ENGLISH SPEAKING MATERIALS FOR NOVICE BROTHERS OF BUDI MULIA CONGREGATION AT LAWANG NOVITIATE

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

By
Sarwedi Sirait
Student Number: 081214040

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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A Sarjana Pendidikan Thesis on

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Yogyakarta, 5 February 2015
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,
Rohandi, Ph.D.
Motto

“Give Much and You’ll Receive More”

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

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

Yogyakarta, 5 February 2015

The Writer

Sarwedi Sirait
081214040
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN
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Pada tanggal: 5 Februari 2015

Yang menyatakan

Sarwedi Sirait
ABSTRACT


Congregation of Budi Mulia Brothers is an international religious congregation which has some branches and members, including Budi Mulia novice brothers, in several countries. English is chosen as the official language used for communication among them. Concerning to the significance of English for the sake of service and communication, mastering speaking is absolutely needed to communicate among themselves and to connect with anyone from different country.

There was only one research problem in this research, namely: What does the communicative English speaking materials for novice brothers of Budi Mulia Congregation at Lawang Novitiate look like? The purpose of this study is to design a set of English speaking materials to improve Budi Mulia (BM) Congregation novice brothers speaking ability.

There were several theories used in order to answer the question formulated. The writer applied Educational Research and Development (R & D) by adapting two models from Dick and Carey’s model and Yalden’s model. The writer also applied theory of Communicative Language Teaching (CLT), theory of Teaching Speaking and related theories of Designing English Speaking Materials. Based on the two models and theories, the writer creates a new model. It had six steps of instructional design, namely 1. Analyze learners and contexts, 2. Identify instructional goals, 3. Formulating learning objectives, 4. Selecting syllabus, 5. Teaching/Learning activities, 6. Evaluating and recycle.

The English materials design consisted of four units. Those four units were presented as follows. 1) Greeting and introducing oneself/others, 2) Offering help, 3) Asking and giving information, 4) Asking for and giving advice. Each unit comprised four sections, namely dialogue, language practice, discussion, and speaking activity.

The writer also conducted evaluation by distributing questionnaire and materials designed to three respondents. From the result of the respondents’ descriptive data, it can be concluded that the designed materials were acceptable and appropriate for novice brothers of Budi Mulia (BM) Congregation at Lawang Novitiate.

Keywords: English Speaking Materials, Speaking, Budi Mulia Congregation (BM), Novice Brother, and General Superior.
ABSTRAK


Kongregasi Bruder Budi Mulia adalah sebuah Kongregasi religius internasional yang memiliki beberapa cabang dan anggota dalam hal ini termasuk bruder novis, yang berada di beberapa negara. Bahasa Inggris dipilih sebagai bahasa resmi yang digunakan untuk berkomunikasi antar anggota. Meningkat tinginya bahasa Inggris untuk kepentingan pelayanan dan komunikasi, kemampuan berbicara bahasa Inggris mutlak diperlukan untuk berkomunikasi antar anggota serta untuk berhubungan dengan siapa pun dari negara yang berbeda.


Desain bahan pembelajaran bahasa Inggris tersebut terdiri dari empat unit. Keempat unit tersebut sebagai berikut. 1) Greeting and introducing oneself/others, 2) Offering help, 3) Asking and giving information, 4) Asking for and giving advice. Setiap unit terdiri dari empat bagian, yaitu dialogue, language practice, discussion, and speaking activity.

Penulis juga melakukan evaluasi dengan menyebarkan kuesioner dan bahan yang sudah didisain kepada tiga responden. Berdasarkan data deskriptif yang diperoleh dari responden, maka dapat disimpulkan bahwa materi ini dapat diterima dan sesuai untuk para novis Kongregasi Budi Mulia (BM) di Novisiat Lawang.

Kata kunci: English Speaking Materials, Speaking, Budi Mulia Congregation (BM), Novice Brother, and General Superior.
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Sarwedi Sirait
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CHAPTER I

INTRODUCTION

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

A. Research Background

Congregation of Budi Mulia Brothers is an international religious congregation in which English is the official language used for communication since it has some branches in some countries such as: Netherlands, Belgium, Canada, Curacao, Indonesia, Ethiopia, and Spain. It was stated in General Chapter Decree point 3.i, on September 14th, 2010, in Oostakker, Belgium, that “It is strongly desiderated that English as the unitary language should be put in to consideration, mainly for Indonesia, Brazil, and Ethiopia.” Then, as the follow up of that policy, it was also put into account in Indonesian Province Chapter on 29th of October – 2nd of November 2007 in Cianjur, West Java. This Province Chapter makes a policy regarding to international official language which is stated in point I.3 and 4, “Concerning to the significance of English for the sake of service and communication, therefore, the provincial executive was asked to facilitate all brothers to master English.” It is implied that all brothers are required to be able to communicate in English to other brothers from different country. Having good communication will help all brothers to have information as well as to build a
good relationship among them as one congregation. To achieve this aim, English should be exposed as much as possible starting from novitiate.

The limited ability of novices of *Budi Mulia* Brothers Congregation at *Lawang Novitiate* to communicate in English is a big problem when they are having private interview with general superior. Meanwhile, every year the General Superior visits Indonesia and interviews each brother including the novices in English. Based on the novice’s magister, the one who is responsible to guide the novices brothers, explained that they find hard to express their thoughts, feelings, and personal experiences during the interview with general superior.

Moreover, General Chapter Decree, 2010, point 10 and 12, stated as follows.

Mission to Ethiopia is urgently needed to carry on education, guidance for community life, and individual guidance for both candidates and brothers. Therefore, it is important that whoever will be sent to that mission should have to be well-prepared regarding to enculturation, language, and spiritual ability.

Ethiopia uses English as the official language. Therefore, Indonesian brothers who are going to the mission should be trained in English course intensively in order to be able to speak English. The English course is usually conducted in some places, such as in *Wisma Bahasa* (Indonesia), Manchester, England, and New Zealand.

In addition, is that Noviciate has not had speaking materials yet. Based on the novice’s superior, Noviciate as the place for novice bothers to prepare them to be definite brothers, has not had a set of speaking materials yet. Thus, it is needed to design speaking materials for the sake of enhancing their ability to communicate in English.
This study is intended to design a set of English speaking materials to teach *Budi Mulia* novice brothers at *Lawang Novitiate*. It is expected that this study be helpful and beneficial to improve *Budi Mulia* novice brothers’ speaking skill.

**B. Research Problem**

In this study the writer focused on one research problem, namely: What does the communicative English speaking materials for novice brothers of *Budi Mulia* Congregation at *Lawang Novitiate* look like?

**C. Problem Limitation**

This study is conducted to design a set of English speaking materials for *Budi Mulia* novice brothers at *Lawang Novitiate*. The main reason in conducting this study is to provide a set of English speaking materials in order that they would be able to improve their speaking ability. The focus is to deal with the research problem.

**D. Research Objective**

Dealing with the formulated problem mentioned previously, the objective of this study is to present the designed communicative English speaking materials for novice brothers of *Budi Mulia* Congregation at *Lawang Novitiate*. 
E. Research Benefits

This study is expected to give a positive contribution not only to English teachers who want to teach speaking but also participants, further researchers, and Budi Mulia Congregation. The writer hopes to gain the following benefits.

1. English Teachers

It is helpful to English teachers to teach speaking for novice brothers of Budi Mulia Congregation at Lawang Novitiate so that they are able to design an effective and attractive speaking material.

2. Participants

Novices of Budi Mulia Brothers Congregation at Lawang Novitiate as the participants might be helped to improve their speaking skill. However, the provided material design will also influence them to be motivated to improve their speaking skills if they are given suitable materials based on their need.

3. Further Researchers

It is expected that further researchers can develop further speaking materials for novices of Budi Mulia Brothers Congregation. With a hope that they are challenged to find a better design to meet the student’s limited ability to speak.

4. Budi Mulia Congregation

This study is expected to improve the members of Budi Mulia Congregation, particularly novices of Budi Mulia Brothers Congregation at
Lawang Novitiate in building an effective communication among brothers over the world.

**F. Definition of Terms**

There are some terms that the writer used in this research. Therefore, in order to avoid any misconception due to the lack of information on the terms to be discussed later on, the writer defines those terms. The definitions are as follows.

a. **English Speaking Material**

   In this study, English speaking material refers to English materials which are designed to teach speaking. These English materials are designed for novice brothers of *Budi Mulia Congregation at Lawang Novitiate* to develop their English speaking skill.

b. **Speaking**

   The term speaking in this study is defined according to Harmer (2007) who stated that speaking is called productive skill that the learners will have to be able to produce certain language and pronounce phonemes appropriately both in conversational and functional exchanges (p. 343). Speaking means an activity in which the learners are able to utter words, phrases, or sentences which convey certain meaning in the range of different situations.

c. **Budi Mulia Congregation (BM)**

   Brothers of *Budi Mulia (BM) Congregation* is a Roman Catholic religious order for men which is centered in Gent-Oostakker, Belgium (General Provision, article 2). It has hundreds of members that are placed in all of its branches in the
world, such as Netherlands, Belgium, Canada, Curacao, Indonesia, Ethiopia, and Spain.

d. Novice Brother

In this study, the word *novice* brothers refer to newly brothers who are obliged to follow a novitiate programs in Lawang for two years, East Java. Novitiate is a place and period for novice brothers to prepare themselves to be definite brothers.

e. General Superior

The term *general superior* in this study refers to the highest leader of Congregation of *Budi Mulia* which is based in Belgium. He is obliged to visit each community at least once in his period (Constitution, article 156).
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theoretical description and theoretical framework. The theoretical description presents the definition and discussion of some theories used as the basis in designing a set of English speaking materials for novice brothers of Budi Mulia (BM) Congregation at Lawang Novitiate. While, the theoretical framework presents the summary of all relevant theories which help the writer to solve the problem in designing English speaking materials.

A. Theoretical Description

In this part, the writer will discuss the significant elements which are useful to design speaking material in improving learners’ speaking skill. The elements are namely, instructional design, teaching language, communicative language teaching, teaching speaking, and teaching English for adults.

1. Instructional Material Design

This section mainly discusses about two instructional design models as the basis theories for designing instructional material. They are based on Dick and Carey’s model and Yalden’s model. The explanations of the two models will be presented as follows.
a. Dick and Carey’s Model

In educational research and development, Dick, Carey, and Carey (2005) figure out ten steps as R &D cycle, namely: 1) Identify instructional goals, 2) Conduct instructional analysis, 3) Analyze learners and contexts, 4) Write performance objectives, 5) Develop assessment instruments, 6) Develop instructional strategy, 7) Develop and select instructional materials, 8) Design and conduct formative evaluation of instruction, 9) Revise instruction, 10) Design and conduct summative evaluation (pp. 6-8). The stages are schematically arranged in sequence as in Figure 2.1.

Figure 2.1. Dick, Carey, & Carey (2005). The systematic design of instruction (6th ed.). Boston, MA: Pearson/Allyn and Bacon, Boston, MA.
For further description of the the ten steps of Dick & Carey’s model is described in the following explanation.

