A SET OF INTEGRATED INSTRUCTIONAL MATERIALS USING COMMUNICATIVE LANGUAGE TEACHING FOR THE EIGHTH GRADE STUDENTS OF SMP BOPKRI 3 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

By
Yulianti
Student Number: 101214032

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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DEDICATION PAGE

No Need to Worry, as Long as You Do Your Best, the Very Best Thing is Yours.

"Akhir suatu hal lebih baik dari pada awalnya."

Pengkhotbah 7:8

I dedicate this thesis to:

JESUS CHRIST

My beloved Abah and Bundo

My brothers and sister

My Best 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 the other people, except those cited in the quotation and the references, as a scientific paper should.

Yogyakarta, 10 August 2015

The writer

Yulianti
101214032
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ABSTRACT


In order to be good English speakers, the students are required to master more than language knowledge. The students have to develop the four English basic skills, namely speaking, listening, reading and writing. The students’ achievements in learning English are influenced by various learning materials and activities which are used in the classroom. This research is intended to present a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta.

This study aims to answer two research problems. They are (1) “How is a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta designed?,” and (2) “What does the set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta look like?”

To answer the first research problem, the researcher conducted eight steps which were adapted from Research and Development (R & D) cycle and Kemp’s design model, namely identifying the instructional problems, analyzing the learners and context, conducting the task analysis, formulating the instructional objectives, selecting the instructional strategies, developing the instruction, designing and conducting formative evaluation and revising the designed materials. To answer the second research problem, the researcher presented the final version of the designed materials using the principles of Communicative Language Teaching. The final versions of the designed materials were in the form of integrated designed materials.

There were four units in the designed materials, namely *What Do You Think about Dangdut?*, *Kick the Ball!*, *Find Your Gadget!*, and *Whisper Your Message!*. Each unit consisted of three stages, namely pre-activity, main activity, and post-activity. The designed materials are interesting and appropriate for the eighth grade students of SMP BOPKRI 3 Yogyakarta. It could be seen from the results of the materials evaluation, in which the degree of agreement was > 3.

*Keywords*: Communicative Language Teaching, integrated materials, materials design
ABSTRAK


Penelitian ini ditujukan untuk menjawab dua rumusan masalah berikut: (1) “Bagaimana seperangkat materi pembelajaran terpadu berdasarkan pendekatan Communicative Language Teaching untuk siswa kelas VIII SMP BOPKRI 3 Yogyakarta dirancang?,” (2) “Seperti apa penyajian materi tersebut?”

Untuk menjawab rumusan masalah yang pertama, peneliti melaksanakan delapan langkah yang diadaptasi dari siklus penelitian dan pengembangan (R&D) dan model pembelajaran Kemp. Langkah-langkah tersebut antara lain mengidentifikasi masalah pembelajaran, menganalisis karakter siswa dan konteks pembelajaran, menganalisis bahan ajar, merumuskan tujuan pembelajaran, menyelenggarakan strategi pembelajaran, merancang materi, melakukan penilaian akhir dan merevisi materi pembelajaran. Untuk menjawab rumusan masalah yang kedua, peneliti menyajikan hasil akhir dari rancangan materi pembelajaran berdasarkan prinsip-prinsip dari Communicative Language Teaching. Materi pembelajaran ini merupakan materi pembelajaran terpadu.


Kata kunci: Communicative Language Teaching, integrated materials, materials design
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Yulianti
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CHAPTER I
INTRODUCTION

This chapter will present the background of the study, the research problems, the problem limitation, the research objective, the research benefits and the definition of terms. Each part is explained in the following paragraphs.

A. Research Background

The idea of doing this research came from the researcher’s experiences, when having Program Pengalaman Lapangan / PPL in SMP BOPKRI 3 Yogyakarta. During the teaching practice, the researcher found that there was no certain handbook used by the English teacher as the main sources of the teaching. Mostly, the materials were taken from some other sources such as article, internet and any relevant books. It made the students have no preparation and idea about what they would learn before starting the class. The students just came to the class and waited for the teacher’s instructions. This situation affected the students’ attitude towards the learning process. It could be seen from the class situation, the students tended to be listeners of what the teacher was saying. Beside that, the school also planned to implement a new curriculum in accordance with the government policy to implement Kurikulum 2013.

Due to the lack of the school teaching sources and curriculum changes, this study is beneficial for two reasons to the school. The first reason is that it helps the school in providing instructional materials based on the Kurikulum 2013, which meet the students’ needs. The second reason is that it helps the school in
preparing the students to face the curriculum changes. Hence, the researcher is interested in designing a set of integrated instructional materials using communicative language teaching for the eighth grade students of *SMP BOPKRI* 3 Yogyakarta.

The Communicative Language Teaching (CLT) approach was chosen because the students rarely used English in the classroom. The English teacher tended to be the one who took a big part during the classroom activities. It meant that the teacher-centered teaching model was used. Therefore, the researcher wants to offer a new teaching methodology by implementing the Communicative Language Teaching approach. In this approach, the students are taught communicatively. They are required to use the target language actively instead of studying the language passively.

**B. Research Problems**

In order to focus the research, the researcher formulated two research questions as follows:

1. How is a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of *SMP BOPKRI* 3 Yogyakarta designed?

2. What does the set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of *SMP BOPKRI* 3 Yogyakarta look like?
C. Problem Limitation

The aim of this study is to design a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta. Thus, this study only uses Communicative Language Teaching principles for designing the materials. Furthermore, it is an integrated instructional materials in which the four of the English skills are included: speaking, listening, reading and writing.

D. Research Objectives

This study is conducted to design a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta.

E. Research Benefits

This study is expected to give contributions in some aspects. The benefits of the research are intended for:

1. English Teacher of SMP BOPKRI 3 Yogyakarta

This study will help the English teachers of SMP BOPKRI 3 Yogyakarta in providing good teaching materials. Due to the goal of the study, in designing the materials, the researcher uses the students’ needs and their English skills mastery as the basic measurement of the materials difficulty level. Thus, the instructional materials are appropriate for the students.
2. Students of SMP BOPKRI 3 Yogyakarta

The students will have a big opportunity to practice what they have learned through the classroom activities. Given the chance to speak in the target language (English), the students are encouraged to communicate using English. In other words, the result of the study will help them to explore their English skills and to get the fluency in using English.

3. Future Researchers

The researcher hopes that this research can be useful for the future researchers who are interested in the same topic. The future researchers may use this research as one of their references.

F. Definition of Terms

In order to avoid any misunderstanding in the future, some terms are needed to be clarified. The terms are defined as follows:

1. **Instructional materials**

   Instructional materials are a set of units that are used by the learners and teacher as the discussion focus in the teaching learning process. In this study, the instructional materials refer to the final product (a set of materials) of the research. It means that the instructional materials are the set of English materials that will be designed by the researcher, in which it might be applied as the source of teaching materials in the future.
2. Integrated Materials

Integrated materials, refers to the integration of the four important skills in English language teaching. It includes listening, speaking, reading and writing. Brown (2007) mentions a trend of the skill integration, in which the four English skills are not conveying in a separate segment.

3. Communicative Language Teaching

Richards (2005) states that Communicative Language Teaching (CLT) is a set of teaching principles which contains the language teaching goals, how a language is learned by the learners, classroom activities types that best facilitate learning, and the students and teacher roles in the classroom (p. 2). It is known as an approach that aims to make the communicative competence as the goal of the language teaching.

4. The eighth grade students of SMP BOBKRI 3 Yogyakarta

The eighth grade students are the respondents of this study. Now they are still in the eighth grade. Later, the eighth grade students of SMP BOBKRI 3 Yogyakarta will help the researcher in obtaining the main data which are needed in the research.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is divided into two major discussions. They are theoretical description and theoretical framework. The theoretical description contains of the review of related theories that are used to support the research. In the theoretical framework, the researcher elaborates the steps used in developing the instructional materials.

A. Theoretical Descriptions

In the theoretical description, some needed theories are elaborated. It consists of Instructional Design, Integrated Materials, Communicative Language Teaching, Kurikulum 2013 and the review of related studies.

1. Kemp’s Instructional Design

Nowadays, there are some well-known instructional design models that can be used to develop English Instructional materials. However, in this study, the researcher adapted Kemp instructional design model (2011) as the basic theories in conducting the research. This model emphasizes on making the learning more efficient, affective and less difficult (p. 2). Besides, it also focuses on solving instructional problem by improving human performance (p. 2). According to Kemp (2011, p. 14), there are four fundamental questions that should be answered by the researcher in the instructional design: (1) for whom is the program developed? (Characteristics of the learner), (2) what do you want the learners or
trainees learn or demonstrate? (Objectives), (3) how does the subject content or skill best learned? (Instructional strategies), (4) How do you determine the extent to which learning is achieved? (Evaluation procedures) In order to find out the answer to those four fundamental questions, Kemp (2011) proposes an instructional design model that consists of nine steps. The steps are:

1) Identifying the Instructional Problems

The first step of the process is to find out the participants’ needs or problems. In this step the researcher has to carefully identify the participants’ needs, wants, and lacks. Kemp (2011) offers three different approaches that can be used by the researcher in identifying the instructional problem: needs assessment, goal analysis, and performance assessment (p. 31) A deep identification is needed. According to Kemp (2011), when the students’ need indicates instructional materials as the best solution, the researcher can proceed with the project. On the other hand, a non-instructional intervention should be implemented if the students’ need seek a non-instructional solution (para. 15).

2) Analyzing the Learner and Context

The second step of this model is digging out the participants’ characteristics, such as the learning style, skill, attitude and other factors related to the participants’ personality. It is important for the researcher to know the students’ characteristics because it can affect the researcher’s decision for the next steps. To find the information needed, it is crucial to collect some data about the students’ reading level, general background knowledge and how the students approach the
learning task. That information can help the researcher in determining the difficulty level of the instruction.

3) Conducting the Task Analysis

According to Kemp (2011), task analysis is a group of procedures that are used to describe the instructional content unit. During this process, the designer must limit the knowledge and procedures that will be included in the instruction. The clear knowledge and procedures are needed to ease the students in mastering the objectives. Kemp (2011) describes three techniques for analyzing knowledge and tasks. They are: topic analysis which describes how to define a cognitive knowledge, procedural analysis that includes a series of steps to do the task analysis, and critical incident method for analyzing interpersonal skills (para. 79).

4) Formulating the Instructional Objective

Kemp (2011) states that formulating the instructional objective is necessary for the designer in the instructional materials. It gives a clear direction for choosing and organizing the instructional activities and resources that best facilitate effective learning. Beside that, it also provides a map on how to evaluate the students’ performance. Further, the objectives become the starting points in designing the instructional strategies (para. 129).

5) Arranging the Content Sequence

Having a good order of content sequence may affect students’ ability in grasping and processing the information. Therefore, in this step, the researcher’s focus lies on how to present the instructional content in a logical sequence related to each objective.
6) Selecting the Instructional Strategies

Once the designer had done the content sequence, the next step, developing the instructional strategies, is ready to go. In this step, high creativity is needed to present an exciting instructional. The main goal of this process is to design an effective and efficient instructional, in which the new information presented can be integrated by the students with the ideas they have already known.

7) Designing the Message

Kemp (2011) refers the message in this step as the pattern of words and pictures that is used by the designer to communicate with the students (p. 16). It is important for the instructional designer to pay attention to the style used in presenting the information because it can enhance the students’ understanding of the instruction.

8) Developing the Instruction

After completing the analysis and design process, the instructional designer is ready to develop the instruction. During this process, the instructional designer’s task is putting all the designed parts together to produce the instructional materials. It can be in a form of video recordings, web pages, printed materials or audiotapes. Commonly, the instruction feature is text.

9) Evaluating the Instruments

Evaluating the instruments is the last steps of Kemp’s Instructional Model. It is an essential step that should be done by the instructional designer to measure the students’ mastery of the objectives. It can be done in some ways such as multiple choice test items or portfolio collection.
The nine elements of Kemp’s Instructional Designed Model are presented in an oval shape to indicate that there is no rule of sequence or order in applying the steps. The instructional designer can begin and finish the steps from anywhere based on the needs of the user of the instructional materials. The instructional design plan proposed by Kemp is presented in Figure 2.1.

![Figure 2.1 Kemp’s Instructional Design Model](Kemp, 2011, p. 12)

Since Kemp’s Instructional Model is flexible to use, the researcher only applied six proper steps that are needed in the research. They are: identifying the instructional problems, analyzing the learner and context, conducting the task analysis, formulating the instructional objective, selecting the instructional strategies, and developing the instruction.
2. Integrated Materials

Integrated materials are the set of materials that cover the four skills of English: listening, speaking, reading, and writing. Implementing an integrated materials will help the students to master the four skills equally. According to Brown (2007, p. 285), skill integration enables the students to vary their efforts in more meaningful tasks rather than limits themselves to one mode of performance. It means that the students have more chances to explore their skills. Further, Brown (2007) states that, “often one skill will reinforce another; we learn to speak, in part by modeling what we hear, and we learn to write by examine what we can read” (p. 284). It means one skill give effects to the other skills. In short, the four basic skills of English cannot be completely separated from each other. In the real life, those four skills are often employed at the same time.

There are two big groups of skill integration that are common used in the English language teaching. They are: receptive skills and productive skills. Receptive skill involves reading and listening ability, whereas productive skills involve the speaking and writing ability.

a. Receptive Skill

As aforementioned, the two skills that belong to the receptive skill are reading and listening. According to Harmer (2001), receptive skills are how people take out the communication meaning from what they see or hear (p. 199). Therefore, receptive skill requires an understanding of the text that can be informed of reading text and recording (Riddell, 2003, p. 97). As a receptive
skill, reading has some good effects on the students’ spelling, writing and vocabulary knowledge (Harmer, 2007, p. 99). Reading itself is differentiated into two kinds: extensive and intensive reading. Harmer (2001) states that extensive reading is reading activities that is often but not always done outside the classroom (p. 210). In the extensive reading, the reading activity involved is reading for pleasure, for example: reading novels, reading web pages, reading newspapers, reading magazine or any other reference materials. In short, this reading type is only for getting the general understanding of the text. On the opposite, intensive reading is focusing on the detail construction of the reading text. It involves the kind of the reading texts, information carries, particular grammar and vocabulary use in the text. Therefore, this type of reading is well-known as reading for detail that often done in the classroom. Further, Harmer (2007) points out two types of reading skill: skimming or reading for gist and scanning. Scanning skill means the ability to find out particular information needed without reading the whole text.

In the teaching and learning activities, particular approaches are needed to teach reading. Riddell (2003) mentions five stages that can be implied in the reading lesson (p. 100). The first stage is vocabulary checking. In this stage, the teacher checks the students’ understanding of essential words to complete the task given. The second stage is establishing interest in the topic. It is a crucial thing to get the students’ interest in the topic so that they want to read the text by themselves. The third stage is building the students’ confidence by giving the easier task first. The fourth stage is providing a task for students to practice in
intensive reading. The last stage is finishing the lesson communicatively (it is an optional stage).

The second skill of receptive skill is listening. According to Riddell (2003, p. 109), listening is more difficult than reading for two reasons. The first reason is because the students cannot see the gesture and body language of the speaker. By looking at the speaker’s gesture and body language, the students can understand what the speaker says easier than just listen. The second reason is because the students cannot ask the voice to slow down or to clarify. Furthermore, Harmer (2007, p. 135) states that listening skill itself requires the students to be able to recognize the intonation so that they can understand the mood and the meaning. They also need to be able to listen for the specific information and the general understanding.

b. Productive Skill

The first skill of the productive skill is speaking. Harmer (2007) notes three main reasons why the students should practice speaking in the classroom (p. 123). The first reason is that speaking gives the chance for the students to experience real-life speaking through some activities in the classroom. The second reason is to let the students get feedback on their speaking ability. By practicing the language they have learned, both the students and the teacher will know how competent they are in mastering the language and what language problem they are facing. The last reason is to train the students to become autonomous language users. Furthermore, Riddle (2003) states that basically speaking lesson is designed
to create a room of language practice which emphasizes on the fluency and the accuracy (p. 120). The term fluency refers to the ability to talk fluently without too much stopping and thinking about the language correctness (as long as the listener understands what is being said). Whereas the accuracy means the ability to talk with proper English that emphasizes on the right grammar and vocabulary.

How successful the speaking lesson is depends on the teacher’s creativities in proposing the appropriate speaking activities. Riddell (2003) lists six types of popular speaking activities (p. 125). The first type is ranking (putting items in a particular order). There is no correct answer in ranking, which is a good point to promote discussion. The second type is debate, where the students’ tasks are finding and reporting information. That is why this activity is suitable for the high-level classes. The third type is describing visual. This activity is one of the best explored area in which the students play with their imagination to create a normal classroom speaking. The fourth type is role play that has various levels range from the lower to the higher. The fifth type is student talks which can be implemented in the advanced level. This activity requires the students to talk in five to ten minutes about an interesting subject, and then can be followed by question-answered session. The last type is discussion. This activity is a relaxed way to promote fluency because the students can discuss any interesting topic to them.

The last skill of the productive skill is writing. Harmer (2003) makes two distinction of the writing named writing-for-learning and writing-for-writing. Writing-for-learning is a type of learning that emphasizes on the language used. It
is designed to give reinforcement to the students. In the writing-for-learning process, the students are practicing and working with the language they have learned. In the other hand, writing-for-writing is concentrated in preparing the students to be good writers. This type of writing takes the whole text as the main focus including the language use, text construction, layout, style and the effectiveness. Besides, in this type of writing, there are some steps that must be followed by the students during the writing process. They involve planning, drafting, reviewing, editing and producing the final version of the writing (p.112).

3. Communicative Language Teaching

a. Definition of Communicative Language Teaching

According to Richards (2005, p. 1), Communicative Language Teaching (CLT) is a set of principles which contains the language teaching goals, how a language learned by the learners, the classroom activities types that best facilitate learning, and the students and teacher roles in the classroom. In general, CLT can be considered as an approach. Larsen (2011) states that making the communicative competence for the goal of the language teaching is the main purpose of this approach (p. 115). Hence, the focus of a teacher who uses the Communicative Language Teaching approach in the classroom is to make the students accustomed to using the target language. Therefore, to be able to reach the target, the students need knowledge of the linguistic form, meaning and functions. Moreover, Hymes in Larsen (2011, p.115) says that to be able to communicate, the students are required to understand both linguistic and
communicative competence. It means that the person does not only know the language linguistically but also can use it to communicate. In other words, the main goal of CLT is to develop the communicative skills, while grammar is introduced only as much as needed to support the skill developments. Ricards (2005) mentions four aspects of language knowledge that reflects the communicative competence, as follows:

1) Knowing how to use language for a range of different purposes and function.
2) Knowing how to vary our use of language according to the setting and the participants. (E.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3) Knowing how to produce and understand different types of texts. (E.g. narratives, reports, interviews, and conversations.)
4) Knowing how to maintain communication despite having limitations in one’s language knowledge. (E.g. through using different kinds of communication strategies.)

(p. 2)

In short, the communicative competence means know when to speak, when to listen and how to say something to other people. It means that the speaker knows how to interact with other people through communication. Here, someone’s communicative competence determines how successful a person is in conveying or accepting the communication purposes.

b. The characteristics of Communicative Language Teaching

Larsen (2011) notes that use the target language through communicative activities, authentic materials, and small group activities are the most obvious characteristics of CLT (pp. 122-123). This approach emphasizes that use the
language through communicative activities enables the students to master the language faster than learning the theory of language itself. According to Morrow (as cited in Larsen, 2011, p. 122) a communicative activity has three basic features, namely information gap, choice, and feedback. The information gap occurs in communication when the listeners have not known yet about the information that the speaker tells. For example, if someone (A) sees someone else (B) crying, then A asks “are you crying”, and B answers “yes”. What those two people have done is not truly communicative because both of them know that B is crying. Thus, there is no information gap in the question “are you crying”. Yet a question “why are you crying,” instead, does give an example of information gap. In the communicative activities, the speaker must have choice of form and content of the language used. For example, to invite someone to do something the speaker can use some expressions such as will/would you come to, would you like to, and please come to. The speaker also has freedom to choose which form to use. Therefore, any chain drill activity is not in keeping with CLT, since the speakers can only say something in one way (repeating). Besides the speaker can also get some feedback from the listener, whether the listener receives the speaker’s purpose or not. In short, this approach gives the opportunity for the students to learn the language by using it in the real communication.

