DESIGNING A SET OF SPEAKING INSTRUCTIONAL MATERIALS USING MIND MAPPING FOR THE 11th GRADE STUDENTS OF SMA N 1 NGAGLIK

A SARJANA PENDIDIKAN THESIS

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

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

Yogyakarta, 8 February 2017

The writer

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ABSTRACT


In order to master English language, there are four skills which have to be learned and speaking as one of those skills is crucial to be mastered by many people. The writer carried out Internship Program (Program Pengalaman Lapangan) in SMA N 1 Ngaglik and found that the 11th grade students of SMA N 1 Ngaglik rarely practiced speaking skill in English lesson. Related to this issue above, it becomes a challenge for the writer to help the students learn speaking skill in English lesson. The writer used mind mapping as a tool to facilitate the students learn about speaking skill. Mind mapping will help the students to remember the contents easily.

This study aims to discuss how a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik is designed and what the set of speaking instructional materials for the 11th grade students of SMA N 1 Ngaglik looks like. In order to answer those questions, the writer adapted Yalden’s (1987) and Kemp’s (1977) instructional design and employed Research and Development method (R&D). There were nine steps of instructional design applied in this research which were incorporated with the five steps of R&D in the research method section. The designed materials consisted of eight units and each unit consisted of three main parts, namely: (1) Pre-activity, (2) Whilst activity, and (3) Post-activity.

The purposes of evaluation in this study were to obtain necessary data and revise the designed materials. Instruments adapted in this evaluation are questionnaires. The questionnaires were distributed to three English teachers of SMA N 1 Ngaglik and two lecturers from English Language Education Study Program in Sanata Dharma University.

Based on the evaluation result, the designed materials are appropriate and suitable for teaching the English speaking class for the 11th grade students of SMA N 1 Ngaglik. The final product of the designed materials can be seen in Appendix H.

Keywords: speaking instructional materials, speaking skill, mind mapping, research and development.
ABSTRAK


Ada empat keterampilan yang perlu dipelajari untuk menguasai bahasa Inggris dan keterampilan berbicara merupakan keterampilan yang penting untuk dikuasai oleh banyak orang. Penulis melaksanakan Program Pengalaman Lapangan (PPL) di SMA N 1 Ngaglik, dan menemukan bahwa siswa kelas sebelas jarang mempraktekkan kemampuan berbicara dalam pelajaran bahasa Inggris. Persoalan tersebut menjadi tantangan bagi penulis untuk membantu siswa belajar meninkatkan kemampuan berbicara. Penulis menggunakan mind mapping sebagai alat untuk mempermudah belajar berbicara. Mind mapping akan membantu siswa untuk mengingat isi tentang apa yang akan mereka sampaikan dengan mudah.

Studi ini bertujuan untuk mendiskusikan bagaimana satu rangkaian materi pengajaran speaking menggunakan mind mapping untuk siswa kelas sebelas di SMA N 1 Ngaglik dirancang, dan seperti apa bentuk dari materi berbicara untuk siswa kelas sebelas di SMA N 1 Ngaglik. Untuk menjawab pertanyaan tersebut, penulis mengadapati desain pengajaran dari Yalden (1987) dan Kemp (1977) serta menggunakan metode penelitian dan pengembangan (Litbang). Terdapat sembilan langkah desain pembelajaran yang digunakan dalam penelitian ini yang dikombinasikan dengan lima langkah pertama dari litbang. Rangkaian materi terdiri atas delapan unit dan setiap unit terdiri dari tiga bagian, yaitu: (1) pre-activity, (2) whilst activity, dan (3) post-activity.

Tujuan dari evaluasi pada studi ini adalah untuk memperoleh data guna memperbaiki materi yang telah disusun. Instrumen yang digunakan untuk evaluasi adalah kuesioner. Kuesioner tersebut dibagikan kepada tiga guru bahasa Inggris di SMA N 1 Ngaglik dan dua dosen Pendidikan Bahasa Inggris di Universitas Sanata Dharma.

Berdasarkan hasil evaluasi, materi yang telah disusun cocok dan pantas untuk diterapkan dalam pengajaran bahasa Inggris khususnya pada kemampuan berbicara untuk kelas sebelas di SMA N 1 Ngaglik. Produk akhir dari materi yang telah disusun dapat dilihat di lampiran H.

Kata kunci: speaking instructional materials, speaking skill, mind mapping, research and development.
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CHAPTER I
INTRODUCTION

This chapter provides the basic information of the study related to the subject matter. In this study the writer would like to investigate the effectiveness of designing English speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik. This chapter is divided into six parts, namely background of the study, problem formulation, problem limitation, objectives of the study, benefits of the study, and definitions of terms.

A. Background of the Study

Nowadays, many students learn how to speak English since they were young, even if English is not their mother language. It is because English plays an important role in developing students’ knowledge, social, and emotional. Besides, English facilitates students to acquire and master all subjects (Suhendro, 2006). This is one of the reasons why many people claim that English should be learnt by students.

Speaking is one of the most important basic skills in English, and it becomes the important element because most people use this skill to communicate with other people. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (as cited in Burns & Joyce, 1997). Its form and meaning are
dependents on the context in which these things occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving (Burn & Joyce, 1997).

According to Bright and Mc Gregor (1970), speaking skill take the highest place as the most important skill to master. Speaking skill becomes a very important issue in the second language acquisition. It is stated that as one of four English skills being developed, speaking is crucial for the students (Bright & mc Gregor, 1970). Furthermore, the writer chooses speaking skill as improvement for 11th grade students of SMA N 1 Ngaglik. Speaking skill will be very useful for students as it is an interactive process and it is a key of communication. When they are learning speaking skill, they will be confident when they are talking to people using the target language, which is in English. “Students’ skill in conversation is the core aspect in teaching speaking. It becomes a vital aspect in language teaching learning success if language functions as systems for expression meaning (Nunan, 1991)“.

In speaking skill, students should master the vocabulary to make them communicate well. However, the writer would like to focus on designing English instructional materials to facilitate students’ fluency and content which are very important in speaking. It will be better to improve both of those aspects rather than focus on the grammatical patterns since the students still learn how to deliver the basic content in front of many people.
In English course, speaking is not easy. Sometimes people have many ideas in writing a text, but when they are talking with other people, it will be very different for them. It makes the material that they share in public different from the written text that they have already prepared before.

According to Buzan (1994:59), mind mapping is an expression of Radiant Thinking and a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Because of this case, the writer would like to help the students to prepare their speaking’s material using mind mapping. Students will prepare their material more easily, since they do not need to prepare texts with many pages, but they only need to write the points or the big ideas that they want to share in front of the class. This method is very simple and does not waste very much time because it only focuses on the main points or big ideas of the speaking materials. The important thing is that the students will remember the point easily and it makes them more fluent in sharing their ideas rather than they must remember the whole text that they have already prepared.

