”
   - When the future is not planned.

Example:
   ✓ I will be a great automotive engineer.
   ✓ I will meet you soon.
   - To offer for help

Example:

   Jenny : Oh my God, I lost my ring.
   James : Don’t be sad. I will help you to find it.

Source: motor-kid.com

c. The use of “would like”
   - To show intention in a formal situation.

Example:

   Waiter : What would you drink, Sir.
   Guest : I would like to drink a cup of black tea.
A. Reading: My Holiday Plan

Activity 2: Please, read this text carefully!

Vacation to Wonosari Tourism Resorts

Wonosari becomes my favorite place to have a great vacation. This tourism resort is not too far from Yogyakarta City. The location is about 40 km from Yogyakarta. In this weekend, I have a vacation plan to go Wonosari. I am going to have this vacation with my beloved friends. I usually reach that wonderful resort by motorbike. In order to save my cost, this is very important for me to bring my own meals and beverage. My mother usually prepares those stuffs before I go.

I am going to reach Ngalenggeran Hill for the first destination. This resort is absolutely awesome. Ngalenggeran Hill has a beautiful view. It is located in the mountainous area. I can feel fresh and cool air in this place. There is also a beautiful park with gazebo and fish pond in the top of Nglanggeran Hill. I am going to have meals and feel the refreshing sensation in that park.

After visiting Nglanggeran Hill, I am going to continue my trip in Indrayanti Beach. It is one of the most famous and beautiful beach in Wonosari. It has white sands and blue water. The view is very beautiful. I am
going to play football with my friends in that white shore. After being satisfied with our football game, I am going to have swimming and snorkeling. The wave is safe for swimming. The coral and fish are absolutely wonderful which can provide beautiful view for snorkeling. I am going to go home after watching the sunset.

**Activity 3:** After reading the text above, this is your opportunity to check the understanding. Answer these following questions briefly and correctly. Number one is the example for you.

1. What is the writer going to do in this weekend?
   ✓ The writer is going to have vacation in Wonosari.
2. What is the writer going to bring from his mother?
3. How does the writer go to Wonosari Resorts?
4. Does the writer go alone in this vacation plan?
5. What is the first destination in Wonosari?
6. What can the writer find in the top of first destination?
7. What is the writer going to do in the first destination?
8. Where is the writer going to visit for the second destination?
9. What is the writer going to do in the second destination?
10. What is the writer’s opinion about the second destination?
B. Writing: My Plan in this Weekend

Activity 4: In this activity, you are intended to write a paragraph about your plan in this weekend. You have to use “I am going to” to show your intention or plan in this weekend. You can also use “I will” to show your unpredictable plan. The following questions can be your guide in writing a paragraph.

- What are you going to do in this weekend?
- Where is your destination for this weekend?
- Why do you take that place for your weekend plan?

Source: calnewport.com
C. Speaking and Listening: Showing Intention

Activity 5: There are two or three pairs who are going to practice this conversation in front of the class. You are intended to pay attention and listen to what the conversation talks about.

A long holiday is coming. Hanson and James are talking about their plans.

Hanson: Hi, James. A long holiday is coming. Do you have a great plan?

James: I don't know, Hans. I don't have any plan for this long holiday. So, I just stay at home.

Hanson: Just staying at home, James? It must be a bad idea. This is better for you to go outside and find something interesting out there.

James: Yeah, I think so. How about you? What is your plan, Hans?

Hanson: I am going to have picnic in Mount Lawu with my hiking club. I have made this plan for a long time ago. It must be a great holiday.

James: Wow, it sounds interesting, Hans. I have never had hiking before.

Hanson: Are you interested with my plan, James. Why don’t you go with us? While hiking, we can feel fresh and natural sensations. You have to know that Mount Lawu has amazing view.

James: Yes, I am. I feel very excited to go Mount Lawu with you and your club. What are we going to do then?

Hanson: We are going to set up tent for our base camp. We are also going to make a camp fire. We can sing and play guitar around it.

James: How long are we going to have this picnic?

Hanson: We are going to have picnic for three days.
James: What a nice plan! I will join with your plan, Hanson.

Hanson: Great! I will call you on Friday to let you the time and meeting point.

James: Thanks a lot. I will be waiting for you call and information.

Hanson: You are welcome, my friend.

Activity 6: In this section, you have to determine whether these following statements are true (T) or false (F).

1. Hanson doesn’t have a great plan for this long holiday. (T/F)
2. James has a great plan for this long holiday. (T/F)
3. James doesn’t like hiking and having picnic. (T/F)
4. Hanson and his hiking club are going to go Mount Prau. (T/F)
5. They are going to set up tent in the Mount Lawu. (T/F)
6. James never goes hiking before. (T/F)
7. James is going to join Hanson’s plan. (T/F)
8. They are not going to play guitar around the camp fire. (T/F)
Activity 7: Let's make simple dialogs for expressing intention!

In this section, you are going to work in a group of two. You have to create a simple dialog. You can choose one of these following situations for your theme. Number one has been correct for you.

1. **You plan to go hospital because one of your friends is sick.**

   Mark : What are you going to do in this afternoon, Anne?
   Anne : I am going to visit Renny. She is sick.
   Mark : I am sorry to hear that. I will go with you to visit her.
   Anne : I am going to go hospital at 2 p.m.
   Mark : Okay, Anne. I will go to your house an hour before.
   Anne : Thank you very much, Mark.
   Mark : My pleasure.

2. **You plan to go hospital because one of your classmates gets accident.**

3. **You plan to go book store because you need an automotive magazine.**

4. **You talk about weekend plan with your friend.**

5. **You talk about holiday plan with your classmate.**
Activity 8: Reflection

At the end of this chapter, ask yourself the following questions to check the effectiveness of your learning process.

