

## ABSTRACT

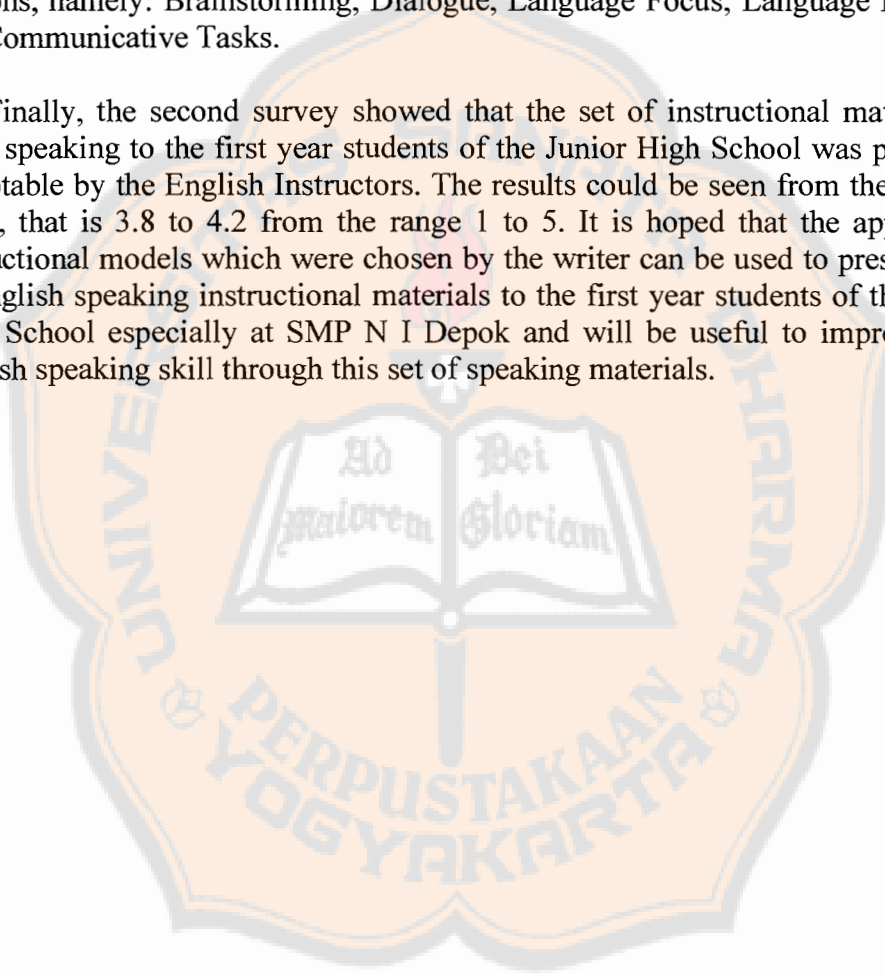
**Vebi Sri Minarni.** 2004. *Designing a Set of Instructional Materials to Teach Speaking to the First Year Students of the Junior High School at SMP N I Depok as a Pilot Project of the Competency-Based Curriculum.* Yogyakarta: Sanata Dharma University.

Basically, the relationship between education and the curriculum is the relationship between the goal of education and the content of education. The Competency-Based Curriculum (CBC) as the newest curriculum is the base in doing teaching-learning processes at all levels of education, including in teaching English especially speaking to the first year students of the Junior High School. Since the Competency-Based Curriculum (CBC) is a curriculum which emphasizes competencies or what things can be achieved by the learners in every stage, while speaking is a skill which is more frequently used than the other skills and also is categorized as the main part of the English subject, there must be a good combination between both of them for teaching speaking especially to the first year students of the Junior High School. The writer tries to design a set of speaking instructional materials to the first year students of the Junior High School because the writer also assumes that the first year students of the Junior High School are the students who are in the difficult period, they are in the transition time. They graduated from the sixth grade of the Elementary School as the beginner level to the higher level in learning English. Furthermore, in this study, in order to improve education and also to facilitate English learning as part of education itself, the writer tried to design a set of instructional materials to teach speaking to the first year students of the Junior High School at SMP N I Depok as a pilot project of the Competency-Based Curriculum.

In this study, the writer stated two problems to be discussed. They are how a set of instructional materials to teach speaking to the first year students of the Junior High School at SMP N I Depok as a pilot project of the Competency-Based Curriculum is designed and what the designed set of materials looks like. In this study, the writer conducted the survey and also used the Literature Review to complement the survey study itself. The writer divided the survey into two steps. They are the first survey and the second survey. The first survey was done to find out the learners' needs or characteristics or input competence, meanwhile the second survey was done to obtain the feedback of the designed materials from the teachers and the lecturers. The instructional model to be used was the adaptation from: Kemp's model, Banathy's model, Yalden's model, and Borich's model. To answer the first question, the instructional models in this study were developed into six steps. The following are the steps of the models: 1) diagnosing the learners' needs or individual differences or input competence, 2) considering goals, listing topics, deciding the general purpose, 3) stating the learning objectives, 4) listing the subject content, 5) determining learning activities and sources, and 6) conducting evaluation and revising alternatives. Basically, the

writer's model was based on Kemp's model. Beside applying the instructional models, the writer also combined the model with other theories of Communicative Language Teaching (CLT), speaking, and the Competency-Based Curriculum (CBC). To answer the second question, the set of instructional materials divided the set of materials into 8 (eight) units. Based on the Competency-Based Curriculum (CBC), each unit of the designed materials was designed by using or applying the Basic Competency and Achievement Indicators. Each unit is also supported by the lesson plan and the syllabus, which can be used as the base of the teaching-learning processes. In principle, each unit consists of five main sections, namely: Brainstorming, Dialogue, Language Focus, Language Exercise, and Communicative Tasks.

Finally, the second survey showed that the set of instructional materials to teach speaking to the first year students of the Junior High School was positively acceptable by the English Instructors. The results could be seen from the average mean, that is 3.8 to 4.2 from the range 1 to 5. It is hoped that the appropriate instructional models which were chosen by the writer can be used to present a set of English speaking instructional materials to the first year students of the Junior High School especially at SMP N I Depok and will be useful to improve their English speaking skill through this set of speaking materials.



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Pada dasarnya, hubungan antara pendidikan dan kurikulum dapat dikatakan juga sebagai hubungan antara tujuan pendidikan dengan isi dari pendidikan itu sendiri. Kurikulum Berbasis Kompetensi (KBK) sebagai kurikulum yang terbaru adalah merupakan dasar dalam pelaksanaan proses belajar mengajar di semua tingkat pendidikan termasuk dalam pengajaran bahasa Inggris, khususnya ketrampilan berbicara untuk para pelajar kelas satu pada tingkat Sekolah Menengah Pertama (SMP). Dikarenakan bahwa Kurikulum Berbasis Kompetensi (KBK) merupakan suatu kurikulum yang menitikberatkan pada kompetensi atau hal-hal apa saja yang dapat dicapai oleh para pelajar dalam setiap tingkatan, sedangkan berbicara adalah merupakan suatu ketrampilan yang lebih sering digunakan daripada ketrampilan yang lainnya dan juga digolongkan sebagai bagian utama dalam pelajaran bahasa Inggris, maka sudah dapat dipastikan bahwa keduanya dapat menjadi suatu penggabungan yang menarik untuk mengajarkan bahasa Inggris khususnya bagi para pelajar kelas satu pada tingkat Sekolah Menengah Pertama (SMP). Penulis mencoba menyusun seperangkat materi pembelajaran untuk para pelajar kelas satu karena penulis juga berasumsi bahwa para pelajar kelas satu adalah para pelajar yang berada pada masa yang sulit, mereka sedang dalam masa transisi. Mereka lulus dari kelas enam Sekolah Dasar yang masih merupakan tingkat awal menuju pada tingkatan yang lebih tinggi dalam pembelajaran Bahasa Inggris. Untuk itu, dalam studi ini, penulis mencoba menyusun seperangkat materi pembelajaran Bahasa Inggris untuk mengajarkan ketrampilan berbicara bagi para pelajar kelas satu pada tingkat Sekolah Menengah Pertama (SMP) di SMP N I Depok sebagai proyek pelaksanaan Kurikulum Berbasis Kompetensi (KBK).

Dalam penyusunan materi pembelajaran ini, penulis menetapkan dua permasalahan yang akan dibahas lebih lanjut. Yakni bagaimana suatu perangkat materi pembelajaran untuk mengajar ketrampilan berbicara untuk para pelajar kelas satu Sekolah Menengah Pertama di SMP N I Depok sebagai proyek pertama pelaksanaan Kurikulum Berbasis Kompetensi (KBK) tersebut disusun dan seperti apa materi yang disusun tersebut. Dalam penyusunan materi pembelajaran ini, penulis mengadakan survei dan juga menggunakan bahan-bahan kepustakaan guna melengkapi survei tersebut. Penulis membagi kegiatan survei ke dalam dua tahap, yaitu survei pertama dan survei kedua. Survei pertama dilakukan untuk menemukan karakter atau kebutuhan para pelajar dalam pembelajaran Bahasa Inggris, sedangkan survei yang kedua dilakukan untuk memperoleh umpan balik dari para pengajar ataupun para dosen terhadap materi yang disusun. Untuk menjawab permasalahan yang pertama, seperangkat materi yang telah disusun dalam studi ini dikembangkan ke dalam enam (6) langkah. Model pengembangan materi yang digunakan merupakan suatu gabungan antara model pengembangan materi pembelajaran dari *Kemp's model*, *Banathy's model*, *Yalden's model*, dan



*Borich's model*. Keenam langkah tersebut adalah sebagai berikut: 1) menganalisa kebutuhan atau karakter murid, 2) menentukan tujuan, menyusun topik, menetapkan tujuan umum, 3) menetapkan tujuan pembelajaran, 4) menyusun isi pembelajaran, 5) menentukan jenis kegiatan pembelajaran dan bahan-bahannya, dan 6) melakukan penilaian dan perbaikan. Pada dasarnya, model yang dikembangkan penulis didasarkan pada *Kemp's model*. Disamping menerapkan model pengembangan materi pembelajaran, penulis juga menggabungkannya dengan teori-teori yang lainnya pada Pengajaran Bahasa dengan Pendekatan Komunikatif, berbicara, dan Kurikulum Berbasis Kompetensi (KBK). Sedangkan untuk menjawab pertanyaan yang kedua, penulis menyusun delapan unit dalam daalm perangkat materi pembelajaran ini. Berdasarkan Kurikulum Berbasis Kompetensi (KBK), masing-masing unit pada materi yang disusun dengan menggunakan Kompetensi Dasar dan Indikator-indikator Pencapaian tertentu. Masing-masing unit juga sudah didukung dengan Rencana Pembelajaran dan Silabus yang dapat digunakan sebagai dasar dalam proses belajar mengajar. Terdapat delapan unit yang dikembangkan dengan menitikberatkan pada pengembangan Kurikulum Berbasis Kompetensi (KBK) dalam studi ini. Pada dasarnya, masing-masing unit terdiri atas lima bagian penting, yaitu *Brainstorming*, *Dialogue*, *Language Focus*, *Language Exercise*, dan *Communicative Tasks*.

Pada akhirnya, survei kedua menunjukkan bahwa seperangkat materi pembelajaran untuk mengajarkan ketrampilan berbicara dalam Bahasa Inggris untuk para pelajar kelas satu pada tingkat Sekolah Menengah Pertama (SMP) diterima dengan baik oleh para pegajar Bahasa Inggris. Adapun hasilnya dapat dilihat dari nilai rata-ratanya yang mencapai 3.8 sampai dengan 4.2 pada rentang nilai 1 sampai dengan 5, ini diharapkan bahwa model pengembangan materi pembelajaran yang dipilih oleh penulis dapat digunakan untuk menghasilkan seperangkat materi pembelajaran ketrampilan berbicara dalam Bahasa Inggris untuk para pelajar Sekolah Menengah Pertama (SMP) kelas satu khususnya di SMP N I Depok dan dapat berguna bagi mereka untuk meningkatkan ketrampilan berbicara dalam Bahasa Inggris mereka melalui seperangkat materi pembelajaran ini.



## CHAPTER 1

### INTRODUCTION

#### A. BACKGROUND OF STUDY

Education has an important role in our society. "Every citizen has the same rights to get education" (Constitution 1945, clause: 31/article: 1). It means that all of us can get education as high as the other people. We can learn many subjects such as Biology, Mathematics, Chemistry, Physics, Moral, and also English. In fact, nowadays English has been learned by most of the citizens in our country. Most of the citizens in our country have been able to speak English well.

English is an international language. English is used to communicate with other nations in this world. Therefore, by using it we can cooperate with them. Furthermore, in order to improve many aspects in this country such as politics, economy, culture, education, etc. every citizen in this country is supposed to master English.

In order to improve education and also to facilitate English learning as part of education itself, our government provides many strategies. One of them is by developing curriculum. Considering that curriculum and education are integrated to each other, the curriculum and education cannot be separated from one another. Therefore an education system cannot be done without involving the curriculum. Meanwhile, a curriculum contains many elements that must be used as the bases for the establishment of education. Basically, the relationship between education and the curriculum is the relationship between the goal of education and the content of education. In other words, curriculum and education are integral parts.

Nowadays, curriculum and education improve well. Applying today's situation and condition develops both of them. In this case, curriculum is changed in order to fulfil the educational needs in this time. For example, in the past, local participation was limited, but now local government can arrange and develop its own education programs. So nowadays, our country is improving education's sides and one of the examples of it is a new curriculum namely Competency-Based Curriculum (CBC). Furthermore, in this opportunity the writer wants to convey the application of the Competency-Based Curriculum (CBC) in the teaching-learning processes in improving English speaking skill especially for the first year students of the Junior High School. "Competency-Based Curriculum (CBC) is a format which emphasizes what things can be achieved by learners in every stage. Every competency describes the learners' improvements to the higher level" (Surakhmad, 2003: 1).

In addition, the factors, which motivate the writer to choose this topic are stated as follows. In this study, the writer emphasizes the design of a set of instructional materials for teaching English, developing speaking ability or speaking skill, the first year students of the Junior High School, applying the Competency-Based Curriculum (CBC), and the first year students of the Junior High School in SMP N 1 Depok as a pilot project of the Competency-Based Curriculum.

First of all, the writer arranges the design of a set of instructional materials in order to teach English because English is the major that is being learned by the writer at this time. Moreover, through this media the writer can apply her knowledge further. The writer is also challenged to apply the knowledge that she

has acquired from the university in order to develop the quality of English subject especially for the schools in Yogyakarta. As we know that English is one of the main subjects in schools. By having qualified English teaching learning, our society can participate actively in the international world. Having high mastery level of English means that our society can communicate easily with the other nations in this world, like what the writer had stated above in the second paragraph. So far we have been considering English as a second language. "English is a foreign language, that is, it is taught in schools often widely, but it does not play an essential role in national or social life" (Broughton et. al, 1978: 8).

The writer emphasizes the design of a set of instructional materials for teaching English especially to improve the speaking ability or speaking skill because speaking skill is more frequently used than the other skills. "..., and second language (L2) situations, where English is the language of commercial, administrative, and educational institutions..." (Broughton et al, 1978: 4).

Next, the writer tries to design a set of speaking instructional materials for the first year students of the Junior High School because the writer assumes that the first year students of the Junior High School are the students who are in a difficult period, they are in the transition time. They graduated from the sixth grade of the Elementary School as the beginning level to the higher level in learning English. Since in our country English subject is given in the fourth grade of the Elementary School so that their English skills are very limited. Generally, all of these happen because the students in this first year are still afraid to apply



their speaking skill. Therefore, the writer was motivated to design an interesting set of speaking instructional materials for them.

The writer was also interested in the Competency-Based Curriculum because our local government is now using it. The writer also wants to share her knowledge and experience she has in a form of English instructional materials for the first year students of the Junior High School at SMP N 1 Depok when she did her practice teaching. Fortunately, this school, SMP N 1 Depok, was appointed as a pilot project of the Competency-Based Curriculum (CBC), thus the writer has much opportunities to know further about the Competency-Based Curriculum.

## **B. PROBLEM FORMULATION**

Referring to the background, the writer states two problems that are to be discussed. The problems are stated as follows.

1. How is a set of instructional materials to teach speaking to the first year students of the Junior High School at SMP N 1 Depok as a pilot project of the Competency-Based Curriculum designed?
2. What will the designed set of materials look like?

## **C. OBJECTIVES OF THE STUDY**

In this study, the writer uses some objectives that might be considered in forming the design. They have been formulated as follows:

1. to find out how a set of instructional materials to teach speaking to the first year students of the Junior High School at SMP N 1 Depok as pilot project of the Competency-Based Curriculum is designed,

2. to construct a set of instructional materials, and to present a set of instructional materials.

#### **D. PROBLEM LIMITATION**

Due to the limited time, resources, experiences, and the problems, in this study the writer stresses on the discussion on designing a set of instructional materials to teach speaking for the first year students of the Junior High School. "In teaching, it is usually wise to present the high frequency items first, then the low frequency items. The most frequent items in occurrence are the most important for the foreign learners" (Gebhard, 2000: 43). Furthermore the materials involve exercises to speak English correctly and fluently, which are related to the most frequently used, "if there is to be meaningful communication in the classroom, it is essential that there is a common fund of knowledge and interest between teacher and learner" (Hutcinson and Waters, 1978: 163). Based on this statement, the writer is also challenged to create a set of interesting speaking materials for teaching-learning activities, which use certain techniques, such as role play and simulation games.

#### **E. BENEFITS OF THE STUDY**

This study will hopefully contribute beneficial results for those who are concerned with education especially for:

1. The English teachers

This study will be useful for the teachers who are in charge of teaching English to develop speaking ability for the first year of the Junior High

School students because it can be the basis and adequate information of teaching. This study can also be used to improve their techniques and strategies in facilitating the learners of speaking classes. The materials can also become an example for English teachers. It helps the teachers to choose the materials that are appropriate for their students.

## 2. The students

This study will help the students to develop their speaking skill or their speaking ability, to speak correctly and actively because applying the Competency-Based Curriculum (CBC) makes the design itself. It has been justified by their needs as students who are learning a language that is definitely important for them.

## 3. The other researchers

Hopefully, these study results can provide helpful information and give a stimulus for further study. Moreover, better and more materials in teaching speaking for the first year students of the Junior High School by applying the Competency-Based Curriculum (CBC) are needed much, especially in these recent years.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

This chapter has three sections, namely, Definition of Terms, Theoretical Description, and Theoretical Framework. The first part is the Definition of Terms which contains important terms. Meanwhile, the second part, in the Theoretical Description, the writer will present some related theories that are used in this study. Finally, in the last part the writer is going to discuss about theoretical framework which is applied in designing instructional materials to teach speaking to the first year students of the Junior High School at SMP N 1 Depok as a pilot project of the Competency-Based Curriculum.

#### **A. DEFINITION OF TERMS**

The first section presents the definition of the terms which aims to clarify the terms concerning this study that are considered important to know. The writer attempts to define the following terms.

##### **1. Designing**

In this study, the word “designing” is related to instruction design process. “Instruction design process is a systematic planning of instruction in which attention is given to the related elements” (Kusumo and Willis, 1989: 55). “Designing” also means instruction development. “Instruction development is managing the planning, development, and implementation procedure for instruction or training” (Kusumo and Willis, 1989: 55). The basic principle in designing is that its purpose or its objective so that it can achieve the target

correctly. “Designing” is an activity in making a plan of something that we want to do next. Finally, “designing” is a set of activities in forming and establishing a program in order to achieve a certain goal.

## 2. Instructional Materials

“Instruction is a set of events which affect learners in such a way that learning is facilitated. It also includes events that are generated by a page of print, by a picture, by a television program, or by a combination of physical objects, among other things” (Gagne and Briggs, 1979: 3). In other words, the materials must be chosen carefully or must be suited with the students’ need so that the teaching-learning process can run smoothly. According to Briggs (1977: 19), instruction is the chosen solution to an educational problem. The instructional materials involve all of materials that are used to facilitate the students in learning.

## 3. Speaking

Speaking is an essential role in our life. By speaking we can convey information to the other people. “Speaking refers to the manifestation of language as usage and the realization of language as used in spoken interaction as talking” (Widdowson 1979: 59, in Ernatie’s thesis: 6).

## 4. The First students of the Junior High School

In Indonesia, after the students graduated from the sixth grade of elementary school, they should enter the next level. Then, they will be grouped as the first year students of the Junior High School. The Junior High School is the same as the secondary level. Speaking is the way of communicating with others in order to convey certain information. Speaking involves not only speech organs, but also other expression such as our gesture and our posture.

#### 5. SMP N 1 Depok

SMP N, namely “Sekolah Menengah Pertama” is included in the Junior High School. Meanwhile, SMP N 1 Depok is the name of one of the Junior High Schools, which is located in Depok, Condongcatur, Sleman, Yogyakarta.

#### 6. A Pilot Project

A pilot project has a similar meaning with “the first place”. It means that the project is done for the first time in a program. So, sometimes the project is still in an experimental stage. When related to with SMP N I Depok and Competency-Based Curriculum, it means that the Competency-Based Curriculum is done for the first time in SMP N 1 Depok, especially in Sleman.

#### 7. The Competency-Based Curriculum

“There are a variety of ways in which the term curriculum can be defined. These range from very broad definitions that include everything that occurs in connection with school activities to narrow definitions that include only the specified goals of the educational process and the activities planned to achieve those goals” (Anglin, Goldman, and Shanahan Anglin, 1982: 155). According to Mc Ashan (1981: 45), competency is the knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective and psychomotor behaviors. Meanwhile, Gordon (1998: 109) defines some aspects which are involved in the competency concept. They are knowledge, understanding, skill, value, attitude, and interest. Based on the above meaning of competency, “The Competency-Based Curriculum means a curriculum concept which emphasizes the development of the abilities to do (competency) duties by



using certain standards, mastery of certain competency” (Mulyasa, 2002: 39). Based all of the above definitions, the writer can define the Competency-Based Curriculum as a curriculum which emphasizes the development or the improvement of the student’s capabilities in their knowledge, skills, and also their behavior.

## **B. THEORETICAL DESCRIPTION**

This part presents three major points referring to the related theories used in this study. The first point is Instructional Design Models which discusses some designs that can be used as the basis of making self-instructional design. In the second point, the writer is going to discuss Communicative Language Teaching (CLT) as an approach of teaching activity. The third point is Teaching Speaking, which discusses further the following main items: the definition of teaching speaking types of speaking activities and teaching speaking using Role Play and or Simulation games. Finally, in the last point the writer will present the Competency-Based Curriculum (CBC).

### **1. Instructional Design Models**

The instructional design must take into account some principles of human learning, especially the conditions under which learning occurs. In other words, the instructional materials design is an integral part of an instructional program design. Therefore, developing a set of speaking instructional material require a system of instructional program design to be followed. In this study, the writer will present some designs that can be used as the basis of making self-instructional design. Here, the writer will present four models of instructional design models. They are:

#### a. Kemp's Model

Kemp's model of instructional design is included as a flexible model of instructional design. Kemp's model can be applied in all education level from elementary school up to the college; it also can be used for a single subject. Kemp (1977: 80) explains that the plan is designed to supply these following questions:

- 1) what must be learned? (The Objectives)
- 2) what procedure and resources will work best to reach the design learning levels? (Activities and Resources)
- 3) how will we know when required learning has taken placed? (Evaluation)

Kemp also states that the term **instructional development** applies to the broad process of designing an instructional program, whether it is a single module, a complete unit, or system procedure. This method starts with the answer of four questions:

- 1) for whom is the program being developed? (nature of the **learners**)
- 2) what do you want the individual to learn or be able to do? (**objectives**)
- 3) how is the subject content or skill best learned? (teaching/learning **methods** and **activities** with resources)
- 4) how do you determine the extent to which the learning has been achieved? (**evaluation**)

Four elements: learners, objectives, methods, and evaluation are included as the form of instructional development procedures. In addition there are other factors that either support or relate to these four elements. Taking all these pieces together, we can develop a plan termed **instructional-design plan**. Kemp also

identifies learning principles which influence the result of the development. The principles are stated as follows:

- 1) preparation before learning
- 2) motivation
- 3) individual differences
- 4) instructional condition
- 5) active participation
- 6) success
- 7) knowledge of their own result
- 8) the speed of presentation
- 9) teacher's positive attitude

In this Kemp's model, interdependence is found among the elements. It means that we can start with whichever elements we are ready to start with and the more back and forth to the other steps. Kemp's model applies eight elements in designing a program period. The eight elements are stated as follows:

- 1) consider goals, and then list the topics, stating the general purposes for teaching each topic
- 2) enumerate the important characteristics of the learner for whom the instruction is to be designed
- 3) specify the learning objectives to be achieved in terms of measurable student behavioral outcomes
- 4) list the subject content to support each objective
- 5) develop pre-assessment to determine the student's background and the present level of knowledge about the topic



- 6) select teaching or learning activities and instructional resources that will treat the subject content to students will accomplish the objectives
- 7) coordinate such support services as budget, personnel, facilitates equipment, and schedules to carry out the instructional plan
- 8) evaluate students' learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any phase of the plans that need improvement.

The following picture can illustrate the eight elements of this instructional-design plan:

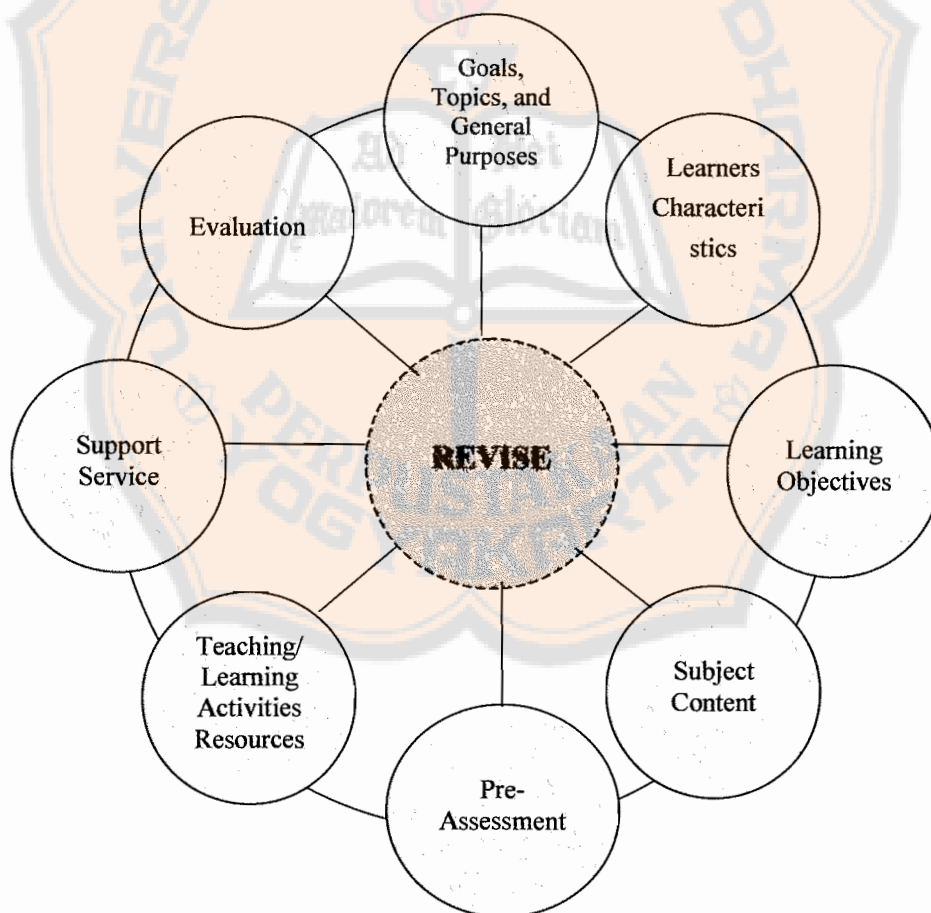


Figure 1: Kemp's Model (Kemp, 1977: 9)

#### b. Banathy's Model

Banathy (1976: 16) states that instructional system development is a set of definition, which is based on the system analysis and system approach. Banathy (1976: 18) also uses some important aspects of the approach in developing instructional system. These aspects are used to facilitate teaching-learning process. Briefly, the important aspects of the approach are:

- 1) clear definition of the purpose of system or objective and specified formulation of the expected performance are used to enable the construction of criterion measures that will reveal evidence of the degree to which expected performance has been attained
- 2) analysis of the characteristic of the input or the input competence.
- 3) the consideration of alternative and identification of what has to be done
- 4) the consideration of the degree to which performance expectations are being met and assessing the efficiency of system operations
- 5) the identification of weaknesses and implementation of any adjustment or revision needed in order to ensure the attainment of the purpose and optimize system output and system economy (Banathy, 1976: 13).

All of the above aspects will be used in further development of instructional system. Meanwhile, how the instructional systems work could be seen in the figure.

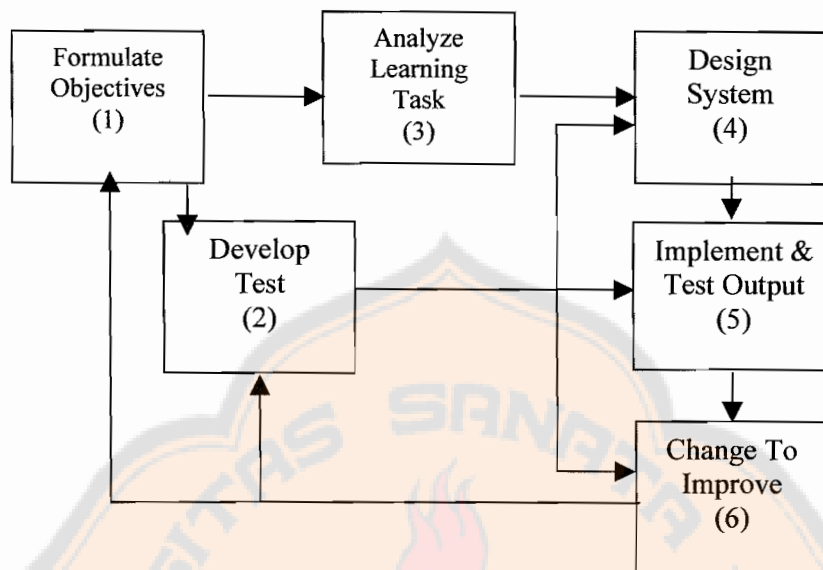


Figure 2: Banathy's Model (Banathy, 1976: 17)

Based on the above figure, we can know what steps are applied in Banathy's model. The following is the explanation of the system:

1) *identify the objective*

Instructional objective is identified and formulated in a statement that spells out as specifically as it is possible and feasible what we expect the learner to do, and improve his or her learning experiences. The objectives needs to be evaluated and revised continually until the designer can get "the smallest unit of performance, which can be identified as having a distinct and independent purpose" (Banathy 1976: 22, cited in Gagne, 1977: 12). In other words, the evaluation and the revision of objective are used to make the objective itself more specific in the level of the test.

2) *develop a Criterion Test*

According to Banathy, if the objective has been specified, the developing test and other steps or process can be done easily too. By using the objective, it will

lead to the correct orders of developing test. The criterion test functions to measure the degree to which the learner has attained the objectives.

### 3) *the analysis of Learning Task*

The analysis of learning task consists of three parts, namely:

#### a) task analysis

It involves identification of the task required by the students to achieve instructional objective. The designer should analyze and determine the specific set of learning task that has to be learned by the learner. The learning tasks are “capabilities, knowledge, and attitude that the learners need to be able to behave in the way described by the objective specification” (Banathy, 1976: 28).

#### b) analyzing the learner's input competence

The designer should identify the skills, the capabilities, knowledge, and attitudes that should be acquired by the students. Then, the designer should identify and choose the actual learning task that is applicable. Finally, it will help the designer to be able to improve the students' capability.

#### c) identification and characterization of actual learning task

The designer should assess and identify the actual learning task, which will be done by the students to achieve the objectives. The designer must examine learners' characteristics that should receive attention.

### 4) *the design of system*

This system aims to provide the mastery of task-the actual learning task that is made to achieve the objectives. The design of system involves four stages, namely:



a) function analysis

It emphasizes on what must be carried out and how to carry out.

b) the components analysis

It focuses on who or what has the potential to do the function.

c) distribution of function among components

It determines function among components. It refers to whom or where the function will be done.

d) scheduling

It refers to when or where the function will be done.

5) *the Implementation and Evaluation of the Output or Quality Control*

Before the system is used, an evaluation on system or system training is required. In other words, in this step the designer should do system testing and then system training. *System training* is a pre-installation exercise of the system, which helps us to refine the operational interrelationship and the integration of the components or subsystems. Whereas, *system testing* serves a purpose of ascertaining whether or not the system can perform the process for which it was designed. Both of them function to evaluate and control the quality of the instructional process and the system work. After doing both of the systems, system testing and system training, the designer can do system installation. During the system installation or the system application, the evaluation must be done continually and the data from the application then can be used as a measurement of that system. The results of the measurement are used to maintain the system and to improve it gradually.

6) *the revision of the system*

The designer should use performance data as feedback to make adequate adjustments in the system. This step identifies which components of the system which need revision. It is conducted after the system is reviewed in previous stage.

c. Yalden's Model

Yalden (1987: 109) defines that communicative syllabus is a syllabus which is designed for describing a classroom. The purpose of Yalden's model is to present a syllabus which considers the communicative needs of the learners. The model involves eight steps. Those eight steps are discussed in the following part.

1) Need survey

It emphasizes on the study of the students' needs and the objective that is attainable.

2) Description of the purpose

It is to be prepared in terms of students' characteristics and study skill on entry to an exit of the program. Conducting need survey will give the syllabus and the designer direction for describing the purpose of language program. The purpose can also be investigated from the setting in which the survey is conducted.

3) Selection of syllabus type and development of syllabus program

Selection of the syllabus type in terms of internal validity and physical constraints to be covered in the program. The choice of syllabus can be done when the general category of a language program has been decided.

There is a range of syllabus from a structural syllabus to a completely learner centered. One in which there will be no prospective or input syllabus at all but only one, which will grow out of situation as the course progressed. Yalden provides six types of syllabus. They are:

type I: Structional-Functional

This type involves a separation of forms and communicative function.

This type suggests that the linguistic forms proceed the communicative function.

type II: Structural and Function

This type provides a structure in a communicative function. This type of syllabus enables the learners to study the linguistic form and the communicative function simultaneously.

type III: Variable Focus

Variable emphasizes on the language program shifts according to the level of proficiency. Thus, the emphasis is not determined in a given unit. This implies the need of the learner.

type IV: Functional

The objective that is stated in this type of syllabus is in terms of communicative function. The linguistics forms, however, are not abandoned.

type VI: Notional

This type of syllabus is applicable for the learner who already has adequate proficiency of English but still need to be specified in a very particular purpose.

type VII: Fully Communicative

This type of syllabus is also called as the learner-generated syllabus.

The learners become the source of input.

4) Production of proto-syllabus

The proto syllabus is the description of language and language used to be covered in the program. In this stage the description of the contents of syllabus is specified. Selection and combination of contents are conducted in accordance with the type of syllabus. The designer should also remember the very purpose of the program that the specification of syllabus contents will take accordingly.

5) Production of pedagogical syllabus

This stage requires the development of teaching, learning, and testing approaches, those are:

- a) the development of teaching materials (as far as possible)
- b) the development of testing sequences and the decisions on testing instruments

The specification of every single words and phrases will be conducted in this stage. Therefore, the production of proto-syllabus will be completely developed.

6) The development and the implementation of classroom procedures

- a) the development of classroom procedures
  - (1) the selection of exercise types and teaching
  - (2) the preparation of lesson plans
  - (3) the preparation of weekly schedules



b) teachers training, briefings, or workshops on:

- (1) principles
- (2) desired outcome
- (3) exploitation or creation of teaching material

The classroom procedures, therefore, are conducted based on the learner's activities rather than the teacher. The communicative syllabus brings a significant change in the teacher's role. The teacher should regard himself as a facilitator rather than a teacher.

