DESIGNING A SET OF ENGLISH SPEAKING INSTRUCTIONAL MATERIALS USING TASK-BASED APPROACH FOR ENGLISH EXTRACURRICULAR CLASS OF SMP KANISIUS GAYAM YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

By
Irene Anggita Dennaya
Student Number: 141214131

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

Yogyakarta, 6 June 2018

The Writer

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ABSTRACT


English is a compulsory subject to be taught in schools in Indonesia. Therefore, English teachers are expected to facilitate the learning process by providing appropriate learning method and materials which are suitable to the students’ needs. Since there is limited time of school contact hours, an English extracurricular is considered important to give students opportunity to practice English. In SMP Kanisius Gayam Yogyakarta, there is an English extracurricular class which focuses in developing students’ speaking skill especially communication competence. However, the teachers often find difficulty to select suitable approach to teach English and to get validated materials. The teacher provides the students only with a grammar book which is not appropriate for the students in the class to practice speaking English. Therefore, it is a great opportunity for the researcher to design instructional materials to be used in the extracurricular class. The instructional materials are designed based on task-based language teaching which engages the students actively in sequence of tasks.

This study was conducted to answer two formulated questions: (1) how is a set of English speaking instructional materials using task-based approach for English extracurricular class of Yogyakarta designed and (2) how does the design of a set of English speaking instructional materials using task-based approach for English extracurricular class of Yogyakarta look like.

In answering the first question, the researcher adapted four out of ten R & D steps proposed by Borg and Gall (1983) which were (1) research and information collecting, (2) developing preliminary form of product, (3) preliminary field testing, and (4) main product revision. It was also combined with Backward Design steps which were (1) identifying desired result, (2) determining acceptable evidences, and (3) planning learning experiences and instruction proposed by Wiggins and McTighe (2005). The second research question was answered by the presentation of the designed materials. The materials consisted of five units and each unit consisted of five sections namely “Warming Up”, “Focus In”, “Let’s Talk”, “Let’s Do It”, “Let’s Have Fun” and “Let’s Share”.

Based on the experts judgment result from preliminary field testing, it is suggested that the acceptability level of the product is 92% which meant that the designed materials is excellent and ready to be implemented. In using the designed materials, the teachers can adjust the designed materials based on the needs and conditions found in their school. Moreover, future researchers can conduct further research of this study. The research may be done to improve the quality of the designed materials which may be related to the implementation of the designed materials.

Keywords: design, speaking, instructional materials, task-based language teaching
ABSTRAK


Penelitian ini dilaksanakan untuk menjawab dua rumusan masalah: (1) bagaimanakah materi instruksional Bahasa Inggris Speaking menggunakan pendekatan task-based language teaching untuk kelas ekstrakurikuler Bahasa Inggris SMP Kanisius Gayam Yogyakarta dirancang dan (2) bagaimanakah penyajian materi instruksional Bahasa Inggris Speaking menggunakan pendekatan task-based language teaching untuk kelas ekstrakurikuler Bahasa Inggris SMP Kanisius Gayam Yogyakarta.


Berdasarkan hasil dari penilaian para ahli, tingkat penerimaan dari produk mencapai 92%. Hal ini berarti produk yang dihasilkan sangat baik dan siap untuk diimplementasikan. Dalam menggunakan materi yang dirancang, para guru dapat menyesuaikan materi yang dirancang berdasarkan kebutuhan dan kondisi yang ditemukan di sekolah mereka. Selain itu, peneliti masa depan dapat melakukan penelitian lebih lanjut dari penelitian ini. Penelitian dapat dilakukan untuk meningkatkan kualitas materi yang dirancang yang mungkin terkait dengan pelaksanaan materi yang dirancang.

Keywords: design, speaking, instructional materials, task-based language teaching
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CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the background of the study, research questions, significance of the study, and definition of terms. In the first sub-chapter, the researcher discusses the background of the study which explains the reasons why the researcher designed a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta. In the next sub-chapter, the researcher shows two research questions. Then, in the third sub-chapter, the researcher explains the significance of the study which follows the definition of terms in the last sub-chapter.

A. Research Background

English is one of the important international languages in this era. Therefore, teaching English as a foreign language in Indonesia has become important. According to Lauder (2008) and Mattarima and Hamda (2011), “English is a compulsory subject to be taught in schools in Indonesia” (as cited in Mappiasse & Sihes, 2014, p. 117). Another supporting evidence is the existence of Government Guideline No. 28, 29/1990 which approved the use of English language in schools. Therefore, English is considered important in Indonesia especially in education.

Moreover, according to Permendikbud No. 68 about the Framework of Curriculum 2013 (2013), English subject is taught 4 hours a week in junior high
school. However, Lengkanawati (2002), Setiyadi (2009) and Putra (2012) criticized on the implementation of 2013 Curriculum by stating that “4 hours of teaching English is not adequate to make students able to communicate in English, because it will also practically reduce the number of hours of exposure for students toward English and the opportunity for students to practice using the language” (as cited in Putra, 2004, p. 71). Therefore, the existence of English extracurricular class is considered important to give students an adequate opportunity to practice English outside the classroom contact hours.

In SMP Kanisius Gayam Yogyakarta, there is an English extracurricular class for grades 7 and 8 which is held once in a week on Friday morning. According to Yildiz (2015), “extracurricular activities refer to activities conducted outside of school hours” (p. 25). Moreover, Yildiz (2015) pointed out the advantages of extracurricular activities such as (1) extracurricular activities will help students to gain confidence, (2) extracurricular activities enable students to display their skill and abilities with ease in a classroom practice, and (3) extracurricular activities can teach students how to perform a task that will result to high contribution to language proficiency of students. Therefore, the activities provided in the extracurricular class will encourage the students to improve their level of English and give the students opportunities to achieve their curricular goals.

The name of the extracurricular class is English Conversation Class that has been running for three years since 2015. The students are classified into two different levels, basic and intermediate level. The materials used in the extracurricular classes are different with what they already have in regular class. In
the extracurricular class, the students are exposed to different learning methods. Meanwhile, the extracurricular class mostly focuses on the development of the students’ speaking skills. Therefore, it is different with what they have in the regular class which focuses on the cognitive development of the students.

In the extracurricular class, the teacher lets the students practice on what they have learnt in regular class. The goals of the extracurricular class are to develop the communication competence and to enhance the vocabulary along with fun learning environment. However, most of the time, the teacher finds that it is difficult to provide the students with appropriate learning activities to scaffold the students to achieve those goals.

Nowadays, teachers are expected to be creative in order to meet the learning expectations. Teachers should be able to facilitate the learning process by providing appropriate learning method and materials which are suitable to the students’ needs. Lochana and Deb (2006) argue that most EFL teachers teach language by lecturing and focusing on grammatical rules instead of language use. Moreover, according to Ruso (2007), learners do not like teachers who spend most of class time lecturing. In lecturing, students are being passive in class. Therefore, students have insufficient opportunities to practice and they have limited input to the learning process.

In addition, based on the information from the English teacher of SMP Kanisius Gayam Yogyakarta, there is neither textbook nor module for the extracurricular class that covers and accommodates the learning needs of the students which is to develop their speaking skill. The teacher only provides the
students with a grammar book consists of several formulas for English tenses and limited vocabulary items which are verbs and adjectives. Another problem encountered is the teacher feels that it is difficult to select appropriate learning materials and exercises for the students in the extracurricular class. Moreover, according to the extracurricular students, the book is used only when it is needed and it is used only for memorizing the formula and vocabulary items. Furthermore, the students also do not have sufficient practices on speaking because the activities related to speaking skills are limited.

From all the stated facts above, the researcher finds an urgent need of validated materials and an approach to teach English in extracurricular class which can facilitate the students to achieve the goals in extracurricular class. It is because of two reasons: (1) the teacher has difficulty in selecting appropriate learning method and activities which focuses on the speaking skill, and (2) the current book that the school has could not cover and facilitate the learning needs because it does not contain all the materials needed for the English extracurricular class. Therefore, the students are not equipped with supportive books and activities to achieve extracurricular class’ goals.

On the other hand, a number of researchers propose that Communicative Language Teaching (CLT) as an effective approach in teaching English which focuses on the speaking skills development. Therefore, the researcher adapts one of sub-theories of Communicative Language Teaching (CLT) in designing the materials. Breen (1984) believes that “learners learn to communicate by communicating” (as cited in Nunan, 2004, p. 8). In addition, according to Richards
(2005), “the goal of CLT is communicative competence such as knowing how to use language for various purposes and functions, knowing how to vary the use of language according to setting and participants, knowing how to produce and understand different types of conversations, and knowing how to maintain communication despite having limitations in one’s language knowledge” (p. 2). However, Nunan (2004) pointed out that CLT is a broad philosophical approach to language curriculum. Therefore, there are several realizations in syllabus design and methodology. One of them is Task-Based Language Teaching (TBLT).

In designing the English speaking instructional materials, the researcher applies Task-Based Language Teaching theory. Task-based language teaching has been popular in language teaching since the last decade of 20th century. According to Nunan (2004), task-based emphasizes on the active involvement of the learners. The important basis for TBLT is experiential learning or learning by doing. Therefore, intellectual growth occurs when learners engage in and reflect on sequences of tasks.

Moreover, Richards (2005) claims that in TBLT, language learning will result from creating the appropriate interactional processes in the classroom, and the best way to create it is by using specially designed instructional tasks. Also, he believed that the use of tasks is important to be used in planning teaching and classroom teaching.

In conclusion, it becomes a great opportunity for the researcher to design English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta which facilitates the
students to interact actively with the target language and focus on the learning process itself. The researcher also expects the book can facilitate the students to achieve the goals in the extracurricular class.

**B. Research Questions**

Based on the background of the research, the research questions can be formulated as follows:

1. How is a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta designed?

2. How does the design of a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta look like?

**C. Research Significance**

The results of this research are expected to be beneficial for:

1. **English Teachers**

   The results of this research will be helpful for the English teachers especially for English extracurricular class teachers. They can use and optimize the designed materials to actively engage the students in the learning process. In addition, by using the designed materials, the teacher can expose the students with various tasks which focus on the speaking skill development of the students. Therefore, it will be easier for the teachers to provide appropriate materials and method for the extracurricular class of SMP Kanisius Gayam Yogyakarta.
2. Junior High School Students

The product of this research is instructional materials in the form of module. Therefore, it is expected that the designed materials can scaffold and guide the students to have appropriate learning materials and activities in English extracurricular class which focus on the speaking skill. Moreover, by using the designed materials, the students will be able to achieve the general purposes and learning objectives of the English extracurricular class.

3. Future Researchers

The results of this study can be used by future researchers who conduct similar study. Therefore, the researcher hopes that the materials can be used as references in designing further materials.

D. Definition of Terms

1. Design

In education field, design is an important activity because teachers need to prepare the teaching materials. According to Augusto-Navaro (2015), the design of teaching materials is used as a tool to enrich the teacher education process. In this study, design refers to creating a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta.

2. Speaking

Rebecca (2006) states that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main
data for understanding bilingualism and language contact” (p. 44). Moreover, according to Bailey and Savage (1994) stated “speaking in a second language has often been viewed as the most demanding four skills” (as cited in Lazarton, 2000, p. 103). In this study, the researcher designs English instructional materials for the extracurricular class of SMP Kanisius Gayam Yogyakarta which focuses on developing speaking skill especially the communication competence of the students.

3. Instructional Material

According to Gagne and Briggs (1974), “Instructional materials as a set of units used by teachers or instructors and the learners as the focus of discussion in the teaching learning process. Each unit contains several activities which emphasizes their focus of the topic” (p. 19). Moreover, Savignon (1983), refers to instructional materials as a resource in pursuing language activities at hand. In this study, the researcher designs instructional materials to facilitate the teacher and the students in the English Conversation Class which focuses on the speaking skills of the students.

4. Task-based Language Teaching

According to Hong Kong Ministry of Education (1999), “The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes” (p. 41). Therefore, task-based stimulates a natural desire in learners to improve their language competence by challenging
them to complete meaningful tasks. In this study, the researcher applies task-based language teaching in designing the materials. The details of the materials will refer to task-based language teaching theory such as the principles, tasks variation and development of units.

5. English Extracurricular Class

According to Yildiz (2015), “extracurricular refer to activities conducted outside of school hours” (p. 25). The extracurricular is the additional program provided by the school to facilitate the students besides their regular learning inside the class. There are two English Conversation levels in SMP Kanisius Gayam Yogyakarta which are Basic and Intermediate level. The extracurricular is held once a week on Friday at 7.15 until 08.35 a.m. The participants of the class are the students from grade 7 and 8. In this study, the researcher designs the materials for the English extracurricular class grade 7 in the Basic level.

6. SMP Kanisius Gayam Yogyakarta

In this study, SMP Kanisius Gayam Yogyakarta is located at Jl. dr. Soetomo No. 16, Baciro, Kecamatan Gondokusuman, Kota Yogyakarta, Daerah Istimewa Yogyakarta. The school has 8 parallel classes which are divided into three levels. The seventh grade consists of three classes, the eighth grade consists of three classes and the ninth grade consists of two classes.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents relevant theories to support the research. This chapter consists of two sections. The first one is theoretical descriptions and the second is theoretical framework. In the theoretical descriptions, there are five concepts to be discussed which are, Instructional Design, Teaching Speaking, and Task-Based Language Teaching, Syllabus Design and Materials Adaptation.

Besides, the theoretical framework discusses the way the researcher designs the materials. The researcher combines the theories presented in the theoretical descriptions as the basis in designing the English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta.

A. Theoretical Descriptions

In this section, there are five concepts to be discussed. They are Instructional Design, Teaching Speaking, and Task-Based Language Teaching, Syllabus Design and Materials Adaptation. They are elaborated as follows:

1. Instructional Design

In designing the materials, the researcher uses Backward Design theory by Wiggins and McTighe (2005) and Research and Development Theory by Borg and Gall (1983).
a. **Research and Development (R & D)**

Research and development (R & D) is a process used to develop and validate educational products (Gall & Borg, 2003). According to Borg and Gall (1983), the goal of R & D is to develop the researchers’ knowledge and consolidate it into a product that combines educational research and educational practice rather than discovers new knowledge or to answer specific questions about practical problems.

The R & D cycle enables the writers to adapt relevant findings and translate them into tested, usable educational products. The term product refers not only material object, such as textbooks, instructional films but also established procedures and processes, such as a method of teaching or a method for organizing instruction.

According to Borg and Gall (1983), there are 10 stages in R & D. Each step is described as follows:

1) **Research and Information Collecting**

The aim of this stage is to collect findings and useful information for developing the product. In this stage, the researcher collects information to the related theory by doing literature review. The purpose of literature review is to determine the state of knowledge in the area of concern. Interviews and direct field observations have also been useful supplements to the research literature in providing a foundation of knowledge upon which to develop a given educational product.
2) Planning

The aim of this stage is to construct the framework of the designed materials. The most important aspect of planning is the statement of the specific objectives to be achieved by the product. Objectives provide the best basis for developing an instructional program. Precise specification of educational outcomes or behavioral objectives requires considerable skill on the part of the developer. In some ways, developing a behavioral objective is similar to developing a good criterion in a research study.

3) Developing Preliminary Form of Product

The next major step in the R & D cycle is to build a preliminary form of the educational product. In developing preliminary form of product, the researcher selects the subject contents and makes the preliminary design that referred to the needs.

4) Preliminary Field Testing

The purpose of the preliminary field testing is to obtain an initial qualitative evaluation of the new educational product. It is done by collecting feedback from a small group of teachers. Interviews, observational, and questionnaire data are collected and analyzed.

5) Main Product Revision

In this step, the researcher revises the designed materials based on the result of the questionnaire distributed in preliminary field testing. According to Borg and Gall (1983), main product revision is important to establish field sites similar to those in which the product will be used when it is fully developed.
6) **Main Field Testing**

This step is a further product test, the test method. The result of this trial is an effective design, both in terms of substance and methodology. The main purpose of the main field testing is to determine whether the educational product under development meets its performance objectives. Generally, an experimental design is used to answer this question. In addition to the primary purpose of the main field testing, the secondary purpose is to collect information that can be used to improve the product in the next revision. Therefore, questionnaire and interview data should be obtained from all participants in the main field testing.

7) **Operational Product Revision**

This step is a product refinement of the test results. Therefore, this improvement is a second improvement after a broader test of the first field test.

8) **Operational Field Testing**

This step is done on a large scale, and the flexibility and designability involves potential users of the product. The purpose of the operational product revision is to determine whether an educational product is fully ready for use in the schools without the presence of the developer. Tests were conducted through questionnaires, interviews, and observations and the results were analyzed.

9) **Final Product Revision**

After the operational field test is done and the data have been analyzed, a final revision of the product is carried out. Then, the product can be published in schools for operational use.
10) Dissemination and Implementation

The purpose of dissemination is to demonstrate that the R & D product is implemented according to the developers’ specifications so that it produces intended effects. Moreover, implementation refers to the process of helping the adopter of an R & D product to use it in the way intended by the developers.

2. Backward Design

Backward design is the most appropriate design because the lessons, unit and courses are logically inferred from the result of sought, not derived from the methods, books and activities with which we are most comfortable.

According to Wiggins and McTighe (2005), there are three stages of backward design:

a. Stage 1: Identify Desired Results

In this stage, the course designer considers the goals, examines established content standards (national, state, district), and review curriculum expectations. The course designer must make choices, because typically there are more content than the course designer can reasonably address within the available time. This first stage in the design process calls for clarity about priorities.

b. Stage 2: Determine Acceptable Evidence

The backward design orientation suggests that the course designer thinks about a unit or course in terms of collecting assessment evidence needed to document and validate that the desired learning has been achieved, not simply as content to be covered or as a series of learning activities. Therefore, backward design encourages teachers and curriculum planners to first “think like an assessor”
before designing specific units and lessons and consider up front how they will
determine if students have attained the desired understandings.

According to Wiggins and McTighe (2005), the word ‘understanding’ has
various meaning. Understanding is not one achievement but several, and it is
revealed through different kinds of evidence. There are six facets proposed by
Wiggins and McTighe (2005) which can guide the selection and design of
assessments to elicit understanding. The facets suggest a goal, “In teaching for
transfer, complete and mature understanding ideally involves the full development
of all six kinds of understanding” (p. 85)

The first facet is explanation. Facet 1 calls for building units around
questions, issues, and problems that demand students to be able to explain what
they know and give reasons that support. The second facet is interpretation. Facet
2 requires students to make sense of, show the significance of, decode, or make a
story meaningful. The third facet is application. Wiggins and McTighe (2005) state
that “understanding involves matching our ideas, knowledge, and actions to
context” (p. 93). Thus, facet 3 emphasizes on work that focuses on and culminates
in more authentic tasks. The fourth facet is perspective. Facet 4 enables students to
have critical thinking which involves the discipline of asking in order to see
something more objectively. The fifth facet is empathy. Facet 5 enables students
to see from inside’s another person’s worldview. The last facet is self-knowledge.
According to Wiggins and McTighe (2005), “self knowledge is a key facet of
understanding because it demands that we self-consciously question our way of
seeing the world if we are able to see beyond our selves” (p. 102). This facet enables students to have metacognitive awareness to reflect on the learning experience.

c. Stage 3: Plan Learning Experiences and Instruction

Specifics of instructional planning such as choices about teaching methods, sequence of lessons, and resource materials can be successfully completed only after the course designer identifies desired results and assessments and consider what they imply. Backward design calls for the course designer to make the goals or standards specific and concrete, in terms of assessment evidence, as they begin to plan a unit or course.

3. Teaching Speaking

a. The Nature of Speaking

According to (Nunan, 1989), speaking is productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Another expert, Rebecca (2006) states that “speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact” (p. 144).

b. Principles for Teaching Speaking

According to Bailey (1994, p. 54-56), there are five principles for teaching speaking. Those principles will be described as follows:
1) Be Aware of the Differences Between Second Language and Foreign Language Learning Contexts

Speaking is learned through two broad contexts: foreign language (FL) context and second language (SL) context. Foreign language (FL) context is where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). However, second language (SL) context is where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

2) Give Students Practice with Both Fluency and Accuracy

Accuracy is the extent to which students’ speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Therefore, the teacher should give the students opportunity to develop their accuracy and fluency.