1. Do you know the purpose of showing intention?
2. Do you know how to show intention in written form?
3. Do you know how to show intention in a direct conversation?
UNIT FOUR
DESCRIBING PEOPLE

In this unit, the students are intended to know how to describe people in written and spoken form. They are also intended to identify the meaning of description through reading and listening.

Source: nabresources.com
Activity 1: Warming Up

Match the images below with their correct description!

1. Beautiful girl with long black hair.
2. Old woman with grey hair.
3. Pretty blond woman with short hair.
4. Little boy with short hair.
5. Handsome young man with beard and moustache.
6. Cute girl with curly hair.
7. Smiling young man with brown hair.
8. Middle-aged bald man.

Source: Google pictures
IMPORTANT NOTE

1. Physical Appearance
   a. Age
      • Young, middle-aged, old.
   b. Height
      • Short
      • Medium Height
      • Tall
   c. Figure/Build
      • Thin
      • Slim
      • Fat
      • Overweight
      • Well-built
      • Medium-built
      • Strong
      • Weak
   d. Face and Head
      • Skin (color) : Dark, fair.
      • Hair (color)  : Blond, fair, black, dark.
      • Hair (size)  : Short, bald, medium, long.
      • Hair (type)  : Straight, wavy, curly.
      • Eyes (color) : Black, blue, green, etc.
      • Eyes (type)  : Slanted, medium, large.
      • Nose         : Flat, pointed
      • Face (type)  : Diamond, square, heart, oval, round.
      • Others       : Beard, moustache, glasses, wrinkles.

2. Personality
   a. Good
      • Cheerful, faithful, friendly, clever, diligent, smart, respectful, etc.
   b. Bad
      • Childish, careless, naughty, selfish, impolite, lazy, stubborn, etc.
**Activity 2:** Let’s make simple sentences based on these following pictures and keywords. Number 1 has been correct for you.

1. Marcel - **tall** - **pointed nose** = **Marcel is tall and has pointed nose.**

   ![Marcel](http://utahvalley360.com)

   Source: http://utahvalley360.com

2. Andy - **fat** - **lazy**

   ![Andy](http://medicmagic.net)

   Source: http://medicmagic.net

3. Johan - **muscular** - **short blond hair**

   ![Johan](http://romancejunkies.com)

   Source: romancejunkies.com
4. Mike – attractive – kind

Source: stayathomemoms.about.com

5. Jonathan – thin – wavy blond hair

Source: netdna-ssl.com

6. Mario – cute – cheerful

Source: http://slodive.com
A. Reading: My Best Friend

Activity 3: In this section, you are intended to read a text which tells about describing someone. Please, read this text carefully!

My Best Friend

I am going to tell you about my best friend. Actually, I have a lot of friends in school. However, I have one best friend whom I know since elementary school. His name is Artur Irawan. I usually call him, Artur. He also becomes my classmate in junior high school. Even though we have close relationship, we have different interest. Now, Artur is studying in senior high school, and I attend to vocation school. I have a great passion in automotive, and Artur loves science.

Artur’s favorite hobby is playing football. His favorite football player is Cristiano Ronaldo. I have similar hobby with him. We often play football together in the yard near my house. Artur is also a nice and kind person. He always helps me when I get difficulties with my home work. Artur is a diligent and smart person. He is good at mathematic and physic. Artur is very helpful. He doesn’t mind to teach me about those subjects. I can say that Artur is a handsome boy. He is tall and muscular. He has pointed nose and bright eyes. His hair is black and straight. His favorite hair cut is pompadour. He looks nice and casual with that modern hair cut.

I am really happy to have a best friend like Artur. I hope that we can be a good friend for ever after.
Activity 4: After reading the text above, this is your opportunity to check the understanding. Answer these following questions briefly and correctly!

1. What is the full name of writer’s best friend?
2. When does the writer start his relationship with Artur?
3. What is Artur’s favorite hobby?
4. Where does Artur study?
5. What are Artur’s favorite subjects?
6. What does Artur look like?
7. Is Artur a helpful person? Why?

B. Writing: My Classmate

Activity 5: In this section, you are intended to describe one of your friends in this classroom. You have to write the description in a paragraph. You can write about his/her physical appearance and personality.
C. Speaking and Listening: Who is my favorite idol?

**Activity 6:** In this section, you are intended to describe one of your favorite idols. In describing your idol, you are not allowed to mention her/his name. You just need to talk about his/her physical appearance, personality, and career. The other students will listen and guess whom you have described.

**Example:**

My favorite idol is a football player. Even though he comes from Ghana, he chooses Italia as his nationality. Now, he is playing for Liverpool Football Club. He is a dangerous and sharp striker. This man is tall and has strong built. He has powerful shot and header. He has dark skin and curly black hair. His favorite hair style is Mohawk. Who is he?
**Activity 7: Reflection**

At the end of this chapter, ask yourself the following questions to check the effectiveness of your learning process.

1. Do you know how to describe someone in written form?
2. Do you know how to describe someone in spoken form?
3. Can you identify the information from descriptive text?

Source: dailyteachingtools.com
APPENDIX J

The Teacher’s Guideline and Answer Key
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Teacher’s Guideline and Answer Key

STEPPING FORWARD

A Set of Integrated English Materials for Vocational School

GRADE X

SEMESTER 1

CURRICULUM 2013
# Table of Contents

PREFACE

UNIT 1: TALKING ABOUT SELF  
UNIT 2: COMPLIMENTING AND SHOWING CARE  
UNIT 3: EXPRESSING INTENTION  
UNIT 4: DESCRIBING PEOPLE

Source: playbuzz.com
PREFACE

The “Stepping Forward” book is a set of designed materials which was designed to complete the author’s thesis. “Stepping Forward” is a supplementary English book for the first grade students of SMK Kanisius 1 Pakem. Through this book, the students can learn English in a high integrity. The author had provided the four English skills on each unit. They are reading, writing, listening and speaking. Through learning those skills, the students are expected to know how to implement English in real daily life situations. This English book was designed in accordance with the Curriculum 2013.