It has been mentioned before that another characteristic of CLT is using authentic materials in learning process. The authentic materials types are adjusted to the students’ skill level. For example, on the high-intermediate level to teach about describing people, the teacher may use an article from the recent newspaper
that discusses about style of a famous singer. From the article, the students can see the example of how language is used in the real context. While for the lower-level class, the teacher can use some pictures without taking a lot of caption, but it can be used to promote a lot of discussions (Larsen, 2001. p. 126). In order to maximize the chance for each student to communicate, activities in CLT are often engaged in small group interaction. Besides, more than one skill is possible to be implied in communicative teaching approach.

Furthermore, Wesche and Skehan (2002) (as cited in Principle, www.pearsonhighered.com) describe three basic qualities that reflect the Communicative Language Teaching approach. First, it states that Communicative Language Teaching is a set of activities in which the students are involved in frequent interaction to exchange information and to solve a problem. Second, as have been discussed above, any authentic (non-pedagogical) text is used in this approach and the communication activities are linked to the real-world context both in the spoken and written form. The last, Communicative Language Teaching is a learner-centered approach type that allows the students to run the lesson actively.

c. Activities in Communicative Language Teaching

Since the goal of Communicative Language Teaching is “communicative competence,” so any activity in communicative language teaching should reveal the real communication. According to Richards (2005, p. 14), there are two types of activities in CLT. They are accuracy and fluency activities. In activities
focusing on fluency, the students have to negotiate the meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns. While in the activities focusing on accuracy, the students learn how to create correct example of language use. Therefore, many kinds of role play, dialogues, jigsaw, games and puzzles solving are done in CLT classrooms.

In selecting any types of classroom activities based on the CLT approach, a teacher should pay attention to the CLT exercise sequence. Generally, Richards (2005) states that the activities in CLT classroom are ordered from the mechanical, to meaningful to communicative practice (p. 17). In the mechanical practice, the students are practicing any controlled activities (repetition drills / substitution drills) without paying attention to the language use. The meaningful practice refers to an activity in which the students are still controlled to do something but they have the freedom to make a meaningful choice. For example, in order to practice some expressions in giving and asking direction, the students might be given a street map and list of phrases to ask and give direction. The practice becomes meaningful because they have to give direction based on the location of place on the map. On the other hand, the communicative practice refers to the activities in which the real communication practice is done. For example, the students are asked to make a street map of their home. In this practice, the real information is changed, and the language used is not totally predictable.
d. Teacher and Students Role

In the Communicative Language Teaching approach, the teacher’s main responsibility is facilitating communication in the classroom. In this case, giving the students task to do some communicative activities is the principal task of a teacher. During the activities, the teacher acts as the advisor and the facilitator who monitors the students’ performance, answers the students’ questions, and notes some mistakes done by the students (Larsen, 2011. P.122). Besides, the teacher may introduce the variety of language form and its function. At first, it is only the simple forms, which are introduced, but as the students get more interaction in using the target language, more complex form and function of language are reintroduced (Larsen, 2011. p. 124). The teacher also has responsibility to give feedback on the students’ mistakes. However, the students’ errors are not directly corrected at the time.

Opposite to the teacher role, the students are the communicators who actively engage in the classroom activities. They are responsible for their strategies development in negotiating the meaning and understanding the lesson, though they have limits knowledge of the target language.

4. Kurikulum 2013

a. The Concept of Kurikulum 2013

Curriculum is one of the most important elements in education development. In the Permendikbud no 68 tahun 2013, it is stated that curriculum is a set of plans and rules about the goal, content, material and method to achieve
the education goals (p. 1). Further, Daryanto (2014, p. 1) mentions three meanings of curriculum: conceptual, pedagogical, and juridical. In the conceptual meaning, curriculum is the education response toward the people and nation needs in educating the young generation. The pedagogical meaning shares that the education is designed to give the chance for students to explore their potential so that they get a good self-quality. In the juridical meaning, curriculum is a public policy which is taken based on the nation philosophies and the juridical decision in education. Hence, the curriculum is constructed based on the culture of a nation which continually renewed as the people’s needs year by year.

The Kurikulum 2013 is designed as the completion of the previous curriculum which covers the attitude, the knowledge, and the skill competency. In order to develop those three elements, the Kurikulum 2013 uses scientific approach. This approach aims to give the students’ knowledge in knowing and understanding the materials based on the scientific approach. It makes the students realize that information can be gained everywhere. Information does not depend on the teacher explanations only. Hence, in Kurikulum 2013, the students are led to search the information themselves by an observation process. The main goal of this learning approach is to make the students become productive, creative, innovative, and affectionate people through the attitude, knowledge and skill integration (Daryanto, 2014 p. 53).
b. The Purpose of Kurikulum 2013

According to Peraturan Menteri Pendidikan dan Kebudayaan Nomor 68 tahun 2013, the purpose of Kurikulum 2013 is to prepare the young Indonesian generations to be religious, productive, creative, and innovative people and be able to give contribution to the society.

c. The Characteristics of Kurikulum 2013

Permendikbud no 68 tahun 2013 states, the Kurikulum 2013 is built based on some particular characteristics as below:

1) Develop the balancing attitude, spiritual, social, curiosity, and creativity to the intellectual and the psychomotor ability.

2) School is a part of the society that gives the students experience to learn and implement what they have learned to the society and utilize the society as the source of learning.

3) Develop the attitude, knowledge, and skill that can be implemented in the school and the society.

4) Give the ample chances to build the students’ attitude, knowledge and skill.

5) The core competency is stated in form of the class core competence which is elaborated in the basic competence of the learning subjects.

6) The class core competence becomes the organizing elements of the basic competence, which is developed to achieve the core competence.

7) Basic competence is developed based on the accumulative, reinforcement, and enrichment principal.
d. The Learning Steps in Kurikulum 2013

It has been mentioned before that Kurikulum 2013 employs the scientific approach. There are some stages in this approach that reflect the scientific process. They are: observing, questioning, exploring, associating and communicating. The detail explanation about the whole steps can be explained as below:

1) Observing

The observing process requires a meaningful learning. In this process, the students are given the chance to do an observation through the watching, listening and writing activities. The observation process aims to give the time to the students to find out the correlation between the object being observed with the learning materials. By the end of this process, the students are expected to be serious, accurate and have the eagerness to dig out more information related to the theme (Daryanto, 2005, p. 61).

2) Questioning

In this step, building up the students’ curiosity is the learning focus. The question that comes to the students’ mind becomes the basis for searching further information about the learning materials. This step aims to raise the students’ creativity, curiosity, and critical thinking.

3) Exploring

This step is the follow up activities from the questioning stage. The students are required to find out as much information as they need to answer their questions. In order to collect the information needed, the students can do some
activities such as discussing the topic in groups, reading some books or making experiment.

4) Associating

After collecting the information through the exploration activities, the students need to process the information. In this case, the students have to associate the new information with the knowledge they already have.

5) Communicating

In this last stage, the students are asked to report their project. The teacher can also check the students’ understanding on the materials given. This step can be conducted by some interesting activities such as making a spoken conclusion together or holding question-answered session.

B. Review of Related Studies

There are many previous researchers who conducted the similar research to this research. Two of them are Natalia Restu Arista and Triana Sari. Both of them dealt with an integrated material design. Therefore, the researcher reviews their researches. However, there are some differences in those two researchers.

Natalia Restu Arista conducted a research entitled “Designing a Set of Integrated Materials for Teachers of Ceria Demangan Play Group and Kindergarten Based on Communicative Language Teaching.” There are two research problems that formulated in the research: 1) “How is a set of integrated materials for teachers of Ceria Demangan Play Group and Kindergarten based on Communicative Language Teaching designed?,” and 2) “What will a set of
integrated materials for teachers of Ceria Demangan Play Group and Kindergarten based on Communicative language Teaching look like?” Her research consisted of five topics, namely: (1) What is your name? (2) Sorry to hear that! (3) Can I borrow your book? (4) Pour the coconut milk. (5) Once upon a time. She made four parts in each unit with 120 minutes time allocation for each meeting.

Triana Sari conducted research entitled “A set of Integrated English Instructional Materials Based on Cooperative Learning Approach for The Eighth Grade Students of SMP BOPKRI II Yogyakarta.” Her research aimed to answer two research problems. They are: “1) How is a set of integrated instructional English materials based on cooperative learning approach for the eighth grade students of SMP BOPKRI II Yogyakarta designed?, and 2) What does the designed materials look like?” Her design consisted of four units, namely, (1) Let’s save the animals! (2) Let’s go to the match! (3) Let’s imagine! (4) Let’s do it! She allocated 120 for each meeting. Every unit consisted of three parts: Let’s get started, Let’s have some fun, and Reflection and Review.

This study is a bit different from those two. The differences are found in the research participants and in the research setting. This research was conducted to design a set of integrated materials for the eighth grade students of SMP BOPKRI 3 Yogyakarta using communicative language teaching. Thus, the participants of this research are the eighth grade students of SMP BOPKRI 3 Yogyakarta. Then the research will be conducted in SMP BOPKRI 3 Yogyakarta.
C. Theoretical Framework

This part discusses how the theories explained in the theoretical description were used in this study. To answer the first research question, which was how to design a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta, the researcher adapted Kemp’s Instructional Design Model (2011) as the basic steps or guidelines in conducting the research, using Communicative Language Teaching approach. Briefly, the procedures were as follows:

1. Analyzing the Instructional Problems

In the first step, the researcher conducted a need assessment to determine whether instructional designed gave solution to the students’ needs or not. In order to get the data needed, the researcher implemented the field need technique which expressed a gap between the students’ performance and skill with the desired performance or skill level. The data was gained through questionnaires which had been distributed to the eighth grade students of SMP BOPKRI 3 Yogyakarta. The questionnaires were distributed to find out the students’ characteristics, learning styles and interests in learning English. In order to get more information, the researcher also conducted an interview with the English teacher of SMP BOPKRI 3 Yogyakarta to identify the students’ characteristics and learning styles.
2. Identifying the Learner Characteristics

In this step, the researcher identified the characteristics of the eighth grade students of SMP BOKRI 3 Yogyakarta. The identification results affected the instructional planning, such as the topic selection, learning objective, strategies, and activities.

3. Conducting task Analysis

In this step, the researcher used the Kurikulum 2013 theories and the need assessment results as the basis consideration in determining the core competence and basic competence. By the end of this step, the researcher also decided the skills and the topics that were included in the designed materials.

4. Formulating the Instructional Objectives

In this step, the learning objectives were formulated to specify what knowledge and skill to be included. Creating clear learning objectives was one of the most important points in developing the instruction. The clear leaning objectives had two beneficial roles for the instructional designer. First, the learning objectives gave the general framework of what the students had to master. Second, the learning objectives can be used to measure the students’ achievement toward the designed materials.
5. Developing the Instructional Strategies

In developing the instructional strategies, the researcher combined the needs assessment results, Communicative Language Teaching principles and Kurikulum 2013 principles. The combination aimed to select appropriate learning strategies which suited the students’ characteristics.

6. Developing the Instruction Materials

In this step, the researcher put all the data gathered to produce the instructional materials. After finishing the instructional materials, a set of evaluation would be held toward the instruction.

7. Evaluating the Materials

In this step, the researcher did an evaluation toward the designed materials. Questionnaires were distributed to three experts. The questionnaires distributions were intended to get some feedback towards the design. The evaluator's comments and suggestions then were used to revise the instructional materials.

8. Revising

In the last step, the researcher revised the designed materials based on the feedback that had been received from the evaluation process. After revising the instructional materials, the researcher would serve the final version of the instructional designed.

In order to answer the second research problem, which is what does a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta look like, the final materials designed are presented.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher will explain about the research method, the setting, the participants, the instrument and data gathering technique, and the data analysis technique that are used in this study. It the last part of this chapter, the researcher will also explain the research procedure in detail.

A. Research Method

Since the aims of this study is to design a set of integrated materials, the researcher then used Educational Research and Development (R &D) method as the basis in the designing process. Gall, Gall, and Borg (2003) view the educational research and development as follows:

Educational Research and 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. 569)

There are ten steps of R & D cycle that are proposed by Dick and Carey as found in Gall, Gall, and Borg (2003, p. 570). They are: assessing needs to identify goals, conducting instructional analysis, analyzing learners and contexts, creating performance objectives, developing assessment instruments, developing instructional strategy, developing and selecting instructional materials, designing and conducting the formative evaluation of instruction, revising instruction
design, and conducting summative evaluation. However, in this research the researcher only adapted eight steps which fitted the research needs. They were: assessing needs to identify goals, conducting instructional analysis, analyzing learners and contexts, writing performance objectives, developing instructional strategy, developing and select instructional materials, designing and conducting the formative evaluation of instruction, and revising instructional design. The explanations of those steps are:

1. Assessing Needs to Identify Goals

   The first step of the R&D cycle is defining the needs and the goals of the instructional material. In this research, when having PPL, the researcher found that the school needed a new set of instructional materials due to the school curriculum changes. Hence, the researcher aimed to design a set of integrated instructional materials using Communicative Language Teaching for the Eighth grade students of SMP BOPKRI 3 Yogyakarta.

2. Conducting Instructional Analysis

   In this step, the researcher identified what is the specific skills, the procedures, and the learning tasks that should be involved in attaining the goals of the instruction. In order to gather the information, the researcher distributed questionnaire and conducted an interview. The questionnaires were distributed to the eighth grade students of SMP BOPKRI 3 Yogyakarta to find out the students, needs, lacks and wants. It covered the information related to the students’ interest
in learning English; skill, topic and activities that they liked to study more; type of task or procedure that were suitable to be used in improving their skill and how to achieve the objectives in learning English.

In order to get more information, the researcher also conducted an interview with the English teacher of SMP BOPKRI 3 Yogyakarta. This interview gave the chance for the researcher to know the teachers’ needs; the students’ lacks, characteristics, learning style and skills from the teacher point of views and also the teacher expectation of the instructional materials.

3. Analyzing Learners and Contexts

In this step, the researcher identified the learners’ entire skills and attitude, the characteristics of instructional setting, and the setting’s characteristics where the skills would be applied. The information needed in this step was also gathered through the questionnaire distribution. Nevertheless, the questions focused on the students’ competence in using English, the problems they faced in applying the skill and the setting where they usually communicated in English. That information was collected as the main data to write the performance objectives in the next step.

4. Writing the Performance Objectives

After finishing the analysis in the previous steps, the researcher wrote the specific performance objectives based on the specific needs and goals of the instruction. During this process, the researcher determined what the students had
to master after completing the instruction. It was important for the researcher to have a clear objective as the guideline in developing the materials and achieving the learning goal.

5. Developing Instructional Strategy

In the fifth steps, the researcher’s task was selecting appropriate techniques used to convey the instructional materials. Since this research used the Communicative Language Teaching approach, the researcher applied some interactive and communicative techniques which was in line with its principles and suitable for the students’ characteristics.

6. Developing and Selecting Instructional Materials

After completing the long analysis process, the researcher was ready to develop the instructional material. In this steps, a set of integrated materials were developed using the Communicative Language Teaching as the approach. The instructional materials were developed based on the planning steps so that it suited the students’ needs and characteristics.

7. Designing and Conducting the Formative Evaluation of Instruction

The responsibility to serve the best instructional materials, led the researcher to conduct the formative evaluation on the designed materials. The evaluation process was beneficial in revising the designed materials. In this step, the researcher distributed the materials to two English teachers and English lecturer
along with the questionnaire. The questionnaire distribution was conducted to obtain the experts’ suggestion and feedback toward the designed materials.

8. Revising Instruction Design

Revising the designed materials belonged to the last step of the design process. In this step, the researcher revised the main product based on the feedback gathered. The revision was intended to serve the proper instructional materials which fulfilled the students’ needs and suite the students’ characteristics.

The eight steps of Research and Developments method above were, then, combined with Kemp’s Instructional Model (2011). The researcher noticed that the steps in research and development method stated by Borg and Gall (2003) were in line with the cycle in Kemp’s instructional model. Therefore, the researcher adapted the research and development as the research method and used Kemp’s Model as the guidance in designing the instructional materials. The procedure of designing the materials would be described in Figure 3.
The Procedures of Designing the Materials

Figure 3.1 The Steps of Designing the Materials in this Research which is adopted from R & D Cycle proposed by Borg and Gall (2003) and Kemp’s Instructional Designed model (2011).
B. Research Setting

The study was conducted in SMP BOPKRI 3 Yogyakarta. SMP BOPKRI 3 Yogyakarta, which is located in Jl. Cik Di Tiro, no 39 Yogyakarta, was the school where the main data collecting was taken place. In this case, the main data referred to the students’ needs, characteristics, lacks and study goal. Besides, the researcher also conducted an evaluation on the designed materials.

C. Research Participants

There were two groups of participants in this research. The first group was the eighth grade students of SMP BOPKRI 3 Yogyakarta who helped the researcher in the main data collecting. The second group was two English teachers and a lecturer who evaluated the designed materials.

1. The Eighth Grade Students of SMP BOPKRI 3 Yogyakarta

There were four classes of the eighth grade students of SMP BOPKRI 3 Yogyakarta. Each class consisted of more or less 30 students with average age between 13 and 14 years old. However, only 80 students of them who were given the questionnaires to collect the data needed. The researcher distributed the questionnaires to three classes only as the representative of the sample. In this research, any information related to the students’ needs, lacks and wants were gathered to meet the instructional objectives.
2. The English Teachers and Lecturer of English Letter Study Program

There are two English teachers and a lecturer of English letter study program who were considered as the experts who gave feedback towards the designed materials. They already had many experiences in designing and evaluating certain English language materials or programs. Therefore, their input gave many advantages to the researcher correcting and revising the designed materials. To be specific, those experts were asked to fill questionnaires that consisted of particular question due to the materials quality.

D. Instruments and Data Gathering Techniques

In conducting the research, the researcher used two instruments, a set of questionnaires and an interview guideline. The questionnaires were distributed to the eighth grade students of SMP BOPKRI 3 Yogyakarta, two English teachers and a lecturer of English letter study program. The questionnaires were proposed to collect the data needed and to get the evaluation toward the instructional materials. The same as the questionnaire, the interview which consisted of a set of questions was conducted toward the English teacher of SMP BOPKRI 3 Yogyakarta.
1. Instruments

In this study, the instruments were considered as tools used by the researcher in collecting the main data needed. In this research, the instruments used by the researcher were in form of a questionnaire and an interview guideline.

a. Questionnaire

The researcher distributed the questionnaire to the eighth grade students of SMP BOPKRI 3 Yogyakarta in academic year 2014/2015, in the pre-design period. The questionnaires consisted of sixteen questions that were intended to identify the students’ needs, lacks and interest in learning English. Since the respondents were Junior High School students, the researcher decided to make the questions in Bahasa Indonesia to make them easier and more accurate to give the answers. In the post-design period, the researcher also distributed questionnaires to two English teachers and an English lecturer to get some feedback and suggestions. Those input were very important for the researcher to revise the design. Hence, the open and closed-ended form of questionnaires was used.

b. Interview

In order to get much information about the students’ needs, the researcher also conducted an interview with the English teacher of SMP BOPKRI 3 Yogyakarta. Technically, the teacher was given some questions that had been prepared before as the guideline in the interview session. All of the questions were
intended to seek the students’ needs, lacks and interest, from the teacher’s point of view.