3) Provide Opportunities for Students to Talk by Using Group Work or Pair Work, and Limiting Teacher Talk

Exposing the students to speaking is one simple way to make the students familiar with the language. Therefore, the teacher should not take most of the time to talk. The teacher can provide the students with pair work and group work activities to increase the amount of time that learners get to speak in the target language during lessons.
4) Plan Speaking Tasks That Involve Negotiation for Meaning

Negotiating for meaning refers to the progress the learners make by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5) Design Classroom Activities That Involve Guidance and Practice in Both Transactional and Interactional Speaking

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

4. Task-Based Language Teaching

a. Background

Task-based has been a popular method in language teaching since the last decade of 20th century. According to Nunan (2004), by using ‘task’ as a basic unit of learning, and incorporating a focus on strategies, the teachers give the students possibility of planning and monitoring their own learning, and begin to break down some of the traditional hierarchies. Meanwhile, tasks which emphasize on the involvement of communicative use is called pedagogical tasks. Nunan (2004) defines pedagogical tasks as “a piece of classroom work that involves learners in
comprehending, manipulating, producing or interacting in the target language while
the attention is focused on meaning rather than grammatical form” (p. 4).

Moreover, Nunan (2004) highlights the importance of task-based language
teaching:

“All important conceptual basis for task-based language teaching is
experiential learning. This approach takes the students’ immediate
personal experience as the point of departure for the learning experience.
The active involvement of the students is therefore central to the approach
that captures the active, experiential nature of the process is ‘learning by
doing’.” (p. 12)

b. Types of tasks

In order to expose the students with the target language, according to
Pattinson (1987), there are seven task and activity types in Task-Based Language
Teaching classroom which can be applied by the teachers such as (1) questions and
answers, (2) dialogues and role plays, (3) matching activities, (4) communication
strategies, (5) picture and picture stories, (6) puzzles and problems, and (7)
discussions and decisions. Moreover, Willis (1996) pointed out six types of task to
be used in the classroom such as (1) listing, (2) ordering and sorting, (3) comparing,
(5) problem solving, (6) sharing personal experiences, and (7) creative tasks. By
using various activities in the classroom, it can enhance the students to contribute
and engage actively in the learning process.

c. Framework of Task-based Language Teaching

Each task in task-based approach will be organized in the following way
according to Willis (1996):
1) Pre-task Stage: An Introduction to Topic and Task

In this stage, the teacher introduces the topic to the students and gives clear instructions on what to do in the task stage later on. The teacher also does a review on the language that might be useful for the task.

2) Task Stage

In this stage, the students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement. This stage is divided into three main activities. They are task, planning and report which are described as follows:

a) Task

In the task part, the students do the given task from the teachers and the teacher monitors from a distance and give brief comments on content.

b) Planning

In the planning part, the students prepare a short oral or written report to the class on how they did the task, what they decided or discovered. The teacher acts as linguistic advisor by giving feedback and helping the students to correct and/or draft a written report.

c) Report

In the report part, the students then report back to the class orally or read the written report. Teacher acts as chairperson, linking the contributions and summing up.
3) Language Focus and Feedback

There are two parts in this stage which are analysis and practice. In the analysis part, the students discuss specific features of the text. However, in the practice part the teacher conducts practice of new words, phrases, and patterns either during or after the analysis.

d. Procedure of Developing Units of Work

According to Nunan (2004), there are six steps in developing units of work as presented below.

1) Schema Building

In this step, the designer develops exercises that introduce the topic, sets the context for the task, and introduces some key vocabulary and expression that the students need in order to complete the task.

2) Controlled Practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. It can be done by providing the students with a brief conversation related to the topic. Then the students are asked to read and practice it in pairs. This type of controlled practice enables students to learn the language within a communicative context.

3) Authentic Listening Practice

In this step, students are exposed to authentic or simulated conversation which could incorporate but extend the language from the model conversation in step 2.
4) **Focus on Linguistic Elements**

This step aims at giving the students a sequence of exercises in which the focus is on the linguistic elements. Before analyzing elements of linguistic system, students have seen, heard and spoken the target language within a communicative context.

5) **Provide Freer Practice**

In this step, students are engaged in freer practice, where they move beyond simple manipulation. Students who innovate will be producing as ‘pushed output’ because the students are pushed by the task to their current linguistic competence.

6) **Introduce the Pedagogical Task**

This step provides the students with pedagogical task, in this case a small group task.

e. **The Roles of Teachers and Learners in Task-Based Language Teaching**

According to Breen and Candlin (1980), “the teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner” (as cited in Nunan, 2004, p. 67).

On the other hand, Nunan (2004) highlights learner-centeredness as an influential concept in which the students become more independent for their own learning. Moreover, Nunan (2004) states “by using ‘task’ as a basic unit of learning, and by incorporating a focus on strategies, it opens to the students the possibility of monitoring their own learning” (p. 15).
f. Principles of Task-Based Language Teaching

There are seven principles of Task-Based Language Teaching according to Nunan (2004), which will be explained as follows:

1) Scaffolding

A basic role for an educator is to provide a supporting framework within which the learning can take place. The teacher should know the suitable time to scaffold the students so the students can develop the independence required for the autonomous language use.

2) Task Dependency

The task dependency principles is illustrated in the instructional sequence above which shows how each task exploits and builds on the one that has gone before.

3) Recycling

Recycling allows the learners to encounter target language items in a range of different environments, both linguistic and experiential. Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principles.

4) Active Learning

A key principle behind this concept is that learners learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.
6) Reproduction to Creation

In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. Learners should be encouraged to move from reproductive to creative language use.

7) Reflection

Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes. Therefore, learners should be given opportunities to reflect on what they have learned and how well they are doing.

5. Syllabus Design

According to Hutchinson and Waters (1987), “a syllabus is a document which says what will (or at least what should) be learnt” (p. 80). One of the main purposes of designing a syllabus is because of its practical benefits. A syllabus gives moral support to the teacher and learner, in that makes the language learning task appear manageable (Hutchinson & Waters, 1987). A syllabus is used to break down the mass of knowledge to be learnt into manageable units which has to be based on certain criteria.

According to Yalden (1987), there are three types of Syllabus which focus on communicative purposes which are presented as follows.

1) The Situational Syllabus

Yalden (1987) states that “the situational model will comprise units indicating specific situations, such as 'At the Post Office', 'Buying an Airline Ticket', or 'The Job Interview'. The topical or thematic syllabus is similar, but
generally employs the procedure of grouping modules or lessons around a topic” (p. 35). While the aim of the Situational Syllabus is communicative competence, the nature of its contents will not necessarily lead to total communicative competence. This shortcoming led to the development of the Functional-Notional syllabus.

2) The Functional-Notional Syllabus

According to Finocchiaro and Brumfit (1983), the term ‘function’ refers to the communicative purpose of the speaker and ‘notion’ refers to meaning elements which can be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs.

3) The Task-Based Syllabus

According Hutchinson and Waters (1987), activities in task-based are not chosen in order to teach a specific lexical form, but that meaning is far more important. Tasks form an equal part with other teaching components in the whole process of focused instruction.

6. Materials Adaptation

According to Tomlison and Masuhara (2004), “material adaptation involves changing existing materials so that they become more suitable for specific learners, teachers, or situations” (p. 11). Materials adaptation skills may be needed most by teachers who feel they are unable to produce their own materials because of lack of time, of expertise, or of encouragement from the institutions they work for.
Moreover, Tomlison and Masuhara (2004) stated that there are three main techniques for Materials Adaptation which are presented below:

**Table 2.1 Techniques for Materials Adaptation (Tomlison & Masuhara, 2004: 16)**

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>Teachers may add different texts and/ or activities.</td>
</tr>
<tr>
<td>Expansion</td>
<td>Teachers may expand texts and activities by increasing the length, difficulty, depth, etc.</td>
</tr>
</tbody>
</table>

**Minus Category**

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deletion</td>
<td>Teachers may delete some texts and/or activities altogether.</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Teachers may decrease the number of sentences in a text or part of an activity.</td>
</tr>
<tr>
<td>Reduction</td>
<td>Teachers may reduce texts and activities by decreasing the length, difficulty, depth, etc.</td>
</tr>
</tbody>
</table>

**Zero Category**

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modification</td>
<td>Teachers may make changes to instructions.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Teachers may swap one activity with another.</td>
</tr>
<tr>
<td>Reorganization</td>
<td>Teachers may change the positions of texts and illustrations.</td>
</tr>
<tr>
<td>Resequencing</td>
<td>Teachers may change the sequence of the activities.</td>
</tr>
<tr>
<td>Conversion</td>
<td>Teachers may change the genre of a text (from narrative to poem), or move the content from one medium to another (e.g. from print to a web page).</td>
</tr>
</tbody>
</table>

**B. Theoretical Framework**

In this section, the researcher would explain the application of the theories described in the theoretical descriptions to design the materials. Certainly, not all theories can be applied in this research. Therefore, the researchers combined the theories that supported the research.

In designing the instructional materials, the researcher adapted and combined the theories which are Research and Development by Borg and Gall (1983) and Backward Design by Wiggins and McTighe (2005). The product of this
study refers to the design of a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta. The designed materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta provides various teaching materials and activities in order to motivate the students to learn and practice speaking English in a fun way.

However, in presenting the preliminary form of the materials, the researcher decided to apply only 4 out of 10 steps of Research and Development (R & D) and are combined with three stages from Backward Design. Furthermore, in developing the materials which focus on the speaking skill, the researcher considers the principles of teaching speaking proposed by Bailey (1994). Based on the principles, the researcher provides opportunities for the students to talk by using group work or pair work, and limiting teacher talk. Therefore, mostly the materials are designed to engage students actively in speaking English.

In addition, the varieties of tasks are designed according to activity types in Task-Based Language Teaching classroom proposed by Pattinson (1987) and Willis (1996). The researcher apply 9 out of 13 activities to be used in the designed materials such as questions and answers, dialogues and role plays, matching activities, discussions, listing, ordering and sorting, comparing, sharing personal experiences and creative tasks.

Moreover, the tasks are chosen based on the principles of task based language teaching proposed by Nunan (2004). The researcher apply active learning principle in designing the materials by giving students enough opportunity to
practice speaking English. Therefore, the tasks are designed based on reproductive principle which encourage the students to produce the language. Also, the researcher apply reflection principle by providing a space at the end of each unit for the students to reflect on what they have done during the process. Therefore, the process becomes meaningful to the students.

Then, the tasks are compiled and organized based on the cycle of task based language teaching which are pre-task stage, task stage, and language focus and feedback stage (Willis, 1996) and six procedures of developing units of work proposed by Nunan (2004). In pre-task, the tasks are about to introduce the topic to the students. Therefore, the tasks mostly let the students to brainstorm what they are going to learn. Next, on the task stage, the students are given opportunity to practice English. The last stage consists of reflection and review of the materials.

Also, in selecting the contents, the researcher applies materials adaptation theory by Tomlison and Masuhara (2004). The researcher combines plus, minus, and zero categories to be used in selecting and compiling the materials. Moreover, the researcher designs the syllabus using task-based syllabus which emphasizes on the involvement of tasks proposed by Hutchinson and Waters (1987).

The framework of this research will be presented as follows: (1) research and information collecting, (2) developing preliminary form of product - in this stage the researcher designs the materials according to Backward Design theory and applies the three stages which are: (a) identify desired results, (b) determine acceptable evidence, and (c) plan learning experiences and instruction, (3) preliminary field testing, and (4) main product revision.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher explains the methods used in the research. There are research method, research setting, research participants, instruments and data gathering, and data analysis technique.

A. Research Method

The aim of this research is to answer the formulated questions as stated in Chapter I. This research was undertaken to design instructional materials. Therefore, the researcher adapted the combination of Research and Development (R & D) by Borg and Gall (1983) and Backward Design by Wiggins and McTighe (2005) to be used as the research method.

“Educational Research and Development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives.” (Borg and Gall, 1983, p.772).

The word educational product refers to English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta.

There are ten steps in R & D cycle. However, in order to design suitable instructional materials, the researcher decided to apply four steps out of ten steps of R & D cycle and combined it with three steps of Backward Design. The reasons why the researcher chose those steps are because the researcher only focuses on
designing the materials until the materials are ready to be implemented in the extracurricular class. Also, the researcher combines the theory with Backward Design because according to Wiggins and McTighe (2005), Backward design promotes better understanding of the students because the materials designer to create materials which focus on the learning objectives. In Backward Design, the assessment is designed before lesson planning. Therefore, the instructions drive the students toward exactly what they need to know. Moreover, it helps the researcher to specify the Research and Development (R & D) steps especially on the second step which is Developing Preliminary Form of Product.

The steps in designing the materials are elaborated as follows.

1. **Research and Information Collecting**

   In this step, the researcher collected useful information for developing the educational product. There were three steps undertaken to collect the information. They were review of related literature, questionnaire, and interview. The researcher conducted literature review on related theories such as, Instructional Design, Teaching Speaking, and Task-Based Language Teaching, Syllabus Design and Materials Adaptation to find the basic information related to the research. The researcher gathered the literature review from books, journals, theses and from internet sources.

   In addition, the researcher also distributed questionnaires and conducted interview to one of the English extracurricular class teachers of SMP Kanisius Gayam *Yogyakarta* and three students of English extracurricular class of SMP Kanisius Gayam Yogyakarta. The interview sessions with the English teacher and
the students were intended to gather information about the current materials and media used in the class, to know the problems encountered by the teacher and the students, and to know the expected final product of the designed materials.

2. Developing Preliminary Form of Product

In this step, the researcher built a preliminary form of the product that can be field tested which includes preparation of instructional materials, handbook, and evaluation devices (Borg & Gall, 1983). In designing the instructional materials, the researcher adapted the theory by Nunan (2004). The designed materials were based on the result of literature review, questionnaire and interview. Furthermore, the researcher combined this step with Backward Design steps proposed by Wiggins and McTighe (2005). The steps are elaborated as follows:

a. Identifying Desired Result

According to Wiggins and McTighe (2005), in the first stage, the course designer considers the goals, examines established content standards (national, state, district), and review curriculum expectations. Therefore, the researcher studied the demand of Curriculum 2013 which is used in SMP Kanisius Gayam Yogyakarta which are the basic competences and formulated the learning objectives. Also, the researcher formulated the learning objectives by considering the general purposes of the extracurricular class.

b. Determining Acceptable Evidence

In the second stage, the researcher planned about a unit or course in terms of the collected assessment evidence needed to document and validate that the desired learning has been achieved, not simply as content to be covered or as a
series of learning activities. Therefore, the researcher designed the assessments such as tasks or exercises which will scaffold the students to achieve the learning objectives.

c. Planning Learning Experiences and Instructions

In the last stage, the researcher specified the instructional plan such as teaching methods, sequence of lessons, and resource materials. The researcher decided what activities the students will do in every unit and what resources and materials will be needed to support those activities. However, before that, the researcher needed to think first about essential knowledge and skills that the students need in order to perform and achieve the desired result.

3. Preliminary Field Testing

In this preliminary field testing, the researcher chose some experts to validate the new educational product. They were an English extracurricular class teacher and two English lecturers of Sanata Dharma University who are experienced in teaching English and designing materials. The researcher distributed questionnaire of validation to the experts. The purpose of the questionnaire was to know the feedback or suggestions in order to improve the designed materials.

4. Main Product Revision

Based on the result of experts’ judgement on the questionnaire distributed in the preliminary field testing, the researcher considered the weaknesses and the strengths of the designed materials. Thus, the researcher used the suggestions from the experts to evaluate the designed materials. In the end, the researcher made the
final revision of the designed materials which were ready to be applied in the English extracurricular class of SMP Kanisius Gayam Yogyakarta.

In designing the materials, the researcher combined R & D model by Borg and Gall (1983) with Backward Design by Wiggins and McTighe (2005) which are shown in the figure below:

Figure 3.1 The Steps in Designing the Materials
B. Research Setting

There are two types of research setting which were used in this research. They were research setting of research and information collecting and research setting of preliminary field testing which described as follows:

1. The Setting of Research and Information Collecting

The researcher conducted library study at the library of Sanata Dharma University by collecting information from books, journal, theses and online sources. In addition, the researcher collected information by distributing questionnaire and doing interviews with an English teacher and three students of SMP Kanisius Gayam Yogyakarta. The interview with the English teacher of SMP Kanisius Gayam Yogyakarta was done on 9 February 2018. Next, on 23 February 2018, the researcher distributed the questionnaire to 31 students of SMP Kanisius Gayam Yogyakarta who are joining English extracurricular. Last, the researcher selected three students to be interviewed on 18 March 2018.

2. The Setting of Preliminary Field Testing

The researcher conducted preliminary field testing by distributing questionnaires of validation to some experts. They were the English extracurricular class teacher of SMP Kanisius Gayam Yogyakarta and two English lecturers of Sanata Dharma University. The researcher distributed the questionnaires on 16 until 28 April 2018.
C. Research Participants

This research involved two main groups. The first group was involved in pre-design survey which was research and information collecting and the second group was involved the post-design survey which was preliminary field testing.

The researcher conducted interview and distributed questionnaire to the first group. The first group involved the English teacher of SMP Kanisius Gayam Yogyakarta and English extracurricular students of SMP Kanisius Gayam Yogyakarta. The interview with the English extracurricular teacher was intended to find out information related to current materials used in the extracurricular class and problems encountered during teaching and learning process. Also, the interview and the questionnaires for the students were intended to collect information about their needs and their experience with current learning process.

Furthermore, the researcher also distributed questionnaire of validation to the second group in preliminary field testing. They were some experts in English teaching such as the English extracurricular class teacher of SMP Kanisius Gayam Yogyakarta and two English Language Education Study Program lecturers of Sanata Dharma University. They were expected to validate the designed materials in order to improve the designed materials.
Table 3.1 The Descriptions of Research and Information Collecting and Preliminary Field Testing Participants

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English teacher of SMP Kanisius</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Gayam Yogyakarta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English lecturer of Sanata Dharma</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English lecturer of Sanata Dharma</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Instruments and Data Gathering Technique

This section describes the instruments and data gathering used in the research. In this research, the researcher used various instruments which are presented as follows:

1. The Instruments of Research and Information Collecting

In the research and information collecting, the researcher used interview guideline and questionnaires as the instruments. The result of those instruments were considered for the needs analysis. The instruments were used to find out the problems encountered during learning English, the materials and media the students
need, and the activities to support the learning. Also, the researcher collected information on how the students responded to their current activities in learning English.

Firstly, the researcher developed a questionnaire using Google Form. Then, the researcher gathered the students of English extracurricular class in a computer laboratory to fill out the questionnaire. There were 10 questions in the questionnaire which were classified into close-ended and open-ended questions. After analysing the result of the questionnaire, the researcher chose three students to be interviewed to collect further information about the media used in the extracurricular class and how they responded to the learning process.

2. The Instruments of Preliminary Field Testing

In the preliminary field testing, the researcher used questionnaire of validation for the experts to validate the new educational product. The questions in the questionnaire were in the form of close-ended and open-ended questions. Therefore, the data gathering was in the form of quantitative and qualitative data. The quantitative data were the result of experts’ validation checklist in particular statements. However, the qualitative data were in the form of suggestions or comments toward the product. The researcher adapted Likert’s theory by Ary, Jacobs, and Razavieh (2002). The provided answers would be in the form of statements such as 1 was for strongly disagree, 2 was for disagree, 3 was for agree, and 4 was for strongly agree. Below is the table which shows the format for the close-ended questionnaire:
Table 3.2 The Format of the Close-ended Questionnaire for Preliminary Field Testing

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

E. Data Analysis Technique

In this section, the researcher is going to explain the method used in order to analyse and calculate the data. The data used in research and information collecting and preliminary field testing were obtained through interview and questionnaire.