It is proved that mind mapping can help students to improve their speaking ability. The writer distributed questionnaires for five evaluators and based on the evaluators’ questionnaire, they are agreeing with mind mapping as a tool to help students in learning speaking.
B. Problem Formulation

There are two problems which are going to be discussed in this paper. The problems are elaborated as follows:

1. How is a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik designed?
2. What does a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik look like?

C. Problem Limitation

The scope of this study is designing English speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik. Speaking skill is chosen because some students rarely learn about speaking skill especially in English as the target language. Speaking is a very important skill for students because it is very useful for them to communicate with other people especially people who come from other country.

The writer limited the design by using mind mapping and did not extend to the experimental research. The design focuses on students’ ability to write big ideas that they will share on a piece of paper. Students’ ideas are based on the students’ understanding of what they should write, which is related to the message or content that they will deliver or share in front of the class. This activity aims that the students will remember the points that they have written in their mind mapping before and it will also help them to share their message or content in front of the people so that it will be organized well.
D. Research Objectives

In this study, there are two objectives to the problems formulation. The first one is to find out how speaking materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik is designed. Then, the second one is to present speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik.

E. Research Benefits

This study is conducted to give some benefits to teaching activities using mind mapping in senior high school level. The benefits of this study are clarified as follows.

1. The English Teachers

This study is expected to give contribution for English teachers especially those who teach English in the 11th grade students of senior high school. It will help the teachers to teach speaking material using mind mapping in order to organize the content before students deliver it in the class. The teachers can get some information about the importance of using mind mapping technique in English course, especially in enhancing students’ speaking skill. This study will help teachers to improve students’ skill on speaking because sometimes they get difficulties to speak in front of many people especially using English as the target language. In order to help students, teachers can apply mind mapping technique as the solution in this case so that students feel confident to share their idea easily in front of many people.
2. The 11th Grade Students of Senior High School

The speaking materials are provided for the 11th grade students of senior high school to improve students’ speaking skill. Students are expected to employ mind mapping technique in their speaking material. Students are able to speak fluently and organize the content well because they can memorize the points or ideas of their content that they have already written in their mind mapping easily.

3. Further Study

It is expected that the results of this study can trigger other studies. Mind mapping technique is suitable for any genres, subjects, and skills. Hopefully, other writers will carry out a research about mind mapping in other cases. Therefore, this study is encouraging other researchers to evaluate, revise, reconstruct, or modify this research in order to make this research better.

F. Definition of Terms

In order to gain a clear understanding of this study and to avoid misunderstanding, the researcher includes some definitions of important terms.

1. Instructional Material Design

According to Dick and Reiser (1989, p. 3), instruction materials are defined as the materials planned by the teacher for instruction. The instruction will help the teachers to make some plans about the materials. In this study, instructional design is plan as the guideline for the learning activity in speaking class.
2. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). In this research, speaking is an action when students try to share their ideas to other people with their own perception. It is also a skill how they can deliver the content for other people.

3. Mind Mapping

The concept of a mind mapping is graphical tools for organizing and representing knowledge. They include concepts which are usually in circles or boxes of some types, and relationships between concepts by using lines to link two concepts (Alberto, 2008, p.1). In this research, mind mapping is a tool for the students to help them organize the points or the big ideas that they want to share.

4. Senior High School

The 11th grade students of senior high school are often identified as adolescent. The age ranges from 15-18 years old. Students at this grade have had enough knowledge about English because they have already learnt English since they were in Elementary school which helps them improve their English skills. The writer chooses the 11th grade students of SMA N 1 Ngaglik as the sample of this research.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses the related literature which becomes the basis of this study. This chapter is divided into two parts. The first part is theoretical description, which includes some important theories related to the research. The second part is theoretical framework which provides the summary of the specific theories which are used as the guideline to answer the problems.

A. Theoretical Description

There are four points to be discussed in theoretical description. They are Instructional Design, Communicative Language Teaching (CLT) Approach, Speaking, and Mind Mapping.

1. Instructional Design

Instructional design can be explained as a process in learning activities to create the learning activities which are more efficient and effective. This method actually can be applied on any educational levels and also can be best applied first to individual topics and then to units and then to complete courses. There are two models of instructional design that will be presented and combined in this study, namely Kemp’s model and Yalden’s model. First, the writer would like to explain about Kemp’s model.
a. Kemp’s Model of Instructional Design Model

Kemp (1977, p. 6) says that instructional process is complex. Instructional process is composed of many interrelated parts and functions that must operate in a coherent manner in order to achieve success. According to Kemp (1977, p. 8), there are three questions of planning in instructional design, namely:

1. What must be learned? (objectives)
2. What are procedures and resources that will work best to reach the desired learning levels? (activities and resources)
3. How will we know when the required learning has taken place? (evaluation)

Kemp’s model also has eight parts of instructional design, namely:

1). Goals, Topics, and General Purposes

In this study, goals are derived from three sources, namely society, students, and subject area (Kemp, 1977:14). Topics or unit headings are the scope of the course or program, the basis for the instruction which is usually sequenced according to a logical organization, most often from simple or concrete levels to complex and more abstract level. General purpose is what students generally are expected to learn as a result of instruction.

2). Learner Characteristics

In this study, to serve individual and group means, the teacher must obtain information about the learner’s capabilities, needs, and interests. It will affect the emphases in instructional planning, including the selection of topics and the level
at which topics are introduced, the choice and sequencing of objectives, the depth of treatment, and the variety of learning activities (Kemp, 1977: 18).

3). Learning Objectives

The teacher is concerned with learning as the outcome of instruction. Learning requires active effort by the students. In this study, learning objectives tell the students the goals that they must attain, the ideas and skills that will be included in the upcoming instruction, and the types of behavior that will be expected during evaluation (Kemp, 1977: 23).

4). Subject Content

In this study, subject content is closely related to the objectives and to the student’s need. It comprises the selection and organization of the specific knowledge (facts and information), skills (step-by-step procedures, conditions, and requirements), and attitudinal factors of the topic (Kemp, 1977: 43-44).

5). Pre-Assessment

In this study, there are two kinds of pre-assessment. The first is prerequisite testing which determines whether students have the appropriate background preparation for the topic. The second is pretesting which aims to determine that students have already achieved. Besides pretesting is also pretest of the topic that is planned (Kemp, 1977: 51).