2. Data Gathering Technique

The data gathering technique referred to a particular way that was used by the researcher in obtaining the data for the research. Since there were two groups of participants that were given questionnaires in different periods, the researcher divided the data gathering technique into pre-design data gathering and post-design data gathering.

a. Pre-design Data Gathering

In order to identify the student’s needs, lacks and interests, the researcher distributed questionnaires to the eighth grade students of SMP BOPKRI 3 Yogyakarta. The questionnaires were distributed before the design process was begun. Therefore, it was called the pre-design data gathering. Beside that, the researcher also provided a set of questions for the English teachers of SMP BOPKRI 3 Yogyakarta as the guideline in the interview session. The interview was conducted to seek the information needed by the researcher in the need analysis process.

b. Post-design Data Gathering

In the post-design data gathering, the researcher distributed questionnaires to the experts (two English teachers and an English lecturer). The questionnaires
were organized in open and close form to get more feedback and suggestions. It belonged to the post-design data gathering because the questionnaires were given after the design process was done. The researcher used a Likert scale as the measurement. There were four columns in the questionnaires that consisted of statements of agreement. They were: disagree, strongly disagree, agree, and strongly agree. The researcher scored each column from 1-4.

E. Data Analysis Techniques

In general, the data analysis technique was considered as the technique used to report or describes the research finding. In the Pre-design data gathering, the data was collected through questionnaire distribution and interview, meanwhile in the post-design data gathering, the data was collected through questionnaire distribution.

1. Data Analysis Techniques of the Pre-design Data Gathering

Since there were two different data gathering techniques used by the researcher in the data collecting process, two different data analysis techniques were also applied to analyze the data gathered. The interview result was analyzed in form of a qualitative data analysis. Then, the researcher interpreted the main information gained from the interview and presented it into paragraphs. Meanwhile, the data gathered through the questionnaires were analyzed in form of descriptive data analysis. Then, the researcher made percentage for the gathered data in the closed-form. The result of the questionnaires distribution was
calculated by dividing the students who chose certain topic with the total number of students, then multiplied it by 100%.

The researcher calculated the data with the following formula:

$$\frac{nx100\%}{N}$$

Note: n : number of students who choose certain item  
N : total number of students

2. Data Analysis Techniques of the Post-design Data Gathering

In this study, the questionnaires that had been filled out were analyzed based on a rubric that consisted of statements of agreement. Below was the rubric form used by the researcher.

Table 3.1 Statement of agreement rubric (for the material evaluation)

<table>
<thead>
<tr>
<th>List of questions</th>
<th>Statement of Agreement</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
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<tr>
<td>1…</td>
<td></td>
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<tr>
<td>2…</td>
<td></td>
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<tr>
<td>3…</td>
<td></td>
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</tbody>
</table>

*I = disagree, 2 = strongly disagree 3 = agree, 4 = strongly agree

II. Comments or suggestions

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

In analyzing the gathered data, the researcher classified the respondents’ answers to find out the central tendency of the measurement. Then the researcher interpreted the data in the closed-form.
F. Research Procedures

In conducting the research, there were some steps followed by the researcher. Those steps were:

a. Data Collecting

In this step, the researcher collected all the information needed including the participants’ needs, interests and lacks. This step was done by distributing questionnaires to the eighth grade students of SMP BOPKRI 3 Yogyakarta and conducting an interview with the English teacher of SMP BOPKRI 3 Yogyakarta.

b. Planning

In this step, the researcher formulated the learning goal, the objectives, the topics, the indicators and the techniques used in the learning process; listed and organized the content of the designed materials based on the result of the data collection.

c. Developing the Preliminary Designed Materials

In this step, the researcher proposed the instructional materials. Here the participants’ needs took an important role for the researcher in selecting the topics and activities that were put in the designed materials.

d. Conducting the Preliminary Materials Evaluation

In this step, the researcher distributed the instructional designed materials to the experts along with the questionnaires. The questionnaire distributions were
intended to gain some feedback. The comments and suggestions from the experts were used to revise the designed materials.

e. Main Product Revision

In this step, the researcher revised the designed materials based on the experts’ recommendations. The researcher followed the experts’ suggestion in order to increase the designed materials quality. It was the researcher’s responsibility to produce a set of applicable materials for the eighth grade students of SMP BOPKRI 3 Yogyakarta.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the research results and the discussion about designing a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta. In order to answer the first research problem, that is ‘How is a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta designed?’, the researcher elaborates the process of designing the integrated designed materials in the first part of this chapter. Then, to answer the second research problem, that is ‘What does a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta look like?’, the researcher presents the brief description of the designed materials in the second part of this chapter.

A. The Process of Designing the Integrated designed Materials

This part elaborates the whole process of designing the instructional materials. It includes the steps in developing the instructional material based on Communicative Language Teaching approach for the eighth grade students of SMP BOPKRI 3 Yogyakarta.
1. The Description of the Instructional Problems

Before developing the instructional materials, the researcher collected some data. The data was collected through a questionnaire distribution and an interview session with the English teacher of SMP BOPKRI 3 Yogyakarta. The results of the questionnaires distribution and interview sessions are explained briefly in the following paragraphs.

a. Students’ Needs Based on the Interview

In order to get much information about the students’ needs, the researcher interviewed the English teacher of SMP BOPKRI 3 Yogyakarta. There were two English teachers in the school but the researcher only interviewed one of them. The chosen teacher was the one who taught the respondents. The interview was conducted on 10 December 2014. There were 15 questions prepared by the researcher as the guideline during the interview session. The interview focused on the eighth grade students’ needs, characteristics, learning style, the problems they faced, and the expected materials.

Based on the interview result, almost all of the eighth grade students of SMP BOPKRI 3 Yogyakarta were enthusiastic enough to follow the learning process and had an equal time to learn English. Yet, their level of competency are different. Some of them were very smart and the others were in average. The English teacher admitted that the students’ achievements in English were affected by their attitude towards English. Moreover, from the interview process, it resulted that the students rarely used English in the classroom. Beside that, they
also had low motivation to learn English. It was seen from the class situation during the English lesson.

Related to the difficulties that were faced by the students in the learning process, the teacher explained that the students had problems in expressing their ideas, making a question and communicating in English. Hence, the teacher tried to be creative in making questions to stimulate the students’ responses and to help them in creating their own questions. In the interview, the teacher also said that some activities like game, role play and group work were effective ways to attract students’ attention and to build their motivation. Further, the teacher stated that the students prefer learning in small group which means Communicative Language Teaching approach was best implemented.

The English teacher acknowledged that it was difficult to engage the students to participate actively in the learning process due to their low motivation. Then, the teacher also told that this situation became worse with the lack of teaching resources in the school. From the interview, the researcher found that the teacher did not use the book lent by the school because some mistakes were found in it. Therefore, the teacher thought the school still needed supporting media and materials that fit the students’ needs. The complete information about the interview result can be seen in Appendix D on page 82.

b. Students’ Needs Based on the Questionnaires

The second method used by the researcher in the need analysis was distributed the questionnaires. There were 80 pieces of questionnaire distributed
to the eighth grade students of SMP BOPKRI 3 Yogyakarta on 10 December 2014. The researcher classified the result into paragraphs based on the purpose of each question. The detail information about the questionnaire result can be seen in Appendix F on page 89.

The first four questions of the questionnaire were intended to gain the students’ general opinion toward the English learning. From the first questions, it is known that 56% students are interested to learn English. It means there were 45 out of 80 students who want to learn English more. The second question presents that 64% of the students belong to the active students. From the third question, it is identified that 73% (58 out of 80 students) of the students thought that the learning methods were effective enough to improve their English skill. Yet, for the question number four, the students had various answers, 54% of the students’ answered that they wanted to master the four basic skills of English (listening, speaking, reading and writing). Then, 39% of the students were interested in enriching their vocabulary and 41% of the students preferred learning grammar. Then, the rest, 34% of the students felt that they needed to have fluency in conversation.

In the questionnaire, some questions were arranged to know the difficulties faced by the students (questions 5, 6 and 7). The result shows that 86% or 69 out of 80 students have difficulties in learning English. From the data, it was identified that 23% or 18 out of 80 students realize they have problem in English because it is difficult to be learned, 40% or 32 out of 80 students also said that it was because of their poor vocabulary mastery and 25% or 20 out of 80 students
said that it was because the lack of grammar mastery. Then, the other reasons were because they were difficult to pronounce English words (21% or 17 out of 80 students), and it was also caused by the bad teaching method (29% or 23 out of 80 students), other students think it was difficult to master English skill because they seldom used English in both inside and outside the English class. Furthermore, the students answered that they had difficulties in learning English when they were asked to do a particular task. Mostly, students declared they had obstacle in arranging words or sentences with correct grammar (44% or 35 out of 80 students). Then, 35 % or 28 out of 80 students clarified it was difficult when they practiced reading in good pronunciation. Some students (23% or 18 out of 80), said learning English was difficult when doing task based on recording. The others (26% or 21 out of 80 students), said it was difficult when they translated the English words. A number of students believed writing a sentence or story is one of their problems in English lesson (38% or 30 out of 80 students). Few students, (9% or 7 out of 80) stated that they had difficulties in matching the English words with its meaning. Somehow speaking in English also became one of the students’ big problems in learning English (25% or 19 out of 80 students). 25% or 20 out of 80 students sure they found difficulties when they forgot the materials.

Related to the instructional materials model, some particular questions were formulated to get the students agreements. It was stated in the questions 8, 9,10,11,12 and 13. The result shows that 66% or 53 out of 80 students considered communicating in English was important. Unfortunately, only 38% or 30 out of
80 students who agreed to communicate using English in the English class. The data presents that 79% or 63 out of 80 students liked to learn English on its communicative aspect. It stated that there are possibilities to integrate the writing and reading skills 76%, and the speaking and listening skills 81%. From the questionnaire result, it shows that 83% or 66 out of 80 students agreed to learn English in small group. It meant the Communicative Language Teaching method was appropriate to approach the students.

The information about some media that helped the students in mastering the English were also gathered through the questionnaires distribution. The result shows that 80% students chose video, TV, and radio as the best media to learn English. 50% or 40 out of 80 students liked using picture. Some (14% or 11 out of 80 students) preferred learning from magazine/newspaper. Then, (8% or 6 out of 80 students) chose handout. The rest, 26% or 21 out of 80 students wanted to have the PowerPoint slide.

Related to the activities that were appropriate for the students’ needs, the researcher provided some type of interesting activities. The top five of the students’ answered were Game (60% or 48 out of 80 students), Group discussion (54% or 43 out of 80 students), Watching video (46% or 37 out of 80 students), Question-answered (36% or 29 out of 80 students), and Role play (35% or 28 out of 80 students). Besides that, the researcher also asked the students to point out some topic they want to learn English. There were five highest topics that chose by the students; Music (80% or 64 out of 80 students), sport (53% or 42 out of 80 students), technology (53% or 42 out of 80 students), education (51% or 42 out of 80 students).
80 students), and life style (49% or 39 out of 80 students). Those five activities chosen by the students had big portion in the designed materials. However, since the designed materials only consisted of four units, so the researcher only chose four out of the top five topics.

Finally, from the questionnaire and interview result, the researcher made a conclusion towards students’ needs in learning English as follows:

a. The students’ needs improvement in their motivation to learn English, which can be achieved by having an interesting topics and learning activities.
b. The students have problems in expressing ideas and communicating in English.
c. Any supporting materials are needed by the students to help them in mastering the English skills.
d. The students need to improve the four basic skills of English, grammar mastery, vocabulary, and fluency in conversation.
e. Some media like video, TV, radio, and picture are best used to help the students in the learning process.

2. The Characteristics of the Eighth Grade Students of SMP BOPKRI 3 Yogyakarta

The learner characteristics are the most important thing to be considered by the researcher in planning the instruction. It became the basis in selecting the topic, formulating and sequencing the objectives, and choosing the learning activities. In this research, the researcher collected some information about the eighth grade students of SMP BOBKRI 3 Yogyakarta through the questionnaire
distribution and interview session in which the result had been explained in the previous section (instructional problem). The result shows that the students were interested to learn English and they belonged to the active student. Yet they had low motivation to practice and use English both in the classroom and outside the classroom. They also need some supporting media and materials to help them in mastering their English skills. Any fun learning activities such as game, group discussion, question-answered, and role play were the best teaching strategies to help the students in achieving the learning objectives.

3. The Task Analysis of the Instructional Designed

The instructional materials were designed based on the result of the questionnaire and the interview session. It was also adjusted to the Kurikulum 2013 which was implemented in the school. In this curriculum, the four basic skills of English namely Reading, Listening, Speaking, and Writing are integrated in the learning process. Therefore, those four skills were employed in the instructional designed. Since the instructional materials were addressed to the eighth grade students of SMP BOPKRI 3 Yogyakarta, the core competencies and basic competencies that belonged to the eighth graders were adopted to arrange the instructional materials. The detailed description of the core competencies and basic competencies of the instructional materials are described in Table 4.1.
### Table 4.1. The Core Competence and Basic Competence of the Instructional Material

<table>
<thead>
<tr>
<th>Core Competence</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Understanding and implementing the knowledge factually, conceptually, and procedurally based on the curiosity feeling of the knowledge, technology, art and the culture related to the phenomenon happened.</td>
<td>3.1 understanding the text to ask for attention, check the understanding, ask and give opinion and the response.</td>
</tr>
<tr>
<td></td>
<td>3.3 understanding the text to give instruction, prohibition, ask permission and response the instruction and prohibition.</td>
</tr>
<tr>
<td></td>
<td>3.10 understanding the purpose, text structure and language feature of short and simple, written and spoken descriptive text about person/animal/thing.</td>
</tr>
<tr>
<td></td>
<td>3.13 understanding the purpose, text structure and language feature of short and simple, written and spoken text in form of short message, announcement/notice.</td>
</tr>
<tr>
<td>4. Processing, presenting, associating in the concrete sphere (by elaborating, stringing up, modifying and creating) and in the abstract sphere (writing, reading, calculating, drawing, and composing) in accordance with learning materials in school and other sources in one point of view/theory.</td>
<td>4.1 writing the spoken text to ask attention, check the understanding, ask and give opinion and the response by using the appropriate and contextual language features.</td>
</tr>
<tr>
<td></td>
<td>4.3 writing the spoken and written text to give instruction, prohibition, ask permission and response the instruction and prohibition, by using the appropriate and contextual language features.</td>
</tr>
<tr>
<td></td>
<td>4.11 Understanding the meaning of spoken and written descriptive text.</td>
</tr>
<tr>
<td></td>
<td>4.12 writing the spoken and written descriptive text about person/animal/thing.</td>
</tr>
<tr>
<td></td>
<td>4.16 understanding the meaning of short message and announcement (notice).</td>
</tr>
<tr>
<td></td>
<td>4.17 writing the short message and announcement (notice).</td>
</tr>
</tbody>
</table>

Adopted from: *Lampiran Peraturan Menteri pendidikan dan Kebudayaan Nomor 68 Tahun 2013*. 
After formulating the core competencies and basic competencies, the researcher chose four topics which were used as the theme of each unit. The topics were taken from the top four topic that were chosen by the students in the need analysis. The researcher had big attention to the topics sequence when presenting the instructional materials. It was ordered from the familiar and easy to the more complicated topics. Since the students had high interest in music, the researcher decided to put it as the topic of the first unit. For the second unit, the researcher had sport as the topic because the eighth grade students who consisted of adolescent are very enthusiastic on everything related to sport issues. Then, for the third and fourth unit, the researcher had technology and education which were considered as heavier topics compared to the two topics before. The detail of the topics is described in Table 4.2.

Table 4.2. the Topics of the Instructional Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Music</td>
<td>What Do You Think about Dangdut?</td>
</tr>
<tr>
<td>2</td>
<td>Sport</td>
<td>Kick the Ball!</td>
</tr>
<tr>
<td>3</td>
<td>Technology</td>
<td>Find Your Gadget!</td>
</tr>
<tr>
<td>4</td>
<td>Education</td>
<td>Whisper Your Message!</td>
</tr>
</tbody>
</table>

4. The Objectives of the Instructional Designed Materials

Having done with the task analysis, the researcher’s should conduct the next duty. It was specifying the instructional objectives. It was formulated as the learning indicators. The instructional objectives here were used to measure
whether the students could master the competencies or not. The formulation of each indicator in each unit was presented in **Table 4.3**.

**Table 4.3. The Learning Indicators of Materials**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic (Sub Topic)</th>
<th>Basic Competence</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Semester I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask for and respond to attention; ask for, give and respond to opinion; and check the understanding. (What Do You Think about Dangdut?)</td>
<td>3.1 Understanding the text to ask for attention, check the understanding, ask and give opinion and the response.</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1 writing the spoken text to ask attention, check the understanding, ask and give opinion and the response by using the appropriate and contextual language features.</td>
<td>• Identify the expression of asking for and responding to attention, opinion and checking understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use specific expression to ask and give for opinion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Make dialogue of asking for and responding to the attention, opinion and checking understanding.</td>
</tr>
<tr>
<td>2</td>
<td>Give and respond to instruction, prohibition and permission. (Kick the Ball!)</td>
<td>3.3 Understanding the text to give instruction, prohibition, ask permission and response the instruction and prohibition.</td>
<td>Students are able to :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Writing the spoken and written text to give instruction, prohibition, ask permission and response the instruction and prohibition, by using the appropriate and contextual</td>
<td>• Identify the expression of giving and responding to instruction, prohibition, and permission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Make a role play transcript of giving and responding to instruction, prohibition, and permission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Practice in front of the class a role play about giving and responding to instruction, prohibition, and permission.</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic (Sub Topic)</td>
<td>Basic Competence</td>
<td>Indicators</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>3</td>
<td><strong>Semester II</strong></td>
<td>Sub Topic</td>
<td>Indicators</td>
</tr>
</tbody>
</table>
|      | Descriptive text  | 3.10 Understanding the purpose, text structure and language feature of short and simple, written and spoken descriptive text about person/animal/thing. | Students are able to:  
- Identify the specific information in the descriptive text.  
- Identify the generic structure of descriptive text.  
- Write a descriptive text about person/animal/thing.  
- Gassing name of particular person/animal/thing based on the description given. |
|      | (Find Your Gadget)| 3.11 Understanding the meaning of spoken and written descriptive text. |            |
|      |                   | 4.12 writing the spoken and written descriptive text about person/animal/thing. |            |
|      |                   | Students are able to: |            |
|      |                   | - Identify the various short message, announcement/notice. |            |
|      |                   | - Identify specific information in short message, announcement/notice. |            |
|      |                   | - Identify the generic structure of short message, announcement/notice. |            |
|      |                   | - Write a simple short message, announcement/notice. |            |
| 4    | Short message,   | 3.13 understanding the purpose, text structure and language feature of short and simple, written and spoken text in form of short message, announcement/notice. |            |
|      | announcement/notice. | 4.16 understanding the meaning of short message and announcement (notice). |            |
|      | (Whisper Your Message) | 4.17 writing the short message and announcement (notice). |            |
The researcher provided a syllabus of the instructional material. The syllabus could be seen in Appendix G.

5. The Strategies of the Designed Materials

In order to help the students in achieving the indicators, the instructional strategies were developed. In selecting the learning strategies, the researcher used theory of Communicative Language Teaching approach. One of the most important things in the approach is that the learning process better to be derived from mechanical, to meaningful, and then to communicative practice. Beside that, the researcher also fitted the learning strategies with the students’ characteristic. Based on the result of the instructional problem, the students enjoyed learning through game, group discussion, watching video, and question-answered. Therefore, the researcher used those activities as the main strategies in the instructional design. The researcher also used small group presentation and role play as the additional strategies to engage the students in the learning process.