7) evaluation

Evaluation is done to evaluate three subjects; those are evaluation for students, evaluation for program, and evaluation for teaching.

8) recycling stage

This step consists of three parts:

- a) congruence or "fit" between the goals set and student's performance is determined
- b) content is reassessed
- c) material and methodological procedures are revised

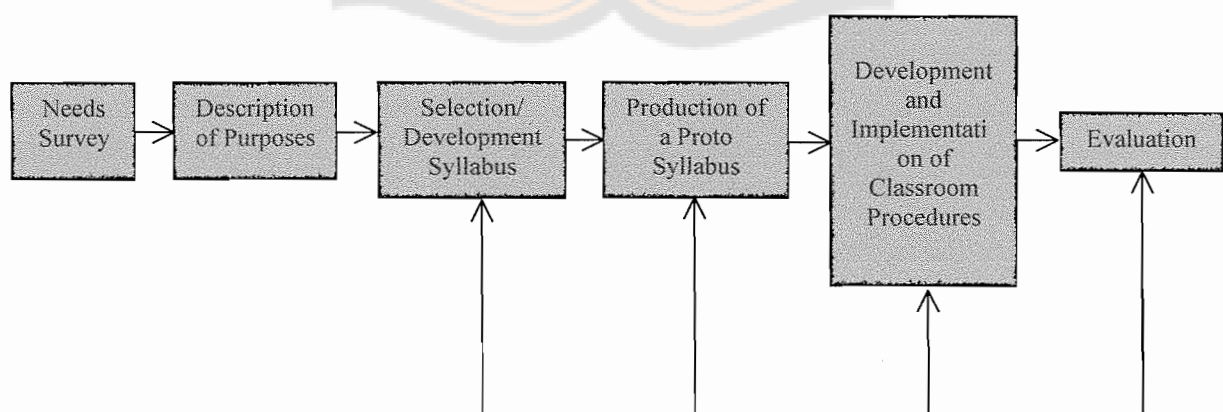


Figure 3: Language Program Development (Yalden, 1987: 8)

c. Borich' s model

The writer also found other information, which is related to this instructional activity. This method starts with the answer of the following questions:

- 1) which aims and goals should try to achieve?
- 2) to which learner needs should you direct your instruction?
- 3) what should you teach, and in what ways can you structure the content to produce maximum learning (for instance, by establishing consequences, making transitions; highlight important points, and interweaving themes)?
- 4) how can you orchestrate various teaching methods to meet the objectives (for instance, question and answer, discussion, review and practice)?
- 5) what instructional media and materials should you use to deliver the content and assess whether it has been learned?
- 6) on what basis should you revise the instruction?

For each question, there are many alternatives. Selecting an instructional goal, organizing content for maximum learning and retention, selecting instructional methods and materials, and assessing the learners, all require planning skills that must reduce the alternatives to the most practical and effective ones. Borich includes the stages into the "planning process". Borich applies four stages in designing an instructional material. They are:

- 1) gaining knowledge of some inputs,
- 2) generating alternatives,
- 3) recognizing value assumptions,
- 4) revising alternatives.

Briefly, the four stages of this instructional-design plan is shown by the following diagram:

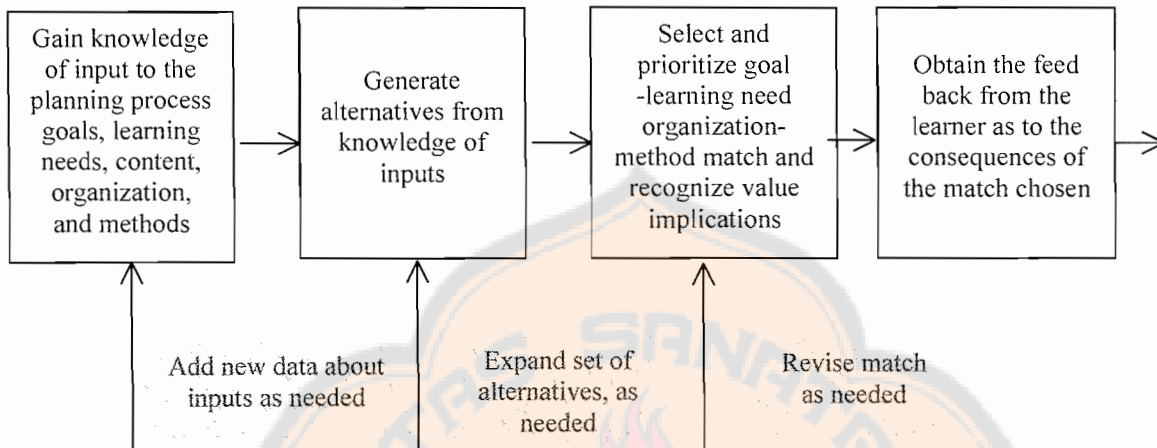


Figure 4: Stages of the Planning Process (Borich, 1996: 114)

### ***Gaining Knowledge of Some Inputs***

According to Borich, the first stage in the term of instructional development is gaining knowledge of some inputs. The four primary inputs to the planning process are stated as follows.

1. aims and goals, reflected by national and state policies and legislation, school district curriculum guide, and adapted textbooks and materials,
2. learner characteristics and individual differences, reflected by the learners aptitude and achievement, personality traits (anxiety, learning style, and self-concept), peer influence, and home and family life,
3. knowledge of academic discipline and grade level curriculum, reflected by content organization (such as general-to-detailed, simple-to-complex, abstract-to-concrete), ordering of priorities (such as connections and transitions among and between parts), major and minor themes (such as

most important and or least important), and content-specific facts, rules, concepts, and principles,

4. knowledge of teaching methods, reflected by key and helping behaviors (such as lesson clarity, instructional variety, task orientation, and learners' engagement in the learning process at moderate-to-high rates of success), pacing, mode of presentation, class arrangement, classroom arrangement, and selection and use of the textbooks, media, and materials.

### ***Generating Alternatives***

It is very important to determine the appropriate content and methods to use with the learners. This step includes: (1) choose among different instructional goals to select the learner characteristics, to which the instruction will be tailored, (2) organize the content, and (3) select teaching method and instructional materials.

### ***Recognizing Value Assumptions***

The goals, learning needs, organization, and methods must be matched up. In this step, the goals must be matched with the learning needs, and then both of them must be tied to a specific organizational pattern and instructional arrangement to make the best “goal-learning need-organization-method” match. Borich also states that the objectives are organized into **cognitive behaviors** (development of intellectual abilities, and skills), **affective behaviors** (development of attitudes, beliefs, and values), and **psychomotor behaviors** (coordination of physical movements and bodily performance).

One of the most important results of prioritizing the goal-learning need-organization-method matches is that the *value assumptions* will be recognized



that such ordering implies. Matching and prioritizing are planning activities that encourage to actively consider consequences of certain decisions.

### ***Revising Alternatives***

In this step, on what basis used to revise an instruction should be considered. Feedback from the observation and assessment is an important input to the planning process. Sensitivity of these data provides the best means of monitoring the consequences of the instructional decisions, and the most effective means of revising them.

## **2. Communicative Language Teaching**

### **a. Background**

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. It is a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British Functional linguistics.

D.A Wilkins (1972, cited in Rogers and Richards' book, 1986: 65) states which proposed a functional or communicative of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkin's contribution was an analysis of the communicative for meanings that a language learner needs to understand and express.

The communicative approach could be said to be the product of educators and linguistic who had grown dissatisfied with the audio-lingual and



grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions. In brief, they were at a loss communicating in the culture of the language studied.

Communicative language teaching makes use of real-life situations that are needed in communication. The teacher sets a situation that students are likely to experience in real-life. The communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

Communicative Language Teaching is best considered an approach rather than a method. Thus, although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. Therefore, many experts believe that this approach is very appropriate for teaching speaking to the second language learners.

#### b. Theory of Language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is “communicative” (Hymes, 1972, cited in Richards’ and Rogers’ book 1986: 89). Meanwhile, for Chomsky, focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. In Hymes’ view, a person who

acquires communicative competence acquires both knowledge and ability for language use with respect to:

- 1) whether (and to what degree) something is formally possible;
- 2) whether (and to what degree) something is feasible in virtue of the means of implementation available;
- 3) whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
- 4) whether (and to what degree) something is in fact done, actually performed, and what it's doing entails.

(Hymes, 1972: 281, cited in Richards and Rogers' book 1986: 70).

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language as follow.

- 1) language is a system for the expression of meaning,
- 2) the primary function on language is for interaction and communication,
- 3) the structure of language reflects its functional and communicative uses,
- 4) the primary units of language are not merely in its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

#### c. Theory of Learning

In Communicative Language Teaching (CLT), learning is the conscious representation of grammatical knowledge that has resulted from instruction and it cannot lead to acquisition. Acquisition refers to the unconscious

development of the target language system as a result of using the language for real communication. Here are some principles that may be inferred from Communicative Approach:

- 1) activities that involve real communication promote learning
- 2) activities in which language is used for carrying out meaningful tasks promote learning
- 3) language that is meaningful to the learner promotes learning

There are three important principles in learning theory:

- 1) communicative principle

Make a real communication to develop learning.

For instance: asking questions, giving direction, role-play, and others.

- 2) task principle

Using language to carry out meaningful tasks in order to promote learning.

For instance: problem-solving task in-group.

- 3) meaningfulness principle

Language that is meaningful to learners supports the learning process so we allow them to use their mother tongue in understanding the second language. For instance: vocabulary, translation.

Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic patterns. In other words, Communicative Language Teaching (CLT) addresses the condition needed to promote the second language learning, rather than the process of language



acquisition. Johnson and Littlewood (1984, cited in Rodgers' and Richards' book, 1986: 72-73) consider an alternative learning theory that they also see as compatible with Communicative Language Teaching (CLT) as a skill learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involved both a cognitive and a behavioral aspect.

d. The Objectives

Piepho (1981, cited in Rogers' and Richards' book, 1986: 73) discusses the following levels of objectives in communicative approach:

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

e. Types of Learning and Teaching Activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Littlewood

(1981, cited in Richards and Rogers' book, 1986: 76) distinguishes between "functional communication activities" and "social interaction activities" as major activity types in Communicative Language Teaching (CLT).

**Functional communication activities** include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following direction; and solving problems from shared clues.

**Social interaction activities** include conversation and discussion sessions, dialogues and role-plays, simulations, skits, improvisations, and debates.

f. The Roles of the Learner

The emphasis in Communicative Language Teaching on the process of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classroom. The roles of the learners are as a negotiator--between the self, the learning process, and the object of learning--emerges form and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes.

In some accounts of Communicative Language Teaching, learners bring preconceptions of what teaching and learning should be like. When there are no text and grammar rules, or the classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent.

Communicative Language Teaching methodologists consequently recommend that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. Similarly, successful communication is an accomplishment jointly achieved and acknowledged.

g. The Roles of the Teacher

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of Communicative Language Teaching adopted.

Here are some roles of the teacher:

- 1) facilitates the communication process in the classroom
- 2) acts as an independent participant
  - a) as an organizer of resources and as resources themselves
  - b) a guide within the classroom procedures and activities
  - c) researcher and learner
- 3) needs analyst

basis; teachers are expected to plan group and individual's motivation for studying the language
- 4) counselor

the teacher-counselor is expected to exemplify an effective communicator through paraphrase, confirmation and feedback.
- 5) group process manager

h. The Role of Instructional Materials

A wide variety of materials have been used to support communicative approach. We will consider three kinds of materials currently used in

Communicative Language Teaching and label these text-based, task-based, and realia.

a) text-based materials

There are numerous textbook to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized text.

b) task-based materials

A variety of games, role-plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes.

c) realia

Many proponents of Communicative Language Teaching have advocated the use of “authentic”, “from-life” materials in the classroom, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources.

i. Types of Syllabus

Discussions of the nature of the syllabus have been central in Communicative Language Teaching. A language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. There are six types of syllabus, they are:

1) structural formal syllabus

A collection of the forms and structures usually grammatical, of the language being taught.

2) notional/functional syllabus

A collection of the functions that are performed when language is used.

3) situational syllabus

A collection of real or imaginary situations in which language occurs or is used.

4) skill-based syllabus

A collection of specific abilities that may play a part in using language.

5) task-based syllabus

A series of complex and purposeful tasks that the students want or need to perform with the language they are learning.

6) content-based syllabus

A collection of information, the subject matter is primary and language learning occurs incidentally to the content of learning itself.

### 3. Teaching Speaking

English takes an important role in international sociopolitical, commerce, and scientific field. That is why people start to consider that it is very important to learn English as early as possible. On the other side, we have to realize that not every student who learns English as early possible can master English well.



a. The Definition of Teaching Speaking

Teaching is a many sided activity. It includes giving information, asking questions, explaining, listening, encouraging, and a host of other activities. Yet, a description of these activities does not constitute a description of teaching for each or all of these activities may be used by others-parents, psychotherapists, politicians, or salesmen. What distinguishes teaching from other social activities is its attention: that others learn (Brown, 1975: 5). In philosophical terms, "teaching is a task word like 'hunting' or 'fishing' not an achievement word like 'winning' (Ryle and Smith, 1949, cited in Brown's book' 1969a). Meanwhile, according to Lado, speaking ability is described as the ability to express oneself in life situation or the ability to report acts or situation in precise words or the ability to converse, to express a sequence of ideas fluently. Banathy states (1976; 24) that at the end of the course the learner will be able to speak the target language in communication events by speaking (a) to native speaker of the language, or (b) to a person who has a better command of the language. Based on the above understandings, the writer can state that "teaching speaking" is an activity of creating and improving someone's skill or ability in expressing oneself in life situation or in reporting acts or situation in precise words, or expressing a sequence of ideas fluently. Meanwhile, if this understanding of "teaching speaking" is connected with the understanding of Communicative Language Teaching (CLT), the writer can state that teaching speaking should be established in situation in which the learners can play their role ultimately in real communication. It should have communicative events like everyday situations so the learners can take part actively. Then, particular skills and linguistic form can

be taught to meet the profile of communication needs. It seems clear that communicative competence includes the ability to use linguistic forms to perform communicative competence and to understand the communicative functions of sentences and their relationships to other sentences.

#### b. Types of Speaking Activities

According to Banathy (1976: 24) in speaking the target language, the learner will be expected to:

- 1) use kernel sentences and interrogative and negative transformation,
- 2) use out of alternative or optional forms only the most simple these closest to his native language,
- 3) speak with a pronunciation permitting the transfer of only specifically identified sound features from the native language of the speaker,
- 4) exhibit a speed and fluency which, although less than that of the native, will present the utterances spoken in sentences units, and
- 5) have a productive control of about 800 lexical items.

Since “speaking refers to the manifestation of language as usage and the realization as talking” (Widdowson, 1979:59, in Ernati's thesis, 1994: 6), the types of speaking activities usually apply the third pattern for teaching and learning: **small-group interaction**. Principally, there are three kinds of communicative activities, those are information gap, choice, and feedback.

#### c. Teaching Speaking Using Role Play and Simulation Games

There are many teaching techniques in facilitating language learning activities. In this study the writer will emphasize on using games and role-play since both of them are exercises where the students are assigned a fictitious role that should be

performed later. Both can be very simple and the improvisation is highly controlled, or it can be very elaborate.

### 1) Theory of Role Play

Christina Bratt Paulston and Mary Newton Bruder, define a guideline of role-play: *the format of role-play consist of three basic parts: the situation, the roles and the useful expressions.*

- a) the situations set the scene and the plot
- b) the roles sections assign the roles, the list of characters
- c) useful expressions can strengthen the idea on the role play

### 2) Theory of Simulation Games

Hymen (1974: 233) defines simulation as a general term referring to constructing and operating on a model that replicates behavioral process. He also defines that game may be defined as any contest (play) among adversaries (players) operating under constraints (rules) for an objective (winning, victory, or pay off) of a simulation and a game, simulation games are operating models of central features of real or proposed systems or process. Scenarios are developed, roles are defined in interacting system, and players are given goals, resources and rules.

### 3) Why “Simulation Games and Role Play” are used to teach speaking

There are many teaching techniques in facilitating language-learning activities. Since both techniques; simulation game and or role-play have some similarities, both of them are especially included to an exercise where the student is assigned a fictitious role that should be performed later. Both techniques can be very simple and the improvisation highly controlled, or it

can be very elaborate. Which one should choose is primarily a matter of students' proficiency. As we know, the result of learning English is very vary so that to be more realistic, most of them are not satisfying. The aim of teaching English (according to the theory of speaking), that is enables the students to communicate in English for a quite some years.

The writer prefers to use simulation game and or role play in teaching speaking since both can bring a lot of advantages, especially for the students.

They are:

- a) Students can have direct experience in using the target language
- b) Students know the appropriate time and situation to use the target language
- c) Students will gain confidence
- d) Students can experience an interesting moment

A collection of information, the subject matter is primary and language learning occurs incidentally to the content of learning itself.

#### **4. The Competency-Based Curriculum**

As stated in definition in terms, that the Competency-Based Curriculum (CBC) means "a curriculum concept which emphasizes on the development of the abilities to do (competency) duties by using certain standards, so that the results can give beneficial things for the students mastery of certain competency" (Mulyasa, 2002: 390). Meanwhile Gordon explains some aspects in competency concepts: knowledge, understanding, skill, value, attitude, and interest. The Competency-Based Curriculum also involves all these following criteria or bases: competence-based criteria, skill-based criteria, grammar-based criteria, function-

based criteria, situation-based criteria, and theme/content-based criteria, but the skill-based is the most dominant in this Competency-Based Curriculum. According to Surakhmad (2003: 1), Competency-Based Curriculum is a format which determines *what the students can achieve* in every stage. The Competency-Based Curriculum has four main components, those are competency standard, class-based evaluation, learning and school-based management. The further definition of those four components are stated as follows:

Standard Competency: a set of competencies, which is done and achieved through the students' result. Standard Competency refers to the result of interpretation of National education's function and goal.

Class-based evaluation: the evaluation covers principles, targets, and continuous establishment of evaluation which is more accurate and consistent as regular evaluation with teaching-learning activities in class by collecting students' duties, products (students' creation), projects, performance, and written test. Class-based evaluation emphasizes on competencies, criteria/base and the learning process.

Learning: involves main concepts about learning and teaching in order to achieve the determined competencies, pedagogical-androgonical concepts which manage learning. The learning must be centered in the students and must be interesting.

School-based management: emphasizes on schools' vision, which covers many kind of improvements of educators and other resources in order to increase the learning's quality.

The Competency-Based Curriculum emphasizes on the achievement of certain competencies for the students. Based on the general principles of the



Competency-Based Curriculum (CBC), the teacher should also consider some points in stating the goal, those are:

- a. what goal that should be achieved through the developed learning materials,
- b. what result that is expected through the developed learning materials,
- c. what students need to learn in order to achieve the goal.

Furthermore, this curriculum covers a number of competencies and goals so that the achievement is stated through goal statement which will be gained by the students. The goal statement also describes learning outcomes in the knowledge, skill, value, and attitude. The strategies of achieving competencies are ways to help the students in mastering determined competencies, such as: reading, writing, listening, making creation, and observing, until those can be included as a competency, whereas evaluation is an activity of competency achievement for every student.

In designing a syllabus in the Competency-Based Curriculum, some components are involved. They are:

- a. competency standard

A set of competency which is done and achieved through students' achievement.

- b. basic competency

Using basic competency is suggested in syllabus, since it can remind the teachers "how far the target of competency should be achieved".

c. main material is a part of scientific structure

The materials can be conceptual understanding. Contexts, process, skill are chosen as learning materials in order to achieve the expected competency.

d. indicator

Indicator is more specific than basic competency. If a set of indicator in basic competency has been achieved, it means that the basic competency's target has been achieved too.

e. learning steps/learning experiences

The learning steps/learning experiences cover a set of activities that should be done by the teacher orderly in order to achieve the learning's goal.

f. time allocation

The determination of time allocation depends on the material's scopes and its context.

g. learning facilities and resources

Learning facilities help the students much in achieving learning (it emphasizes on media). Learning sources do not focus on books but anything that can support goal achievement which must be chosen carefully.

h. evaluation

Evaluation is a set of activities to gain, analyze, and interpret the data of the students' learning process and learning results that are done systematically and gradually so that it can be a useful information in making decision.

### C. THEORETICAL FRAMEWORK

In the theoretical description, we can know about the instructional design, the definition of teaching speaking, and other aspects. The theoretical description is considered as the base to clarify the framework of the study, which will then guide us in the discussion.

In designing the speaking instructional materials, the writer combined the four models stated above, namely: Kemp's model, Banathy's model, Yalden's model, and Borich's model. Basically, the writer's model was based on Kemp's model, which resulted in the following steps: diagnosing the learners' needs or competence input (Yalden's, Banathy's, Borich's), considering goals (Kemp's), listing topics (Kemp's), deciding the general purpose (Kemp's), stating the learning objective (Kemp), listing the subject content (Kemp's), determining learning activities-sources (Kemp's), and conducting evaluation and revising alternatives (Kemp's, Yalden's, Borich's). Combined with other theories of Communicative Language Teaching (CLT), speaking, and the Competency-Based Curriculum, there were further explanation of each step. The above steps were stated as follows:

**Step 1: diagnosing the learners' needs or individual differences or input competence**

In this step the writer identifies the important characteristics of the students, for whom the instruction is to be designed. In this study, the students are the first year students of the Junior High School.

The writer considered that in some account of the Communicative Language Teaching (CLT), the learners bring preconception of what teaching and learning should be like.

According to Surakhmad (2003: 2), the teacher needs to know and anticipate about language functions that will be used by students at the time when they have finished their education in the Junior High School. For instance, they are expected to introduce themselves or to introduce other persons to others, so the developed materials should cover statements used to introduce self, as their

own selves or other persons. From the real context of real life can be identified the communicative needs that must be mastered by students. In this step, a survey was needed in order to analyze or find out the learners' needs or characteristics. The analysis of the students' needs can also be connected with the level of the students' ability in certain period.

**Step 2: considering goals, listing topics, and deciding the general purpose**

In this step, the general purposes for teaching for each topic are stated.

Based on the general principles of the Competency-Based Curriculum (CBC), the teacher should also consider some points in stating the goal, they are:

- a what goal should be achieved through the developed learning materials,
- b what result is expected through the developed learning materials,
- c what students need to learn in order to achieve the goal.

The Competency-Based Curriculum emphasizes on the achievement of certain competencies for the students.

Related to speaking, the writer tried to apply what is stated by Banathy (1976: 24) that at the end of the course, the learners will be able to speak target language in communication events by speaking (a) to native speaker of the language or (b) to a person who has a better command of the language. The writer organized target language into cognitive behaviors, affective behaviors, and psychomotor behaviors since it is included into one point stated in the Competency-Based Curriculum (CBC) and also Borich's model.

**Step 3: stating the learning objectives**

The writer specifies the learning objective to be achieved in terms of measurable student behavioral outcomes.

Communicative Language Teaching (CLT) makes use of real-life situations that is needed in communication. The writer considered some principles that may be interfered from Communicative Approach. They are:

- a activities that involved real communication promote learning
- b activities in which language is used for carrying out meaningful tasks promote learning
- c language that is meaningful to the learner promotes learning

Based on the general principles of the Competency-Based Curriculum, the teacher should make the conceptualization of the learning materials content.

**Step 4: listing the subject content**

The writer lists the subject content to support each objective. In this step, the writer includes types or kinds of activities that would be used in the speaking materials.

Littlewood (1981, cited in Richards and Rogers' book, 1986: 76) distinguished between "functional communication activities" and "social interaction activities" as major activity types in Communicative Language Teaching (CLT).

**Step 5: determining learning activities and sources**

The writer selects suitable teaching or learning activities and instructional sources that will treat the subject content so that the students will accomplish the objectives.



Based on the general principles of the Competency-Based Curriculum (CBC), when the writer develop learning material, she or he should answer the following questions:

- a how the materials are taught,
- b what kind of materials is taught,
- c what the teacher's duty is,
- d what the student's duty is.

Related to Communicative Language Teaching (CLT) and speaking, the writer stressed on social interaction activities or small group interaction to teach speaking. This kind of activity includes conversation and discussion sessions, dialogues and role-plays, simulations, skits, improvisations, and debates. In this step, the writer chose role-play and or simulation games to teach speaking.

#### **Step 6: conducting evaluation and revising alternatives**

Evaluate students' learning in terms of their accomplishment of objectives, with a view to revising and re-evaluating. After the writer proposed the speaking instructional materials to the respondents, the writer asked their judgement to gain the evaluation for the proposed materials. Based on the given evaluation and suggestions from the respondents, the writer also did revision and also improvements in order to perfect the materials.

### **CHAPTER III**

### **METHODOLOGY**

#### **INTRODUCTION**

This chapter presents some important points referring to the study method in solving the problem formulation. The discussion includes Method, Subject and Respondents, Instrument, Data Gathering, and Data Analysis.

#### **A. METHODOLOGY OF THE STUDY**

In this study, the writer tried to find out the answer to the Problem Formulation that has been stated in chapter one. In other words, this section is used to gain the two objectives of the study.

First of all, the writer aimed to find out the answer for the first problem that is how the instructional materials to teach speaking to the first year students of the Junior High School at SMP N 1 Depok as a Pilot Project of the Competency-Based Curriculum were designed. Secondly, the study is employed to answer the question of what the designed materials look like.

In order to answer those two problems above, the writer applied the descriptive study or descriptive methodology. "Descriptive data may be expressed qualitatively (in verbal symbol) or quantitatively (in mathematical symbol)", (Van Dallen 1995: 95 in Endang Purwani's thesis: 45). This descriptive study involves one method only, namely Survey Study. Since this study needs many theories and information, the writer used the Literature Review. This Literature review was intended to complement the Survey Study.

### Survey Study

The first study is survey study. By using survey, the writer can get supports and opinions from other resources that directly applies and deals with the writing materials she wants to design. Survey is conducted to get data from the appropriate and qualified respondents. The writer divided the survey into two steps; the first survey and the second survey. The first survey was done to find out the learners' needs or characteristics or input competence, meanwhile the second survey was done to obtain the feedback of the designed materials from the teachers and lecturers. In the first survey, the writer tried to obtain information about the learners' needs or characteristics or learners' input competence. The writer diagnosed the learners' needs through her observation when she was doing her practice teaching at SMP N I Depok. The writer did some interviews at that time. Then, the writer recorded the results of the interviews by taking notes. The writer used two types of interview. They were the structured interview and the unstructured interview.

The second survey study provides some suggestions and recommendation from the respondents. Then, those will be used in developing and improving the instructional materials. The survey study is conducted to gain the information about:

- 1 whether the designed materials are already matched to the goal and the objectives stated in the Competency-Based Curriculum,
- 2 whether the content of the materials and the topic is relevant to the first year of Junior High School students and reliable as materials,
- 3 whether the topic is arranged and developed well,

- 4 whether the whole material is very well developed,
- 5 whether the students can do all the simulation games and or role play,
- 6 which part of the designed materials still need to revise and improve.

## **B. STUDY SUBJECT OR RESPONDENTS**

In order to gain the learners' needs, the writer did observation and interview to the first year students when she was doing her practice teaching at SMP N 1 Depok. Then, in order to get the feedback of the proposed materials, the writer divided the respondents of this survey study into two groups of respondents. The first group is the English teachers of the Junior High School and the second group is the English lecturers of Sanata Dharma University. Since the writer took the title "Designing a Set of Instructional Materials to teach Speaking to the first Year students of the Junior High School at SMP N 1 Depok as a Pilot Project of the Competency-Based Curriculum", the writer decided that the first group of the respondents are the English teachers at SMP N 1 Depok because they are the people who are closely related to the implementation of the Competency-Based Curriculum at that school. Nevertheless, the writer also involve English teachers or instructors from other schools or institutions. Whereas, the English lecturers of Sanata Dharma University are also involved in this study because they have enough experiences in these materials.

All the respondents were asked to give judgements whether the proposed instructional materials that use simulation games and role play to teach speaking for the first year of the Junior High School students are accepted or not.

The description of the respondents are shown as follows:

Group of respondent	Sex		Education			Teaching experience in years				
	Female	Male	D3	S1	S2	1-5	5-10	10-15	15-20	20-25
English Teacher										
Lecturer										

Table 1: Respondents of the Survey Study

### C. INSTRUMENT OF THE STUDY

In order to get the information, the data of the learners' needs and the feedback of the instructional materials, the writer needed some instruments or media. Media or instrument was used to gain data or information of the feedback of the proposed materials. The writer did interview with the first year students of the Junior High School at SMP N I Depok. The interview was used to gain the information related to the learners' or the students' needs or characteristics or input competence. In order to get information, the data which was used to determine whether the proposed instructional materials to teach speaking for the first year students of the Junior High School by using role play and or simulation games are accepted or not, the writer distributed the questionnaires to the chosen respondents. In other words, the questionnaire was used to get the feedback of the proposed materials.

#### 1. Interview

An interview is a way of gathering data or information by asking individuals questions about their view or opinion of certain topic. In other words, interview is used to gather data on subjects' opinions, beliefs, and feelings about certain situation in their own words.



There are also two types of interview: the structured interview and the unstructured interview. The structured interview follows the extent to which questions to be asked are developed prior to the interview, meanwhile in the unstructured interview, the questions arise from the situation. It is sometimes described as “a conversation with the purpose”. In this study, the writer combined both approaches since the writer wanted to get enough information or data from the respondents. Then the responses from the respondents were recorded by taking notes, either during the interview or immediately afterward, or with an audiotape.

## **2. Questionnaire**

Since the English teachers are the persons who are closely related with the implementation of the Competency-Based Curriculum for the first year students of the Junior High School and the English lecturers of Sanata Dharma University are the persons who have experiences in these materials, the questionnaires are given to the respondents related in this, mainly, to both of them.

The questionnaire itself can be a closed form questionnaire or an open form questionnaire. The closed form questionnaire contains the questions and alternative answers, the answers are written down so that the respondents only choose the options, while the open form gives the respondents opportunities to give their opinions or answers in their own words.

## **D. DATA GATHERING**

### **1. Schedule**

This step involved considering the right time, the space to distribute and collect the questionnaires and also to conduct the interviews with the respondents.

After that, the next step was data analysis and the last one was the instructional materials development.

## **2. Technique of Selecting the Respondents**

In this step, the writer was supposed to be careful and selective in choosing the respondents. Therefore in order to gain qualified data, the writer decided two major respondents for this study. They were the English teachers who have the educational background of D-3 and above and also the English lecturers who have experience in teaching English.

## **E. DATA ANALYSIS**

This step is included to the final activities in this study. Data analysis is a process whereby the writer systematically search and arrange the data in order to increase the writer's understanding of the data and to enable the writer to present what the writer learned to the others.

In this study, descriptive data analysis was chosen in order to evaluate the proposed speaking instructional materials that use simulation games and role-play. The data were taken from documents, interviews, and questionnaires.

### **1. Data Presentation**

The data were gathered from the survey study. Mainly, the data were obtained through two types of response of closed questions. This type of questionnaire was intended to assess the respondents' opinion on the designed speaking instructional materials.

Meanwhile, the second data were gathered from the open questions. In this type of data, the respondents were supposed to give their own answers and convey some opinions, criticisms, suggestions, and evaluations on the designed speaking



instructional materials. The obtained data from this type were used to make an evaluation on the designed materials and to arrange the final version.

## 2. Descriptive Statistic of the Respondents

In order to assess the opinions of the respondents on the designed speaking instructional materials, the writer applied five points of agreements. They were:

1 = if you strongly disagree with the statement

2 = if you disagree with the statement

3 = if you rather agree nor disagree, or you do not know, or doubt with the statement

4 = if you agree with the statement

5 = if you strongly agree with the statement

The descriptive statistics use the central tendency (mean, median, and mode) of the respondents, opinion on the designed materials. The following table will present them clearly.

No	English Teachers' Opinion	Lecturers' opinion	Central Tendency			
			N	Mn	Mdn	Md

Table 2: Descriptive Statistics of the Respondents

Notes:

N = number of cases  
Mn = mean  
Mdn = median  
Md = mode

In this section, it is very important to measure the central tendency. The points to be discussed in central tendency are number of cases (N), mean (Mn), median (Mdn), and mode (Md). Number of cases is the number of the respondents who evaluated the design in the survey study. The mean or arithmetic average is the average found by adding all scores and dividing it by number of cases. It can also be formulated as follows:

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

Notes:

$\bar{X}$  = mean

$\Sigma X$  = total of sores

N = number of cases

The median is the midpoint of the scores. It is the point below which half the scores that occurs most frequently in a distribution or a set of scores.

Finally, the central tendency will show the average score, the most frequent score and the midpoint score of the answer given by the respondents. Not only that, the writer also includes the respondents' recommendation. It contains the respondents' opinions on the strengths and weaknesses, and their suggestion on the designed materials. Next, all data were gathered to evaluate whether the design of the speaking instructional materials for the first year students of the Junior High School at SMP N 1 Depok as a pilot project of the Competency-Based Curriculum is good or not.

### 3. Steps in Conducting the Study

The writer conducted this study through some steps that should be done. The steps are:

a) Preparation

Conducting the literature review in Sanata Dharma University to get the related theories.

b) The design of the Instructional materials

(1) Conducting need analysis

The writer conducted the need analysis from the Competency-Based Curriculum for the first year students of the Junior High School that is chosen. The writer will gather the need, analyze it and finally draw the conclusion. The writer also combined her practice teaching experience when she was doing her practice teaching.

(2) Designing the instructional materials

The writer designed the materials that use simulation games and or role-play to teach speaking for the first students of the Junior High School using the Competency-Based Curriculum.

(3) Distributing the instructional materials

The writer distributed the materials to the English teacher and the English lecturers of Sanata Dharma University, to ask their judgements or evaluations toward the materials.

(4) Collecting the Questionnaires and analyze the data

(5) Developing the final version of the designed materials.



## CHAPTER IV

### RESULTS AND DISCUSSION

In this chapter, the writer included four main points. They were the Elaboration of the Theoretical Framework, the Result of Survey Study, the Discussion and the Presentation of Finding Materials. In this study, the Result of Related Literature and the Result of Survey Study dealt with the questions stated in the problem formulation in Chapter I. The results of the Review of Related Literature are used to answer the first problem. Meanwhile, the results of the survey study were used to improve the designed speaking materials. Then, the writer analyzed both of them, the results of Related Literature and the Survey Study, in order to find out how speaking instructional materials to the first year students of the Junior High School at SMP N I Depok were designed. The results of these analyses were presented in the Discussion. Meanwhile, the presentation of Finding Materials dealt with the form of the designed materials that would be used in this study.

#### **A. Elaboration of the Theoretical Framework**

To answer the first question in the Problem Formulation, the following are the elaboration of the design model the writer used. The design model in the Theoretical Framework is the main answer to the first question in the Problem Formulation.

##### **a. Step 1. Diagnosing the students' needs or input competence**

The writer needs to know and anticipate about the language functions that will be used by the students at the time when they have finished their education in the Junior High School. For instance, they are expected to introduce themselves or to introduce other persons to others, so the developed materials should cover statements used to introduce self as their own selves or other persons.

From the real context of real life can be identified communicative needs that must be mastered by the students. In this study, the writer conducted the need analysis from the Competency-Based Curriculum to the first year students of the Junior High School that was chosen. The writer then gathered the information, analyzed it and finally drew the conclusion.

**b. Step 2. Considering goal, listing the topics, deciding the general purpose**

**1) Considering Goals**

Connected with the Competency-Based Curriculum (CBC), the goal is stated in “Standard Competency” since the meaning of “Standard Competency” is a set of competencies, which is done and achieved through the students’ result. According to the Competency-Based Curriculum (CBC), the goal or the standard competency of speaking to the first year students of the Junior High School is stated as follows:

The students should be able to:

1. produce sounds and words,
2. convey interpersonal-meanings,
3. convey ideational-meanings in the communicative sentences,

4. convey textual-meanings in complementing certain actions or expressions.