6). Teaching/Learning Activities Resources

In this study, teacher should select the teaching/learning activities for students’ instructional plan. Teacher must determine the most efficient and
effective methods and then select materials to provide learning experiences that will utilize the content associated with each objective (Kemp, 1977:55).

7). Support Services

In this study, the support services include funds, facilities, equipment, and personnel whose time must be scheduled for participation in the instructional plan (Kemp, 1977:84). Support services must be considered at the same time when making instructional plans and selecting the materials (Kemp, 1977:85).

8). Evaluation

In this study, evaluation is the payoﬀ step in instructional design plan. Teacher is ready to measure the learning outcomes related to the objectives. The objectives indicate what the evaluation should be (Kemp, 1977:91).

Based on Kemp’s entire model, the writer chooses four parts of it, namely determining goals, topics, and general purposes; specifying learning objectives; listing the subject contents; and selecting teaching learning activities. The writer thinks that those parts are related to this study. Moreover, the writer tries to combine those parts from Kemp’s with the model of Yalden’s. The model of instructional materials design of Yalden is elaborated in the next part.

b. Yalden’s Instructional Materials Design Model

A syllabus can be considered as “communicative” since it takes into consideration everything required to assure communication (Yalden, 1987: 87). Yalden’s model focuses on syllabus for learning and there are eight stages in Yalden’s language program development, namely:
1). The Need Survey

In this study, the need survey is given in order to know learners’ need and their purposes of learning the target language. Teachers may gain communication requirements, personal needs and motivations and also relevant characteristics of learners. The reason for this entire information gathering is to understand as much as possible about the learners prior to the beginning of the program, in order to establish realistic and acceptable objectives (Yalden, 1987: 101).

2). The Description of Purpose

The need survey will provide direction for the syllabus designer to explain the purpose of language program. This stage will clarify the purpose of the language program and will establish the foundation for the major decision facing the language course designer when he or she arrives in the next stage (Yalden, 1987: 105).

3). The Choice of a Syllabus Type

The designer selects or develops a syllabus type to be carried out in the program. The selection of the syllabus type is determined based on the needs and characteristics of the learners (Yalden, 1987: 108).

4). The Proto-Syllabus

In this study, the syllabus designer will turn to the description of the content that the syllabus will have. In any communicative syllabus type, there will be a large number of components to be considered, including general notions and specific topics, communicative functions, discourse and rhetorical skill, variety of
language, role-sets, and communicative events, as well as grammar and lexis (Yalden, 1987: 138).

5). The Pedagogical Syllabus

In this study, some of the apparent difficulties surrounding early formulations of the functional approach can be resolved. The pedagogical syllabus provides a repertoire of words and phrases, chosen as exponents of functions and it is suitable to the topic identified as important to the learners (Yalden, 1987: 144).

6). The Development of Classroom Procedures

According to Yalden (1987, p. 89) there are three developments of classroom, namely selection of exercise types and teaching techniques, preparation of lesson plans, and preparation of weekly schedules.

7). Evaluation

In this study, Yalden (1987, p. 89) makes the evaluation for the students, and it is divided into two kinds, namely evaluation students in the program and evaluation students in the teaching learning.

8). Recycling Stage

In this study, there are three procedures in recycling stage. Those procedures are congruence or ‘fit’ between goals set and student performance is determined, content is reassessed, and materials and methodological procedures are revised (Yalden, 1987: 89).

Based on Yalden’s entire model, the writer uses three parts of it, namely need survey, developing syllabus, and evaluation. In this study, the writer
combines the two models from Kemp’s and Yalden’s. Both of the steps are going to be used as the procedure in conducting this study. The writer uses some theories from Kemp and Yalden, they are conducting need survey; stating goals, topics, and general purposes; stating the learning objectives; listing the subject contents; developing syllabus; selecting teaching learning activities; designing the materials; evaluation; and revising the designed materials. Next, the writer would like to explain about the approach that will be used in this study, which is Communicative Language Teaching.

2. Communicative Language Teaching (CLT)

In this study, the writer would like to use an approach in language teaching which is going to be used to develop the speaking instructional material for 11th grade students of SMA N 1 Ngaglik. The approach is Communicative Language Teaching (CLT). CLT is a broad approach to teaching that is resulted from communication as the organizing principle for teaching rather than focus on grammatical system of the language (Richards, 2001: 36). According to Richard and Rodgers (2001), CLT refers to a varied set of principles which reflect a communicative view of language and language learning which can be used to support a wide variety of classroom procedures. The principles include some points:

1. Through using the language, the learners learn to communicate.

2. The goal of classroom activities is in authentic and meaningful communication.

3. Fluency is an important aspect of communication.
4. The integration of different language skill is involved in the communication.

5. Learning is a process of creative construction which involves trial and error.

Based on the points above, the learners will learn to communicate and fluency will become the important aspect in speaking skill. It is appropriate for learners who rarely practice speaking skill.

a. The Materials of CLT

According to Richard and Rodger (2001), there are lots of materials used to support communicative approach to language teaching.

1). Text-based materials

Text-based materials are materials that are based on the texts which help the teacher to initiate conversation. The examples of these materials are visual cues, pictures, and sentence fragments.

2). Task-based materials

In order to support CLT classes, a variety of games, role-play, and task-based communication activities have been prepared. These are usually in the form of one-of-a-kind items, namely: exercise, handbook, cues card, pair communication practice, and learners-interaction practice.

3). Realia

Realia might be included as proponents of CLT. This might include language based realia such as sign, magazines, newspaper, or visual sources around which communicative activities can be built (maps, pictures, etc).
Based on those kinds of materials in CLT, the writer focused on all of those materials. In this study, those materials are suitable to be implemented. Those materials are also very interesting for the students to learn the new material.

b. The Characteristics of CLT

The most obvious characteristic of CLT is done with a communicative intent (Larsen-Freeman, 2000:129). In CLT, students use the language as the communicative activities. According to Larsen and Freeman (2000, p. 129) activities that are truly communicative have three features in common, namely: information gap, choice, and feedback.

According to Larsen and Freeman (2000, p. 129) an information gap exists when one person in an exchange knows something the other person does not. There will be information exchange from the speaker to another. The choice of what the speaker will say and how the speaker will say is one of the parts of communication. If the speaker has no choice and the exchange, therefore, it is not communicative.