Since the designed materials were made based on the Kurikulum 2013, the content of the instructions were divided into some parts. The divisions were associated with the scientific approach which implied in the Kurikulum 2013. They were: observing, questioning, exploring, associating and communicating. The elaboration of each part is presented in the paragraphs below:

1). Observing

In the observing part, the students were given a picture, video, or short reading passage. After that, they asked to answer some questions related to the
picture which will lead them to know the topic of the lesson. In the instructional designed materials, observing part belonged to the warming up session. The function was as the brainstorming.

2). Questioning

   The questioning part was also designed as the warming up session. In this part, the students were asked to make simple questions related to the topic and to discuss those questions. This part was possible to be done in groups or individual. However, this part was no longer than 10 minutes because it just gave the general framework of what the students had to do in the main activities.

3). Exploring

   Exploring part was one of the main activities in the instructional designed. In this part the students were leaded to explore their skill through some available tasks or activities. This part took a big portion in the instructional designed material, so that the students had chances to express either their knowledge or skills.

4). Associating

   Associating part belonged to the main activity. This part was the same as the exploring part. Yet in this part, the students’ tasks were associated the new information they got with the knowledge they already had.

5). Communicating

   Communicating is the closing part of the instruction. In this part the students were given the chance to express what they had learned. In this part, the
researcher provides interesting tasks such as crosswords, missing text, and many others to check the students understanding.

6. The Instructional Designed Materials

The instructional materials were designed based on the interview and questionnaire results. Besides, some theories were mixed such as the theory of Kemp’s Instructional Design Model, Communicative Language Teaching Approach, and Kurikulum 2013. Those theories were used as the basic consideration in choosing the learning activities. The learning activities were also associated with the characteristics of the eighth grade students of SMP BOPKRI 3 Yogyakarta.

7. The Instructional Materials Evaluation

The designed materials were evaluated by three experts who are experienced in teaching and developing instructional materials more than two years. Therefore, they have the competence to evaluate and criticize the designed materials. The evaluators were a lecturer of English Letter Study Program and two English teachers in junior high school. In order to gain many inputs on the designed materials, the researcher distributed the questionnaires in the form of open-ended questions.

In general, the evaluators gave positive comments on the designed materials. The designed materials were well-developed and arranged in communicative ways. The materials were also interesting and appropriate for the
junior high school students. Moreover, it had varied activities and topics which made the students more enthusiastic in the learning process. The use of authentic materials and meaningful pictures were the strengths of the designed materials. It enabled the students to see the real example of how language was used in the real situation. However, the designed materials were not recommended yet to be implemented in the classroom. There were some weaknesses that needed to be improved due to presenting good quality of the designed materials. The evaluators suggested revising some parts of the materials as below:

1. There were some grammatical mistakes and incorrect spellings.
2. There were some long and unclear instructions.
3. The examples of some important expressions in the unit 2 needed to be arranged from the regular to more polite way.
4. There were some pictures taken from the internet without clear sources. The source of the picture must be put after the picture.
5. The pictures in unit two, activity three were blurred; therefore, those should be changed with the clearer pictures.

The result of the evaluation materials can be seen in Appendix F.

8. Revision

After analyzing the results of the questionnaires, the researcher revised the designed materials. There were some parts that were changed by the researcher based on the suggestions from the evaluators. The detailed descriptions of the revision were listed as follows:
1. The researcher corrected some grammatical and spelling mistakes. Below are some examples of the grammatical and spelling mistakes.

<table>
<thead>
<tr>
<th>Before Revision</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ‘ask someone’s opinion’</td>
<td>• ‘ask for someone’s opinion’</td>
</tr>
<tr>
<td>• ‘wander about’</td>
<td>• ‘wonder about’</td>
</tr>
<tr>
<td>• ‘enjoy the performance while keep talking’</td>
<td>• ‘enjoy the performance and keep talking’</td>
</tr>
<tr>
<td>• ‘you are shouldn’t’</td>
<td>• ‘you should not’</td>
</tr>
<tr>
<td>• ‘sir’</td>
<td>• ‘Sir’</td>
</tr>
<tr>
<td>• ‘do you think why the accident happens?’</td>
<td>• ‘why do you think the accident happens?’</td>
</tr>
<tr>
<td>• ‘do you familiar with this technological equipment?’</td>
<td>• Are you familiar with this technological equipment?</td>
</tr>
<tr>
<td>• ‘Ayu ting Ting or ayu Rosmalina’</td>
<td>• ‘Ayu Ting Ting or Ayu Rosmalina’</td>
</tr>
<tr>
<td>• ‘she sometimes finished work at 2 a.m.’</td>
<td>• ‘She sometimes finishes work at 2 a.m.’</td>
</tr>
<tr>
<td>• ‘Loved, consisted’</td>
<td>• ‘love, consists’</td>
</tr>
<tr>
<td>• ‘To whom the announcement is intended?’</td>
<td>• ‘To whom is the announcement intended?’</td>
</tr>
<tr>
<td>• ‘What do you think should we do to make a spoken announcement clear?’</td>
<td>• ‘What do you think we should do to make a spoken announcement clear?’</td>
</tr>
</tbody>
</table>

2. The researcher revised some instructions in the units by making them simpler and clearer.

- in unit 1: activity 3

- in unit 3: activity 8, activity 12

Example: the example of instruction in unit 3, activity 12.

<table>
<thead>
<tr>
<th>Before Revision</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening for detail of a description of a person, object, animal or place and drawing according to the details described.</td>
<td>Listen to the detail description of a person, object, animal or place, and then draw it based on the detailed description.</td>
</tr>
</tbody>
</table>
3. The researcher rearranged some examples of the important expressions (mostly the expression that put in the ‘Important to know’ table), those expressions found in the following part:


Example: the example of expressions written in page 4

<table>
<thead>
<tr>
<th>Before Revision</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Excuse me.</td>
<td>Polite</td>
</tr>
<tr>
<td>- Attention, please!</td>
<td>- May I have your attention,</td>
</tr>
<tr>
<td>- Can I have you attention, please?</td>
<td>please?</td>
</tr>
<tr>
<td>- May I have your attention, please?</td>
<td>- Attention, please!</td>
</tr>
<tr>
<td>- Sorry to trouble you.</td>
<td>- Sorry to trouble you</td>
</tr>
</tbody>
</table>

4. The researcher also added some sources to the pictures that were used as the teaching media in the designed material.

- in unit 1: break the ice part, activity 4, activity 5  
- in unit 2: activity 2, activity 3, activity 6  
- in unit 3: page 23, activity 1  
- in unit 4: unit title, break the ice, activity 5

Example: pictures in unit 1, activity 5

<table>
<thead>
<tr>
<th>Before Revision</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Picture" /></td>
<td>Write under the picture, “source: google.co.id”</td>
</tr>
</tbody>
</table>
5. Finally, the researcher changed the pictures in unit 2, activity 3 with the clearer pictures. Those pictures were very important because they presented the process of how to do something.

B. The Description of the Designed Materials

This part aims to answer the second research problem. The materials were designed based on Communicative Language Teaching approach and arranged in accordance with the Kurikulum 2013. The materials were designed in form of set integrated materials. The designed materials consisted of four units entitle: (1) What Do You Think about Dangdut? (2) Kick the Ball! (3) Find Your Gadget! (4) Whisper Your Message! There are three parts in each unit namely: Break the Ice, Let’s Do It and Have Some Fun. The brief descriptions of each part were elaborated as follows:

a. Break the Ice

This was the opening part of the units. In this part, the main focus was to make the students ready to start the lesson. There were two kinds of activity in this part namely observing and questioning. Those two activities led the students’ concentration to come to the main activity.

b. Let’s Do It

This was the main activity in the units. Along this part, the students were given the chance to explore and associate their knowledge with what they had learned. Since the materials were designed based on the Communicative Language Teaching approach, the students were required to use English during the learning
process. Besides, the researcher also used some authentic materials like pictures, articles and songs as the learning tools. It gave the example to the students how language is used in the real situation.

c. Have Some Fun

This was the closing part of the unit. In this part, the students were required to express they knowledge and skill toward the theme. The researcher intended to promote a communicative activity as the closing of each unit. Therefore, in the closing parts, the researcher provided some interactive activities such as crossword puzzle, missing lyric and game.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter is intended to present the conclusions and recommendations of the research. In the first part, the researcher concludes the research finding. Then, in the second part, the researcher provides some recommendations for the English teacher of SMP BOPKRI 3 Yogyakarta and the future researchers who are interested in the similar topic.

A. Conclusions

This study was conducted to answer two problems, namely (1) How is a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta designed?, (2) What does a set of integrated instructional materials using Communicative Language Teaching for the eighth grade students of SMP BOPKRI 3 Yogyakarta look like?

In order to answer the first question, the researcher conducted eight steps which were adapted from Research and Development (R & D) and Kemp’s designed model. The steps were identifying the instructional problems, analyzing the learners and context, conducting the task analysis, formulating the instructional objectives, selecting the instructional strategies, developing the instruction, designing and conducting the formative evaluation and revising the designed materials.

To answer the second question, the researcher presented the final version of the designed materials. The designed materials were arranged in accordance with
the Kurikulum 2013. It covered the integrated materials and used the
Communicative Language Teaching as the approach. There were four units in the
designed materials, namely: What Do You Think about Dangdut?, Kick the Ball!,
Find Your Gadget!, and Whisper Your Message!. Each unit consisted of three
stages, namely: pre-activity, main activity and post-activity. The pre-activity was
the opening part of the unit, entitled Break the Ice! It had function as the warming
up activity. This part consisted of two sections, they were observing and
questioning. They gave general framework of the lesson. Meanwhile, the main
activity entitled Let’s Do It! it also consisted of two sections, they were exploring
and associating. The last part of the unit was post-activity, in which title was Have
Some Fun! There was only one section in this part, it was communicating. The
complete designed materials were presented in Appendix I.

Furthermore, the designed materials were designed to provide English
materials that fitted to the characteristics of the eighth grade students of SMP
BOPKRI 3 Yogyakarta. It consisted of various activities that were intended to
increase students’ motivation to learn English, and to make them accustomed to
use English instead of study it. However, in implementing the materials, it was
possible for the teacher to make some adjustments and modifications to adjust the
materials with the current situation.
B. Recommendations

In this part, the researcher provides some suggestions for the English teacher and future researcher who would use these materials:

1) For the English Teacher of *SMP BOPKRI 3 Yogyakarta*

The researcher would like to give some suggestions for English teachers who will use these materials. In implementing the materials, it is better for the teachers to prepare the activities well and adjust them with the class situations. Since the communicative language teaching is not a teacher-centered approach, the teacher is suggested to encourage the students to actively engage in the learning process. In this case, the teacher’s tasks are just facilitating the learning and monitoring the students’ activities. It is also expected that the teacher will able to develop and modify the activities in the designed materials to maximize the students’ achievements in mastering English.

2. For Future Researchers

In order to increase the quality of these designed materials, the researcher recommends the future researchers who are interested in similar research to implement the materials. Due to the inconsistent curriculum establishment and education policy, it is also recommended for the future researchers to develop and modify the activities in the designed materials so that the materials are more relevant to the present situation.
REFERENCES


APPENDICES
APPENDIX A

Letter of Permission
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

[Signature]

Tanggal: 12/1/Pnl/Kajur/JPBS/X1/2014
Permohonan Ijin Penelitian

Nama:
Kepala Sekolah SMP BOPKPI 3
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama:
Yudianti
NIM:
10914052
Program Studi:
Pendidikan Bahasa Inggris
Tahun:
Pendidikan Bahasa dan Seni
Semester:
8 (Sembilan)

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

Lokasi:
SMP BOPKPI 3 Yogyakarta
Tanggal:
Desember 2014
Judul:
A Set of Integrated Instructional Materials Using Communicative Language Teaching for the Eighth Grade Students of SMP BOPKPI 3 Yogyakarta

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

Yogyakarta, Desember 2014
u.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

[Signature]
P. Kuswardono, Ph.D.
NPP: 1605

Tambahan Yth:

II. Dekan FKIP

Mrican, Tromol Pos 29 Yogyakarta 55002 Telp. (0274) 513391, 515352 - Ext. 1413, Fax. (0274) 562383
website: www.usd.ac.id, email: fkip@usd.ac.id
APPENDIX B

Pre-design Questionnaire
Nama : 
Jenis Kelamin : laki-laki/perempuan

**KUESIONER**

_Jawablah pertanyaan-pertanyaan dibawah ini dengan jujur dan teliti! Berilah tanda silang pada jawaban yang sesuai dengan pendapat anda dan tulislah alasanya jika diminta!_

1. Apakah Anda suka mempelajari Bahasa Inggris ?
   a. Ya.
   Alasan: ____________________________________________________ 
          ____________________________________________________ 
   b. Tidak.
   Alasan: __________________________________________________
          ____________________________________________________

2. Apakah Anda termasuk siswa yang aktif dalam mengikuti pelajaran bahasa Inggris ?
   a. Ya
   b. Tidak

3. Apakah metode pembelajaran selama ini sudah cukup efektif dalam meningkatkan kemampuan bahasa Inggris Anda ?
   a. Ya
   b. Tidak

4. Menurut Anda, materi Bahasa Inggris yang Anda pelajari sebaiknya lebih menekankan pada hal-hal berikut ini: (Boleh pilih lebih dari satu)
   a. Penguasaan empat keterampilan Bahasa Inggris (listening, speaking, reading, writing)
b. Penguasaan kosakata (*Vocabulary*)  
c. Penguasaan tata bahasa (*Grammar*)  
d. Penguasaan percakapan (*Conversation*)  
e. Lain -lain:

5. Apakah Anda menemukan kesulitan dalam mempelajari bahasa Inggris ?  
   a. Ya  
   b. Tidak

6. Jika jawaban no 5 adalah “ya” apakah alasan Anda ? (Boleh pilih lebih dari satu)  
   a. Karena Bahasa Inggris sulit dimengerti  
   b. Karena saya kurang menguasai kosakata Bahasa Inggris  
   c. Karena saya kurang menguasai tata bahasa dalam Bahasa Inggris  
   d. Karena saya sulit mengucapkan kata-kata dalam Bahasa Inggris  
   e. Karena metode mengajar guru sulit dipahami  
   f. Karena saya jarang menggunakan bahasa Inggris baik diluar maupun didalam kelas  
   g. Lain-lain

7. Kapan Anda mengalami kesulitan dalam belajar bahasa Inggris baik dirumah maupun dikelas ? (Boleh pilih lebih dari satu)  
   a. Saat Anda harus menyusun kata atau kalimat dalam bahasa Inggris dengan tata bahasa (*grammar*) yang tepat.  
   b. Saat Anda harus membaca kalimat bahasa Inggris dengan pengucapan (*pronunciation*) yang tepat.  
   c. Saat Anda harus mengerjakan tugas berdasarkan rekaman (*listening*)  
   d. Saat Anda harus menerjemahkan kata atau kalimat  
   e. Saat Anda harus membuat kalimat atau cerita dalam bahasa Inggris  
   f. Saat Anda diminta mencocokan kata dengan artinya
g. Saat Anda diminta praktek berbicara dalam bahasa Inggris 

h. Saat Anda lupa materi yang pernah diajarkan 

8. Menurut Anda, pentingkah menggunakan bahasa Inggris untuk komunikasi dikelas?  
   a. Ya.  
      Alasan : ____________________________________________
      ____________________________________________
      ____________________________________________
   b. Tidak.  
      Alasan : ____________________________________________
      ____________________________________________

9. Setujukah Anda jika diminta untuk menggunakan bahasa Inggris dalam kegiatan belajar mengajar dikelas?  
   a. Ya 
   b. Tidak 

10. Setujukah Anda jika kegiatan belajar dikelas lebih menekankan pada aspek komunikatif?  
    a. Ya 
    b. Tidak 

11. Menurut Anda apakah mungkin untuk mempelajari writing dan reading secara bersamaan dikelas, melalui berbagai kegiatan seperti free writing, membaca cerita, dll?  
    a. Ya 
    b. Tidak
12. Menurut Anda apakah mungkin untuk mempelajari speaking dan listening sacara bersamaan dikelas, melalui berbagai kegiatan seperti game, role play, dll?
   a. Ya
   b. Tidak

13. Setujukah Anda apabila kegiatan belajar lebih sering dilakukan dalam kelompok kecil (terdiri dari 2-4 orang) ?
   a. Ya
   b. Tidak

14. Media apa yang dapat memudahkan Anda dalam belajar Bahasa Inggris ?
   (Boleh pilih lebih dari satu)
   a. Gambar
   b. Video, TV, Radio
   c. Majalah/koran
   d. Handout
   e. PowerPoint

15. Berikut adalah beberapa aktivitas dikelas Bahasa Inggris, manakah yang menurut Anda perlu diterapkan ? (boleh pilih lebih dari satu)
   a. Diskusi kelompok
   b. Tanya jawab
   c. Melihat video
   d. Presentasi
   e. Role play
   f. Permainan
   g. Menganalisa bacaan
   h. Menjawab pertanyaan dari bacaan
   i. Mencocokan kata
   j. Membuat percakapan dan mempraktekanya
16. Dari beberapa topik dibawah ini, manakah yang ingin Anda pelajari dikelas ? (pilih minimal empat topik)
   a. Olah raga
   b. musik
   c. Budaya
   d. Pendidikan
   e. Gaya hidup
   f. Teknologi
   g. Binatang
   h. Tumbuhan
   i. Transportasi
   j. Tokoh
   k. Lingkungan
   l. Kegiatan hari-hari
   m. Lain-

   Thank You
APPENDIX C

The Result of Pre-design Questionnaire
### THE RESULTS OF PRE-DESIGN QUESTIONNAIRE