1. Data Analysis Technique for Research Information Collecting

In research and information collecting, the researcher obtained the data from interview and questionnaire. The interview results which was done in Bahasa Indonesia was translated into English and it was considered as ideas to improve the designed materials.

In this study, the researcher used Google Form to distribute the questionnaire. The questionnaire consisted of open-ended and close-ended questions. The close-ended results were calculated automatically by Google Form. However, the researcher listed and classified the participants’ opinion and suggestion obtained from the qualitative data which were the open-ended questions of the questionnaire. The results of research and information collecting were used
to develop the educational product which was English speaking instructional materials.

2. Data Analysis Technique for Preliminary Field Testing

In the preliminary field testing, the data were obtained by distributing questionnaire to some experts who have experienced in materials design and teaching English. The questionnaire which consisted of close-ended and open-ended questions was analysed differently.

The questionnaire which was distributed to the experts were analysed and presented in statistical description. The researcher calculated the result of close-ended statements by using central tendency or mean. Mean is the average of all points in distribution.

The formula for calculating the mean is presented as follows:

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

Note:
- \( M \) : mean
- \( \sum x \) : sum of the degree of agreement
- \( N \) : number of participants

After obtaining the mean for each statement in the questionnaire, the researcher calculated the acceptability level of the designed materials. If the calculation resulted 75%, it means that designed materials are moderately good; if the calculation resulted 80%, it means that designed materials are very good; and if the calculation resulted 90%, it means that designed materials are excellent.
The formula for calculating the acceptability level is presented as follows:

\[ x = \frac{\sum M}{50} \times 100\% \]

Note:
- \( x \): average (acceptability level)
- \( \sum M \): sum of the mean
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher answers two formulated problems presented in Chapter 1. There are two parts in this chapter. In the first part, the researcher elaborate the process of designing a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta. Furthermore, in the second part, the researcher presents the final design of a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta.

A. The Process of Designing Instructional Materials

In this part, the researcher presents the whole process of designing a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta. As it is explained in Chapter 3, the researcher adapted and combined the steps from Research and Development (R & D) by Borg and Gall (1983) and Backward Design by Wiggins and McTighe (2005) to be used in designing the instructional materials. The elaboration of each step is presented as follows.

1. Research and Information Collecting

In the first step of the research which is research and information collecting, the researcher collected the data and information by conducting literature review, doing interviews with the English teacher and students of SMP Kanisius Gayam Yogyakarta and distributing questionnaire to the English
extracurricular class students of SMP Kanisius Gayam Yogyakarta grade 7. Therefore, based on the results of the interview and questionnaire, the researcher could obtain the learning needs of the students.

First of all, the researcher did literature review to collect related theories as the basis of the research. After that, the researcher had a chance to interview the English teacher of SMP Kanisius Gayam Yogyakarta for collecting the information related to the research on Friday, 9 February 2017. The researcher already prepared some questions to be asked to the teacher. The interview was done in Bahasa. Therefore, the researcher translated and summarized the results into English. The interview was done to know how was the English extracurricular was going so far. The result of the interview is presented below.

a. The Result of the Interview with the English Extracurricular Class Teacher of SMP Kanisius Gayam Yogyakarta

1) Students’ English Skill Level

In designing the materials, it is important for the researcher to know and to pay attention to the students’ English skill level. In SMP Kanisius Gayam Yogyakarta, there are two English extracurricular classes and each class represents different level. The first is basic level for the students from grade 7 and the second is intermediate level for the students from grade 8. However, it is possible for any students from grade 7 to join the intermediate level if the students are capable according to the placement test.

Basically, the differences between basic and intermediate level lie in the learning objectives and the materials used in the class. In the basic level, the goal is
to scaffold the students to have capability to pass the level and to continue to the next level. Therefore, the materials used in basic level are more general. Mostly, in the basic level, the materials cover Basic English skills such as greetings, self-introduction, part of speech, and numbers. However, in intermediate level, the goal of the learning is to prepare the students to join various English competition. Therefore, the materials usually become more specific such as speech and storytelling. In this research, the researcher focused in designing materials for the students in the basic level.

2) Teaching Materials

The English extracurricular teachers in SMP Kanisius Gayam Yogyakarta develop the materials individually. Therefore, the teachers design and adjust the materials to the students’ needs. The materials used in the extracurricular class are different from the regular class because it mostly concerns on the speaking skills development. In the Basic level class for grade 7, the teacher uses Basic materials such as greetings, self-introduction, describing people, part of speech, and daily activities. However, the teacher also facilitates the students to develop their writing skill because the teacher believes it will help the students to speak English easier and better.

3) Teaching Media and Activities

The teacher combines conventional and modern media to be used during teaching and learning process. The teacher uses power point, pictures, movies and videos. In this class, each student is given a grammar book to help them to memorize tenses pattern. The book also consists vocabulary items, but only verbs
and adjectives. Furthermore, the book cannot be used in every meeting, because the book does not cover and provide all the materials needed for the extracurricular class. In addition, the students’ response towards the learning activities itself sometimes is far from teacher’s expectation because the students are easily feel bored so they tend to make noises in the class.

Therefore, most of the time, the teacher finds a difficulty in selecting suitable learning materials for the students. Also, it seems difficult for the teacher in selecting appropriate method and activities for the extracurricular class which focuses on the development of speaking skill.

b. The Result of the Interview with the English Extracurricular Class Students of SMP Kanisius Gayam Yogyakarta

1) Teaching Activities

Based in the students, they think that their English is not improving significantly since joining English extracurricular because the tasks given by the teacher are mostly about writing like filling in the blanks. Therefore, the students did not have enough practice on speaking. So far, there is only limited practice on speaking such as telling our experiences individually and role playing in pairs. There is no speaking practice in group more than two people. However, the students already learnt various topics such as greeting, introduction, superlative, promoting products, describing people, daily activities and time but mostly the exercises focus on reading and writing. In addition, the class is not too conducive for teaching and learning because the students are likely to make noises by talking unimportant things with other friends.
2) Teaching Materials and Media

In English extracurricular, there is no textbook or module. However, the teacher provides the students with a grammar book which consists of the tenses’ formulas and limited vocabulary items (verbs and adjectives only). The grammar book itself does not cover all materials and there is no exercises in the book. Therefore, if the teacher needs an exercise, she will copy from another book or source for the whole class. Also, the school facilitates the students with dictionary which can be borrowed from the library if it is needed. The positive point of the book related to the size of the book which is not too big, so it is very practical and handy. Also, the book consists of formulas for the tenses and vocabulary items such as verbs and adjectives. However, the book does not have complete materials, texts and exercises for the students to practice English especially speaking. In addition, the book so far could not make the learning process fun because of its incompleteness. By using the book, the students cannot interact one another in class even though they like to be involved in pair of group work. Therefore, mostly the learning became monotonous and boring.

c. The Results of the Questionnaire Distributed to English Extracurricular Class Students of SMP Kanisius Gayam Yogyakarta Grade 7

In order to gather the information needed for the designed materials and to know learner’s characteristics, the researcher distributed questionnaire to extracurricular class students. There were 10 questions in the questionnaire which consisted of 5 open-ended questions and 5 close-ended questions. The participants
of the needs analysis questionnaire were 31 English extracurricular students from grade 7. The details of the participants are presented in Table 4.1.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 English extracurricular students of SMP Kanisius Gayam Yogyakarta from basic level</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>

The results from the first and third questions of the questionnaire indicated that most of the students were categorized in the Basic level class. It can be seen from Figure 4.1 that 30 out of 31 (96.8%) students are not fluent in speaking English. In addition, 19 out of 31 (61.3%) students have difficulties in learning English during extracurricular class. Therefore, the researcher designed the materials related to the proficiency level of the students which is Basic Level.

![Figure 4.1 Percentage of Students' English Fluency](image_url)
Furthermore, the results from the second and fourth question of the questionnaire investigated the problems encountered by the students in learning English inside the extracurricular class, especially in speaking. It can be seen from Figure 4.2 that 21 out of 31 (67%) students have difficulties in learning English because the students are lack of vocabulary. In addition, 9 out of 31 (29%) students do not know how to pronounce English words correctly. Therefore, the students feel difficult to speak in English. In overcoming the students’ difficulties, the researcher provided tasks related to vocabulary knowledge and glossary at the end of the book.

![Figure 4.2 Percentage of Students’ Difficulty in Learning English in the Extracurricular Class](image)

The result from the fifth question of the questionnaire investigated the students’ preference on the media used by the students to learn English. It can be seen from Figure 4.2 that 22 out of 31 (70.9%) students used Internet for learning English. In addition, 19 out of 31 (61.3%) students used songs, 18 out of 31 (58%)
students used textbooks, 17 out of 31 (54.8%) students used dictionaries, 13 out of 31 (41.9%) students used movies, 11 out of 31 (35.4%) students used games, 2 out of 31 (6.4%) students used gadgets, 1 out of 31 (3.2%) students used story books, 1 out of 31 (3.2%) students used conversations, and 1 out of 31 (3.2%) students used magazines. From the result, the researcher decided to select 5 out of 10 media to be used in designing the materials such as internet, textbook, dictionary, game and conversation.

Figure 4.3 Students' Preference on the Media Used for Learning English

The result from the seventh question of the questionnaire investigated the students’ preference on the activities used for learning English. It can be seen from Figure 4.4 that 27 out of 31 (87.1%) students chose games to be used as the learning activities. In addition, 19 out of 31 (61.3%) students chose pair-works, 14 out of 31 (45.2%) students chose discussions, 12 out of 31 (38.7%) students chose questions and answers, 11 out of 31 (35%) students chose conversations, 9 out of 31 (29%)
students chose matching, 8 out of 31 (25.8%) students chose watching movies, 11 out of 7 (22.6%) students chose reading stories, 6 out of 31 (19.4%) students chose dramas, and 4 out of 31 (12.9%) students chose role plays to be used in the class. From the result, the researcher decided to select 7 out of 10 activities to be used in designing the materials such as game, pair work, discussion, questions and answers, conversation, matching, and role play.

![Figure 4.4 Students' Preference on the Activities for Learning English](image)

The results from the eighth question indicated the topics needed by the students to learn English especially in the extracurricular class. It can be seen from Figure 4.5 that 18 out of 31 (58.1%) students chose Self-Introduction to be learnt in class. In addition, 15 out of 31 (48.4%) students chose Describing People, 14 out of 31 (45.2%) students chose Daily Activities, 13 out of 31 (41.9%) students chose Greeting, and 9 out of 31 (29%) students chose Time as the topic to be learnt in the
class. From the result, the researcher decided to select all topics to be used in designing the materials.

![Figure 4.5 Students' Preference on the Learning Topics](image)

**Figure 4.5 Students' Preference on the Learning Topics**

**d. The Results of the Needs Analysis**

Besides analysing the result of the interview and questionnaire, the researcher also studied the general purposes of English extracurricular class of SMP Kanisius Gayam Yogyakarta which are presented below.

1. Providing the students with fun learning in practicing speaking English.
2. Building enthusiasm of the students to continue to learn and developing student’s communication skill in English.
3. Increasing the vocabulary of the students to be able to communicate English actively.
The researcher considered the general purposes of the extracurricular class to formulate the learning objectives of the class.

From the results from research and information collecting, the researcher could obtain the learning needs of the students. The researcher decided to design five units based on the result of the chosen topics. In addition, for the learning activities, the researcher chose several of them such as game, pair work, discussion, questions and answers, conversation, matching, and role play. Further, for overcoming the students’ difficulties in learning English, the researcher provides exercises related to vocabulary mastery. Also, at the end of the designed materials, the researcher facilitates the students with vocabulary list for each unit.

4. Developing Preliminary Form of the Product

In this step, the researcher started to develop the product based on the result of literature review, questionnaire, and interview. The researcher applied Backward Design theory proposed by Wiggins and McTighe (2005) as presented below.

a. Identifying Desired Results

In this stage, the researcher considered the goals, examines established content standards, and reviewed curriculum expectations. The researcher studied 2013 Curriculum and adjusted it with the general purposes of the English extracurricular class. Then, the researcher formulated the learning objectives as presented below.
Table 4.2 Learning Objectives

<table>
<thead>
<tr>
<th>No.</th>
<th>Standard Competence</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 1   | 3.1 Understand the expression of greeting and farewell, as well as the response, very short and simple, according to the context of its use. | At the end of the lesson, the students are able to:  
1. Respond to the expression of greeting and introduction.  
2. Introduce themselves.  
3. Introduce someone to other people. |
|     | 3.2 Understand the expression in the introduction of self and response, very short and simple, according to the context of its use. |  
4.1 Develop simple oral and written texts to say and respond to greeting and farewell, by taking into account the correct and appropriate context.  
4.2 Develop simple oral and written texts to express, ask, and respond to the self-introduction, by taking into account the correct and appropriate context. |
| 2   | 3.3 Understand the elements of the texts to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year. | At the end of the lesson, the students are able to:  
1. Use cardinal and ordinal numbers.  
2. Ask and respond to questions about date.  
3. Ask and respond to questions about time. |
<p>|     | 4.3 Develop simple oral and written texts to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year, with the right elements and linguistic context. |                                                                                  |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Standard Competence</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 3   | 3.6 Apply text structure and linguistic elements to carry out social functions declared and ask actions or events conducted that occurs regularly or is a general truth, in accordance with the context of its use. | At the end of the lesson, the students are able to:  
1. Ask for information about daily activities.  
2. Respond to the questions about daily activities.  
3. Talk about daily activities.  
4. Understand schedule and timetables. |
|     | 4.7 Develop simple oral and written texts to express and inquire about actions or events conducted that occurs regularly or is a general truth, by taking into account the correct and appropriate context. |  |
| 4   | 3.10 Understand the social function, the structure of the text, and linguistic elements of descriptive text with a description stating and asking about objects, very short and simple, according to the context of its use. | At the end of the lesson, the students are able to:  
1. Ask information using how much and how many.  
2. Give information using there + be + thing(s).  
3. Distinguish countable and uncountable nouns.  
4. Distinguish singular and plural nouns.  
5. Describe an object. |
<p>|     | 4.13 Develop oral and written descriptive texts, very short and simple, about objects, taking into account the social function, the structure of the text, and linguistic elements, correctly and in context. |  |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Standard Competence</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3.10 Understand the social function, the structure of the text, and linguistic elements of descriptive text with a description stating and asking about people, very short and simple, according to the context of its use.</td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td></td>
<td>4.13 Develop oral and written descriptive texts, very short and simple, about people, taking into account the social function, the structure of the text, and linguistic elements, correctly and in context.</td>
<td>1. Ask and give information about people’s physical appearance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ask and give information about people’s personality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Describe people.</td>
</tr>
</tbody>
</table>

b. **Determining Acceptable Evidence**

In the next stage, the researcher collected assessment evidences needed to document and validate that the desired learning has been achieved (McTighe & Wiggins, 2005). The researcher selected various tasks to help the students achieve the learning objectives. Please refer to Appendix G, in order to know the assessments used in each unit.

**Table 4.3 Assessment Evidences**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranging jumbled dialogues</td>
<td>Accuracy in arranging the dialogues into correct chronological order of a conversation.</td>
</tr>
<tr>
<td>Classifying nouns</td>
<td>Accuracy in classifying nouns into its correct classifications (singular, plural, countable and uncountable).</td>
</tr>
<tr>
<td>Comparing given dialogues</td>
<td>Students’ way of thinking of comparing two different information.</td>
</tr>
<tr>
<td>Completing chart exercise</td>
<td>Accuracy in classifying daily activities.</td>
</tr>
<tr>
<td>Completing short conversations</td>
<td>Accuracy in finding missing vocabulary.</td>
</tr>
<tr>
<td>Describing something (objects and people)</td>
<td>Fluency in describing objects and people.</td>
</tr>
</tbody>
</table>
### Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing and colouring a picture</td>
<td>Students’ creativity in drawing and colouring a picture.</td>
</tr>
<tr>
<td>Labelling body parts</td>
<td>Accuracy in selecting correct vocabulary.</td>
</tr>
<tr>
<td>Listing things</td>
<td>Accuracy in finding suitable vocabulary.</td>
</tr>
<tr>
<td>Making timetable</td>
<td>Accuracy in arranging daily activities in chronological order.</td>
</tr>
<tr>
<td>Matching questions with its answers</td>
<td>Accuracy in matching questions with answer.</td>
</tr>
<tr>
<td>Matching verb phrases with pictures</td>
<td>Accuracy in matching verb phrase with pictures.</td>
</tr>
<tr>
<td>Matching vocabulary with its definition</td>
<td>Accuracy in matching vocabulary with its definition.</td>
</tr>
<tr>
<td>Ordering jumbled dialogues</td>
<td>Accuracy in arranging the dialogues into correct chronological order of a conversation.</td>
</tr>
<tr>
<td>Presentation of a group task</td>
<td>Fluency in presenting the group task.</td>
</tr>
<tr>
<td>Reading aloud</td>
<td>Fluency in reading a dialogue.</td>
</tr>
<tr>
<td>Reading table comprehension exercise</td>
<td>Accuracy in interpreting the table.</td>
</tr>
<tr>
<td>Role playing</td>
<td>Productive skill (writing and speaking) &amp; creativity.</td>
</tr>
<tr>
<td>Writing paragraphs (personal information, daily activities, description)</td>
<td>Accuracy in arranging the dialogues into correct chronological order of a conversation.</td>
</tr>
</tbody>
</table>

### Planning Learning Experiences and Instruction

In the last stage, the researcher selected suitable instructional strategies to be used in each unit. In selecting the strategies, the researcher also considered the knowledge and skills the students need to achieve in the process. The researcher determined the methods, activities and instructions which would scaffold the students to achieve the learning objectives of the extracurricular class.