Step 1: Identify instructional goal

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

Step 2: Conduct instructional analysis

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

Step 3: Analyze learners and contexts

In addition to analyzing the instructional goal, parallel analysis of the context in which learners will learn the skills, and the context in which they will use them. Learners' current skills, preferences, and attitudes are determined along with the characteristics of the instructional setting and the setting in which the skills will eventually be used. This information shapes succeeding steps in the model, especially the instructional strategy (p. 6).
Step 4: Write performance objective

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

Step 5: Develop assessment instruments

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

Step 6: Develop an instructional strategy

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

Step 7: Develop and select instructional materials

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

Step 8: Design and conduct formative evaluation of instruction

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

Step 9: Revise instructions

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

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

b. Yalden’s Model

Yalden (1987:86) stated that before looking at the factors which have to be taken into consideration in describing syllabus, it is important to look at the overall the process of language program development. Yalden also emphasizes more on the construction of communicative syllabus in order to make sure that the learners acquire the ability to communicate in a more acceptable and effective way. The diagram of the each stage in language program development is shown in figure 2.2.

Figure 2.2. Language Program Development (Yalden, 1987)
For more detail descriptions of the process of constructing the types of syllabus can be seen in the table 2.1.

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

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

2. Communicative Language Teaching

    There are some concepts of Communicative Language Teaching (CLT) suggested in teaching language. Richard and Rodgers (2001: 172) presents CLT is regarded as an approach rather than method since CLT considers not only functional but also structural aspects of language. Setiyadi (2006), supported this concept and added that in communicative teaching, learners are not only expected to be able to make correct sentences, but they are also required to be able to use language as a means of communication. This concept implies that language teaching should be brought into real context of the situational settings of the classroom that the learners are motivated to practice it and to establish the structures in their mind.

    Moreover, Richard and Rodgers (2001: 172) also stated in his book, *Approaches and method in language teaching*, that CLT refers to a varied set of principles which reflect a communicative view of language and language learning and which can be used to support a wide variety of classroom procedures. The principles in CLT include namely:
1) learners learn language through using it to communicate.
2) the goal of the classroom activities is at the authentic and meaningful communication.
3) fluency is an important aspect of communication.
4) communication involves the integration of different language skills.
5) learning is a process of creative construction and involves trial and error.

3. Teaching Speaking

Based on Rivers (1968: 160), teaching speaking skill is more demanding on teacher than teaching of any other language skills, the teacher will need to give the learners many opportunities to practice speaking skills. It means that teacher is expected to be creative in providing various activities and materials in order to increase learners’ speaking ability. Exposing the language intensively to the learners will help them a great deal to master their speaking skills.

There are seven principles for teaching speaking skills according to Brown (2007: 331-332). They are as follows,

1) Focus on both fluency and accuracy

In teaching speaking, teacher must not merely focus on grammatical pointers or pronunciation tips. Instead, teacher has to be able to bear in mind a spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. Activities provided by the teacher are meant to help learners to perceive and use the building blocks of language.
2) Provide intrinsically motivating techniques

In this case, the teacher has a big role to appeal to learners’ ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy. Teacher tries to help the learners to see how the activities given will benefit them.

3) Encourage the use of authentic language in meaningful context

It is somehow difficult to keep coming up with meaningful interaction since it takes energy and creativity to device authentic contexts and meaningful interaction. Drills can be structured to provide a sense of authenticity.

4) Provide appropriate feedback and correction

Mostly in EFL context, learners seem to be totally dependent on the teacher for useful linguistic feedback. Therefore, it is necessarily demanded that the teachers take advantage of their knowledge of English to inject the kinds of corrective feedback which are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening

Speaking and listening are two skills which can be integrated in the learning process. When the teachers are focusing on speaking goals, listening goals may naturally coincide and the two skills can reinforce each others.

6) Give learners opportunities to initiate oral communication

Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject. Therefore, when designing speaking technique, it is important to check whether the designing have allowed learners to initiate language or not.
7) Encourage the development of speaking strategy

Speaking strategy comprises of several items to consider such as: asking for clarification, asking someone to repeat, using fillers, using conversation maintenance cues, getting someone’s attention, using formulaic expression, using mime and non-verbal expressions to convey meaning.

4. Teaching English for Adults

Nunan (1995: 90) presented two main characteristics regarding to adult learners. First, he described that “Adults have superior cognitive abilities that can render them more successful in certain classroom endeavors and their need for sensory input can rely on a little more on their imagination.” Knowing this characteristic, Setiyadi (2006) added that language teachers can device learning activities which give large opportunities to the learners to apply the target language by using their imaginative situation. Second, “Adults can utilize various deductive and abstract processes to shortcut the learning of grammatical and other linguistic concepts” (p. 87). Adults may learn the target language by studying its rule first and then continuing to learn the language communicatively.

According to Simpson as it is cited by Brookfield (1986), explained that the most effective way for adult learners to learn is by engaging them in the learning activity. Their personal experience in the learning process can accelerate their understanding in the field they study including learning English language. Moreover, Gibb (as it is cited also by Brookfield, 1986) presented some principles of how adults are learning language. He mentioned that the focus of the learning is
the learners need and how they achieve the goals of the learning itself. It is succeeded by involving them intensively in the learning process. The goals are set based on the learners context and needs. This will give the learners meaningful experience that help them to comprehend the subject matter of the learning. In this learning, teacher acts as a facilitator to make sure that the learning goals are effectively attained by the learners. In order to know the learners progress, the teacher evaluates the process and gives relevant feedback for their improvement. It is implied that those principles above have to be put into consideration in order to teach adult learners. These will guide the teacher to apply an appropriate learning techniques that the learners are able to pursue the learning goals.

Moreover, adult learners have different characteristics with young children or adolescents. Adult learners should be given an expand chance to experience and explore their ability. Then, Harmer (2007) exhibits some essential characteristics of adult learners such as they can think abstractedly, they already have target in the learning process, and they know well the reason to learn and to achieve from what they are learning.

B. Theoretical Framework

The framework of the design model is adapted from the instructional design model from Dick and Carey’s model and Yalden’s model. Based on the two models, the writer creates a new model, which is more appropriate in designing a set of communicative English speaking materials for novice brothers of Budi Mulia Congregation. The combination is elaborated as follows.
1. Analyze learners and contexts

It is adapted from Dick and Carey’s model. It is meant to gather personal opinion regarding to needs, interest, learning technique of the learners particularly in terms of English speaking in order to identify the skill and knowledge to be taught. The writer uses questionnaires and interviews to meet this first part.

2. Identify instructional goals

In this part the writer would like to identify what the learners want to achieve when they have completed the learning. It is adapted from Dick and Carey’s model. The formulated instructional goals are identified from data collected by completing analysis learners and contexts and are presented in each unit of the English speaking materials.

3. Formulating learning objectives

It is adapted from Dick and Carey’s model. In this step the writer arranges specific objectives that the learners will be able to achieve when they have completed the instruction. These learning objectives will help the researcher to identify the skills to be learned, ability to perform the skills, and the indicator of successful performance.

4. Selecting syllabus

In this step, the writer selects syllabus type that will be used in the design of speaking materials which is adapted from Yalden’s model. The writer chooses communicative syllabus type 3: Variable focus. Yalden (1978) proposed that in this type of syllabus, structural exercises and activities would be emphasized at the first level, and then change to communicative function and finally to situation
or subject-matter (p. 113). It is expected that this kind communicative syllabus will facilitate the novice brothers of Budi Mulia (BM) Congregation to improve their English speaking skills.

5. Teaching/Learning activities

It is adapted from Yalden’s model. The materials are taken from various resources, such as textbook, magazine and any appropriate texts. It consists of sample talks, exercise, and class activity. Each activity is set to improve the learners’ ability to speak as much as possible by conducting communicative approach.

6. Evaluating and recycle

Evaluation is conducted to know whether the speaking material designed has met the need of the novice brothers of Budi Mulia Congregation or not. The evaluation will be obtained by collecting data from respondents. The result of the evaluation is use to revise the material design.

The theoretical framework in conducting this study can be seen in the following figure:
Stage 1: Analyze learners and contexts
- Adapted from Dick and Carey’s Model

Stage 2: Identifying Instructional Goals
- Adapted from Dick and Carey’s Model

Stage 3: Formulating Learning Objectives
- Adapted from Dick and Carey’s Model

Stage 4: Selecting Syllabus
- Adapted from Yalden’s Model

Stage 5: Teaching/Learning Activities
- Adapted from Yalden’s Model

Stage 6: Evaluation and Recycling
- Adapted from Yalden’s Model

Figure 2.3. The Writer’s Design Model.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology used in the research, which deals with research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

The focus of this study is to design a set of English speaking materials for Budi Mulia novice brothers at Lawang Novitiate. This research applied Educational Research and Development (R & D). Gall, Borg, and Gall, (2007), stated that:

Research Development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards (p. 589).

Moreover, Gall, Borg, and Gall, also described that in educational research and development which was previously initiated by Walter Dick, Lou Carey, and James Carey, figured out ten steps as R &D cycle, namely:

1) Identify instructional goals

It deals with instructional product of the goals which frequently involves a need assessment.

2) Conduct instructional analysis

It is about identification measures to achieve the instructional goals.
3) Analyze learners and context
   It deals with identifying learners’ level skills and attitude, and characteristics of the settings.

4) Write performance objectives
   It engages with the interpretation of the learners’ needs and of instructional goals into specific performance objectives such as types of stakeholders, planning of assessment instruments, and instructional strategies and materials.

5) Develop assessments instrument
   It is connected to the knowledge and skills which are indicated in the performance objectives.

6) Develop instructional strategy
   It is meant to help learners to achieve each performance objectives.

7) Develop and select instructional materials
   It deals with lesson plan as well as any media used in the teaching learning such as text books, video, etc.

8) Design and conduct formative evaluation of instruction
   Formative evaluation is conducted in the development process and used for revising product.

9) Revise instruction
   It is simply meant to revise the program or product during the process of the first seven stages.

10) Design and conduct summative evaluation
This step is something to do with product or program has been taken through the whole development process (pp. 589-590).

Furthermore, the writer adapted and developed instrument design model as the writer’s model which would be used in designing English speaking materials for of Budi Mulia novice brothers at Lawang Novitiate. The measures are as follows.

1. Analyze learners and context
2. Identify instructional goals
3. Formulating learning objectives
4. Selecting syllabus
5. Teaching/Learning Activities
6. Evaluating and recycle

B. Research Setting

This study took place at Novitiate of Budi Mulia Congregation which was located at Jl. Argomoyo Lawang Novitiate, East Java. Novitiate is a place and period for novice brothers to prepare themselves to be permanent brothers. The novice brothers are obliged to follow this program for two years. Therefore, In order to be able to gather data needed to design speaking materials for the novice brothers, the interview was held in February 2012 and delivered the questionnaire in February, 2012.
C. Research Participants

The research participants were all novice brothers of *Budi Mulia* Congregation which consisted of eight people whose ages were between 21-23 years old. There were four of them in the first year and three were in the second year. They were senior high school graduated. They are from different region of Indonesia and have different mother tongues such as Tetunese, Batakinese, and Mentawaiinese, and for them, English is as a foreign language. Then, in this study, all novice brothers of *Budi Mulia* Congregation were identified as participants.

D. Instruments and Data Gathering Technique

To make sure that the English speaking materials for *Budi Mulia* novice brothers at *Lawang Novitiate* were applicable or not, this study applied two research instruments, namely: an interview and questionnaires. They were conducted in order to gather data and needs analysis.

1. Interview

In this study, conducting interview was meant to recognize the participants’ general reasons and motivations to learn English. Thereby, the interview was certainly focusing on the participants’ need in learning English so that the writer can develop an appropriate speaking materials design for novice brothers of *Budi Mulia* congregation at *Lawang Novitiate*. Biklen and Bogdan (2003), stated that “An interview is a purposeful conversation, usually between two people but sometimes involving more (Morgan, 1988), that is directed by one in order to get information from others.”
In addition, by interviewing participants the writer also recognized the characteristics of learners, the challenges in learning English, techniques they usually apply in learning English, and kind of learning process that they expect to be more meaningful and helpful for them to improve their speaking skill. Thereby, the writer would be able to adjust the speaking material design according to the learners’ context.