*Step forward and grab your dream!*

The Author

Arya Dewangga
UNIT ONE

TALKING ABOUT SELF

In this unit, you have to take opportunities to talk about yourself. The opportunities are done to show your communicative competence in using reading, writing, speaking, and listening skills.
A. Reading: Letter from Pen Pal

Having a pen pal is an excellent way for students to practice English skills, especially reading and writing. A pen pal can be said as a long distance relation. We can reach our pen pals through writing and sending private letter. The sending process can either be done by using the post office service or even by using E-mail in the internet. However, the old fashioned way by writing letter on hand still becomes the sweetest way to reach the pen pals.

Activity 1: Warming up

This is a warming up activity. Please, ask the students to answer the following questions.

1. Do you have a long distance relation?
2. How do you reach your long relation?
3. Do you have a friend from another country?
4. Do you know how to introduce yourself by using English?
Activity 2: Please, read the text carefully!

Ask the student to the following text carefully!

Dear, Irfan

Through this letter, I would like to introduce myself to you as a new pen pal. I got your address while reading a teen magazine. I am very happy to have a pen pal from another country. I hope that we can share our information and interesting moments to widen our sight about something new outside there. My name is Jordy Classy. You can call me Jordy. I am from Groningen, Netherland. I am 16 years old and a first grade student of Van Houten High School. My favorite subject is English. I love learning English because I can reach other people by using it. I have two younger sisters and one older brother. My younger sisters, Lilly and Ella are twin. They are studying in the six grade of elementary school. My older brother, Robin is a college student. He is a smart student. Robin is very convenient to help my homework.

My hobbies are travelling and writing. I like going to somewhere new to get pleasure and unique experiences. Every time I have new and unique experiences, I always write them on my book. This is very happy to save the story on my own book. I can recall the sweet memories while reading on my own note. That’s why I always bring note book and pen anywhere I go. I usually go travelling with my close friends. This is very wonderful to have a sweet moment with beloved friends. When I go travelling, train becomes my favorite transportation. Train is a fast and safe public transportation that can reach the destination on time. The cost is also affordable for us as students. After browsing on internet, I have known that Indonesia has so many beautiful places. This is so amazing! It must be a great pleasure to go Indonesia and visit the historical and famous places there.
Therefore, I’d really love to know well about Indonesian people and the wonderful places there. Please, drop me the sweet letter about you and Indonesia. I cannot wait to receive the letter from you, Irfan.

Cheers,

Jordy Classy

Activity 3: After reading the text, answer the following question briefly!

Example:

Q: Who is the sender of this letter?
A: The sender of this letter is Jordy Classy

1. Where is Jordy Classy from?
Jordy is from Groningen, Netherland.

2. Where does Jordy Classy study?
Jordy studies in Van Houten High School.

3. Is Jordy the oldest son in his family?
No, he isn’t.

4. Where does Jordy find Irfan’s address?
He finds Irfan’s address from a teen magazine.

5. Does Jordy have older twin sisters?
No, he doesn’t.
6. What are Jordy’s hobbies?

Jordy’s hobbies are travelling and writing.

7. Why does train become the most favorite transportation for Jordy?

Train becomes the most favorite transportation for him because it is fast, safe, and cheap.

8. What does Jordy always bring anywhere he goes?

He always brings pen and notebook.

9. Is it true that Jordy often visits Indonesia?

No, it isn’t.

10. What is Jordy’s opinion about Indonesia?

Indonesia has so many beautiful places.

B. Writing: Letter for Pen Pal

Please, ask the students to write and response Jordy’s letter. After the students have finished their letter, the teacher can check and give comments to their works.

**Activity 4:** After receiving a letter from Jordy, you are asked to be Irfan. You are required to reply his letter. In this letter, you can tell about yourself, study, family, and hobby. Since Jordy is so excited about Indonesia, you can also tell him about your favorite tourism resort or even culture in Indonesia.
C. Listening and Speaking: Introducing Yourself and Others

In this part, the teacher becomes a model. Please, ask the students to repeat after the model pronouncing the following expressions.

In this part, you are required to be able in introducing yourself and others. There is a range of ways that you can express for introduction. Your teacher is going to guide you how to pronounce specific expressions to introduce yourself and others. So, pay attention to your teacher carefully!

a) Here are the expressions to introduce yourself:
- Let me introduce myself, I am…
- I would like to introduce myself, my name is…
- Pleased to meet you, Sir. My name is…
- Nice to meet you, I am…

b) Here are the expressions to introduce others:
- I would like to introduce you to my colleague, this is James.
- I’d like you to meet my friend, Nicolas.
- Sam, please meet Ferdinand.
- Steve, this is John. John, this is Steve.

c) Useful responses for introducing yourself and others:
- How do you do?
- Nice to meet you.
- Pleased to meet you.
- Happy to know you.
Things to remember:
- Using full name is required for the formal or business situation.
- “How do you do?” is not a question. This expression means “hello”. This expression is only applied in the first time you meet someone.

Activity 5: There are two dialogues in informal and formal situation. Please, practice conversation using these dialogues with your partner. Please, ask the students to practice the following dialogs with their partners.

Dialogue 1
This is a dialogue in an informal situation. Mark is a new member of a drawing club. He meets Thomas and talk about himself.