True communication is purposeful (Larsen-Freeman, 2000, p: 129). A speaker can evaluate whether or not his or her purpose has been achieved based on the information he/she receives from his/her listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative. Another characteristic of CLT is the use of authentic materials (Larsen-Freeman, 2000, p: 129). It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used.
Based on those characteristics of CLT, the writer focused on and used those characteristics namely: information gap, choice, and feedback as the basic idea of the materials which were designed. The writer did not ignore those characteristics because the main method which was used in designing a set of English Speaking materials was CLT. Those aspects are related to the designed materials.

c. The Nature of Interaction

According to Larsen and Freeman (2000, p. 130), there are two kinds of interaction in CLT. The first one is student-teacher interaction, and the second one is student-student interaction. In student-teacher interaction, the teacher may present some parts of the lesson, at other times, he/she is the facilitator of the activities. Sometimes teacher is a co-communicator, but more often he/she establishes situations that prompt communication between and among the students. In student-student interaction, students interact a great deal with one another. They do this interaction in various configurations, such as in: pairs, triads, small groups, and whole group.

In addition, a small group work can be regarded as an important tenet of CLT (Ozservik, 2010). Johnson (1998) says that CLT itself describes the nature of the language and of the language learning and teaching (as cited in Hunter, 2009). The materials which were designed, of course, had those kinds of interactions of CLT, such as in pairs, triads, small groups, and whole groups for the activities in class. CLT refers to speaking and the writer also explains more about speaking in the next part.
3. Speaking

This study is entitled as designing a set of English Speaking instructional material using mind mapping for the 11th grade students of SMA N 1 Ngaglik. Thus, in this study, speaking skill is the base theory that will be discussed. There are two kinds of material that will be discussed, namely the nature of speaking and teaching speaking.

a. The Nature of Speaking

Nunan (1989, p. 26-27) and Brown (1983) begin their discussion on the nature of spoken language by distinguishing between spoken and written language. Spoken language consists of short, often fragmentary utterances, in a large of pronunciations. While, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

Louma (2004) states the variation within spoken language use. The first is purpose of talk, which is represented by talking to chat and talking to inform that is quoted from Brown (2004). Louma (2004, p. 22) says that Brown, Anderson, Shillhock, and Yule (1984) define chatting as the exchange of amicable conversational turn with another speaker. The primary purpose is to make and maintain social contact, to oil the social wheels, and thus chatting forms a large part of anyone’s social life.

The next is speaking situation, which is represented by talking in different social situation that is quoted from Hymes. According to Louma (2004), it summarizes the concerns about social and situational context into a framework that forms the acronym SPEAKING which stands for: Situation (the physical
setting and nature of the event), *Participant* (speaker, hearer, audience, etc), *Ends* (conventional outcomes of the event, the ends also include the individual participants’ goal), *Act sequence* (the form and content of speech acts), *Key* (tone, manner, or spirit of act), *Instrumentalities* (channel or mode and form of speech), *Norms* (norms of interpretation and norms of interaction), and the last one is *Genre* (categories).

The last one is speaker role. According to Grice (1975), the speaker is influenced by speaker roles and role relationship in choosing words in interaction. It also influences the quality of politeness in the talk. Grice (1975) also gives four conversational maxims, namely: *quantity* (give sufficient information but not too much), *quality* (say only what you know to be true), *relation* (be relevant), and *manner* (be brief, clear and orderly).

b. **Teaching Speaking**

According to Scrivener (1998, p. 59), in teaching speaking, teacher gives more attention to improve fluency than the accurate sentences. The learners need to use the language in meaningful meaning during their learning time to achieve oral fluency. As for the learners of foreign language, they will not able to speak fluently if they only hear the speech. Thus, teachers should give a lot of opportunities to them to practice speaking in the class.

According to Willis (2003, p. 118), people who learn speaking skill, they are expected to participate actively in the target language, although they may feel anxiety to speak at first. As for the beginner learners, it is crucial to establish a relaxed anxiety-free atmosphere in the classroom.
According to Harmer (1991), the learners will have motivation to communicate if the activities in the teaching learning promote the language use and be really communicative. Scrivener (1998, p. 62) states that communicative activities in the classroom are designed to get the learners to speak and listen to one another. The main aim for the learners is achieving successful communication. Moreover, a role-play is an example of communicative activity. Asking the learners to perform role-play is an excellent way to get the learners using the language (Scrivener, 1998, p. 69).

In this study, teaching speaking is used to develop communicative competence of students in the 11th grade of SMA N 1 Ngaglik. The purpose is to make students in SMA N 1 Ngaglik enjoy learning speaking in English as the target language. This skill is very useful for the students, especially for their future in the working world. The writer conducted this study to improve students’ fluency when they are talking in front of many people. In order to make the students learn easily about speaking skill, the writer designed materials about speaking using mind mapping. The explanation about mind mapping is presented in the next part.

4. Mind Mapping

There are many tools which can be applied in speaking course. Mind mapping is one of the tools which is effective for teaching speaking especially in senior high school. This tool actually has the advantages for students and also for the teacher. In this study, mind mapping is a tool that helps students to think and remember the content better.
a. Definition

According to Steele (2005), mind mapping is a strategy for making notes on a topic, which is prior to writing. It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes randomly on a paper. Buzan and Buzan (1994, p.59) says that mind mapping is an expression of Radiant Thinking and therefore it is a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Buzan and Buzan (1994, p. 84) also state that it harnesses the full range of cortical skills—word, image, number, logic, rhythm, color and spatial awareness— in a single, uniquely powerful manner.

b. Process

According to Buzan and Buzan (1994, p. 93), there are three basic instructions in the process of creating mind mapping. Those basic instructions are called the three ‘A’s; ‘Accept’, ‘Apply’, and ‘Adapt’. Buzan and Buzan (1994) write that in the first stage, the users should follow the mind mapping laws exactly, imitating the models given as precisely as the users can. In the ‘Apply’, the users create a minimum of 100 mind mapping. For the third stage, Buzan and Buzan (1994) state that this is the time to do the experiments with ways of adapting the mind mapping form.

Mind mapping laws are divided into the laws of techniques and the laws of layout. The laws of technique consist of four stages. Namely using emphasis, association, being clear and developing a personal style. The laws of layout have
two stages, namely using hierarchy and using numerical order (Buzan & Buzan, 1994, p. 93).

In this study, mind mapping is a tool for the students to improve their speaking skill. Mind mapping technique is the best technique to teach students in senior high school because it is simple. Besides, this is the simple technique, students are also easy to remember their idea when they write their own mind mapping.

B. Theoretical Framework

In this section, the writer synthesizes all basic theories discussed in the theoretical description. The theories are about mind mapping and speaking skill. This study aims to design a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik. In this study, speaking activity refers to an action when students try to share their ideas to other people with their own perception and it is also a skill how they can deliver the content for other people. Furthermore, the writer uses the theories of teaching speaking principles based on Scrivener (1998), Harmer (1991) and Larsen (2000) to observe the English lesson in the school and to analyze the characteristics of the learners. The writer also uses CLT as the approach of this study.