2. Questionnaire

Wilsin and Mclean, 1994, (as it is cited by Morisson, Morrisson, and Cohen, 2000) proposed that: “Questionnaire is a widely used and useful instrument for collecting source of information, providing structures, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.”

There were two set of questionnaires distributed in this study. The first questionnaire is delivered in the beginning of the research order to know the learners and the context. The first part mainly contained participants’ background information, and the second part considerably entailed the participants’ specific motivation and reasons in learning English, particularly English speaking. The second questionnaire was distributed to the respondents in order to obtain information regarding to the product of speaking materials designed. It was intended to obtain their opinions about the accurateness of objectives formulation designed, the appropriateness of the contents of the materials designed and the contributions of contents of the materials to the participants’ speaking skill development.
E. Data Analysis Technique

First of all, the writer created questionnaires and interview items before delivering to the participants. After that, the questionnaires were distributed to the participants in order to know their needs. Then, the writer conducted interview in order to know their needs. Then, the writer wrote the analysis of outcome of these two instruments used.

The data gathered by using questionnaire from the participants was analyzed in several measures. Firstly, the writer recapitulated the data written in the table, and then percentages for each respond. The result was obtained by dividing the number of participants who chose certain answer with the total number of the participants, then multiplied by 100%. The formula was simply formed as follows.

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

Note:  \( n \) : the total number of participants who chose certain answer.

\( N \) : the total number of participants

F. Research Procedure

There were seven measures conducted in order to apply this research as follows.
1. Conducting library research

   In this study the writer conducted library research in order to find theories and other supporting references from books and scientific journals.

2. Conducting need analysis

   Need analysis was meant to know the participants’ need so that the writer could design appropriate materials for them.

3. Designing speaking materials

   In this section, the writer produced speaking materials design based on the need analysis.

4. Distributing materials designed to respondents and asking their evaluation

   After speaking materials design was made, the writer asked the participants to evaluate if the product had already met their needs or not.

5. Collecting the questionnaire

   The questionnaire distributed in order to identify the most appropriate design.

6. Analyzing the data collected

   The writer interpreted the data collected by using questionnaire in a form of written paragraphs.

7. Designing final version of speaking materials

   Considering all the steps above, the writer designed final version of speaking materials as the last product of this study.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

In this chapter, the writer would present the research results and the discussion of the research results of designing English speaking materials for novice brothers of Budi Mulia (BM) Congregation at Lawang Novitiate. This chapter would be divided into five sections. They are the instructional goals, the learners’ characteristics, the learning objectives, the topics of each unit, and the learning techniques of units.

A. The Instructional Goals

The instructional goals were determined based on data collected by completing analysis learners and contexts. They are meant to improve English speaking skills of the members of Budi Mulia Congregation, especially novices of Budi Mulia Brothers Congregation at Lawang Novitiate in expressing their thoughts, feelings, and personal experiences as well as in order to able to make effective communication among brothers over the world. The instructional goals are presented in each unit of the English speaking materials as they are shown in the following Table 4.1.

Table 4.1. The Instructional Goals

<table>
<thead>
<tr>
<th>UNIT/TOPIC</th>
<th>INSTRUCTIONAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Greeting and</td>
<td>At the end of this course, the learners are expected to be able to greet and introduce oneself by using</td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL GOALS

<table>
<thead>
<tr>
<th>UNIT/TOPIC</th>
<th>INSTRUCTIONAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>introducing oneself/others</td>
<td>simple expression.</td>
</tr>
<tr>
<td>2 Offering help</td>
<td>At the end of this course, the learners are expected to be able to offer help using English in daily communication.</td>
</tr>
<tr>
<td>3 Asking for and giving information</td>
<td>At the end of this course, the learners are expected to be able to ask for and give information using English.</td>
</tr>
<tr>
<td>4 Asking for and giving advice</td>
<td>At the end of this course, the learners are expected to be able to ask for and give advice using English.</td>
</tr>
</tbody>
</table>

### B. The Learners Characteristics

The English speaking materials were designed based on the characteristics of the eighth novice brothers of *Budi Mulia (BM)* Congregation at *Lawang Novitiate*. The data were taken by distributing the questionnaire and engaging the interview to the learners in order to obtain information at entry behaviors, prior knowledge of the topic area, attitudes toward content and potential delivery system, academic motivation, educational and ability levels, general learning preferences, attitudes toward the organization giving the instruction, and group characteristics. The characteristics of the learners are presented in Table 4.2.
Table 4.2. The Learners’ Characteristics

<table>
<thead>
<tr>
<th>INFORMATION CATEGORIES</th>
<th>DATA SOURCES</th>
<th>LEARNERS’ CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entry behaviors</td>
<td>Questionnaire: Eight <em>BM</em> novice brothers at <em>Lawang</em> Novitiate convent.</td>
<td>Learners have less experience to speak English with native speakers or their general superior.</td>
</tr>
<tr>
<td>2. Prior knowledge of topic area</td>
<td>Questionnaire and interview</td>
<td>The topics were chosen based on the learners’ need in which they want to communicate with foreigners, including General Superior.</td>
</tr>
<tr>
<td>3. Attitudes toward content</td>
<td>Interview</td>
<td>Learners have experiences to learn English when they were in senior high school. They liked to learn through simulation about daily conversation.</td>
</tr>
<tr>
<td>4. Attitudes toward potential delivery system</td>
<td>Questionnaire and Interview</td>
<td>Learners liked to learn through simulation about daily conversation, discussion, and lecturing.</td>
</tr>
<tr>
<td>5. Motivation for instruction</td>
<td>Interview</td>
<td>Learners are highly motivated. They want to master speaking skill to build up good relationship among them as one Congregation. They are confident that communicate in English is an effective way to express their thoughts, feelings, and personal experiences among <em>BM</em> brothers over the world, especially general superior.</td>
</tr>
<tr>
<td>6. Educational and</td>
<td>Questionnaire</td>
<td>The learners consist of eight novice</td>
</tr>
<tr>
<td>INFORMATION CATEGORIES</td>
<td>DATA SOURCES</td>
<td>LEARNERS’ CHARACTERISTICS</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>ability level</td>
<td>and Interview</td>
<td>brothers whose ages were between 21-35 years old. They were senior high school graduated. Based on the need analysis, their English is included as the beginner.</td>
</tr>
</tbody>
</table>

7. General learning preferences

Learners prefer to have simulation about daily conversation and others (translating text and practice speaking English with native speaker) rather than lecturing. They also want to have two hours at the maximum to practice speaking English in each meeting.

8. General groups characteristics
   a. Heterogeneity
   b. Size

Learners come from various provinces in Indonesia such as North Sumatera, East Timor, and Kalimantan.

b. Size

There will be a group of eight learners per meeting.

C. The Learning Objectives

In the designed materials, the writer formulated the learning objectives which included specific statements about the action, condition and criteria that learners should achieve. The determined learning objectives are presented in the Table 4.3.
Table 4.3. The Learning Objectives

<table>
<thead>
<tr>
<th>UNIT/TOPIC</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Greeting and introducing oneself/others</td>
<td>At the end of this course, the learners are expected to be able to greet and introduce oneself contextually, accurately, and fluently by using simple expression</td>
</tr>
<tr>
<td>2 Offering help</td>
<td>At the end of this course, the learners are expected to be able to offer help using English accurately, appropriately, and contextually in daily communication</td>
</tr>
<tr>
<td>3 Asking for and giving information</td>
<td>At the end of this course, the learners are expected to be able to ask for and give information using English fluently and appropriately</td>
</tr>
<tr>
<td>4 Asking for and giving advice</td>
<td>At the end of this course, the learners are expected to be able to ask for and give advice using English appropriately.</td>
</tr>
</tbody>
</table>

D. The Topics of Each Unit

In the English speaking materials, the writer selected the topics based on the result of needs survey. Forty of the participants chose greeting and introducing as the most needed topic to learn, the second topic was offering help and it was answered by 27% of the participants. The third was giving information which was chosen by 20% of the participants. Asking help was chosen by 13% of the participants. The result of the topic chosen is shown in the following Figure 4.1.
The topics were arranged into four units considering to the learners’ needs in improving their English ability to communicate. Each unit of the speaking materials consists of five activities such as dialogue, useful expression, vocabulary list, discussion, and role play. It was designed for 90 minutes.

E. The Learning Techniques of Each Unit

The design of the teaching learning techniques was based on the participants’ need as resulted in the need survey. There was one participant (9%) who chose discussion. Six participants (55%) liked simulation in a form of dialogue about daily life conversation. Only one participant (9%) liked lecturing. Meanwhile, three participants (27%) suggested translating a certain story and have English course in the English First Language countries. The data on the English speaking learning techniques are presented in Figure 4.2.
In this study, the principles of CLT are applied in selecting the learning technique and activity. Richard and Rodgers (2001: 172) mentioned that learners are actively involved in the learning process. The learners learn the language by using and practicing it in the context of daily life. The English speaking materials are presented based on the participants’ needs consisted of four units. In each unit, learners are given a large chance to experience the language as a mean of communication. There are four main activities in each unit such as dialogue, language practice, discussion, and speaking activity. Those four activities are explained as follow. The first section, Dialogues, is intended to increase learners’ curiosity to follow the activities based on the topic that will be discussed. The dialogues are provided in order to give the participants examples of conversational situation used in each unit. The second section is Language Practice. It consists of useful expressions and vocabulary list introduced to the learners. The participants are asked to pronounce the words correctly. The third section is Discussion. In this part, the learners are asked to compose their own dialogues by working in pairs. The last section, Speaking Activity. It consists of some activities such as
role-play and pair/group work. The learners are asked to compose their own dialogues and act out their roles in front of the classroom.

In order to complete the materials, the writer also conducted evaluation by distributing questionnaire and materials designed to three respondents. From the result of the respondents’ descriptive data, it can be concluded that the designed materials were good and acceptable for novice brothers of Budi Mulia (BM) Congregation to learn. The description of the evaluators’ opinion of the material design is presented in the following Table 4.4.