**Number of Respondents: 80 students**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you interested to learn English?</td>
<td>a. Yes</td>
<td>45</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>35</td>
<td>44%</td>
</tr>
<tr>
<td>2</td>
<td>Do you belong to active student in learning English?</td>
<td>a. Yes</td>
<td>51</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>29</td>
<td>36%</td>
</tr>
<tr>
<td>3</td>
<td>Do you think that the learning methods that you got are already effective enough in improving your English skill?</td>
<td>a. Yes</td>
<td>58</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>22</td>
<td>28%</td>
</tr>
<tr>
<td>4</td>
<td>In your opinion, which part(s) of English material that should be learned more? (could choose more than one)</td>
<td>a. Basic skills of English mastery (listening, speaking, reading, writing)</td>
<td>43</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Vocabulary mastery</td>
<td>31</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Grammar mastery</td>
<td>33</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Conversation</td>
<td>27</td>
<td>34%</td>
</tr>
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<td></td>
<td></td>
<td>e. Others...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you find difficulties in learning English?</td>
<td>a. Yes</td>
<td>69</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>11</td>
<td>14%</td>
</tr>
<tr>
<td>6</td>
<td>If the answer of number 5 is ‘yes’, what is your reason(s)? (could choose more than one)</td>
<td>a. Because English is difficult to learn.</td>
<td>18</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Because I have lack of vocabulary mastery.</td>
<td>32</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Because my grammar mastery is poor.</td>
<td>20</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Because I have difficulties to pronounce English words.</td>
<td>17</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Because the teaching method used by the teacher is hard to understand.</td>
<td>23</td>
<td>29%</td>
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<td>---</td>
</tr>
<tr>
<td>f.</td>
<td>Because I rarely use English both in class and outside.</td>
<td>f. 24</td>
<td>f. 30%</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Others…</td>
<td>g. -</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>In which situation(s) do you feel it is difficult to learn English, both in class and at home? (could choose more than one)</td>
<td>a.</td>
<td>When I have to arrange words or sentences with correct grammar.</td>
<td>a. 35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b.</td>
<td>When I have to read in good pronunciation.</td>
<td>b. 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c.</td>
<td>When I have to do the task based on a recording.</td>
<td>c. 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d.</td>
<td>When I have to translate words or sentences.</td>
<td>d. 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.</td>
<td>When I have to write a sentence or story.</td>
<td>e. 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f.</td>
<td>When I have to match the word with its meaning.</td>
<td>f. 7</td>
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<td></td>
<td></td>
<td>g.</td>
<td>When I have to speak in English.</td>
<td>g. 19</td>
</tr>
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<td></td>
<td></td>
<td>h.</td>
<td>When I forget the material.</td>
<td>h. 20</td>
</tr>
<tr>
<td>8</td>
<td>In your opinion, is it important to use English to communicate in classroom?</td>
<td>a. Yes</td>
<td>a. 53</td>
<td>a. 66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>b. 27</td>
<td>b. 34%</td>
</tr>
<tr>
<td>9</td>
<td>Do you agree to use English during the teaching-learning process?</td>
<td>a. Yes</td>
<td>a. 30</td>
<td>a. 38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>b. 50</td>
<td>b. 62%</td>
</tr>
<tr>
<td>10</td>
<td>Do you agree if the learning process should focus on the communicative aspect?</td>
<td>a. Yes</td>
<td>a. 63</td>
<td>a. 79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>b. 17</td>
<td>b. 21%</td>
</tr>
<tr>
<td>11</td>
<td>In your opinion, is it possible to integrate the writing and reading skills in the learning process through some activities like free</td>
<td>a. Yes</td>
<td>a. 61</td>
<td>a. 76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>b. 19</td>
<td>b. 24%</td>
</tr>
<tr>
<td></td>
<td>writing, reading story, etc.?</td>
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</tr>
<tr>
<td>12</td>
<td>In your opinion, is it possible to integrate speaking and listening skills in the learning process through some activities like game, role play, etc.?</td>
<td>a. Yes</td>
<td>a. 65</td>
<td></td>
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<td></td>
<td></td>
<td>b. No</td>
<td>b. 15</td>
<td></td>
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<td></td>
<td></td>
<td>a. 81%</td>
<td>b. 19%</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Do you agree if the learning process should be done in a small group (consists of 2-4 students)?</td>
<td>a. Yes</td>
<td>a. 66</td>
<td></td>
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<td></td>
<td></td>
<td>b. No</td>
<td>b. 14</td>
<td></td>
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<td></td>
<td></td>
<td>a. 83%</td>
<td>b. 17%</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>What kind of learning media that will help you to learn English? (could choose more than one)</td>
<td>a. Picture</td>
<td>a. 40</td>
<td></td>
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<td></td>
<td></td>
<td>b. Video, TV, Radio</td>
<td>b. 64</td>
<td></td>
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<td></td>
<td></td>
<td>c. Magazines/newspaper</td>
<td>c. 11</td>
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<td>d. Handout</td>
<td>d. 6</td>
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<td>e. PowerPoint</td>
<td>e. 21</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>a. 50%</td>
<td>b. 80%</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Which of the following activities do you think best to be implemented in English class? (could choose more than one)</td>
<td>a. Group discussion</td>
<td>a. 43</td>
<td></td>
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<td></td>
<td></td>
<td>b. Question-answer</td>
<td>b. 29</td>
<td></td>
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<td></td>
<td>c. Watching video</td>
<td>c. 37</td>
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<td></td>
<td>d. Presentation</td>
<td>d. 25</td>
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<td></td>
<td>e. Role play</td>
<td>e. 28</td>
<td></td>
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<td></td>
<td></td>
<td>f. Game</td>
<td>f. 48</td>
<td></td>
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<td></td>
<td></td>
<td>g. Text analyzing</td>
<td>g. 19</td>
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<td>h. Answer questions based on the text</td>
<td>h. 19</td>
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<td></td>
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<td>i. Matching words</td>
<td>i. 24</td>
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<td>j. Make a conversation</td>
<td>j. 21</td>
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<td>k. Others…</td>
<td>k. -</td>
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<td></td>
<td></td>
<td>a. 54%</td>
<td>b. 36%</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Which of the following topics do you like to learn in English class? (choose minimal four topics)</td>
<td>a. Sport</td>
<td>a. 42</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Music</td>
<td>b. 64</td>
<td></td>
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<td></td>
<td>c. Culture</td>
<td>c. 28</td>
<td></td>
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<td>d. Education</td>
<td>d. 41</td>
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<td>e. Life style</td>
<td>e. 39</td>
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<td></td>
<td>f. Technology</td>
<td>f. 42</td>
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<td></td>
<td></td>
<td>g. Animal</td>
<td>g. 23</td>
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<td>h. Plant</td>
<td>h. 18</td>
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<td></td>
<td>i. Transportation</td>
<td>i. 17</td>
<td></td>
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<td>j. Figure</td>
<td>j. 27</td>
<td></td>
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<td></td>
<td>k. Environment</td>
<td>k. 29</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>l. Daily activities</td>
<td>l. 29</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>m. Others…</td>
<td>m. -</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. 53%</td>
<td>b. 80%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. 35%</td>
<td>d. 51%</td>
<td></td>
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<td></td>
<td>e. 49%</td>
<td>f. 53%</td>
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<td></td>
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<td>g. 29%</td>
<td>h. 23%</td>
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<tr>
<td></td>
<td></td>
<td>i. 21%</td>
<td>j. 34%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>k. 36%</td>
<td>l. 36%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>m. -</td>
<td>m. -</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

The Result of Interview with English Teacher
<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are the eighth-grade students enthusiastic in learning English?</td>
<td>Yes, they are quite enthusiastic.</td>
</tr>
<tr>
<td>2</td>
<td>How competent are they in English?</td>
<td>Generally, the ability of the students is included in the average, but some are very clever and others are less prominent</td>
</tr>
<tr>
<td>3</td>
<td>What are the difficulties experienced by students in learning English?</td>
<td>On my opinion, the students have problem in expressing their idea. They seem confuse to make a question and communicate in English. They also very passive.</td>
</tr>
<tr>
<td>4</td>
<td>Are the students accustomed to use English during the teaching-learning process?</td>
<td>No, they are not. However, I try to use English more when give the explanation.</td>
</tr>
<tr>
<td>5</td>
<td>How many hours do you teach English in a week?</td>
<td>Based on the curriculum it is taught 4 hours a week but hour school add 2 more hours (for lab), so total 6 hours.</td>
</tr>
<tr>
<td>6</td>
<td>What are the teaching and learning activities that you do in class?</td>
<td>They are various activities. It included the four steps of learning process in the curriculum 2013 (observing, asking, associating and trying).</td>
</tr>
<tr>
<td>7</td>
<td>Is there any particular activity that you do to attract students to engage actively in the learning process?</td>
<td>Yes, I sometimes play a game, make role play and watching move. It can build the students’ motivation and mood.</td>
</tr>
<tr>
<td>8</td>
<td>Are the students accustomed to learn in groups? What kind of group work that you usually implement in class?</td>
<td>Yes, they are. It based on the material; It such as ask them to solve a problem in group than presented it, or ask them to sing a song, play game and give them online task.</td>
</tr>
<tr>
<td>9</td>
<td>Do the students prefer to learn individually or in group?</td>
<td>They seem vary enjoy work in group.</td>
</tr>
<tr>
<td>10</td>
<td>What kind of difficulties that you find in teaching English?</td>
<td>Generally, I have problem in build the student’ motivation. It because some of them don’t like English, so they tend to make a noise or sleep in the classroom.</td>
</tr>
<tr>
<td>11</td>
<td>Do you always use English in the teaching-learning process?</td>
<td>Not all the time but I try to use English more.</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Do you integrate the four skills of English in teaching? Why?</td>
<td>Yes, I do. It because the four skills are always use in the real situation.</td>
</tr>
<tr>
<td>13</td>
<td>Are the materials that you have sufficient enough to increase the students' ability?</td>
<td>No.</td>
</tr>
<tr>
<td>14</td>
<td>Do you think that the school needs supporting medium or English materials?</td>
<td>Yes, I think we still need more supporting materials.</td>
</tr>
<tr>
<td>15</td>
<td>In your opinion, what kind of activities and materials that is effective to improve the students’ ability in English?</td>
<td>On my opinion, it is better to implement any creative activities that can build the students’ motivation such as: game, role play, question-answer and online task. While for the material, I think it is good to have variance types.</td>
</tr>
</tbody>
</table>
APPENDIX E

Post Design Questionnaire
POST DESIGN QUESTIONNAIRE

This questionnaire is developed in order to collect data on respondents’ opinion, feedback, and evaluation on the designed materials. The data gathered are, then, employed to develop and improve the designed materials.

Respondents’ identity:

Name: 
Sex: 
Educational background *): D1 S1 S2 S3
Teaching experience: ....... years
*) circle the provided answer

I. Please put a thick (√) in the column which presents your point of agreement on the following statement!
*1= Disagree, 2= Strongly Disagree, 3= Agree, 4= Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>List of Statements</th>
<th>Statement od Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>The designed materials have met the indicators.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The designed materials have already met the learners’ needs.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The designed materials are suitable for eight graders</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The designed materials are interesting.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The authentic materials used in the designed materials can reveal the real context.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The learning activities of the designed materials involve the students in frequent interaction.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The designed materials have been arranged in the suitable proportion.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The topics are varied and interesting.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The task instructions are clear.</td>
<td></td>
</tr>
</tbody>
</table>
10 The tasks’ level of difficulty is appropriate.

11 The content stimulates students to use English in the learning process.

12 The designed materials help the learners to accomplish the learning objective.

13 The learning activities have been varied.

14 The parts of each unit (Break the Ice, Let’s Do It and Have Some Fun) have been well developed.

15 The activities enable the learners to develop their receptive and productive skills.

16 The learning activities have already matched the Communicative Language Teaching approach.

II. Please answer the following questions!

1. If the designed materials have not been communicative, which part it is? What do you suggest?

2. What is (are) the strengths and weaknesses of this designed materials?

Strengths:

Weaknesses:
3. What are your criticisms and suggestions for the activities?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. What are your criticisms and suggestions for the designed materials?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
APPENDIX F

The Result of Post Design Questionnaire
POST DESIGN QUESTIONNAIRE

This questionnaire is developed in order to collect data on respondents’ opinion, feedback, and evaluation on the designed materials. The data gathered are, then, employed to develop and improve the designed materials.

Respondents’ identity:

Name: 
Sex: 
Educational background *) : D1 S1 S2 S3
Teaching experience: …… years
*) circle the provided answer

I. Please put a thick (✓) in the column which presents your point of agreement on the following statement!

*1= Disagree, 2= Strongly Disagree, 3= Agree, 4= Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>List of Statements</th>
<th>Statement of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The designed materials have met the indicators.</td>
<td>0 0 0 3</td>
</tr>
<tr>
<td>2</td>
<td>The designed materials have already met the learners’ needs.</td>
<td>0 0 0 3</td>
</tr>
<tr>
<td>3</td>
<td>The designed materials are suitable for eight graders.</td>
<td>0 0 1 2</td>
</tr>
<tr>
<td>4</td>
<td>The designed materials are interesting.</td>
<td>0 0 1 2</td>
</tr>
<tr>
<td>5</td>
<td>The authentic materials used in the designed materials can reveal the real context.</td>
<td>0 0 1 2</td>
</tr>
<tr>
<td>6</td>
<td>The learning activities of the designed materials involve the students in frequent interaction.</td>
<td>0 0 2 1</td>
</tr>
<tr>
<td>7</td>
<td>The designed materials have been arranged in the suitable proportion.</td>
<td>0 0 2 1</td>
</tr>
<tr>
<td>8</td>
<td>The topics are varied and interesting.</td>
<td>0 0 0 3</td>
</tr>
<tr>
<td>9</td>
<td>The task instructions are clear.</td>
<td>0 0 1 2</td>
</tr>
<tr>
<td>10</td>
<td>The tasks’ level of difficulty is</td>
<td>0 0 1 2</td>
</tr>
</tbody>
</table>
The content stimulates students to use English in the learning process.

The designed materials help the learners to accomplish the learning objective.

The learning activities have been varied.

The parts of each unit (Break the Ice, Let’s Do It and Have Some Fun) have been well developed.

The activities enable the learners to develop their receptive and productive skills.

The learning activities have already matched the Communicative Language Teaching approach.

### Participants’ Statement

<table>
<thead>
<tr>
<th>No</th>
<th>Point to Consider</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If the designed materials have not been communicative, which part it is? What do you suggest?</td>
<td>As a whole they are communicative enough to stimulate the learners’ language learning.</td>
<td>They are quite communicative and applicable</td>
<td>The material is communicative, well prepared, and worth studied.</td>
</tr>
<tr>
<td>2</td>
<td>What is (are) the strengths and weaknesses of this designed materials?</td>
<td>● Strengths : - They are full of picture and interesting - They contain authentic material - They meet the learners’ real need to improve their</td>
<td>● Strengths : - The use of authentic texts - The use of interesting illustration - The use of varied topics</td>
<td>● Strengths : - Overall, the designed materials are beneficial to students in junior high school. - The provided picture are interesting</td>
</tr>
<tr>
<td>3</td>
<td>What are your criticisms and suggestions for the activities?</td>
<td>English skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- They are quite well organized (from easy to difficult)</td>
<td>- Weaknesses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The activities vary in types and learner’s involvement</td>
<td>- The occurrence of some grammar mistakes and misspelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(individually / in pairs / group)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Weaknesses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The material will be much informative if the author provide an article after the main topic in each unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The misspell and grammar error needs to be eliminated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The consistency of grammar and the use of punctuation should be noticed more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The materials involve varied types of activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- It’ good.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- It would be better to introduce some fun but challenging tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The continually of activities is well prepare</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>- Provided interesting illustration for each activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>What are your criticisms and suggestions for the designed materials?</td>
<td>It seems that they are too limited in quantity so you need to enrich the content with more topic or themes.</td>
<td>It would be more interesting if more gambits are introduced.</td>
</tr>
</tbody>
</table>
APPENDIX G

Syllabus
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Pengetahuan</th>
<th>Keterampilan</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Memahami teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta dan memberi perhatian dan pendapat, serta mengecek pemahaman.</td>
<td><strong>Fungsi sosial</strong>&lt;br&gt;Menjaga hubungan interpersonal dengan guru dan teman&lt;br&gt;<strong>Struktur teks</strong>&lt;br&gt;Berbagai ungkahan untuk:&lt;br&gt;• Asking for attention&lt;br&gt;1. Attention please&lt;br&gt;2. Sorry to trouble you&lt;br&gt;• Responding to&lt;br&gt;Observing 1. Mengamati gambar tentang meminta perhatian dan pendapat serta mengecek pemahaman.&lt;br&gt;2. Menjawab pertanyaan berkaitan dengan gambar yang diamati.&lt;br&gt;<strong>Questioning</strong> 1. Membaca dialogue</td>
<td><strong>Indikator</strong>&lt;br&gt;Siswa mampu untuk:&lt;br&gt;1. Meng-identifikasi ungkapan untuk meminta dan merespon perhatian, mengecek pemahaman, meminta dan merespon pendapat.&lt;br&gt;<strong>Penilaian</strong>&lt;br&gt;Tes tertulis</td>
<td><strong>Indikator</strong>&lt;br&gt;Siswa mampu untuk:&lt;br&gt;1. Menam-pilkan dialog tentang meminta dan memberi perhatian, meminta dan merespon pendapat.</td>
<td><strong>Penilaian</strong>&lt;br&gt;Peer assessment</td>
</tr>
</tbody>
</table>
perhatian dan pendapat mengecek pemahaman dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<table>
<thead>
<tr>
<th>Attention</th>
<th>Checking understanding 1. Yes please. 2. Sure.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Checking understanding 1. Do you know? 2. Do you understand what I am saying?</td>
</tr>
<tr>
<td></td>
<td>• Indicating understanding 1. I see…? 2. I’m with you</td>
</tr>
<tr>
<td></td>
<td>• Asking opinion 1. What do you think…? 2. Why don’t you…?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tentang meminta perhatian dan mengecek pemahaman</th>
<th>2. Mengidentifikasi informasi penting yang terdapat dalam dialog atau gambar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memunculkan pertanyaan tentang ungkapan yang digunakan untuk meminta perhatian dan mengecek pemahaman.</td>
<td>2. Mengbuat dialog tentang meminta dan memberi perhatian, meminta dan memberi pendapat serta responnya di depan kelas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Mengidentifikasi informasi penting yang terdapat dalam dialog atau gambar.</th>
</tr>
</thead>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
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| Unsur kebahasaan | Giving opinion 1. In my opinion… 2. Do you think so? | memberi perhatian serta mengecek pemahaman. 2. Membuat dialogue tentang meminta dan memberi perhatian, serta mengecek pemahaman berdasarkan situasi yang diberiakan. 3. Menjawab pertanyaan berkaitan dengan gambar tentang meminta dan memberi pendapat | nya |

5. Menjawab pertanyaan berdasarkan text bacaan tentang meminta dan memberi pendapat.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Associating**

1. Diskusi kelompok tentang lagu paforit.
2. Menyusun dialog berdasarkan hasil diskusi kelompok yang sudah dilakukan menggunakan ungkapan-ungkapan tentang meminta, memberi, serta merespon perhatian dan pendapat;
<table>
<thead>
<tr>
<th>3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, melarang, serta cara responnya, sesuai dengan konteks penggunaannya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan</td>
</tr>
<tr>
<td><strong>Fungsi sosial:</strong> Menjaga hubungan interpersonal dengan guru dan teman.</td>
</tr>
<tr>
<td><strong>Struktur teks:</strong> Berbagai ungkapan untuk:</td>
</tr>
<tr>
<td>• Giving instruction</td>
</tr>
<tr>
<td>1. Close the door!</td>
</tr>
<tr>
<td>2. Follow me please!</td>
</tr>
<tr>
<td><strong>Observing</strong> Bermain game tentang memberi perintah dan responya.</td>
</tr>
<tr>
<td><strong>Questioning</strong> 1. Mendengar-kan dialog tentang memberi instruksi, melarang dan responya. 2. Melengkapi informasi</td>
</tr>
<tr>
<td>Siswa mampu untuk:</td>
</tr>
<tr>
<td>1. Meng-Identifikasi ungkapan untuk memberi instruksi, melarang dan merespon larangan. 2. Menemukan informasi penting yang terdapat</td>
</tr>
<tr>
<td>Tes tertulis</td>
</tr>
<tr>
<td>Siswa mampu untuk:</td>
</tr>
<tr>
<td>1. Menampilkan dialog tentang memberi instruksi, melarang dan responya didepan kelas.</td>
</tr>
<tr>
<td>Peer assessment</td>
</tr>
</tbody>
</table>
memberi instruksi dan melarang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

| • Giving prohibition  
1. Don’t be late again!  
2. Don’t touch  
• Responding to prohibition  
1. Okay.  
2. I am sorry, I can’t. |
|---|---|
| **Unsur kebahasaan**  
1. Kosa kata:  
Please, sorry, alrig, sure.  
2. Tata bahasa: kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu.  
sesua dengan gambar yang diberikan.  
**Exploring**  
Membuat dan mempraktekan di depan kelas role play tentang memberi instruksi, melarang, serta responya.  
**Associating**  
Membandingkan ungkapan yang lebih sopan tentang memberi instruksi, melarang, serta responya.  
**Communicating**  
Mengidentifikasi lagu tentang memberi instruksi, melarang dan dalam dialog atau gambar. |
3. Ucapan, tekanan kata, intonasi.

| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda. |
|---|---|
| Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda. |

**Fungsi sosial**
- Menggambarkan, mengenalkan, mengidentifikasi, dan mengkritik.

**Struktur teks**
1. Menyebutkan nama orang, binatang dan benda serta bagian-bagian yang dideskripsikan.
2. Menyebutkan sifat orang, bendana bagianya.