This study uses mind mapping as a tool for students to improve their speaking skill that make students easy to remember their idea (Vanessa Stelle, 2005). This study also uses instructional designed model proposed by Kemp (1977) and Yalden (1987). Kemp’s model has eight parts of instructional design,

The writer combines Kemp’s (1977) model and Yalden’s (1987) model of instructional design to make the writer’s own steps. The instructional design that the writer chooses are: (1) Conducting Need Survey, (2) Determining Goals, Topics, and General Purposes, (3) Specifying Learning Objectives, (4) Listing the Subject Content, (5) Developing Syllabus, (6) Selecting Teaching or Learning Activities, (7) Designing Materials, (8) Evaluation, and (9) Revising the Designed Materials. To obtain a clearer idea on the instructional design in this study, the writer’s theoretical framework is presented on the next page.
<table>
<thead>
<tr>
<th>Conducting Need Survey (Yalden)</th>
<th>Observing the 11th grade students of SMA N 1 Ngaglik, Distributing questionnaire for the 11th grade students and Interviewing the English teacher to find out the students’ need.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining Goals, Topics, and General Purposes (Kemp)</td>
<td>The curriculum goals of the 11th grade students of SMA N 1 Ngaglik related to speaking and 2006-school based curriculum.</td>
</tr>
<tr>
<td>Specifying Learning Objectives (Kemp)</td>
<td>The learning objectives based on the identification of learners’ characteristics and the theory by Vanessa (2005).</td>
</tr>
<tr>
<td>Listing the Subject Contents (Kemp)</td>
<td>Listing the subject content in order to clarify the learning objectives.</td>
</tr>
<tr>
<td>Developing Syllabus (Yalden)</td>
<td>The form of syllabus that is used in designing materials is 2006-school based curriculum.</td>
</tr>
<tr>
<td>Selecting Teaching/Learning Activities (Kemp)</td>
<td>The teaching/learning activities are to order the subject contents and materials.</td>
</tr>
<tr>
<td>Designing Materials</td>
<td>Starting to make the designed materials based on the syllabus.</td>
</tr>
<tr>
<td>Evaluation (Yalden)</td>
<td>It aims to make a revision of the materials and also undergo more improvement and development needed.</td>
</tr>
<tr>
<td>Revising the Designed Materials</td>
<td>Final version of the designed materials.</td>
</tr>
</tbody>
</table>

**Figure 2.1 The Step of Designing Materials Adapted from Kemp (1977) and Yalden (1987) Instructional Design**
CHAPTER III

METHODOLOGY

This chapter presents some important points to answer the questions stated in the problem formulation. Chapter III discusses about research method, setting, research participants, research instruments, data gathering technique, data analysis technique and research procedure.

A. Research Method

This research was conducted to find out how a set of teaching speaking using mind mapping for the 11th grade students of SMA N 1 Ngaglik was designed. In this research, the writer applied Educational Research and Development (R&D) as the method. Educational Research and Development is a process used to develop and validate educational product and the goal of educational research. This process is not to develop the product, but rather to discover new knowledge (through basic research) or to answer specific questions about practical problems (through applied research) (Borg, 1983, p. 772).

There are ten steps in R&D cycle used to develop courses, namely research and information collection, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision and dissemination and implementation (Borg, 1983, p. 773). Based on ten steps in
R&D cycle, the writer only chose the first five steps which were appropriate and relevant to the research. The five steps of the method based on the R&D cycle were elaborated in the following explanation. The writer also gave some explanation about each step in order to know whether the writer’s framework was appropriate with R&D steps or not. It also helps the writer to prove that the writer’s framework and R&D steps were matched. The explanation of each step was elaborated as follows.

1. **Research and Information Collecting**

   The writer in this study conducted need survey by doing observation for 2-3 meetings in order to know the characteristics of the learners of 11th grade students, the teaching learning situation and its process, and also the media used in the English lesson. The data for the survey was collected through questionnaires and interview. It had a purpose to get the information about students’ needs, proficiency, and supporting matters. This step of R&D was in line with the writer’s first step.

2. **Planning**

   The second and the third step of the writer’s design model were formulating goals, topics, and general purpose, and learning objective. These steps were in accordance with the planning phase of R&D.

3. **Developing Preliminary Form of Product**

   In this study, developing preliminary form of product was very important to get the feedback from the evaluator and then revise the designed material. In this step, the writer designed the material based on the result of need survey. The
writer determined the instructional activities, exercises types, and teaching techniques, and then the syllabus and lesson plans. It involved a wide range exercises and materials designed to supplement the instructional lessons, which were drafted, revised, and printed. These 4, 5, 6, 7 steps were in line with the third step of R&D.

4. Preliminary Field Testing

The writer prepared some evaluations such as questionnaires for the 11\textsuperscript{th} grade students of SMA N 1 Ngaglik, the teacher of 11\textsuperscript{th} grade, and the evaluator. The writer distributed the questionnaire in order to gather the data for the sake of evaluation and gaining suggestion for the designed materials. This writer’s model step was in line with the fourth step of R&D.

5. Final Product Revision

This step was conducted to complete the final product of a set of designed materials. This step was in accordance with R&D model, namely final product revision. The final product revision was obtained after the preliminary field test had been conducted.

These R&D steps were appropriate with the writer’s framework, and the relationship between R&D steps and the writer’s framework are elaborated in Figure 3.1.
**R&D Cycle**

1. Research and information collection
2. Planning

**The Writer’s Model**

1. Needs survey
2. Stating goals, topics, and general purposes
3. Stating the learning objectives
4. Listing the subject content
5. Developing the syllabus
6. Selecting teaching/learning activities
7. Material design
8. Material evaluation
9. Material revision

---

**Figure 3.1 The Comparison R&D Cycle and The Writer’s Framework Model**
B. Setting

In this study, the writer conducted the need analysis to obtain the data about what kind of designed set of speaking materials which was needed by the 11th grade students of SMA N 1 Ngaglik. The need analysis was conducted in SMA N 1 ngaglik, which is located in Jl. Puluhwatu, Donoharjo, Ngaglik, Sleman. The questionnaire distribution was done on Monday, 18th of April 2016. The interview for the teacher took place on Thursday, 21st of April 2016.

C. Research Participants

In this research, the writer used two kinds of participants, the first is the participants of need survey and the second is the participants of the survey on the designed materials.