Thomas: Hi, let me introduce myself. My name is Thomas. What’s your name?
Mark: Hi, Thomas nice to meet you. My name is Mark. I am a new member of this drawing club.
Thomas: It sounds good to have a new member of this club. Where do you study Mark?
Mark: I am studying in the second grade of Bradford High School. How about you Thomas?
Thomas: Wow, Bradford High School is so qualified. I am a second-semester student of Southampton University. I take fine art as my study program. I love drawing so much.
Mark: Wow it’s so amazing to have a senior like you. I can learn many things from you. Would you like to teach me how to draw artistically?
Thomas: My pleasure, Mark.
Dialogue 2

This is a formal dialogue between examiner and job applicant. The examiner asks about the job applicants’ personal identity.

Examiner : Good Morning, what’s your name?
Job Applicant : Good Morning, Sir. My name is Andy Setiawan.
Examiner : How should I call you?
Job Applicant : You can call me Andy, Sir.
Examiner : Well, Mr. Andy. I would like to ask several questions to you. Are you ready?
Job Applicant : Yes, I am.
Examiner : Mr. Andy, can you tell me about your family?
Job Applicant : I live with my parents. My father is policeman and my mother is a nurse. I have two older brothers. The oldest brother follows my father way. He also becomes a
policeman. The second son is an English teacher. I can learn many things from my older brothers.

Examiner: It sounds good, Mr. Andy. What are your hobbies?
Job Applicant: My hobbies are travelling and looking for new information about automotive. I like automotive so much. That’s why I attended vocational school.

Examiner: Why are you interested to join our company?
Job Applicant: I follow my passion. I would like to apply my skill in automotive industry. I am sure that my vocational skills are useful to support the growth of this company.

Examiner: Do you have experience in automotive industry?
Job Applicant: No, I don’t. However, I have a lot of achievements and certificates which are related to automotive. Those become the evidences about my quality.

Examiner: Okay, that’s great. The company will inform you about the result via E-mail.
Job Applicant: Thank you, Sir.
Examiner: You are welcome.
Activity 6: Designing Conversation

Please, ask the students to design a short dialog which is related to the topic of “Talking about Self”.

In this part, you are going to design and practice dialogue with your partners in front of the classroom. You can choose either in informal or formal situation. Those conversation points can be your reference. However, the information must be real as “yourself”. Your teacher will give you feedback and evaluation after practicing the dialogue.
A. Activity 7: Reflection

In this part, ask the students to reflect themselves by answering the following questions.

At the end of this chapter, ask yourself to answer the following questions to check the effectiveness of your learning process.

1. Is it difficult to get the meaning of a letter?
2. Do you know how to write a letter for pen pal?
3. Do you know how to write information about yourself?
4. Do you know how to introduce yourself to someone new?
5. Can you tell someone else about yourself?
UNIT TWO

COMPLIMENTING AND SHOWING CARE

Source: www.answcdn.com

In this unit, you are required to know how to express compliment and show care to others.
Activity 1: Warming up

This is a warming up activity. Please, ask the students to answer the following questions.

1. Your close friend is sick. What do you feel?
2. Your classmate is in a bad condition. Do you show your sympathy to him/her?
3. Your cousin feels sad. How do you support him/her?
4. Are you happy to know good news from your friend?
5. What do you do after knowing that your friend wins a competition?
Pay attention to this explanation!

What is compliment?

Compliment is an expression to appreciate other people. The compliment is absolutely essential for you to give encouragement. So, people can keep and improve their best. You can show this appreciation when you find something new from others’ appearance, performance, and changes. For example, you appreciate a great music performance of your friend.

What is showing care?

Showing care means that you express sympathy to others. This is like a feeling of pity and sorrow. The feeling usually comes after seeing others in a trouble, unlucky, or even bad condition. You need to show care in order to entertain and comfort others who have such a bad condition. For example, you give support to your friend who gets failed in a competition.

The Important Expression and Response in Showing Care/Compliment

<table>
<thead>
<tr>
<th>Showing Care/Compliment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am sorry to hear that…</td>
<td>Thank you very much.</td>
</tr>
<tr>
<td>Please accept my condolences…</td>
<td>You are so lovely.</td>
</tr>
<tr>
<td>I am deeply sorry to hear that…</td>
<td>Thank you for your sympathy</td>
</tr>
<tr>
<td>Get well soon…</td>
<td>You are truly good friend.</td>
</tr>
<tr>
<td>Great Job!</td>
<td>Thanks a lot.</td>
</tr>
<tr>
<td>You look so beautiful/ handsome</td>
<td>It’s very kind of you to say that.</td>
</tr>
<tr>
<td>What a nice dress!</td>
<td>I am glad you like it.</td>
</tr>
<tr>
<td>Congratulations!</td>
<td>Thanks for your appreciation.</td>
</tr>
</tbody>
</table>
Activity 2: Look at the pictures below! You can determine whether they need compliment or care.

Please, ask the students to determine whether the following situations need compliment or care.

1. Jonas gets a bad score on mathematics exam. Care.

2. Sierra wins a taekwondo competition. Compliment.


A. **Reading: Complimenting and Showing Care Dialog**

**Activity 3:** Read this dialog carefully! You can read it with your partner.

In this part, ask the students to read the following dialog with their pairs. Their understanding about this dialog is much needed to answer the next exercise.

Jenny and Tamara are good friends. One day, Jenny comes to Tamara’s house.

**Jenny:** Hey, Tamara. How are you?

**Tamara:** I am fine, Jenny. Thank you for coming to my house.

**Jenny:** You’re welcome, Tam. You look so beautiful with that new hairstyle. It is very suit to your face.

**Tamara:** Really? It’s very kind of you to say that, Jenny.

**Jenny:** My pleasure, Tamara. I heard that you had joined a dancing competition last Tuesday. How was that?

**Tamara:** I had made a great preparation for that competition. Fortunately, the result was wonderful. I got the champion trophy.