**Unsur kebahasaan**

<table>
<thead>
<tr>
<th>Observing</th>
<th>Siswa mampu untuk:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mampu untuk:</td>
</tr>
<tr>
<td>1. Mengidentifikasi informasi tentang orang, benda, dan binatang dalam bentuk dialog, gambar dan deskriptif teks. 2. Mendeskripsikan orang, binatang dan benda dengan kata sifat yang terdapat pada gambar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tes tertulis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mampu untuk:</td>
</tr>
<tr>
<td>1. Men-deskripsikan orang, binatang dan benda baik secara lisan maupun tulisan. 2. Menampilkan dialog atau role play tentang deskripsi orang, binatang dan benda.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kata sifat yang sering digunakan untuk mendeskripsikan orang, binatang, benda.</td>
</tr>
<tr>
<td>2. Frasa nominal seperti smart girl, cut little cat, dll.</td>
</tr>
<tr>
<td>3. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, dll.</td>
</tr>
<tr>
<td>4. Ejaan dan tanda baca.</td>
</tr>
<tr>
<td>5. Ucapan, tekanan kata, dan intonasi.</td>
</tr>
</tbody>
</table>

| 1. Mengidentifikasi informasi yang terdapat dalam deskriptif tesk tentang binatang dan benda. |
| 2. Menjawab pertanyaan berdasarkan teks bacaan tentang binatang dan benda. |
| **Exploring** |
| 1. Mendeskripsikan benda kesayangan secara tertulis. |
| 2. Membuat presentasi tepat. |
| 3. Mengidentifikasi bagian (generic structure) deskriptif teks tentang orang, binatang dan benda. |
| si orang, binatang dan benda didepan kelas. |
| **Associating**  
1. Meng-
   identifikasi informasi yang terdapat dalam dialog tentang deskripsi orang dan menjawab pertanyaan | | | |
| | | | |
| secara kelompok tentang banda (gadged) dan menampilkan kanya di depan kelas. | | | |
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| 3.13 | Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitaan (notice), sesuai dengan konteks penggunaannya |
| 4.16 | Menangkap makna pesan singkat dan pengumuman/pemberitan (notice), sangat |

<table>
<thead>
<tr>
<th>Teks tulis (a) pengumuman/pemberitaan (b) notice.</th>
<th><strong>Fungsi sosial</strong></th>
<th><strong>Observing</strong></th>
<th><strong>Siswa mampu untuk:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Struktur teks</strong></td>
<td>2. Mengidentifikasi informasi atau pesan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Menyebutkan tujuan dari pengumuman tanpa terlalu mengasikkan</td>
<td><strong>Tes tertulis</strong></td>
<td>1. Menamakan pengumuman sesuai dengan situasi yang diberikan</td>
<td></td>
</tr>
<tr>
<td>2. Mendeskripsikan teman.</td>
<td><strong>Peer assessment</strong></td>
<td>1. Menamai pengumuman sesuai dengan situasi yang diberikan</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
pendek dan sederhana.

4.17 Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Informasi rinci, contoh The concert will be held on Monday, 17 June, don’t miss it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Menyebutkan tujuan dari notice berupa gambar/tanda atau tulisan singkat. Contoh: No smoking, please don’t park here.</td>
</tr>
</tbody>
</table>

**Unsur kebahasaan**

1. Kosa kata terkait dengan kejadian, kegiatan, peristiwa dan hari penting

**Questioning**

1. Menjawab pertanyaan sesuai dengan teks basaan tentang pengumuman dan notice

**Exploring**

1. Mengidentifikasi jenis-jenis notice dalam pengumuman dan notice.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Associating**

1. Berdiskusi dalam kelompok untuk menjawab pertanyaan tentang pengumuman dan notice.
APPENDIX H

Teacher’s Book
Kurikulum 2013

English in Use
A Set of Integrated English Materials for Junior High School

Grade XIII

Teacher's Book

By
YULIANTI
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**REFERENCES** 32
The “English in Use” book is a set of integrated designed materials for the eighth grade students of SMP BOPKRI 3 Yogyakarta. These English materials were designed in accordance with the Curriculum 2013. The four English skills: listening, speaking, reading and writing were provided in each unit. By learning those skills, the students are expected to be able to implement English in real situations.

The Author

Yulianti
HOW TO USE THIS BOOK

English in Use Book consists of integrated materials. The materials and learning activities are developed based on the principles of Communicative Language Teaching. Communicative Language teaching is chosen, in order to offer the student-centered teaching methodology to the school. In this approach, the students are taught in communicative way. They are required to use the target language actively instead of studying it passively. Thus, the students are expected to be able to implement English in their real daily life situation. There are four units in this book. Each unit is divided into three parts, namely Break the Ice, Let's Do It and Have Some Fun. The explanation of those parts is as follows:

a. Break the Ice!
This part is the pre-activities part. In this stage, the topic is introduced to the students through pictures, reading text and games. The aim of this part is to give general information about the topic and build the students' curiosity. All the activities are provided to prepare the students to come to the main activities.

b. Let's Do It!
This part is the main activities in the book. In this part, the students are given chances to explore the information related to the topic and to associate the new information with their knowledge. The main focus of this part is to facilitate the students with meaningful and communicative learning activity so that the students will not be bored in doing their tasks.

c. Have Some Fun!
This part is the closing part. This part aims to check whether the students get the learning points or not. In order to keep the students' enthusiastic in following the activity, some meaningful and communicative activities are available such as games, puzzles and songs.
At the end of this unit, the students are expected to be able to:

- Identify the expressions of asking for and responding to attention.
- Identify the expressions of checking and indicating understanding based on the theme.
- Match some sentences based on the recording.
- Write a dialogue about giving and asking attention based on the situations given.
- Use specific expressions to ask someone’s opinion.
- Use specific expressions to give opinion.
- Make a dialogue about favorite music using some expressions of asking and giving attention and opinion, and checking understanding.
WHAT DO YOU THINK ABOUT DANGDUT?

Activity: Observing Picture
Ask the students to observe a picture in pairs. Then, give some question related to the picture.
What comes up?

1. What do you think the teacher is doing? Why does he raise his hand?
2. What does your teacher usually say to get your attention in the classroom?
3. What do you usually say or do to get someone’s attention?
4. Do you raise your hand if you understand or do not understand the lesson?
   What do you say to the teacher?
5. What do you say to ask someone’s for opinion?
6. What do you say if you do not agree with others’ opinion?
Activity 1
Activity : Pairs Work

Ask the students to work in pairs and practice the following dialogues. Then, ask them to underline some expressions about asking and giving attention; checking and indicating understanding in the dialogues!

Dialogue 1

Tarzan and Sam are reading *Dangdut* concert poster in front of the class.

Tarzan : Hi, Sam. Do you like *Dangdut*?
Sam : Yes, I do. It’s nice, I think.
Tarzan : Do you think so?
Sam : Yes. Especially the old songs.
Tarzan : Really?
Sam : How about you? What is your favorite *Dangdut* song?
Tarzan : I like the newest songs because they are quite energetic. I love the song “Sik asyik” by Ayu Ting Ting.
Sam : I see.

Dialogue 2

Ethan is studying in his room. Then, his brother Lucas comes in.

Lucas : Sorry to bother you.
Ethan : It’s ok. What’s up?
Lucas : Can you tell me how to answer these questions?
Ethan : Let me see. First, you must read the text. Then, you read the question, and focus on the paragraph. Do you get what I am saying?
Lucas : What do you mean by focusing on the paragraph?
Ethan : Well, to find the answer to question number three, you must focus on paragraph two.
Lucas : Oh, I know what you mean. Thanks.
Important to Know!

<table>
<thead>
<tr>
<th>Asking for Attention</th>
<th>Responding</th>
<th>Showing Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ May I have your attention, please?</td>
<td>➢ Yes, please.</td>
<td>➢ What happened next?.</td>
</tr>
<tr>
<td>➢ Can I have your attention, please?</td>
<td>➢ What is it?</td>
<td>➢ Tell me more.</td>
</tr>
<tr>
<td>➢ Sorry to trouble you.</td>
<td>➢ Alright.</td>
<td>➢ Is she? Have you?</td>
</tr>
<tr>
<td>➢ Attention, please!</td>
<td>➢ Sure.</td>
<td>➢ Really?</td>
</tr>
<tr>
<td>➢ Excuse me.</td>
<td></td>
<td>➢ I see</td>
</tr>
</tbody>
</table>

Example:
A: Hi, Nawang, look! ➢ Asking for attention
B: Hi, Jhon. What is that? ➢ Responding
A: This is my new hand phone. It is very cool, right?
B: Wow, it must be very expensive. Tell me more about the features. ➢ Showing attention

Checking for understanding | Responses indicating understanding | Responses indicating misunderstanding |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Do you understand what I am saying?</td>
<td>➢ I see what you are saying.</td>
<td>➢ I don’t get it.</td>
</tr>
<tr>
<td>➢ Do you know what I am talking about?</td>
<td>➢ I see what you mean.</td>
<td>➢ I don’t follow you.</td>
</tr>
<tr>
<td>➢ Are you with me?</td>
<td>➢ I’m with you.</td>
<td>➢ I’m not sure I get your point.</td>
</tr>
</tbody>
</table>

Example:
Checking for understanding
Ana, do you know what I am talking about?
I see you just look at the door. Do you wait for someone?
I don’t get the point. Why do they go to the village? Why should they join the organization? The story is too complicated for me. Can you tell me more about it? ➢ Response indicating misunderstanding

Unit One
Activity 2
Activity : Individual Work
Teaching Aid : Laptop, Speaker and recording of a dialogue
Ask the students to match up the sentences in A and B based on the recording.

A

1. Joice tells Lucia that today.....
2. Joice got the information...
3. Agata feels upset because....
4. Joice tells Lucia and Agata that...
5. Agata and Joice feel...

B

1. they may bring the lyric during the performance.
2. she has not memorized the lyric.
3. from Brian
4. they are going to have a vocal group performance.
5. relieved at the end of the conversation.

Activity 3
Activity : Pair Work
Ask the students to work in pairs. Then, tell them that they are required to make a dialogue and a monologue based on the available situations. After that, organize them to perform the dialogue and monologue in front of the class.

Situation 1

You are a class leader; you want to announce about a singing competition to the class. Tell when and where the competition will be held, who can participate and where they can register themselves.
Activity 4
Activity: Individual Work
Provide a piece of picture. Then, ask the students opinion about the picture.
Use the following questions to ask the student’s opinion.

1. Where do you think the picture was taken? Why?
2. Have you ever been there?
3. Do you usually ask someone’s opinion if you wonder about something? What do you say to ask the opinion?
4. What do you say if your opinion is different from the others?

Activity 5
Activity: Pair Work
Ask the students to observe some pictures with their partner. Then, ask them to guess where the pictures were taken and to clarify how they know it!

Unit One
Activity 6
Ask the students to listen to a dialogue. Then ask them to complete some blank spaces based on the dialogue. Below is the complete text of the dialogue.

Jean is playing piano in the music studio. Then, Alexa comes in.
Jean : Hi, Alexa. What are you doing?
Alexa : Hi, Jean. I am practicing for concert tomorrow.
Jean : Cool. So you will play piano at the concert?
Alexa : Well, yes. Do you know, I am very nervous. I am afraid that I cannot play well tomorrow.
Jean : I think you are the best pianist in our school. So take it easy friend.
Alexa : really? I hope I’ll not make you disappointed at the concert.
Jean : No you will not. I saw your performance last week and I still remember how amazing it was. Do you know, all the audience gave a standing applause and yelled happily? It means your performance amazed them so much. So, I believe you will do the same at the concert.
Alexa : I think that’s a very good solace words. Thanks.
Jean : No that’s the truth. You are very good in playing piano.

Activity 7
Ask the students to work in pairs. Then ask them to answer the following questions based on the information in the dialogue!

1. What is Alexa doing in the studio?
2. What will Alexa do in the concert?
3. Why do Alexa feel nervous?
4. What is Jean’s opinion about Alexa?
Explain to the students about some expressions that common use in asking for and responding to someone’s opinion. Ask them to pay attention to the example of the expressions in the “Important to Know” table.

Activity 8
Ask the students to work in pairs. Then ask them to create and act out a dialogue about asking and giving opinion using some topics that have been provided. Below are the chosen topics:

♫ You and your friend are watching a live music concert. Both of you enjoy the performance and keep talking about the concert.
♫ You and your friend are discussing about the things that you are going to donate for the volcanic eruption. Discuss what you want to donate, where, when and how to distribute the donation.
♫ You and your friend are in a clothing store. You want to buy a T-shirt. You ask her/him opinion about the style and color of the T-shirt.

Activity 9
Ask the students to make a group of three. Then, ask them to discuss their favorite music in turn. After that, provide them with some clues as the discussion guidance. Below are some questions that can be used as the students’ guidance in their discussion.

1) What is your favorite music genre?
2) Since when do you like it?
3) What do you know about it?
4) Can you play any music instruments? What is it?
5) Do you have any favorite singer or band?
6) What do you think about the role of music for people?
7) Do you think music is good for people? Why do you think so?
Activity 10
Ask the students to write a dialogue using some expressions of asking and giving attention and opinion, checking someone’s understanding based on their discussion result (activity 9). Then, ask them to perform it in front of the class!

Activity 11
Ask the students to solve a crossword puzzle in pairs. Give a copy of the crossword and ask them to have a dictionary with them. Tell them what they have to do with the crossword.

*Have Some Fun!*
At the end of this unit, the students are expected to be able to:

- Identify the expressions of giving and responding to instruction and prohibition.
- Make a role play transcript about giving and responding to instruction and prohibition.
- Practice a role play about giving and responding to instruction and prohibition in front of the class.
Activity: Play a game “Simon says”
Purpose: Prepare the students to follow the lesson

Please ask the students to follow your instruction. Tell the students that they are going to play a game named “Simon says.” Explain the rules briefly. Then, give them any instruction to prepare them to start the lesson.
Activity 1

Activity : Individual task

Purpose : Find the expressions of giving and responding to the instruction and prohibition.

Ask students to read the dialogues. Then, ask them to underline some expressions that are used in giving and responding to the instruction and prohibition.

Reading text

Mr. Campbell : “Good Morning Students.”

Students : “Good morning, sir.”

Mr. Campbell : “Okay, today we are going to discuss chapter eight. Are you ready?

Students : “Yes, sir”

Mr. Campbell : “Good. Now, open your book on page 30. Adul, read the first paragraph, please.”

Adul : “Okay, sir.”

Mr. Campbell : Yudi and Riana don’t talk among you. Read your book and listen to Adul reading.”

Yudi : “Oh, I’m sorry, sir.”

Mr. Campbell : “Stop there, Adul. Now, it’s Riana’s turn.”

Adopted from BRIGHT, An English Course for Junior High School

Note:

Bold ➔ the expression to give instructions.

Underline ➔ the expression to give prohibition

Italic ➔ the expression to respond to the instruction and prohibition.
Activity 2
Teaching instruments: some pictures of a famous athlete
Activity: pair work
Please ask the students to complete the blank in the box with correct information.

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharapova</td>
<td>Tennis</td>
</tr>
<tr>
<td>Valentino Rossy</td>
<td>F1 Racer</td>
</tr>
<tr>
<td>Christ Jhon</td>
<td>Boxer</td>
</tr>
<tr>
<td>Maria Kristin</td>
<td>Badminton</td>
</tr>
<tr>
<td>Cristiano Ronaldo</td>
<td>Soccer</td>
</tr>
</tbody>
</table>

Adapted from Interactive English

Activity 3
Activity: Individual task
Teaching aid: picture
Ask the students to rearrange the jumble pictures into a good order and write a short instruction/prohibition about how to kick a ball based on the pictures given.

The right step:
Step 1 picture number 2
Step 2 picture number 1
Step 3 picture number 4
Step 4 picture number 5
Step 5 picture number 3

Unit Two
Activity 4
Activity : Individual task
Teaching aid : Some pictures
Ask the students to make a request/instruction and prohibition based on the picture given.

Activity 5
Activity : Individual task
Teaching aid : Set of picture
Ask the students to compare the two pictures and state which one is more polite to them. Then, ask them to clarify the answer.

Activity 6
Activity : Pair Work
Teaching aid : Some pictures
Ask the students to find their partner. Then, ask them to make an instruction or prohibition based on the given situation. After that, invite the students to practice it in front of the class.

Activity 7
Activity : Class communication
Purpose : Facilitate the students to practice what they have learned.
Ask the students to walk around the class for five minute. Explain them that they have to give any instruction or prohibition to their friends. Then ask them to follow their friend request if they get the instruction or prohibition.
Activity 8
Activity : Individual Task
Ask the students to listen to the recording carefully. Then use the pause bottom to pause the recording. Give the time for the students to complete the song lyric. After that, when the lyric is complete ask the students to underline some expressions indicate an instruction or prohibition found in the lyric.

Song Lyric:

"Let It Go"

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn my back and slam the door

The snow glows white on the mountain tonight,
Not a footprint to be seen.
A kingdom of isolation and it looks like I'm the queen.
The wind is howling like this swirling storm inside.
Couldn't keep it in, Heaven knows I tried.

Don't let them in, don't let them see,
Be the good girl you always have to be.
Conceal, don't feel, don't let them know.
Well, now they know.

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn my back and slam the door
And here I stand and here I'll stay
Let it go, let it go
The cold never bothered me anyway
It's funny how some distance makes everything seem small
And the fears that once controlled me can't get to me at all.
Up here in the cold thin air I finally can breathe.
I know I left a life behind but I'm too relieved to grieve.

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn my back and slam the door
And here I stand, and here I'll stay
Let it go, let it go
The cold never bothered me anyway

Standing frozen
In the life I've chosen.
You won't find me.
The past is all behind me
Buried in the snow.

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn my back and slam the door
And here I stand, and here I'll stay
Let it go, let it go
The cold never bothered me anyway, yeah, whoa
(Na na, na na, na na na na na) [x4]
Let it go yeah
Na, na.
Here I stand. Let it go, let it go, oh
Let it go
At the end of this unit, the students are expected to be able to:

- Write a description of people / thing / animal
- Identify the generic structure of descriptive text
- Identify the words to describe people / things / animal
- Make a presentation about favorite gadget
FIND YOUR GADGET!

Activity : Question-answer
Purpose : To encourage the students’ critical thinking
Ask the students to read the news text. Then, give them some questions related to the news and ask them to answer the question orally.

Activity 1
Activity : Pair Work
Teaching aid : Some pictures
Ask the students to observe the pictures and answer some questions related to the pictures.

Activity 2
Activity : Individual Work
Teaching media : Reading Text
Ask the students to read the text carefully and answer some questions related to the text.

Activity 3
Activity : Pair Work
Teaching media : Short reading text
Ask the students to work in pairs. Then, ask them to read the text and answer some questions related to the text.
Ask the students to listen to your explanation about a descriptive text.

**Descriptive text** is a text that presents information about something/someone specifically.

**The main purpose** of descriptive text is to describe a particular person/thing/place in detail.

**The Generic Structure of descriptive text:**
- **Identification:** This part introduce a particular person or thing or place being described.
- **Description:** This part describes parts, qualities, physical appearance and characteristics.

**Example:**

**Identification** - identifies the person being described.
- I live with my mother.

**Description** - describes the characteristics.
- My mom is slim. She has long black hair and big dark eyes. Her hobby is cooking.

**Language feature:**
- Use simple present tense: She **loves** cooking, singing and dancing.
- Use adjective words: beautiful, handsome, warm, friendly, short, slim.
- Use has or have: She **has** black hair; I **have** pointed nose.

**Example:**
- He **has** a book
- He **is** tall
- He **is** very tall
- He **is** short
- He **is** quite
- He **is** average / normal / medium height.
- He **likes** sport
- I **have** a cup of coffee
- She **loves** cooking
- He **is** tall
- He **is** very tall
- He **is** short
Activity 4
Activity : Individual Work
Teaching media : A short descriptive text
Ask the students to read the passage and underline some words used to describe the gadget. Then, ask them to name each parts of the text.