Table 4.4. The Description of the Evaluators’ Opinion of the Material Design

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaires</th>
<th>Evaluator’s Opinion</th>
</tr>
</thead>
</table>
| 1  | What do you think about the performance objectives? Are they well-formulated? | 1. Yes, they are well-formulated and they seem to fit the learners’ needs.  
2. Yes, they are quite well-formulated. Maybe some sentences can be made more specific.  
3. I think it is well formulated because they need it for daily conversation. |
| 2  | Is the syllabus designed appropriately? If it is not, what should be revised? | 1. Yes, the syllabus is properly designed.  
2. Teaching learning activities are too general. Sources should be mentioned in every meeting.  
3. It is very appropriate. |
| 3  | Are the teaching learning activities well-designed? What should be improved? | 1. The teaching and learning activities are well-designed.  
2. They are a bit general. It’s better to make them more specific, not only in the form of general points. |
<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaires</th>
<th>Evaluator’s Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Yes. It can be improved by listening the cassette, imitated the pronunciation then practiced it in front of class or for daily.</td>
<td>1. Yes, they match with the learning objectives.</td>
</tr>
<tr>
<td>4</td>
<td>Do the materials match with the objectives? What should be improved?</td>
<td>2. Yes, but the layout is too plain. Try designing your materials using Corel Draw or Microsoft Publisher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Yes, they do. It can be improved by written test so they can always remember it.</td>
</tr>
<tr>
<td>5</td>
<td>Are the designed materials appropriate with the characteristics of the learners? What should be improved?</td>
<td>1. Yes, they are appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Yes, they are suitable for beginner level. Nevertheless, it’ll be great if there’s a scaffolding process so that students can progress to be better.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. It is appropriate and it can be improved by practicing it every day.</td>
</tr>
<tr>
<td>6</td>
<td>Are the discussions of each unit relevant to the topic?</td>
<td>1. Yes, they are relevant.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The discussions inside each unit are relevant to the topic mentioned. Situation provided are contextual to the real situation they will face.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Yes, they are.</td>
</tr>
<tr>
<td>7</td>
<td>In your opinion, are the materials able to improve the learners’ speaking skill? Why?</td>
<td>1. Yes, they are, since they include activities that require students to perform based on the instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Yes, but it will be better if you can vary the vocabulary section so that it’s not too</td>
</tr>
<tr>
<td>No</td>
<td>Questionnaires</td>
<td>Evaluator’s Opinion</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>monotonous for the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. I think it can improve the learner’s speaking skill because the novitiate needs it for daily speaking.</td>
</tr>
<tr>
<td>8</td>
<td>Do the materials help the students to build their vocabulary?</td>
<td>1. Yes, they do.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Yes, but still it’ll be better if the activities or tasks for the vocabulary section are varied.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Certainly. Because some of them forget the meaning and how to pronounce it.</td>
</tr>
<tr>
<td>9</td>
<td>Are the materials suitable for the students based on the age in the term of content?</td>
<td>1. Yes, I assume they are suitable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To be honest, I don’t really understand this question. I think what’s important is the proficiency level of the students. It’s more important than the student’s age.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Very suitable because we must remember them about it and it is very important for daily life.</td>
</tr>
<tr>
<td>10</td>
<td>Generally, are the contents well-arranged?</td>
<td>1. Yes, they are well-arranged.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Yes, they are well-arranged, according to the level of difficulty. You just need to revise some grammatical mistakes and vary the activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Certainly because it is suitable for daily life.</td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This last chapter presents the conclusion of the study and some recommendations for the future researchers who will conduct similar study.

A. Conclusions

The purpose of the study was to design a set of English speaking materials for novice brothers of Budi Mulia (BM) Congregation at Lawang Novitiate. In this study, the writer focused on one research problem, namely: What does the communicative English speaking materials for novice brothers of Budi Mulia Congregation at Lawang Novitiate look like?

To answer the question formulated, the writer adapted two models from Dick and Carey’s model and Yalden’s model. The writer also applied theories of Communicative Language Teaching (CLT) and adult learners’ characteristic. Based on the two models and theories, the writer creates a new model, which is more appropriate to meet the learners’ need in improving their speaking skills.

The new model combination is elaborated in six steps as follows:

1. Analyze learners and contexts
2. Identify instructional goals
3. Formulating learning objectives
4. Selecting syllabus
5. Teaching/Learning activities

6. Evaluating and recycle

In order to complete the materials, the writer also conducted evaluation by distributing questionnaire and materials designed to three respondents. From the result of the respondents’ descriptive data, it can be concluded that the designed materials were good and acceptable for novice brothers of Budi Mulia (BM) Congregation to learn.

In the materials designed, the writer presented English speaking materials for novice brothers of Budi Mulia (BM) Congregation consisted of four units. Those four units were presented as follows: 1) Greeting and introducing oneself/others, 2) Offering help, 3) Asking for and giving information, 4) Asking for and giving advice. Each unit comprised four sections, namely dialogue, language practice, discussion, and speaking activity. The complete materials presentation was presented clearly in Appendix 8.

B. Recommendations

Since the design of English speaking materials for novice brothers of Budi Mulia (BM) Congregation is already accomplished, the writer would like to give some suggestions for the English teachers, learners, and further researcher as follow:

1. English Teachers

The success in teaching English speaking does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques in the learning activity. Using CLT as one of techniques in
teaching speaking encourages learners to improve their speaking skills by giving sufficient chance to explore and practice their English. It helps the teachers to manage the class to be more communicative, lively, and enjoyable.

2. The Learners

This study is intended to improve the members of Budi Mulia Congregation, particularly novices of Budi Mulia Brothers Congregation at Lawang Novitiate. In building effective communication among brothers over the world, the learners have to be more actively to practise speaking English in daily conversation. However, reading any English sources that the learners interest is an important way to improve vocabulary understanding.

3. Further Researchers

It is expected that further researchers can develop further speaking materials for novices of Budi Mulia Brothers Congregation. The writer encourages the further researchers to find a better design to meet the student’s limited ability to speak. Having limited vocabulary and difficulties in pronouncing words correctly is the barrier that learners experience. Learners need to give sufficient opportunity to exposure their English speaking skills.
REFERENCES


Kebijakan Dan Anjuran Kapitel Propinsi Indonesia Bruder Santa Maria Dari Lourdes. (2007). Cianjur. Printed as manuscript.


APPENDIX 1A

Questionnaire
On The Need Analysis
(In English)
QUESTIONNAIRE

The writer is currently writing a thesis on “designing a set of English speaking materials for novice brothers of Budi Mulia (BM) Congregation at Lawang Novitiate.” The questionnaire is conducted to collect your opinion related to your needs, interests, and your learning methods, especially in speaking English and the results will be used as the basis for designing materials. Therefore, your willingness to fill out this questionnaire is expected to assist the writer in designing materials needed. The writer guarantees the confidentiality of your identity.

Identity

Name : ………………………………………………………
Age : …………………

Circle the most suitable answer for you!

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

2. If you have a native speaker or when your general superior and his staff are visiting your community, how far you can share information and your personal experience using English?
   a. Often
   b. Sometimes
   c. Seldom
   d. never

3. In your opinion, what factors do you think that can increase your English speaking skill? (You can choose more than one).
   a. Encourage to speak in English
   b. Having sufficient vocabularies
c. Having grammatical understanding

d. Others (please, mention it shortly)

4. What difficulties do you find in giving and asking information from people who speak English? (You can choose more than one).

a. Having limited grammatical understanding in English

b. Having limited vocabularies in English.

c. Do not know to pronounce the English words which will be uttered.

d. Others (Please, mention it shortly)

5. What topics do you need to improve your English ability in communicating with foreigners?

a. Greeting and introducing

b. Offering help

c. Asking help

d. Giving information about something/someone.

Others (Please, mention it shortly)

6. What techniques do you like in learning English?

a. Discussion

b. Lecturing

c. Simulation about daily life conversation

d. Others (Please, mention it shortly)

--- Thank you ---

--- Thank you ---
APPENDIX 1B

Questionnaire On The Need Analysis
(In Bahasa Indonesia)
KUESIONER


1. Apakah anda sudah dapat berbicara dalam bahasa Inggris?
   a. Ya
   b. Tidak

2. Jika ada tamu asing penutur bahasa inggris termasuk Bruder General dan stafnya berkunjung ke komunitas Anda, sejauh mana Anda memberikan informasi dan menceritakan pengalaman hidup anda dengan menggunakan Bahasa Inggris?
   a. Sering
   b. Kadang-kadang
   c. Jarang
   d. Tidak pernah

3. Menurut Anda, faktor apa saja yang dapat meningkatkan kemampuan Anda dalam berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)
   a. Keberanian untuk berbicara dalam Bahasa Inggris
b. Penguasaan kosakata yang memadai  
c. Penguasaan tata bahasa yang memadai  
d. Lainnya (tolong sebutkan dengan singkat)  

4. Kesulitan apakah yang Anda alami dalam memberikan atau meminta informasi kepada orang yang berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)  
   a. Tidak menguasai tata bahasa dalam Bahasa Inggris  
   b. Keterbatasan kosa kata dalam Bahasa Inggris  
   c. Tidak tahu cara pengucapan kosakata Bahasa Inggriss yang akan diucapkan  
   d. Lainnya (tolong sebutkan dengan singkat)  

5. Topik-topik percakapan Bahasa Inggris apa sajakah yang anda perlukan untuk meningkatkan kemampuan Anda berbicara dalam Bahasa Inggris dengan penutur asing?  
   a. Menyapa dan bekenalan  
   b. Menawarkan bantuan  
   c. Meminta bantuan  
   d. Menyampaikan informasi tentang sesuatu/seseorang  
   Lainnya (tolong sebutkan dengan singkat)  

6. Metode belajar apakah yang memudahkan Anda belajar Bahasa Inggris?  
   a. Berdiskusi  
   b. Guru menerangkan, siswa mendengarkan  
   c. Peragaan dialog mengenai kehidupan sehari-hari  
   d. Lainnya (tolong sebutkan dengan singkat)  

***-- Terimakasih --***
APPENDIX 2
The Result of Questionnaire
Before Designing the Materials
The Result of Questionnaire before Designing the Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Response</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can you speak English?</td>
<td>a. Yes</td>
<td>a. 0 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>b. 100%</td>
</tr>
<tr>
<td>2</td>
<td>If you have a native speaker or when your general superior and his staff are visiting your community, how far you can share information and your personal experience using English?</td>
<td>a. Often</td>
<td>a. 0 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Sometimes</td>
<td>b. 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Seldom</td>
<td>c. 62.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. never</td>
<td>d. 12.5%</td>
</tr>
<tr>
<td>3</td>
<td>In your opinion, what factors do you think that can increase your English speaking skill? (You can choose more than one).</td>
<td>a. Encourage to speak in English</td>
<td>a. 39%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Having sufficient vocabularies</td>
<td>b. 22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Having grammatical understanding</td>
<td>c. 22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others (please, mention it shortly)</td>
<td>d. 17%</td>
</tr>
<tr>
<td>4</td>
<td>What difficulties do you find in giving and asking information from people who speak English? (You can choose more than one).</td>
<td>a. Having limited grammatical understanding in English</td>
<td>a. 36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Having limited vocabularies in English</td>
<td>b. 43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Do not know to pronounce the English words which will be</td>
<td>c. 7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. 14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **5** | **What topics do you need to improve your English ability in communicating with foreigners?** | a. Greeting and introducing  
b. Offering help  
c. Asking help  
d. Giving information about something/someone.  
Others (Please, mention it shortly) |
|   | a. 40%  
b. 27%  
c. 13%  
d. 20% |
| **6** | **What techniques do you like in learning English?** | a. Discussion  
b. Lecturing  
c. Simulation about daily life conversation  
d. Others (Please, mention it shortly) |
|   | a. 9%  
b. 9%  
c. 55%  
d. 27% |
APPENDIX 3
The Result of Interview
On The Need Analysis
(Blue Print)
KUESIONER INTERVIEW

Nama : 
Umur : 22 tahun
Pendidikan terakhir: SLTA

1. Menurut Anda, apakah bahasa Inggris mudah dipelajari atau sulit? Mengapa?
Menurut saya bahasa inggris bagi saya itu sulit untuk saya pelajari. Alasannya karena yang pertama cara tulisannya lain, terus cara membacanya juga lain. Kesulitan lagi bagi saya itu saya tidak menguasai kosa kata sehingga membuat saya sulit untuk berbicara atau pun ketika bertemu dengan orang asing atau pun ketika pelajaran bahasa inggris disitu saya tidak bisa berbuat apa-apa. Apa yang saya tahu saya jawab dan kalau saya tidak tahu saya tidak bisa menjawab.

2. Aktivitas belajar-mengajar seperti apakah yang Anda ingin pelajari dalam belajar bahasa inggris?
Menurut saya, bagi diri saya itu lebih pada percakapan atau pun perkenalan-perkenalan, sehingga dari situ mulai dari hal-hal kecil sehingga saya lebih menangkap dengan cepat melalui perkenalan dalam kehidupan sehari.