2) Listing Topics

After stating the goal or standard competency, the writer made list of topics based on the Competency-Based Curriculum (CBC) to the first year of Junior High School. There were 8 topics developed by the writer.

They were arranged as follows:

Unit	Theme	Topic
1	Personal Identity	"Hello...!"
2	School Life	"How is your school?"
3	Family Life	"My Family and Your Family"
4	Daily Needs	"Our Daily Needs"
5	Hobbies	"My Favorite Activities"
6	Job	"A Lovely Job"
7	Animals	"Pets"
8	Shopping	"Shopping List"

3) Deciding the General Purpose

In the Competency-Based Curriculum (CBC), the general purpose is shown in the Basic Competency and also the Target of Competency. The Basic Competency must cover five parts, they are the expressions, linguistic, sociocultural, strategies, text, and attitudes. The Basic Competency and its Target Competency can be stated as follows:

Basic Competency	Target of Competency
<u>Expressions</u>	The students convey interpersonal-meanings by using many kinds of expressions that are used to have activities in class or out of class and do the simple dialogue.
<u>Linguistics</u>	The students convey ideational and interpersonal-meanings by using sound system, words, phrases, and many kinds of sentence patterns in order to convey the expressions in class or other expressions.
<u>Socio-cultural</u>	The students use high frequency-politeness in order to do/have greetings, orders, questions, thanking and understand the importance of the use of interpersonal gambits, which are frequently used by the native.
<u>Strategies</u>	The students use many strategies in order to convey certain meanings and develop the conversation although they find many difficulties.
<u>Texts</u>	The students begin a conversation and use correct textual-signs in order to support the conversation by applying the relevant expressions.
<u>Attitude</u>	The students like to use English in order to begin/open a conversation in the class activities.

Table 3: The Basic Competency-Target of Competency

(Pedoman Kurikulum Berbasis Kompetensi: 2003: 7)

**c. Step 3. Stating the learning objectives**

In the Competency-Based Curriculum (CBC), the learning objectives are shown through the term of “Indicator” or “Achievement Indicators”. The writer had to select the indicators for each unit in the eight-presented units.

All the presented topics should cover certain indicators. The chosen indicators in the presented topics can be stated as follows:

Basic Competency	Achievement Indicators
<b>Expressions</b> The students convey interpersonal-meanings by using many kinds of expressions that are used to participate in many activities in class and or out of the class and have simple dialogues.	Giving correct response to the following expressions: <ul style="list-style-type: none"> <li>• Greeting from other people</li> <li>• Asking/giving information /things/ services</li> <li>• Asking and giving certain opinion</li> <li>• Orders / commands and prohibition</li> <li>• Asking/questioning, like: <i>Do you have a hobby? ; How much is this?</i></li> <li>• Giving emphatic, like: <i>That's very interesting job!</i></li> <li>• Language accompanying action in class</li> <li>• Expressions in simple dialogues which consist of 2/3 roles.</li> </ul>
<b>Linguistic</b> The students convey meanings (ideational and interpersonal-meanings)	Doing accurately the following activities : <ul style="list-style-type: none"> <li>• Producing consonants and vowels in English</li> <li>• Producing words and phrases by using correct stress in English</li> </ul>
by using sounds, words, phrase, and many kinds of sentences pattern in order to convey certain expressions in many activities in class or out of the class.	<ul style="list-style-type: none"> <li>• Using low-intonation, such as in declarative, imperative, and interrogative clauses by using question-word</li> <li>• Using imperative pattern in the conversation</li> <li>• Using interrogative pattern in the conversation</li> <li>• Giving response to the above patterns grammatically</li> <li>• Using indicative pattern in the conversation, such as: <i>Is....., It is....</i></li> <li>• Using interrogative pattern such as : Wh question in a conversation</li> <li>• Showing certain things: <i>There is....., Here it is...</i></li> </ul>



<p><b>Sociocultural</b> The students use high-frequency politeness to do greetings, orders/commands, prohibition, requests, questions, apologizing and thanking, understand the importance of interpersonal expressions that are frequently used by the native.</p>	<ul style="list-style-type: none"> <li>• Using "Please" in certain statements</li> <li>• Saying <i>Thank you</i> for the accepted things or services</li> <li>• Combining the expressions: <i>Yes, please; No, thank you; Okay!</i></li> </ul>
<p><b>Strategy</b> The students use many strategies in order to convey certain meaning and develop a conversation although there are some difficulties in it.</p>	<ul style="list-style-type: none"> <li>• Asking help by using <i>What is it?</i></li> <li>• Using Indonesian-words</li> <li>• Repeating the expression until it is correct</li> <li>• Using non-linguistic facilities</li> </ul>
<p><b>Text</b> The students open/begin a conversation and use certain <u>textual-signs</u> in order to support the understanding with</p>	<ul style="list-style-type: none"> <li>• Using short dialogues : opening response back response closing</li> <li>• Attracting attention with certain expressions : <i>Excuse me, Look, Listen</i></li> <li>• Giving back response, like: <i>OK, Great, Good, etc.</i></li> <li>• Opening a conversation by using some ways, like: <i>Hey.... I tell you...</i></li> </ul>
<p>the partners (group partners) and use <u>textual structure</u> in short conversation by applying the relevant expressions as a sign.</p>	<ul style="list-style-type: none"> <li>• Developing a conversation by using some ways, like : asking response, giving back-response</li> <li>• Closing a conversation by giving reasons, like: <i>Sorry, I must go now.</i></li> <li>• Showing/paying attention when someone talks, like : <i>Hmm....., Right, I see, OK, etc</i></li> </ul>

<b>Attitude</b>  The students like to use English in order to open/begin a conversation and participate actively in many activities held in class.	<ul style="list-style-type: none"> <li>• Having initiative to open/begin a conversation</li> <li>• Asking friend/partner to practice “speaking skill”</li> <li>• Using expressions which are frequently used in English conversation</li> <li>• Asking turns in a conversation</li> <li>• Conveying certain expressions in the daily conversation : <i>Hang on, Hold on, OK, See you, Come on</i></li> </ul>
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Table 4: The Basic Competency and the Achievement Indicators

(*Pedoman Kurikulum Berbasis Kompetensi:2003:11*)

**d. Step 4. Listing the subject content**

In this part, the writer dealt the content of what would be available in each unit of the designed materials. Before doing the role-play or simulation game activities, the writer used five types of activities in each unit of the designed materials. It is aimed to direct the students to be able to recognize and use the language functions in simple dialogues or games with different situations and use them in appropriate ways. They are Brainstorming, Dialogues, Language Focus, Language Exercise, and Communicative Task.

Principally, the Communicative Task in the designed materials consisted of two types of main tasks or activities. They are role-play and simulation games. They became exercise in every unit, because in this activity the students had to do oral exercise that was used to encourage the students to practice their speaking skill related to the topics given. The format of game was direction and cards or pictures. Meanwhile, the format of mini role-play consisted of situation, roles (list of the characters and useful expressions, which were taken from the language focus.

**e. Step 5. Determining the learning activities and sources**

This step was based on some references, especially the English literature. In this study, the writer chose Role-play and Simulation Game as the main tasks in every unit since both of them are simple, interesting, so they can avoid the students' confusion and boredom. The activities are done in pairs or group work. The groups are small in order to give the members frequent opportunities to participate. The writer took the materials from English speaking books, such as *Elementary Communication Games*, *Function in English*, *Grammar Games* and *Activities for Teachers*, etc.

**f. Step 6. Conducting evaluation and revision**

In this step, the writer conducted the survey study by giving questionnaires. The writer divided the respondents of this survey study into two groups of respondents. The first group was the English teachers of the first year students of Junior High School at SMP N I Depok and the second group was the English lecturers of Sanata Dharma University.

In this study, the writer collected 9 (nine) respondents. They were 3 (three) English teachers at SMP N I Depok, 1 (one) English teacher of private school, and 5 (five) lecturers of Sanata Dharma University. All the respondents were asked to give judgements whether the proposed instructional materials were well developed or not. Through the given judgements and the inputs of respondents, the writer did revision and improvements. Then, the writer made the final version of the speaking instructional materials.

## **B. The Findings of Survey Study**

In this part, the writer presents the results of the survey study. The writer divided the survey into two steps; those are the first survey and the second survey. The first survey was done to find out the learners' needs or characteristics or input competence, meanwhile the second survey was done to obtain the feedback of the designed materials from the teachers and lecturers. In the first survey, the writer tried to obtain information about the learners' needs or characteristics or learners' input competence. The writer diagnosed the learners' needs through her observation when she was doing her practice teaching at SMP N I Depok. The writer did some interviews at that time. Then, the writer recorded the results of the interviews by taking notes. The writer used two types of interview. They were the structured interview and the unstructured interview. In the interview, the main questions which were given to the first year students of Junior High School at SMP N I Depok can be stated as follows:

1. In learning English, which skill do you consider as the most interesting one for yourself? Why?
2. What difficulties do you find in learning or improving that skill?
3. What types of learning activities do you expect to be used in improving your English?

Based on the first, the second, and the third question, most of the students answered as follows:

1. Toward the first question, most of them consider speaking skill as the most interesting one because in speaking, they can freely convey their thought and feelings to the others,
2. Toward the second question, actually, most of them only find one difficulty, they just feel afraid in speaking English since their ability or their capability in this skill is still very low,
3. Toward the third question, most of them expect that they can do or follow an enjoyable, an interesting learning activity in order to improve their English, especially in their speaking skill. They prefer to have a pair work or group work in improving their speaking skill, such as game and role-play.

Finally, through the first survey, the writer could understand what needs or characteristics or input competence that the learners or students have. Besides, the writer collected the information from the observation and interview, the writer also used some resources and references which contained the needed theories in order to complement the survey study. Then all of those became the basis, an inspiration and a motivation for the writer to design and also develop a set of instructional materials enclosed in this study.

In the second survey, the writer presents the data taken from the distributed questionnaires. There are two types of data. Both of them are presented in two sections. The first section is the presentation of the descriptive statistics opinion on the designed materials and the second was the list of the respondents' suggestions and recommendations to improve the designed materials.



### 1. The description of the Respondents

The writer divided the respondents of this survey study into two groups of respondents. In this study, the writer distributed questionnaires to English teachers and the English lecturers of Sanata Dharma. Those respondents gave their judgements whether the proposed set of instructional materials is accepted or not.

The description of the respondents can be stated as follows:

Group of respondent	Sex		Education			Teaching experience in years				
	Female	Male	D3	S1	S2	1-5	5-10	10-15	15-20	20-25
English Teachers	2	-	-	2	-	-	-	-	1	1
	-	2	-	2	-	-	1	-	-	1
Lecturers	3	-	-	1	2	1	2	-	-	-
	-	2	-	-	2	-	1	1	-	-

Table 5: The Description of the Respondents

Based on the table above, there were nine respondents who gave their judgements to the proposed materials. The first respondents were the English teachers in SMP N 1 Depok and also in other private school. All of them were S1 graduates. One respondent has five to ten years of teaching experience, one other respondent has fifteen to twenty years of teaching and two of them even have twenty to twenty-five years of teaching experience. The second respondents were the lecturers. They were five Sanata Dharma lecturers who gave the judgements to the proposed materials. For the lecturers' respondents, one of them is a S1 graduate and four of them are S2 graduates. One S1 graduate has one to five years of teaching experience, three of them have five to ten years of teaching experience

and one of them even has ten to fifteen years of teaching experience. Both of them have nine to fifteen years of teaching experience.

## 2. The Descriptive Statistics of the Respondents' Opinions

The result of the data computation was obtained from the questionnaires given to the respondents. The respondents gave their evaluation by choosing one of the points of the agreements. The assessment of the respondents' opinion on the designed materials used five points' agreement. Those are:

1 = if you strongly disagree with the statement

2 = if you disagree with the statement

3 = if you rather agree nor disagree, or you do not know, or doubt with the statement

4 = if you agree with the statement

5 = if you strongly agree with the statement

The result of the descriptive statistics of the respondents' opinions on the designed set of the instructional speaking materials will be presented in the following table:

Case	Respondents									Mean	Median	Mode
	1	2	3	4	5	6	7	8	9			
1	4	4	4	4	4	4	4	4	4	4	4	4
2	3	4	4	4	4	3	4	4	4	3.8	4	4
3	4	5	4	5	4	4	4	4	4	4.2	4	4
4	4	4	4	4	4	3	4	5	4	4	4	4
5	4	4	5	4	4	4	4	5	4	4.2	4	4
6	4	4	5	5	4	4	4	4	4	4.2	4	4
7	4	4	3	4	4	4	4	4	4	4	4	4
8	3	4	4	4	4	3	4	5	4	3.9	4	4
9	4	4	4	4	4	3	4	4	4	3.9	4	4
10	4	4	5	4	4	4	4	4	4	4.1	4	4

Table 6: The Descriptive Statistics of the Respondents

Notes:

N = number of cases

Mn = mean

Mdn = median

Md = mode

The description statistics above shows the respondents' preference for the appropriateness of their opinions with the options by crossing the most appropriate number based on their opinion.

The writer gave the questions that were related to the designed materials.

The questions were as follows:

1. In my opinion, each unit in this designed material has covered the Standard Competency, Basic Competency, and Achievement Indicators stated in the developed syllabus and lesson plan, which are adapted from the Competency-Based Curriculum (CBC).

2. In my opinion, the five main sections (Brainstorming, Dialogue, Language Focus, Language Exercise and Communicative Task) included in each unit in this designed material are developed well.
3. In my opinion, the communicative method, which is applied in this designed material, is suitable enough to teach speaking to the first year students of Junior High School.
4. In my opinion, the topics proposed in this designed material have been well developed.
5. In my opinion, the designed materials are suitable with the chosen topics.
6. In my opinion, the tasks/activities designed in this material are appropriate for helping the students to be active, creative, and communicative.
7. In my opinion, the material, the syllabus and the lesson plan, that were arranged have been suitable enough to the Competency-Based Curriculum (CBC), especially for the first year of Junior High School students.
8. The time allocation of the designed materials, which are conducted once a week, (90'/meeting) is sufficient enough to teach speaking to the first year students of Junior High School.
9. In my opinion, short and simple dialogues/conversations, which are used in this designed material, are suitable to teach speaking to the first year students of Junior High School.
10. In my opinion, the role play and simulation games, which are used in this designed material, are effective and interesting enough to teach speaking to the first year students of the Junior High School.

### 3. The Respondents' Suggestions and Recommendations

The respondents' suggestions and recommendations were taken from the distributed questionnaires. Based on the average of the mean, that is 3.8 to 4.2, it could be concluded that the designed materials were acceptable. Yet, it did not mean that the materials did not need any revisions or any changes. Besides giving agreement to the statements about the designed materials, the respondents also gave some suggestions. The writer found them very important and helpful since they gave some contributions in order to improve and make a final version of the instructional materials.

The respondents' suggestions were as follows:

#### 1. Check the spelling and check the grammar

One respondent suggested to check the spelling in the designed set of materials, since there were some mistakes in writing certain words or phrases in unit 1. The mistakes, which were in unit 1, were in the instruction of the Dialogue-part and in the part of the Dialogue. Meanwhile, two respondents suggested to check again the grammar since both of them found some grammatical problems.

#### 2. The instructions

A respondent suggested to simplify the instructions that are directed to the students.

#### 3. Provide more pictures

A respondent suggested to provide more pictures in each part, especially on the communicative task. It aims to help the students to have the ideas of communication.



4. Provide the syllabus for each unit

One respondent suggested to provide or to develop the syllabus for each unit.

5. Add the similar exercise

One respondent suggested to add more similar exercises in a unit.

6. Add vocabulary section

One respondent suggested to add vocabulary section.

7. Check the expressions used in some units of the designed materials

Two respondents suggested to check the expressions used in some units of the designed materials.

8. Change the format of the designed materials

Two respondents suggested to change the format of the designed materials.

9. Give more time to generate the communicative tasks

One respondent suggested to give more time to generate the communicative tasks.

4. The Revision of the Instructional Materials

The descriptive statistical data showed that the designed materials were good. In other words, the designed materials were acceptable. Yet, it did not mean that the materials did not need any revisions or changes. By considering all the data and the respondents' suggestions, the writer made some revisions or improvements on the designed materials.

The revisions or improvements were as follows:

### 1. checking the spelling and the grammar

The writer checked the spelling in each unit and then corrected the mistakes. In unit 1, the writer has corrected the mistakes such as: *Answer the following the questions!* into *Answer the following questions!*, while in unit 2, the writer also corrected a mistake in the part of the Dialogue: *Ratna : No, he isn't. he is in his office now* into *Ratna: No, he isn't. He is in his office now*. The writer realized that all of the mistakes were the writer's carelessness in the typing. In checking and correcting the grammatical problems, the writer then asked and met her second sponsor and some of her friends who have enough knowledge about the grammar. Next, the writer corrected the mistakes. Such as in the communicative part, *"... she meets with her old friend"* into *"... she meets her old friend"*, *Vita is surprised when she saw ...* into *Vita was surprised when she saw ....*

### 2. providing simpler instructions

The writer changed some sentences in the given instructions in order to make the students understand the instructions more easily. The writer simplified the instructions especially in the communicative tasks that are directed to the students.

### 3. providing more pictures

The writer provides additional pictures in each part, especially on Language Exercise. It aims to help the students to have the ideas of communication in easier ways.

#### 4. providing the syllabus for each unit

The writer did not provide the syllabus for each unit as the respondent's suggested since the writer considered that syllabus is a collection of the lesson plans which were presented for each unit. So, the writer considered if the syllabus was made in each unit, there would be no difference any longer between the syllabus and the lesson plan. It means that there will be dualism in the meaning or function between both of them. Furthermore, in the proposed syllabus, the writer had also listed which units could cover the components stated in the Competency-Based Curriculum.

#### 5. adding the similar exercise

The writer provided additional exercises in the Language Exercise. The activity was information gap. The students did the exercises after they were given input of the topic in the previous section. The intended topic would be emphasized more in this section. It was aimed to make the time-adaptation and better reinforcement to the topic, which would be discussed further in a meeting.

#### 6. Adding the vocabulary section

Actually, the writer has provided this section, but the writer only gave this section in Unit 3 because in this designed material the writer used simple words or phrases. However, in order to help the students the writer added the vocabulary section, especially in Unit 5 and Unit 7, since in those units there are more new words or phrases than in the other units.

#### 7. Checking the expressions used in the designed materials

Since there were some inappropriate expressions, especially in Unit 8, in the dialogue part, the writer changed them. For example, the writer changed "*Can I*

*help you, boy?" into " Can I help you?" and " Ough, it is Rp 120.000 and type B is..." into " Mmm, it is Rp 120.000 and type B is ...".*

#### 8. Changing the format of the designed materials

Since the layout was a bit crowded, so the writer decided to change the format into a more creative format including by changing the fonts and font size as well as the layout to make the materials better.

#### 9. Giving more time to generate the communicative tasks

Since the communicative tasks involve more instructions and activities, these activities need more time than the other main activities applied in this designed materials. In order to generate the communicative tasks in sufficient time, the writer can state that the time allocation stated in the lesson plan for the teachers or the instructors can adjust each unit. The teachers or the instructors are supposed to have good competencies too, so they must be able to manage the time effectively. This also shows that in the Competency-Based Curriculum, not only the students who are supposed to have good competencies in certain skills, but also the teachers.

### **Discussion**

In this part, the writer will respond to the respondents' suggestions and recommendations. Before we come to the discussion section, it is important to know that in designing the materials, the writer conducted the needs analysis by using her knowledge, information, the data she got in the Competency-Based Curriculum-books, articles, journals, and etc. The writer also designed the materials by combining her experience when she was doing her practice teaching. From that, the writer could find out the students' needs or characteristics. After

the materials were completed, the writer distributed the questionnaires. There were two groups of respondents. The first group was the English teachers and the second group was the English lecturers in Sanata Dharma University. Both of the respondents gave their judgements of and suggestions for the designed materials. Their judgements were collected and counted through the descriptive statistics. Besides giving agreement to the statements about the designed materials, the respondents also gave some opinions and suggestions. They were:

1. Check the spelling and check the grammar

One respondent suggested to check the spelling in the designed set of materials, since there were some mistakes in writing certain words or phrases in unit 1. The mistakes, which were in unit 1, were in the instruction of the Dialogue-part and in the part of the Dialogue. Meanwhile, two respondents suggested to check the grammar again since both of them found some grammatical problems.

2. The instructions

A respondent suggested to simplify the instructions that are directed to the students.

3. Provide more pictures

A respondent suggested providing more pictures in each part, especially on the communicative task. It aims to help the students to have the ideas of communication.

4. Provide the syllabus for each unit

One respondent suggested to provide or to develop the syllabus for each unit.

5. Add the similar exercise

One respondent suggested to add more similar exercises in a unit.



6. Add the vocabulary section

One respondent suggested to add vocabulary section.

7. Check the expressions used in some units of the designed materials

Two respondents suggested to check the expressions used in some units of the designed materials.

8. Change the format of the designed materials

Two respondents suggested to change the format of the designed materials.

9. Give more time to generate the communicative tasks

One respondent suggested to give more time to generate the communicative tasks.

From the nine respondents' opinions or suggestions stated above, the writer could state her agreement and her disagreement toward each respondent's opinions or suggestions. Toward the first, the second, the third, the fifth, the sixth, the seventh, and the eighth the writer agreed with those suggestions since all of those suggestions were closely related to a well development of the designed materials, especially to the instructional materials' contents and appearance. In order to show her agreement toward the above suggestions, the writer made some changes, revisions, or improvements. The changes that the writer made can be stated as follows:

1. checking the spelling in each unit,
2. simplifying the instructions, especially on the communicative task,
3. providing more pictures in each part, especially in the Language Exercise,
4. adding exercises in the Language Exercise as a better reinforcement to the topic that will be discussed.
5. Adding the similar exercise

6. Checking the expressions used in some units of the designed materials
7. Changing the format of the designed materials

Furthermore, the data from the descriptive statistics showed that the using average numbers were 4. This means that the average agreement on the instructional materials was 3.8 to 4.2 from range 1 to 5. Having this kind of results, the writer could draw a conclusion that the designed materials were good. Yet, the result did not mean that the materials did not need any revisions or changes. The changes that the writer made have been stated above.

However, the writer disagreed with one of the respondents' suggestions that the writer was suggested to provide syllabus for each unit in the designed materials. The writer disagree with that suggestion since the writer consider syllabus as the collection of the lesson plans which were presented for each unit. So, the writer considered if the syllabus was made in each unit, there would be no difference any longer between the syllabus and the lesson plan. It means that there would be dualism in the meaning or function between both of them. Furthermore, in the proposed syllabus, the writer had also listed which units could cover the components stated in the Competency-Based Curriculum.

### **C. Presentation of the Designed Set of Speaking Materials**

In this part, the writer would like to answer the second question stated in the Problem Formulation, that is, what the designed set of materials to teach speaking to the first year students of the Junior High School at SMP N I Depok as a pilot project of the Competency-Based Curriculum will look like. This includes the description of the designed materials and material presentation.



### 1. The Description of the Designed Materials

Under this title, there will be two presentations, i.e. the topics for the whole designed set of speaking materials and the components of the lesson unit. The topics for the whole designed materials contain eight units. The topics covered in this designed material are:

Unit	Theme	Topic
1	Personal Identity	<b>“Hello...!”</b>
2	School Life	<b>“How is your school?”</b>
3	Family Life	<b>“My Family and Your Family”</b>
4	Daily Needs	<b>“Our Daily Needs”</b>
5	Hobbies	<b>“My Favorite Activities”</b>
6	Job	<b>“A Lovely Job”</b>
7	Animals	<b>“Pets”</b>
8	Shopping	<b>“Shopping List”</b>

In general, the components of each lesson unit contain five parts, namely: Brainstorming, Dialogue, Language Focus, Language Exercise, and Communicative Task. The detail of each part is described as follows:

#### 1. Brainstorming

This part can be called as the warming up activity, while in the Competency-Based Curriculum it is called as “Building Knowledge of Field” (BKF). This activity covers talking about certain topic that will be discussed further. In this activity, the teacher can ask his or her

students to participate in developing the needed vocabularies. The students can also open his or her dictionary.

## 2. Dialogue

This part consists of short dialogues that use certain expressions.

## 3. Language Focus

This part contains further explanation of the expressions discussed in a topic.

## 4. Language Exercise

This part consists of some exercises such as information gap.

## 5. Communicative Task

In the communicative task, the writer emphasized the role-play and simulation game.

## 2. Materials Presentation

The materials presented are those that have been improved based on the opinions, criticisms, suggestions, and recommendations of the respondents. The detail of the designed set of instructional materials to teach speaking to the first year students of the Junior High School at SMP N I Depok as a pilot project of the Competency-Based Curriculum (CBC) is presented in the Appendix C.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents two parts, namely conclusions and suggestions. The conclusions discuss the findings in answering the questions stated in the problem formulation. First, it is to know how a set of instructional materials to teach speaking to the first year students of the Junior High School at SMP N I Depok as a pilot project of the Competency-Based Curriculum is designed. Second, it is to construct and present a set of instructional materials to teach speaking to the first year students of the Junior High School at SMP N I Depok as a pilot project of the Competency-Based Curriculum (CBC). Suggestions present recommendations directed to the English teachers, the first year students of the Junior High School, and other researchers.

#### A. Conclusions

This study emphasizes the design of English instructional speaking materials for the first year students of the Junior High School based on the Competency-Based Curriculum (CBC).

To answer the first question stated in the problem formulation, the writer conducted the survey study and also used the literature review as the completion of the survey study. In this study, the instructional models were developed into six steps. The instructional model to be used was the adaptation from Kemp's model, Banathy's model, Yalden's model, and Borich's model. Basically, the writer's model was based on Kemp's model since Kemp's model of instructional design is



included to a flexible model of instructional model. Kemp's model can be applied in all education level from the elementary school up to the college; it can also be used for a single subject. In this step, the writer also combined those instructional models with other theories of Communicative Language Teaching (CLT), speaking, and the Competency-Based Curriculum (CBC). There were six steps implemented as the framework, namely:

1. diagnosing the learners' needs or individual differences or input competence,
2. considering goals, listing topics, and deciding the general purpose,
3. stating the learning objectives,
4. listing the subject content,
5. determining learning activities and sources,
6. conducting evaluation and revising alternatives.

To answer the second question, the writer arranged eight units in the set of English instructional materials. Each unit contains five types of activities. They are:

1. brainstorming
2. dialogue
3. language focus
4. language exercise
5. communicative tasks: role-play and or simulation games

Finally, the conclusion of the evaluation from the respondents' opinion, the average point is 3.8 to 4.2 from the range 1 to 5, which is considered good. In other words, the set of instructional materials to the first year students of the

Junior High School at SMP N I Depok is well designed and suitable with the Competency-Based Curriculum for the Junior High School.

### **B. Suggestions**

Based on the conclusions above, there are some suggestions proposed for the English teachers of the first year students of the Junior High School, the first year students of the Junior High School, and other researchers. The suggestions are stated as follows:

1. For the teachers, especially the English Teachers in SMP N I Depok

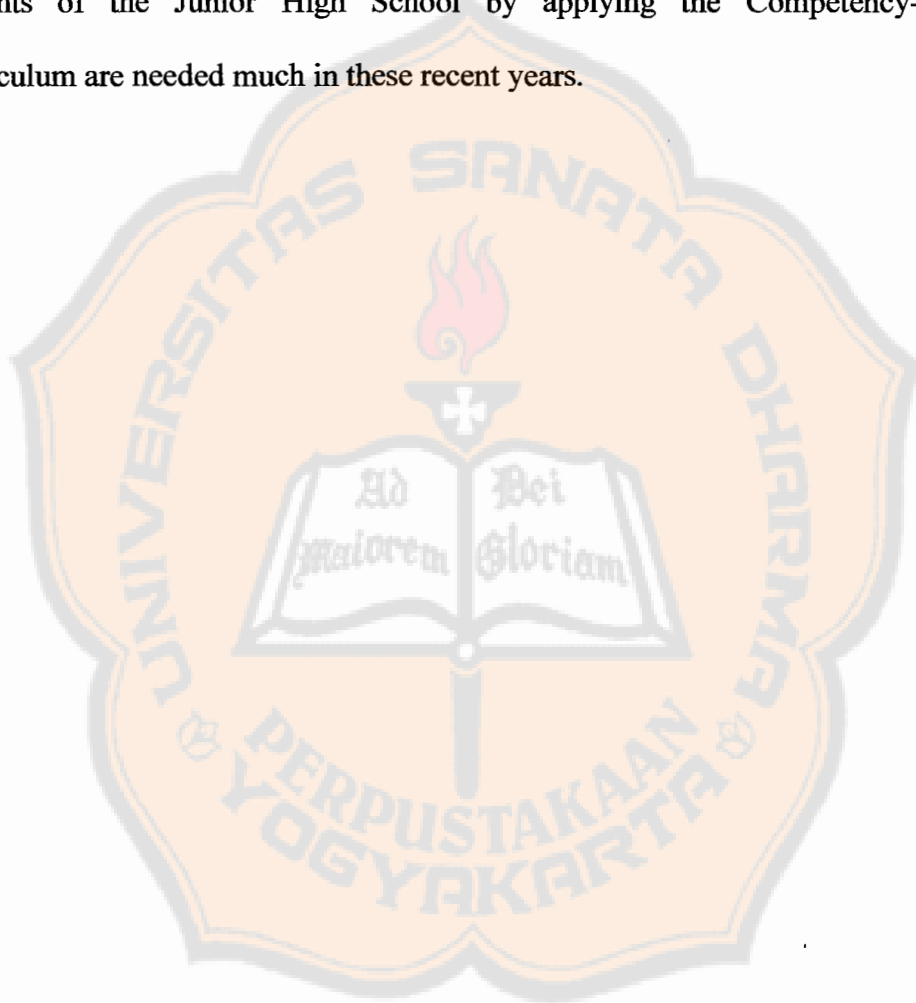
Since the writer took the title “Designing a Set of Instructional Materials to Teach Speaking to the First Year Students of the Junior High School at SMP N I Depok as a pilot project of the Competency-Based Curriculum”, the writer suggested that English teachers, especially in SMP N I Depok, can apply this English instructional material. The teachers can use it as the basis and adequate information of teaching. They can use it to improve their techniques and strategies in facilitating the students of speaking classes.

2. For the students

These instructional speaking materials design will not work well if the students do not fully participate in the teaching-learning process. In other words, the design will not help the students much if they do not cooperate with the teachers or instructors in carrying the designed materials.

### 3. The other researchers

This study hopefully will be beneficial in conducting and developing further study. Moreover, better and more materials in teaching speaking to the first year students of the Junior High School by applying the Competency-Based Curriculum are needed much in these recent years.