**Jenny:** Wow, it sounds amazing. Congratulations, Tamara.

**Tamara:** Thanks a lot for your appreciation. Where were you at that time, Jen?

**Jenny:** My mother was sick at the same time. So, I had to treat her.

**Tamara:** Oh dear, I am sorry to hear that. I hope that she can get well soon.

**Jenny:** Thank you very much, you are so sympathetic.

---

**Source:** popsugar.com 1
Activity 4: After reading the conversation, you can determine whether the statements below are true (T) or false (F).

After reading the dialog with their partners, the teacher asks the students to determine whether the following statements are true or false.

1. Tamara comes to Jenny’s house. T/F
2. Jenny looks beautiful with a new hairstyle. T/F
3. Tamara joins a dancing competition. (T)/F
4. Jenny feels sad after knowing the result. T/F
5. Tamara shows sympathy for Jenny’s condition. (T)/F

B. Writing: Giving responses through messages

Activity 5: In some cases, you cannot always show care and compliment directly. Because of some reasons, you do not have opportunity to meet others in specific conditions. However, you can still express your feelings through messages. Therefore, you are required to send messages for the situations below.

This part is a writing activity. After knowing how to show care and compliment, the students are intended to know how to express them through messages. Please, ask the students to write short messages related to showing care and complimenting.

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
<th>Response of Compliment/ Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jacky gets fired of his job.</td>
<td>I am sorry to hear that.</td>
</tr>
</tbody>
</table>

Source: inovativeeducation.com
<table>
<thead>
<tr>
<th></th>
<th>Event</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Morris passes the math examination with satisfying grade.</td>
<td>Great job!</td>
</tr>
<tr>
<td>3.</td>
<td>Nancy looks slimmer than before.</td>
<td>You look so gorgeous!</td>
</tr>
<tr>
<td>4.</td>
<td>Tom doesn’t win the chess competition.</td>
<td>Congratulation!</td>
</tr>
<tr>
<td>5.</td>
<td>Willy’s father had just passed away.</td>
<td>I am sorry to hear that.</td>
</tr>
<tr>
<td>6.</td>
<td>Your friend shows his new artwork to you.</td>
<td>I must express my admiration to you.</td>
</tr>
<tr>
<td>7.</td>
<td>Marvin gets a good job.</td>
<td>Congratulation!</td>
</tr>
<tr>
<td>9.</td>
<td>Someone steals Andy’s motorbike.</td>
<td>I am very sorry to hear that.</td>
</tr>
</tbody>
</table>
C. Speaking and Listening: Showing your sympathy and compliment

Please, ask the students to make a short dialog. The topic has been provided as follows. The students can choose one of these topics.

Activity 6: In this section, you are intended to make a dialog with your partner and practice it in front of the classroom. In this conversation, you can show either sympathy or compliment. You have to show supporting responses after listening your partner’s situation and condition. You can choose one of these following keywords as the topic.

- Sick (fever, headache, stomachache, toothache)
- Win (quiz, competition, championship)
- Performance (dancing, singing, acting)
- Lost (wallet, purse, camera, mobile phone, motorbike)

Example: (Sick)

Aaron : How are you Mike?
Mike : I don’t feel better than yesterday. I get stomachache.
Aaron : I am sorry to hear that. It must be awful. Get well soon, brother.
Mike : Thank you very much, Aaron.
**Activity 7: Reflection**

In this part, ask the students to reflect themselves by answering the following questions.

At the end of this chapter, ask yourself to answer the following questions to check the effectiveness of your learning process.

1. Do you know how to show care?
2. When do you need to show care?
3. Do you know how to express compliment?
4. When do you need to express compliment?
5. Can you write a message about showing care and complimenting?

*Source: neopeopleism.com*
In this unit, the students are intended to be able in expressing and asking intention. The students have to express their intention in written and spoken forms.
Activity 1: Warming up!

There are some beautiful places which are shown in this warming up activity. Please, ask the students why they like to visit one of these places and what activities can they do there.

One of these following pictures must be your favorite places? Why do you like that place? What kinds of activities can you do there? Let’s discuss it with your partner!

Dieng Plateau

Source: klikhotel.co.id

Parang Tritis Beach

Source: anekatempatwisata.com

Wonosari Tourism Resorts

Source: wisataindonesia.biz

Gembira Loka Zoo

Source: telusuriindonesia.com
IMPORTANT NOTE

In this unit, you will find the use of “(to be) going to”, “will”, and “would like”. Actually, this is very important for you to know when to use each of them.

a. The use of “(to be) going to”
   • When something has been arranged or planned.
   • To show plan or intention

   Example:
   ✓ I am going to repair my motorcycle this afternoon.

b. The use of “will”
   • When the future is not planned.

   Example:
   ✓ I will be a great automotive engineer.
   ✓ I will meet you soon.
   • To offer for help

   Example:
   Jenny : Oh my God, I lost my ring.
   James : Don’t be sad. I will help you to find it.

   Source: motor-kid.com

c. The use of “would like”
   • To show intention in a formal situation.

   Example:
   Waiter : What would you drink, Sir.
   Guest : I would like to drink a cup of black tea.
A. Reading: My Holiday Plan

Please, ask the students to read and understand the following text. The teacher can help the students when they do not get the meaning of specific words or terms.

Activity 2: Please, read this text carefully!