### Table 4.4 Instructional Strategies

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Contents</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1 – Hello</td>
<td>Warming Up</td>
<td>Brainstorming by watching video from Youtube and answering guided questions related to the topic</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Contents</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2 – Date and Time</td>
<td>Focus In - Teacher’s explanation</td>
<td>Lecturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Talk - In-pairs task</td>
<td>Reading given dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Do It - Individual task - In-pairs task - Group task</td>
<td>Arranging the jumbled dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun - Playing speaking game</td>
<td>Completing short conversations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share - Reviewing - Sharing - Reflection</td>
<td>Reading aloud a self-introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warming Up - Introduction to topic - Discussion</td>
<td>Matching questions about personal information with the answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus In - Teacher’s explanation</td>
<td>Role play about greeting and introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Talk - In-pairs task</td>
<td>Writing personal self-introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Do It - Individual task - In-pairs task - Group task</td>
<td>Presenting the self-introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun - Playing speaking game</td>
<td>Playing board game about personal information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share - Reviewing - Sharing - Reflection</td>
<td>Writing useful words and phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warming Up - Introduction to topic - Discussion</td>
<td>Writing reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus In - Teacher’s explanation</td>
<td>Brainstorming by watching video from Youtube and answering guided questions related to the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Talk - In-pairs task</td>
<td>Lecturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Do It - Individual task - In-pairs task - Group task</td>
<td>Reading given dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun - Playing speaking game</td>
<td>Writing dates in word form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share - Reviewing - Sharing - Reflection</td>
<td>Writing time in word form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warming Up - Introduction to topic - Discussion</td>
<td>Role playing about asking date and time</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Contents</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Unit 3 – Daily Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun</td>
<td>Playing information gap game about school timetable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Playing speaking game</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share</td>
<td>Writing useful words and phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reviewing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sharing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reflection</td>
<td>Writing reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warming Up</td>
<td>Brainstorming by watching video from <em>Youtube</em> and answering guided questions related to the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduction to topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussion</td>
<td>Matching verb phrases with pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus In</td>
<td>Lecturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher’s explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Talk</td>
<td>Reading given dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In-pairs task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Do It</td>
<td>Reading table comprehension exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individual task</td>
<td>Completing the daily activities’ chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In-pairs task</td>
<td>Making daily activities’ timetable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group task</td>
<td>Writing paragraphs of daily activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun</td>
<td>Presenting the daily activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Playing speaking game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Unit 4 – Describing Things</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share</td>
<td>Writing useful words and phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reviewing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sharing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reflection</td>
<td>Writing reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warming Up</td>
<td>Brainstorming by watching video from <em>Youtube</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduction to topic</td>
<td>Listing things around school and house</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus In</td>
<td>Lecturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher’s explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Talk</td>
<td>Reading given dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In-pairs task</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Contents</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>----------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 5   | Unit 5 – Describing People | Let’s Do It  
- Individual task  
- In-pairs task  
- Group task |  
Singular to plural exercise  
Classifying countable and uncountable nouns  
Describing objects by shape, colour and material  
Role playing about describing things  
Drawing a dream house  
Writing a description about the dream house  
Presenting the dream house |
|     |      | Let’s Have Fun  
- Playing speaking game | Playing board game about name 3 things |
|     |      | Let’s Share  
- Reviewing  
- Sharing  
- Reflection | Writing useful words and phrases  
Writing reflection |
|     |      | Warming Up  
- Introduction to topic  
- Discussion | Brainstorming by watching video from Youtube  
Labelling body parts  
Colouring a picture |
|     |      | Focus In  
- Teacher’s explanation | Lecturing |
|     |      | Let’s Talk  
- In-pairs task | Reading given dialogues |
|     |      | Let’s Do It  
- Individual task  
- In-pairs task  
- Group task | Writing about describing physical appearance  
Vocabulary matching about personality  
Role playing about describing people  
Writing about describing people  
Presenting the description about other people |
|     | 5   | Let’s Have Fun  
- Playing speaking game | Playing guessing game about Indonesian singers |
|     |      | Let’s Share  
- Reviewing  
- Sharing  
- Reflection | Writing useful words and phrases  
Writing reflection |
5. **Preliminary Field Testing**

In this step, the researcher conducted preliminary field testing. The designed materials were evaluated and validated by the experts in English teaching who are dealing with material design. Therefore, the researcher chose two English lecturers of Sanata Dharma University and an English teacher of junior high school to be the participants. This step was done to obtain feedback and evaluation from the participants towards the designed materials. Then, those results were analysed and used for the revision to improve the designed materials.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning objectives are specified and well-formulated.</td>
<td>4.6</td>
</tr>
<tr>
<td>2</td>
<td>Learning objectives are able to support the achievement of general purpose.</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The materials are well-organized.</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The materials are suitable for junior high school students.</td>
<td>4.3</td>
</tr>
<tr>
<td>5</td>
<td>The tasks lead the students to understand the topic.</td>
<td>4.3</td>
</tr>
<tr>
<td>6</td>
<td>The tasks lead the students to practice speaking.</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The materials are fun and motivating.</td>
<td>4.6</td>
</tr>
<tr>
<td>8</td>
<td>The instructions are clear and easy to comprehend.</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>The layout of the materials is well-designed.</td>
<td>4.6</td>
</tr>
<tr>
<td>10</td>
<td>Overall, the materials are well-developed.</td>
<td>4.6</td>
</tr>
</tbody>
</table>

From the table above, it can be inferred that the mean of the agreements range 4.3 to 5. Therefore, it means that the experts agree towards the statements and
the designed materials were well developed and suitable to be implemented in English extracurricular class of SMP Kanisius Gayam Yogyakarta. However, the researcher still needed to improve the designed materials by revising some parts based on the results of the preliminary field testing questionnaire. In addition, after obtaining the mean for each statement, the researcher calculated the acceptability level of the designed materials based on the average mean. The acceptability level of the designed materials as a result from preliminary field testing was 92%. Therefore, it could be concluded that the designed materials were excellent.

Furthermore, the researcher classified the results of open-ended questions into some major points as presented below.

a. The Strengths of the Designed Materials

Based on the results of the questionnaire, the researcher highlighted some important points in relation with the strength of the designed materials. The first one, P2 stated that the materials were so well-designed because it had a high degree of aesthetic values. In addition, P3 stated that the book was creatively designed and full of colors and pictures. Also, P3 pointed out that the book came with handy size. According to P2 and P3, the designed materials were relevant to the proficiency level of junior high school students which was basic level. Moreover, P1 and P3 stated that the materials were interesting and varied so the students would not get bored and could improve their speaking by using various tasks.

b. The Weaknesses of the Designed Materials

Based on the results of the questionnaire, P2 found that video and audio materials were not yet included. Meanwhile, P2 and P3 also found several
grammatical mistakes and punctuations in the designed materials. On the other hand, P1, P2 and P3 stated that the illustrations used in the designed materials did not support the age of the students in junior high school. It means that, the illustrations should represent authentic snapshots of junior high school students.

c. The Overall Designed of the Materials and the Media

According to P1, P2, P3, they stated that the materials are well-designed regardless of its grammatical mistakes and inconsistency in some parts of the materials. The layouts were interesting and the materials were varied. Besides, P1 stated that the product could help the teacher in providing the materials in the class and to help the students to achieve the general purposes of the extracurricular class. Therefore, it will be easier for the students to achieve the general purposes of the extracurricular class. Moreover, P3 stated that the topics given on the conversation activity were well-chosen. The topics could represent some possible situation that might occur in the students’ daily life.

d. Suggestions to Improve the Materials and Media

Based on the results of the questionnaire, the researcher classified the results into four major points of suggestions to improve the designed materials. The first one was about grammatical and punctuation mistakes. P3 suggested to check and correct the mistakes. The second one was related with the learning activities. P2 suggested that the learning activities should involve video and audio materials. In addition, P3 also suggested that the researcher could combine the use of Information and Communication Technology (ICT) in some activities to raise students’ engagement. The third one dealt with the illustrations of the book. P1 and
P2 and suggested that the illustrations should represent authentic snapshots of junior high school students. Therefore, the illustrations should be changed which are suitable to the age of junior high school students. The fourth dealt with syllabus and learning objectives. P3 suggested that the researcher could provide a syllabus as a guideline for the book users. Also, P3 suggested that the learning objectives might be embedded into each lesson in the book.

6. Main Product Revision

Main product revision was the last step conducted in this study. In this steps, the researcher collected and analysed the feedback and suggestions obtained from the preliminary field testing step. Then, the researcher used the feedback and suggestion from the experts to revise the designed materials. The revision was done to fix the weaknesses of the materials. The result of this step was the final product of the designed materials which was suitable to the targeted students and ready to be implemented in the class.

First, the researcher revised the grammatical mistakes in the designed materials. Second, the researcher revised the product by changing the illustrations of the book. The researcher took all of the illustrations in SMP Kanisius Gayam Yogyakarta, so the illustrations would be authentic for the junior high school students. After changing the illustrations, the researcher revised several tasks by adding video files to be used in the designed materials. The researcher decided to add videos from Youtube to be used in “Warming Up” section. The videos are used to help the students in brainstorming the topics they are going to learn. Therefore,
there were additional video materials to be used in all units. Then, the researcher also added the learning objectives statements in each unit of the designed materials.

**B. The Presentation of the Instructional Materials**

In this part, the researcher presents the answer of the second research question which is how the design of a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam looks like. The final designed materials consisted of five units and each unit was divided into six sections. The name of each unit and section is presented below.

<table>
<thead>
<tr>
<th>Unit</th>
<th>: Hello</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>: Date and Time</td>
</tr>
<tr>
<td>Unit 3</td>
<td>: Daily Activities</td>
</tr>
<tr>
<td>Unit 4</td>
<td>: Describing Things</td>
</tr>
<tr>
<td>Unit 5</td>
<td>: Describing People</td>
</tr>
</tbody>
</table>

Adapting six-step of developing materials by Nunan (2004), each unit was divided into six sections and the explanation of each section is presented below.

**1. Warming Up**

Warming up is the introduction phase of the topic. In this phase, the students are given general overview of what they are going to learn. Mostly, warming up consists of brainstorming activities. Therefore, it allows the students to engage actively in the teaching and learning process by discussing a particular topic that is going to be learned.
2. **Focus In**

The second section aims to clarify the discussion as the result from warming up section. In this section, the teacher provides the students with short explanation of the topic to construct clear framework of material. Therefore, the students will be prepared for the next sections.

3. **Let’s Talk**

In this section, the students are given opportunity to practice reading dialogues in pairs. It aims to give the students a clear example on the use of particular topic in a conversation.

4. **Let’s Do It**

This section consists of several tasks in each topic. The tasks are classified into individual task, in-pairs task and group task. In addition, the tasks mostly focus on speaking skill. However, there are other tasks such as writing and reading. The provided tasks allow the students to be more active and independent in teaching and learning process.

5. **Let’s Have Fun**

This section provides the students with ice breaking games related to the topics without putting aside the main objectives of the lesson. Mostly, the speaking games are played in a small groups. It aims to make the teaching and learning process fun and interesting.
6. Let’s Share

In this section, the teacher would invite the students to review and share what they have learned in the class. In addition, the students are given the opportunity to reflect on the teaching and learning process. This phase is intended to make the teaching and learning process meaningful for the students.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusions and recommendations. In the first part, the researcher summarizes the main findings of the study. Moreover, in the second part, the researcher presents the recommendations not only for teachers and students who will use the materials, but also for future researchers who plan to conduct similar study.

A. Conclusions

In conclusion, the researcher has obtained the answers of two formulated research questions which have been mentioned in Chapter 1: (1) how is a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta designed and (2) how does the design of a set of English speaking instructional materials using task-based approach for English extracurricular class of SMP Kanisius Gayam Yogyakarta look like. The answer of the research questions are presented as follows.

1. The Process of Designing the Instructional Materials

In developing the instructional materials, the researcher adopted two theories. They are R & D theory proposed by Borg and Gall (1983) and Backward Design proposed by Wiggins and McTighe (2005). The researcher combined four steps from R & D which are research and information collecting, developing preliminary form of product, preliminary field testing and main product revision with three steps from Backward Design theory which are identifying desired result,
determining acceptable evidence, and planning learning experiences and instruction. Those steps were undertaken because the researcher focused only on developing and designing the materials.

In addition, the researcher used task-based language teaching to be used in selecting the tasks. The students were exposed to various tasks which focused on the development of speaking skill to help the students achieve the general purposes and learning objectives of the extracurricular class.

The result of preliminary field testing in form of Mean range from 4.3 to 5.0 (maximum 5.0). Moreover, based on the preliminary field testing result obtained from teachers and lecturers, it was suggested that the acceptability level of the designed materials was 92%. Therefore, it could be inferred that the designed materials were excellent and well-developed, suitable for the proficiency level of junior high school students and ready to be implemented in the extracurricular class even though the materials still needed some revisions.

2. The Result of Designing the Instructional Materials

The final version of the designed materials, as the result of this study, consisted of five units namely “Hello”, “Time and Date”, “Daily Activities”, “Describing Things”, and “Describing People”. Adapting six-step procedure of developing materials proposed by Nunan (2004), each unit was divided into six sections. The first section is “Warming Up” which is the introduction phase to the lesson by brainstorming the topic. The second section is “Focus In” which consists the explanation of useful phrases for particular topic guided by the teacher to prepare the students to the next phase. The third section is “Let’s Talk” which
consists of dialogues of certain context. The fourth section is “Let’s Do It” which consists of spoken and written tasks to give the students opportunity for using the language. The fifth section is “Let’s Have Fun” which consists of ice breaking speaking activity related to the topic. The last section is “Let’s Share” which consists of short review of the materials by writing the useful phrases and by writing a short reflection on the learning process.

Moreover, the strengths of the designed materials are (1) it has creative design because it has a high degree of aesthetic values and the materials contain of full color pictures, (2) it comes with handy size, (3) it is relevant to English proficiency level of junior high school students which is on Basic level, and (4) it has various and interesting materials.

B. Recommendations

In this part, the researcher would like to give some suggestions related to the study. Below are the suggestions for the English teachers, materials users, and future researchers.

1. English Teachers

The materials are designed by adapting task-based language teaching. However, the teachers may not be familiar with the method. Therefore, the teachers who are not accustomed with the method should be willing to keep learning to improve themselves. In addition, the teacher should be able to create a learning environment which is full with positive encouragement for the students so that the teaching and learning process will be successful.
2. Materials Users

To optimize the use the book, the users are suggested to read every instruction carefully and understand the instructions before implement it. Therefore, the materials can be done successfully to achieve the goals of the extracurricular class.

3. Future Researchers

The researcher expects that this study can encourage other researchers to conduct similar study because the designed materials are far from perfect. Therefore, the researcher suggests future researchers who plan to conduct similar study to improve the quality of the designed materials. Although the researcher already includes videos to be used in the materials, the researcher also recommends future researchers to involve other technologies such as Internet or multimedia devices as the media to be used in the teaching and learning process. Further research may also be related to the implementation of the designed materials and its effectiveness to the teaching and learning process because the researcher did not conduct it due to limited time.


APPENDIX A

LETTER OF PERMISSION
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 157/PHK/Kajar/Per/III/2017
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Sekolah
SMP Kalianyo Gayam
Jl. Dr. Sutomo No. 16, Bacr, Gondokusuman, Kota Yogyakarta, Daerah Istimewa Yogyakarta
55225

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Name : Irene Anggita Dewi
N. Mahasiswa : 143214131
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris Seni
Fakultas : Keagamaan dan Ilmu Pendidikan
Semester : VII (Tahun Akademik 2017/2018)

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

Lokasi : SMP Kalianyo Gayam
Waktu : Januari-April 2018
Topik/Audu : Designing a set of English Speaking Instructional Materials Using Task-Based Approach for English Extracurricular Class of SMP Kalianyo Gayam Yogyakarta

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

Yogyakarta, 12 Desember 2017

[Signature]
Ketua
Sekretaris Kepala Pendidikan Bahasa dan Seni

[Signature]
Dekan FPI

Tembusan
1. Dekan FPI
APPENDIX B

THE RESULTS OF INTERVIEW FOR RESEARCH AND INFORMATION COLLECTING
APPENDIX B

RESEARCH AND INFORMATION COLLECTING

A. The Interview Result with the English teacher of SMP Kanisius Gayam Yogyakarta

Respondent : Erna Dwi Sri Wahyuni, S.Pd.
Date : Friday, 9 February 2018
Time : 09.00 a.m.

1. Is there any English extracurricular class in this school?
   Yes, of course. In the past, the name of the English extracurricular class used to be English Club. Because of the policy from the new headmistress, starting from 2016, it has changed into English Conversation class because it concerns on the English speaking skill development of the students.

2. How many classes are there of the English Conversation?
   There are two classes and each class represents different level. The first is basic level for the students from grade 7 and the second is intermediate level for the students from grade 8. However, it is possible for any students from grade 7 to join the intermediate level if the students are capable according to the placement test.

3. How many contact hour do the school has for the English Conversation class?
   The English Conversation class is held on every Friday at 7.30 – 8.35 a.m. Therefore, the contact hour is 65 minutes in every meeting for every level.

4. How many students in the English Conversation class?
   There are 32 students which are divided into two different levels. In the basic level, there are 20 students and the rest are in intermediate level. Each level has different teacher.
5. **What are the differences between basic and intermediate level?**

Basically, the differences lie in the learning objective (goal) and the materials used in the class. In the basic level, the goal is to scaffold the students to have capability to pass the level and to continue in the next level. Therefore, the materials used in basic level are more general. Mostly, the materials cover Basic English skills such as greeting, self-introduction, part of speech, etc. However, in intermediate level, the goal of the learning is to prepare the students to join various English competition. Therefore, the materials usually become more specific such as speech and story-telling.

6. **What kind of materials do you use in the class?**

The English extracurricular teachers in this school develop the materials individually, so that we can adjust the materials to the students’ needs. The materials used in the extracurricular class are different from the regular class because mostly it concerns on the speaking skills development. Because I teach in the Basic level class for grade 7, I use Basic materials such as greetings, self-introduction, describing people, part of speech, selling products (for bazaar), reading narrative stories, etc.

7. **What kind of activities do you use in the class?**

I use various activities in class such as individual and pair work, group discussion, role play, and games which concern on the speaking skill of the students. However, I also facilitate the students to develop their writing skill because I believe it will help them to speak English easier.

8. **What kind of media do you use in the class?**

Usually, I mix the conventional and modern media to be used during teaching and learning process. I use power point, pictures, movies and videos. In addition, in this class, the students must have a vocabulary book to help them to memorize the vocabulary. I also provide the students with
module. However, the module will be distributed to the students from the library only when it is needed to learn a particular material. Because the module does not cover and provide all the materials needed for the extracurricular class.

9. **What do you think about a module for English extracurricular class?**

   It may be great. I am sure it can facilitate me as the teacher to teach and the students to learn English more. I believe that a module that contains units can be very effective and efficient for the teaching and learning process. I hope the module can cover the materials needed for the students to achieve the learning goal which is to pass this level and to be able to continue to the next level.
B. The Interview Result with the students of SMP Kanisius Gayam Yogyakarta

Respondents: Andreas Firmando Tambunan
Raditya Julian Primasakti
Steven Wibowo

Date: Wednesday, 18 March 2018
Time: 07.30 a.m.

1. Does extracurricular activities help you to improve your English especially in speaking?

We think that our English is not improving significantly since joining English extracurricular because the tasks given by the teacher are mostly about writing like filling in the blanks. Therefore, we did not have enough practice on speaking.

So far, there is only limited practice on speaking such as telling our experiences individually and role playing in pairs. There is no speaking practice in group more than two people. However, we already learn various topics such as greeting, introduction, superlative, promoting products, describing people, daily activities and time but mostly the exercises focus on reading and writing.

In addition, the class is not too conducive for teaching and learning because the students are likely to make noises by talking unimportant things with other friends.

2. Is there any textbook or module which is used in the extracurricular class?

In English extracurricular, there is no textbook or module. However, the teacher provides the students with a grammar book which consists of the tenses’ formulas and limited vocabulary (verb and adjective only). Also, the school facilitates the students with dictionary which can be borrowed from the library if it is needed.
The grammar book itself does not cover all materials and there is no exercises in the book. Therefore, if the teacher needs an exercise, she will copy from another book or source for the whole class.

3. **What do you like from the book?**
   The size of the book is not too big, so it is very practical and handy. Also, the book consists of formulas for the tenses and vocabulary such as verb and adjective.

4. **What do you dislike from the book?**
   The book does not have complete materials, texts and exercises for us to practice English especially speaking.

5. **Do the existence of book really make the learning process fun?**
   The book so far could not make the learning process fun because of its incompleteness. Therefore, mostly the learning became monotonous and boring.

6. **Does the book really engage you in the learning process?**
   No. Because the book is used only when it is needed and it is used for memorizing the formula and vocabulary. Therefore, by using the book we cannot interact one another in class even though we like to be involved in pair of group work.

7. **Does the book increase your speaking fluency?**
   We think the book could not increase my speaking fluency because there is no speaking exercises which can facilitate me to practice speaking in English.
8. Does the book increase your accuracy? (vocabulary and pronunciation)
In our opinion, the book has not increased my vocabulary knowledge significantly because there is only a limited number of vocabulary items and the vocabulary is only about verbs and adjectives. Also, the book has not increased my pronunciation because there is no text in the book which we can read to practice my pronunciation.

9. Does the book really motivate you in the learning process?
We think the book is less able to motivate us in the learning process because there is no complete materials, exercises or even game which can make the learning process fun and not boring.

10. What are the problems you faced in English extracurricular class?
The problems encountered so far are the class is not always conducive for the learning process, the knowledge about vocabulary is limited and the difficulty in pronouncing English words.

11. Before the lesson begins, does the teacher introduce you with the topic?
Yes. In every meeting, the teacher begins the lesson with greeting. Then, the teacher tells us what we are going to learn and follow it with the explanation from the teacher. After that the teacher gives us exercises.

12. Is there any follow-up activities at the end of the lesson?
Yes, there is a short review after the lesson if there is a time. However, if we did not finish the exercises yet, the teacher asked me to continue it in the home or make it as homework.