1. The participants of need survey

The need survey was deliberated to diagnose the learners’ need, interests, and difficulties. The questionnaires participants were 32 of the 11th grade students of SMA N 1 Ngaglik. In distributing the questionnaires, the writer asked students to voluntarily participate in the research. In interview section, the participant was a teacher who teaches English for 11th grade students in SMA N 1 Ngaglik.

2. The participants of the survey on the designed materials

The subjects of materials evaluation survey were five evaluators, including the English teachers of SMA N 1 Ngaglik and lecturers of ELESP. The experts have the necessary knowledge and understanding about the appropriate English speaking materials for senior high school since they have experienced in that
level. Then, the participants were to give comments and evaluations to the designed materials.

D. Research Instruments

There were two kinds of instruments which were used by the writer, namely interview and questionnaire.

1. Questionnaire

The writer also used questionnaire as the instrument to collect the data. There are two types of questionnaire, namely structured and unstructured questionnaire (Ary, Jacobs & Razavieh, 1990, p. 424). The structured or closed questionnaire contains questions and alternative answer. The participants choose the answer that is given. In other word, the unstructured or opened questionnaire is given for the participants in form of suggestions. In this study, the writer combined closed and opened questionnaire to get the specific opinion, feedback, and evaluation of designing English speaking materials for the 11th grade students. The questionnaire for the students can be seen in Appendix B and the blueprint can be seen in Appendix E.

2. Interview

In order to collect the information, the writer used interview as the instrument in this research. In this study, the writer chose the English teacher for 11th grade students of SMA N 1 Ngaglik. Based on the interview with the English teacher, the writer knew about students’ need, interests and School Based Curriculum in this school which is KTSP (Kurikulum Tingkat Satuan
Pendidikan). The data of this interview would help the writer to design the materials. The interview questions for the teacher can be seen in Appendix C.

E. Data Gathering Technique

The first data of the pre design survey would be gathered based on the interview with the English teacher of 11th grade of SMA N 1 Ngaglik. The interview was conducted to get the detailed information about the learners’ needs and problem in speaking class. The interview with the English teacher of 11th grade of SMA N 1 Ngaglik was done according to the schedule on Thursday, 21th of April 2016.

In the post design survey, the writer distributed closed and opened questionnaire to collect the data in order to find out the evaluators’ suggestion and opinion in evaluating the designed materials. The evaluators were three English teachers of SMA 1 Ngaglik and two lecturers of ELESP Sanata Dharma University. The result of the analysis of the data would be used to reconstruct the final version of the designed instructional materials.

F. Data Analysis Technique

This study used a combination of closed and opened forms of questionnaire distributed to the participants. The data of closed questionnaire which were collected in form of scores were analyzed. The type of questionnaire was intended to assess the participants’ opinion on the design of speaking
instructional materials. The other data was gathered from open questionnaire in which the respondents were assumed to give their answers and convey their opinions, suggestions, and evaluations on the design speaking instructional materials.

The result of the survey could be concluded through four points of agreement to each statement as illustrated in the table 3.1.

Table 3.1 Points of Agreement in the Closed Form Questionnaire

<table>
<thead>
<tr>
<th>Points of Agreement</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
</tr>
</tbody>
</table>

According to Best (1970, p. 225), central tendency measurement deals with series of characteristics or scores. The points to be discussed in central tendency are Mean, Median and Mode. The mean or arithmetic average is the average found by adding and dividing it by number of cases.

It can be formulated as below:

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

Notes:

- $M$ = Mean
- $\Sigma$ = Sigma (Sum of)
- $X$ = Scores
- $N$ = Number of Scores

In this study, Mean (Mn) is a statistic that is used to find the tendency. Table 3.2 presents them clearly.
Table 3.2 The Description Statistic of the Participants’ Opinions

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

Notes:
N = Number of Scores
Mn = Mean

G. Research Procedures

1. Conducting library study

In the first, the writer studied the relevant theories and literatures. Since the curriculum was based on School Based curriculum (SBC), the writer learned the theories and principles about SBC, which were already discussed in Chapter II. Other theories that were used in this study are books about some theories of descriptive speaking, curriculum development, language learning assessment, approach, method and technique and instructional design.

2. Conducting need survey

The need survey was conducted by doing observations, distributing questionnaire, and conducting interviews. The interview was conducted once for an English teacher of SMA N 1 Ngaglik. The questionnaire was done by the 11th grade students of SMA N 1 Ngaglik.

3. Developing English speaking materials

The materials were developed based on the need analysis.
4. **Evaluating the designed materials**

The writer distributed the design materials to English lecturers of ELESP Sanata Dharma University and and English teachers of SMA N 1 Ngaglik to gather the evaluations, criticism, and suggestions.

5. **Revising material**

Based on the result of evaluations, the design material would need some revisions, improvements, and reconstruction to make the design better.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer would like to answer two research problems stated in Chapter I. This chapter is divided into three main parts. The first part is the elaboration of steps in designing the materials. This reveals the steps of how a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik is designed. The second part is the discussion on materials evaluation. It presents responses to the evaluators’ opinion, suggestions, and criticisms. The third part is the presentation of the set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik looks like.

A. Steps in Designing Speaking Instructional Materials

This part presents the discussion to answer the first question on the problem formulation that is how a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik is designed. Hence, the writer proposed nine steps of the research theoretical framework by considering some instructional design models of Yalden’s (1987) and Kemp’s (1977). The steps were in line with the first five steps of R&D.
1. Conducting Need Survey

The need survey was conducted by the writer in order to find out the student’s needs, interests, and difficulties when they learn English, especially speaking skill. The writer distributed questionnaire to the 11th grade students and did interview to the English teacher of 11th grade. The students who became the participants were 32 students. The writer distributed the questionnaire only in one class that was the 11th grade students of Science 1 class. The writer distributed the questionnaire only for one class because the teacher believed that the chosen class had represented other classes. The questionnaires were distributed for the 11th grade students of SMA N 1 Ngaglik on April 14th, 2016. Meanwhile, the interview to the English teacher of 11th grade of SMA N 1 Ngaglik was done on April 10th, 2016.

The writer distributed the questionnaire in the 11th grade of Science 1 class and it was on English lesson. It took 30 minutes for students to finish the questionnaire. Meanwhile, the interview was held in teacher’s room and it took 20 minutes for the interview.