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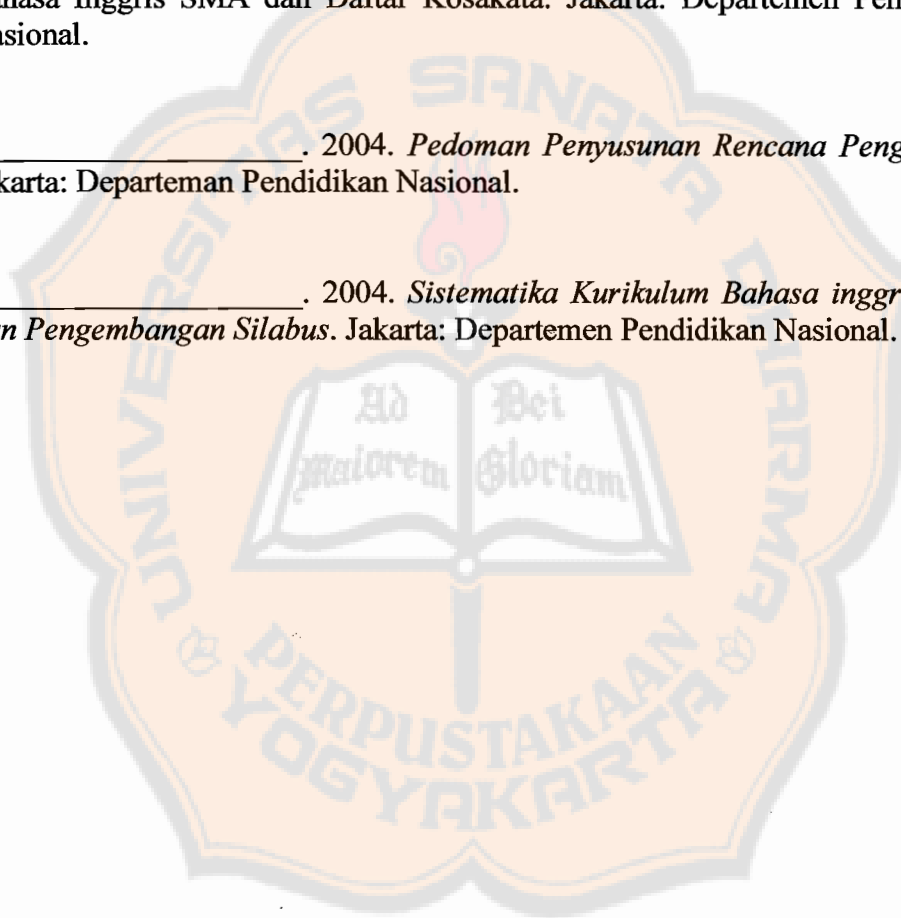
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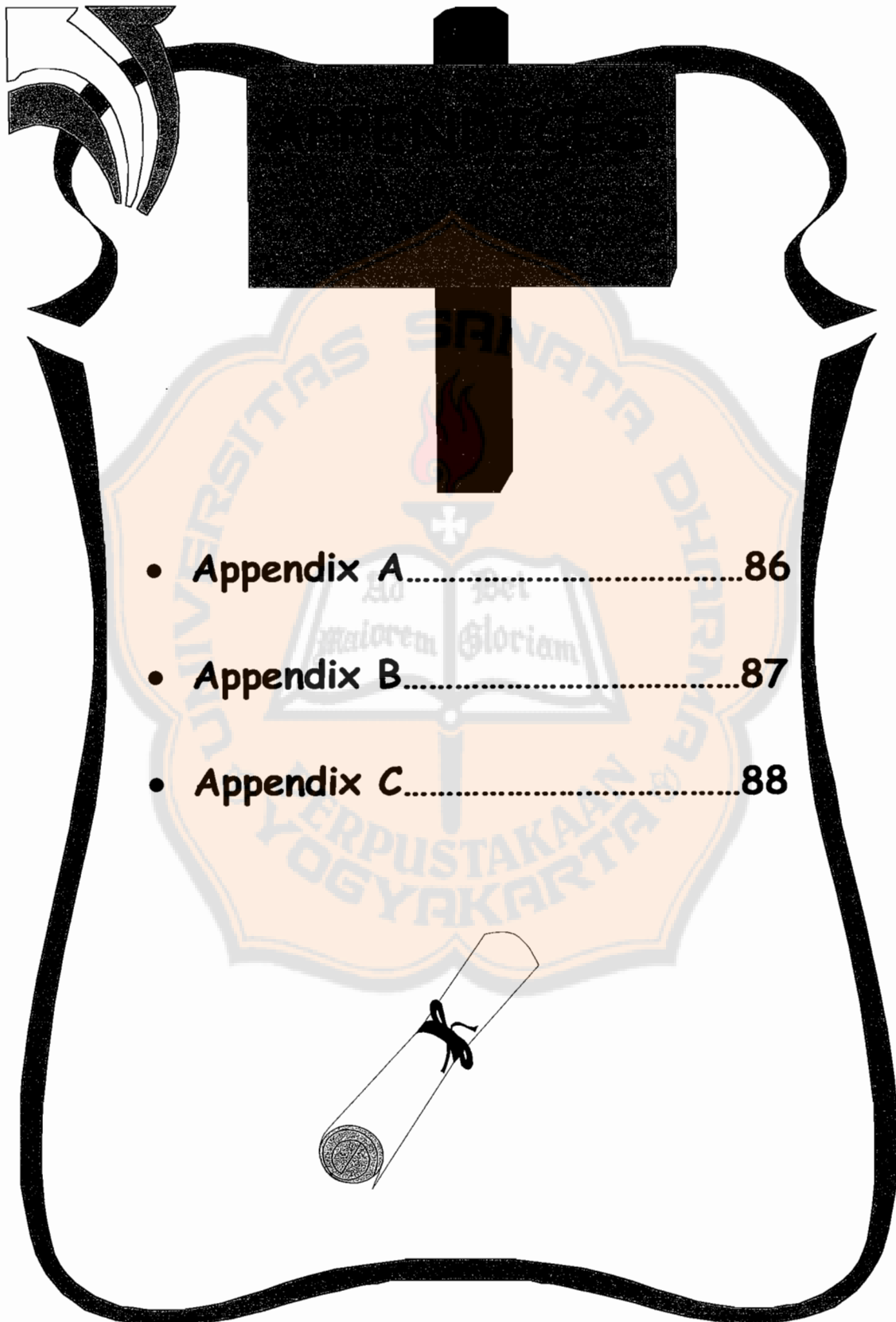
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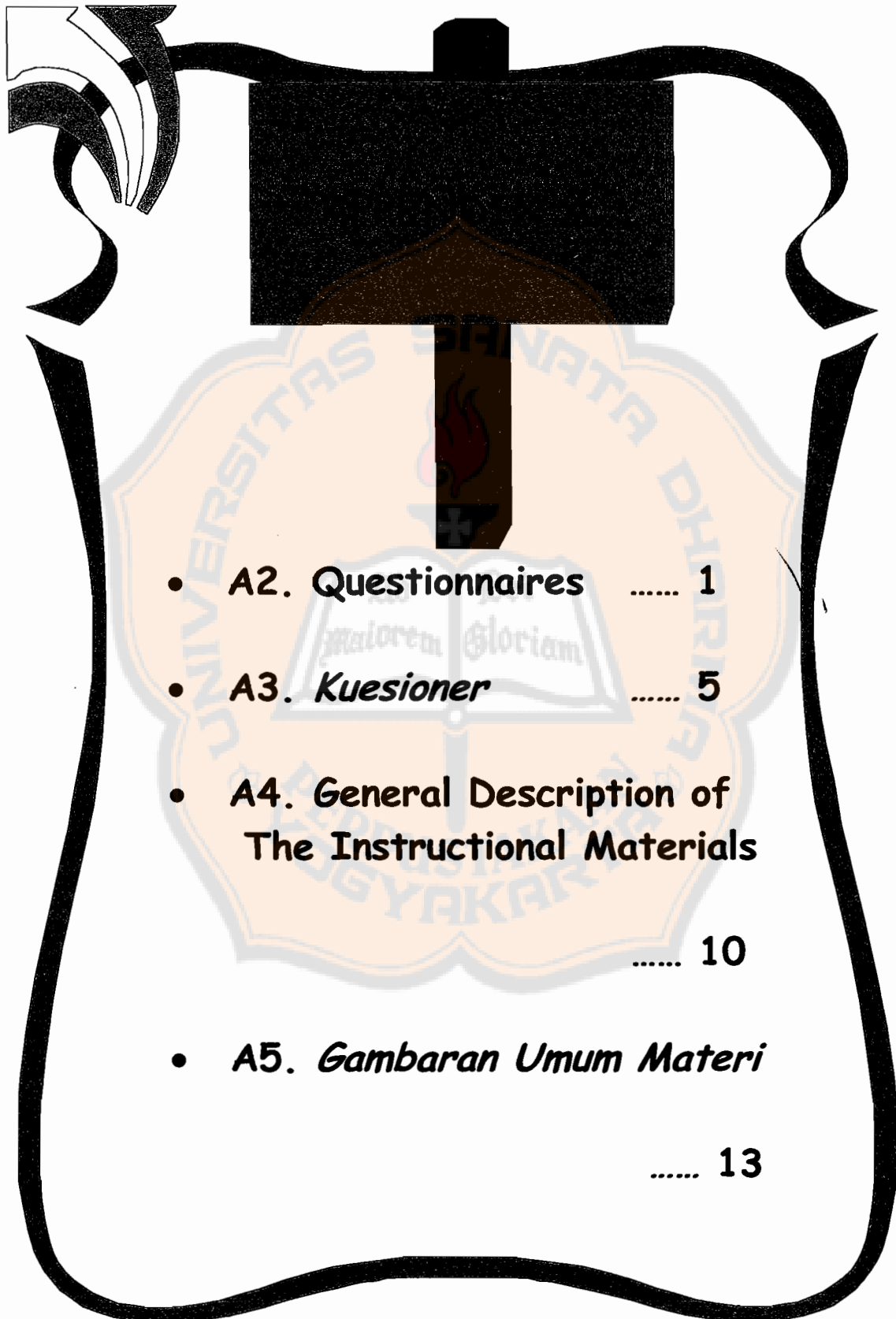
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## QUESTIONNAIRE

Dear Sir/Ms.....

English Lecturers/Instructors

In order to collect data, I, myself, as the writer of the speaking materials to the first year of Junior High School students, would like to ask your willingness to fulfil the questionnaire. The questionnaires were made according to the designed materials (on the next page). The writer took the theme according to the curriculum, the Competency-Based Curriculum (CBC). The writer also chose and developed the topics according to the current situation or condition.

The questionnaire is intended to obtain data from appropriate respondents to get feedback on the designed instructional materials. As the writer realizes that there are many weaknesses, so as a respondent of this research, you are expected to state your attitude toward the designed of the instructional materials in order to help the writer.

I would be grateful for your willingness.

### Respondent's Identity

1. Name :
2. Sex :
3. Age :
4. Educational Background :
5. Years of Teaching Experience :



### Procedures

*You are expected to choose the options by crossing the number, which indicates your degree of agreements. The number of the degree of agreement can be clarified as follows:*

1 = if you strongly disagree with the statement

2 = if you disagree with your statement

3 = if you rather agree nor disagree, or you don't know or doubt with the statement

4 = if you agree with the statement

5 = if you strongly agree with the statement

### Questions

*Answer the following questions!*

1. In my opinion, each unit in this designed material has covered the Standard Competency, Basic Competency, and Achievement Indicators stated in the developed syllabus or lesson plan, which are adapted from the Competency-Based Curriculum (CBC).

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

2. In my opinion, the five main sections (Brainstorming, Dialogue, Language Focus, Language Exercise, and Communicative Tasks) included in each unit in this designed material are developed well.

1	2	3	4	5
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3. In my opinion, the communicative method, which is applied in this designed material, is suitable enough to teach speaking to the first year of Junior High School student.

1	2	3	4	5
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4. In my opinion, the topics proposed in this designed material have been well developed.

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

5. In my opinion, the designed materials are suitable with the chosen topics.

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

6. In my opinion, the tasks/activities designed in this material are appropriate for helping the students active, creative, and communicative.

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

7. In my opinion, the material, the syllabus, and the lesson plan, that were arranged have been suitable enough to the Competency-Based Curriculum (CBC) especially to the first year of Junior High School students.

1	2	3	4	5
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8. The time allocation of the designed materials, which are conducted once a week, (90'/meeting) is sufficient enough to teach speaking to the first year of Junior High School students.

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

9. In my opinion, short and simple dialogues/conversations, which are used in this designed material, are suitable to teaching speaking to the first year of Junior High School students.

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

10. In my opinion, role-play and simulation games, which are used in this designed material, are effective and interesting enough to teach speaking to the first year of junior High School students.

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

*In order to know the quality of the designed materials, I would like to ask your opinions and suggestions.*

**Answer the following questions**

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

.....

.....

.....

.....

2. For this number, choose which is applicable!

**a. For teacher**

- What are your suggestions or expectations if the designed material is applied at your school where you teach?

.....

.....

.....

.....

**b. For lecturer**

- What are your suggestions or expectation to improve the designed material?

.....

.....

.....

.....

**# Thank you**

## KUESIONER

Kepada Yth.

Bapak/Ibu guru Bahasa Inggris

Bersama dengan ini, dalam rangka mengumpulkan data atau informasi, saya, sebagai penyusun materi Speaking Bahasa Inggris untuk SMP kelas 1, ingin memohon kesediaan Bapak/Ibu guru untuk menjawab pertanyaan-pertanyaan berdasarkan materi yang telah disusun (pada halaman berikutnya). Penulis mengambil tema berdasarkan kurikulum yang berlaku, yakni Kurikulum berbasis kompetensi (KBK). Sedangkan untuk pemilihan topik dikembangkan oleh penyusun dan disesuaikan dengan situasi atau kondisi yang sedang berkembang saat ini.

Kuesioner ini bertujuan untuk mengumpulkan data dari para responden yang tepat guna mendapatkan penilaian dan juga masukan terhadap materi yang disusun. Penulis sadar akan segala kekurangan yang ada, maka dari itu sudi kiranya Bapak/Ibu guru memberikan saran-saran yang bisa membantu penulis lebih lanjut.

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

### Identitas Responden

1. Nama :
2. Jenis Kelamin : P/L
3. Umur : ..... th

4. Pendidikan terakhir :
5. Lama mengajar : ..... th

### Petunjuk Pengisian

*Anda diharapkan untuk memilih dengan memberi tanda silang pada nomor, yang mana nomor-nomor tersebut menunjukkan tingkat kesetujuan anda.*

*Nomor-nomor di atas dapat dirumuskan sbb:*

- 1 = sangat tidak setuju
- 2 = tidak setuju
- 3 = ragu-ragu
- 4 = setuju
- 5 = sangat setuju

### Pertanyaan

1. Menurut pendapat saya, masing-masing unit dalam materi yang disusun telah mencakup Standar Kompetensi, Kompetensi Dasar, dan Indicator Pencapaian yang dinyatakan dalam silabus atau rencana pembelajaran yang disusun dengan didasarkan pada Kurikulum Berbasis Kompetensi (KBK).

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

2. Menurut pendapat saya, kelima bagian penting yang meliputi *Brainstorming*, *Dialogue*, *Language Focus*, *Language Exercise*, dan *Comminicative Tasks* yang digunakan dalam masing-masing unit dalam materi yang disusun telah dapat dikembangkan dengan cukup baik.

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5



3. Menurut pendapat saya, metode komunikatif yang diterapkan dalam materi yang disusun ini telah cukup sesuai/cocok untuk diterapkan dalam pengajaran ketrampilan berbicara Bahasa Inggris.

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

4. Topik-topik yang diajukan dalam materi yang disusun sudah dikembangkan dengan baik.

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

5. Menurut pendapat saya, materi yang disusun sesuai dengan topik-topik yang ada.

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

6. Menurut pendapat saya, latihan-latihan/kegiatan-kegiatan yang ada dalam materi yang disusun cocok untuk membantu siswa untuk mencapai kondisi belajar yang aktif, kreatif dan komunikatif.

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

7. Menurut pendapat saya, materi, silabus, dan rencana pembelajaran yang disusun telah cukup sesuai dengan Kurikulum Berbasis Kompetensi (KBK) untuk kelas 1 SMP.

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

8. Alokasi waktu untuk materi yang disusun dijalankan 1x (satu kali) dalam 1 (satu) minggu (90'/pertemuan) sudah cukup efektif untuk mengajarkan ketrampilan berbicara Bahasa Inggris untuk kelas I SMP.

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

9. Menurut pendapat saya, percakapan-percakapan pendek dan sederhana yang digunakan dalam materi yang disusun ini sudah cukup sesuai untuk

mengajarkan ketrampilan berbicara Bahasa Inggris bagi siswa SMP kelas

1.






10. Menurut pendapat saya, tugas percakapan (role play) dan permainan (simulation game) dalam kelompok yang digunakan dalam materi yang disusun ini efektif, cukup menarik untuk siswa.






*Guna mengetahui kualitas daripada materi yang disusun, penulis ingin menanyakan pendapat, tanggapan atau saran Anda.*

**Jawablah pertanyaan-pertanyaan di bawah ini!**

1. Apa tanggapan Anda terhadap materi ini secara keseluruhan?

.....

.....

.....

.....

2. Untuk pertanyaan pada nomor ini, pilih yang sesuai

**a. Untuk guru**

➤ Apa tanggapan dan saran-saran Anda apabila materi yang disusun diterapkan di sekolah, tempat Anda mengajar?

.....

.....

.....

.....

**b. Untuk dosen**

- Apa tanggapan dan saran-saran Anda untuk meningkatkan materi yang disusun?

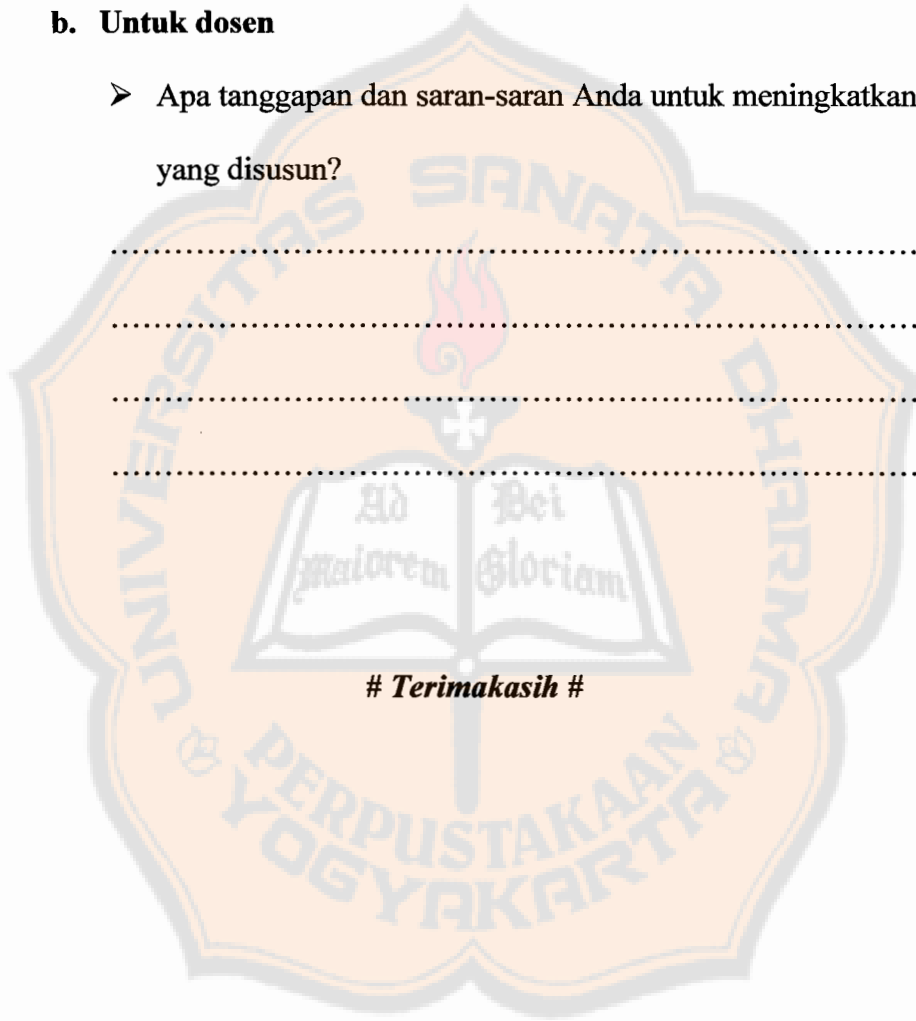
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**# Terimakasih #**



### **General Description**

In this part, the writer will explain about the following three points. They are the background, the content, and the purpose of the designed set of material. This study has a title “Designing a set of Instructional Materials to Teach Speaking to the First Year Students of the Junior High School at the SMP N 1 Depok as a Pilot Project of the Competency-Based Curriculum”.

#### **A. The Background**

Based on some important reasons or factors, the writer tried to make a set of instructional materials. First of all, the writer was challenged to apply the knowledge that she has acquired from the university in order to develop the quality of English subject especially for the schools in Yogyakarta.

The writer emphasizes the design of a set of instructional materials for teaching English especially to improve the speaking ability or speaking skill because the speaking skill is more frequently used than the other skills. The writer tried to design a set of instructional materials to the first year students of the Junior High School because the writer assumed that the first year of Junior High School students are the students whom are in the difficult period, they are in the transition time. They graduated from the sixth grade of the elementary school as the low level to the higher level in learning English. Furthermore in our country, English subject is given in the fourth grade of the elementary school so that their English skill is very limited. Generally, all of these happen because the students in this first year are still afraid to apply their speaking skill. Therefore, the writer was motivated to design an interesting set of speaking instructional materials for them.

The writer was also interested in the Competency-Based Curriculum (CBC) because our local government is now using it. The writer also wanted to share her knowledge and experience she has in an English instructional material to the first year students of the Junior High School at SMP N 1 Depok when she did her practice teaching.

### **B. The Content**

This designed set of instructional materials consists of 8 (eight) units. Every unit covers 5 (five) parts or sections. Those are:

1. Brainstorming
2. Dialogues
3. Language Focus
4. Language Exercise
5. Communicative task

The writer designed this set of instructional materials by adapting from the 2003/2004 Competency-Based Curriculum (CBC) for the Junior High School. The writer also has developed themes, which have been adapted to the Competency-Based Curriculum as follows:

<b>Unit</b>	<b>Theme</b>	<b>Topic</b>
I	Personal Identity	Hello...!
II	School Life	How is your school?
III	Family Life	My Family and Your Family
IV	Daily Needs	Our Daily Needs
V	Hobbies	My Favorite Activities
VI	Job	A Lovely Job
VII	Animals	Pets
VIII	Shopping	Shopping List



### **C. The Purpose**

This designed set of instructional materials hopefully can facilitate the students, especially the first year students of the Junior High School are able to participate actively in the teaching-learning process, enjoy the teaching-learning process by achieving knowledge and high self-confidence. The writer does hope that this set of instructional materials can improve their speaking skill through certain competencies stated in the Competency-Based Curriculum.



### **Gambaran Umum**

Pada bagian ini, penulis akan menjelaskan secara singkat tentang 3 (tiga) hal berikut: latar belakang, isi, dan tujuan dari materi yang disusun oleh penulis. Adapun, studi ini berjudul “Designing a Set of Instructional Materials to Teach Speaking to the First Year Students of the Junior High School at SMP N 1 Depok as a Pilot Project of the Competency-Based Curriculum”.

#### **A. Latar belakang**

Penyusunan materi ini didasarkan pada beberapa alasan atau faktor-faktor penting. Diantaranya adalah bahwa penulis merasa tertantang untuk menerapkan pengetahuan yang penulis dapatkan di Perguruan Tinggi guna meningkatkan kualitas pelajaran Bahasa Inggris khususnya untuk sekolah-sekolah SMP yang ada di Yogyakarta baik secara langsung ataupun tidak langsung

Penulis menekankan penyusunan materi pada ketrampilan berbicara atau “speaking skill” karena ketrampilan berbicara ini lebih sering digunakan daripada ketrampilan-ketrampilan berbahasa yang lainnya. Penulis menyusun materi ini untuk kelas 1 di SMP karena penulis beranggapan bahwa murid-murid pada tingkatan ini adalah murid-murid yang sedang berada pada masa sulit, pasalnya mereka berada pada masa transisi. Yakni, mereka lulus dari kelas 6 (enam) Sekolah Dasar (SD) sebagai tingkatan yang rendah menuju pada tingkatan yang lebih tinggi dalam pembelajaran Bahasa Inggris. Dikarenakan, di negara kita, mata pelajaran Bahasa Inggris baru diberikan di Sekolah Dasar (SD), jadi kemampuan berbahasa Inggris mereka sangatlah terbatas. Sebagai akibatnya,

semua ini menjadikan murid-murid pada tahun pertama masih takut untuk menerapkan ketrampilan berbicara mereka. Untuk itulah, penulis termotivasi untuk menyusun seperangkat materi pembelajaran untuk ketrampilan berbicara ini.

## B. Isi

Materi yang penulis susun meliputi 8 (delapan) unit. Tiap-tiap unit mencakup 5 (lima) bagian, yakni:

1. Brainstorming
2. Dialogues
3. Language Focus
4. Language Exercise
5. Communicative Task

Penulis menyusun materi ini dengan disesuaikan pada Kurikulum Berbasis Kompetensi (KBK) 2003/2004 untuk SMP. Adapun dari kedelapan unit telah dikembangkan tema-tema yang telah disesuaikan dengan KBK, sebagai berikut:

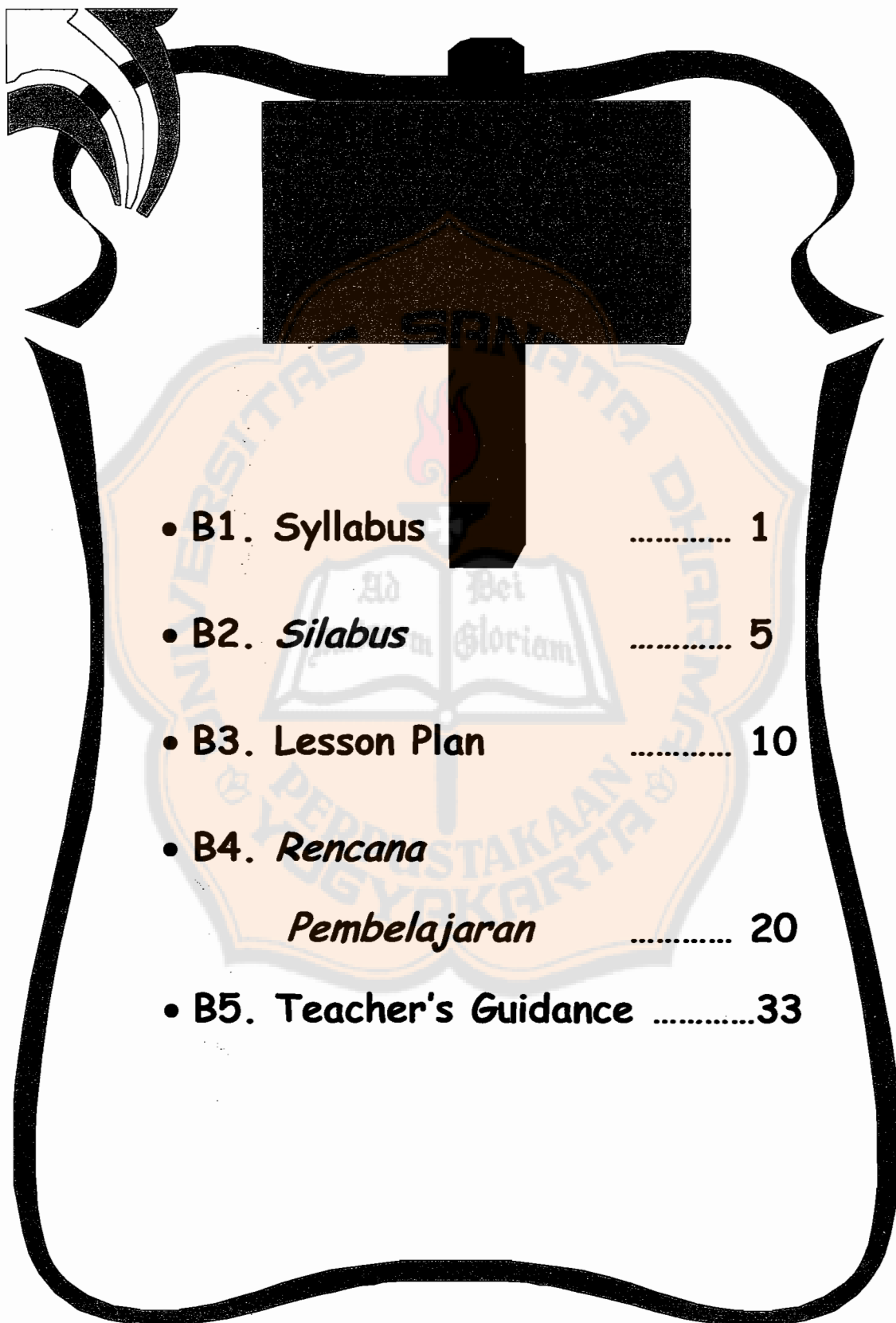
Unit	Tema	Topik
1	Jati Diri	Hello...!
2	Kehidupan Sekolah	How is your school?
3	Kehidupan Keluarga	My Family and Your Family
4	Kebutuhan sehari-hari	Our Daily Needs
5	Hobi	My Favourite Activities
6	Pekerjaan	A Lovely job
7	Binatang	Pets
8	Belanja	Shopping List



### C. Tujuan

Tujuan yang ingin dicapai dari penyusunan metri ini diantaranya adalah untuk memfasilitasi murid-murid agar dapat berpartisipasi aktif dalam proses belajar-mengajar dan juga dapat menikmati tiap-tiap kegiatan dalam proses belajar-mengajar. Yakni dengan adanya peningkatan pengetahuan dan kepercayaan diri khususnya dalam ketrampilan berbicara.







# SYLLABUS

**Subject : English**  
**Class / Semester : I / 1**

- a. Language Function : Speaking  
b. Standard Competency : Students produce sounds and words, convey interpersonal-meanings, convey ideational-meanings, convey textual meanings in the communicative sentences in order to show and complement certain actions or expressions.

Basic Competency	Indicators	Learning Materials	Learning Experiences	Time Allocation	Sources + Materials		Evaluation
					Unit	Sources	
<b>Expressions</b> The students convey interpersonal-meanings by using many kinds of expressions that are used to participate in many activities in class and or out of the class and have simple dialogues.	Giving correct response to the following expressions : <ul style="list-style-type: none"> <li>Greeting from other people</li> <li>Asking/giving information /things/ services</li> <li>Asking and giving certain opinion</li> <li>Orders / commands and prohibition</li> <li>Asking/questioning, like: <i>Do you have a hobby? ; How much is this?</i></li> <li>Giving emphatic, like: <i>That's very interesting job!</i></li> <li>Language accompanying action in class</li> <li>Expressions in simple dialogues which consist of 2/3 roles.</li> </ul>	<ul style="list-style-type: none"> <li>Texts of short dialogues : Short dialogues which cover certain expressions, such as greeting, giving orders/commands and prohibition, thanking, asking, and giving information or opinion, giving response</li> <li>Oral text about giving response to convey interpersonal meanings, such as: using Is it? or Do you?, orders, prohibition, like :                             <ul style="list-style-type: none"> <li><i>Open the door!</i></li> <li><i>Close the window!</i></li> <li><i>Don't come late!</i></li> <li><i>Don't be noisy!</i></li> </ul> </li> <li>Short dialogues consist of 2/3 roles about certain expressions, like : asking-giving information/ opinion, giving agreement /disagreement, giving other expressions</li> </ul>	<ul style="list-style-type: none"> <li>Listening and repeating text of short dialogues read by the teacher or the students</li> <li>Listening to the certain expressions, like : greetings, apologizing, then giving correct response</li> <li>Doing the given orders/instructions then practicing it with friends / partners</li> <li>Practicing the dialogues about greetings, thanking, apologizing, and asking/ giving an opinion, offering help and questioning something.</li> <li>Talking about the given illustration, like : pets</li> <li>Performing a role play according to the given situation and instructions</li> </ul>	2 x 45'	I  II, VII, VIII  III  IV  V, VIII    VI  II, VI   I, III, IV, V, VI, VII, VIII	Text book, curriculum, dialogues, pictures, dictionary	<ul style="list-style-type: none"> <li>The speaking ability can be evaluated in performance assessing</li> <li>Using anecdotal record and self-assessment</li> <li>The evaluation must cover 3 (three) ways, those are :                             <ol style="list-style-type: none"> <li>Cognitive-assessment</li> <li>Affective-assessment</li> <li>Psicomotoric-assessment</li> </ol> </li> </ul>

<p><b><u>Linguistic</u></b> The students convey meanings (ideational and interpersonal-meanings) by using sounds, words, phrase, and many kinds of sentences pattern in order to convey certain expressions in many activities in class or out of the class.</p>	<p>Doing accurately the following activities :</p> <ul style="list-style-type: none"> <li>• Producing consonants and vowels in English</li> <li>• Producing words and phrases by using correct stress in English</li> <li>• Using low-intonation, such as in declarative, imperative, and interrogative clauses by using question-word</li> <li>• Using imperative pattern in the conversation</li> <li>• Using interrogative pattern in the conversation</li> <li>• Giving response to the above patterns grammatically</li> <li>• Using indicative pattern in the conversation, such as: <i>Is...., It is....</i></li> <li>• Using interrogative pattern such as : Wh question in a conversation</li> <li>• Showing certain things: <i>There is...., Here it is....</i></li> </ul>	<ul style="list-style-type: none"> <li>❑ Oral text of consonant-vowel, phrases, words, declarative, imperative, and interrogative clauses</li> <li>❑ Simple sentences (which use high intonation, combination between high/low intonation in the question tags)</li> <li>❑ Dialogues with imperative patterns and interrogative patterns yes/no question</li> <li>❑ Dialogues with interrogative pattern, simple question tags</li> <li>❑ Simple dialogues with indicative pattern</li> </ul>	<ul style="list-style-type: none"> <li>❑ Listening and then producing words and phrases : declarative clause, imperative clause, and interrogative clause</li> <li>❑ Paying attention and imitating what teacher says, like : simple words with high/low intonation, question tag</li> <li>❑ Reading the text of dialogue in pairs</li> <li>❑ Reading the dialogues and practicing it</li> </ul>	<p>4 x 45'</p>	<p>I, III I II  IV II,III,V, VI, VIII  III,VI, VIII  II,VI,VII, VIII  V,VIII  VIII</p>		
<p><b><u>Sociocultural</u></b> The students use high-frequency of politeness to do greetings, orders/ commands, prohibition, requests, questions, apologizing and thanking, understand the importance of interpersonal expressions that are frequently used by the native.</p>	<ul style="list-style-type: none"> <li>• Using "Please" in certain statements</li> <li>• Saying <i>Thank you</i> for the accepted things or services</li> <li>• Combining the expressions: <i>Yes, please; No, thank you; Okay!</i></li> </ul>	<ul style="list-style-type: none"> <li>❑ Texts of simple conversation about how to greet someone, give order and prohibition, ask/give an opinion, etc.</li> <li>❑ Written text It contains situational context for example: in expressing order: <i>Do homework! Open the door!</i></li> </ul>	<ul style="list-style-type: none"> <li>❑ Reading the text then practicing it and giving response to each other</li> <li>❑ Reading the dialogues, then practicing and giving responses to each other</li> </ul>	<p>2 x 45'</p>	<p>IV,VIII  III,VIII  IV,VII, VIII</p>		

<p><b>Strategy</b> The students use many strategies in order to convey certain meanings and develop a conversation although there are some difficulties in it.</p>	<ul style="list-style-type: none"> <li>• Asking help by using <i>What is it?</i></li> <li>• Using Indonesian-words</li> <li>• Repeating the expression until it is correct</li> <li>• Using non-linguistic facilities</li> </ul>	<ul style="list-style-type: none"> <li>□ Simple dialogues</li> <li>□ Familiar picture, Indonesian writing</li> <li>□ Pictures of people who have a dialogue</li> <li>□ Situational pictures with restructuring</li> </ul>	<ul style="list-style-type: none"> <li>□ Paying attention, imitating, reading the dialogues and practicing it with friends</li> <li>□ Analyzing the pictures, mentioning the pictures, then saying and repeating it after the teacher</li> <li>□ Analyzing the pictures, reading the dialogues, and then practicing it with friends</li> <li>□ Analyzing, mentioning the situation of the illustration/pictures</li> </ul>	<p>3 x 45'</p>	<p>VI,VII I,IV,V, VII I,VI,VII IV,V VII</p>	
<p><b>Text</b> The students open/begin a conversation and use certain <u>textual-signs</u> in order to support the understanding with the partners (group partners) and use <u>textual structure</u> in short conversation by applying the relevant expressions as a sign.</p>	<ul style="list-style-type: none"> <li>• Using short dialogues : opening response back response closing</li> <li>• Attracting attention with certain expressions : <i>Excuse me, Look, Listen</i></li> <li>• Giving back response, like: <i>OK, Great, Good</i>, etc.</li> <li>• Opening a conversation by using some ways, like: <i>Hey.... I tell you...</i></li> <li>• Developing a conversation by using some ways, like : asking response, giving back-response</li> <li>• Closing a conversation by giving reasons, like: <i>Sorry, I must go now.</i></li> <li>• Showing/paying attention when someone talks, like : <i>Hmm...., Right, I see, OK</i>, etc</li> </ul>	<ul style="list-style-type: none"> <li>□ Comic pictures of short conversation Those contain certain expressions, such as : <i>Hello, Hey, Look, Listen.</i> And it's response, such as: <i>OK, Great, Good, That is very interesting.</i></li> <li>□ Text of dialogues Those contain-certain expressions to show an attention to the person whom to talk to, like: <i>Hm....hm, right, It's Okay, OK</i>, etc. The expressions to close a conversation, like: <i>Sorry, I must go now.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Reading the dialogues and practicing it with friends</li> <li>□ Giving a response to other friends statements with certain expressions, such as : <i>Good, OK, Great</i></li> <li>□ Giving responses to other friends statement by showing attention and closing a conversation with suitable expressions</li> </ul>	<p>3 x 45'</p>	<p>I,II,VII II,VI I,II,IV VI,VII III,IV,V II III,V,VI, VII</p>	

<p><b><u>Attitude</u></b> The students like to use English in order to open/begin a conversation and participate actively in many activities held in class.</p>	<ul style="list-style-type: none"> <li>• Having initiative to open/begin a conversation</li> <li>• Asking friend/partner to practice "speaking skill"</li> <li>• Using expressions which are frequently used in English conversation</li> <li>• Asking turns in a conversation</li> <li>• Conveying certain expressions in the daily conversation : <i>Hang on, Hold on, OK, See you, Come on</i></li> </ul>	<p><input type="checkbox"/> Text of dialogues Those contain a conversation from the opening until the closing-parts</p> <p><input type="checkbox"/> Dialogues Those are practiced in pairs</p> <p><input type="checkbox"/> Reading Texts Those contain short expressions that are usually used in the daily life, like: <i>Hang on, Hold on, See you, Come on, etc.</i></p>	<p><input type="checkbox"/> Listening, reading, and practicing the given dialogues</p> <p><input type="checkbox"/> Reading the text of dialogue then practice it with friends in front of the class</p>	<p>2 x 45'</p>	<p>I,VI  I,II,VI, VII IV,VII  IV,VI,VII  II</p>		
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**SILABUS PEMBELAJARAN**  
**Mata Pelajaran : Bahasa Inggris**  
**Kelas/Semester : I / 1**

- a. Ketrampilan Berbahasa : Berbicara (speaking)  
 b. Standar Kompetensi : Siswa mengucapkan bunyi dan kata-kata, mengungkapkan makna interpersonal, ideasional, dan tekstual dalam kalimat interaksional untuk menyertai tindakan.