My Favorite Gadget

Gadget is one of the greatest discoveries in the world. Gadget makes our life easier and more comfortable. Gadget is usually used for communication, entertainment, and so on.

Talking about the gadget, I also have some gadgets in my home such as laptop, mp3 player, and mobile phone. However, among the gadgets that I have, there is only one gadget that I love so much that I often carry it to everywhere, that is my handphone. My handphone is red. Its shape like candy bar, simple, light-weight and small, so it’s easy for me to carry it to everywhere. My handphone also has sophisticated features that make this gadget become my favorite gadget. The features I always use are internet, media player, and camera.

The text parts:
- Identification
- Description

Activity 5
Activity : Individual Work
Ask the students to write a description about their favorite things. Then tell them to put the picture of the thing being described in their description text.
Activity 6
Activity : Group Discussion
Ask the students to make a group of four. Give them time to have a discussion and make the report (PowerPoint slide).

Activity 7
Activity : Class presentation
Teaching media : Proyektor, laptop, speaker, pictures.
Invite the students to present their favourite gadget. Tell them that each group is given time more less 5 minutes for the presentation including the preparation.

Activity 8
Activity : Play a game
Purpose : Listen to the detail description of a person, object, animal or place. Then, draw it according to the details described.

Procedure:
1. Read a description of a person, object, animal or place. First of all, ask the students to listen to the whole description without drawing.
2. Let the class vote for the top five most accurate pictures.
3. Then read the description again, slowly, and ask the students to draw what you describe.
4. Display all the pictures drawn by the students and display enlarged copy of the text you have used. Check the pictures and compare them to the description.
Activity 9
Activity : Pair Work
Teaching media : Some pictures of human
Ask the students to find who is being described using the picture as the clue.

Activity 10
Activity : Listening for detail
Teaching media : Recording, laptop and speaker
Ask the students to listen to the description carefully. Then, ask them to complete the description text based on the recording.
Recording transcript:

Ayu ting Ting or ayu Rosmalina is very busy. She usually (1) wakes up very early in the morning. Then, she always checks her timetable. She usually starts her job at 08.00 at a TV station. A beautician always makes up her face and hair before she (2) perform on the stage. Then she usually has another activity such as shooting film or commercials. In the evening, she usually has another performance on a stage. She sometimes sing or (3) becomes an MC of an event. She rarely goes home before 9 p.m. She sometimes finishes work at 2 a.m. and (4) sleeps for only two hours. She is busy, but she is lucky because her mother is always with her wherever she (5) goes.

Activity 11
Activity : Individual Work
Teaching media : Laptop and speaker
Ask the students to listen to the dialogue between Beni and Pundi and answer the questions (orally).
Recording transcript:

<table>
<thead>
<tr>
<th>Beni</th>
<th>: Do you remember Agata?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pundi</td>
<td>: Yes. She is your niece, isn’t she?</td>
</tr>
<tr>
<td>Beni</td>
<td>: I met her yesterday.</td>
</tr>
<tr>
<td>Pundi</td>
<td>: Really? What is she doing now?</td>
</tr>
<tr>
<td>Beni</td>
<td>: Yes. She is studying at Sadhar University. She told me a lot about her hobbies.</td>
</tr>
<tr>
<td>Pundi</td>
<td>: What did she say?</td>
</tr>
<tr>
<td>Beni</td>
<td>: Well, she is a really energetic girl. She loves basketball, volleyball and football. Yet, she hates singing and dancing.</td>
</tr>
<tr>
<td>Pundi</td>
<td>: I can’t believe it.</td>
</tr>
<tr>
<td>Beni</td>
<td>: She plays football for her school team. She’s the only girl in the team.</td>
</tr>
<tr>
<td>Pundi</td>
<td>: Is she?</td>
</tr>
<tr>
<td>Beni</td>
<td>: She also plays basketball with other boys and girls.</td>
</tr>
<tr>
<td>Pundi</td>
<td>: She’s an athletic girl.</td>
</tr>
<tr>
<td>Beni</td>
<td>: I think so. She said she wants to be a rich professional footballer.</td>
</tr>
</tbody>
</table>

Adopted from BRIGHT, An English Course for Junior High School

1. Who is Agata?
   *She is Beni’s niece.*

2. Does Agata like singing?
   *No, she does not.*

3. What kind of sport does she like to play?
   *She loves basketball, volleyball and football.*

4. Does Agata play football in girls’ team?
   *No, she does not.*

5. What does she want to be? *She wants to be a rich professional footballer*
Activity 12
Ask the students to make a group of three. Then, ask them to describe their classmate and guess who the one that is being described.

Activity 13
Activity : Solving a puzzle
Ask the students to solve the puzzle in pairs
At the end of this unit, the students are expected to be able to:

- Identify the information found in announcement text
- Write an announcement text
- Identify the function of announcement text
- Identify the part of announcement text
WHISPER YOUR MESSAGE!

Activity : Observing a picture
Ask the students to observe the pictures and answer some questions relate to the pictures.

Activity 1
Activity : Individual task
Teaching media : Recording, laptop and speaker.
Ask the students to listen the recording and complete the blank spaces.

Listening transcript:

Good morning all students,

This is your teacher speaking. Before we leave the school for the study tour, I want to remain you several things. First, always obey the rules of this tour. You can find them below the schedule of the journey. Second, do not forget to tell the teacher when you need their help. Third, when you want to go to the toilet at a tourist attraction, do not go alone. Ask one of your friends to go with you. Fourth, drink a lot of water because the day is very hot. You have to keep healthy during the tour, so you can fully enjoy it. Have a great trip!

<table>
<thead>
<tr>
<th>forget</th>
<th>toilet</th>
<th>obey</th>
<th>water</th>
</tr>
</thead>
<tbody>
<tr>
<td>during</td>
<td>alone</td>
<td>remind</td>
<td>need</td>
</tr>
</tbody>
</table>

Unit four
Activity 2
Activity  : Class Discussion  
Ask the students to check the answer with their partner

Activity 3  
Activity  : Class discussion  
Ask the students to stay with their partner and discuss the answer of some questions related to the text.

Activity 4  
Activity  : Class discussion  
Ask the students to make a group of three. Then ask them to have a class discussion about announcement and notice. Give them some clue as the discussion guidance.

1. There a notice board at your school?  
2. What information can you find there?  
3. Is the board interesting? Why or why not?  
4. How could your school make the board more interesting?  
5. Does your school often make spoken announcements?  
6. Who usually makes the spoken announcement?  
7. What do you think should we do to make a spoken announcement clear?

Unit four
Activity 5

Activity : Pairs Work

Ask the students to identify the type of the notice.

1. Caution
2. Prohibition
3. Prohibition
4. Command

Activity 6

Ask the students to work in pair. Then, ask them to identify the notices and answer some questions related to the notices.

Activity 7

Explain to the students the following example of announcement text!

To celebrate Indonesian National Teacher’s Day 2014, the school is going to hold ceremonial activities as follow:

1. Flag Raising Ceremony
2. Sports Festival
   (Futsal, Basketball, and Table tennis)
3. English Speech Contest
   the programs will be held on November 25th, 2014 in the school area.

Those who are interested to join the contests can register to school committee from November 10th - 20th.

Activity 8

Unit four
Ask the students to rearrange the jumble sentences to make a good announcement text.

The right order:

a) 
- Announcement
- The students’ association holds a student gathering for students in grade VII on March, 15 at the hall.
- Please all students come.
- For more information, contact Randy at the students’ association office.

b.)
- Missing
- Announcement
- My name is Ahmad.
- I’ lost my wallet along jl.Cempaka 5, Depok.
- It contains driving license, identity card and money.
- Everybody who find the wallet, please contact 0812498598.
- There will be rewarded for every help.
Activity 9
Ask the students to fill the boxes with the name of the announcement parts.

<table>
<thead>
<tr>
<th>LET’S GO GREEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school will conduct a green campaign.</td>
</tr>
<tr>
<td>We will plant more trees and recycle our garbage.</td>
</tr>
<tr>
<td>Take part in the campaign.</td>
</tr>
<tr>
<td>• Donate one tree to our school. Give your tree to Mr. Rudy. He will manage the place for your tree.</td>
</tr>
<tr>
<td>• Do not litter. Put your garbage in the right container.</td>
</tr>
<tr>
<td>Head teacher</td>
</tr>
<tr>
<td>Hari Hartanto</td>
</tr>
</tbody>
</table>

Activity 10
Ask the students to make an announcement based on the situation and picture given!

Activity 11
Ask the students to write an announcement based on one of the chosen topic.

   a) You are a librarian. You announce the new book the library has.
   b) You are a captain of football team. You announce the change of the day and the time of the training.
   c) You are the captain of the class. You announce to your classmates about the planning on visiting one of your classmates who is sick in the hospital.

*Unit four*
Activity 12
Let’s play the game!

Pass the Message

Language: Reading a short text seen for a very brief time and writing it down as accurately as possible from memory.

Preparation: Write a short message on a slip of paper.

Procedure:

1. Show the message to someone sitting at the front and to one side of the class. Let this learner see the sentence for five seconds, then take it from them and keep it.
2. Ask that learner to write the sentence as they remember it on a piece of paper, and to see it to their neighbor for five seconds.
3. Carry on with your normal lesson as the message is passed from learner to learner, each learner writing down the message they remember. The message, usually much changed, should eventually reach the last students.
4. When the message has been passed through all the students, ask the last one to read out what they have written down. There will be probably be cried of astonishment!
5. Then read out the message as it began.
6. Now ask all the students, in turn, to read out the message they passed on.

Adopted from Games for Language Learning
References


Unit four
APPENDIX I

The Presentation of the Designed Materials
English in Use

A Set of Integrated English Materials for Junior High School

By
YULIANTI

Students ’ Book

Grade XIII
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PREFACE

HOW TO USE THIS BOOK

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UNIT 2: Kick the Ball! 13

SEMESTER II

UNIT 3: Find Your Gadget! 23
UNIT 4: Whisper Your Message! 36

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The “English in Use” book is a set of integrated designed materials for the eighth grade students of SMP BOPKRI 3 Yogyakarta. These English materials were designed in accordance with the Curriculum 2013. The four English skills: listening, speaking, reading and writing were provided in each unit. By learning those skills, the students are expected to be able to implement English in real situations.

The Author

Yulianti
HOW TO USE THIS BOOK

English in Use Book consists of integrated materials. The materials and learning activities are developed based on the principles of Communicative Language Teaching. Communicative Language teaching is chosen, in order to offer the student-centered teaching methodology to the school. In this approach, the students are taught communucativel. They are required to use the target language actively instead of study it passively. Thus, the students are expected to be able to implement English in their real daily life situation. There are four units in this book. Each unit is divided into three parts, namely Break the Ice, Let’s Do It and Have Some Fun. The explanation of those parts is as follows:

a. Break the Ice!

This part is the pre-activities part. In this stage, the topic is introduced to the students through pictures, reading text and games. The aim of this part is to give general information about the topic and build the students’ curiosity. All the activities are provided to prepare the students to come to the main activities.

b. Let’s Do It!

This part is the main activities in the book. In this part, the students are given chances to explore the information related to the topic and to associate the new information with their knowledge. The main focus of this part is to facilitate the students with meaningful and communicative learning activity so that the students are not bored in doing their tasks.

c. Have Some Fun!

This part is the closing part. This part aims to check whether the students get the learning point’s or not. In order to keep the students’ enthusiastic in following the activity, some meaningful and communicative activities are put such as games, puzzles and song.
In this unit I will learn to:

- Identify the expressions of asking for and responding to attention.
- Identify the expressions of checking and indicating understanding based on the theme.
- Match some sentences based on the recording.
- Write a dialogue about giving and asking attention based on the situations given.
- Use specific expressions to ask someone’s opinion.
- Use specific expressions to give opinion.
- Make a dialogue about favorite music using some expressions of asking and giving attention and opinion, and checking understanding.
Look at the picture below. Answer the following questions in pairs!

www.teachingchannel.org

What comes up?

1. What do you think the teacher is doing? Why does he raise his hand?
2. What does your teacher usually say to get your attention in the classroom?
3. What do you usually say or do to get someone’s attention?
4. Do you raise your hand when you understand or do not understand the lesson? What do you say to the teacher?
5. What do you say to ask for someone’s opinion?
6. What do you say when you don’t agree with others’ opinion?
Activity 1
Practice the following dialogues in pairs! Then, underline some expressions about asking and giving attention; checking and indicating understanding in the dialogues!

**Dialogue 1**

<table>
<thead>
<tr>
<th>Tarzan</th>
<th>Sam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethan is studying in his room. Then, his brother Lucas comes in.</td>
<td>Lucas : Sorry to bother you.</td>
</tr>
<tr>
<td>Lucas : It’s ok. What’s up?</td>
<td>Ethan : Let me see. First, you must read the text. Then, you read the question, and focus on the paragraph. Do you know what I am saying?</td>
</tr>
<tr>
<td>Lucas : Can you tell me how to answer these questions?</td>
<td>Lucas : What do you mean by focusing on the paragraph?</td>
</tr>
<tr>
<td>Ethan : Do you think so?</td>
<td>Ethan : Well, to find the answer of question number three, you must focus on paragraph two.</td>
</tr>
<tr>
<td>Sam : Yes. Especially the old songs.</td>
<td>Lucas : Oh, I know what you mean. Thanks.</td>
</tr>
<tr>
<td>Tarzan : Let me see. First, you must read the text. Then, you read the question, and focus on the paragraph. Do you know what I am saying?</td>
<td>Tarzan : I like the newest songs because they are quite energetic. I love the song “Sik asyik” by Ayu Ting Ting.</td>
</tr>
<tr>
<td>Sam : How about you? What is your favorite Dangdut song?</td>
<td>Sam : I see.</td>
</tr>
</tbody>
</table>

**Dialogue 2**

<table>
<thead>
<tr>
<th>Tarzan and Sam are reading Dangdut concert poster in front of the class.</th>
<th>Lucas : Sorry to bother you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarzan : Hi, Sam. Do you like Dangdut?</td>
<td>Ethan : It’s ok. What’s up?</td>
</tr>
<tr>
<td>Sam : Yes, I do. It’s nice, I think.</td>
<td>Lucas : Can you tell me how to answer these questions?</td>
</tr>
<tr>
<td>Tarzan : Do you think so?</td>
<td>Ethan : Let me see. First, you must read the text. Then, you read the question, and focus on the paragraph. Do you know what I am saying?</td>
</tr>
<tr>
<td>Sam : Yes. Especially the old songs.</td>
<td>Lucas : What do you mean by focusing on the paragraph?</td>
</tr>
<tr>
<td>Tarzan : Really?</td>
<td>Ethan : Well, to find the answer of question number three, you must focus on paragraph two.</td>
</tr>
</tbody>
</table>
## Important to Know!

<table>
<thead>
<tr>
<th>Asking for Attention</th>
<th>Responding</th>
<th>Showing Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Excuse me.</td>
<td>➢ Yes, please.</td>
<td>➢ I see.</td>
</tr>
<tr>
<td>➢ Attention, please!</td>
<td>➢ Alright.</td>
<td>➢ Well, ...</td>
</tr>
<tr>
<td>➢ Can I have your</td>
<td>➢ Sure.</td>
<td>➢ Tell me more.</td>
</tr>
<tr>
<td>attention, please?</td>
<td>➢ What is it?</td>
<td>➢ Really?</td>
</tr>
<tr>
<td>➢ May I have your</td>
<td></td>
<td>➢ Is she? Have you?</td>
</tr>
<tr>
<td>attention, please?</td>
<td></td>
<td>➢ What happened next?</td>
</tr>
<tr>
<td>➢ Sorry to trouble you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Example:

A: Hi, Nawang, look!  
B: Hi, Jhon. What is that?  
A: This is my new hand phone. It is very cool, right?  
B: Wow, it must be very expensive.  
Tell me more about the features.  

### Checking for understanding  
### Responses indicating understanding  
### Responses indicating misunderstanding

| ➢ Do you understand what I am saying? | ➢ I see what you are saying. | ➢ I don’t get it. |
| ➢ Do you know what I am talking about? | ➢ I see what you mean. | ➢ I don’t follow you. |
| ➢ Are you with me? | ➢ I’m with you. | ➢ I’m not sure I get your point. |

### Example:

Ana, do you know what I am talking about?  
I see you just look at the door. Do you wait for someone?  
I don’t get the point. Why they go to the village?  
Why should they join the organization?  
The story is too complicated to me.  
Can you tell me more about it?  

Response indicating misunderstanding

---

*Adopted from BRIGHT, An English Course for Junior High School*
Activity 2
Listen to the dialogue carefully. Match the sentences in A and B based on the dialogue you hear!

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Joice tells Lucia that today.....</td>
<td>1. They may bring the lyric during the performance.</td>
</tr>
<tr>
<td>2. Joice got the information...</td>
<td>2. She has not memorized the lyric.</td>
</tr>
<tr>
<td>3. Agata feels upset because...</td>
<td>3. From Brian</td>
</tr>
<tr>
<td>4. Joice tells Lucia and Agata that..</td>
<td>4. They are going to have a vocal group performance.</td>
</tr>
<tr>
<td>5. Agata and Joice feel...</td>
<td>5. Relieved at the end of the conversation.</td>
</tr>
</tbody>
</table>

Activity 3
Work in pairs. Read the situations. Create and act out a dialogue and a monologue based on the given situations!

Situation 1
You are the class leader; you want to announce about a singing competition to the class. Tell when and where the competition will be held, who can participate and where they can register themselves.

Unit One
Activity 4
Look at the picture. Then, answer the questions orally!

1. Where do you think the picture was taken? Why do you think so?
2. Have you ever been there?
3. Do you usually ask for someone’s opinion when you wonder about something? What do you say to ask for the opinion?
4. What do you say when your opinion is different from the others?

Student A tells student B about good news. Student B is giving attention to student A.

Student A
- Say that you have good news
- Say that something interesting will happen
- Tell how you got the information
- Finishing telling the news

Student B
- Give attention to what A says
- Ask how student A heard the news
- Respond to the answer
- Respond to student A’s news

politik.rmol.co
Activity 5

Work in pairs. Look at the following pictures. Then, guess where the pictures were taken and clarify how you know it!

1. https://gustiayumeliati.wordpress.com

Where was it taken? How do you know?

2. https://gustiayumeliati.wordpress.com

Where was it taken? How do you know?
Where was it taken? How do you know?

Where was it taken? How do you know?

http://merahputih.co

Unit One
Activity 6
Listen to the dialogue. Complete the blank spaces based on the dialogue.

Jean is playing piano in the music studio. Then, Alexa comes in.

Jean : Hi, Alexa. What are you doing?
Alexa : Hi, Jean. I am practicing for the concert tomorrow.

Jean : ______. So you will play ______ at the concert?
Alexa : Well, yes. ____________, I am very nervous. I am afraid that I cannot play well tomorrow.

Jean : I think you are the ______ pianist in our school. So take it easy friend.
Alexa : ______? I hope I’ll not make you disappointed at the concert.
Jean : No you will not. I saw your performance last week and I still remember how ______ it was. Do you know, all the audience gave a standing applause and yelled happily? It means your performance ______ them so much. So, I believe you will do the same at the concert.

Alexa : __________ that’s a very good solace words. Thanks.
Jean : __________________________; you are very ____ in playing piano.

Activity 7
Work in pairs. Read the complete version of the dialogue in activity 6.
Answer the following questions based on the information in the dialogue!

1. What is Alexa doing in the studio?
2. What will Alexa do in the concert?
3. Why does Alexa feel nervous?
4. What is Jean’s opinion about Alexa?