3. Apakah pentingnya bahasa inggris untuk anda dalam konteks anda sebagai anggota Kongregasi internasional?
Sebagai anggota Kongregasi bruder Budi Mula saya merasa bahwa sangat penting karena Kongregasi kita juga bertaraf internasional, sehingga bahasa Inggris itu sangat penting. Bisa juga suatu saat kita tidak tahu siapa tahu menjadi misionaris, kita sudah sudah sangat terbantu untuk mempelajari bahasa inggris dengan lebih mudah.

4. Menurut Anda berapakah banyaknya waktu yang dibutuhkan untuk belajar bahasa Inggris? Mengapa?
Yang ideal menurut saya itu satu jam, terus diselingi dengan hal-hal lain lagi terus melanjut lagi sehingga membuat diri sendiri tidak cepat bosan dengan apa yang dipelajari sendiri, karena bahasa inggris sendiri bagi saya itu memang sulit. Jadi bagi saya satu jam per pertemuan itu cukup.
KUESIONER INTERVIEW

Nama : 
Umur : 22 tahun
Pendidikan terakhir: SLTA

1. Menurut Anda, apakah bahasa Inggris mudah dipelajari atau sulit? Mengapa?
   Sebenarnya sih dikatakan mudah juga tidak, dikatakan sulit juga tidak soalnya kemauan untuk mulai mencoba dari hal-hal dan tingkatan kata-kata yang sulit ditemui lalu dihafalkan.

2. Aktivitas belajar-mengajar seperti apakah yang Anda ingin pelajari dalam belajar bahasa inggris?
   Kehidupan sehari-hari kan yang saya maksud itu kehidupan sehari-hari itu seperti saya mau makan, saya mau pergi kesini seperti itu.

3. Apakah pentingnya bahasa Inggris untuk anda dalam konteks anda sebagai anggota Kongregasi internasional?
   Siapa thu kita kan tidak tahu apakah kita akan suatu saat akan diutus ke luar kita kan harus benar-benar siapa dari segi bahasa.

4. Menurut Anda berapakah banyaknya waktu yang dibutuhkan untuk belajar bahasa Inggris? Mengapa?
Nama : 
Umur : 23 tahun
Pendidikan terakhir: SMA

1. Menurut Anda, apakah bahasa Inggris mudah dipelajari atau sulit? Mengapa?
   Sejauh yang saya alami sampai saat yah sebenarnya mudah. Tapi kendala bagi saya ketika mau berbicara seandainya tidak ada teman untuk lawan bicara yang mau berbicara wadul yah saya sulit. Apalagi ketika saya berbicara saya ditertawain saya malu dan akhirnya downlah.

2. Aktivitas belajar-mengajar seperti apakah yang Anda ingin pelajari dalam belajar bahasa inggris?
   Sebenarnya yang saya inginkan itu, yang pertama belajar memperterjemahkan sebuah cerita dan disitu kita bisa menganalisis tenses-tenses, seperti ini masuk past tense ato apa, jadi kita golongan. Itu sebenarnya yang saya inginkan. Tapi saya masih belajar tentang tenses dan dialog.

3. Apakah pentingnya bahasa inggris untuk anda dalam konteks anda sebagai anggota Kongregasi internasional?
   Bahasa inggris bagi saya sangat penting karena Kongregasi bahasa internasionalnya adalah bahasa inggris. Jadi bahasa inggris bagi saya mempermudah untuk bisa atau ketika berbicara dengan bruder yang dari luar negeri mempermudah untuk berbicara.

4. Menurut Anda berapakah banyaknya waktu yang dibutuhkan untuk belajar bahasa Inggris? Mengapa?
   Untuk saya yah 1.5 jam.
APPENDIX 4
The Result of Questionnaire
On Unit Materials
QUESTIONNAIRE

FOR ENGLISH LECTURERS AND ENGLISH INSTRUCTOR

The questionnaire is intended to gain the data from respondents in order to get feedback on the designed materials. It is expected to help the evaluators to find out the weaknesses or irrelevant points of the designed materials so that there would be an appropriate improvement made in the process of accomplishing the design.

Respondent’s Identity

Name: ........................................

Sex: 
- Male [ ]
- Female [✓]

Educational Background: 
- S-1 [ ]
- S-2 [✓]
- S-3 [ ]

Teaching experiences: 7 years

1. What do you think about the performance objectives? Are they well-formulated?
   Yes, they are well-formulated and they seem to fit the learners' needs.

2. Is the syllabus designed appropriately? If it is not, what should be revised?
   Yes, the syllabus is properly designed.
3. Are the teaching learning activities well-designed? What should be improved?
   Yes, the teaching and learning activities are well-designed.

4. Do the materials match with the objectives? What should be improved?
   Yes, they match with the learning objectives.

5. Are the designed materials appropriate with the characteristics of the learners?
   What should be improved?
   Yes, they are appropriate.

6. Are the discussions of each unit relevant to the topic?
   Yes, they are relevant.

7. In your opinion, are the materials able to improve the learners’ speaking skill?
   Why?
   Yes, they are, since they include activities that require students to perform based on the instructions.
8. Do the materials help the students to build their vocabulary?
   Yes, they do

9. Are the materials suitable for the students based on the age in the term of content?
   Yes, I assume they are suitable.

10. Generally, are the contents well-arranged?
    Yes, they are well-arranged.
QUESTIONNAIRE

FOR ENGLISH LECTURERS AND ENGLISH INSTRUCTOR

The questionnaire is intended to gain the data from respondents in order to get feedback on the designed materials. It is expected to help the evaluators to find out the weaknesses or irrelevant points of the designed materials so that there would be an appropriate improvement made in the process of accomplishing the design.

Respondent's Identity

Name: 
Sex: □ Male □ Female
Educational Background: □ S-1 □ S-2 □ S-3
Teaching experiences: 9 years

1. What do you think about the performance objectives? Are they well-formulated?
   I think it is well formulated because they need it for daily conversation.

2. Is the syllabus designed appropriate? If it is not, what should be revised?
   It is very appropriate.

3. Are the teaching learning activities well-designed? What should be improved?
   Yes. It can be improved by listening the cassette, imitated the pronunciation then practiced it in front of class or for daily.

4. Do the materials match with the objectives? What should be improved?
   Yes, they do. It can be improved by written test so they can always remember it.

5. Are the designed materials appropriate with the characteristics of the learners? What should be improved?
   It's appropriate and it can be improved by practicing it everyday.
6. Are the discussions of each unit relevant to the topic?
   Yes, they are.

7. In your opinion, are the materials able to improve the learners’ speaking skill?
   Why?
   I think it can improve the learner’s speaking skill because the novitiate needs it for daily speaking.

8. Do the materials help the students to build their vocabulary?
   Certainly. Because some of them forget the meaning and how to pronounce it.

9. Are the materials suitable for the students based on the age in the term of content?
   Very suitable because we must remember them about it and it is very important for daily life.

10. Generally, are the contents well-arranged?
    Certainly because it is suitable for daily life.
QUESTIONNAIRE

FOR ENGLISH LECTURERS AND ENGLISH INSTRUCTOR

The questionnaire is intended to gain the data from respondents in order to get feedback on the designed materials. It is expected to help the evaluators to find out the weaknesses or irrelevant points of the designed materials so that there would be an appropriate improvement made in the process of accomplishing the design.

Respondent’s Identity

Name: ...................................................
Sex: □ Male    □ Female
Educational Background: □ S-1    □ S-2    □ S-3
Teaching experiences: 5 years

1. What do you think about the performance objectives? Are they well-formulated?
   Yes, they are quite ______ well formulated
   Maybe some sentences can be made ______ more specific.

2. Is the syllabus designed appropriate? If it is not, what should be revised?
   Teaching learning activities are too ______
   Sources should be mentioned in every ______.
3. Are the teaching learning activities well-designed? What should be improved?
   They are a bit too general. It's better to make them more specific, not only in the form of general points.

4. Do the materials match with the objectives? What should be improved?
   Yes, but the layout is too plain. Try designing your materials using Corel Draw or Microsoft Publisher.

5. Are the designed materials appropriate with the characteristics of the learners? What should be improved?
   Yes, they are suitable for beginner level. Nevertheless, it will be great if there's a scaffolding process so their students can progress to be better.

6. Are the discussions of each unit relevant to the topic?
   Yes, the discussions inside each unit are relevant to the topic mentioned. Situations provided are contextual to the real situation they will face.

7. In your opinion, are the materials able to improve the learners’ speaking skill? Why?
   Yes, but it will be better if you can vary the vocab section so that it's not too monotonous for the students.
8. Do the materials help the students to build their vocabulary?
   Yes, but still it will be better if the activities or tasks for the vocab section are varied.

9. Are the materials suitable for the students based on the age in the term of content?
   To be honest, I don't really understand this question. I think what's important is the proficiency level of the students. It's more important than the student's age.

10. Generally, are the contents well-arranged?
    Yes, they are well-arranged, according to the level of difficulty. You just need to revise some grammatical mistakes and vary the activities.
APPENDIX 5
The Result of Questionnaire
On Need Survey
(Sample)
KUESIONER


<table>
<thead>
<tr>
<th>Identitas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nama</td>
<td>..........................</td>
</tr>
<tr>
<td>Umur</td>
<td>32 TAHUN</td>
</tr>
<tr>
<td>Pendidikan terakhir</td>
<td>SLTA</td>
</tr>
</tbody>
</table>

Lingkarilah jawaban yang paling cocok dengan pendapat anda!

1. Apakah anda sudah dapat berbicara dalam bahasa Inggris?
   - [X] Ya
   - [ ] Tidak

2. Jika ada tamu asing penutur bahasa inggris termasuk Bruder General dan stafnya berkunjung ke komunitas Anda, sejauh mana Anda memberikan informasi dan menceritakan pengalaman hidup anda dengan menggunakan Bahasa Inggris?
   - a. Sering
   - b. Kadang-kadang
   - c. Jarang
   - d. Tidak pernah

3. Menurut Anda, faktor apa saja yang dapat meningkatkan kemampuan Anda dalam berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)
   - a. Keberanian untuk berbicara dalam Bahasa Inggris
b. Penguasaan kosakata yang memadai

c. Penguasaan tata bahasa yang memadai

d. Lainnya (tolong sebutkan dengan singkat)

4. Kesulitan apakah yang Anda alami dalam memberikan atau meminta informasi kepada orang yang berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)

a. Tidak menguasai tata bahasa dalam Bahasa Inggris

b. Keterbatasan kosa kata dalam Bahasa Inggris

c. Tidak tahu cara pengucapan kosakata Bahasa Inggris yang akan diucapkan

d. Lainnya (tolong sebutkan dengan singkat)

5. Topik-topik percakapan Bahasa Inggris apa saja yang anda perlukan untuk meningkatkan kemampuan Anda berbicara dalam Bahasa Inggris dengan penutur asing?

   a. Menyapa dan bekenalan
   b. Menawarkan bantuan
   c. Meminta bantuan
   d. Menyampaikan informasi tentang sesuatu/seseorang

   Lainnya (tolong sebutkan dengan singkat)

6. Metode belajar apakah yang memudahkan Anda belajar Bahasa Inggris?

a. Berdiskusi

b. Guru menerangkan, siswa mendengarkan

c. Peragaan dialog mengenai kehidupan sehari-hari

d. Lainnya (tolong sebutkan dengan singkat)

***-- Terimakasih ---***
KUESIONER


Identitas

Nama : ..........................................................
Umur : 22 Tahun ................
Pendidikan terakhir : SMA ..................