13. What are your suggestions for the designed module?
We hope that the module can be complete, not only consists of materials but also exercise for speaking, texts or even game so the class will be fun.
APPENDIX C

THE QUESTIONNAIRE FOR RESEARCH AND INFORMATION COLLECTING
APPENDIX C

KUISIONER RANCANGAN MATERI EKSTRAKURIKULER

BAHASA INGGRIS

Dengan ini saya mahasiswi semester 8 Pendidikan Bahasa Inggris Universitas Sanata Dharma memohon kesediaan anda sebagai siswa/i SMP Kanisius Gayam Yogyakarta sekaligus peserta ekstrakurikuler Bahasa Inggris untuk mengisi kuisisoner ini untuk keperluan penyusunan tugas akhir. Informasi yang diberikan adalah untuk kepentingan penelitian dan akan dijaga kerahasiaannya.

Akhir kata saya ucapkan terima kasih atas kesediaan anda untuk meluangkan waktunya mengisi kuesioner ini.

Salam,

Irene Anggita Dennaya

I. Petunjuk Pengisian
1. Kuesioner ini semata-mata untuk keperluan akademis penelitian.
2. Baca dan jawablah semua pernyataan secara teliti dan jujur.
3. Berilah tanda checklist (✓) pada pilihan yang telah disediakan di dalam pernyataan daftar kuesioner.

II. Data Diri
1. Nama Lengkap :
2. Kelas :
3. Jenis Kelamin : □ Laki-Laki
□ Perempuan

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
III. Pertanyaan

1. Apakah anda lancar berbicara dalam Bahasa Inggris?
   □ Ya
   □ Tidak

2. Jika tidak, kesulitan apa saja yang anda temui ketika berbicara dalam Bahasa Inggris?

3. Apakah anda sering mengalami kesulitan saat belajar di kelas ekstrakurikuler Bahasa Inggris?
   □ Ya
   □ Tidak

4. Jika ya, kesulitan apa saja yang anda temui ketika belajar dalam kelas ekstrakurikuler Bahasa Inggris?

5. Sumber apa saja yang anda gunakan untuk belajar Bahasa Inggris?

6. Kegiatan apa saja yang anda sukai saat belajar Bahasa Inggris?
   (Diperbolehkan memilih lebih dari satu)
   □ Role play (bermain peran)
   □ Conversation (percakapan)
   □ Games (permainan)
   □ Discussion (diskusi)
   □ Pair work (bekerja berdua dengan teman)
   □ Story telling (mendongeng)
   □ Reading story (membacakan cerita)
   □ Matching (mencocokkan)
   □ Question and Answers (Tanya-jawab)
7. Media apa saja yang anda sukai saat belajar Bahasa Inggris?
   (Diperbolehkan memilih lebih dari satu)
   □ Power point
   □ Picture (gambar)
   □ Story (cerita)
   □ Movie (film)
   □ Video
   □ Song (lagu)
   □ Puzzle (menyusun gambar)
   □ Lainnya, sebutkan …

8. Topik apa yang ingin anda pelajari dalam kelas ekstrakurikuler Bahasa Inggris, khususnya dalam speaking?
   (Diperbolehkan memilih lebih dari satu)
   □ Greeting (Salam)
   □ Self-Introduction (Memperkenalkan diri)
   □ Describing People (Mendeskripsikan orang lain)
   □ Time (Menanyakan waktu dan membaca jam)
   □ Daily activities (Kegiatan sehari-hari)
   □ Lainnya, sebutkan …

9. Apakah pendapat anda jika dalam kelas ekstrakurikuler Bahasa Inggris disediakan modul yang berisi keseluruhan materi yang digunakan?
10. Apa saran anda untuk rancangan modul yang akan digunakan dalam kelas ekstrakurikuler Bahasa Inggris?
APPENDIX D

THE RESULT OF RESEARCH AND INFORMATION COLLECTING QUESTIONNAIRE
Kuisisoner Rancangan Materi Ekstrakurikuler Bahasa Inggris


Salam,
Irina Anggita Densaya

Nama Lengkap *

axel dias pramudana

Kelas *

vii b

Jenis Kelamin *

☐ Laki-Laki
☐ Perempuan

1. Apakah anda lancar berbicara dalam Bahasa Inggris? *

☐ Ya
☐ Tidak
2. Jika tidak, kesulitan apa saja yang anda temui ketika berbicara dalam Bahasa Inggris?
   *membaca kosa kata yang agak susah

3. Apakah anda sering mengalami kesulitan saat belajar di kelas ekstrakurikuler Bahasa Inggris?
   *Ya
   *Tidak

4. Jika ya, kesulitan apa saja yang anda temui ketika belajar dalam kelas ekstrakurikuler Bahasa Inggris?
   *susah membaca kata kosa kata dan susah mengucapkannya

5. Sumber apa saja yang anda gunakan untuk belajar Bahasa Inggris?
   *game, hp, buku, internet

6. Kegiatan apa saja yang anda sukai saat belajar Bahasa Inggris?
   *Role play (Bermain peran)
   *Conversation (Percakapan)
   *Game (Permainan)
   *Discussion (Diskusi)
   *Pair work (Bekerja berdua dengan teman)
   *Story telling (Mendongeng)
1. Media apa saja yang anda sukai saat belajar Bahasa Inggris?*
   - Power point
   - Picture (gambar)
   - Story (cerita)
   - Movie (film)
   - Video
   - Song (lagu)
   - Puzzle (menyusun gambar)
   - Other:

2. Topik apa yang ingin anda pelajari dalam kelas ekstrakurikuler Bahasa Inggris, khususnya dalam speaking?
   - Greeting (Salam)
   - Self Introduction (Memperkenalkan diri)
   - Describing people (Mendeskripsikan orang lain)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

9. Apakah pendapat anda jika dalam kelas ekstrakurikuler Bahasa Inggris disediakan modul yang berisi keseluruhan materi yang digunakan?

sangat membantu karena bisa mempelajari materi yang belum di terangkan

10. Apa saran anda untuk rancangan modul yang akan digunakan dalam kelas ekstrakurikuler Bahasa Inggris?

gambarinya berwarna banyak game yang seru.
APPENDIX E

LEARNING OBJECTIVES
# APPENDIX E

## Learning Objectives

<table>
<thead>
<tr>
<th>No.</th>
<th>Standard Competence</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.1 Understand the expression of greeting and farewell, as well as the response, very short and simple, according to the context of its use. 3.2 Understand the expression in the introduction of self and response, very short and simple, according to the context of its use. 4.1 Develop simple oral and written text to say and respond to greeting and farewell, by taking into account the correct and appropriate context. 4.2 Develop simple oral and written text to express, ask, and respond to the self-introduction, by taking into account the correct and appropriate context.</td>
<td>At the end of the lesson, the students are able to: 1. Respond to the expression of greeting and introduction. 2. Introduce themselves. 3. Introduce someone to other people.</td>
</tr>
<tr>
<td>2</td>
<td>3.3 Understand the elements of the text to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year. 4.3 Develop simple oral and written text to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year, with the right elements and linguistic context.</td>
<td>At the end of the lesson, the students are able to: 1. Use cardinal and ordinal numbers. 2. Ask and respond to questions about date. 3. Ask and respond to questions about time.</td>
</tr>
<tr>
<td>No.</td>
<td>Standard Competence</td>
<td>Learning Objectives</td>
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</tr>
<tr>
<td>3</td>
<td>3.6 Apply text structure and linguistic elements to carry out social functions declared and ask actions or events conducted that occurs regularly or is a general truth, in accordance with the context of its use.</td>
<td>At the end of the lesson, the students are able to: 1. Ask for information about daily activities. 2. Respond to the questions about daily activities. 3. Talk about daily activities. 4. Understand schedule and timetables.</td>
</tr>
<tr>
<td></td>
<td>4.7 Develop simple oral and written text to express and inquire about actions or events conducted that occurs regularly or is a general truth, by taking into account the correct and appropriate context.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3.10 Understand the social function, the structure of the text, and linguistic elements of descriptive text with a description stating and asking about objects, very short and simple, according to the context of its use.</td>
<td>At the end of the lesson, the students are able to: 1. Ask information using how much and how many. 2. Give information using there + be + thing(s). 3. Distinguish countable and uncountable nouns. 4. Distinguish singular and plural nouns. 5. Describe an object spoken and written.</td>
</tr>
<tr>
<td></td>
<td>4.13 Develop oral and written descriptive text, very short and simple, about objects, taking into account the social function, the structure of the text, and linguistic elements, correctly and in context.</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Standard Competence</td>
<td>Learning Objectives</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
<td>3.10 Understand the social function, the structure of the text, and linguistic elements of descriptive text with a description stating and asking about people, very short and simple, according to the context of its use. 4.13 Develop oral and written descriptive text, very short and simple, about people, taking into account the social function, the structure of the text, and linguistic elements, correctly and in context.</td>
<td>At the end of the lesson, the students are able to: 1. Ask and give information about people’s physical appearance. 2. Ask and give information about people’s personality. 3. Describe people spoken and written.</td>
</tr>
</tbody>
</table>
APPENDIX F

SUBJECT CONTENTS AND ASSESSMENT EVIDENCES
### APPENDIX F

**SUBJECT CONTENTS AND ASSESSMENT EVIDENCES**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranging jumbled dialogues</td>
<td>Accuracy in arranging the dialogues into correct chronological order of a conversation.</td>
</tr>
<tr>
<td>Classifying nouns</td>
<td>Accuracy in classifying nouns into its correct classifications (singular, plural, countable and uncountable).</td>
</tr>
<tr>
<td>Comparing given dialogues</td>
<td>Students’ way of thinking of comparing two different information.</td>
</tr>
<tr>
<td>Completing chart exercise</td>
<td>Accuracy in classifying daily activities.</td>
</tr>
<tr>
<td>Completing short conversations</td>
<td>Accuracy in finding missing vocabulary.</td>
</tr>
<tr>
<td>Describing something (objects and people)</td>
<td>Fluency in describing objects and people.</td>
</tr>
<tr>
<td>Drawing and colouring a picture</td>
<td>Students’ creativity in drawing and colouring a picture.</td>
</tr>
<tr>
<td>Labelling body parts</td>
<td>Accuracy in selecting correct vocabulary.</td>
</tr>
<tr>
<td>Listing things</td>
<td>Accuracy in finding suitable vocabulary.</td>
</tr>
<tr>
<td>Making timetable</td>
<td>Accuracy in arranging daily activities in chronological order.</td>
</tr>
<tr>
<td>Matching questions with its answers</td>
<td>Accuracy in matching questions with answer.</td>
</tr>
<tr>
<td>Matching verb phrases with pictures</td>
<td>Accuracy in matching verb phrase with pictures.</td>
</tr>
<tr>
<td>Matching vocabulary with its definition</td>
<td>Accuracy in arranging the dialogues into correct chronological order of a conversation.</td>
</tr>
<tr>
<td>Presentation of a group task</td>
<td>Fluency in presenting the group task.</td>
</tr>
<tr>
<td>Reading aloud</td>
<td>Fluency in reading a dialogue.</td>
</tr>
<tr>
<td>Reading table comprehension exercise</td>
<td>Accuracy in interpreting the table.</td>
</tr>
<tr>
<td>Role playing</td>
<td>Productive skill (writing and speaking) &amp; creativity.</td>
</tr>
<tr>
<td>Writing paragraphs (personal information, daily activities, description)</td>
<td>Accuracy in arranging the dialogues into correct chronological order of a conversation.</td>
</tr>
</tbody>
</table>
APPENDIX G

SUBJECT CONTENTS AND INSTRUCTIONAL STRATEGIES
## APPENDIX G

### SUBJECT CONTENTS AND INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Contents</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1 – Hello</td>
<td>Warming Up</td>
<td>Brainstorming by watching video from Youtube and answering guided questions related to the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduction to topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus In</td>
<td>Lecturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher’s explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Talk</td>
<td>Reading given dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In-pairs task</td>
<td>Comparing the given dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Do It</td>
<td>Arranging the jumbled dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individual task</td>
<td>Completing short conversations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In-pairs task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun</td>
<td>Reading aloud a self-introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Playing speaking game</td>
<td>Matching questions about personal information with the answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share</td>
<td>Role play about greeting and introduction</td>
</tr>
<tr>
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<td></td>
<td>- Reviewing</td>
<td>Writing personal self-introduction</td>
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<tr>
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<td></td>
<td>- Sharing</td>
<td>Presenting the self-introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reflection</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Contents</th>
<th>Instructional Strategies</th>
</tr>
</thead>
</table>
| 2   | Unit 2 – Date and Time | **Warming Up**  
- Introduction to topic  
- Discussion | Brainstorming by watching video from *Youtube* and answering guided questions related to the topic |
|     |      | **Focus In**  
- Teacher’s explanation | Lecturing |
|     |      | **Let’s Talk**  
- In-pairs task | Reading given dialogues |
|     |      | **Let’s Do It**  
- Individual task  
- In-pairs task  
- Group task | Writing dates in word form  
Writing time in word form  
Role playing about asking date and time |
|     |      | **Let’s Have Fun**  
- Playing speaking game | Playing information gap game about school timetable |
|     |      | **Let’s Share**  
- Reviewing  
- Sharing  
- Reflection | Writing useful words and phrases  
Writing reflection |
<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Contents</th>
<th>Instructional Strategies</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Warming Up</td>
<td>Brainstorming by watching video from Youtube and answering guided questions related to the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduction to topic  &lt;br&gt; - Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus In &lt;br&gt; - Teacher’s explanation</td>
<td>Lecturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Talk &lt;br&gt; - In-pairs task</td>
<td>Reading given dialogues</td>
</tr>
<tr>
<td>3</td>
<td>Unit 3 – Daily Activities</td>
<td>Let’s Do It &lt;br&gt; - Individual task &lt;br&gt; - In-pairs task &lt;br&gt; - Group task</td>
<td>Reading table comprehension exercise  &lt;br&gt; Completing the daily activities’ chart  &lt;br&gt; Making daily activities’ timetable  &lt;br&gt; Writing paragraphs of daily activity  &lt;br&gt; Presenting the daily activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun &lt;br&gt; - Playing speaking game</td>
<td>Playing interview game about daily activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share &lt;br&gt; - Reviewing  &lt;br&gt; - Sharing  &lt;br&gt; - Reflection</td>
<td>Writing useful words and phrases  &lt;br&gt; Writing reflection</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Contents</td>
<td>Instructional Strategies</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
|     | Unit 4 – Describing Things | Warming Up  
- Introduction to topic  
- Discussion | Brainstorming by watching video from Youtube  
Listing things around school and house |
|     | | Focus In  
- Teacher’s explanation | Lecturing |
|     | | Let’s Talk  
- In-pairs task | Reading given dialogue  
Singular to plural exercise |
|     | | Let’s Do It  
- Individual task  
- In-pairs task  
- Group task | Classifying countable and uncountable nouns  
Describing objects by shape, colour and material  
Role playing about describing things |
|     | | Let’s Have Fun  
- Playing speaking game | Playing board game about name 3 things |
|     | | Let’s Share  
- Reviewing  
- Sharing  
- Reflection | Writing useful words and phrases  
Writing reflection |
<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Contents</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Warming Up</td>
<td>Brainstorming by watching video from <em>Youtube</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduction to topic</td>
<td>Labelling body parts</td>
</tr>
<tr>
<td></td>
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<td>- Discussion</td>
<td>Colouring a picture</td>
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<td></td>
<td></td>
<td>Focus In</td>
<td>Lecturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher’s explanation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Unit 5 — Describing People</td>
<td>Let’s Talk</td>
<td>Reading given dialogues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In-pairs task</td>
<td>Writing about describing physical appearance</td>
</tr>
<tr>
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<td></td>
<td>Let’s Do It</td>
<td>Vocabulary matching about personality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individual task</td>
<td>Role playing about describing people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- In-pairs task</td>
<td>Writing about describing people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group task</td>
<td>Presenting the description about other people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Have Fun</td>
<td>Playing guessing game about Indonesian singers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Playing speaking game</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Share</td>
<td>Writing useful words and phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reviewing</td>
<td>Writing reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sharing</td>
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<tr>
<td></td>
<td></td>
<td>- Reflection</td>
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</tr>
</tbody>
</table>
APPENDIX H

SYLLABUS
<table>
<thead>
<tr>
<th>Standard Competence</th>
<th>Unit</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Learning Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Understand the expression of greeting and farewell, as well as the response, very short and simple, according to the context of its use.</td>
<td>Unit 1 – Hello</td>
<td>1. Expressions and responses of greeting and leave taking</td>
<td>Pre task 1. Students brainstorm the topic by watching video from Youtube and answer guided questions related to the topic in pairs 2. Useful phrases about personal information 3. Useful phrases about introducing others 4. Dialogues about greeting, introduction, and introducing others</td>
<td>The students are able to: 1. Respond to the expression of greeting and introduction. 2. Introduce themselves. 3. Introduce someone to other people.</td>
<td>1. Ordering jumbled dialogues 2. Completing short conversations 3. Matching questions with its answers 4. Role playing 5. Writing paragraphs of personal information 6. Presenting the self-introduction individually</td>
</tr>
<tr>
<td>3.2 Understand the expression in the introduction of self and response, very short and simple, according to the context of its use.</td>
<td></td>
<td></td>
<td>Task cycle 2. Students read given dialogues 3. Students compare the given dialogues 4. Students arrange the jumbled dialogues 5. Students complete short conversations 6. Students read aloud a self-introduction 7. Students match questions about personal information with the answers 8. Students make a role play about greeting and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Develop simple oral and written text to say and respond to greeting and farewell, by taking into account the correct and appropriate context.</td>
<td></td>
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</tr>
<tr>
<td>Standard Competence</td>
<td>Unit</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
<td>Learning Objectives</td>
<td>Assessment</td>
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</tr>
<tr>
<td>Standard Competence</td>
<td>Unit</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
<td>Learning Objectives</td>
<td>Assessment</td>
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</tr>
</tbody>
</table>
| number, date, and year.  
4.3 Develop simple oral and written text to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year, with the right elements and linguistic context. | Unit 3 – Daily Activities | 1. Useful phrases asking about daily activities and its responses | **Pre task**  
1. Students brainstorm the topic by watching video | 3. Ask and respond to questions about time. | 1. Matching verb phrases with pictures |
| 3.6 Apply text structure and linguistic elements to carry | | | | | |

**Task cycle**  
2. Students read given dialogues  
3. Students write dates in word form  
4. Students write time in word form  
5. Students make a role playing about asking date and time in groups  
6. Students play information gap game about school timetable in pairs  