Kompetensi Dasar	Indikator	Materi Pokok Pembelajaran	Pengalaman Pembelajaran	Alokasi Waktu	Sumber Bahan		Penilaian
<b>Tindak Tutur</b> Mengungkapkan makna interpersonal dengan menggunakan berbagai tindak tutur yang digunakan untuk menyelenggarakan kegiatan-kegiatan didalam dan diluar kelas serta untuk melakukan dialog sederhana.	Merespon dengan benar tindak tutur berikut : <ul style="list-style-type: none"><li>Sapaan dari orang yang belum/sudah dikenal.</li><li>Permintaan/pemberian informasi jasa/barang</li><li>Meminta dan memberi pendapat</li><li>Perintah atau larangan</li><li>Mempertanyakan, misalnya: <i>Do you have a hobby?; How much is this?</i></li><li>Memberi empati, misalnya: <i>That's very interesting job!</i></li><li>Tindak tutur yang menyertai kegiatan fisik di kelas (language accompanying action)</li><li>Tindak tutur dalam dialog sederhana terdiri atas pertukaran peran.</li></ul>	<ul style="list-style-type: none"><li>Text yang berisi percakapan sederhana untuk menyapa, memberikan perintah-larangan, berterima kasih, minta maaf, meminta dan memberi informasi atau opini merespon pernyataan, menawarkan bantuan dan menanyakan sesuatu.</li><li>Oral text tentang cara memberikan respon, secara interpersonal menggunakan <i>Is it? Atau Do you?</i>, perintah, aba-aba, larangan, contoh :<ul style="list-style-type: none"><li>Open the door!</li><li>Close the window!</li><li>Don't come late!</li><li>Don't be noisy!</li></ul></li></ul>	<ul style="list-style-type: none"><li>Mendengarkan text baik dalam bentuk text yang berisi percakapan-percakapan pendek yang dibaca guru/murid, kemudian menirukan.</li><li>Mendengarkan suatu tindak tutur tertentu seperti sapaan, minta maaf, kemudian memberikan respon yang tepat.</li><li>Melaksanakan perintah yang diberikan kemudian mempraktekkan dengan teman secara bergantian.</li><li>Mempraktekkan dialog tentang sapaan, ucapan terima kasih, permintaan maaf dengan teman, menanyakan/memberikan opini tertentu, menawarkan bantuan dan menanyakan sesuatu.</li><li>Membicarakan gambar ilustrasi yang ada, misalnya binatang-binatang kesayangan</li></ul>	2 x 45'	Unit:  I  II; VII; VIII III IV V; VIII  VI  II; VI  I; III; IV; V; VI; VII; VIII	Buku teks, kurikulum, gambar	<ul style="list-style-type: none"><li>Kemampuan berbicara dinilai dengan penilaian kinerja (performance assessing).</li><li>Digunakan juga catatan pribadi (anecdotal record) dan penilaian diri (self-assessment)</li><li>Meliputi 3 penilaian: kognitif, afektif, psikomotorik.</li></ul>



		<input type="checkbox"/> Dialog singkat terdiri dari dua atau tiga pertukaran peran tentang tindak tutur meminta dan memberi informasi, memberi pendapat, petunjuk, memberikan persetujuan dan tidak persetujuan, memberikan ekspresi tentang memberikan opini/informasi tertentu.	<input type="checkbox"/> Mendemonstrasikan dialog role play sesuai dengan situasi dan petunjuk yang ada. <input type="checkbox"/> Mengikuti dan menikmati permainan yang diberikan.				
<b><u>Linguistik</u></b> Mengungkapkan makna gagasan (makna ideasional dan interpersonal) dengan menggunakan bunyi, kata, frase, dan berbagai pola kalimat untuk mengungkapkan berbagai tindak tutur yang menyertai kegiatan di dalam kelas dan tindak tutur lainnya	Melakukan secara akurat hal-hal sebagai berikut : <ul style="list-style-type: none"> <li>• Mengucapkan bunyi konsonan dan vokal Bahasa Inggris.</li> <li>• Mengucapkan kata-kata dan frasa dengan tekanan yang khas Bahasa Inggris.</li> <li>• Menggunakan intonasi menurun, misalnya untuk klausa deklaratif, imperative, dan interrogative dengan kata tanya.</li> <li>• Menggunakan pola imperative dalam percakapan.</li> <li>• Menggunakan pola interrogative dalam percakapan.</li> <li>• Merespon terhadap pola-pola diatas secara gramatical.</li> </ul>	<input type="checkbox"/> Oral text tentang konsonan, kata, dan frase, klausa deklaratif, imperative, dan interrogative. <input type="checkbox"/> Kalimat-kalimat yang sederhana yang menggunakan intonasi naik, kombinasi naik/turun dan intonasi dalam question tags. <input type="checkbox"/> Dialog dengan pola imperative dan interrogative yes/no question. <input type="checkbox"/> Dialog berisi pola interrogative dengan kata tanya, pola ajakan, question tag sederhana. <input type="checkbox"/> Dialog kalimat sederhana dengan pola indikatif saat ini.	<input type="checkbox"/> Mendengarkan, kemudian mengucapkan kata dan frase : klausa declarative, imperative, dan interrogative. <input type="checkbox"/> Memperhatikan dan menirukan guru mengucapkan kata-kata sederhana dengan intonasi naik/turun, question tag dengan benar. <input type="checkbox"/> Membaca text dialog secara berpasangan dengan pola imperative, dan interrogative yes/no question, kemudian dipraktekkan bergantian. <input type="checkbox"/> Membaca kemudian dipraktekkan	4 x 45'	Unit:  I,III  I  II    IV   II,III,V; VI,VIII   III,VI; VIII		

	<ul style="list-style-type: none"> <li>• Menggunakan pola indikatif dalam percakapan, meliputi : <i>Is...., It is ...., There is ....</i></li> <li>• Menggunakan pola interrogative, meliputi : <i>Wh</i> question dalam percakapan.</li> <li>• Menunjukkan dengan <i>There is...., Here it is....</i></li> </ul>				II;VI; VII; VIII  V;VIII  VIII		
<b>Sosiokultural</b> Menggunakan ungkapan kesantunan berfrekuensi tinggi untuk melakukan sapaan, perintah, ajakan, pertanyaan, pernyataan maaf, dan terima kasih, dan memahami pentingnya penggunaan ungkapan interpersonal yang sering digunakan penutur asli dan menjadi ciri khas percakapan sehari-hari Bahasa Inggris.	<ul style="list-style-type: none"> <li>• Menggunakan kata <i>please</i> untuk menyertai berbagai ungkapan.</li> <li>• Mengucapkan <i>thank you</i> untuk jasa/barang yang diterimanya, betapapun kecilnya, menawarkan bantuan, menanyakan/memberikan opini, menanyakan sesuatu.</li> <li>• Mengkombinasikan ungkapan <i>Yes, please; No, thank you; Okay, thank you!</i></li> </ul>	<input type="checkbox"/> Teks percakapan sederhana tentang cara untuk menyapa, mengajak/mengundang, berterima kasih, minta maaf, memberi perintah/larangan, bertanya dan menjawab pertanyaan, membuat pertanyaan tentang informasi. <input type="checkbox"/> Written text yang berisi situasional yang berhubungan dengan ungkapan perintah. Contoh : <i>Do homework! Open the door!</i>	<input type="checkbox"/> Membaca text kemudian mempraktekkan dan saling memberi respon dengan teman. <input type="checkbox"/> Membaca dialog kemudian mempraktekkan dengan teman dan saling merespon.	2 x 45'	IV;VIII  III;VIII Unit:  IV;VII; VIII		
<b>Strategi</b> Menggunakan berbagai strategi untuk mengungkapkan makna dan mempertahankan percakapan meskipun menghadapi kesulitan.	<ul style="list-style-type: none"> <li>• Meminta tolong dengan bertanya <i>What is it?</i></li> <li>• Meminjam kata Bahasa Indonesia.</li> <li>• Mengulang-ulang ucapan sampai benar.</li> <li>• Menggunakan sarana non linguistik.</li> </ul>	<input type="checkbox"/> Dialog sederhana menggunakan <i>"Is Mr. Suryo in your class?"</i> <input type="checkbox"/> Gambar-gambar yang familiar, tulisan Bahasa Indonesia.  <input type="checkbox"/> Gambar orang berdialog.	<input type="checkbox"/> Memperhatikan, menirukan, membaca dialog, dan dipraktekkan dengan teman. <input type="checkbox"/> Memperhatikan gambar, menyebutkan gambar, kemudian mengucapkan setelah guru dan diucapkan berulang-ulang. <input type="checkbox"/> Memperhatikan gambar, membaca dialog, kemudian	3 x 45'	VI;VII  I;IV;V; VII I;VI;VII  IV;V		

	<ul style="list-style-type: none"> <li>Menjelaskan dengan menyebutkan, contoh : such as, a cat, a rabbit.</li> </ul>	<input type="checkbox"/> Gambar situasional menggunakan restructuring.	mempraktekkan dengan teman. <input type="checkbox"/> Memperhatikan, mengucapkan, menyebutkan situasi gambar tersebut.		VII		
<b>Wacana</b> Memulai percakapan dan menggunakan penanda wacana untuk menunjang pemahaman mitra wicara serta menggunakan struktur wacana percakapan pendek dengan memanfaatkan gambit yang relevan sebagai isyaratnya.	<ul style="list-style-type: none"> <li>Menggunakan struktur wacana percakapan pendek: pembukaan respon respon baik penutup.</li> <li>Menarik perhatian dengan gambit-gambit : <i>excuse me, look, listen.</i></li> <li>Memberi tanggapan balik, seperti : <i>OK, Great, Good,</i> dan sebagainya.</li> <li>Membuka percakapan dengan berbagai cara seperti : <i>Hey, .... I tell you what....</i></li> <li>Mempertahankan percakapan dengan berbagai cara, seperti: meminta tanggapan, memberi balikan.</li> <li>Menutup percakapan dengan memberi alasan seperti : <i>Sorry, I must go now.</i></li> <li>Menunjukkan perhatian ketika seseorang bicara dengan : <i>Hm...hm, Right, I see, OK, dan sebagainya</i></li> </ul>	<input type="checkbox"/> Gambar komik yang berisi percakapan pendek yang berisi ungkapan seperti : Hello, Hey, Look, Listen. Beserta responnya, seperti : OK, Great, Good, That is very interesting. <input type="checkbox"/> Text dialog yang berisi ungkapan yang menunjukkan perhatian lawan bicara, seperti : Hm...hm, Right, It's Okay, OK, dan sebagainya. Dan ungkapan cara mengakhiri percakapan, seperti : Sorry, I must go now.	<input type="checkbox"/> Membaca komik dialog dengan teman kemudian mempraktekkannya. <input type="checkbox"/> Merespon statement teman dengan ungkapan Good, OK, Great. <input type="checkbox"/> Memberikan respon lawan bicara dengan ungkapan perhatian dan mengakhiri percakapan dengan ungkapan yang sesuai.	3 x 45'	I;II;VII  II;VI  Unit: I;II;IV VI;VII  III;IV;V  II  III;V;VI ;VII		

<p><b>Sikap</b> Menyukai menggunakan Bahasa Inggris untuk menyertai tindakannya, berinisiatif memulai percakapan dan berpartisipasi dalam kegiatan di kelas.</p>	<ul style="list-style-type: none"> <li>• Berinisiatif membuka percakapan.</li> <li>• Mengajak teman berlatih melakukan berbagai tindak tutur.</li> <li>• Menggunakan gambit-gambit yang sering digunakan dalam percakapan Bahasa Inggris.</li> <li>• Meminta giliran bercakap-cakap.</li> <li>• Mengungkapkan ungkapan-ungkapan pendek dalam pergaulan sehari-hari, seperti : <i>Hang on, Hold on, OK, See you, Come on.</i></li> </ul>	<ul style="list-style-type: none"> <li>❑ Text dialog yang berisi percakapan dari pembukaan sampai perpisahan.</li> <li>❑ Text dialog rumpang untuk dipraktekkan secara berpasangan.</li> <li>❑ Reading text yang berisi ungkapan pendek yang sering dipakai dalam kehidupan sehari-hari seperti : <i>Hang on, Hold on, See you, Come on,</i> dan sebagainya.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Mendengarkan, membaca dialog kemudian mempraktekkan dengan temannya menggunakan text dialog rumpang.</li> <li>❑ Membaca text pendek berupa dialog kemudian mempraktekkan dengan teman di kelas.</li> </ul>	<p>2 x 45'</p>	<p>I;VI  I;II;VI; VII  IV;VII  IV;VI; VII Unit: II</p>		
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**The students are able to:**

- 1. produce sounds and words,**
- 2. convey interpersonal meanings,**
- 3. convey ideational meanings in the communicative sentences,**
- 4. convey textual meanings in showing and complementing certain actions or expressions.**



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<b>Sikap</b> <ul style="list-style-type: none"><li>• Berinisiatif membuka percakapan</li><li>• Mengajak teman berlatih melakukan berbagai tindak tutur</li></ul>	<b>Post-teaching</b> <ul style="list-style-type: none"><li>• Guru memberikan ringkasan materi</li><li>• Guru menutup pertemuan</li></ul>	10'		
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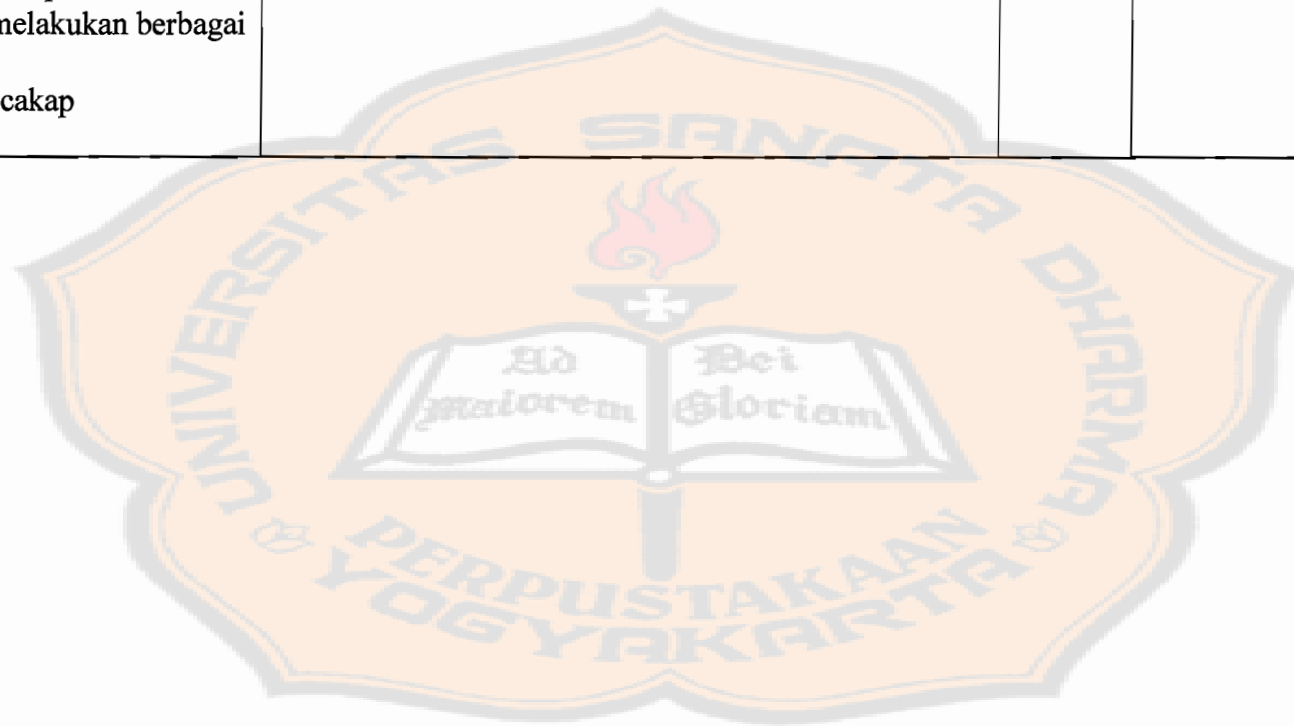
**UNIT : II**  
**TEMA : KEHIDUPAN SEKOLAH (SCHOOL LIFE)**  
**TOPIK : BAGAIMANA SEKOLAHMU?**  
**(HOW IS YOUR SCHOOL?)**

[illegible]

[illegible]

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<b>Sikap</b> <ul style="list-style-type: none"><li>• Berinisiatif membuka percakapan</li><li>• Mengajak teman berlatih melakukan berbagai tindak tutur</li><li>• Meminta giliran bercakap-cakap</li></ul>				
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**UNIT : I**  
**THEME : PERSONAL IDENTITY**  
**TOPIC : HELLO .....!**

[illegible]



UNIT : II

**THEME : SCHOOL LIFE**

**TOPIC : HOW IS YOUR SCHOOL?**

Basic Competency and Indicators	Learning Strategies		Learning Materials	Media and Resources
	Learning Activities	Time Allocation		
<b>Expression</b> The students can give correct responses to the following expressions : <ul style="list-style-type: none"> <li>Asking / giving information / things / services</li> <li>Language accompanying action in class</li> </ul>	<b>Pre-teaching</b> <ul style="list-style-type: none"> <li>Greetings</li> <li>Do “Brainstorming” as warming up activity</li> </ul>	10’	<ul style="list-style-type: none"> <li>Dialogues, such as short/dialogues</li> <li>Notes : Language Focus</li> <li>Exercise</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Text / dialogue</li> <li>Pictures</li> <li>Dictionary</li> <li>Text Book</li> <li>Curriculum</li> </ul>
<b>Linguistic</b> The students do accurately the following activities : <ul style="list-style-type: none"> <li>Using low-intonation, such as in declarative, imperative and interrogative clauses by using question-words</li> <li>Using interrogative patterns in the conversation</li> <li>Using indicative patterns in the conversation, such as : <i>There is...../ There are....</i></li> </ul>	<b>Whilst-teaching</b> <ul style="list-style-type: none"> <li>Teacher gives students simple conversation which apply <i>There is.... / There are....</i></li> <li>Students read the example of dialogues and practice it</li> <li>Teacher explains “Language Focus”</li> <li>Teacher and students discuss the “Language Focus” altogether</li> <li>Teacher explains clearly the orders/ instructions in the “Language Exercise”</li> <li>Students do the exercises in the “Language Exercise”</li> <li>Teacher explains the instructions to do “Role Play” in the part of “Communicative Tasks”</li> <li>Students prepare the “Role Play”, meanwhile the teacher controll and also guide them</li> <li>Students perform the “Role Play” in front of the class</li> </ul>	70’		
<b>Text</b> <ul style="list-style-type: none"> <li>Attracting attention using certain expressions, such as : <i>Hi....!</i></li> <li>Closing a conversation by giving reasons, like : <i>Sorry, I must go now!</i></li> <li>Giving back response : <i>OK, Great, Good</i>, etc.</li> </ul> <b>Attitude</b> <ul style="list-style-type: none"> <li>Asking friends / partners to practice “speaking skill”</li> <li>Using simple expressions used frequently in the daily conversation, like: <i>OK, See you!</i></li> </ul>	<b>Post-teaching</b> <ul style="list-style-type: none"> <li>Teacher gives the summary at today material</li> <li>Teacher closes the meeting</li> </ul>	10’		

**TOPIC : MY FAMILY AND YOUR FAMILY**

Learning Objectives	Learning Activities	Time Allocation	Assessment
<p>to the</p> <p>which</p> <p>g</p> <p>rel-sounds</p> <p>conversation</p> <p>ngs that</p>	<p><b>Pre-teaching</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Do “Brainstorming” as warming up activity</li> </ul> <p><b>Whilst-teaching</b></p> <ul style="list-style-type: none"> <li>• Teacher gives short/simple dialogues to ask and give an opinion</li> <li>• Students read the example of dialogues and practice it</li> <li>• Teacher and students find out the expressions “asking and giving an opinion” in the given dialogues</li> <li>• Teacher explains the “Language Focus”</li> <li>• Teacher and students discuss altogether “Language Focus”</li> <li>• Teacher explains early the order/the instructions in the exercises of “Language Exercise”</li> <li>• Students do the exercises in “Language Exercises”</li> <li>• Teacher explains the instruction in simulation game</li> </ul>	<p>5’</p> <p>75’</p>	<ul style="list-style-type: none"> <li>• Dia</li> <li>as</li> <li>sho</li> <li>• No</li> <li>Fo</li> <li>• Ex</li> <li>• Sim</li> </ul>

**UNIT : IV**  
**THEME : DAILY NEEDS**  
**TOPIC : OUR DAILY NEEDS**

[illegible]

**UNIT : V**  
**THEME : HOBBIES**  
**TOPIC : MY FAVOURITE ACTIVITIES**

Basic Competency and Indicators	Learning Strategies		Learning Materials	Media and Resources
	Learning Activities	Time Allocation		
<p><b>Expression</b> The students can give correct responses to the following expressions :</p> <ul style="list-style-type: none"> <li>Asking something, like : <i>Do you have a hobby?</i></li> <li>Expressions in a simple dialogue which consists of two or three roles</li> </ul> <p><b>Linguistic</b> The students do accurately the following activities :</p> <ul style="list-style-type: none"> <li>Using interrogative patterns in the conversation</li> <li>Using interrogative patterns, like : Wh questions in conversation</li> </ul> <p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>Using Indonesian-words</li> <li>Using non-linguistic facilities</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>Developing a conversation by using many ways, like : asking response and giving back-response</li> <li>Showing attention when someone talks by using : <i>Hm. ... hm, Ringht, I see, OK, etc.</i></li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>Having initiative to open/to begin a conversation</li> <li>Asking the turns in a conversation</li> </ul>	<p><b>Pre-teaching</b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Do “Brainstorming” as warming up activity</li> </ul> <p><b>Whilst-teaching</b></p> <ul style="list-style-type: none"> <li>Teacher gives a short conversation to tell hobbies by applying Simple Present Tense</li> <li>Students read the example of dialogues and practice it</li> <li>Teacher and students find out the expressions “asking and giving an opinion” in the given dialogues</li> <li>Teacher explains the “Language Focus”</li> <li>Teacher and students discuss altogether “Language Focus”</li> <li>Teacher explains early the order/the instructions in the exercises of “Language Exercise”</li> <li>Students do the exercises in “Language Exercises”</li> <li>Teacher explains the instruction in simulation game</li> <li>Students participate actively and enjoy the given game</li> <li>Teacher controlls and also guides the students</li> </ul> <p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>Teacher gives the summary of meeting today</li> <li>Teacher closes the meeting</li> </ul>	<p>10’</p> <p>70’</p> <p>10’</p>	<ul style="list-style-type: none"> <li>Dialogues, such as short/dialogues</li> <li>Notes : Language Focus</li> <li>Exercise</li> <li>Simulation game</li> </ul>	<ul style="list-style-type: none"> <li>Text / dialogue</li> <li>Pictures</li> <li>Dictionary</li> <li>Text Book</li> <li>Curriculum</li> </ul>



**UNIT : VI**  
**THEME : JOB**  
**TOPIC : A LOVELY JOB**

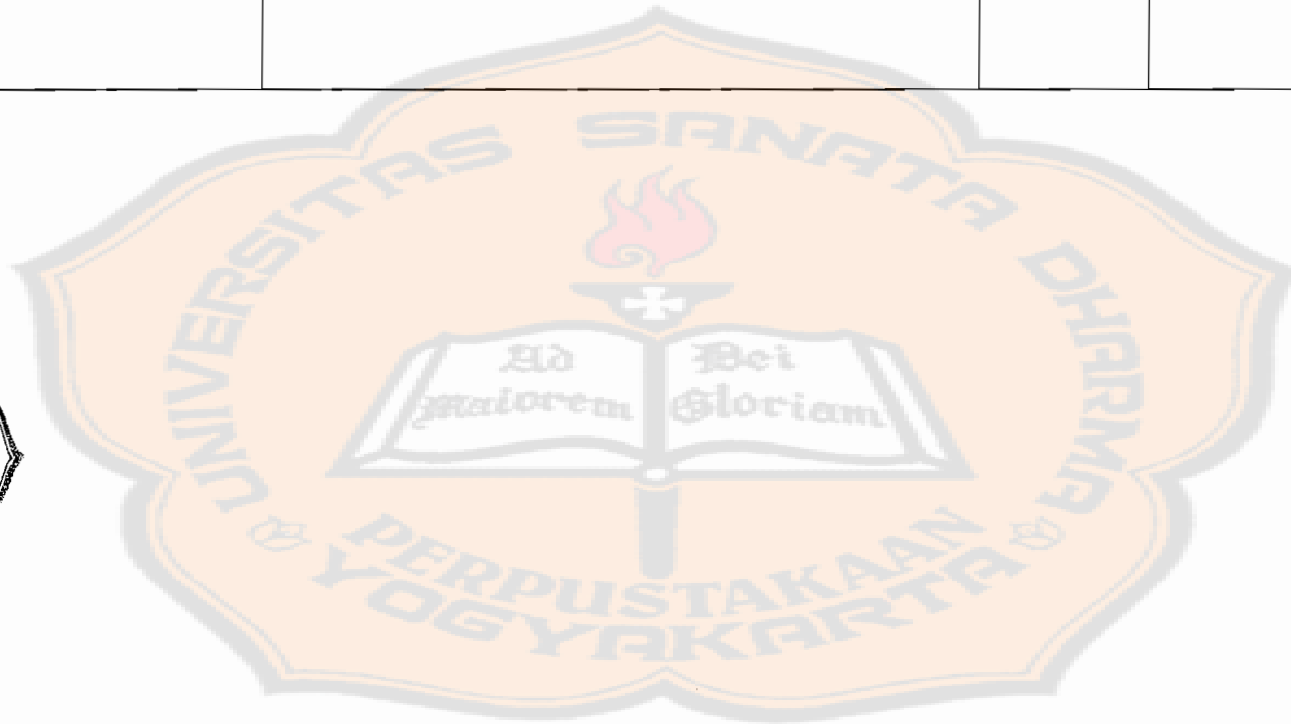
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**UNIT : VII**  
**THEME : ANIMALS**  
**TOPIC : PETS**

[illegible]

<ul style="list-style-type: none"><li>• Using the expressions that are high frequently used in English conversations</li><li>• Asking turns in conversation</li></ul>				
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**UNIT : VIII**  
**THEME : SHOPPING**  
**TOPIC : SHOPPING LIST**

Basic Competency and Indicators	Learning Strategies		Learning Materials	Media and Resources
	Learning Activities	Time Allocation		
<p><b>Expression</b> The students can give correct responses to the following expressions :</p> <ul style="list-style-type: none"> <li>• Asking/giving information/service/thing</li> <li>• Asking something, like : <i>How much is this?</i></li> <li>• Expressions in simple dialogue which consist of two or three roles</li> </ul> <p><b>Linguistic</b> The students do accurately the following activities :</p> <ul style="list-style-type: none"> <li>• Using interrogative patterns in the conversation</li> <li>• Giving response to the above pattern grammatically</li> <li>• Using indicative patterns in the conversation, like : <i>is....., it is....</i></li> <li>• Using interrogative patterns, like : Wh questions in conversation</li> <li>• Showing something by using : <i>Here it is....</i></li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>• Using <i>please</i> to accompany every statement</li> <li>• Saying thank you for service/thing that she/he gets</li> <li>• Combining expressions, like : <i>Yes, please; No, thank you</i></li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Using short conversation : opening → responses → back response → closing</li> </ul>	<p><b>Pre-teaching</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Do “Brainstorming” as warming up activity</li> </ul> <p><b>Whilst-teaching</b></p> <ul style="list-style-type: none"> <li>• Teacher gives simple dialogues to offer help and ask how much things cost</li> <li>• Students read the example of dialogues and practice it</li> <li>• Teacher and students find out the expressions “asking and giving an opinion” in the given dialogues</li> <li>• Teacher explains the “Language Focus”</li> <li>• Teacher and students discuss altogether “Language Focus”</li> <li>• Teacher explains early the order/the instructions in the exercises of “Language Exercise”</li> <li>• Students do the exercises in “Language Exercises”</li> <li>• Teacher explains the instruction in simulation game</li> <li>• Students participate actively and enjoy the given game</li> <li>• Teacher controls and also guides the students</li> </ul> <p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>• Teacher gives the summary of meeting today</li> <li>• Teacher closes the meeting</li> </ul>	<p>5’</p> <p>75’</p> <p>5’</p>	<ul style="list-style-type: none"> <li>• Dialogues, such as short/dialogues</li> <li>• Notes : Language Focus</li> <li>• Exercise</li> <li>• Simulation game</li> </ul>	<ul style="list-style-type: none"> <li>• Text / dialogue</li> <li>• Pictures</li> <li>• Dictionary</li> <li>• Text Book</li> <li>• Curriculum</li> </ul>

<ul style="list-style-type: none"> <li>• Giving back response : <i>OK, Great, Good</i>, etc.</li> <li>• Developing conversation by using many ways, such as : asking response and giving back-response</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Having initiative to open/to begin a conversation</li> <li>• Asking friends / partners to practice “speaking skill”</li> <li>• Using the expressions that are high frequently used in English conversation</li> <li>• Asking turns in conversation</li> <li>• Expressing certain short expressions in the daily conversation, such as : <i>Hang on, OK</i></li> </ul>				
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## RENCANA PEMBELAJARAN (LESSON PLAN)

**UNIT : I**  
**TEMA : JATI DIRI (PERSONAL IDENTITY)**  
**TOPIK : HALO ....!**  
**(HELLO ....!)**

<b>Kompetensi Dasar &amp; Indikator</b>	<b>Strategi Pembelajaran</b>		<b>Bahan-bahan Pembelajaran</b>	<b>Media &amp; Sumber</b>
	<b>Kegiatan-kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>		
<b>Tindak Tutur</b> Merespon dengan benar tindak tutur berikut : • Sapaan dari orang yang belum/sudah dikenal (:formal/non-formal) • Tindak tutur dalam dialog sederhana yang terdiri atas 2/3 pertukaran peran <b>Linguistik</b> Melakukan secara akurat hal-hal berikut : • Mengucapkan bunyi konsonan dan vokal Bahasa Inggris • Mengucapkan kata-kata & frasa dengan tekanan yang khas bahas Inggris <b>Strategi</b> • Meminjam kata bahasa Indonesia • Mengulang-ulang sampai benar <b>Wacana</b> • Menggunakan struktur wacana percakapan pendek : pembukaan → respon → respon → balik → penutup • Memberi tanggapan balik : OK, Great, Good, dsb.	<b>Pre-teaching</b> <ul style="list-style-type: none"> <li>• Salam</li> <li>• Apersepsi tentang pokok bahasan (“Brainstorming”)</li> </ul> <b>Whilst-teaching</b> <ul style="list-style-type: none"> <li>• Guru memberi siswa percakapan sederhana untuk menyapa</li> <li>• Murid membaca contoh dialog &amp; mempraktekkannya</li> <li>• Guru menerangkan “Language Focus”</li> <li>• Guru dan murid membahas “Language Focus” bersama</li> <li>• Guru menerangkan se jelasnya perintah dalam latihan/tugas</li> <li>• Murid mengerjakan latihan/tugas “Language Exercise”</li> <li>• Guru menerangkan instruksi dalam mengerjakan “role play” dalam bagian “Communicative Tasks”</li> <li>• Murid mempersiapkan “Role Play”, sedangkan guru mengawasi juga mengarahkan murid</li> <li>• Murid menampilkan “Role Play” didepan kelas</li> </ul>	<p>10’</p> <p>70’</p>	<ul style="list-style-type: none"> <li>• Dialog berupa percakapan-percakapan pendek</li> <li>• Ungkapan-ungkapan “Menyapa” (Greeting) dalam situasi formal maupun non-formal</li> <li>• Latihan</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Teks/dialog</li> <li>• Gambar (Picture)</li> <li>• Kamus</li> <li>• Text-book</li> <li>• Kurikulum</li> <li>•</li> </ul>



<b>Sikap</b> <ul style="list-style-type: none"><li>• Berinisiatif membuka percakapan</li><li>• Mengajak teman berlatih melakukan berbagai tindak tutur</li></ul>	<b>Post-teaching</b> <ul style="list-style-type: none"><li>• Guru memberikan ringkasan materi</li><li>• Guru menutup pertemuan</li></ul>	10'		
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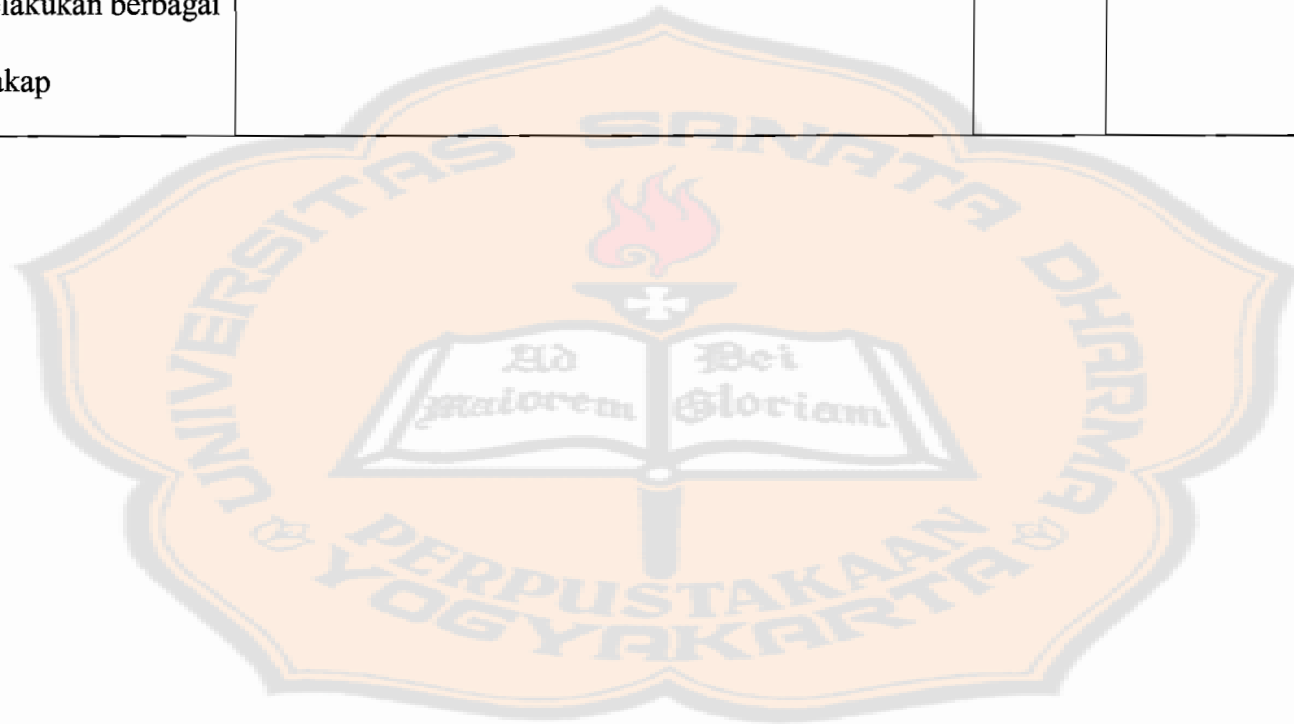
**UNIT : II**  
**TEMA : KEHIDUPAN SEKOLAH (SCHOOL LIFE)**  
**TOPIK : BAGAIMANA SEKOLAHMU?**  
**(HOW IS YOUR SCHOOL?)**

[illegible]

**UNIT : III**  
**TEMA : KEHIDUPAN KELUARGA (FAMILY LIFE)**  
**TOPIK : KELUARGAKU DAN KELUARGAMU**  
**(MY FAMILY AND YOUR FAMILY)**

[illegible]