Lingkarilah jawaban yang paling cocok dengan pendapat anda!

1. Apakah anda sudah dapat berbicara dalam bahasa Inggris?
   a. Ya
      🆘 Tidak

2. Jika ada tamu asing penutur bahasa inggris termasuk Bruder General dan stafnya berkunjung ke komunitas Anda, sejauh mana Anda memberikan informasi dan menceritakan pengalaman hidup anda dengan menggunakan Bahasa Inggris?
   a. Sering
      🆘 Kadang-kadang
   c. Jarang
   d. Tidak pernah

3. Menurut Anda, faktor apa saja yang dapat meningkatkan kemampuan Anda dalam berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)
   🆘 Keberanian untuk berbicara dalam Bahasa Inggris
6. Penguasaan kosakata yang memadai
   c. Penguasaan tata bahasa yang memadai
   d. Lainnya (tolong sebutkan dengan singkat)

4. Kesulitan apakah yang Anda alami dalam memberikan atau meminta informasi kepada orang yang berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)
   a. Tidak menguasai tata bahasa dalam Bahasa Inggris
   b. Keterbatasan kosa kata dalam Bahasa Inggris
   c. Tidak tahu cara pengucapan kosakata Bahasa Inggris yang akan diucapkan
   d. Lainnya (tolong sebutkan dengan singkat)

5. Topik-topik percakapan Bahasa Inggris apa saja yang anda perlukan untuk meningkatkan kemampuan Anda berbicara dalam Bahasa Inggris dengan penutur asing?
   a. Menyapa dan bekenalan
   b. Menawarkan bantuan
   c. Meminta bantuan
   d. Menyampaikan informasi tentang sesuatu/seseorang
   Lainnya (tolong sebutkan dengan singkat)

6. Metode belajar apakah yang memudahkan Anda belajar Bahasa Inggris?
   a. Berdiskusi
   b. Guru menerangkan, siswa mendengarkan
   c. Peragakan dialog mengenai kehidupan sehari-hari
   d. Lainnya (tolong sebutkan dengan singkat)

***-- Terimakasih --***
KUESIONER


<table>
<thead>
<tr>
<th>Identitas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nama      : ...........................................</td>
</tr>
<tr>
<td>Umur      : 21 tahun</td>
</tr>
<tr>
<td>Pendidikan terakhir : SMA</td>
</tr>
</tbody>
</table>

Lingkarilah jawaban yang paling cocok dengan pendapat anda!

1. Apakah anda sudah dapat berbicara dalam bahasa Inggris?
   a. Ya
   X Tidak

2. Jika ada tamu asing penutur bahasa inggris termasuk Bruder General dan stafnya berkunjung ke komunitas Anda, sejauh mana Anda memberikan informasi dan menceritakan pengalaman hidup anda dengan menggunakan Bahasa Inggris?
   a. Sering
   b. Kadang-kadang
   X Jarang
   d. Tidak pernah

3. Menurut Anda, faktor apa saja yang dapat meningkatkan kemampuan Anda dalam berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)
   a. Keberanian untuk berbicara dalam Bahasa Inggris
b. Penguasaan kosakata yang memadai
b. Penguasaan tata bahasa yang memadai
d. Lainnya (tolong sebutkan dengan singkat)

4. Kesulitan apakah yang Anda alami dalam memberikan atau meminta informasi kepada orang yang berbicara dalam Bahasa Inggris? (Boleh memilih lebih dari 1)
   a. Tidak menguasai tata bahasa dalam Bahasa Inggris
   b. Keterbatasan kosakata dalam Bahasa Inggris
   c. Tidak tahu cara pengucapan kosakata Bahasa Inggris yang akan diucapkan
   d. Lainnya (tolong sebutkan dengan singkat)

5. Topik-topik percakapan Bahasa Inggris apa saja yang anda perlukan untuk meningkatkan kemampuan Anda berbicara dalam Bahasa Inggris dengan penutur asing?
   a. Menyapa dan bekenalan
   b. Menawarkan bantuan
   c. Meminta bantuan
   d. Menyampaikan informasi tentang sesuatu/seseorang
      Lainnya (tolong sebutkan dengan singkat)

6. Metode belajar apakah yang memudahkan Anda belajar Bahasa Inggris?
   a. Berdiskusi
   b. Guru mencerahkan, siswa mendengarkan
   c. Peragaan dialog mengenai kehidupan sehari-hari
   d. Lainnya (tolong sebutkan dengan singkat)

***-- Terimakasih --***
APPENDIX 6

The General Description
THE GENERAL DESCRIPTION OF
ENGLISH SPEAKING MATERIALS FOR NOVICE BROTHERS
OF BUDI MULIA CONGREGATION AT LAWANG NOVITIATE

The title of this thesis is “English speaking materials for novice brothers of Budi Mulia (BM) Congregation at Lawang Novitiate.”

A. Background

Since English is the official language for Congregation of Budi Mulia Brothers, which is an international religious congregation, it is implied that all brothers including novice brothers are required to be able to communicate in English to other brothers from different country in order to have information as well as to build a good relationship among them as one congregation. To achieve this aim, English should be exposed as much as possible starting from Novitiate.

In this study, the research participants were all novice brothers of Budi Mulia Congregation which consisted of eight people whose ages were between 21-23 years old. There were four of them in the first year and three were in the second year. They were senior high school graduated. Based on the need analysis, their English level is still beginner.

The limited ability of novices of Budi Mulia Brothers Congregation at Lawang Novitiate to communicate in English is a big problem when they are having private interview with general superior. Meanwhile, every year the General Superior visits Indonesia and interviews each brother including the novices in English. Based on the novice’s magister, the one who is responsible to guide the novices brothers, explained that they find hard to express their thoughts, feelings, and personal experiences during the interview with general superior.

In addition, is that Noviciate has not had speaking materials yet. Based on the novice’s superior, Noviciate as the place for novice bothers to prepare them to be definite brothers, has not had a set of speaking materials yet. Thus, it is needed to design speaking materials for the sake of enhancing their ability to communicate in English.
B. Goal

This design is meant to provide the English teacher effective and attractive speaking materials to teach speaking for novice brothers of Budi Mulia Congregation at Lawang Novitiate, in order to:

- Improve English speaking skills of the members of Budi Mulia Congregation, especially novices of Budi Mulia Brothers Congregation at Lawang Novitiate based on their needs particularly to express their thoughts, feelings, and personal experiences as well as in order to able to make effective communication among brothers over the world.

C. The Type of Syllabus

In designing the English speaking materials for novice brothers of Budi Mulia Congregation, the writer chooses communicative syllabus type 3: Variable focus. It is expected that this kind communicative syllabus will facilitate the novice brothers of Budi Mulia (BM) Congregation to improve their English speaking skills.

D. The Topics and the Arrangement of the Materials

The topics of these English speaking materials are selected from the results of the needs survey. In this study, the English speaking materials for novice brothers of Budi Mulia (BM) Congregation at Lawang Novitiate are arranged based on the level of difficulties and the participants’ urgency as resulted in the need survey. Thus, the writer designed four units of the English speaking materials, namely:

Unit 1: Greeting and introducing oneself/others
Unit 2: Offering help
Unit 3: Asking and giving information
Unit 4: Asking for and giving advice

Each unit consists of four sections, namely dialogue, language practice, discussion, and speaking activity.
E. Contact Hour

This course consists of 4 meetings; each meeting is about 90 minutes. Thus the course will take about 6 hours.

F. Program

This program is called English for novice brothers of Budi Mulia (BM) Congregation.
APPENDIX 7

Syllabus
## A SYLLABUS

<table>
<thead>
<tr>
<th>Unit/Topic</th>
<th>Time Allocation</th>
<th>Learning Objectives</th>
<th>Teaching - Learning Activities</th>
<th>Materials</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 1. Greeting and introducing oneself/others | 2x 45 | At the end of this course, the learners are expected to be able to greet and introduce oneself contextually, accurately, and fluently by using simple expression | Pre-activity  - Opening prayer  - Greeting  
Whilst Activity  - Dialogues  - Useful expressions  - Vocabulary list  - Discussion  - Role Play  
Post Activity  - Summarizing the materials together  - Closing prayer | Handouts  
Whiteboard  
Marker | Teknik dan panduan:  
Mahir berkomunikasi dalam Bahasa Inggris |
| 2. Offering help | 2x 45 | At the end of this course, the learners are expected to be able to offer help using English accurately, appropriately, and contextually in daily communication | Pre-activity  - Opening prayer  - Greeting  
Whilst Activity  - Dialogues  - Useful expressions  - Vocabulary list  - Discussion  - Role Play  
Post Activity  - Summarizing the materials together  - Closing prayer | Handouts  
Whiteboard  
Marker | Teknik dan panduan:  
Mahir berkomunikasi dalam Bahasa Inggris |
<table>
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<th>Unit/Topic</th>
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<th>Learning Objectives</th>
<th>Teaching-Learning Activities</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Asking for and giving information</td>
<td>2x 45</td>
<td>At the end of this course, the learners are expected to be able to ask for and give information using English fluently and appropriately.</td>
<td>Pre-activity: Opening prayer, Greeting</td>
<td>Handouts, Whiteboard, Marker</td>
</tr>
</tbody>
</table>

Whilst Activity: Dialogues, Useful expressions, Vocabulary list, Discussion, Role Play, Post Activity: Summarizing the materials together, Closing prayer |

| 4. Asking for and giving advice | 2x 45 | At the end of this course, the learners are expected to be able to ask for and give advice using English appropriately. | Pre-activity: Opening prayer, Greeting | Handouts, Whiteboard, Marker |

Whilst Activity: Dialogues, Useful expressions, Vocabulary list, Discussion, Role Play, Post Activity: Summarizing the materials together, Closing prayer |
APPENDIX 8

The Presentation of the Unit Materials
Designing English Speaking Materials for Novice Brothers

of Budi Mulia (BM) Congregation at Lawang Novitiate

TEACHER’S BOOK

“PRACTICE MAKES PERFECT”

By

Sarwedi Sirait/081214040
PREFACE

Speaking ability is absolutely important as a mean to communicate with other people. The effective communication is when both of two sides have mutual understanding that they can catch the message of the partner whom they are communicating. However, English speaking skills can be learnt by practicing it continuously.

This module English Speaking Materials for Novice Brothers of Budi Mulia (BM) Congregation at Lawang Novitiate was designed for the purposes of practicing daily conversation to the readers. The materials provided were arranged based on the real situation and context. It will be meaningful for the readers who want to practice their fluency in speaking and to improve their understanding about the use of English language in daily conversation. For English teacher, it can be used as a reference to help the novice brothers of Budi Mulia (BM) to enhance their knowledge and practice in the English language, more specifically speaking English. This skill will be meaningful for the learners to build an effective communication among them and support their work and service in which country they are sending to.

Last, but not at least, the writer would like to express gratitude to Ms. Christina Kristiyani, as my supervisor and all people who have participated for the completing of this module.

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The writer
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<tr>
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</tr>
</tbody>
</table>
UNIT I
GREETING
AND INTRODUCING ONESELF/OTHERS

A. Dialogues

Ask the learners to read the following dialogues and then to act them out with their partners.

Dialogue 1
Basic Greeting
Antonius : Good morning. My name is Antonius.
Benediktus : Hello, Anton. I'm Benediktus.
Antonius : How do you do, Benediktus.
Benediktus : How do you do. Please call me Bene.
Antonius : You can call me Anton.
Benediktus : Well, it's time to go now. See you. Bye.