The statements on the closed-form questionnaire consisted of 14 numbers. The table below shows the selected answer by participants on the point of agreements and the percentage. The bold number indicates the most chosen statements by the students. The results of the students’ need survey from the questionnaire can be seen on the table 4.1.
# a. The Result of Questionnaire of Pre-Design Survey

## Table 4.1: The results of pre-design survey

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Points of Agreement</th>
<th>Final Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Students often learned speaking skill.</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>The students need speaking lesson.</td>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>3</td>
<td>The students have videos/ recording for studying speaking.</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>4</td>
<td>The teacher uses mind mapping to teach speaking.</td>
<td>11</td>
<td>34</td>
</tr>
</tbody>
</table>

## Students’ need

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Points of Agreement</th>
<th>Final Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The students can speak related to expressing embarrassment in English correctly.</td>
<td>22</td>
<td>69</td>
</tr>
<tr>
<td>6</td>
<td>The students can speak related to expressing love in English correctly.</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>The students always learn and improve their speaking skill.</td>
<td>21</td>
<td>66</td>
</tr>
<tr>
<td>8</td>
<td>The speaking materials are well delivered by the teacher.</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>Mind mapping helps the students to learn English especially in speaking.</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>10</td>
<td>The students feel confident when speaking in front of the class using mind mapping.</td>
<td>24</td>
<td>75</td>
</tr>
</tbody>
</table>

## Students’ difficulty

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Points of Agreement</th>
<th>Final Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The students are interested in learning speaking.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>The speaking materials are interesting for students.</td>
<td>20</td>
<td>63</td>
</tr>
<tr>
<td>13</td>
<td>The students are interested in learning the speaking skill using mind mapping.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>The students agree if the teacher uses mind mapping in teaching speaking.</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
The first question in table 4.1 was intended to find out the students' opinion about English lesson. The writer wanted to know whether they have already learned speaking or not. Based on the questionnaire result, the writer knew that they rarely practiced or learned speaking. There were 62% or 20 students who said that they rarely learned speaking, there were 22% or 7 students who said that they never learned speaking and 16% or 5 students who often learned speaking. It became the challenge for the writer to help the students to improve their fluency in speaking in the easy way. It is supported by Scrivener (1998, p. 59) who says that in teaching speaking, a teacher needs to give more attention to improve fluency than the accuracy of sentences. The learners need to use the language in meaningful senses during their learning time to achieve oral fluency. As for the learners of foreign language, they will not be able to speak fluently if they only hear the speech. Thus, teachers should give a lot of opportunities to them to practice speaking in class.

The second question in table 4.1 was intended to know whether the students needed speaking lesson or not. Based on the result of the questionnaire, the writer knew that most of them agreed with the speaking lesson. The result showed 59% or 19 students strongly agreed and 41% or 13 students agreed that they needed speaking lesson. It means that all of students thought that speaking is important for them. It is supported by Brown (1994) and also Burns and Joyce (1997), who states that speaking is one of the basic skills in English, and it becomes the important skill because most of people use this skill to communicate
with other people. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

The third question in table 4.1 was intended to know the students’ media to help them study about speaking especially in English and the media could be from videos or recording. 59% or 19 students did not have videos or recording to help them learn about speaking and 41% or 13 students said they have already had videos or recording. It means that students had less source to help them learned speaking. Media is very important to help the students learned speaking, it is supported by Richard and Roger (2001), who states that a variety of games, role play, sign, magazines can build communicative activities.

Since this study was intended to design a set of speaking materials using mind mapping. The writer wanted to know about students’ learning using mind mapping. At first, the writer explained about what mind mapping is, and gave a brief explanation about mind mapping for studying especially in speaking skill. Based on the question number four, the writer knew that the students never learned using mind mapping in their learning activities, especially in English speaking skill. It was proven from the questionnaire that 34% or 11 students strongly disagreed and 66% or 21 students disagreed with the statement. It became a good chance for the writer to design the materials about speaking skill using mind mapping. Mind mapping was good for students to help them remember the big idea of their material. It is supported by Buzan and Buzan (1994, p. 59), who states that mind mapping is an expression of Radiant Thinking and it is a natural function of the human mind. It is a powerful graphic technique
which provides a universal key to unlock the potential of the brain. Hence, it would be the best solution to make the students practice speaking easily in front of many people.

In order to know about students’ difficulties, the writer also put some questions related to their learning in speaking skill. There were six questions related to their difficulties. In table 4.1 questions number five and six were the examples of the materials that the writer designed for the students. Actually, the students have learned about those materials in writing skill, while the writer asked about students’ ability when they were speaking with those materials. The result of the question number five was 69% or 22 students disagreed and 18% or 9 students agreed, while there was 3% or 1 student strongly agreed with the statement. In question number six, there were 16% or 5 students strongly disagreed, 50 % or 16 student disagreed, and 34% or 11 students agreed with the statement. It shows that most of the students are not confident to speak about expressing embarrassment and expressing love in English correctly although they have learned about those materials before. It is supported by Larsen and Freeman (2000), who states that there are three features in common and one of them is information gap which is one people know the information and transfer the information to other people.

Although the students rarely learned about speaking skill since they were in the 11th grade, there were some students who tried to practice this skill. It can be shown in table 4.1 in question number seven, there were 66% or 21 students and 34% or 11 students who always practiced speaking by themselves. They have
known that speaking was an important skill for them and they would use this skill everywhere because English is an International language. It was good since they were still practicing speaking by themselves, although there were some mistakes or grammatically incorrect, it was not a problem. It is related to the theory of CLT, according to Larsen and Freeman (2000, p. 129). Based on the theory in CLT, students use the language as the communicative activities. The activities that are truly communicative have three features in common, namely: information gap, choice, and feedback. It means that students use English as the communicative activities and it is not a problem if there are some mistakes in grammar because the important thing in CLT is communicative or fluency.

It was known that the students rarely learned about speaking skill before. It was also stated in question number one. In question number eight, it was known that the speaking materials were not delivered well. There were 37% or 12 students strongly disagreed, 63% or 20 students disagreed with the statement. It means that the students did not interested in learning speaking. It is related to the theory of Harmer (1991), which states that the learners will have motivation to communicate if the activities in the teaching learning promote the language use and be really communicative.

When the writer distributed the questionnaire, the writer also explained about what mind mapping is, and gave an example about practicing speaking using mind mapping. First, the writer chose one topic as the example, and then the writer made mind map related to the topic. After that, the writer practiced in front of the class. Hence, the students knew about the step of how to use mind mapping
in speaking skill. In table 4.1 in questions number nine and ten, the writer wanted to know about students’ opinion about mind mapping helped students to learn English especially in speaking. The results were 59% or 19 students agreed and 41% or 13 students strongly agreed with the statement. It is proved by the theory of Vanessa (2009), which states that mind mapping is a strategy for making notes on a topic, which is prior to writing. Moreover, it is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes randomly on a paper. It shows that most of the students agreed if mind mapping can help them to learn speaking English. In question number ten, the writer wanted to know whether students felt confident or not when they were speaking in front of the class using mind mapping. The result of this question was 75% or 24 students agreed and 25% or 8 students strongly agreed with the statement. It proves that mind mapping is a tool that can help student to remember their big idea and it also helps the students to improve their confident when they are talking or speaking in front of the class.