**Language focus and feedback**  
7. Students and the teacher review the material  
8. Students writing useful words and phrases  
9. Students write the reflection
<table>
<thead>
<tr>
<th>Standard Competence</th>
<th>Unit</th>
<th>Learning Activities</th>
<th>Learning Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>out social functions declared and ask actions or events conducted that occurs regularly or is a general truth, in accordance with the context of its use.</td>
<td>2. Dialogue about asking and telling daily activities from Youtube and answer guided questions related to the topic in pairs</td>
<td>2. Respond to the questions about daily activities. 3. Talk about daily activities. 4. Understand schedule and timetables.</td>
<td>2. Reading table comprehension exercise 3. Completing chart exercise 4. Making timetable 5. Writing paragraphs about daily activities 6. Presenting the daily activities individually</td>
<td></td>
</tr>
<tr>
<td>4.7 Develop simple oral and written text to express and inquire about actions or events conducted that occurs regularly or is a general truth, by taking into account the correct and appropriate context.</td>
<td>2. Dialogue about asking and telling daily activities from Youtube and answer guided questions related to the topic in pairs</td>
<td>2. Respond to the questions about daily activities. 3. Talk about daily activities. 4. Understand schedule and timetables.</td>
<td>2. Reading table comprehension exercise 3. Completing chart exercise 4. Making timetable 5. Writing paragraphs about daily activities 6. Presenting the daily activities individually</td>
<td></td>
</tr>
<tr>
<td>Standard Competence</td>
<td>Unit</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
<td>Learning Objectives</td>
</tr>
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</tr>
<tr>
<td>3.10 Understand the social function, the structure of the text, and linguistic elements of descriptive text with a description stating and asking about objects, very short and simple, according to the context of its use.</td>
<td>Unit 4 – Describing Things</td>
<td>1. Grammar materials about using “There + be + thing(s)” 2. How much and how many 3. Useful phrases asking about how many and its responses 4. Dialogue about describing things</td>
<td><strong>Pre-task</strong> 1. Students brainstorm the topic by watching video from YouTube 2. Students list things around school and house <strong>Task cycle</strong> 3. Students read given dialogue 4. Students do singular to plural exercise 5. Students classify countable and uncountable nouns 6. Students describe objects by shape, colour and material</td>
<td>At the end of the lesson, the students are able to: 1. Ask information using how much and how many. 2. Give information using there + be + thing(s). 3. Distinguish countable and uncountable nouns. 4. Distinguish singular and plural nouns. 5. Describe an object spoken and written.</td>
</tr>
<tr>
<td>Standard Competence</td>
<td>Unit</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>social function, the structure of the text, and linguistic elements, correctly and in context.</td>
<td></td>
<td></td>
<td>7. Students make a role playing about describing things in groups</td>
<td></td>
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<td></td>
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<td></td>
<td>8. Students drawing a dream house in groups</td>
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<td></td>
<td></td>
<td></td>
<td>9. Students write a description about the dream house in groups</td>
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<td></td>
<td></td>
<td></td>
<td>10. Students present the dream house</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td>11. Students play board game about name 3 things</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Language focus and feedback</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>12. Students and the teacher review the material</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>13. Students write useful words and phrases</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>14. Students write the reflection</td>
<td></td>
</tr>
<tr>
<td>Standard Competence</td>
<td>Unit</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
<td>Learning Objectives</td>
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<tr>
<td>---------------------</td>
<td>------</td>
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</tr>
<tr>
<td>Standard Competence</td>
<td>Learning Activities</td>
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<td>---------------------</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>about Indonesian singers in groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language focus and feedback</td>
<td></td>
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<tr>
<td></td>
<td>Students and the teacher review the material</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Students write useful words and phrases</td>
<td></td>
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<tr>
<td></td>
<td>Students write the reflection</td>
<td></td>
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<tr>
<td>Learning Materials</td>
<td>11. Students review the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>12. Students write useful words and phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>13. Students write the reflection</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Students and the teacher review the material</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Language focus and feedback.
APPENDIX I

THE QUESTIONNAIRE FOR
PRELIMINARY FIELD TESTING
Questionnaire Blank

DESIGNING A SET OF ENGLISH SPEAKING INSTRUCTIONAL MATERIALS USING TASK-BASED APPROACH FOR ENGLISH EXTRACURRICULAR CLASS OF SMP KANISIUS GAYAM YOGYAKARTA

Nowadays, English teachers are expected to facilitate the learning process by providing appropriate learning method and materials which are suitable to the students’ needs. In fact, teachers often find difficulty to select suitable approach to teach English and to get validated materials. In SMP Kanisius Gayam Yogyakarta, there is an English extracurricular class. The focus of the extracurricular class is to improve students’ speaking skill. However, the teacher provides the students with a grammar book only which is not appropriate for the students in the class to practice speaking English. Therefore, it is a great opportunity for the researcher to design instructional materials to be used in the extracurricular class to facilitate the students to achieve the general purposes of the extracurricular class. The instructional materials are designed based on task-based language teaching which engages the students actively in sequence of tasks. Mostly, the tasks are designed to give the students opportunity to speak English.

This questionnaire is intended to evaluate the designed materials and media for English extracurricular class of SMP Kanisius Gayam Yogyakarta. The materials consisted of six units namely “Hello”, “Time and Date”, “Daily Activities”, “Describing Things”, “Describing People” and “Price”. In addition, each unit consisted of six sections namely “Warming Up”, “Focus In”, “Let’s Talk”, “Let’s Do It”, “Let’s Have Fun”, and “Let’s Share”. Through this questionnaire, the researcher would like to ask your help to evaluate and give suggestions to the designed materials for better improvement. Please answer the following questions honestly.
Respondent’s Identity

Please give a tick (✓) in the box of your answer.

Sex :  Male □ Female □

Educational Background :  S1 □ S2 □ S3 □

Teaching Experience :  <5 years □ 5-10 years □ >10 years □

A. Please give a tick (✓) on the degree of agreement that best represent your position on each statement below. The level of arguments can be described as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td><strong>Learning objectives</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Learning objectives are specified and well-formulated.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning objectives are able to support the achievement of general purpose.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Learning materials</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The materials are well-organized.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The materials are suitable for Junior High School students.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The tasks lead the students to understand the topic.</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
6. The tasks lead the students to practice speaking.

7. The materials are fun and motivating.

8. The instructions are clear and easy to comprehend.

**Overall Evaluation**

9. The layout of the materials is well-designed.

10. Overall, the materials are well-developed.

**B. Please answer the following questions.**

1. What are the strengths of the designed materials?

2. What are the weaknesses of the designed materials?
3. What do you think about the overall designed materials?

4. What does the researcher need to do to improve the designed materials?

-Thank you-
APPENDIX J

THE RESULTS
OF PRELIMINARY FIELD TESTING
QUESTIONNAIRE
Qestionnaire Blank

DESIGNING A SET OF ENGLISH SPEAKING INSTRUCTIONAL MATERIALS USING TASK-BASED APPROACH FOR ENGLISH EXTRACURRICULAR CLASS OF SMP KANISIUS GAYAM YOGYAKARTA

Nowadays, English teachers are expected to facilitate the learning process by providing appropriate learning method and materials which are suitable to the students' needs. In fact, teachers often find difficulty to select suitable approach to teach English and to get validated materials. In SMP Kanisius Gayam Yogyakarta, there is an English extracurricular class. The focus of the extracurricular class is to improve students' communication skill. However, the teacher provides the students with a grammar book only which is not appropriate for the students in the class to practice speaking English. Therefore, it is a great opportunity for the researcher to design instructional materials to be used in the extracurricular class to facilitate the students to achieve the general purposes of the extracurricular class. The instructional materials are designed based on task-based language teaching which engages the students actively in sequence of tasks. Mostly, the tasks are designed to give the students opportunity to speak English.

This questionnaire is intended to evaluate the designed materials and media for English extracurricular class of SMP Kanisius Gayam Yogyakarta. The materials consisted of six units namely “Hello”, “Time and Date”, “Daily Activities”, “Describing Things”, “Describing People” and “Price”. In addition, each unit consisted of six sections namely “Warning Up”, “Focus In”, “Let’s Talk”, “Let’s Do It”, “Let’s Have Fun”, and “Let’s Share”. Through this questionnaire, the researcher would like to ask your help to evaluate and give suggestions to the designed materials for better improvement. Please answer the following questions honestly.
### Respondent's Identity

Please give a tick (✓) in the box of your answer.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Educational Background</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>&lt;5 years</td>
<td>5-10 years</td>
</tr>
</tbody>
</table>

#### A. Please give a tick (✓) on the degree of agreement that best represent your position on each statement below. The level of arguments can be described as follows:

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Learning objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Learning objectives are specified and well-formulated.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning objectives are able to support the achievement of general purpose.</td>
<td></td>
</tr>
<tr>
<td>Learning materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The materials are well-organized.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The materials are suitable for Junior High School students.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The tasks lead the students to understand the topic.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The tasks lead the students to practice speaking.</td>
<td></td>
</tr>
</tbody>
</table>
B. Please answer the following questions.

1. What are the strengths of the designed materials?
   - The design is good and interesting
   - The materials are varied

2. What are the weaknesses of the designed materials?
   - The pictures do not support the age of the children in junior high school
5. What do you think about the overall designed materials?

To help the students to achieve the general purpose of the extra curriculum class.

4. What does the researcher need to do to improve the designed materials?

* Change the pictures which are suitable with junior high school students.

-Thank you-
Respondent's Identity

Please give a tick (✓) in the box of your answer.

Sex: ✓ Male  □ Female

Educational Background:  □ S1  □ S2  ✓ S3

Teaching Experience:  □ <5 years  □ 5-10 years  ✓ >10 years

A. Please give a tick (✓) on the degree of agreement that best represent your position on each statement below. The level of arguments can be described as follows:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning objectives</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Learning objectives are specified and well-formulated.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>2</td>
<td>Learning objectives are able to support the achievement of general purpose.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Learning materials</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The materials are well-organized.</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>The materials are suitable for Junior High School students.</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>The tasks lead the students to understand the topic.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>The tasks lead the students to practice speaking.</td>
<td>✓</td>
</tr>
</tbody>
</table>
B. Please answer the following questions.

1. What are the strengths of the designed materials?

   - It's so well-organized, and the design has a high degree of aesthetic values.
   - It's also relevant to the existing lack of the students.

2. What are the weaknesses of the designed materials?

   - Audio and video files are absent.
   - Illustrations should represent authentic images of Japanese students.
3. What do you think about the overall designed materials?

This has been well-designed. Additional video materials should be added.

4. What does the researcher need to do to improve the designed materials?

Please include audio video materials and change the illustrations.

Thank you.
Respondent's Identity

Please give a tick (✓) in the box of your answer.

Sex: [✓] Male [ ] Female

Educational Background: [ ] S1 [✓] S2 [ ] S3

Teaching Experience: [ ] <5 years [✓] 5-10 years [ ] >10 years

A. Please give a tick (✓) on the degree of agreement that best represent your position on each statement below. The level of arguments can be described as follows:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
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<td></td>
<td><strong>Learning objectives</strong></td>
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</tr>
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<td>1</td>
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<tr>
<td></td>
<td><strong>Learning materials</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The materials are well-organized.</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>The materials are suitable for Junior High School students.</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>The tasks lead the students to understand the topic.</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>The tasks lead the students to practice speaking.</td>
<td>✓ 4</td>
</tr>
</tbody>
</table>
B. Please answer the following questions.

1. What are the strengths of the designed materials?

- The book was commonly designed
- Full of colors and pictures
- The activity are varied. Students won’t get boreddoing the things
- The difficulty level is fine with is suitable for Jhull students
- It comes with handy size

2. What are the weaknesses of the designed materials?

- Day Learning objectives should be made into more detailed
- I think you can provide grammar texts so that students can improve their grammar competence.
- To make your designed materials consists in terms of the grammar texts given in each of the chapters
3. What do you think about the overall designed materials?

- Very well designed. Some parts are inconsistent. It is suggested that the materials may be revised.
- The topics given on the conversation activity were well-chosen. The topics could represent some possible situations that might occur in their students' daily life.

4. What does the researcher need to do to improve the designed materials?

- Check again some mistakes on the use of questionnaires.
- You can provide the table syllabus as a guideline for the text used.
- You can combine the use of ICT in some activities to create students' engagement.
- The learning objectives must be embedded into each lesson.

Thank you.
The Results of Close-Ended Questionnaire for Preliminary Field Testing

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency of Occurrence</th>
<th>N</th>
<th>Mean</th>
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<tr>
<td></td>
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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Learning objectives are specified and well-formulated.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Learning objectives are able to support the achievement of general purpose.</td>
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</tr>
<tr>
<td>3</td>
<td>Learning materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The materials are well-organized.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>The materials are suitable for junior high school students.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>The tasks lead the students to understand the topic.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>The tasks lead the students to practice speaking.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>The materials are fun and motivating.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>The instructions are clear and easy to comprehend.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Overall Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The layout of the materials is well-designed.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Overall, the materials are well-developed.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
The acceptability level of the designed materials were calculated below.

\[
x = \frac{\sum M}{50} \times 100\%
\]

\[
x = \frac{4.3 + 5 + 5 + 4.3 + 4.3 + 4 + 4.6 + 5 + 4.6 + 5}{50} \times 100\%
\]

\[
x = \frac{46.1}{50} \times 100\%
\]

\[
x = 92\%
\]
APPENDIX K

THE PRESENTATION OF THE INSTRUCTIONAL MATERIALS
FUN ENGLISH
A MODULE FOR BASIC LEVEL

Designed for SMP Kanisius Gayam Yogyakarta
Welcome to Fun English! In Fun English, you will improve your English skills especially in speaking. You will learn those skills using various activities. Sometimes you discuss or do a performance in groups or pairs, but at other times you will work on your own.

This book is divided into six sections: Warming Up, Focus In, Let's Talk, Let's Do It, Let's Have Fun and Let's Share. The first part consists of guided questions to brainstorm the main topic that you will learn. Explanation and expressions are presented on the second part. The third part consists of conversations and the exercises are presented in the fourth section. The fifth section is the ice-breaking part to make the learning more fun. However, you need to open the appendix to see and play the game. The last section is the reflection of what you have learned in each unit. The vocabulary list is presented at the end of the book. Hopefully, the provided materials can help you to improve your speaking.

Good luck!

Irene Anggita Dennaya
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FOCUS IN .................................................. 2  
LET'S TALK ............................................... 5  
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LET'S HAVE FUN ........................................ 10  
LET'S SHARE ........................................... 10

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
UNIT 1
HELLO

Learning Objectives:

- Respond to the expression of greeting and introduction.
- Introduce ourselves.
- Introduce someone to other people.
Unit 1

WARMING UP

Watch “Greeting – Easy Dialogue” video from Youtube. Follow the instructions from the speaker and repeat what the speaker is saying.
Link: https://www.youtube.com/watch?v=AA5hOCdRAl

Think of the answer of each question below. After you are ready, share and exchange your answers with a friend.

Do you like to have new friends? Why?
What do you say when you meet your friend?
How do you introduce yourself to other people?

FOCUS IN

Below are the expressions you should know to greet other people and to take leave.

A. Greeting and Leave Taking

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi!</td>
<td>Hi./ Hello.</td>
</tr>
<tr>
<td>Hello!</td>
<td>Hi./ Hello.</td>
</tr>
<tr>
<td>Good morning.</td>
<td>Good morning.</td>
</tr>
<tr>
<td>Good afternoon.</td>
<td>Good afternoon.</td>
</tr>
<tr>
<td>Good evening.</td>
<td>Good evening.</td>
</tr>
<tr>
<td>Good night.</td>
<td>Good night.</td>
</tr>
</tbody>
</table>
### Unit 1

<table>
<thead>
<tr>
<th>How are you?</th>
<th>I am fine./Great./Not bad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How’s life?</td>
<td>Fine./Never better.</td>
</tr>
<tr>
<td>How’s everything?</td>
<td>Very well./Not so bad.</td>
</tr>
<tr>
<td>How do you do?</td>
<td>How do you do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leave Taking</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good bye!</td>
<td>Bye!</td>
</tr>
<tr>
<td>See you around!</td>
<td>See you!</td>
</tr>
<tr>
<td>See you soon!</td>
<td>See you!</td>
</tr>
<tr>
<td>See you tomorrow!</td>
<td>See you!</td>
</tr>
<tr>
<td>See you later!</td>
<td>See you!</td>
</tr>
<tr>
<td>Nice to meet you.</td>
<td>Nice to meet you too.</td>
</tr>
</tbody>
</table>

**Note:**

“*How do you do*” is used when you greet a person at a first-time meeting. It is used in a very formal situation.
Unit 1

B. Introduction

1. Personal information

When you introduce yourself to others, you tell your personal information. Below are the examples of expressions you can use to introduce yourself.

My name is Widya.
I am 12 years old.
I am from Jakarta.
I live at Ketandan Street no. 4.
I am a student.
My hobby is singing and dancing.
My favorite food is fried chicken.

2. Introducing others

If you are able to introduce yourself and tell your personal identity, now you try to introduce your friend or your family member to the others. You can use some expressions:

- Let me introduce you with my brother. His name is Andy.
- I would like/ I’d like to introduce you to my friend, Mike.
- Hi Adam! This is my brother Luis.
- This is my brother Luis.
- That is my sister Anna.
- That is my sister, her name is Anna.

Note: Commonly “This” and “That” are used for introducing someone.
LET’S TALK

Read and practice the dialogues in a group. Then, find the differences between the dialogues and discuss it in your group. Which one is more formal and which one is less formal? Explain your opinion to your friends in the group.

Dialogue 1

In a new class in SMP Kangisug Gayam Yogyakarta

Liz : Hello! I am Elizabeth Mandel.
John : Hi! My name is Johnathan. But please call me John.
Liz : Okay, John. You can call me Liz.
John : Anyway, where are you from?
Liz : I’m from Yogyakarta, and you?
John : I’m from Surabaya. Where do you live, Liz?
Liz : I live in Ambarakmo Residence. How about you?
Liz : It is near my house. You can go to my house next time.
John : Thanks, Liz. I’m happy to meet you.
Liz : You’re welcome, John. I’m happy to meet you too.

Dialogue 2

In an international event in America

Mr. Edward : Hello, Mrs. Maria I want to introduce you with our new trainer, Henry Campbell.
Mrs. Maria : Good morning Mr. Campbell.
Mr. Campbell : Good morning Mrs. Maria. How do you do?
Mrs. Maria : How do you do Mr. Campbell? Anyway, where are you from, Sir?
Mr. Campbell : I’m from Dubai. How about you?
Mrs. Maria : Mr. Edward and I come from Indonesia. Nice to meet you, Sir.
Mr. Campbell : Nice to meet you, too.
Unit 1

LET'S DO IT

Task 1

Put the sentences in the correct order. Then, practice the dialogues with your friend.

1. __________ Students: Fine, thanks. And you?
   __________ Teacher: Good morning, class.
   __________ Students: Good morning, Miss.
   __________ Teacher: How are you today?
   __________ Teacher: I'm fine too. Thank you.

2. __________ Lia: Great. Anyway, I have a class. I have to go now. Goodbye, Salma.
   __________ Salma: Bye bye, Lia.
   __________ Lia: Hi, Salma. How are you doing?
   __________ Salma: Not bad. Thanks. How about you?

3. __________ Hendrik: Have a nice weekend, Sir.
   __________ Hendrik: Goodbye, Mr. Steve.
   __________ Mr. Steve: You, too.
   __________ Mr. Steve: Goodbye, Hendrik.

Task 2

Complete the following short conversations with the suitable words. Then, practice the dialogues with your friend.

1. Tika: Hendra, this is ________ friend, Alisa.
   Hendra: Hi, Alisa. My ________ is Hendra.
   Nice to ________ you.
   Alisa: ________ to meet you, too.
Unit 1

2. Mr. Tom: Students, I’d like to ______ the new student.
   His ______ is Ben. He is ______ Singapore.
   Students: Nice ______ meet you.
   Ben: Nice to meet ______ too, guys.

3. Iwan: Hi. What is your ______?
   Susi: My ______ is Susi.
   Iwan: My ______ is Iwan. Where do you ______?
   Susi: I live at Yosodipuro Street 7.
   Iwan: What is your ______?
   Susi: My hobby is swimming. How about you?
   Iwan: I ______ at Seturan Street 108 and my ______ is
   singing. Nice to meet you.
   Susi: Nice to ______ you, too.

Task 3

Alex is a new student. He is introducing himself. Read it aloud.

Hi! My name is Alexander. My friends call me Alex.
I’m twelve years old.
My hobby is playing futsal.
I want to be your friend.
Unit 1

Task 4
Some of the classmates are asking him questions. Match the questions with the answer. After that, practice it with a friend.

Where do you live, Alex?
Mmm, I like fried chicken. It’s yummy!

Can you repeat your name, please?
Yes, it is nice.

What is your hobby?
Of course, it’s Alex.

What is your favourite food?
Gejayan Street, number 205.

Do you like our class?
I like playing futsal.

Task 5
Make a group with your friends, choose a situation below and make a dialogue using the situation. Then, practice it in your group.

1. You go to your friend’s home. You introduce yourself to your friend’s parents.
2. You are in the new class. You make a friend with a new student.
3. You are in your friend’s birthday party. You are interested to make new friends in the party.
4. You are a teacher. You introduce a new student from America to the whole class.
5. You walk with your parents in a mall. You meet your friend. You introduce your parents to your friend.
Task 6
Make your own self-introduction into a paragraph consists of your personal information. After you are ready, practice it one by one in front of the class.
Unit 1

LET'S HAVE FUN

Please open page 47 on the Appendix to play “ALL ABOUT YOU” board game. Remember, you have to understand the instructions first before you play the game.