Unit One
**Important to Know!**

<table>
<thead>
<tr>
<th>To ask someone’s opinion</th>
<th>To give your opinion/ respond to someone’s opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ What do you think...?</td>
<td>➢ The song is beautiful.</td>
</tr>
<tr>
<td>➢ Do you think...?</td>
<td>➢ The song is very cute.</td>
</tr>
<tr>
<td>➢ What about...?</td>
<td>➢ I think... / in my opinion...</td>
</tr>
<tr>
<td>➢ Why don’t you...?</td>
<td></td>
</tr>
<tr>
<td>➢ ..., isn’t he/she?</td>
<td></td>
</tr>
<tr>
<td>➢ ..., aren’t I/we/they?</td>
<td></td>
</tr>
</tbody>
</table>

**The example of asking someone’s opinion.**

Ana, do you like *Keroncong*?

How if we use it as our drama soundtrack?

I don’t like *Keroncong*.
I think only the oldest people that like it.
The lyric and beat are too slow, it makes me sleepy.

**Activity 8**

Work in pairs. Create and act out a dialogue about asking and giving opinion. You may choose one of the following topics!

🎵 You and your friend are watching a live music concert. Both of you enjoy the performance and keep talking about the concert.

🎵 You and your friend are discussing the things that you are going to donate for the volcanic eruption. Discuss what do you want to donate, where, when and how to distribute the donation.

🎵 You and your friend are in a clothing store. You want to buy a T-shirt.
You ask her/him opinion about the style and color of the T-shirt.

*Unit One*
Activity 9

Make a group of three. Discuss your favorite music, each person must take turn! You may use some questions below as the discussion guidance:

1) What is your favorite music genre?
2) When did you start to like it?
3) What do you know about it?
4) Can you play any musical instruments? What is it?
5) Do you have any favorite singers or bands?
6) What do you think about the role of music for people?
7) Do you think music is good for people? Why do you think so?

Activity 10

Write a dialogue using some expressions of asking and giving attention and opinion, checking someone’s understanding based on the discussion result (activity 9). Then, perform it in front of the class!

Activity 11

In this section you have to solve a crossword puzzle in pairs. Prepare yourself with a dictionary. Your teacher will give you a piece of crossword puzzle about musical instruments. Write the name of the musical instruments in the right box based on the picture given!

Unit One
In this session I will learn to:

- Identify the expressions of giving and responding to instruction and prohibition.
- Make a role play transcript about giving and responding to instruction and prohibition.
- Practice in front of the class a role play about giving and responding to instruction and prohibition.
Let’s play “Simon says”!

Your teacher, or a member of the class, will give you some instructions. You have to perform any instruction that is started with the phrase “Simon says”. Ignore the instruction that is not started with “Simon says”.

If you move when you shouldn’t, you are out.
If you are the last to complete an instruction, you are out.

Example:
- Simon says, “Touch your hair” (You have to touch your hair)
- “Stand up!” (Don’t follow this instruction because it is not started with Simon says).

Adopted and developed from Help Yourself to become a better talker, writer, reader.
Activity 1

Read the following dialogue. Then, underline some expressions used in giving and responding to instruction and prohibition!

Mr. Campbell : “Good Morning Students.”

Students : “Good morning, Sir.”

Mr. Campbell : “Okay, today we are going to discuss chapter eight. Are you ready?

Students : “Yes, Sir”

Mr. Campbell : “Good. Now, open your book on page 30. Adul, read the first paragraph, please.”

Adul : “Okay, Sir.”

Mr. Campbell : Yudi and Riana don’t talk among you. Read your book and listen to Adul reading.”

Yudi : “Oh, I’m sorry, sir.”

Mr. Campbell : “Stop there, Adul. Now, it’s Riana’s turn.”

Activity 2

Work in pair. Look at the photos and the box. Complete the blank in the box with correct information.

<table>
<thead>
<tr>
<th>ATHLETE</th>
<th>SPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharapova</td>
<td>........</td>
</tr>
<tr>
<td>........</td>
<td>F1 Racer</td>
</tr>
<tr>
<td>Maria Kristin</td>
<td>........</td>
</tr>
<tr>
<td>Cristiano Ronaldo</td>
<td>........</td>
</tr>
</tbody>
</table>

pictures source: google.co.id

Adopted from Interactive English

Adopted from BRIGHT, An English Course for Junior High School
Important to Know!

**Instruction/Commands (Imperative)**

1. To give an order
   - “Clean the blackboard.”
   - “Water the plant.”
   - “Shut the door.”

2. To make a polite request (asking someone to do something), add please.
   - “Please, sit down.”
   - “Come in, please.”
   - “Please, be quiet.”

**Prohibition (Negative Imperative)**

We always use don’t before the verb.

- “Don’t open the window.”
- “Don’t shout.”

**Responding to Instructions/Commands and Prohibition**

**Agreeing**

- a. Okay.
- b. All right.
- c. Sure.
- d. No problem.
- e. Of course, I will.

**Refusing**

- a. I’m afraid I can’t.
- b. I’m sorry, but I can’t.

Adopted from BRIGHT, An English Course For Junior High School

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**Activity 3**

Rearrange the jumble pictures into a good order. Then, write a short instruction/prohibition about how to kick a ball based on the pictures!

1. ![Image of a person kicking a ball](Image)
The right steps:
Step 1 picture number …
Step 2 picture number …
Step 3 picture number …
Step 4 picture number …
Step 5 picture number …

How to kick a ball

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Activity 4
look at the pictures below, then on your own words make a request/instruction and prohibition based on the picture given. Be as creative as you can!
Example:

1. Do not give any tip because there’s a service charge included in the bill

2. Let’s start the game. Now I want you to...

3. First, you have to.....

4. Don’t forget to....
Activity 5
Look at the expressions, which one is more polite? Why?

Alright I will explain it again
Would you mind explaining it again
I am sorry
I cannot
Can you accompany me to the book store?
Important to know!

Instruction / commands can be turned into polite requests by using modals and the adverb “Please.” Learned the following expressions.

- Close the door.
- Please close the door.
- Could you close the door?
- Would you please close the door?
- Do you mind closing the door?
- Would you mind closing the door?
- Would you mind not leaving the door open?

Example:

Mr. Budi : Well, so far any questions?
Udin : Excuse me Sir, I still don’t get the point.
    Would you mind to explain it again please?
Mr. Budi : All right then I will explain it once again.
Udin : Thank you, Sir.

Adopted from BRIGHT, An English Course for Junior High School

Activity 6

Work in pairs. Make an instruction or prohibition based on the given situations. Then, in turn practice it with your partner.

1. You are a team leader, you want the team to make a line

Source: hai-online.com
2 You want the TV to be turned on. How do you say it to your mom?

Source: instructable.com

3 You want your teacher to speak louder.

www.apologeticspress.org

Activity 7

Walk around the class for five minutes. Give any instruction or prohibition to your friends!
Activity 8
Your teacher will give an incomplete song lyric and play the recording of the song. Complete the song lyric based on the recording. Then, underline some expressions that indicating an instruction or prohibition found in the lyric.
In this session I will learn to:

- Write a description of people / things / animals
- Identify the generic structure of descriptive text
- Identify the words to describe people/ things / animal
- Make a presentation about favorite gadget
Read the news below. Answer the questions orally!

**Singaporean dies when taking selfie in Bali**

Ni Komang Erviani, The Jakarta Post, Bali | Archipelago | Fri, May 22 2015, 6:40 PM

A Singaporean man died after falling off a cliff and into the sea while attempting to take a selfie photograph on Nusa Lembongan Island, off the southeast coast of Bali. Mohamed Aslam Bin Shahul, 21, died on Thursday afternoon after falling into the ocean from a two-meter high cliff during a holiday with eight friends at the Sandi Bay Beach. “He could not control his balance when he was hit by a wave. He slipped and fell into the ocean. He apparently couldn’t swim,” said Nusa Penida Police chief Adj. Comr. Gede Arianta. . .


What comes up?

1. What is (are) your comment about the news? Do you think the technology developments bring bad or good effect toward human life?
2. Why do you think the accident happens to the Singaporean man? Does his gadget take part in causing the accident?
3. Do you have favorite gadget? What is it?
4. What makes it important to you? What is (are) the function of the gadget?
5. Can you give brief description of your favorite gadget?
Activity 1
Look at the pictures and discuss the answers to the following questions with your partner!

1. Are you familiar with this technological equipment?
2. Which one do you have?
3. Do you often use them?
4. Do you think that they are useful?
5. What are the advantages and disadvantages of using such things?

Activity 2
Read the text carefully. Then, answer the questions!

Cemong is a male regular house cat. He is an adorable cat. He has orange fur with white and black spots. He has black patches around his eye, that’s why, I call him Cemong. I like to pat him because his fur feels soft.

Cemong is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels sleepy and tired, Cemong usually sleeps on the sofa in the living room or sometimes under the table.

1. What does the text tell you about?
2. What is the main idea of the second paragraph?
3. How does Cemong look like?
4. Why does the owner call him Cemong?
5. Where usually Cemong sleep?
Activity 3

Work in pairs. Read the text and answers the following questions!

Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Taken from https://pakpuguh.wordpress.com/2011/08/12/description-text/

1. What is being described in the text above?
2. Can you mention the generic structure of the descriptive text above?
3. What is (are) the things that should be written in each parts of the descriptive text?
Important to Know

Descriptive text is a text that presents information about something/someone specifically.

The main purpose of descriptive text is to describe a particular person/thing/place in details.

The Generic Structure of descriptive text:
- Identification: This part introduce a particular person or thing or place being described.
- Description: This part describes parts, qualities, physical appearance and characteristics.

Example:
Identification - identifies the person being described.
➔ I live with my mother.

Description - describes the characteristics.
➔ My mom is slim. She has long black hair and big dark eyes. Her hobby is cooking.

Language feature:
- Use simple present tense: She loves cooking, singing and dancing.
- Use adjective words: beautiful, handsome, warm, friendly, short, slim.
- Use has or have: She has black hair; I have pointed nose.

Example:
He is average / normal / medium height.  He is tall.  He is very tall.  He is short.  He is quite short.
Activity 4
Read the descriptive text about favorite gadget below. Underline some words that are used to describe the gadget. Then, name the text parts in the given spaces!

My Favorite Gadget

Gadget is a one of the greatest discoveries in the world. Gadget makes our life easier and more comfortable. Gadget is usually used for communication, entertaining, and so on.

Talking about the gadget, I also have some gadgets in my home such as laptop, mp3 player, and mobile phone. However, among the gadgets that I had, there is only one gadget that I love so much that I often carry to everywhere, that is my phone. My phone is red, its shape like candy bar, simple, light-weight and small, so it’s easy for me to carry it to everywhere. My phone also has sophisticated features that make this gadget become my favorite gadget. The features I always use are internet, media player, and camera.

Activity 5
Write a description about your favorite things. Complete your description with a picture.

<table>
<thead>
<tr>
<th>Pictures</th>
<th>The Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Important to Know!

When describing things you sometimes need to tell about the shape of the things. Learn about the basic shapes (nouns) in English as below:

- square
- circle
- rectangle
- triangle
- oval
- pentagon
- hexagon
- parallelogram
- diamond
- cross
- crescent
- heart
- star
- arrow

Shapes can come in Noun or Adjectives. Learned the following sentences:

1. The roof of a house is shaped like a triangle (noun). The roof is triangular (adjective).
2. The ornament on the tree is shaped like a diamond. The ornament is diamond-shaped.

You can also describe things based on the size, color, pattern, material and function.

- **Size**: big, small, medium, 30cm long, 20sm wide, etc. Example: The hat is small.
- **Colors**: red, blue, pink, brown, etc. Example: The cover of my diary is light blue.
- **Patterns**: stripes, spots, floral, animal print, etc. Example: My T-shirt has a check pattern.
- **Materials**: metal, plastic, glass, iron, etc. Example: The pillow is made of soft fabric.
- **Functions**: keep something, help me (stay healthy, sharpen my pencil), etc. Example: I keep my money in this new wallet.
Activity 6
Make a group of four. Discuss your favorite gadget.
Report your discussion result in the form of PowerPoint slide. Put some pictures of the things being described.

Activity 7
Present your discussion result (in activity 6) in front of the class! Each group has five minutes to perform.

Activity 8
let’s play a game!
Your teacher will read a description about people appearance, draw it as detail as the description!
Activity 9
Work in pairs. Look at the pictures and find who is being described!

Mika

1. She has black hair and green eyes. It’s...........
2. She has blond hair and blue eyes. It’s...........
3. She wears glasses every day. It’s............
4. He looks handsome in blue shirt. It’s............
5. He has blond hair and blue eyes. It’s.............

Source: flightrising.com

Lusiana

Julietania

Source: pinterest.com Fimgur.com

Marvell

Tomi

Source: www.shutterstock.com
Activity 10

Listen to the description carefully. Then, complete the description text below based on the description you are heard.

Ayu Ting Ting or Ayu Rosmalina is very busy. She usually (1) __________ very early in the morning. Then, she always checks her timetable. She usually starts her job at 08.00 at a TV station. A beautician always makes up her face and hair before she (2) __________ on the stage. Then she usually has another activity such as shooting film or commercials. In the evening, she usually has another performance on a stage. She sometimes sing or (3) _______ an MC of an event. She rarely goes home before 9 p.m. She sometimes finish work at 2 a.m. and (4) __________ for only two hours. She is busy, but she is lucky because her mother is always with her wherever she (5) ________________.
Activity 11

Listen to the dialogue between Beni and Pundi. Then, answer the following questions (orally).

1. Who is Agata?
2. Does Agata like singing?
3. What kind of sport does she like to play?
4. Does Agata play football in girls’ team?
5. What does she want to be?

Activity 12

Make a group of three. Choose one of your classmates, and then make a short description about her or him to your friend in group (orally). Ask them to guess who the person you have described is!
Activity 13
Work in pairs. There are many hobbies. Read the description and complete the crossword puzzle below. Number 1 has done for you.

1. If you want to do this hobby, you need a scarf and some music to do. You have to move your body following the music in harmony.
2. People love this hobby: old, young, men and women. They love to plat or match the game. You need a ball. Two teams play the game. Each team consists of eleven players.
3. Young people like to do it. You need a smooth road and a pairs of special shoes.
4. You need a kite and good wind to do it.
5. If you like flowers and trees, you can try this hobby.
6. You need a bike to do it.
7. You need a pair of binoculars to observe the birds.
8. You need beautiful voice to do it.
9. You need some paper and coloring pencils to do it.
10. If you are patient, you can try this hobby. You need a rod and bait.
11. You need a board and a set of chess pieces to do it.
12. You need a tape recorder to play the cassette.
13. You just need some good books to do it.
14. This hobby is challenging. You need special shoes to do it. You also need special clothes because the weather is usually very cold in high places.
15. You need a tent to do it. You usually have fun because you can gather with your friends around a camp fire at night.

Adopted from BRIGHT, An English Course for Junior High School
In this session I will learn to:

- Identify the information found in announcement text
- Write an announcement text
- Identify the function of announcement text
- Identify the part of announcement text
What comes up?

1. Where do you usually see the pictures above?
2. Do you know the function(s) of the two pictures above?
3. Can you mention the name or type of those two pictures? What is (are) their difference(s)?
Activity 1

Listen to the announcement and fill in the blank with the words provided.

Good morning all students,

This is your teacher speaking. Before we leave the school for the study tour, I want to (1) ______ you of several things. First, always (2) ______ the rules of this tour. You can find them below the schedule of the journey. Second, do not (3) ______ to tell the teacher when you (4) ______ their help. Third, when you want to go to the (5) ______ at a tourist attraction, do not go (6) ______. Ask one of your friends to go with you. Fourth, drink a lot of (7) ______ because the day is very hot. You have to keep healthy (8) ______ the tour, so you can fully enjoy it. Have a great trip!

hesitate  toilet  obey  water
during  alone  remind  need

Activity 2

Check your answer (activity 1) with the friend next to you.

Activity 3

Stay with your partners. Read the announcement below and discuss the following questions!

1. What does the writer of the announcement want to tell to the reader?
2. Where do you usually find the announcement beside?
3. Who is the writer of the announcement?
4. To whom is the announcement intended?

To: all students

Please, wear your sport uniform on Wednesday, 21st July and participate in the Indonesian Healthy Kids Campaign.

Head teacher
Important to Know!

Announcement is an important or official statement that informs someone about something.

The structure of an announcement:

Announcement usually contains the following features:

- The reader ➔ for whom the announcement is intended,
- The subject ➔ what the announcement is about (optional),
- The content ➔ the content of the announcement/ the information that should be conveyed to the reader,
- The writer ➔ who is responsible for the announcement.

Notice is defined as advanced notification or warning. People usually use notice to give information, instruction or warning.

Type of notices:

- **Command** : “Slow Down”
- **Caution** : “CAUTION” Hot Surface”
- **Information** : “Bike Route”
- **Prohibition** : “No littering”

Activity 4 Work in group of three. Discuss the question below. Share your group answers to the whole class.

1. Is there a notice board at your school?
2. What information can you find there?
3. Is the board interesting? Why / why not?
4. How could your school make the board more interesting?
5. Does your school often make spoken announcements?
6. Who usually makes the spoken announcement?
7. What do you think we should do to make a spoken announcement clear?
Activity 5
Work in pairs. Identify the type of the notices below!

1. ![Notice](image1.png)
2. ![Security Notice](image2.png)
3. ![Notice](image3.png)
4. ![Notice](image4.png)

Activity 6
Work in pairs. Look at the pictures and answer the following questions!

1. ![Employee Entrance](image5.png)

www.thecure­safety.com
2. Where do you usually find those notices above?

3. What is the meaning of each notice?

4. Can you identify the type of the notices?

5. Do you think that these notices are useful? Why or Why not?
Activity 7

Study the example of announcement text below!

<table>
<thead>
<tr>
<th>Announcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>To celebrate Indonesian National Teacher Day 2014, the school is going to hold ceremonial activities as follow:</td>
</tr>
<tr>
<td>1. Flag Raising Ceremony</td>
</tr>
<tr>
<td>2. Sports Festival (Futsal, Basketball, and Table tennis)</td>
</tr>
<tr>
<td>3. English Speech Contest</td>
</tr>
<tr>
<td>The programs will be held on November 25th, 2014 in the school area.</td>
</tr>
<tr>
<td>Those who are interested to join the contests can register to school committee from November 10th - 20th.</td>
</tr>
<tr>
<td>Headmaster</td>
</tr>
<tr>
<td>Lukman</td>
</tr>
</tbody>
</table>

Activity 8

Rearrange the jumbled sentences below to make a good announcement text. Write your answer in the provided spaced

a.)
- For more information, contact Randy at the students’ association office.
- Please all students come.
- The students association holds a student gathering for students of grade VII on March 15 at the hall.
- Announcement

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
b.) - Missing
- Everybody who finds the wallet, please contact 0812498598.
- There will be reward for every help.
- It contains driving license, identity card and money.
- Announcement
- I have lost my wallet around Jl.Cempaka 5, Depok.
- My name is Ahmad.

Activity 9
Fill in the boxes with the parts of announcement you have learned!

LET’S GO GREEN
Our school will conduct a green campaign.
We will plant more trees and recycle our garbage.
Take part in the campaign.
- Donate one tree to our school. Give your tree to Mr. Rudy. He will manage the place for your tree.
- Do not litter. Put your garbage in the right container.

Head teacher
Hari Hartanto
Activity 10
Make an announcement based on the situation and picture given!

Joko has lost his brown male dog, named Bobo. It was lost on Sunday, 2 January at Simpang Lima. He has made an announcement for anyone who finds it to phone him on 0248448082. He will give a reward to the person who finds the dog.

Activity 11
Write an announcement. You may choose one of the following situations or make up your own. Be creative!

a) You are a librarian. You announce the new book the library has.
b) You are a captain of footstall team. You announce the change of the day and the time of the training.
c) You are the captain of the class. You announce to your classmates about the planning on visiting one of your classmate who is sick in the hospital.
Activity 12
Let’s play a game! Your teacher will read the rules. Pay attention to the instructions from your teacher!
References