<b>Sikap</b> <ul style="list-style-type: none"><li>• Berinisiatif membuka percakapan</li><li>• Mengajak teman berlatih melakukan berbagai tindak tutur</li><li>• Meminta giliran bercakap-cakap</li></ul>				
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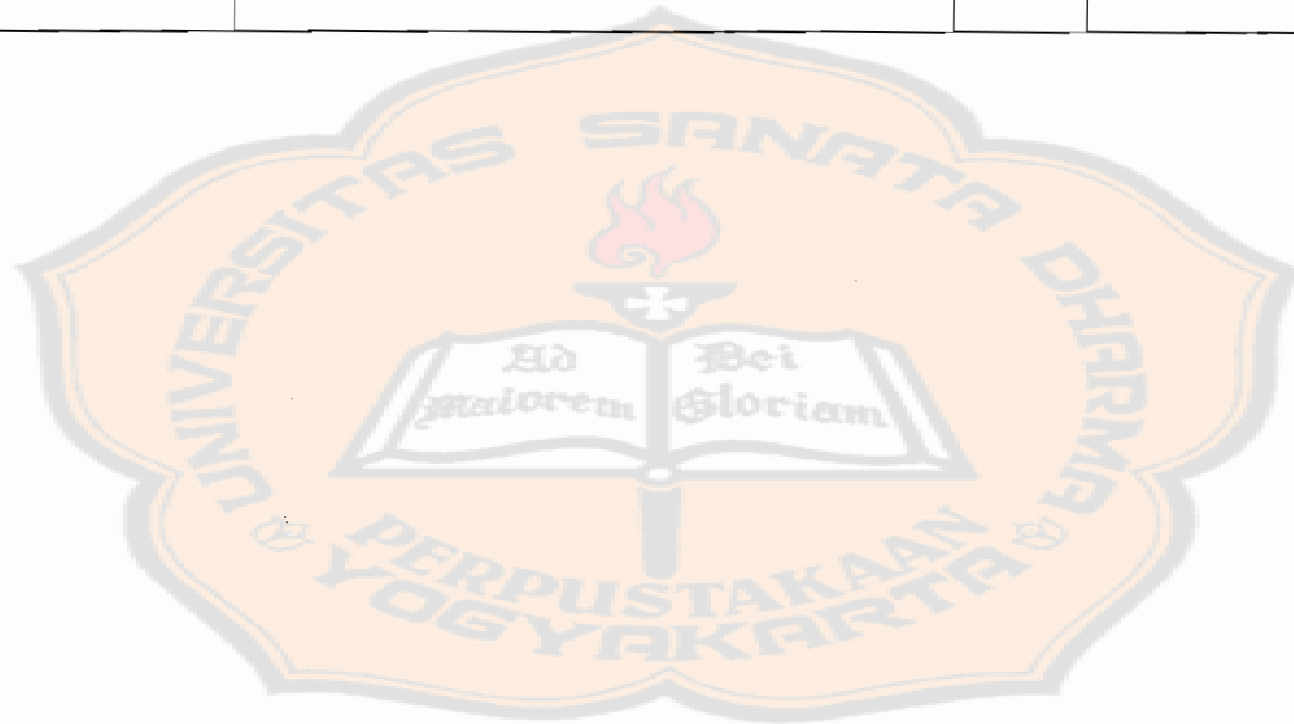
**UNIT : IV**  
**TEMA : KEBUTUHAN SEHARI-HARI (DAILY NEEDS)**  
**TOPIK : KEBUTUHAN KITA SEHARI-HARI**  
**(OUR DAILY NEEDS)**

[illegible]



**Sikap**

- Menggunakan gambit-gambit yang sering digunakan dalam percakapan Bahasa Inggris
- Meminta giliran bercakap-cakap



**UNIT : V**  
**TEMA : HOBBI (HOBBIES)**  
**TOPIK : KEGIATAN FAVORITKU**  
**(MY FAVOURITE ACTIVITIES)**

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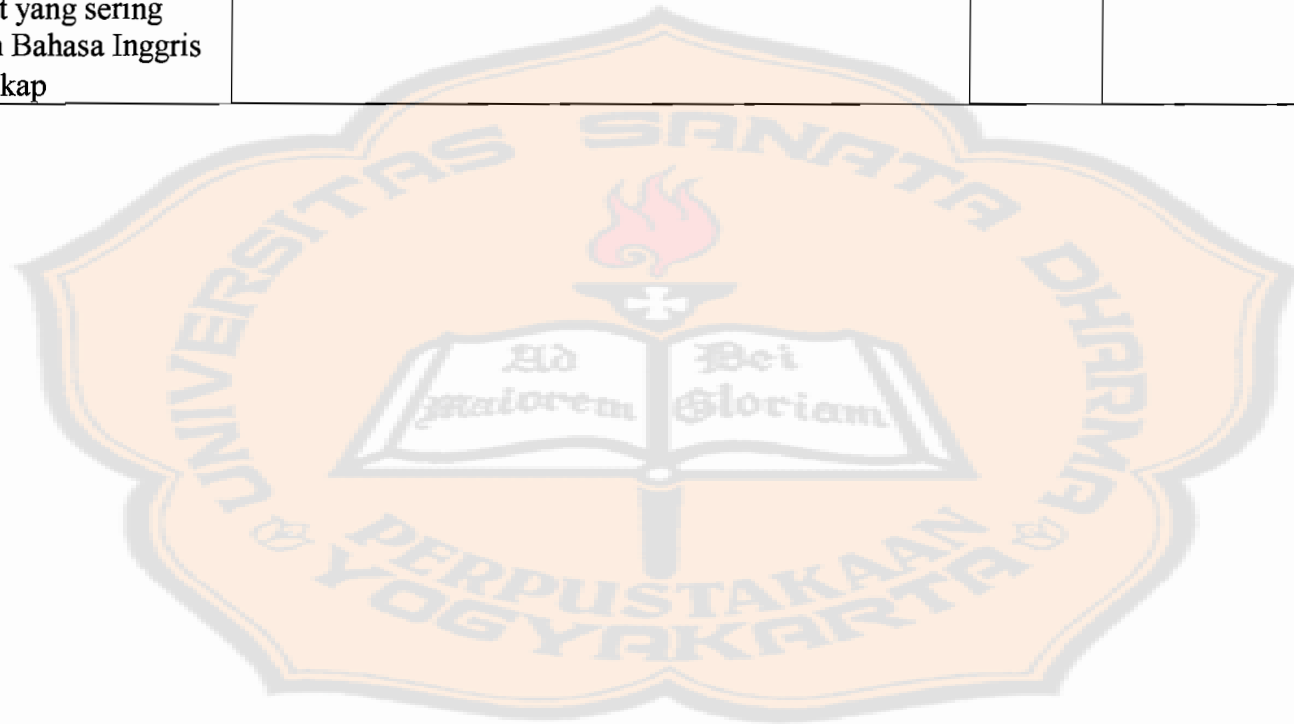
**UNIT : VI**  
**TEMA : PEKERJAAN (JOB)**  
**TOPIK : A LOVELY JOB**

Kompetensi Dasar & Indikator	Strategi Pembelajaran		Bahan-bahan Pembelajaran	Media & Sumber
	Kegiatan-kegiatan Pembelajaran	Alokasi Waktu		
<p><b>Tindak Tutur</b> Merespon dengan benar tindak tutur berikut :</p> <ul style="list-style-type: none"> <li>• Tindak tutur yang menyertai kegiatan fisik di kelas (language accompanying action)</li> <li>• Tindak tutur dalam dialog sederhana terdiri atas 2/3 pertukaran peran</li> </ul> <p><b>Linguistik</b> Melakukan secara akurat hal-hal berikut :</p> <ul style="list-style-type: none"> <li>• Menggunakan pola interogatif dalam percakapan</li> <li>• Merespon terhadap pola diatas secara gramatical</li> <li>• Menggunakan pola indikatif dalam percakapan, meliputi : <i>Is ...., It is ...., There is ....</i></li> </ul> <p><b>Strategi</b></p> <ul style="list-style-type: none"> <li>• Meminta tolong dengan bertanya <i>What is it?</i></li> <li>• Mengulang-ulang ucapan sampai benar</li> </ul> <p><b>Wacana</b></p> <ul style="list-style-type: none"> <li>• Menarik perhatian dengan gambit-gambit : <i>Excuse me, Look, Listen.</i></li> <li>• Menunjukkan perhatian ketika seseorang bicara dengan : <i>Hm .... hm, Right, OK,</i> dsb.</li> </ul> <p><b>Sikap</b></p> <ul style="list-style-type: none"> <li>• Berinisiatif membuka percakapan</li> <li>• Mengajak teman berlatih melakukan berbagai tindak tutur</li> <li>• Meminta giliran bercakap-cakap</li> </ul>	<p><b>Pre-teaching</b></p> <ul style="list-style-type: none"> <li>• Salam</li> <li>• Apersepsi tentang pokok bahasan (“Brainstorming”)</li> </ul> <p><b>Whilst-teaching</b></p> <ul style="list-style-type: none"> <li>• Guru memberi siswa percakapan sederhana yang menggunakan ungkapan-ungkapan untuk menanyakan &amp; menceritakan tentang “kemampuan” (abilities)</li> <li>• Murid membaca contoh dialog &amp; mempraktekannya</li> <li>• Guru dan murid bersama mencari ungkapan-ungkapan untuk menanyakan &amp; memberikan suatu pendapat dalam dialog yang sudah dibaca/dipraktekkan</li> <li>• Guru menerangkan se jelasnya perintah dalam latihan atau tugas dalam “Language Exercise”</li> <li>• Murid mengerjakan latihan/tugas dalam “Language Exercise”</li> <li>• Guru menerangkan instruksi untuk mengadakan “Simulation Game”</li> <li>• Murid berpartisipasi aktif &amp; menikmati permainan tersebut</li> <li>• Guru mengawasi dan juga memberikan pengarahan seperlunya</li> </ul> <p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan ringkasan materi</li> <li>• Guru menutup pertemuan</li> </ul>	<p>5’</p> <p>75’</p> <p>5’</p>	<ul style="list-style-type: none"> <li>• Dialog berupa percakapan- percakapan pendek</li> <li>• Catatan</li> <li>• Latihan</li> <li>• Simulation Game</li> </ul>	<ul style="list-style-type: none"> <li>• Teks/dialog</li> <li>• Gambar (Picture)</li> <li>• Kamus</li> <li>• Text-book</li> <li>• Kurikulum</li> </ul>

**UNIT : VII**  
**TEMA : BINATANG (ANIMALS)**  
**TOPIK : BINATANG KESAYANGAN**  
**(PETS)**

[illegible]

<p><b>Sikap</b></p> <ul style="list-style-type: none"> <li>• Mengajak teman berlatih melakukan berbagai tindak tutur</li> <li>• Menggunakan gambit-gambit yang sering digunakan dalam percakapan Bahasa Inggris</li> <li>• Meminta giliran bercakap-cakap</li> </ul>				
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**UNIT : VIII**  
**TEMA : BELANJA (SHOPPING)**  
**TOPIK : DAFTAR BELANJA**  
**(SHOPPING LIST)**

[illegible]

<p><b>Wacana</b></p> <ul style="list-style-type: none"> <li>• Menggunakan struktur wacana percakapan pendek : pembukaan → respon → respon → respon balik → penutup</li> <li>• Memberi tanggapan balik : <i>OK, great, good</i>, dsb</li> <li>• Mempertahankan percakapan dengan berbagai cara, seperti : meminta tanggapan, memberi balikan</li> </ul> <p><b>Sikap</b></p> <ul style="list-style-type: none"> <li>• Berinisiatif membuka percakapan</li> <li>• Mengajak teman berlatih melakukan berbagai tindak tutur</li> <li>• Menggunakan gambit-gambit yang sering digunakan dalam percakapan Bahasa Inggris</li> <li>• Meminta giliran bercakap-cakap</li> <li>• Mengungkapkan ungkapan-ungkapan pendek dalam pergaulan sehari-hari, seperti : <i>Hang on, OK</i>.</li> </ul>	<p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan ringkasan materi</li> <li>• Guru menutup pertemuan</li> </ul>	<p>5'</p>		
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## TEACHER'S GUIDANCE

In every unit in this designed set of materials, the teacher can do the same steps. This guidance is intended to give what steps that the teacher should do but the teacher can also do his or her own. The steps are:

### A. Brainstorming

- The teacher gives out the materials to the students.
- The teacher and the students do a warming up activity related to the topic that will be discussed at that meeting.
- The teacher asks the students to answer the questions in “Brainstorming” part.
- The teacher and the students discuss together.

### B. Dialogue

- The teacher asks the students to read the dialogues.
- The teacher can ask the students to practice the given dialogues with friends next to them.
- The students are asked to identify the expressions and language focus used in the dialogue.

### C. Language Focus

- The teacher asks the students to mention other expressions used in the language focus.
- The teacher explains the expressions and gives the cultural notes.
- The teacher and the students discuss together the language focus.

**D. Language Exercise**

- The teacher puts the students into pairs.
- The students are asked to complete the dialogue or to arrange the disordered-sentences into well-ordered dialogue, to make up a simple dialogue and then it can be presented in front of the class.

**E. Communicative Task**

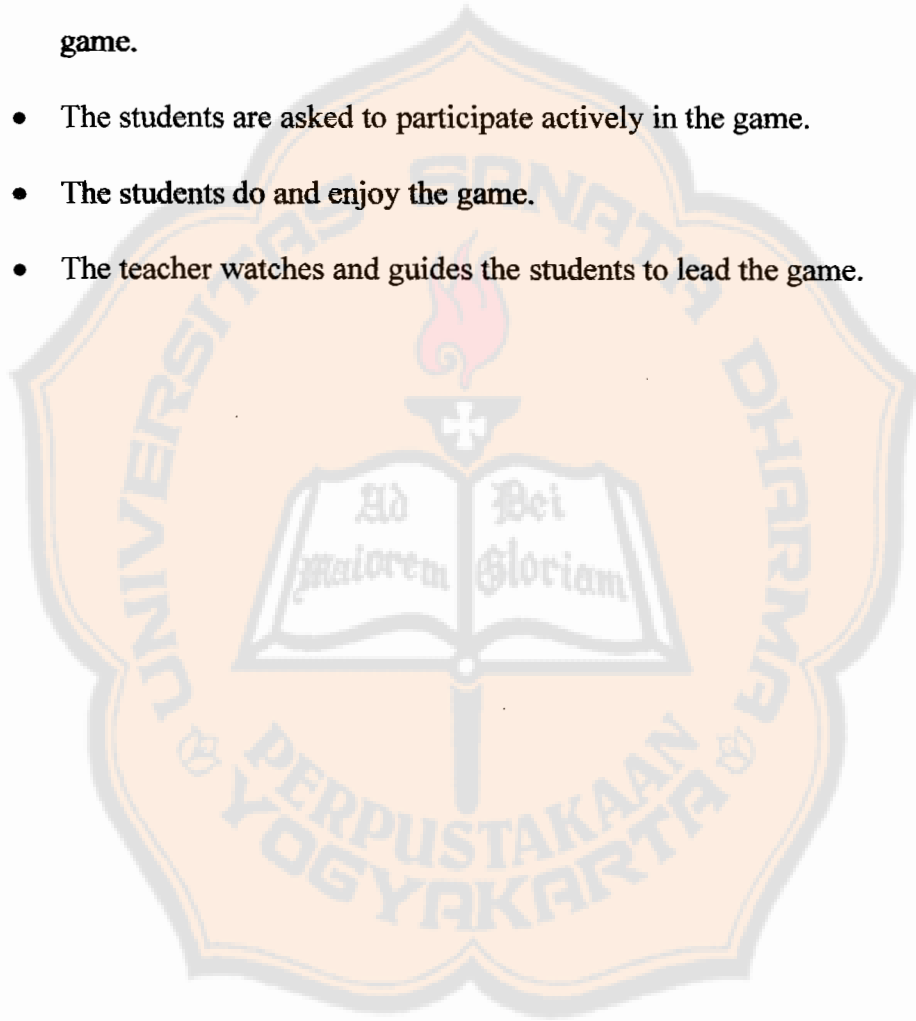
In this designed set of materials, there are two kinds of communicative tasks used. Those are Role-Play and Simulation Game.

**1. Role-Play**

- The teacher puts the students into groups of 2/3 based on the roles required.
- The teacher explains the situation and the roles of role-play.
- The students are asked to make up the dialogues for the role-play.
- Two groups or each group is asked to perform the role-play in front of the class.
- Before doing the role-play, the groups that are pointed out should prepare the setting based on the given situation.
- The other students who don't perform have to do the judging about the group does the best role-play

## 2. Simulation Game

- The teacher reads and explains the instruction for the given game.
- The students are asked to comprehend the instruction of the given game.
- The teacher asks the students to prepare what things are needed in the game.
- The students are asked to participate actively in the game.
- The students do and enjoy the game.
- The teacher watches and guides the students to lead the game.





## Appendix C

*Designing  
a Set of Instructional Materials  
to Teach Speaking to the First Year  
Students of the Junior High School  
at SMP N 1 Depok as a Pilot Project of  
the Competency-Based Curriculum*



*Designed by:  
Vebí Sri Minarni  
(001214053)*

## Table of content



- Lesson unit 1.  
*"Hello.....!"* (1)
- Lesson unit 2.  
*"How Is Your School?"* (8)
- Lesson unit 3.  
*"My Family and Your Family"* (16)
- Lesson unit 4.  
*"Our Daily Needs"* (26)
- Lesson unit 5.  
*"My Favorite Activities"* (34)
- Lesson unit 6.  
*"A Lovely Job"* (44)
- Lesson unit 7.  
*"Pets"* (54)
- Lesson unit 8.  
*"Shopping List"* (64)



- Theme : **Personal Identity**
- Topic : ***Hello...!***
- Basic Competency : Greeting someone in a certain situation.

"Hello...!"





### A. Brainstorming

*Please, discuss with your friend about the following questions!*

- *When you meet your friend somewhere, what do you do then?*
  - a. I do not say anything.
  - b. I pretend that I don't see him/her.
  - c. I greet him/her.
  - d. I ignore her/him.
- *What do you say when you meet your friend or others?*

### B. Dialogues

*Pay attention to the following dialogues: dialogue 1 and dialogue 2 and then, practice them with your partner!*

#### Dialogue 1

*Situation: Tini meets his friend, Lonno in an office.*

**Tini** : Hello, Lon!

**Lonno** : Hi, Tin! How are you?

**Tini** : I am fine, and how about you?

**Lonno** : Fine, thank you.

**Tini** : Are you waiting for someone?

**Lonno** : Yes, I am waiting for my friend, Wati

**Tini** : Okay, see you then!

**Lonno** : See you!



## Dialogue 2

*Situation: Fariz meets his teacher, Mr. Jaya, at 3pm, in a fair.*

**Fariz** : Good afternoon, Sir!

**Mr. Jaya** : Good afternoon, Fariz!

How is your school, Fariz?

**Fariz** : It's okay, Sir. Thank you, Sir.

**Mr. Jaya** : Well, good luck, Fariz!

**Fariz** : Thank you so much, Sir!

**Mr. Jaya** : Good bye!

**Fariz** : Good bye, Sir!

Good afternoon, Sir!

Good afternoon!



## C. Language Focus

### ➤ Informal

*You see your friend, Tom, in a bookshop.*

- Hello (Tom)! How are you?
- Hi there, (Tom/Jane)! [Or other first names]
- Hello (there, Tom/Jane)! [Or other first names]



*You see your friend you haven't seen for some time.*

- Morning! [Between twelve in the night and twelve in the afternoon]
- Bill! Good to see you (again)!
- Long time no see!
- (How/Very) nice to see you again!

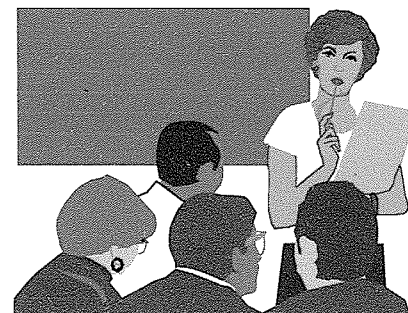
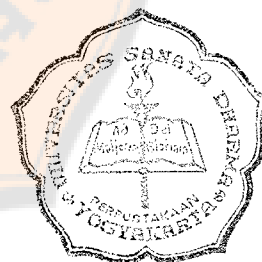


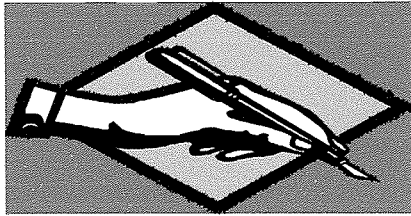
*In other situations*

- Afternoon! [Between twelve in the afternoon and six in the evening]
- Evening! [Six in the evening and until twelve the morning]

➤ Formal

- Good morning, gentlemen! [Between twelve in the night and twelve in the afternoon]
- Good morning!
- Good afternoon! [Between twelve in the afternoon and six in the evening]
- Good evening! [Between six in the evening and until twelve in the night]





### *D. Language Exercise*

#### **A. Complete the following dialogue!**

*Situation: Wiwin meets his friend, Enno, but Enno is in a hurry.*

Wiwin: Good evening!

Enno : ..... How are you?

Wiwin: Fine, thank you! .....?

Enno : I am fine too.

Sorry, Win. I am in a hurry.

Okay, .....!

Wiwin: Okay, bye! Be careful!

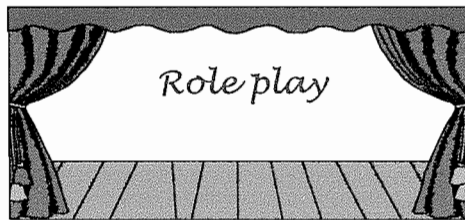
Enno : Thank you!



- B. Make a group of 2 (two). Commit the above dialogue to memory. Then, your teacher will call 3 (three) pairs of you to practice it in front of the class!**



### E. COMMUNICATIVE TASK

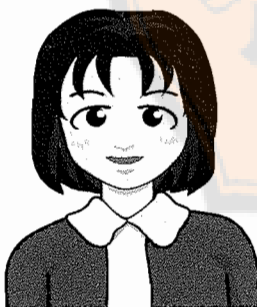


- You are going to have a role-play. Make your own dialogue for the role-play with your partner based on the situation given. Prepare the role-play. Then practice the role-play with your partner. Afterwards, change the roles and practice the role-play again.*

#### Situation:

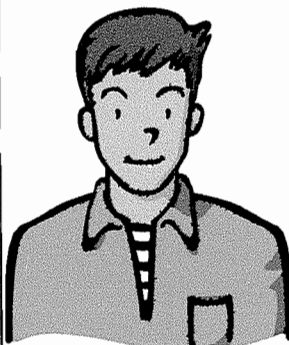
It is a Sunday morning. Vita is taking a walk in a park. Suddenly, she meets her old friend Ivan, that she hasn't seen for some time. Unfortunately, Ivan is in a hurry.

#### Roles:



#### Student A

You are Vita. Vita was surprised when she saw her old friend, Ivan. Then, she tries to greet him



#### Student B

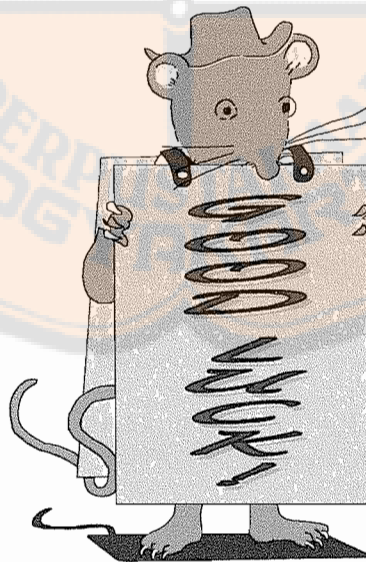
You are Ivan. Ivan responses Vita's greeting, he is so happy because he can meet Vita.

**Procedures:**

Make a group of two (2). Then, make up a simple conversation based on the situation and the roles given. When you are ready, perform in front of the class and discuss your performance with your partner and teacher.

**Useful expressions:**

You may use the above expressions stated in the Language focus.

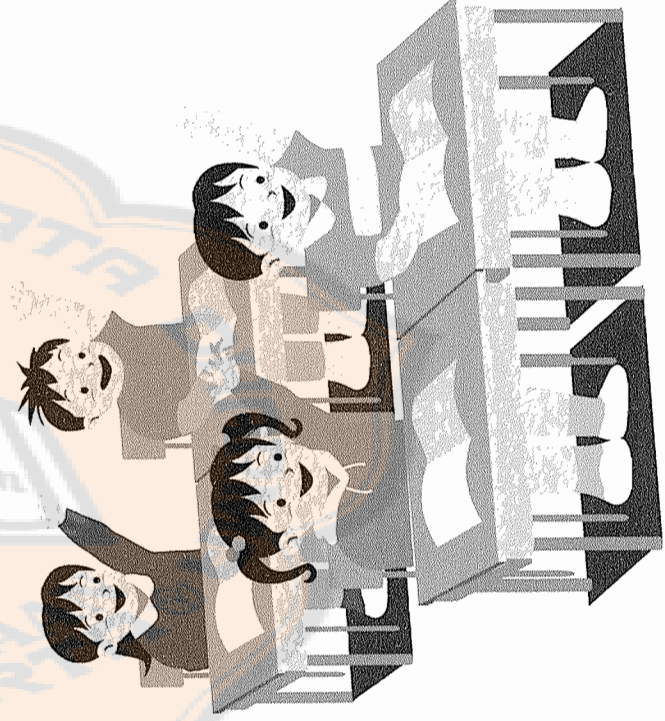




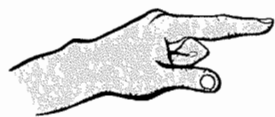
# unit 2

- Theme : School's Life
- Topic : *How is your school?*
- Basic Competency : Describing the existence of objects and closing a conversation.

## How Is Your School?







### A. Brainstorming

1.								
2.								
3.								
4.								
5.								

In group of 3 (three), please discuss the following questions, then conclude your answer!

#### Keywords

1. something that you read
2. a place where you and I study together
3. a person who studies
4. a person who teaches us
5. exercises of lesson done at home

Your answer: .....



### B. Dialogue

Read the following dialogues and then, practice them with your partner!

#### Dialogue 1

**Budi** : Hi, Ratna!

**Ratna** : Hi, Budi!

**Budi** : Is Mr. Suryo in your class?

**Ratna** : No, he isn't. He is in his office now.

**Budi** : Oops, okay. I have his lesson now. See you Ratna!

**Ratna** : Okay, see you!

**Dialogue 2**

*Susi's father*: How is your new school?

*Susi* : It's okay, Dad.

*Susi's father*: Are there complete facilities in your school?

*Susi* : Yes, of course!

There are library, laboratory, park, and also swimming pool.

*Susi's father*: Okay. That is good. See you!

*Susi* : See you, Dad!



*C. Language Focus*

➤ How to use *There is* ..... and *There are* .....

There + is + Singular noun

Singular noun → one thing/one person = object



It is shown by using *a/an* before a noun/object in a sentence

*For example:*

1. There is a book.
2. There is a blackboard.
3. There is an apple.

There + are + Plural noun

Plural noun → more than one thing/one person = object

It is shown by using -e/-es in the object.

*For example:*

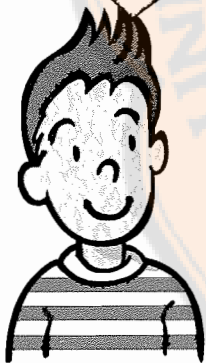
1. There are two books.
2. There are balls.
3. There are three mangoes.

➤ How to close a conversation

*The examples:*

- You are talking with your friend, but you are in a hurry.

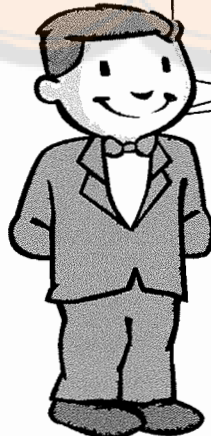
(Well), I am afraid, I can't.  
I must go now!



It is nice talking to you!  
Good bye!



I am sorry, I must go now. See  
you!





- One day, you go to the bookshop. You meet and then chat with your friend, Lina.

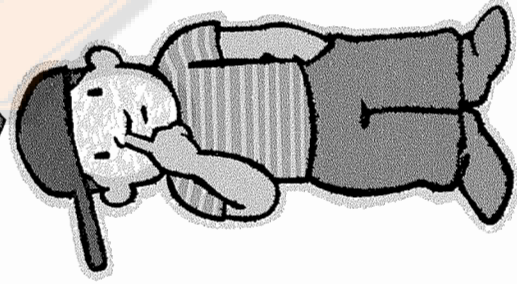
Sorry, it is 10 am. It is time to go. Good bye!

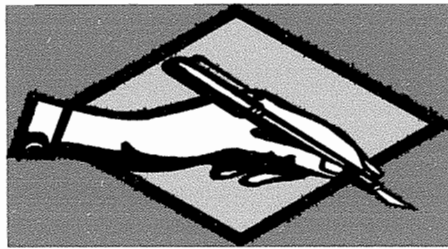


Well, look at the time. I must go now!



I am so sorry. I must go. See you!





#### D. Language exercises

##### 1. Complete the following dialogue!

**Situation:** Eko wants to know about Lina's class

*This is Lina's class.*



Eko: Hi, Lina!

Lina: Ooh, hi, Eko!

Eko: Lin, I want to know how your class is.

Lina: Okay!

Eko: Are there windows in your class?

Lina: .....

Eko: Is there a teacher in your class now?

Lina: .....

Eko: Are there two clocks?

Lina: .....There is only one clock.



Eko: Mmm, that is a nice class.

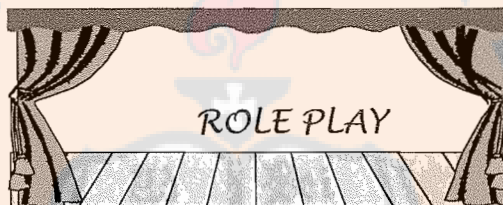
Okay, it is nice talking to you, Lin!

Goodbye!

Lina: Good bye!

2. Now, make a group of two (2). Commit the above the dialogue (in exercise 1.) to memory. Then, your teacher will call two (2) pairs of you to practice it in front of the class!

### E. Communicative Task



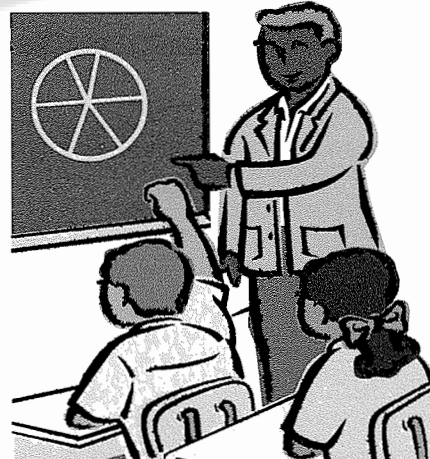
- You are going to have a role-play. Make your own dialogue for the role-play with your partner based on the situation given. Prepare the role-play. Then practice the role-play with your partner. Afterwards, change the roles and practice the role-play again.

#### Situation

picture A



picture B



There are two different classes. Picture A is student A's class. Picture B is student B's class. Now, student A and student B are talking about their class and comparing their class to each other. You can develop other situation in A/B's class.

### Roles

Student A is trying to tell his/her class.

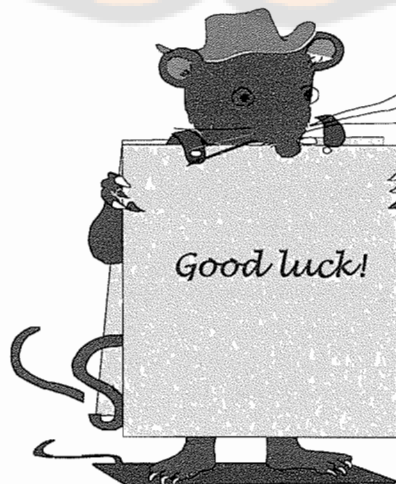
Student B is also doing the same as student A.

### Procedure

Make a group of two (2). Then, make up a simple conversation based on the situation and the roles given. When you are ready, perform for the class and discuss your performances with your partner and teacher.

### Useful expressions:

You may use the above expressions stated in the Language Focus.

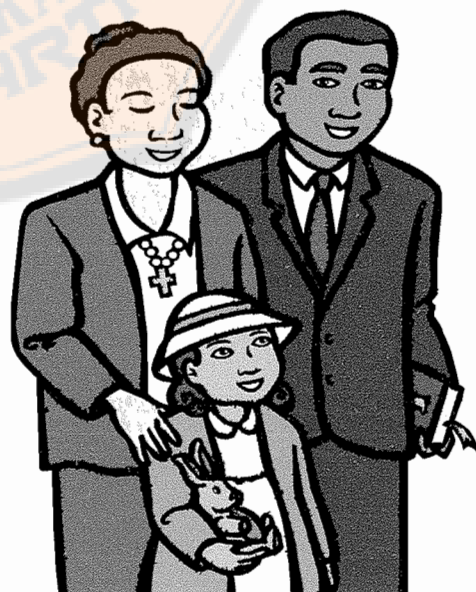




# Unit 3

- Theme : **Family Life**
- Topic : ***My Family and Your Family***
- Basic Competency : **Asking for and giving an opinion**

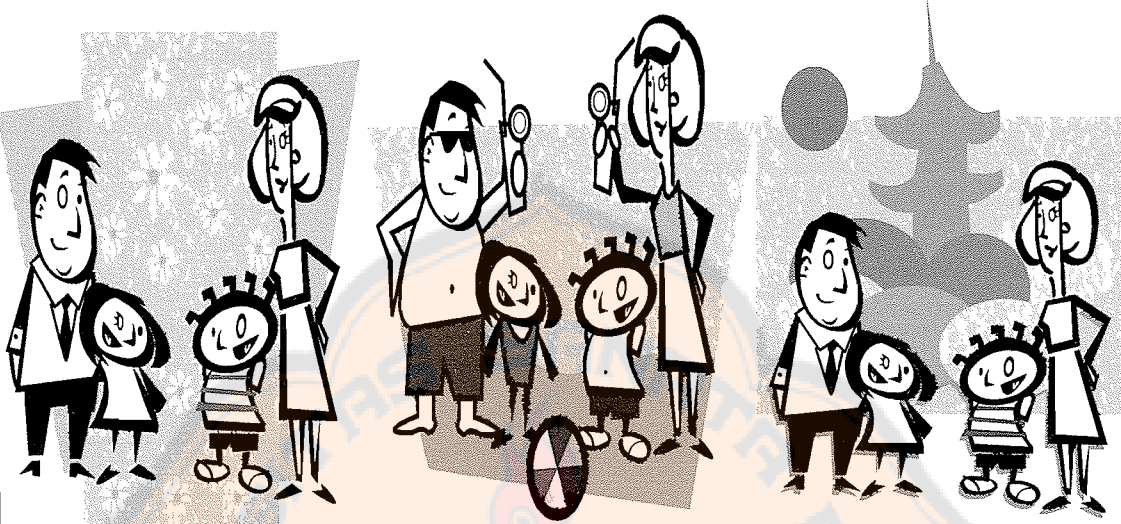
## "My Family and Your Family"







### A. Brainstorming



- © In group of 2 (two), discuss about the above picture (what picture it is)! Then, you can discuss about your family!
- ♦ How many members in your family are and who they are!

### B. Dialogues

Read the following dialogues: dialogue 1 and dialogue 2 with your friend!

#### Dialogue 1

*Situation: Indah and Danang are talking about Indah's family in a livingroom.*

**Indah** : This is a portrait of my family.

What do you think about this?



**Danang** : Well, I must say that it is very nice!

Who is this?

**Indah** : Ooh, that is my brother. His name is Anton.

**Danang** : Okay, and the smallest one is you.

**Indah** : Yeah, you are right.

**Danang** : Well, I would just like to say that your family is so nice!

**Indah** : Thank you!

## Dialogue 2

*Situation: Tyas and Jacky are talking about their family happily*

**Tyas** : Is this your family?

**Jacky** : Yes, what is your opinion of it?

**Tyas** : I think your family is the best family in this world.

**Jacky** : Thank you!

**Tyas** : Yeah, it is true! Your family is very harmonies and it is also one example of Family Planning Program.

**Jacky** : Thank you. I think your family is also same.

**Tyas** : Yes, you are right. My family is the best possession for me!



### C. Language Focus

- ☒ Asking for someone's opinion.

*You ask your friend about your family.*

1. What do you think about my family?
2. What do you feel about .....
3. What do you think of/about .....
4. What is your opinion of .....