Dialogue 2
Sandra : Good morning, Philip.
Philip : Good morning, Sandra. How are you?
Sandra : I'm fine, thanks. And you?
Philip : Not too bad... Sandra, I'd like to introduce you to my
colleague, Andria. Andria, this is Sandra, my close friend.

Andria : Nice to meet you, Sandra.
Sandra : Nice to meet you too, Andria. Where are you from, Andria?
Andria : I’m from Medan. And you? Are you Javanese?
Sandra : No, I’m Sundanese. I’m from Tanjung Priuk.
Andria : Well, goodbye, Sandra. It was very nice meeting you.
Sandra : See you. Goodbye.

B. Useful expressions

There are some expressions and responses used in greeting.

<table>
<thead>
<tr>
<th>Formal Greetings</th>
<th>Responses</th>
<th>Informal Greetings</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Good morning.</td>
<td>- Hello.</td>
<td>- Hi, how’s life?</td>
<td>- Terrific. And you?</td>
</tr>
<tr>
<td>- Good afternoon.</td>
<td>- Hello, good afternoon.</td>
<td>- What’s news?</td>
<td>- Just fine, thanks.</td>
</tr>
<tr>
<td>- Good evening.</td>
<td>- Good evening.</td>
<td>- How’s everything?</td>
<td>- Great, thanks.</td>
</tr>
<tr>
<td>- Hello, how are you?</td>
<td>- I’m fine. Thank you.</td>
<td>- How’s business?</td>
<td>- Pretty well.</td>
</tr>
<tr>
<td></td>
<td>- Very well, thank you.</td>
<td>- Good to see you.</td>
<td>- What about you?</td>
</tr>
</tbody>
</table>

Some expressions in Introductions

<table>
<thead>
<tr>
<th>Introducing oneself</th>
<th>Introducing someone else</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can/ May I introduce myself?</td>
<td>- Can/ May I introduce a good friend of mine? This is …</td>
</tr>
<tr>
<td>My name’s Peter.</td>
<td></td>
</tr>
<tr>
<td>- Let me introduce myself. My</td>
<td>- Have you met … ?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Vocabulary list

Ask the students to read the following text aloud and to find the meaning of the underlined words below.

The meaning of best friends can be different to every person. Some insist that you can have only one best friend. Others assert that they have best friends for different aspects of their personalities. Whatever the precise definition, your best friend is the person who gets you. They understand who you are and what you are saying. The greatest distance cannot separate best friends. You will always feel a kinship with them, and be able to instantly continue the friendship even after not talking for many years.

Ask the learners to find the meaning:

1. Insist
2. assert
3. precise
4. kinship
5. continue

(v). to state or demand forcefully, especially despite opposition
(v). to say that something is certainly true
(Adj). exact and accurate
(N). the relationship between members of the same family, or a feeling of being close
(v). to keep happening, existing
D. Discussion
Ask the learners to work in pairs and share their real experience how they introduce themselves or others to their friends who they have just met accidently.

E. Role Play
Ask the learners to work in pairs and make their own simple dialogue introducing their friend to somebody else. Then, the learners have to perform it in front of the class with their partners.
UNIT II
OFFERING HELP

A. Dialogues

Ask the learners to read the following dialogues, and then to act them out with their partners.

Dialogue 1
It’s time for the novices to work after studying at the classroom. Br. Petrus is working in the kitchen and Br. Valent is mopping the floor near the kitchen.

Br. Valent: Let me help you.
Br. Petrus: Thank you very much for helping me.
Br. Valent: Sure, what are friends for? Let’s carry it together.

Dialogue 2
(In the library)
Magister: Carolus, what are you writing?
Br. Carolus : I’m writing a Christmas card to my family
Magister : When will you mail it?
Br. Carolus : Hmmmmm... maybe tomorrow.
Magister : Would you like any help? I’m going to Malang this morning. If you like I could post it for you.
Br. Carolus : Thanks a lot Brother, but I prefer to do it all by myself.

B. Useful expressions
There are some expressions and responses used in offering, accepting or refusing help.

<table>
<thead>
<tr>
<th>Offering help</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me help you!</td>
<td>Thank you (very much)</td>
</tr>
<tr>
<td>Would you like any help?</td>
<td>Oh yes, please</td>
</tr>
<tr>
<td>What can I do to help you?</td>
<td>That’s very kind of you</td>
</tr>
<tr>
<td>Need some help?</td>
<td>I’d be delighted...</td>
</tr>
<tr>
<td>Is there anything I can do to...?</td>
<td></td>
</tr>
<tr>
<td>May I be of any assistance?</td>
<td></td>
</tr>
<tr>
<td>May I help you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting</td>
<td>Refusing</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>No, thank you</td>
<td>That’s very kind of you, but...</td>
</tr>
<tr>
<td>That’s very kind of you</td>
<td>I don’t think so, thank you</td>
</tr>
<tr>
<td>I don’t think so, thank you</td>
<td>No, really, I can manage it, thanks</td>
</tr>
<tr>
<td>Thanks a lot, but...</td>
<td>No, it’s alright, really</td>
</tr>
</tbody>
</table>

C. Vocabulary list
Ask the learners to read the following words aloud.

- Waiter : pelayan
- Delicious : enak, lezat
- Heavy : berat
- Light : ringan
• Too big : terlalu besar
• Refuse : menolak
• Obligation : kewajiban
• Housekeeper : pembantu rumah tangga
• Luggage : bagasi
• Order : memesan

D. Discussion
Ask the learners to work in pairs and share their real experience helping others or being helped. How do they offer help to others and why do they do so?

E. Role Play
Ask the learners to work in pairs and make their own simple dialogue offering help by using appropriate expressions. Then, perform it in front of the class with their partners.

Situation:
Bro. General has just arrived at Novitiate and he is coming from Belgium along with some heavy luggage. It is his annual visit. A novice brother offers a help to bring his stuffs and to escort him to the room.
UNIT III

ASKING FOR AND GIVING INFORMATION

A. Dialogues

Ask the learners to read the following dialogues and then to act them out with their partner!

Dialogue 1

Reserving ticket

Officer : Good morning. May I help you?
Br. Hendrik : I need a ticket to Belgium.
Officer : Would you like business or economy class?
Br. Hendrik : Economy class, please.
Officer : Would you like a window or an aisle seat?
Br. Hendrik : An aisle seat, please.

Then, when checking at the airport.................

Officer : Can I have your ticket, please?
Br. Hendrik : Yes, here it is.
Officer : Do you have any baggage?
Br. Hendrik : Yes, this suitcase and this carry-on bag.
Officer : Here's your boarding pass. Have a nice flight.
Br. Hendrik : Thank you.

Dialogue 2
Asking for Directions in Belgium
Br. Hendrik : Excuse me. Is there a supermarket near here?
Police : Yes. There's one near here.
Br. Hendrik : How do I get there?
Police : At the traffic lights, take the first left and go straight on.
       It's on the left.
Br. Hendrik : Is it far?
Police : Not really.
Br. Hendrik : Thank you.
Police : Don't mention it.

B. Useful expressions
- Excuse me. Is there..........?
- How do I get there?
- Do you know how to go to....?
- Sorry, may I ask you?
- Morning, Ms, where can I have.....?
- Just go straight and then turn left....

C. Vocabulary list
Practice the learners to improve their vocabulary storage by reading the dialogue aloud.
The City and the Country

David : How do you like living in the big city?
Maria : There are many things that are better than living in the country!
David : Can you give me some examples?
Maria : Well, it certainly is more interesting than the country. There is so much more to do and see. People can easily get life needs. There are so many department store and other public facilities.
David : Yes, but the city is more dangerous than the country.
Maria : That's true. People in the city aren't as open and friendly as those in the countryside.
David : I'm sure that the country is more relaxed, too!
Maria : Yes, the city is busier than the country. However, the country is much slower than the city.
David : I think that's a good thing!
Maria : Oh, I don’t. The country is so slow and boring! It’s much more boring than the city.
David : How about the cost of living? Is the country cheaper than the city?
Maria : Oh, yes. The city is more expensive than the country.
David : Life in the country is also much healthier than in the city.
Maria : Yes, it’s cleaner and less dangerous in the country. But, the city is so much more exciting. It’s faster, crazier and more fun than the country.
David : I think you are crazy for moving to the city.
Maria : Well, I’m young now. Maybe when I’m married and have children I’ll move back to the country.

Adapted from: http://esl.about.com/od/beginningreadingskills/a/d_cc.htm

Ask the learners to pair up the words with the equal meaning on the right sight.

1. **Countryside** a. daily expenses
2. **Relaxed** b. not expensive
3. **cost of living** c. interesting
4. **cheaper** d. enjoying
5. **exciting** e. rural area
D. Discussion

Ask the learners to work in pairs and share their real experience when they get lost in a certain place.

E. Role Play

Ask the learners to work in pairs and make their own simple dialogue asking and giving information when they are in a new place. Then, they have to perform it in front of the class with their partners.
UNIT IV

ASKING FOR AND GIVING ADVICE

A. Dialogues

Dialogue 1
Pair up and practice.
(Before class begins in the classroom)
Ms. Novi : Oh, hello, Patris. You don’t look too well. What’s the matter?
Bro. Patris : Well, actually I’ve got a fever.
Ms. Novi : That’s too bad. Perhaps you should take some aspirin.
Bro. Patris : I already have. But it hasn’t done much good.
Ms. Novi : Oh, why don’t you go to see the doctor?
Bro. Patris : Yah, I think I should.

Dialogue 2
Boni : You know I wish I could get more exercise. I’d like to get a little skinner and lose a little weight.
Richard : So would I. Well, why don’t we go swimming more often?
Boni : Yes, that’s a good idea. And we really should try to spend so much time during the weekend.
Richard: Yes. Perhaps we had better not eat so much cake and ice-cream.
Boni: Yes. You’re right.

B. Useful expressions to ponder

<table>
<thead>
<tr>
<th>Asking for</th>
<th>Offering</th>
<th>Responding to</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ What do you think (I should do)?</td>
<td>▪ Can I offer you some advice?</td>
<td>▪ What a good idea/recommendation.</td>
</tr>
<tr>
<td>▪ Do you have any ideas/suggestion/recommendation, thoughts?</td>
<td>▪ I recommend/suggest that you...</td>
<td>▪ That sounds good/great.</td>
</tr>
<tr>
<td>▪ Any other suggestions?</td>
<td>▪ You had better...</td>
<td>▪ That sounds like a good idea.</td>
</tr>
<tr>
<td>▪ Any ideas?</td>
<td>▪ Why don’t you...</td>
<td>▪ That never entered my mind.</td>
</tr>
<tr>
<td>▪ I need your advice.</td>
<td>▪ I think you should/ought to...</td>
<td>▪ I hadn’t thought of that.</td>
</tr>
<tr>
<td>▪ What do you suggest/recommend?</td>
<td>▪ It might be a good idea to...</td>
<td></td>
</tr>
</tbody>
</table>

C. Vocabulary List

Please, find the synonyms of the words given below.

1. Suggest = ....................
2. Meet = ....................
3. Must = ....................
4. Opinion = ....................
5. Matter = ....................

Problem
See
Have/has to
View
Recommend
Ask
Share
D. Discussion
Ask the learners to work in pairs and share their real experience when a friend of them asking them for advice to prepare how to succeed final examination at university.