Vacation to Wonosari Tourism Resorts

Wonosari becomes my favorite place to have a great vacation. This tourism resort is not too far from Yogyakarta City. The location is about 40 km from Yogyakarta. In this weekend, I have a vacation plan to go Wonosari. I am going to have this vacation with my beloved friends. I usually reach that wonderful resort by motorbike. In order to save my cost, this is very important for me to bring my own meals and beverage. My mother usually prepares those stuffs before I go.

I am going to reach Ngalenggeran Hill for the first destination. This resort is absolutely awesome. Ngalnggeran Hill has a beautiful view. It is located in the mountainous area. I can feel fresh and cool air in this place. There is also a beautiful park with gazebo and fish pond in the top of Nglanggeran Hill. I am going to have meals and feel the refreshing sensation in that park.
After visiting Nglanggeran Hill, I am going to continue my trip in Indrayanti Beach. It is one of the most famous and beautiful beach in Wonosari. It has white sands and blue water. The view is very beautiful. I am going to play football with my friends in that white shore. After being satisfied with our football game, I am going to have swimming and snorkeling. The wave is safe for swimming. The coral and fish are absolutely wonderful which can provide beautiful view for snorkeling. I am going to go home after watching the sunset.

**Activity 3**: After reading the text above, this is your opportunity to check the understanding. Answer these following questions briefly and correctly. Number one is the example for you.

Please, ask the students to answer the following questions which are related to the text above.

1. What is the writer going to do in this weekend?
   - The writer is going to have vacation in Wonosari.
2. What is the writer going to bring from his mother?
   - The writer is going to bring meals and beverage from his mother.
3. How does the writer go to Wonosari Resorts?
   - The writer goes to Wonosari Resorts by motorbike.
4. Does the writer go alone in this vacation plan?
   - No, he doesn’t.
5. What is the first destination in Wonosari?
   - The first destination is Nglanggeran Hill.
6. What can the writer find in the top of first destination?
   - He can find a beautiful park with gazebo and fish pond in the top of Hill.
7. What is the writer going to do in the first destination?
He is going to have meals and feel the refreshing sensation in that park.

8. Where is the writer going to visit for the second destination?
He is going to visit Indrayanti Beach.

9. What is the writer going to do in the second destination?
He is going to play football with his friends in the shore.

10. What is the writer’s opinion about the second destination?
The view is very beautiful.

B. Writing: My Plan in this Weekend

Activity 4: In this activity, you are intended to write a paragraph about your plan in this weekend. You have to use “I am going to” to show your intention or plan in this weekend. You can also use “I will” to show your unpredictable plan. The following questions can be your guide in writing a paragraph.

- What are you going to do in this weekend?
- Where is your destination for this weekend?
- Why do you take that place for your weekend plan?
C. Speaking and Listening: Showing Intention
Please, ask two or three pairs of students to practice this conversation. While the chosen pairs practicing the dialog, the other students are intended to listen and get the points.

Activity 5: There are two or three pairs who are going to practice this conversation in front of the class. You are intended to pay attention and listen to what the conversation talks about.

A long holiday is coming. Hanson and James are talking about their plans.

Hanson: Hi, James. A long holiday is coming. Do you have a great plan?
James: I don’t know, Hans. I don’t have any plan for this long holiday. So, I just stay at home.
Hanson: Just staying at home, James? It must be a bad idea. This is better for you to go outside and find something interesting out there.
James: Yeah, I think so. How about you? What is your plan, Hans?
Hanson: I am going to have picnic in Mount Lawu with my hiking club. I have made this plan for a long time ago. It must be a great holiday.
James: Wow, it sounds interesting, Hans. I have never had hiking before.
Hanson: Are you interested with my plan, James. Why don’t you go with us? While hiking, we can feel fresh and natural sensations. You have to know that Mount Lawu has amazing view.
James: Yes, I am. I feel very excited to go Mount Lawu with you and your club. What are we going to do then?
Hanson: We are going to set up tent for our base camp. We are also going to make a camp fire. We can sing and play guitar around it.
James: How long are we going to have this picnic?
Hanson: We are going to have picnic for three days.
James: What a nice plan! I will join with your plan, Hanson.
Hanson: Great! I will call you on Friday to let you the time and meeting point.
James: Thanks a lot. I will be waiting for you call and information.
Hanson: You are welcome, my friend.

**Activity 6:** In this section, you have to determine whether these following statements are true (T) or false (F).

Please, ask the students to determine whether the following statements are true or false.

1. Hanson doesn’t have a great plan for this long holiday. (T/F)
2. James has a great plan for this long holiday. (T/F)
3. James doesn’t like hiking and having picnic. (T/F)
4. Hanson and his hiking club are going to go Mount Prau. (T/F)
5. They are going to set up tent in the Mount Lawu. (T/F)
6. James never goes hiking before. (T/F)
7. James is going to join Hanson’s plan. (T/F)
8. They are not going to play guitar around the camp fire. (T/F)

**Activity 7:** Let’s make simple dialogs for expressing intention!
Please, ask the student to work in a group of two. The students are intended to make a short dialog based on these following situations.

In this section, you are going to work in a group of two. You have to create a simple dialog. You can choose one of these following situations for your theme. Number one has been correct for you.

**1. You plan to go hospital because one of your friends is sick.**

Mark : What are you going to do in this afternoon, Anne?
Anne : I am going to visit Renny. She is sick.
Mark : I am sorry to hear that. I will go with you to visit her.
Anne : I am going to go hospital at 2 p.m.
Mark : Okay, Anne. I will go to your house an hour before.
Anne : Thank you very much, Mark.
Mark : My pleasure.
2. You plan to go hospital because one of your classmates gets accident.
3. You plan to go book store because you need an automotive magazine.
4. You talk about weekend plan with your friend.
5. You talk about holiday plan with your classmate.
Activity 8: Reflection

In this part, ask the students to reflect themselves by answering the following questions.