LET'S SHARE

Write and share what you have learned.

3 words from this lesson
1. ______________________
2. ______________________
3. ______________________

3 useful phrases from this lesson
1. ______________________
2. ______________________
3. ______________________

Which is the most interesting activity for you in today’s lesson? Why?

__________________________________________________________

What is the most difficult thing you learned in today’s lesson? Why?

__________________________________________________________

How did you cope with the difficulty?

__________________________________________________________
UNIT 2
DATE AND TIME

Learning Objectives:
- Use cardinal and ordinal numbers.
- Ask and respond to questions about date.
- Ask and respond to questions about time.
Unit 2

WARMING UP

Watch “Calendar” video from Youtube. Follow the instructions from the speaker and repeat what the speaker is saying.
Link: https://www.youtube.com/watch?v=L_rzvbkwYFw

Discuss the following questions in pairs. After that, compare your answer with another pair.

How many days are in a week?
How many months are there in a year?
When were you born?
How many minutes are in 1 day?
How many minutes are there in 1 hour?

FOCUS IN

A. Telling Numbers

<table>
<thead>
<tr>
<th>Cardinal numbers</th>
<th>Ordinal numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st</td>
</tr>
<tr>
<td>2</td>
<td>2nd</td>
</tr>
<tr>
<td>3</td>
<td>3rd</td>
</tr>
<tr>
<td>4</td>
<td>4th</td>
</tr>
<tr>
<td>5</td>
<td>5th</td>
</tr>
<tr>
<td>6</td>
<td>6th</td>
</tr>
<tr>
<td>7</td>
<td>7th</td>
</tr>
<tr>
<td>8</td>
<td>eight</td>
</tr>
<tr>
<td>9</td>
<td>nine</td>
</tr>
<tr>
<td>10</td>
<td>ten</td>
</tr>
<tr>
<td>11</td>
<td>eleven</td>
</tr>
<tr>
<td>12</td>
<td>twelve</td>
</tr>
<tr>
<td>13</td>
<td>thirteen</td>
</tr>
<tr>
<td>14</td>
<td>fourteen</td>
</tr>
<tr>
<td>15</td>
<td>fifteen</td>
</tr>
<tr>
<td>16</td>
<td>sixteen</td>
</tr>
<tr>
<td>17</td>
<td>seventeen</td>
</tr>
<tr>
<td>18</td>
<td>eighteen</td>
</tr>
<tr>
<td>19</td>
<td>nineteen</td>
</tr>
<tr>
<td>20</td>
<td>twenty</td>
</tr>
<tr>
<td>21</td>
<td>twenty-one</td>
</tr>
<tr>
<td>22</td>
<td>twenty-two</td>
</tr>
<tr>
<td>23</td>
<td>twenty-three</td>
</tr>
<tr>
<td>24</td>
<td>twenty-four</td>
</tr>
<tr>
<td>25</td>
<td>twenty-five</td>
</tr>
<tr>
<td>26</td>
<td>twenty-six</td>
</tr>
<tr>
<td>27</td>
<td>twenty-seven</td>
</tr>
<tr>
<td>28</td>
<td>twenty-eight</td>
</tr>
<tr>
<td>29</td>
<td>twenty-nine</td>
</tr>
<tr>
<td>30</td>
<td>thirty</td>
</tr>
<tr>
<td>31</td>
<td>thirty-one</td>
</tr>
<tr>
<td>100</td>
<td>a/one hundred</td>
</tr>
<tr>
<td>1,000</td>
<td>a/one thousand</td>
</tr>
<tr>
<td>10,000</td>
<td>ten thousand</td>
</tr>
<tr>
<td>100,000</td>
<td>a/one hundred thousand</td>
</tr>
<tr>
<td>1,000,000</td>
<td>a/one million</td>
</tr>
<tr>
<td>1,000,000,000</td>
<td>a/one billion</td>
</tr>
</tbody>
</table>
B. Telling Date

Months and days of the week are abbreviated as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Jan</td>
</tr>
<tr>
<td>February</td>
<td>Feb</td>
</tr>
<tr>
<td>March</td>
<td>Mar</td>
</tr>
<tr>
<td>April</td>
<td>Apr</td>
</tr>
<tr>
<td>May</td>
<td>-</td>
</tr>
<tr>
<td>June</td>
<td>-</td>
</tr>
<tr>
<td>July</td>
<td>-</td>
</tr>
<tr>
<td>August</td>
<td>Aug</td>
</tr>
<tr>
<td>September</td>
<td>Sept</td>
</tr>
<tr>
<td>October</td>
<td>Oct</td>
</tr>
<tr>
<td>November</td>
<td>Nov</td>
</tr>
<tr>
<td>December</td>
<td>Dec</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Day</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekdays (5 days)</td>
<td>Monday</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>Tue</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>Wed</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>Thu</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Fri</td>
</tr>
<tr>
<td>Weekend (2 days)</td>
<td>Saturday</td>
<td>Sat</td>
</tr>
<tr>
<td></td>
<td>Sunday</td>
<td>Sun</td>
</tr>
</tbody>
</table>
C. Telling time

Source: English 4U

To tell the time, study the following examples.

<table>
<thead>
<tr>
<th>Time</th>
<th>Clock Showing</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>o'clock</td>
<td>![Clock Image]</td>
<td>3:00 p.m./a.m.</td>
</tr>
<tr>
<td>half past</td>
<td>![Clock Image]</td>
<td>It is half past 4.</td>
</tr>
</tbody>
</table>

It's 3 o'clock.
### Unit 2

<table>
<thead>
<tr>
<th>Time Description</th>
<th>Time Display</th>
<th>Time Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter past 3</td>
<td>![Clock Showing 3:15]</td>
<td>3:15 p.m./a.m.</td>
</tr>
<tr>
<td>It is quarter past 3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Description</th>
<th>Time Display</th>
<th>Time Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter to 4</td>
<td>![Clock Showing 3:45]</td>
<td>3:45 p.m./a.m.</td>
</tr>
<tr>
<td>It is quarter to 4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Description</th>
<th>Time Display</th>
<th>Time Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon/midnight</td>
<td>![Clock Showing 12:00]</td>
<td>12:00 in the day</td>
</tr>
<tr>
<td>It is noon/midnight.</td>
<td>12:00 at night</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** [www.englisch-hilfen.de](http://www.englisch-hilfen.de)

**Note:**
1. In telling time, a.m. and p.m. are used to:
   - a.m. (ante meridiem) refers to 12:00 at night – 12:00 at noon.
   - p.m. (post meridiem) refers to 12:00 at noon – 12 at night.
2. Preposition of time (at, in, on)

<table>
<thead>
<tr>
<th>At</th>
<th>In</th>
<th>On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precise time</td>
<td>Months, years, centuries, and long periods</td>
<td>Days and date</td>
</tr>
<tr>
<td>at 1 p.m.</td>
<td>in February</td>
<td>on Sunday</td>
</tr>
<tr>
<td>at 1 o'clock</td>
<td>in 1990</td>
<td>on Saturday</td>
</tr>
<tr>
<td>at dinnertime</td>
<td>in the next century</td>
<td>on 8 February 2016</td>
</tr>
<tr>
<td>at the moment</td>
<td>in winter</td>
<td>on Christmas Day</td>
</tr>
</tbody>
</table>

LET'S TALK

Read and practice the dialogues with a friend.

Dialogue 1

In a telephone call

Jim: Hello Sari! When will we come to grandparents’ house?
Sari: Hi, Jim. How about this weekend?
Jim: What date is it?
Jim: Okay then, I will note it.
Sari: Anyway, will you pick me up?
Jim: Yes, of course. I will come to your house on Saturday at 3 p.m.
Sari: Great. Thank you, Jim.
Jim: You’re welcome.
### Task 1

Look at the following dates. Write the dates in word form. Number 1 has been done as an example for you.

<table>
<thead>
<tr>
<th>Date</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 14-12-2015</td>
<td>The fourteenth of December two thousand fifteen</td>
</tr>
<tr>
<td>2. 19-01-2018</td>
<td></td>
</tr>
<tr>
<td>3. 01-02-1972</td>
<td></td>
</tr>
<tr>
<td>4. 05-06-1983</td>
<td></td>
</tr>
<tr>
<td>5. 10-07-1999</td>
<td></td>
</tr>
<tr>
<td>6. 19-03-2003</td>
<td></td>
</tr>
<tr>
<td>7. 05-05-2010</td>
<td></td>
</tr>
<tr>
<td>8. 20-11-2001</td>
<td></td>
</tr>
<tr>
<td>9. 10-07-2007</td>
<td></td>
</tr>
<tr>
<td>10. 28-05-1987</td>
<td></td>
</tr>
<tr>
<td>11. 17-08-1945</td>
<td></td>
</tr>
<tr>
<td>12. 03-09-2008</td>
<td></td>
</tr>
<tr>
<td>13. 22-06-1996</td>
<td></td>
</tr>
<tr>
<td>14. 08-09-1990</td>
<td></td>
</tr>
<tr>
<td>15. 17-08-1945</td>
<td></td>
</tr>
</tbody>
</table>
Task 2

Write the following times in words.

1. Father goes to work at 7.30 a.m.  (half past seven in the morning)
2. The school starts at 7.00 a.m.  
3. The students go home at 3.35 p.m.  
4. The movie starts at 22.10 p.m.  
5. The English class starts at 10.20 a.m.  
6. The physics class finishes at 11.40 a.m.  

Task 3

Make a group with your friends, choose a situation below and make a dialogue using the situation. Then, practice it in your group.

1. You and your friend are going to meet at school on Sunday morning to finish your school project.
2. You ask your friend what time the museum is open.
3. You tell your friend to call you tonight.
4. You and your friend are going to watch a movie in XXI Cinema together on Saturday.
5. You tell your friend that you are going to come to his/her house this afternoon.
Unit 2

LET’S HAVE FUN

Please open page 50 on the Appendix to play “SCHOOL TIMETABLE” game. Remember, you have to understand the instructions first before you play the game.

LET’S SHARE

Write and share what you have learned.

3 words from this lesson
1. ____________________________
2. ____________________________
3. ____________________________

3 useful phrases from this lesson
1. ____________________________
2. ____________________________
3. ____________________________

Which is the most interesting activity for you in today’s lesson? Why?

__________________________________________________________________________

What is the most difficult thing you learned in today’s lesson? Why?

__________________________________________________________________________

__________________________________________________________________________

How did you cope with the difficulty?

__________________________________________________________________________

__________________________________________________________________________
Learning Objectives:

- Ask for information about daily activities.
- Respond to the questions about daily activities.
- Talk about daily activities.
- Understand schedule and timetables.
WARMING UP

Watch “Daily Activities” video from Youtube. Follow the instructions from the speaker and repeat what the speaker is saying. Link: https://www.youtube.com/watch?v=59DlWHB8Gxl

Write the correct verb phrase in the box below the picture.

<table>
<thead>
<tr>
<th>go to bed</th>
<th>have dinner</th>
<th>get up</th>
<th>have lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to work</td>
<td>brush your teeth</td>
<td>wake up</td>
<td>have shower</td>
</tr>
<tr>
<td>go home</td>
<td>go to school</td>
<td>have breakfast</td>
<td></td>
</tr>
</tbody>
</table>
If you want to know about others’ activities there are some expressions you can use to make questions. Practice it with your friend.

<table>
<thead>
<tr>
<th>Asking for Information</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do you usually do every Sunday?</td>
<td>• I usually play badminton and read magazines every Sunday.</td>
</tr>
<tr>
<td>• Where do you usually go on Sundays?</td>
<td>• I usually go playing badminton and read magazines.</td>
</tr>
<tr>
<td>• What activities do you usually do on Sunday?</td>
<td>• I like to play badminton and read magazines on Sunday.</td>
</tr>
<tr>
<td>• What time do you usually get up?</td>
<td>• I usually get up at 6 in the morning.</td>
</tr>
<tr>
<td>• What does usually your sister do on Sunday?</td>
<td>• She usually goes to church on Sunday.</td>
</tr>
<tr>
<td>• When does Bob usually get up?</td>
<td>• He usually gets up at 6 in the morning.</td>
</tr>
<tr>
<td>• Tell me about your activity on Sunday!</td>
<td>• I usually spend my time with my family.</td>
</tr>
</tbody>
</table>
Read and practice the dialogues with a friend.

Dialogue 1

_In the classroom_
Bara : Mira, What do you do after you get up in the morning?
Mira : After I get up, I wash my face, then pray.
Bara : What else?
Mira : I prepare my book. After that, I take a bath then I have breakfast. How about you?
Bara : After I get up, I always check my phone. Then after around five minutes, I go to the bathroom and wash my face, and pray. After I pray, I watch cartoon on TV. At 6 o’clock, I take a bath and then I have breakfast. They are not too different with you.
Mira : Don’t you prepare the book?
Bara : I always prepare my book on the night before.
Mira : Great!

Dialogue 2

_In the dormitory_
Jane : Hi, what are you doing?
Maya : I am just preparing my bed.
Jane : By the way, what time do you usually get up?
Maya : I usually get up 5 a.m. What about you?
Jane : I always get up sooner than you, at 4.30 a.m.
Maya : What do you usually do after that?
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Jane: I take a pray, clean my room, and take a bath at 6 a.m.
Maya: So, what time do you have breakfast?
Jane: I have breakfast at 7 a.m.
Maya: Do you go to office at 7.15 a.m.?
Jane: Yes, I do. What about you?
Maya: I go to office at 7 a.m.
Jane: Really? So, what time do you have breakfast?
Maya: I have breakfast at 8 a.m. in the office.
Jane: Ah. Anyway, how do you go to the office?
Maya: I go to the office by car.
Jane: How long it take you to the office?
Maya: It takes me 15 minutes to the office.
Jane: Oh, that’s great.

LET’S DO IT

Task 1

Have a look at James’s schedule and answer the questions in complete sentences. Put the time expression at the end of the sentence.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td>shopping</td>
<td>meeting</td>
<td>movie</td>
<td>buy flowers</td>
<td>concert</td>
<td>sailing</td>
</tr>
<tr>
<td>cinema</td>
<td>tennis</td>
<td>English</td>
<td>Italian restaurant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 3

1. When does he have the English course? *James has the English course on Thursday.*
2. When does he go shopping?
3. When does he buy flowers?
4. When does he have a meeting?
5. When does he play football?
6. When does he go to the Italian restaurant?
7. When does he watch the movie?
8. When does he go to the cinema?
9. When does he play tennis?
10. When does he have the concert?
11. When does he go sailing?

Task 2

Complete the chart according to your daily activities and make it into a complete sentence.

```
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up</td>
<td></td>
</tr>
<tr>
<td>go to school</td>
<td></td>
</tr>
<tr>
<td>have lunch</td>
<td></td>
</tr>
</tbody>
</table>
```
Task 3

Choose a day and make your daily timetable from you wake up until you go to bed.

<table>
<thead>
<tr>
<th>Times</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 4

Arrange your activities from the table into paragraph(s) telling about your daily activities in the provided spaces! Then, read it aloud to your friends.
Let's Have Fun

Please open page 52 on the Appendix to play “THE INTERVIEW” game. Remember, you have to understand the instructions first before you play the game.

Let's Share

Write and share what you have learned.

3 words from this lesson
1. __________________________
2. __________________________
3. __________________________

3 useful phrases from this lesson
1. __________________________
2. __________________________
3. __________________________

Which is the most interesting activity for you in today’s lesson? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is the most difficult thing you learned in today’s lesson? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did you cope with the difficulty?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Unit 3
UNIT 4
DESCRIPTING THINGS

- Countable Nouns
- Uncountable Nouns
- Singular Nouns
- Plural Nouns

Learning Objectives:
- Ask information using how much and how many.
- Give information using there + be + thing(s).
- Distinguish countable and uncountable nouns.
- Distinguish singular and plural nouns.
- Describe an object.
Unit 4

WARMING UP

Watch “School Supplies” and “House Rooms and Objects” video from Youtube. Follow the instructions from the speaker and repeat what the speaker is saying.

Link: https://www.youtube.com/watch?v=41cJ0mqWses
    http://youtube.com/watch?v=xTyGb50ui1g

Look around you. What can you see? Discuss it with your friend and mention as many things as possible in these following places.

<table>
<thead>
<tr>
<th>Around your school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Schoolyard</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Around your house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living room</td>
</tr>
<tr>
<td>Dining room</td>
</tr>
<tr>
<td>Bedroom</td>
</tr>
<tr>
<td>Bathroom</td>
</tr>
</tbody>
</table>
1. Giving information using “THERE + BE + THING (S)"

Examples:
There is a sofa in my living room.
There are twenty chairs in this classroom.
Here are some other examples:

<table>
<thead>
<tr>
<th>There</th>
<th>Be</th>
<th>Thing(s)</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>There</td>
<td>is</td>
<td>a car</td>
<td>in the garage.</td>
</tr>
<tr>
<td>There</td>
<td>is</td>
<td>an apple</td>
<td>on the table</td>
</tr>
<tr>
<td>There</td>
<td>are</td>
<td>7 chickens</td>
<td>in the farm.</td>
</tr>
<tr>
<td>There</td>
<td>are</td>
<td>2 bathrooms</td>
<td>in my house.</td>
</tr>
</tbody>
</table>

2. How Much and How Many

<table>
<thead>
<tr>
<th>Uncountable nouns</th>
<th>Countable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much sugar is</td>
<td>How many tomatoes are</td>
</tr>
<tr>
<td>there?</td>
<td>there?</td>
</tr>
<tr>
<td>There’s a lot.</td>
<td>There are a lot.</td>
</tr>
<tr>
<td>There’s a little.</td>
<td>There are a few.</td>
</tr>
<tr>
<td>There isn’t much.</td>
<td>There aren’t many.</td>
</tr>
<tr>
<td>There isn’t any.</td>
<td>There aren’t any.</td>
</tr>
<tr>
<td>There’s none.</td>
<td>There are none.</td>
</tr>
</tbody>
</table>
3. If you want to know about particular things, there are some expressions you can use to make questions. Practice it with your friend.

<table>
<thead>
<tr>
<th>Asking for Information</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How many pens do you have?</td>
<td>• I have three pens.</td>
</tr>
<tr>
<td>• How many white board are there in the classroom?</td>
<td>• There is a white board in the classroom.</td>
</tr>
<tr>
<td>• How many cows are there in the farm?</td>
<td>• There are fifteen cows in the farm.</td>
</tr>
</tbody>
</table>

**LET'S TALK**

Read and practice the dialogues with a friend.

**Dialogue 1**

*In a classroom*

Dini: Excuse me, I lost my book. Do you know where is it?
Dini: It's an English book. It has blue color and it is not too big.
Roy: Hold a minute. I will go and have a look.
Dini: OK, thanks.
Roy: I found it. Is it yours?
Dini: Oh, yes! Thank you very much.
Dini: Bye.
Task 1

Complete the table with the plural forms and practice reading it with your teacher.

<table>
<thead>
<tr>
<th>No.</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A bottle</td>
<td>bottles</td>
</tr>
<tr>
<td>2</td>
<td>A bus</td>
<td>buses</td>
</tr>
<tr>
<td>3</td>
<td>A wolf</td>
<td>wolves</td>
</tr>
<tr>
<td>4</td>
<td>A child</td>
<td>children</td>
</tr>
<tr>
<td>5</td>
<td>A potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>6</td>
<td>A book</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A butterfly</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A fox</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>A house</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A boy</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>A knife</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>A baby</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>An apple</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>An umbrella</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>An envelope</td>
<td></td>
</tr>
</tbody>
</table>
# Task 2

List the following things into the table. Add two more things in each list.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kite</td>
<td>sugar</td>
</tr>
<tr>
<td>apple</td>
<td>Money</td>
</tr>
<tr>
<td>ink</td>
<td>book</td>
</tr>
<tr>
<td>student</td>
<td>oil</td>
</tr>
<tr>
<td>oil</td>
<td>paper</td>
</tr>
<tr>
<td>water</td>
<td>desk</td>
</tr>
<tr>
<td>teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

# Task 3

Describe the following objects by shape, colour and material. Then, compare your answer with your friends.