E. Role Play
Ask the learners to work in pairs and make their own simple dialogue how to improve their English understanding based on their own experience; the effective method that they use to succeed it.
REFERENCES


Retrieved on June 21st, 2014 from www2.warwick.ac.uk
Designing English Speaking Materials for Novice Brothers

of Budi Mulia (BM) Congregation at Lawang Novitiate

STUDENT’S BOOK

“PRACTICE MAKES PERFECT”

By

Sarwedi Sirait/081214040
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The writer
UNIT I
GREETING
AND INTRODUCING ONESELF/OTHERS

A. Dialogues

Read the following dialogues and then act them out with your partner!

**Dialogue 1**
Basic Greeting

Antonius : Good morning. My name is Antonius.
Benediktus : Hello, Anton. I'm Benediktus.
Antonius : How do you do, Benediktus.
Benediktus : How do you do. Please call me Bene.
Antonius : You can call me Anton.
Benediktus : Well, it’s time to go now. See you. Bye.

**Dialogue 2**

Sandra : Good morning, Philip.
Philip : Good morning, Sandra. How are you?
Sandra : I'm fine, thanks. And you?
Philip : Not too bad... Sandra, I’d like to introduce you to my
colleague, Andria. Andria, this is Sandra, my close friend.

Andria : Nice to meet you, Sandra.

Sandra : Nice to meet you too, Andria. Where are you from, Andria?

Andria : I’m from Medan. And you? Are you Javanese?

Sandra : No, I’m Sundanese. I’m from Tanjung Priuk.

Andria : Well, goodbye, Sandra. It was very nice meeting you.

Sandra : See you. Goodbye.

B. Useful expressions

There are some expressions and responses used in greeting.

<table>
<thead>
<tr>
<th>Formal Greetings</th>
<th>Responses</th>
<th>Informal Greetings</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>- Good morning.</td>
<td>- Hello.</td>
<td>- Hi, how’s life?</td>
<td>- Terrific. And you?</td>
</tr>
<tr>
<td>- Good afternoon.</td>
<td>- Hello, good afternoon.</td>
<td>- What’s news?</td>
<td>- Just fine, thanks.</td>
</tr>
<tr>
<td>- Good evening.</td>
<td>- Good evening.</td>
<td>- How’s everything?</td>
<td>- Great, thanks.</td>
</tr>
<tr>
<td>- Hello, how are you?</td>
<td>- I’m fine. Thank you.</td>
<td>- How’s business?</td>
<td>- Pretty well.</td>
</tr>
<tr>
<td></td>
<td>- Very well, thank you.</td>
<td>- Good to see you.</td>
<td>- What about you?</td>
</tr>
</tbody>
</table>

Some expressions in Introductions

<table>
<thead>
<tr>
<th>Introducing oneself</th>
<th>Introducing someone else</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can/ May I introduce myself? My name’s Peter.</td>
<td>- Can/ May I introduce a good friend of mine? This is … .</td>
</tr>
<tr>
<td>- Let me introduce myself. My</td>
<td>- Have you met … ?</td>
</tr>
</tbody>
</table>
I'd like to introduce myself.
I'm ...

I don't think we've met. I'm ...

I'd like you to meet ...

I want you to meet ...

C. Vocabulary list

Read the following text aloud and find the meaning of the underlined words below.

The meaning of best friends can be different to every person. Some insist that you can have only one best friend. Others assert that they have best friends for different aspects of their personalities. Whatever the precise definition, your best friend is the person who gets you. They understand who you are and what you are saying. The greatest distance cannot separate best friends. You will always feel a kinship with them, and be able to instantly continue the friendship even after not talking for many years.

Find the meaning

1. Insist (v). to state or demand forcefully, especially despite opposition
2. assert (v). to say that something is certainly true
3. precise (Adj). exact and accurate
4. kinship (N). the relationship between members of the same family, or a feeling of being close
5. continue (v). to keep happening, existing
D. Discussion

Please work in pairs and share your real experience how you introduce yourself or others to your friends who you have just met accidently.

E. Role Play

Please work in pairs and make your own simple dialogue introducing your friend to somebody else and perform it in front of the class with your partners.
UNIT II
OFFERING HELP

A. Dialogues

Read the following dialogues and then act them out with your partners.

Dialogue 1
It’s time for the novices to work after studying at the classroom. Br. Petrus is working in the kitchen and Br. Valent is mopping the floor near the kitchen.

Br. Valent : Let me help you.
Br. Petrus : Thank you very much for helping me.
Br. Valent : Sure, what are friends for? Let’s carry it together.

Dialogue 2
(In the library)
Magister : Carolus, what are you writing?
Br. Carolus: I’m writing a Christmas card to my family.
Magister: When will you mail it?
Br. Carolus: Hmmm.....maybe tomorrow.
Magister: Would you like any help? I’m going to Malang this morning. If you like I could post it for you.
Br. Carolus: Thanks a lot Brother, but I prefer to do it all by myself.

B. Useful expressions

There are some expressions and responses used in offering, accepting or refusing help.

<table>
<thead>
<tr>
<th>Offering help</th>
<th>Accepting</th>
<th>Refusing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me help you!</td>
<td>Thank you (very much)</td>
<td>No, thank you</td>
</tr>
<tr>
<td>Would you like any help?</td>
<td>Oh yes, please</td>
<td>That’s very kind of you, but...</td>
</tr>
<tr>
<td>What can I do to help you?</td>
<td>That’s very kind of you</td>
<td>I don’t think so, thank you</td>
</tr>
<tr>
<td>Need some help?</td>
<td>I’d be delighted...</td>
<td>No, really, I can manage it, thanks</td>
</tr>
<tr>
<td>Is there anything I can do to...?</td>
<td></td>
<td>Thanks a lot, but...</td>
</tr>
<tr>
<td>May I be of any assistance?</td>
<td></td>
<td>No, it’s alright, really</td>
</tr>
<tr>
<td>May I help you?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Vocabulary list

Read the following words aloud.

- Waiter: pelayan
- Delicious: enak, lezat
- Heavy: berat
- Light: ringan
D. Discussion
Please work in pairs and share your real experience helping others or being helped. How do you offer help to others and why do you do so?

E. Role Play
Please work in pairs and make your own simple dialogue offering help by using appropriate expressions. Then, perform it in front of the class with your partners.

Situation:
Bro. General has just arrived at Novitiate and he is coming from Belgium along with some heavy luggage. It is his annual visit. A novice brother offers a help to bring his stuffs and to escort him to the room.
UNIT III

ASKING FOR AND GIVING INFORMATION

A. Dialogues

Dialogue 1

Reserving ticket
Officer : Good morning. May I help you?
Br. Hendrik : I need a ticket to Belgium.
Officer : Would you like business or economy class?
Br. Hendrik : Economy class, please.
Officer : Would you like a window or an aisle seat?
Br. Hendrik : An aisle seat, please.

Then, when checking in at the airport...
Officer : Can I have your ticket, please?
Br. Hendrik : Yes, here it is.
Officer : Do you have any baggage?
Br. Hendrik : Yes, this suitcase and this carry-on bag.
Officer : Here's your boarding pass. Have a nice flight.
Dialogue 2
Asking for Directions in Belgium
Br. Hendrik : Excuse me. Is there a supermarket near here?
Police : Yes. There’s one near here.
Br. Hendrik : How do I get there?
Police : At the traffic lights, take the first left and go straight on. It's on the left.
Br. Hendrik : Is it far?
Police : Not really.
Br. Hendrik : Thank you.
Police : Don't mention it.

B. Useful expressions
- Excuse me. Is there ..........?
- How do I get there?
- Do you know how to go to ....? 
- Sorry, may I ask you?
- Morning, Ms, where can I have .....?
- Just go straight and then turn left ....

C. Vocabulary list

Improve your vocabulary storage by reading the dialogue aloud.

The City and the Country

David : How do you like living in the big city?
Maria : There are many things that are better than living in the country!
David : Can you give me some examples?
Maria : Well, it certainly is more interesting than the country. There is so much more to do and see. People can easily get life needs. There are so many department store and other public facilities.
David : Yes, but the city is more dangerous than the country.
Maria : That's true. People in the city aren't as open and friendly as those in the countryside.
David : I'm sure that the country is more relaxed, too!
Maria : Yes, the city is busier than the country. However, the country is much slower than the city.
David : I think that's a good thing!
Maria : Oh, I don't. The country is so slow and boring! It's much more boring than the city.
David : How about the cost of living? Is the country cheaper than the city?
Maria : Oh, yes. The city is more expensive than the country.
David : Life in the country is also much healthier than in the city.
Maria : Yes, it's cleaner and less dangerous in the country. But, the city is so much more exciting. It's faster, crazier and more fun than the country.
David : I think you are crazy for moving to the city.
Maria : Well, I'm young now. Maybe when I'm married and have children I'll move back to the country.

Adapted from:
http://esl.about.com/od/beginningreadingskills/a/d_cc.htm

Pair up the words with the equal meaning on the right sight

1. Countryside a. daily expenses
2. Relaxed b. not expensive
3. cost of living c. interesting
4. cheaper d. enjoying
5. exciting e. rural area
D. Discussion

Please work in pairs and share your real experience when you get lost in a certain place.

E. Role Play

Please work in pairs and make your own simple dialogue asking and giving information when you are in a new place. Then, perform it in front of the class with your partners.
UNIT IV

ASKING FOR AND GIVING ADVICE

A. Dialogues

Dialogue 1
Pair up and practice.
(Before class begins in the classroom)
Ms. Novi : Oh, hello, Patris. You don’t look too well. What’s the matter?
Bro. Patris : Well, actually I’ve got a fever.
Ms. Novi : That’s too bad. Perhaps you should take some aspirin.
Bro. Patris : I already have. But it hasn’t done much good.
Ms. Novi : Oh, why don’t you go to see the doctor?
Bro. Patris : Yah, I think I should.

Dialogue 2
Boni : You know I wish I could get more exercise. I’d like to get a little skinner and lose a little weight.
Richard : So would I. Well, why don’t we go swimming more often?
Boni : Yes, that’s a good idea. And we really should try to spend so much time during the weekend.
Richard: Yes. Perhaps we had better not eat so much cake and ice-cream.
Boni: Yes. You’re right.

B. Useful expressions to ponder

<table>
<thead>
<tr>
<th>Asking for</th>
<th>Offering</th>
<th>Responding to</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What do you think (I should do)?</td>
<td>- Can I offer you some advice?</td>
<td>- What a good idea/recommendation.</td>
</tr>
<tr>
<td>- Do you have any ideas/suggestion/recommendation, thoughts?</td>
<td>- I recommend/suggest that you...</td>
<td>- That sounds good/great.</td>
</tr>
<tr>
<td>- Any other suggestions?</td>
<td>- You had better...</td>
<td>- That sounds like a good idea.</td>
</tr>
<tr>
<td>- Any ideas?</td>
<td>- Why don’t you...</td>
<td>- That never entered my mind.</td>
</tr>
<tr>
<td>- I need your advice.</td>
<td>- I think you should/ought to...</td>
<td>- I hadn’t thought of that.</td>
</tr>
<tr>
<td>- What do you suggest/recommend?</td>
<td>- It might be a good idea to...</td>
<td></td>
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</tbody>
</table>

C. Vocabulary List

Please, find the synonyms of the words given below.

1. Suggest = ........................
2. Meet = ........................
3. Must = ........................
4. Opinion = ........................
5. Matter = ........................
D. Discussion
Please work in pairs and share your real experience when a friend of you asking you for advice to prepare how to succeed final examination at university.

E. Role Play
Please work in pairs and make your own simple dialogue how to improve your English understanding based on their own experience; the effective method that you use to succeed it.
REFERENCES


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