At the end of this chapter, ask yourself the following questions to check the effectiveness of your learning process.

1. Do you know the purpose of showing intention?
2. Do you know how to show intention in written form?
3. Do you know how to show intention in a direct conversation?
UNIT FOUR

DESCRIBING PEOPLE

In this unit, the students are intended to know how to describe people in written and spoken form. They are also intended to identify the meaning of description through reading and listening.
Activity 1: Warming Up

Please, ask the students to match the image and its description correctly.

Match the images below with their correct description!

1. Beautiful girl with long black hair. (E)
2. Old woman with grey hair. (D)
3. Pretty blond woman with short hair. (G)
4. Little boy with short hair. (A)
5. Handsome young man with beard and moustache. (H)
6. Cute girl with curly hair. (B)
7. Smiling young man with brown hair. (F)
8. Middle-aged bald man. (C)

Source: google pictures
IMPORTANT NOTE

1. Physical Appearance
   a. Age
      • Young, middle-aged, old.
   b. Height
      • Short
      • Medium Height
      • Tall
   c. Figure/Build
      • Thin
      • Slim
      • Fat
      • Overweight
      • Well-built
      • Medium-built
   d. Face and Head
      • Skin (color) : Dark, fair.
      • Hair (color) : Blond, fair, black, dark.
      • Hair (size) : Short, bald, medium, long.
      • Hair (type) : Straight, wavy, curly.
      • Eyes (color) : Black, blue, green, etc.
      • Eyes (type) : Slanted, medium, large.
      • Nose : Flat, pointed
      • Face (type) : Diamond, square, heart, oval, round.
      • Others : Beard, moustache, glasses, wrinkles.

2. Personality
   a. Good
      • Cheerful, faithful, friendly, clever, diligent, smart, respectful, etc.
   b. Bad
      • Childish, careless, naughty, selfish, impolite, lazy, stubborn, etc.

Source: blendspace.com
Activity 2: Let’s make simple sentences based on these following pictures and keywords. Number 1 has been correct for you.

1. Marcel - tall – pointed nose = Marcel is tall and has pointed nose.

Source: http://utahvalley360.com

2. Andy – fat – lazy = Andy is fat and lazy.

Source: http://medicmagic.net

3. Johan – muscular – short blond hair = Johan is muscular and has short blond hair.

Source: romancejunkies.com
4. Mike – attractive – kind = Mike is attractive and kind.

Source: stayathomemoms.about.com

5. Jonathan – thin – wavy blond hair = Jonathan is thin and has wavy blond hair.

Source: netdna-ssl.com

6. Mario – cute – cheerful = Mario is cute and cheerful.

Source: http://slodive.com
A. Reading: My Best Friend

Please, ask the students to read the following text carefully.

Activity 3: In this section, you are intended to read a text which tells about describing someone. Please, read this text carefully!

My Best Friend

I am going to tell you about my best friend. Actually, I have a lot of friends in school. However, I have one best friend whom I know since elementary school. His name is Artur Irawan. I usually call him, Artur. He also becomes my classmate in junior high school. Even though we have close relationship, we have different interest. Now, Artur is studying in senior high school, and I attend to vocation school. I have a great passion in automotive, and Artur loves science.

Artur’s favorite hobby is playing football. His favorite football player is Cristiano Ronaldo. I have similar hobby with him. We often play football together in the yard near my house. Artur is also a nice and kind person. He always helps me when I get difficulties with my home work. Artur is a diligent and smart person. He is good at mathematic and physic. Artur is very helpful. He doesn't mind to teach me about those subjects. I can say that Artur is a handsome boy. He is tall and muscular. He has pointed nose and bright eyes. His hair is black and straight. His favorite hair cut is pompadour. He looks nice and casual with that modern hair cut.

I am really happy to have a best friend like Artur. I hope that we can be a good friend for ever after.
Activity 4: After reading the text above, this is your opportunity to check the understanding. Answer these following questions briefly and correctly!

In order to check the students' understanding, ask the students to answer the following questions.

1. What is the full name of writer's best friend?  
   His full name is Artur Irawan.

2. When does the writer start his relationship with Artur?  
   The writer starts his relationship since studying in elementary school.

3. What is Artur's favorite hobby?  
   His favorite hobby is playing football.

4. Where does Artur study?  
   Artur studies in high school.

5. What are Artur's favorite subjects?  
   Artur favorite subjects are mathematics and physics.

6. What does Artur look like?  
   Artur is a handsome boy. He is tall and muscular. He has pointed nose and bright eyes. His hair is black and straight.

7. Is Artur a helpful person? Why?  
   Yes, he is. Artur doesn't mind to teach the writer about math and physics.
B. Writing: My Classmate
Please, ask the students to write a simple description about one of their classmates. The description must be related to the physical appearance and personality.

Activity 5: In this section, you are intended to describe one of your friends in this classroom. You have to write the description in a paragraph. You can write about his/her physical appearance and personality.
C. Speaking and Listening: Who is my favorite idol?

In this speaking and listening activity, ask the students to think about one of his/her favorite idol. The students are intended to describe the idol in spoken form. The other students have to listen and guess the idol.

Activity 6: In this section, you are intended to describe one of your favorite idols. In describing your idol, you are not allowed to mention her/his name. You just need to talk about his/her physical appearance, personality, and career. The other students will listen and guess whom you have described.

Example:

My favorite idol is a football player. Even though he comes from Ghana, he chooses Italy as his nationality. Now, he is playing for Liverpool Football Club. He is a dangerous and sharp striker. This man is tall and has strong built. He has powerful shot and header. He has dark skin and curly black hair. His favorite hair style is Mohawk. Who is he?
Activity 7: Reflection

In this part, ask the students to reflect themselves by answering the following questions.