<table>
<thead>
<tr>
<th>Object</th>
<th>Shape</th>
<th>Colour</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>rectangular</td>
<td>black</td>
<td>Metal</td>
</tr>
<tr>
<td>DVD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Envelope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some words you can use:
- shape: cylindrical, flat, round, square, rectangular
- colour: black, brown, grey, white, yellow; gold, silver
- material: glass, gold, metal, paper, plastic, silver, wood
Task 4

Make a group with your friends, choose a situation below and make a dialogue using the situation. Then, practice it in your group.

1. You lost your pencil case. You ask your friends where it is and describe it to them.
2. You have a new car. You tell your friend. You describe to your friend.
3. You move to a new house. You describe how the house is to your friend.

Task 5

“A HOUSE WE DREAM OF”

Work in pairs and discuss your ideal house. Draw and describe it in the provided space. Read it aloud in front of the classroom.

You can use the following questions to help you describe your ideal house.

- What color is the wall?
- What is the wall made of?
- How many floors are there?
- How many rooms are there? What are they?
Unit 4

**LET’S HAVE FUN**

Please open page 56 on the Appendix to play “NAME 3 THINGS” game. Remember, you have to understand the instructions first before you play the game.

**LET’S SHARE**

Write and share what you have learned.

3 words from this lesson
1. 
2. 
3. 

3 useful phrases from this lesson
1. 
2. 
3. 

Which is the most interesting activity for you in today’s lesson? Why?

What is the most difficult thing you learned in today’s lesson? Why?

How did you cope with the difficulty?
UNIT 5
DESCRIBING PEOPLE

- Physical Appearance
- Personality
- Adjective

Learning Objectives:
- Ask and give information about people’s physical appearance.
- Ask and give information about people’s personality.
- Describe people.
Unit 5

WARMING UP

Watch “Parts of Body” video from Youtube. Follow the instructions from the speaker and repeat what the speaker is saying.
Link: https://www.youtube.com/watch?v=SUt8q0Ekbms

Do you already know parts of your body? Look at the picture of the boy below and draw a line from each label to the right part of the body. After that, give color to the picture.

Source: www.bbc.co.uk/schools/scienceilps
1. Below are the lists of adjectives to describe physical appearance.

<table>
<thead>
<tr>
<th>HEIGHT</th>
<th>HAIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>length: long, medium, short</td>
</tr>
<tr>
<td>average</td>
<td>color: dark, light, black,</td>
</tr>
<tr>
<td>short</td>
<td>brunette (brown), blonde</td>
</tr>
<tr>
<td></td>
<td>(blonde), red-haired (red),</td>
</tr>
<tr>
<td></td>
<td>gray, white</td>
</tr>
<tr>
<td></td>
<td>straight</td>
</tr>
<tr>
<td></td>
<td>curly</td>
</tr>
<tr>
<td></td>
<td>pulled back (ponytail, braid,</td>
</tr>
<tr>
<td></td>
<td>bun)</td>
</tr>
<tr>
<td></td>
<td>no hair: bald, partly bald,</td>
</tr>
<tr>
<td></td>
<td>has a receding hairline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BODY SHAPE</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>slender (thin)</td>
<td>man (male)</td>
</tr>
<tr>
<td>average build</td>
<td>woman (female)</td>
</tr>
<tr>
<td>heavy (overweight, fat)</td>
<td>boy</td>
</tr>
<tr>
<td></td>
<td>girl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>FACIAL FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>young</td>
<td>general: pretty, beautiful,</td>
</tr>
<tr>
<td></td>
<td>handsome, good-looking, ugly,</td>
</tr>
<tr>
<td></td>
<td>plain</td>
</tr>
<tr>
<td>child (baby, infant, toddler)</td>
<td>freckles, freckled mole, wart</td>
</tr>
<tr>
<td>adolescent (teenager)</td>
<td>scar, scarred</td>
</tr>
<tr>
<td>adult (young adult, middle-aged)</td>
<td>bruise, bruised birthmark</td>
</tr>
<tr>
<td>old (older, senior, senior citizen)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RACE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>glasses</td>
</tr>
<tr>
<td>black (African-American)</td>
<td>tattoo</td>
</tr>
<tr>
<td>Hispanic</td>
<td>braces on teeth</td>
</tr>
<tr>
<td>Native American</td>
<td>earrings</td>
</tr>
<tr>
<td>white (caucasian)</td>
<td>wheel chair, crutches</td>
</tr>
</tbody>
</table>
2. If you want to know about the physical appearance of someone, there are some expressions you can use to make questions. Practice it with your friend.

<table>
<thead>
<tr>
<th>Asking for Information</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does she look like?</td>
<td>Sandra has an oval face and curly hair.</td>
</tr>
<tr>
<td>How about her appearance?</td>
<td>Sandra has an oval face and curly hair.</td>
</tr>
<tr>
<td>Is she beautiful?</td>
<td>Lola is young, she is beautiful and she has long straight hair.</td>
</tr>
<tr>
<td>Is he handsome?</td>
<td>Tom is young and handsome. He has a round face and short straight hair.</td>
</tr>
<tr>
<td>Tell me about her appearance!</td>
<td>Ronald is old. He is fat and his head jus has a few hair. He’s almost bald.</td>
</tr>
</tbody>
</table>

**LET’S TALK**

Read and practice the dialogue with your friend.

**Dialogue 1**

_In a canteen_

Putri: Lisa, do you know about Andi?
Lisa: Andi?
Putri: Yes, Andi! The new student from Bali.
Lisa: Oh God! I almost forgot!
Putri: He is your classmate, isn’t he?
Lisa: You are right.
Putri: Errr...is he handsome?
Lisa: I think not really. But he is quiet good looking. He is white
178

Unit 5

and he has a pointed nose. He also has big eyes, but he is quiet tall too I think.

Putri : How do you think about him?
Lisa : He is quiet. He doesn’t speak much. May be because he can’t speak Japanese. But he is friendly and kind.

Putri : Hey, is he smart?
Lisa : He is not too smart but he is diligent

Dialogue 2

In a school

Anggi : Tell me about your father. What kind of person is he?
Bima : Well, he is very friendly, smart and funny.
Anggi : What does he look like?
Bima : He’s young, short and handsome. He has straight black hair and green eyes.
Anggi : What does your mother look like?
Bima : She’s tall, thin and beautiful. She has blonde hair and wear glasses.
Anggi : How about your little sister?
Bima : She has curly red hair and a cute smile. Everybody likes her.
Unit 5

LET'S DO IT

Task 1
Look at the picture and describe his physical appearance (eyes, hair, nose, lips and what he is wearing).

Task 2
Look at the list of adjectives below to describe people’s personality. Do you know their meaning? Work in pairs and try to match them with their definition.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. shy</td>
<td>A. Someone who is truthful and who doesn’t cheat or steal.</td>
</tr>
<tr>
<td>2. talkative</td>
<td>B. Someone who is quiet and a little bit nervous around other people.</td>
</tr>
<tr>
<td>3. selfish</td>
<td>C. Someone who talks a lot.</td>
</tr>
<tr>
<td>4. popular</td>
<td>D. Someone who doesn’t talk very much</td>
</tr>
<tr>
<td>5. lazy</td>
<td>E. Someone who is always sensible.</td>
</tr>
<tr>
<td>6. quiet</td>
<td>F. A person who is very tidy.</td>
</tr>
<tr>
<td>7. kind</td>
<td>G. Somebody who is liked by many people.</td>
</tr>
<tr>
<td>8. honest</td>
<td>H. Someone who only thinks about himself.</td>
</tr>
<tr>
<td>9. moody</td>
<td>I. An inactive person to avoid work.</td>
</tr>
<tr>
<td>10. neat</td>
<td>J. Someone who is nice to other people.</td>
</tr>
</tbody>
</table>
Task 3
Make a group with your friends, choose a situation below and make a dialogue using the situation. Then, practice it in your group.

1. A thief stole your wallet. You go to a police office and tell the police the physical appearance of the thief.
2. You have a new friend from abroad. You tell your mother how he/she looks.
3. You meet an artist in an event. You tell your friend how he/she looks.

Task 4
Choose a person. It can be an your friend, teacher, or family member. Describe his/her physical appearance and personality.
Unit 5

LET'S HAVE FUN

Please open page 58 on the Appendix to play “GUESS THE INDONESIAN SINGER” game. Remember, you have to understand the instructions first before you play the game.

LET'S SHARE

Write and share what you have learned.

3 words from this lesson
1. ____________________
2. ____________________
3. ____________________

3 useful phrases from this lesson
1. ____________________
2. ____________________
3. ____________________

Which is the most interesting activity for you in today’s lesson? Why?

____________________________________________________________________________________________________

What is the most difficult thing you learned in today’s lesson? Why?

____________________________________________________________________________________________________

How did you cope with the difficulty?

____________________________________________________________________________________________________

____________________________________________________________________________________________________
APPENDIX 1

“ALL ABOUT YOU” BOARD GAME

INSTRUCTIONS

Preparation
Find tokens for each student (or bean, coin, button, etc.).
Provide a dice.
Divide the class into groups of 3 – 4 students each.

How to play the game
1. The players put their tokens on the first square and make a dice from page 49.
2. The first student throws the dice and moves his/her token ahead according to the number on the dice.
3. The student answers the question with a whole sentence.
   Example: What do you like doing with your friends? – I like playing football.
4. If the answer is correct, the student stays, if the answer is incorrect, he/she has to go back where he came from.
5. If the student comes to a square with the symbol 🛑, he/she rolls the dice again.
6. The first student who arrives on “FINISH” first is the winner.
APPENDIX 2
"SCHOOL Timetable” Game

INSTRUCTIONS

Preparation
Divide the class into pairs.

How to play the game

1. The first player will be student A and the second player will be student B.
2. There are missing information in the school timetable. Student A and B must asks question to each other to complete the timetable.
3. Cut the paper into two pieces. Student A will get “School Timetable (A)” and student B will get “School Timetable (B)”.
4. Student A asks one question to student B first based on the missing subjects. Student A cannot see student’s B timetable. Example: A: Is the English lesson at 9:30 on Monday? B: Yes, it is. / No, it isn’t.
5. After student A asks question, student B also does the same.
6. Remember, each missing subject appears twice. So, you have to find correct time for each subject.
7. After finishing the timetable. Check the answer together.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
School Timetable (A)

Student A: Ask questions to Student B to complete the missing subjects in the school timetable. Make sure, student B cannot see your timetable.

Example: A: Is the English lesson at 9:30 on Monday?
B: Yes, it is. / No, it isn’t.

The missing subjects:
chemistry  social  drama  geography  science  art  English

Each missing subject appears twice.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30 - 09:25</td>
<td>IT</td>
<td></td>
<td>maths</td>
<td></td>
<td>biology</td>
</tr>
<tr>
<td>09:30 - 10:25</td>
<td></td>
<td>music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25 - 10:40</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
</tr>
<tr>
<td>10:40 - 11:35</td>
<td>French</td>
<td></td>
<td></td>
<td>IT</td>
<td>physics</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>maths</td>
<td>music</td>
<td>physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 - 13:30</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
</tr>
<tr>
<td>13:30 - 14:25</td>
<td></td>
<td>French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:30 - 15:25</td>
<td>history</td>
<td>biology</td>
<td>sports</td>
<td>history</td>
<td>sports</td>
</tr>
</tbody>
</table>

Source: www.teach-this.com

School Timetable (B)

Student B: Ask questions to Student A to complete the missing subjects in the school timetable. Make sure, student A cannot see your timetable.

Example: B: Is the biology lesson at 9:30 on Monday?
A: Yes, it is. / No, it isn’t.

The missing subjects:
biology  music  physics  French  IT  history  maths

Each missing subject appears twice.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30 - 09:25</td>
<td></td>
<td></td>
<td>science</td>
<td></td>
<td>social</td>
</tr>
<tr>
<td>09:30 - 10:25</td>
<td>English</td>
<td></td>
<td>art</td>
<td>social</td>
<td>drama</td>
</tr>
<tr>
<td>10:25 - 10:40</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
</tr>
<tr>
<td>10:40 - 11:35</td>
<td></td>
<td>science</td>
<td>drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>geography</td>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>12:30 - 13:30</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
</tr>
<tr>
<td>13:30 - 14:25</td>
<td>art</td>
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<td>chemistry</td>
<td>geography</td>
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<td>14:30 - 15:25</td>
<td></td>
<td>sports</td>
<td>chemistry</td>
<td>geography</td>
<td>sports</td>
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</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 3
“THE INTERVIEW” GAME

INSTRUCTIONS

Preparation
Divide the class into pairs.

How to play the game
1. The first player will be “Mr. Miller” and the second player will be “Ms. Lucy”.
2. Mr. Miller will get two blue papers. The first one is for reading the text and the second is for answering written questions.
3. Ms. Lucy will get two pink papers. The first one is for reading the text and the second is for answering written questions.
4. Ms. Lucy asks a question to Mr. Miller “Please tell me your daily activities”.
5. Mr. Miller answers the questions by reading the text.
6. While Mr. Miller is talking, Ms. Lucy is listening and paying attention. Ms. Lucy can take notes on important things and ask Mr. Miller to repeat if it’s still not clear.
7. Next, is Ms. Lucy’s turn.
8. Ms. Miller asks the same question to Mr. Miller “Please tell me your daily activities”.
9. Ms. Lucy answers the questions by reading the text.
10. While Ms. Lucy is talking, Mr. Miller is listening and paying attention. Mr. Miller can take notes on important things and ask Mr. Miller to repeat if it’s still not clear.
11. After finishing interview, Mr. Miller and Ms. Lucy write down the answers of written questions and check the answer together.
NAME: 

DATE: 

INTERVIEW a “read aloud and listen” activity

PRESENT SIMPLE: ‘Daily Routine’

Your name is Mr. Miller. A TV news reporter just asked you to tell him about your daily routine. Read aloud your answer:

Mr. Miller

I’m an English teacher and I have a big family, so I have a very busy daily routine! First, I get up every day at six o’clock, get washed and dressed, and leave for work by seven-thirty. I arrive at school at eight o’clock. I prepare my lessons and then teach until noon. The other teachers and I always eat lunch and talk together in the teachers’ room. I teach again in the afternoon and then I correct my students’ homework and tests. After I get back home, I help my kids with their homework. I have three kids in elementary school. Their names are Matthew, John and Susie. Then, I do some exercise, eat dinner with my family and watch TV before I go to bed at about ten o’clock. We love to watch travel shows. Finally, I read in bed for a few minutes before I fall asleep.

Source: www.allthingstopics.com
INTERVIEW a "read-aloud-and-listen" activity

PRESENT SIMPLE: 'Daily Routine'

Your name is Ms. Lucy. A TV news reporter just asked you to tell him about your daily routine. Read aloud your answer.

Ms. Lucy

Please tell me about your daily routine.

Well, I almost always get up very early, at about five-thirty in the morning. I get up early because I like to go jogging along the beach and watch the sunrise. Later, after breakfast, I go to work. I work in a bank near my home. I don’t drive to work, I take a bus. It only takes about twenty minutes to get to work. After work, I like to go to my favorite bakery and buy some fresh bread. I get home between five o’clock and five-thirty. My husband Michael usually makes dinner because he loves to cook. In fact, he is a chef in a restaurant. His hobby is painting, and my hobby is growing flowers in our garden. We also have a pet dog called Wolfie. In the evenings we take Wolfie for a walk, and then get to bed by nine-thirty because we have to get up so early again the next morning.

Source: www.allthingstopics.com
1. What job does Mr. Miller have? Is he a busy person?

2. What time does Mr. Miller get up every morning?

3. Who does Mr. Miller have lunch with?

4. What does he do after he helps his kids with their homework?

5. What kinds of TV shows does he love to watch?

1. Why does Ms. Lucy get up very early every morning?

2. Where does Ms. Lucy work?

3. How long does it take Ms. Lucy to get to work?

4. What is Ms. Lucy's hobby?

5. What does Ms. Lucy do in the evenings?
APPENDIX 4

“NAME 3 THINGS” BOARD GAME

INSTRUCTIONS

Preparation
Find tokens for each student (or bean, coin, button, etc.).
Provide a dice.
Divide the class into groups of 3 – 4 students each.

How to play the game
1. The players put their tokens on the first square.
2. The first student throws the dice and moves his/her token ahead according to the number on the dice.
3. The student answers the question correctly.
4. If the answer is correct, the student stays, if the answer is incorrect, he/she has to go back where he came from.
5. The first student who arrives on “FINISH” first is the winner.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
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<tr>
<td>Start</td>
<td>Name 3 things that are yellow.</td>
<td>Name 3 things that are red.</td>
<td>Go Back to Start</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Name 3 things that are orange.</td>
<td>Name 3 things that are black.</td>
<td></td>
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<td><strong>21</strong></td>
<td><strong>22</strong></td>
<td><strong>23</strong></td>
<td><strong>24</strong></td>
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<tr>
<td>Name 3 days.</td>
<td>Name 3 seasons.</td>
<td>Name 3 things that need electricity.</td>
<td>Name 3 ways to get to school.</td>
</tr>
<tr>
<td><strong>26</strong></td>
<td><strong>25</strong></td>
<td><strong>27</strong></td>
<td></td>
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<tr>
<td>Name 3 Sweet things.</td>
<td>Name 3 things.</td>
<td>Name 3 stinky things.</td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td><strong>28</strong></td>
<td><strong>29</strong></td>
<td><strong>31</strong></td>
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<tr>
<td>Name 3 countries.</td>
<td>Name 3 counties.</td>
<td>Name 3 cities.</td>
<td>Name 3 oceans.</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td><strong>18</strong></td>
<td><strong>17</strong></td>
<td><strong>16</strong></td>
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<tr>
<td>Name 3 birds</td>
<td>Name 3 wild animals.</td>
<td>Name 3 farm animals.</td>
<td>Roll Again</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td><strong>14</strong></td>
<td><strong>13</strong></td>
<td><strong>12</strong></td>
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<tr>
<td>Name 3 pets.</td>
<td>Name 3 classroom things.</td>
<td>Name 3 school subjects.</td>
<td>Name 3 toys.</td>
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**Name 3 Things Board Game**

*Source: www.en.iscollective.com*
APPENDIX 5
“GUESS THE INDONESIAN SINGERS” GAME

INSTRUCTIONS

Preparation
Divide the class into groups of 2–3 students each.
Cut the pictures and place it down to the table.

How to play the game
1. The first player takes one picture randomly and describe the physical appearance, personality or characteristics of the singer.
2. The first player is not allowed to show the picture to other players before other players guess it correctly.
3. After it is answered correctly, the second player and the third do the same thing after all the pictures are correctly guessed.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
# VOCABULARY LIST

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<td>di bawah</td>
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<td>antara</td>
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<td>baik</td>
</tr>
<tr>
<td>whole</td>
<td>seluruh</td>
</tr>
</tbody>
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UNIT 3

according to : menurut
aloud : nyaring
arrange : menyusun
brush : sikat
chart : grafik
exchange : tukar
magazine : majalah
pray : berdoa
prepare : mempersiapkan
sailing : berlayar
shower : mandi
sooner : lebih cepat
timetable : jadwal waktu

UNIT 4

around : sekitar
draw : menggambar
lost : kehilangan
material : bahan
mention : sebutkan
move : berpindah
plural : bentuk jamak
see : melihat
shape : bentuk
singular : bentuk tunggal
wall : dinding

UNIT 5

abroad : di luar negeri
adjective : kata sifat
age : usia
appearance : penampilan
facial features : fitur wajah
gender : jenis kelamin
height : tinggi
personality : kepribadian
physical : fisik
race : ras
stole : mencuri
thief : pencuri
NOTES
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