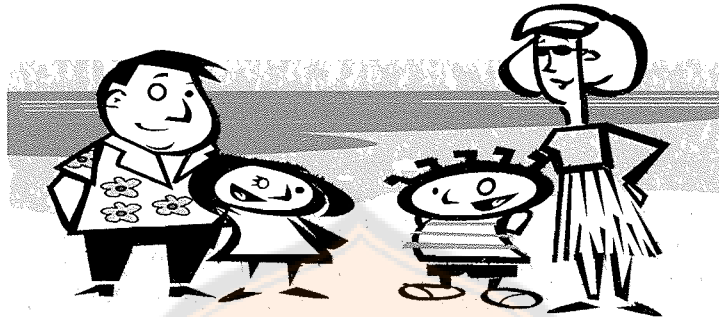
*In other situations.*

5. What is your view/opinion?
6. What do you think/feel?

*You are chatting with your friend, Joseph, in a park about recent political condition.*

7. What about .....
8. How do you see .....
9. How do you feel about .....
10. What is your reaction to .....
11. Do you have any particular views on .....
12. Do you have any opinion on .....
13. I am glad/grateful to have your view/opinion on .....

☒ Giving your opinion.



*You are giving opinion for your friend's family.*

1. I think .....

- Oh, I think they are so nice!

2. In my view/opinion, .....

- In my view, your family is very friendly!

3. (Personally), I feel .....

- I feel happy to see your family.

- I feel proud.

*In other situations.*

4. Well, I must say ..... [for strong opinion]

5. I would just like to say .....

6. From my point of view, .....

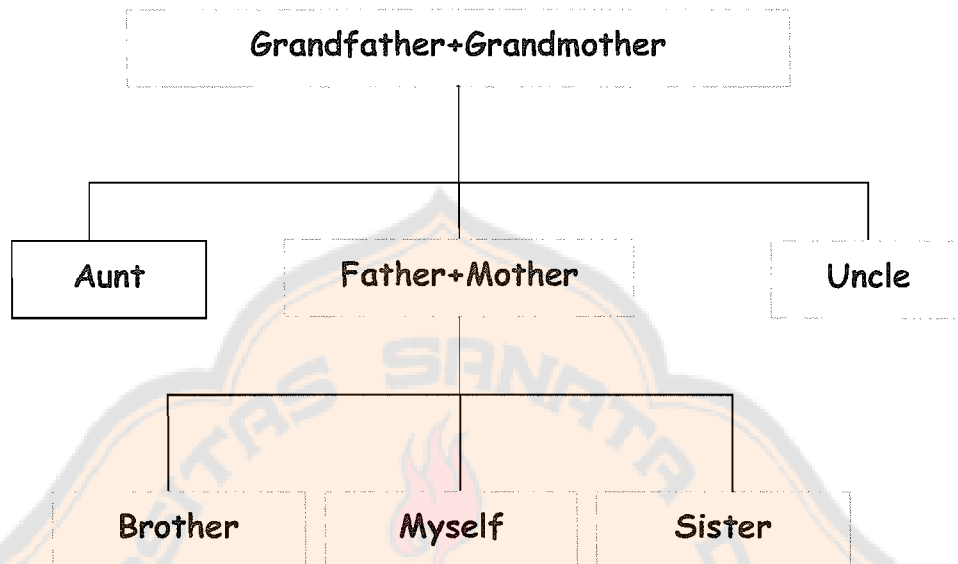
7. Well, to my mind, .....

8. I consider .....

9. Personally, I can consider that .....

☒ Vocabulary

*Family Members*



- Grandfather -> kakek
- Grandmother -> nenek
- Father -> ayah/bapak
- Mother -> ibu
- Child/children -> anak
- Son -> anak laki-laki
- Daughter -> anak perempuan
- Brother -> saudara laki-laki
- Sister -> saudara perempuan
- Uncle -> paman
- Aunt -> bibi/tante
- Cousin -> saudara sepupu
- Nephew -> keponakan laki-laki
- Niece -> keponakan perempuan
- Grandchildren -> cucu
- Grandson -> cucu laki-laki
- Granddaughter -> cucu perempuan
- Sibling -> saudara kandung
- Grandparents -> eyang/embah
- Great grandparents -> eyang buyut
- Great grandfather -> kakek buyut
- Great grandmother -> nenek buyut



- Great grandchild -> cucu buyut laki-laki
- Great grandson -> cucu buyut
- Great granddaughter -> cucu buyut perempuan
- Father in law -> ayah/bapak mertua
- Mother in law -> ibu mertua
- Son in law -> menantu laki-laki
- Daughter in law -> menantu perempuan
- Brother in law -> ipar laki-laki
- Sister in law -> ipar perempuan
- Step father -> ayah/bapak tiri
- Step mother -> ibu tiri
- Step brother -> saudara tiri laki-laki
- Step sister -> saudara tiri perempuan
- Twin brothers -> saudara kembar laki-laki
- Twin sisters -> saudara kembar perempuan
- Foster father -> ayah/bapak angkat
- Foster mother -> ibu angkat
- Foster parents -> orang tua angkat
- Foster child -> anak angkat



### D. Language Exercise

#### A. Direction:

*For each situation that follows, read the cues given and discuss the relationship between the speakers and the level of formality. Using this information, complete the dialogues orally using phrases/sentences from the previous section or with any other appropriate response.*

*Example:*

A: She is my lovely sister. What do you think?

B: She is beautiful!

A: Yes, you are right.

*Situation 1.*

A:

\_\_\_\_\_?

B: I think he is cute enough!

A: Ooh, really? But I think he is fat.

B: Well, it is true, but he is nice.



*Situation 2.*

A: What is your opinion of my mother?

B:

\_\_\_\_\_.

A: What do you think about her cooking?

B: \_\_\_\_\_.



*Situation 3.*

A: \_\_\_\_\_?

B: Ohh, this is a big family!

It \_\_\_\_\_.

B: There are many members in this family, aren't there?

A: Yes! You are right!

*B. Arrange the following sentences into a dialogue!*

1. It is the photograph of my family.
2. Yes. This is my dad, my mom, and my big sister.
3. Hello, Fira! Good morning!



4. His name is Hadi Susanto!
5. Well, what do you think of my family?
6. Good morning, Obbie!
7. Your family?
8. What is it?
9. Okay, this is a wonderful family!
10. What is your father's name?

Obbie :

Fira :

Obbie :

Fira :

Obbie :

Fira :

Obbie :

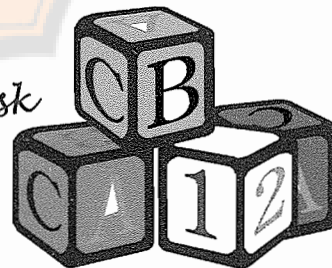
Fira :

Obbie :

Fira : Okay, this is a wonderful family!

### E. Communicative Task

#### Simulation Game



*Now, prepare yourself to ask five (5) of your classmates about their family. Take turn in interviewing each other and complete the following form in order to exchange information*

*about his/her family. Then, choose one of them to present the conversation with you in front of the class.*

Personal data of my friend

Name of your friend	Name of father	Name of mother	Number of brother	Number of sister
1. ....				
2. ....				
3. ....				
4. ....				
5. ....				





# Unit 4

- Theme : **Daily Life**
- Topic : **Our Daily Life**
- Basic Competency : Expressing orders/commands and prohibition.

## "Our Daily Needs"

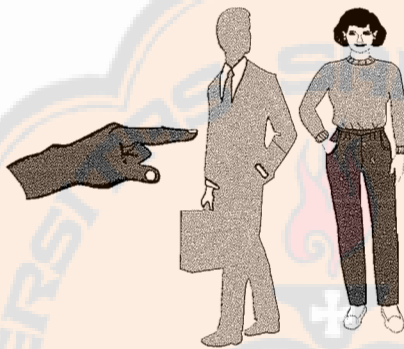
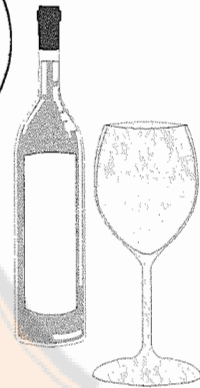
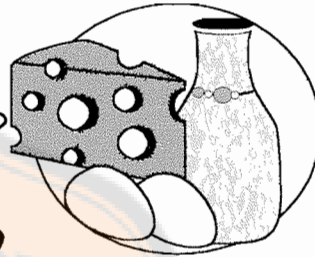




### A. Brainstorming

Discuss with your friend beside you about the following questions!

- What do you eat everyday?
- What do you drink everyday?
- What do you use everyday?



The above three things are our .....

### B. Dialogues

Read the following dialogues: dialogue 1 and dialogue 2 with your partner!

Dialogue 1.

**Situation:** Rima is very busy today so her friend, Suci, offers her a help. Then, Rima asks her to do something.

Rima: Sorry, today, I am so busy.

Suci: Why?

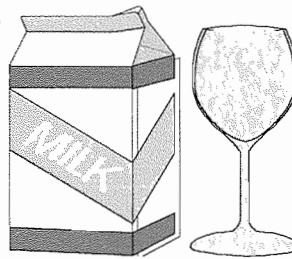
Rima: Today, I must finish my composition. Mmmm, can you help me?

Suci: Okay, don't worry!



Rima: Please, take me a glass of milk!

Suci: Okay, okay!



Dialogue 2.

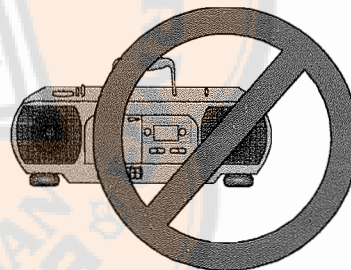
*Situation: Mother is disturbed by the tape's sound. Mother prohibits Bobby to switch on the tape.*

Mother : Bobby!

Bobby : Yes, mom. What's wrong? What can I do for you, mom?

Mother : Now, I am sewing your father's cloth. Please, don't switch on your tape, okay?

Bobby : No, I won't, mom!



### C. Language Focus

*Pay attention to the underlined expressions in the above dialogues: dialogue 1 and dialogue 2.*

1. Please, take me a glass of milk!
2. Please, don't switch on your tape!
3. Okay, okay!
4. Yes, of course, mom!



*Those expressions above are used to make a command/order, prohibition and to response them (orders/commands) by agreeing or refusing.*

➤ Orders/Commands

(Please), V1+O, (please)

Or

(Please), V1+O1+O2, (please)

O1: direct object

O2: indirect object

- Please, beware of dog!
- Take me a cup of tea, please!
- Please, give me a piece of paper!
- Please, bring me that bag!
- Make him a glass of orange juice, please!

➤ Prohibition

(Please), Don't+V1+O, (please)

Or

(Please), Don't+V1+O1+O2, (please)

O1: direct object

O2: indirect object

- Please, don't open the door!
- Please, don't turn on the light!
- Don't eat or drink here, please!
- Please, don't smoke here!



➤ Agreeing

- Yes, of course!
- Yeah.
- Okay!
- Yes!
- Sure!
- (Yes), no problem!

➤ Refusing

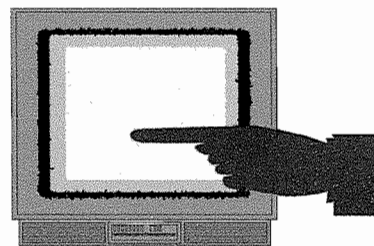
- Sorry, .....
- Sorry, I am busy.
- Sorry, I can't go anywhere at that time!
- I can't .....
- I can't do that.
- I am not sure, I can.
- (I am afraid) I can't.
- I don't know anything about .....



*D. Language Exercise*

*A. Complete the following short dialogue!*

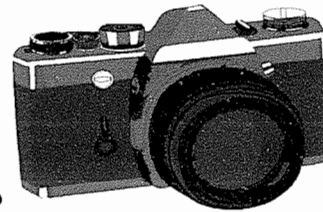
1. Acy : Please, \_\_\_\_\_ the TV!  
Beto : Okay, okay! \_\_\_\_\_ (Nyalakan)





2. Fito : Can I help you?

Beta : Please, don't \_\_\_\_\_ ?



*(Ambil kamera itu)*

Fito : No, I won't!



3. ADI : Can you help me?

ADI : Okay, \_\_\_\_\_ please!

BETY : Okay!

*(Bawakan saya sebuah payung)*

4. CICA : Can you help me?

*(Belikan saya sebuah jam tangan)*

CICA : Yeah! Please, \_\_\_\_\_ !

TINO : Sorry, I can not do that now. (Refusing)



5. A : What do you need?

*(Buatkan saya secangkir kopi)*

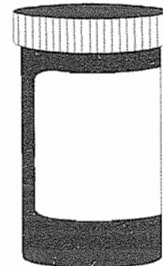
B : Please, \_\_\_\_\_ !

A : \_\_\_\_\_ . *(Baiklah, tunggu sebentar)*

*B. Arrange the following sentences into a dialogue!*

*Situation: Emon is sick now. She cannot walk, so she needs her sister's help, Santi.*

1. Emon : Please, take me the medicine!



2. Emon : Now, I want to take a nap. Don't be noisy, okay!

3. Emon : Thank you! I will remember that!

4. Emon : Please, can you help me!

5. Santi : Here, it is and don't forget to drink it again in the evening!

6. Santi : Okay! What can I do for you?

7. Santi : Trust me! No, I won't.

8. Santi : Yeah, that is a good idea!

*E. Communicative Task*



*Form a group of two (2). Based on the information below, make a very short dialogue/conversation in which you use the*

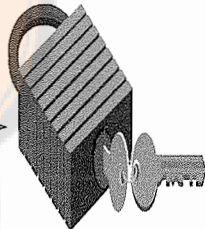
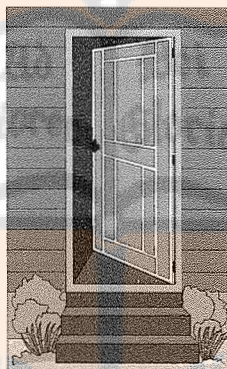


*expression of orders/commands. (Choose one and perform it later in front of class!)*

- \* You need some biscuits and you ask your little brother to get it for you, you also ask him to give milk on it, and then deliver it into your room.



- \* You ask your niece to turn on the lamp because it is getting dark, and to lock the doors. Then, you ask her to put the keys in the box.



- \* You forgot to bring your coins, then you contact your housemaid by phone to take them for you and deliver it to your school.



*Good luck!*





# Unit 5

- Theme : **Hobbies**
- Topic : ***My Favorite Activities***
- Basic Competency : Talking about abilities (by applying Simple Present Tense)

## "My Favourite Activities"

I like this activity!

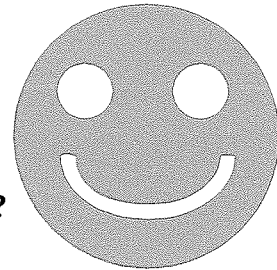




### A. Brainstorming

Discuss with your friends about "Hobbies"

- What is hobby?
- What hobby/hobbies do you have or like?
- Mention many other hobbies!



### B. Dialogues

Read the following dialogues!

Dialogue 1.

Egi : Do you have any hobbies, Jay?

Jay : Ohh, yeah, of course! I like playing football.

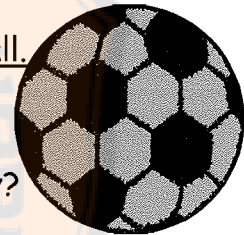
Egi : How often do you play football?

Jay : I play it twice a week. What is your hobby?

Egi : I enjoy reading comics.

Jay : That's interesting! Does your sister like it too?

Egi : Yes, she does. She likes it too!



Dialogue 2.

Keke : Do you like swimming?

Lita : Yes, I do. I swim everyday. Do you like it too?

Keke : No, I don't, but my brother likes it much!

Lita : Do you have other hobbies?

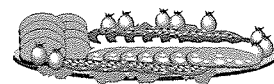
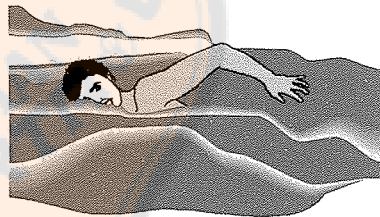
Keke : Yes. I like cooking and gardening.

Lita : How often do you do those activities?

Keke : I do them everyday too.

Lita : That is good. You are a diligent girl.

Keke : Thank you!





*THE EXAMPLES/KINDS OF HOBBIES:*



- Playing football/soccer
- Singing
- Painting
- Reading a book/comic/novel, etc
- Playing tennis
- Fishing
- Dancing





- Listening to music
- Playing guitar/drum/piano
- Swimming
- Cooking
- Surfing
- Skiing, etc

### C. Language Focus

#### ☒ Simple Present Tense

*Pay attention to the underlined expressions in the above dialogues: dialogue 1 and dialogue 2.*

#### Dialogue 1:

1. Do you have any hobbies? [?]
2. I like playing football. [+]
3. How often do you play football? [?]
4. I enjoy reading comics. [+]
5. Does your sister like it too? [?]
6. She likes it much. [+]

#### Dialogue 2:

1. Do you like swimming? [?]
2. I swim everyday. [+]
3. Do you like it too? [?]
4. No, I don't. [-]
5. My brother likes it much. [+]
6. Do you have other hobbies? [?]



7. I like cooking and gardening.      [ + ]
8. I do them everyday.      [ + ]
9. How often do you do those activities?      [ ? ]

➤ Those expressions are the examples of the following patterns:

[ + ]

**S + V1 + O**

- S= Subject= I, You, We, They
  - V= Verb (1)
  - O= Object

OR

**S + V1 (-s/-es) + O**

- S= SUBJECT= She, He, It
  - V= Verb1 +-s/-es
  - O= Object

[ - ]      Subject= I, You, We, They

**S+DO NOT+V1+O**

OR

Subject= She, He, It

**S+DOES NOT+V1+O**

[ ? ]

**DO/DOES +S+V1+O?**

*Do* is used when the subject (: I, You, We, They) follows it.

*Does* is used when the subject (: She, He, It) follows it.

*In asking other questions, Do/Does can follow other items, such as:*

➤ How often.....

- How often do you play football?
- How often does she play basketball?

➤ wh-questions, such as:

*When..., Who..., Where..., Which..., Whom..., and How....*

*(it will be discussed at the other topic)*

**Note:**

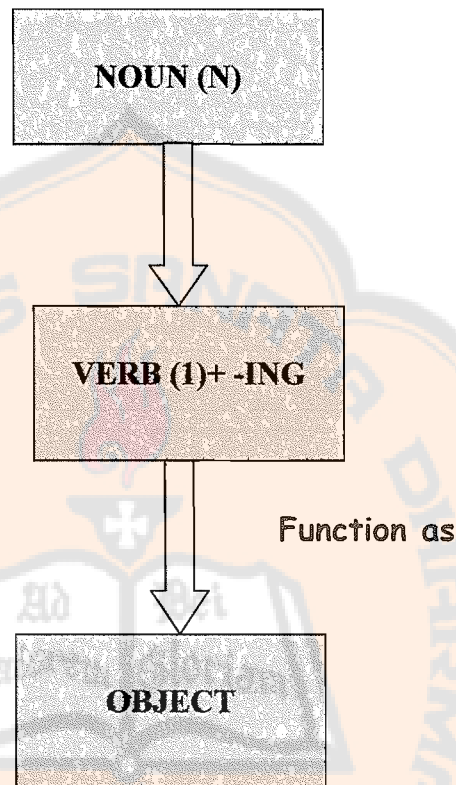
In this simple present tense, the adverbs that are usually used are: *every... (= Every day, every week, every month, etc).*

☒ Talking about "hobbies"

*Pay attention to the following words:*

- playing football
- listening music
- singing
- writing
- skiing
- climbing, etc.

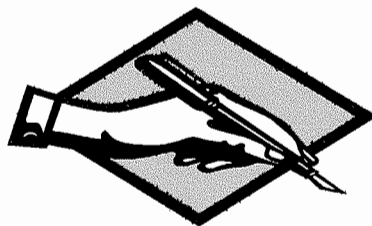
Those are the examples of stating/forming a noun. In order to form a noun, the following pattern is usually used.



❖ Vocabulary

- Playingt football/soccer : bermain sepakbola
- Reading comic : membaca komik
- Swimming : berenang
- Cooking : memasak
- Gardening : berkebun
- Dancing : menari
- Singing : menyanyi
- Painting : melukis
- Palying tennis : bermain tenis
- Fishing : memancing
- Listening to music : mendengarkan musik
- Playing gitar/drum : bermain gitar/drum
- Diving : menyelam
- Skiing : bermain ski
- etc





### D. Language Exercise

#### A. Change into English!

1. Ayahku memiliki dua hobi menarik.
2. Aku suka bermain ski.
3. Keponakan perempuannya melakukan hobinya setiap hari.
4. Mereka suka menyelam di musim panas.
5. Kita menikmati terjun payung setiap hari Minggu

#### B. Complete the following dialogue!

Mimi : Do \_\_\_\_\_ ?

Oki : No, I \_\_\_\_\_.

I like \_\_\_\_\_.

Mimi : Okay! \_\_\_\_\_ ? (Any hobbies)

Oki : Yes. I also like \_\_\_\_\_.

Mimi : \_\_\_\_\_ ?

Oki : Twice a week! Do you have hobbies?

Mimi : Yes, I do.

\_\_\_\_\_.





### E. Communicative Task



#### Simulation Game

*In this simulation, students work in pairs and imagine that your partner is your old school friend. Then, you must also change the turn!*

**"What is your hobby?"**

**Student A**

*Imagine that you and your partner meet at a coffee shop after five years. You ask him/her about his/her hobbies.*

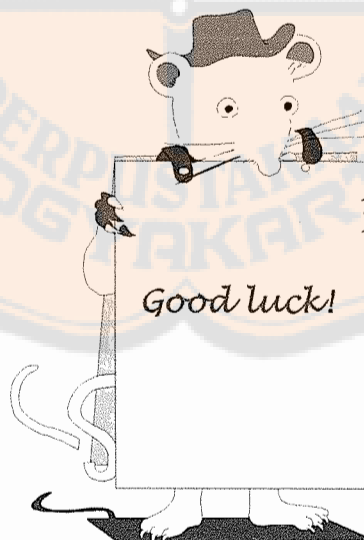
You ask student B	Your friend answer
1. Kind of hobbies	
2. How often do you.....?	
3. When do you .....	
4. Why do you like this kind of hobby? (you may ask other)	

**Student B**

*Imagine that you love your hobbies very much. You answer enthusiastically about your hobbies.*

**You will tell student A about your hobby**

1. Mention your hobby!
2. (your answer)
3. (your answer)
4. (your reason)
5. (etc)

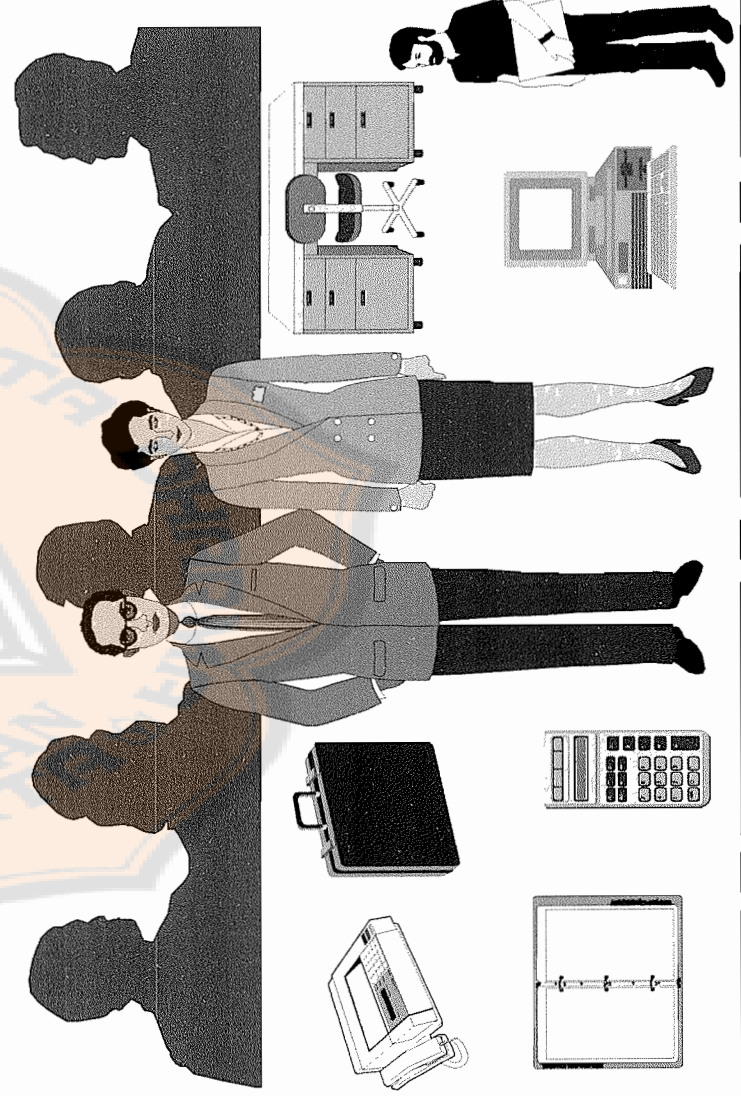




# Unit 6

- Theme
  - Topic
  - Basic Competency
- : Job  
: *A lovely Job*  
: Asking for and talking about abilities

## "A Lovely Job"







## A. Brainstorming

➤ Discuss in group of 4 (four) about the following questions!

- Kinds of "job"
- What your ambition is/mention what job you like
- Why you like/choose this kind of job

"kinds of job"



a teacher



a surgeon



a doctor



a nurse



a policeman/policewoman

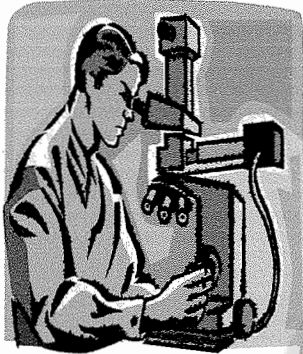


a dancer



a singer





a scientist



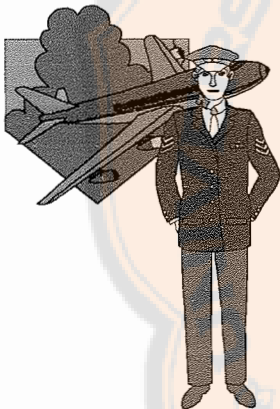
a painter



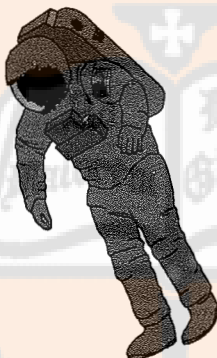
a presenter/host



a student



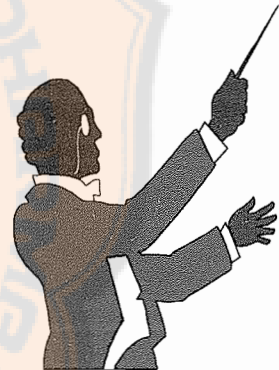
a pilot



an astronaut



a fireman



a conductor

### B. Dialogue

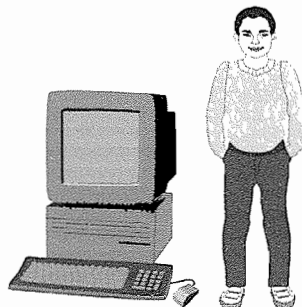
*Read carefully the following dialogues: dialogue 1 and dialogue 2 with your partner!*

#### Dialogue 1

Jacob : Hi, Tom!

Tom : Hi, Jack!

Jacob : My computer is out of order now. Can you type this composition for me?



Tom : Ohh, yes of course! I can type it in 10 minutes only.

It is very easy! I want to be a professional typist.

Jacob : That is a good idea! Okay, Tom thanks for your help.

Tom : You're welcome!

### Dialogue 2

KEVIN : There is a piano in your house. Can you play it?

JHON : No, I cannot, but my father is the best piano player.

KEVIN : A piano player?

JHON : Yes, he is.

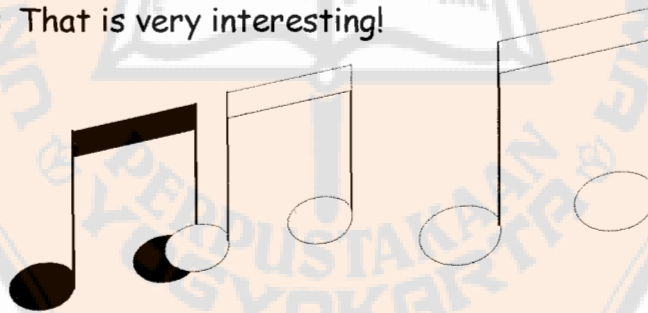
KEVIN : What do you want from a life?

JHON : I want a lovely job!

KEVIN : Do you want to be a piano player too?

JHON : No. I want to be a singer. I think my voice is not bad.

KEVIN : That is very interesting!



### C. Language Focus

- ☒ Asking for and talking about abilities

*Pay attention to the underlined expressions in the above dialogues.*

1. Can you type this composition for me?
2. Can you play it?



*Those above expressions are the examples in asking or talking someone's ability.*

- Can you.....?

*Examples:*

1. Can you play a football? } - Yes
2. Can you teach English? } - Yes, I can/No, I can not.
3. Can you sing a song? } - I can .....

Can + S (you) + V1 + O

yes/no+S (I)+can/cannot+V1

- Do you able to.....?

*Examples:*

1. Are you able to play football?  
Yes, I am/No, I am not
2. Are you able to teach English?  
Yes, I am able to.....
3. Are you able to sing a song?  
I am able to.....

Are+S(you)+V1+O

S(I)+am+able to+V1+O

- ☑ Using *want* ..... and *want to* .....

*Pay attention to the underlined expressions in the above dialogues.*

1. I want to be a professional typist.
2. I want a lovely job.
3. I want to be a singer.

*Those above expressions are used to show the differences in using ... want... and ... want to...*

... want...

*Examples:*

1. I want a good job.
2. She wants a lovely occupation.
3. He wants a private teacher.
4. They want this job.
5. We want that job.

**S+want (-s)+O**

(*want* depends on the *subject*)

If the subject (S) is **I, You, We, They**, so it must be followed by **want (without -s)**. If the subject is **She, He, It**, so it must be followed by **wants**.

... want to...

*Examples:*

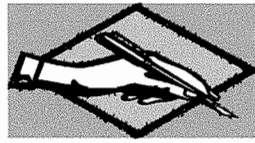
1. I want to be a guitarist.
2. She wants to do this job.
3. He wants to go to his office.
4. They want to do it.
5. We want to buy a new car.

**...+want(-s/-es)+V1+O+(adverb)**

(*want to* depends on the *subject*)

If the subject (S) is **I, You, We, They**, so it must be followed by **want to**. If the subject is **She, He, It**, so it must be followed by **wants to**.





## D. Language Exercises

### A. Complete the following dialogue!

Anton : Hmm, .....?

berenang

Ika : No, I can't.

Anton : .....?

Main bola

Ika : Yes, I..... What is your hobby, Ton?

.....?

Bertinju

Anton : No. actually, I don't like  
sport.

Ika : So, what.....?

Anton : I want.....

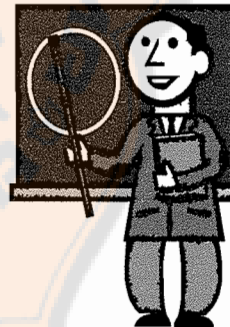
Ika : Excellent!

Anton : What do you want from life?

Ika : I ..... an interesting  
job.

I want .....

Anton : Okay! That is very interesting!



B. Arrange the following sentences into a well-ordered dialogue!

1. Zaky : So, what is your ability, Mel?
2. Melly : No, I can not.
3. Zaky : Ohh, that is very good! Do you want to be a writer someday?
4. Melly : Hello, Zaky! Can you play a guitar?
5. Zaky : Yes, you are right!
6. Melly : Mmm, at least, I can write.
7. Zaky : Yes, I can. How about you?
8. Melly : Yes, I do. What kind of job do you want?  
A guitarist?

E. Communicative Task



*Simulation Game*

How to use the game

*The game may be played with any number of students. Copy enough cards for every one in the class, but make sure that for every employee's card there is a corresponding employer's card.*

*Give out one card to everyone in the class.*



*The object of the game is for every employee to find a job, and for every employer to find a suitable person for the job.*

*To this, employers will have to move around the class, interviewing candidates for the jobs. They should only take candidates who fulfill all the requirements listed on the advertisement.*

*The game is finished when everyone has a job.*

*If you have an odd number of students in the class, either one student will be left without a job, or, if you think this is too cruel, you should alter one of the advertisements to read, Wanted-two...s.*

(adapted from Jill Hadfield's book "Elementary Communication Games", topic: 29)



*Looking for a job*

**You can:**

swim draw and paint  
speak French play piano  
type sing

**Wanted:**

*Kindergarten Teacher*  
must be able to:  
swim sing speak French  
play piano

**You can:**

type cook  
ride drive speak German  
ski swim sew

**Wanted:**

*Housemaid*  
must be able to:  
speak German cook ride  
drive sew

**You can:**

speak French and German  
type drive  
play piano swim

**Wanted:**

*Secretary*  
must be able to:  
type speak French and German

**You can:**

swim drive type play tennis  
speak French and German  
cook take shorthand

**Wanted:**

*Journalist*  
must be able to:  
type take shorthand drive  
speak French and German

**You can:**

ride swim play tennis drive  
ski speak German

**Wanted:**

*Sport Instructor*  
must be able to:  
ride swim ski play tennis

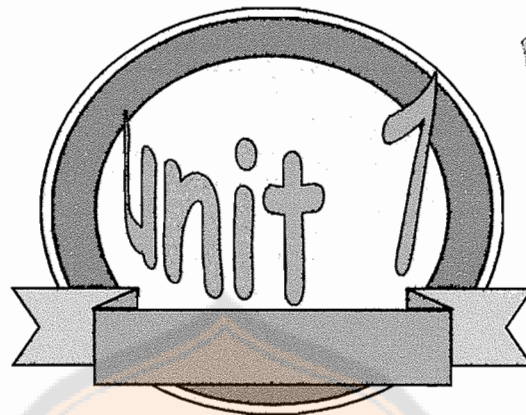
**You can:**

read music sing  
draw and paint  
play the piano play the violin

**Wanted:**

*Art and Music Teacher*  
must be able to:  
sing read music  
draw and paint  
play the piano and the violin





- Theme : **Animals**
- Topic : **Pets**
- Basic Competency : Talking about more than one thing

# "Pets"

*Kinds of animals*





### A. Brainstorming

Discuss with your friends!  
You can tell your experience when you  
went to the zoo.

### B. Dialogue

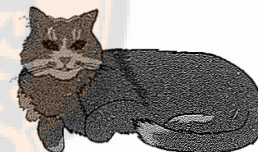
Read the following the dialogue with your friend!

#### Situation:

Adit and Yos are sitting in a park and talking happily about their pets.

Adit : I have two cats. Do you have a cat, Yos?

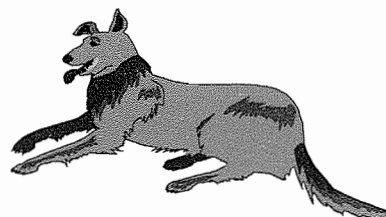
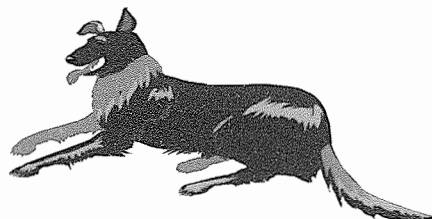
Yos : Yes. I have one cat and a rabbit.



Adit : Great! In my house, there are chickens too. I have five hens and three cocks. I feed them everyday.