At the end of this chapter, ask yourself the following questions to check the effectiveness of your learning process.

1. Do you know how to describe someone in written form?
2. Do you know how to describe someone in spoken form?
3. Can you identify the information from descriptive text?

Source: dailyteachingtools.com
APPENDIX K

COURSE OUTLINE
COURSE OUTLINE (SYLLABUS) SMK

Subject : Bahasa Inggris
Grade  : X
Main Competence :

- MC 1: Respecting and comprehending religious lecture as belief
- MC 2: Respecting and comprehending good attitudes e.g. honesty, discipline, responsibility, care (cooperation and tolerant), politeness, responsiveness, proactive, and giving solution through effective interactions with others in social and nature context.
- MC 3: Understanding, implementing, and analyzing knowledge (factual, conceptual, and procedural) based on curiosity around science, technology, art, and culture related to phenomena and reality, and implementing procedural knowledge based on specific the specific study program, talent, and interest.
- MC 4: Processing, understanding, and presenting in concrete and abstract ways based on what to be learned in school and knowing how to use method bas on scientific rules.
UNIT 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Talking about Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation</td>
<td>4x45 minutes</td>
</tr>
<tr>
<td>General Purpose</td>
<td>To know how to talk about self</td>
</tr>
</tbody>
</table>
| Indicators | 1. Students are able to communicate about their self using English.  
2. Students are able to show politeness, care, and confidence in communicative about their self.  
3. Students are able to identify the social function of text based on “Talking about Self” topic.  
4. Students are able to compose simple written and spoken texts about their self. |
| Teaching-Learning Activities | 1. Warming Up  
2. Reading: Letter from pen pal  
3. Doing Exercise  
4. Writing: Letter for pen pal  
5. Practicing Dialog: Formal and informal  
6. Designing Conversation  
7. Having Reflection |
| Media Resource | Google pictures |
## UNIT 2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Complimenting and Showing Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation</td>
<td>2x45 minutes</td>
</tr>
<tr>
<td>General Purpose</td>
<td>To know how to express compliment and show care to others</td>
</tr>
<tr>
<td>Indicators</td>
<td>1. Students are able to communicate about compliment and care to others.</td>
</tr>
<tr>
<td></td>
<td>2. Students are able to show politeness, care, and confidence in complimenting and showing care.</td>
</tr>
<tr>
<td></td>
<td>3. Students are able to identify the social function of text based on “Complimenting and Showing Care” topic.</td>
</tr>
<tr>
<td></td>
<td>4. Students are able to compose simple written and spoken texts about complimenting and showing care.</td>
</tr>
<tr>
<td>Teaching-Learning Activities</td>
<td>1. Warming Up</td>
</tr>
<tr>
<td></td>
<td>2. Doing Exercise</td>
</tr>
<tr>
<td></td>
<td>3. Reading: dialog</td>
</tr>
<tr>
<td></td>
<td>4. Doing Exercise</td>
</tr>
<tr>
<td></td>
<td>5. Writing: Giving responses through messages</td>
</tr>
<tr>
<td></td>
<td>7. Having Reflection</td>
</tr>
<tr>
<td>Media Resource</td>
<td>Google pictures</td>
</tr>
</tbody>
</table>
## UNIT 3

<table>
<thead>
<tr>
<th>Topic</th>
<th>Expressing Intention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation</td>
<td>4x45 minutes</td>
</tr>
<tr>
<td>General Purpose</td>
<td>To know how to express and asking intention.</td>
</tr>
<tr>
<td>Indicators</td>
<td></td>
</tr>
<tr>
<td>1. Students are able to communicate about expressing intention to others.</td>
<td></td>
</tr>
<tr>
<td>2. Students are able to show responsibility, honesty, and confidence in expressing intention.</td>
<td></td>
</tr>
<tr>
<td>3. Students are able to identify the social function of text based on “Expressing Intention” topic and know how to ask intention.</td>
<td></td>
</tr>
<tr>
<td>4. Students are able to compose simple written and spoken texts about expressing intention.</td>
<td></td>
</tr>
<tr>
<td>Teaching-Learning Activities</td>
<td></td>
</tr>
<tr>
<td>1. Warming Up</td>
<td></td>
</tr>
<tr>
<td>2. Reading: My Holiday Plan</td>
<td></td>
</tr>
<tr>
<td>3. Doing Exercise</td>
<td></td>
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<tr>
<td>4. Writing: My Plan in this Weekend</td>
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<tr>
<td>5. Speaking and Listening: Showing Intention</td>
<td></td>
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<tr>
<td>6. Doing Exercise</td>
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<tr>
<td>7. Designing simple dialog</td>
<td></td>
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<tr>
<td>8. Having Reflection</td>
<td></td>
</tr>
<tr>
<td>Media Resource</td>
<td>Google pictures</td>
</tr>
</tbody>
</table>
**UNIT 4**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Describing People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation</td>
<td>3x45 minutes</td>
</tr>
<tr>
<td>General Purpose</td>
<td>To know how to describe people in written and spoken forms.</td>
</tr>
</tbody>
</table>
| Indicators                | 1. Students are able to know how to describe people in simple form.  
2. Students are able to show responsibility, care, and confidence in describing people.  
3. Students are able to identify the social function of text based on “Describing People” topic.  
4. Students are able to compose simple written and spoken texts about describing people. |
| Teaching-Learning Activities | 1. Warming Up  
2. Doing Exercise  
3. Reading: My Best Friend  
4. Doing Exercise  
5. Writing: My Classmate  
6. Speaking and Listening: Who is My Idol?  
7. Having Reflection |
| Media Resource            | Google pictures   |