Yos : Mmm, I do not have chicken, but I have two dogs. I love them so much. They are so funny!

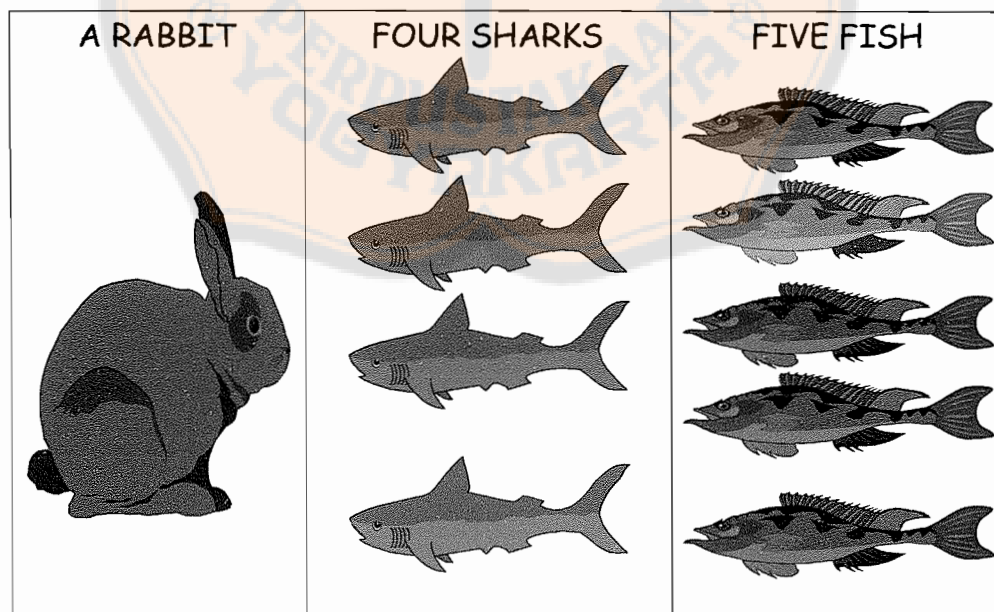
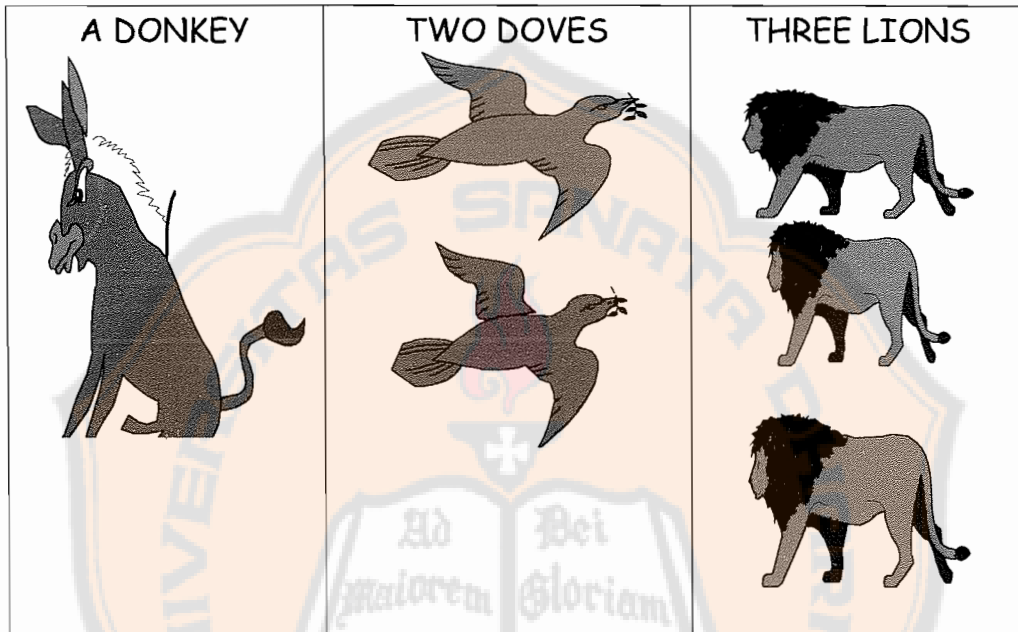
Adit : Yeahh, that is true! We love our pets!

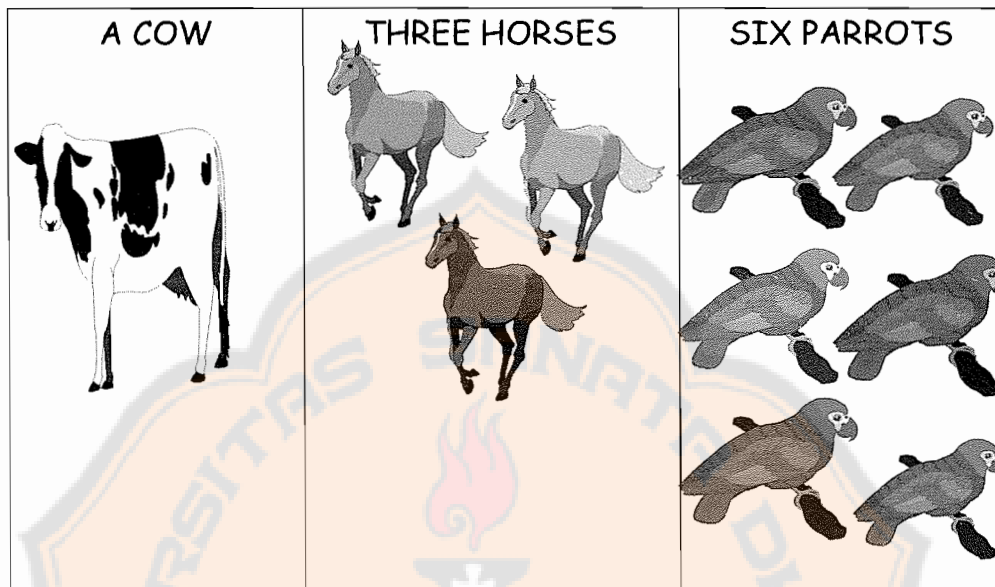




*C. Language Focus*

*USING SINGULAR NOUN/PLURAL NOUN*





\* *"SINGULAR" means one (single).*

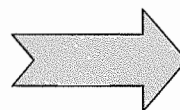
*= one/single person or thing*

\* *"PLURAL" means more than one*

*= more than one persons or things*

[in Indonesian, *"singular"* means *"tunggal"*, and *"plural"* means *"jamak"* or *"lebih dari satu"*]

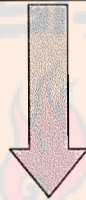
Singular	Plurals
Snake	Snakes
Monkey	Monkeys
Pencil	Pencils
Paper	Papers
Book	Books
Bat	Bats
Chicken	Chickens
Swan	Swans
Duck	Ducks
Girl	Girls



**Most plurals forms:  
Singular form + -s**



Singular	Plurals
Buffalo	Buffaloes
Mosquito	Mosquitoes
Watch	Watches
Gas	Gases
Tax	Taxes
Address	Addresses



When the noun ends in *o*, *-s*, *-z*, *-x*, *-ch*, or *-sh*.

Plurals form: Singular form + *-es*

❖ **EXCEPTION**

Examples:

(: singular=plural)

Singular	Plural
Fish	Fish
Deer	Deer
Sheep	Sheep

Examples:

Singular	Plural
Mouse	Mice
Man	Men
Woman	Women
Louse	Lice
Goose	Geese
Child	Children
Tooth	Teeth
Ox	Oxen

❖ VOCABULARY

- |                |   |
|----------------|---|
| 1. Tiger       | : harimau/macan                           |
| 2. Dove        | : burung merpati/dara                     |
| 3. Horse       | : kuda                                    |
| 4. Swan        | : angsa / goose/geese : angsa/angsa-angsa |
| 5. Turtle      | : kura-kura/penyu                         |
| 6. Lion        | : singa                                   |
| 7. Spider      | : laba-laba                               |
| 8. Pig         | : babi                                    |
| 9. Peacock     | : burung merak                            |
| 10. Frog       | : katak                                   |
| 11. Elephant   | : gajah                                   |
| 12. Cat        | : kucing                                  |
| 13. Donkey     | : keledai                                 |
| 14. Rabbit     | : kelinci                                 |
| 15. Shark      | : hiu                                     |
| 16. Fish       | : ikan                                    |
| 17. Cow        | : sapi                                    |
| 18. Parrot     | : burung kakak tua/nuri                   |
| 19. Monkey     | : monyet                                  |
| 20. Duck       | : bebek                                   |
| 21. Bat        | : kelelawar                               |
| 22. Snake      | : ular                                    |
| 23. Buffalo    | : kerbau                                  |
| 24. Mosquito   | : nyamuk                                  |
| 25. Deer       | : rusa/kijang/menjangan                   |
| 26. Sheep      | : domba                                   |
| 27. Cock       | : ayam jantan                             |
| 28. Dolphin    | : lumba-lumba                             |
| 29. Eagle      | : burung elang                            |
| 30. Ant        | : semut                                   |
| 31. Bird       | : burung                                  |
| 32. Goat       | : kambing                                 |
| 33. Louse/lice | : kutu/kutu-kutu                          |

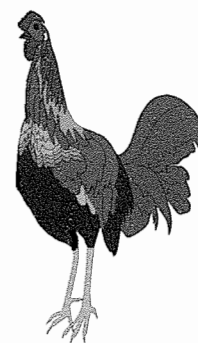
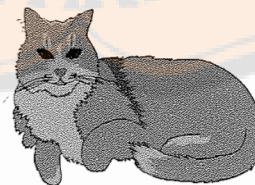


### D. Language Exercises

A. Complete the following table!



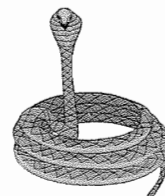
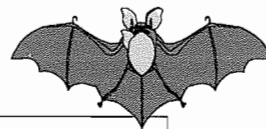
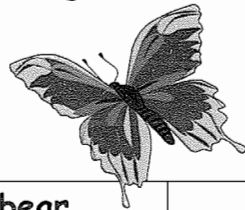
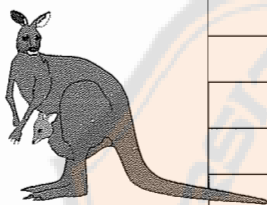
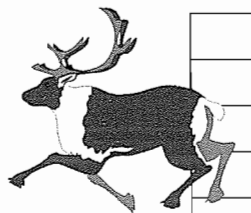
A cat	Three.....
A dog	Three.....
A cock	Twenty.....
A dolphin	Nine.....
An eagle	Ten.....
An ant	Seventeen.....
A bird	Eleven.....
A goat	Twelve.....
A deer	Fourteen.....
A zebra	Fifty.....





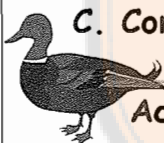
B. Complete the following table. You can add your own words!

(About animals)



A bear	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

C. Complete the following dialogues!



Achan : Do you have any .....



Dani : Yes of course.

There are ....., ....., and .....



Achan : Do you always ..... them?

(memberikan makan)

Dani : Yes, I do. I do it every .....

.....?

Achan : Me?

I have .....



(anak anjing)

Dani : .....

Achan : Yes. I do. I love them very much!

Dani : Okay! That is a good idea!

Anyway it is a good topic to talk about our pet!

Achan : Yes you are right!

Dani : Okay!



### E. Communicative Task



- *You are going to have a role-play. Make your own dialogue for the role-play with your partner based on the situation given. Prepare the role-play. Then practice the role-play with your partner. Afterwards, change the roles and practice the role-play again.*

✓ **Situation:**

It is a Saturday afternoon. Lusy is telling about her lovely pets, her dogs to her friend, Aci. Meanwhile, Aci is trying to tell Lusy about her pets too. They are talking happily about their pets.

✓ **Roles:**

**Student A**

You are Lusy. You love your dogs much, "Pleky" and "Poky". You are telling enthusiastically about them. The dogs are so funny. Lusy always plays with them.



Student B

You are Aci. You responses Lusy's story and then, you also tell her about your pets. You have three goats, two cats, and two sheep. You always feed them everyday.

✓ Procedures:

Make a group of two (2). Then, make up a simple conversation based on the situation and the roles given. When you are ready, perform in front of the class and discuss your performance with your partner and teacher.

✓ Useful expression:

You may use the expressions stated in the Language focus. Apply singular/plural patterns in your dialogue and you can also develop the dialogue by using your own words/sentences!

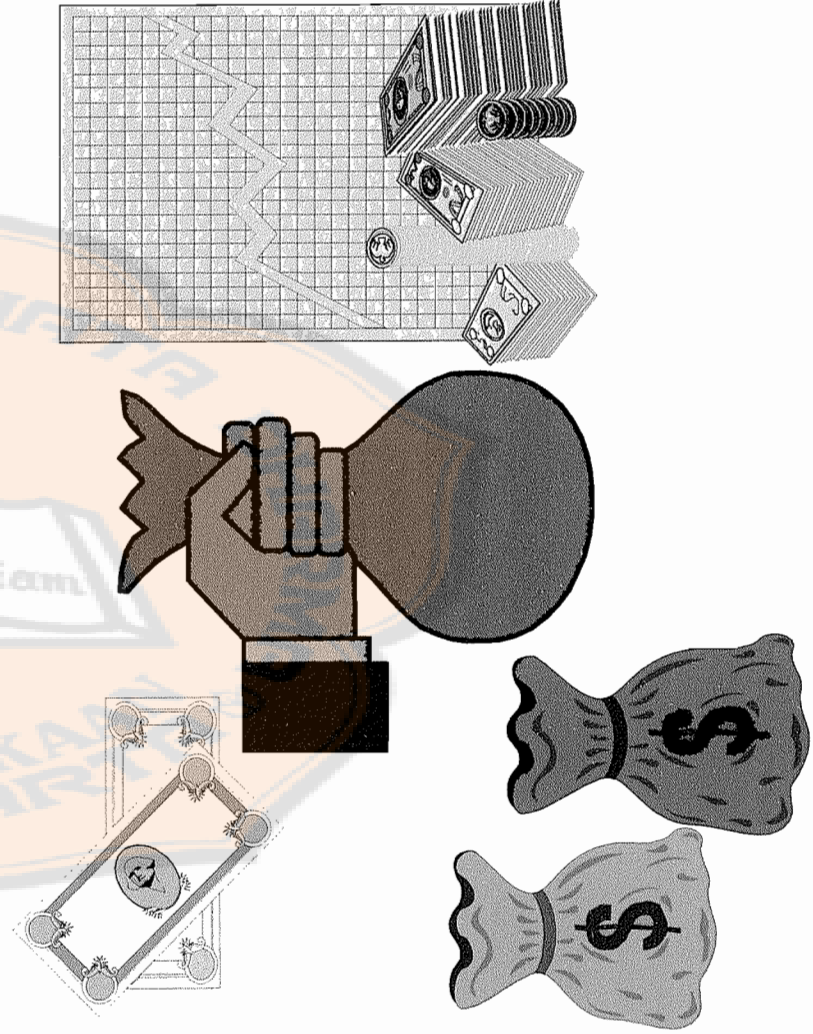


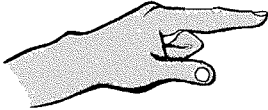


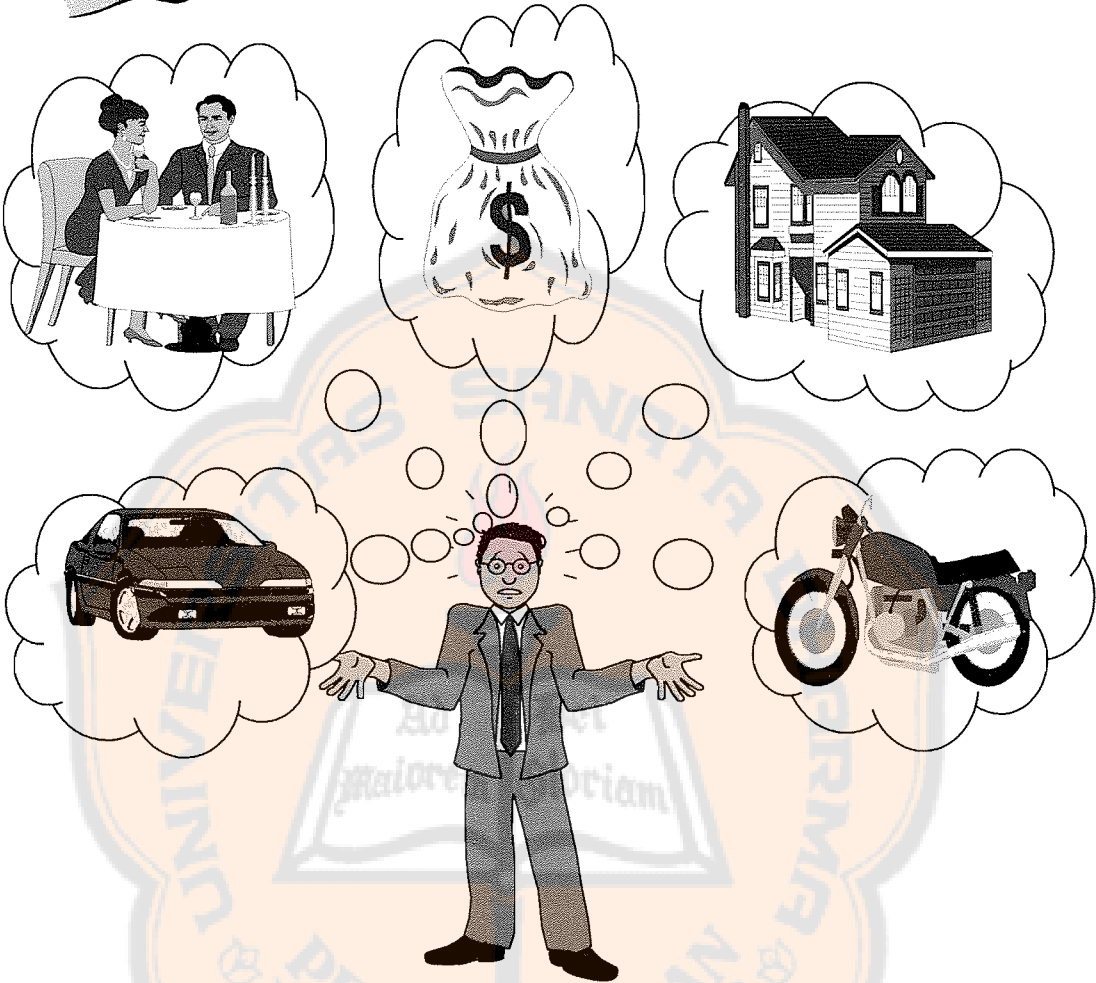
# Unit 8

- Theme : Shopping
- Topic : *Shopping List*
- Basic Competency : Asking how much things cost

"Shopping List"



 *A. Brainstorming*



© Now, imagine if you had one million rupiah!  
© Discuss with your friend, what you would do with the money.

*B. Dialogue*

*Read the following dialogue!*

**Situation:**

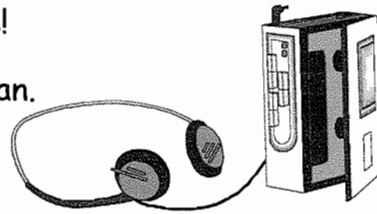
Now, Panji is in a shoe "SUPRA-AUDIO". He wants to buy a walkman.



The shopkeeper : Can I help you?

Panji : Ohh, yes, please!

I need a walkman.



The shopkeeper : Hang on!

Panji : Okay!

The shopkeeper : Here it is! There are two types. Type A and type B.

Panji : How much is type A?

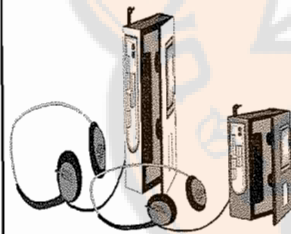
The shopkeeper : Mm, it is Rp 120.000 and type B is Rp 110.000.

Panji : Mmm, I like type A. Okay, I take it.

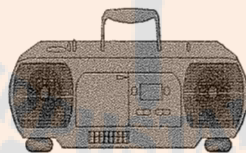
The shopkeeper : Okay, thank you!

Panji : You are welcome!

*Price list*



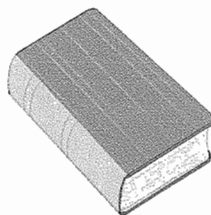
Rp 120.000 Rp 110.000 Rp 85.000



Rp 470.000



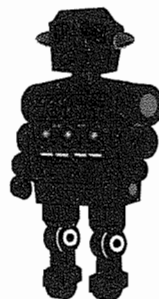
Rp 325.000



1. Rp 15.000



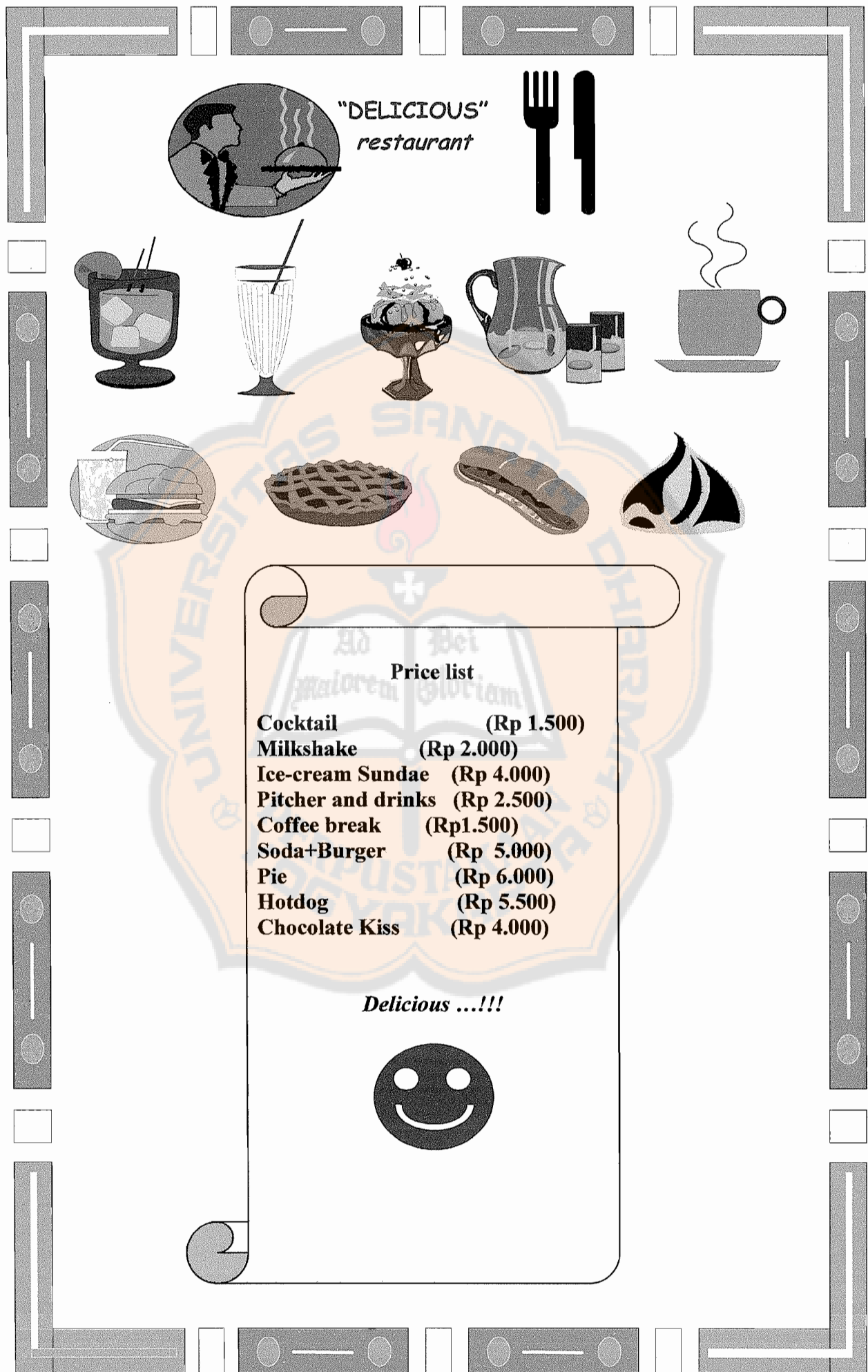
2. Rp 11.000



3. Rp 13.000



4. Rp 5.000



### C. Language Focus

Pay attention to the underlined expressions in the above dialogue.

1. CAN I HELP YOU?
2. HOW MUCH IS TYPE A?

The expression (1) is the example of offering help for someone and the expression (2) is the example of asking or saying *how much things cost*. (The second expression will be discussed further in this unit)

➤ Asking and saying *how much things cost*.

1. How much is a kilogram of sugar?
2. How much is a bottle of milk?
3. How much are a bar of soap and a bottle of shampoo?  
More than one thing
4. How much are they?

(1), (2) → How much + tobe (:is) + singular noun

(3), (4) → How much + tobe (:are) + plural noun

note:

More than one thing  
a bar of soap + a bottle of shampoo

two (2) things



### D. Language Exercises

A. Complete the following dialogue!

THE SHOPKEEPER : Good morning! .....

JENNY : Thank you! I need .....

THE SHOPKEEPER : Here you are. Anything else?

JENNY : ..... and .....

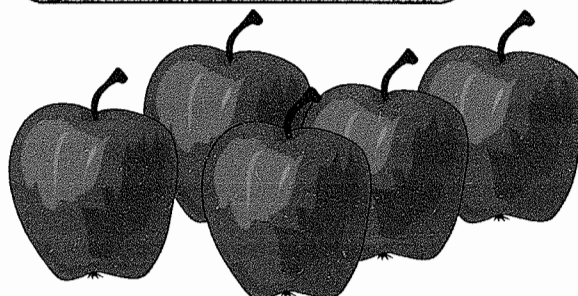
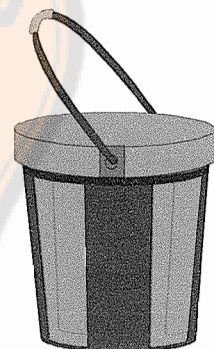
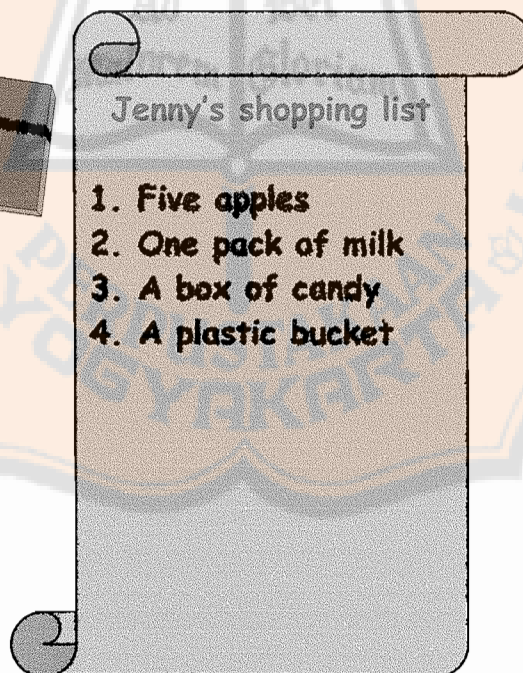
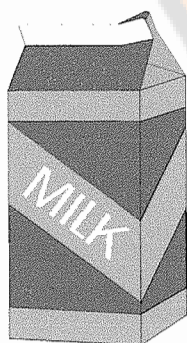
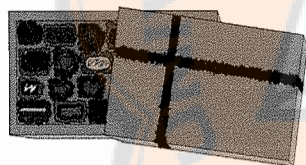
THE SHOPKEEPER : Okay!

JENNY : .....

THE SHOPKEEPER : They are 35.000 rupiah, please!

THE SHOPKEEPER : Here you are!

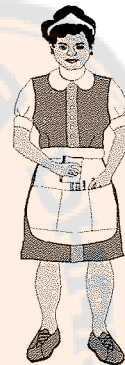
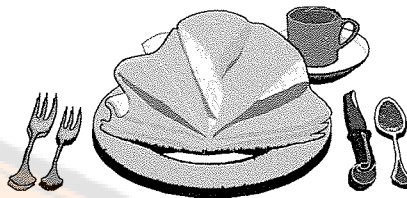
JENNY : Thank you!





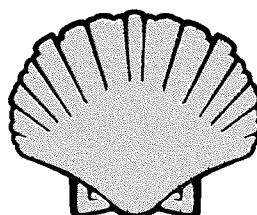
B. Arrange these sentences into a dialogue! Then, practice it!

1. A bowl of soup, please!
2. How much are they?
3. What can I do for you, Sir?
4. 20.000 rupiah, please!
5. Here you are. A glass of lemon tea and a bowl of soup.
6. Good evening, Sir!
7. Thank you, Sir!
8. Yes, you can. Anything else?
9. Good evening!
10. Here you are!
11. Yes, can I have a glass of lemon tea, please!

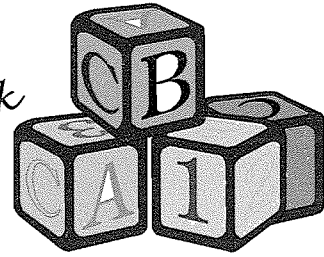


Arrange the above disordered sentences in the following orders!

The waiter :  
 Customer :  
 The waiter :  
 Customer :  
 The waiter :  
 Customer :  
 The waiter :  
 Customer :  
 The waiter :  
 Customer :  
 The waiter :



### E. Communicative Task



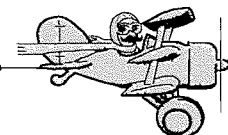
Simulation game  
(adapted from "Elementary Communication Games")

#### "SHOPPING AROUND"


*How to use/play the game:*

- ◆ *This game may be played in small groups of three or four students. Copy one set of shopping list, one set of supermarket prices and a rules sheet for each group.*
- ◆ *Divide the class into groups and give each student a shopping list and a price list.*
- ◆ *The object of the game is for the students to decide where to buy each item on their lists. To do this, they must ask the price of each item in turn from the other supermarkets, compare it with their own price list and decide which is the cheapest.*
- ◆ *They should then calculate the amount spent and write it beside the item on their lists.*
- ◆ *At the end of the game, they should add up the totals and find out who spent the most (or the least) on shopping.*
- ◆ *The game may be done as a race between the different groups in the class, to improve fluency in dealing with numbers in English.*

*Good luck!*



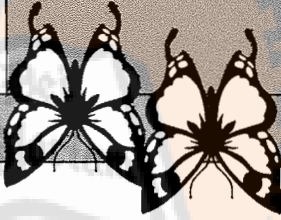




**SPRING**  
**MINI MARKET**

**PRICE LIST**

1. Beans	2100/kg
2. Potatoes	1700/kg
3. Cucumbers	900/kg
4. Apples	2400/kg
5. Grapefruit	3500/kg
6. Meat	5100/kg
7. Chicken	4400/kg
8. Eggs	6500/kg
9. Margarine	1200/ounce
10. Cheese	400/ounce



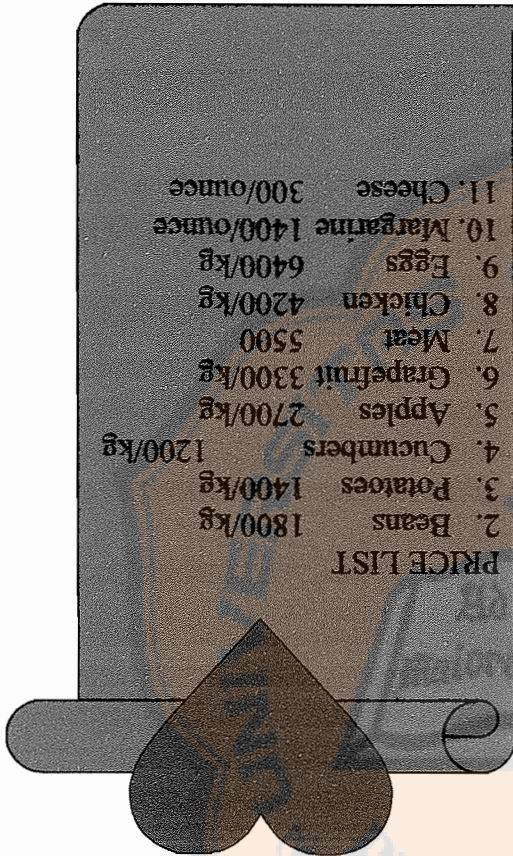
**BUTTERFLY**  
**MINI MARKET**

**PRICE LIST**

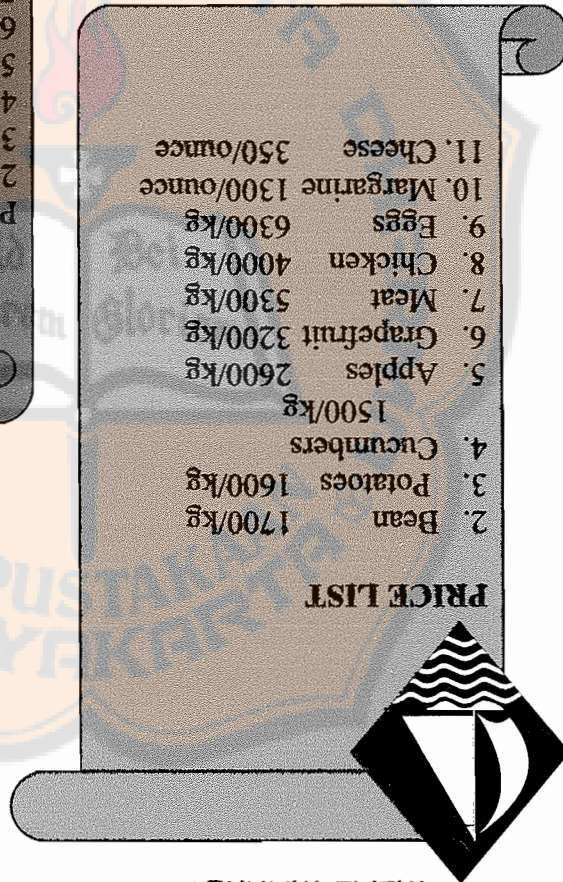
1. Beans	2000/kg
2. Potatoes	1500/kg
3. Cucumbers	1000/kg
4. Apples	2500/kg
5. Grapefruit	3000/kg
6. Meat	5000/kg
7. Chicken	4500/kg
8. Eggs	6000/kg
9. Margarine	1000/ounce
10. Cheese	500/ounce

**SUPERMARKET PRICES**





LOVE  
MINI MARKET



SUMMER  
MINI MARKET



SHOPPING LIST

**TOM**

- 2 kilograms of meat
- 4 ounce of margarine
- 3 kilograms of cucumbers
- 2 kilograms of apples

**BENNY**

- 2 OUNCE OF CHEESE
- 3 KILOGRAMS OF EGGS
- 1 KILOGRAM OF GRAPEFRUIT
- 4 KILOGRAMS OF BEANS

**LIZA**

- 2 kilograms of potatoes
- 1 kilogram of chicken
- 2 ounce of cheese
- 2 kilograms of apples

**ANNA**

- 2 kilograms of chicken
- 4 ounce of margarine
- 3 kilograms of eggs
- 1 kg cucumber

***BIBLIOGRAPHY OF THE DESIGNED MATERIAL***

Blundell, Jon; Higgins, Jonathan; Middlemiss, Nigel. 1982. *Function in English*. New York: Oxford University Press.

Hadfield, JILL. 1996. *Elementary Communication Games*. Edinburgh: Addison Wesley Longman Ltd.

Heasley, Brendan. 2001. *English for Communication*. Jakarta: Penerbit Erlangga.

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\_\_\_\_\_. 1992. *Instant Artist* (Instant Artist is a registered trademark of Autodesk, Inc.). Pixellite Group: Autodesk Inc.