In order to know about students’ interests, the writer also put some questions related to their learning in speaking skill. In table 4.1 question number eleven was intended to know about students’ interest in learning speaking. Based on the result, most of the students agreed about it, there were 66% or 21 students agreed and 31% or 10 students strongly agreed. Meanwhile there was 3% or one student who did not agree with the statement. It proves that most of the students were interested to learn speaking.
In table 4.1 question number twelve was intended to know students’ opinion about the speaking materials that they would learn. Before the students answered this questionnaire, the writer explained about what kind of materials that they would learn in that semester in speaking section. After that, the students were able to answer this questionnaire, and all of them strongly agreed about those materials. 63% or 20 students agreed and 37% or 10 students strongly agreed with the statement. It proves that all of the students accepted all of the materials that were designed by the writer.

In questions number thirteen and fourteen, the writer wanted to know about students’ responses in learning speaking skill using mind mapping. Based on the questionnaire result, the writer found that 66% or 21 students agreed and 31% or 10 students strongly agreed with the statement. It shows that most of the students were interested learning speaking skill using this media. The students also agreed to use mind mapping in speaking lesson. It can be shown on the result of the questionnaire number fourteen that 69% or 22 students agreed and 28% or 9 students strongly agreed with the statement. It means that most of the students accepted this mind mapping as their media to help them remember the big idea of their material in speaking lesson.

Based on the overall result of questionnaire, the 11th grade students of SMA N 1 Ngaglik really needed a set of speaking instructional materials using mind mapping. The student needed interesting materials that could make all of the students enthusiastic to practice speaking. Blueprint questionnaire can be seen in Appendix E.
b. **The result of the interview of pre-design survey**

In this survey, the writer not only distributed the questionnaire for the students but also conducted an interview with the English teacher who taught in the 11th grade. The purpose of the interview was to know deeper about the learning activities, learning materials, and the characteristics of the students. There were 12 questions that were asked to the English teacher and the writer enclosed the answer. Based on the interview with the English teacher, the writer got information about the students’ interest, difficulty and understanding in learning English, especially in speaking skill. Most of the students were interested in learning English and only few students who disliked English because they thought that English was a difficult subject. The teacher tried to make the learning activities in the class more interesting for the students and sometimes the teacher used some videos and pictures to make it fun and grab the students’ attention.

Meanwhile, the most favorite English skill for the students was reading because they thought that reading was the easiest activities to do in English. Therefore, the students’ ability in speaking was weak. Besides, the students rarely practiced speaking in front of the class. The students found difficulties in remembering the content that they wanted to say. Based on this problem, the teacher needed new ways to make the students easier to learn English, especially speaking.

The teacher never tried to use mind mapping as a tool to help students in remembering their idea. Hence, mind mapping is a strategy for making notes on a topic, which is prior to writing. It is also a structured strategy, which shows the
(hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes randomly on a paper (Vanessa, 2005). After looking at the example that the writer included, the teacher believed that mind mapping was able to help students in remembering their ideas and it made the students interested in learning English, especially speaking. Mind mapping helped students to map students’ ideas and the students could organize their important points. The teacher agreed that mind mapping could be applied in speaking class based on School Based Curriculum.

2. Stating Goal, Topics, and General Purposes

This step essential for the instructional materials. In this study, the goal was to help the 11th grade students of SMA N 1 Ngaglik to speak fluently in front of the class. Then, the writer selected the topics that were used in each unit of materials. The topics were developed from the Basic Competence of the School Based Curriculum of SMA N 1 Ngaglik. The listed topics are stated as follows.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expressing Love</td>
<td>- Identifying the expression of love.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Using mind mapping to write students’ big idea about their feeling of love with their Mom.</td>
</tr>
<tr>
<td>2</td>
<td>Expressing Sadness</td>
<td>- Identifying the expression of sadness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Using mind mapping to write students’ big idea about their feeling of sad about losing their special thing.</td>
</tr>
<tr>
<td>3</td>
<td>Expressing Satisfaction and Dissatisfaction</td>
<td>- Identifying the expression of satisfaction and dissatisfaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Using mind mapping to write students’ big idea about their feeling of satisfaction/dissatisfaction.</td>
</tr>
</tbody>
</table>
After the writer designed the materials based on the School Based Curriculum, then the writer made the learning objectives for the designed materials.

3. Listing the Learning Objectives

Learning objectives were the indicators of the syllabus. The indicators were the measurement for the students to attain the goals of the course from each unit in speaking skill. It was formulated by the competence standard, basic competence, learning materials, and learning activities. The learning objectives should involve the students’ ability to map their ideas and speak fluently based on the topic given. The students mapped their own ideas according to the media given on the designed materials. The correlation between the content and organization would prove that the students had attained the indicator.
4. Listing the Subject Contents

The next step was specifying the subject content. There were 8 units on the materials and each unit consisted of three sections, namely: pre-activity, whilst-activity, and post-activity.

a. Pre-activity

In pre-activity, the students discussed about their understanding, knowledge, and experience about the topic in that meeting. The goal of this section was to make the students ready for the learning activity. This section also would like to encourage students’ mind and build the students to be more communicative.

b. Whilst-activity

In whilst-activity, the students were able to open their mind. They made mind mapping based on the topic that have already given. The students could write some ideas that come up to their mind. After they finished making the mind mapping, the students would come in front of the class and tell their opinion or their understanding about that topic. The mind mapping that the students have already made will guide them to remember the content that they would share in front of the class.

c. Post-activity

In post-activity, the students would give their feedback for their friends’ performances. It would make the students’ think critically and they could give some comments for their friend’s performance, so that it could make the students improve their performance in the next meeting. In this section, the students also
gave the topic for the next meeting, so the students had the opportunity to prepare
their mind mapping in their home.

5. Developing the Syllabus

The writer developed the syllabus to maximize the activities and the
indicators for the 11th grade students of SMA N 1 Ngaglik. The writer adapted the
syllabus based on the School Based Curriculum of SMA N 1 Ngaglik and used the
basic competence in the syllabus. The writer developed the learning materials,
learning activities, indicators, evaluations, time allocation and sources.

6. Selecting Teaching Learning Activities

The teaching learning activities were developed from the learning
objectives. The writer provided a little of writing activities to map students’ ideas
and write it into mind mapping. It could help the students to arrange the
compositions of their ideas well. The writer divided the activities into three parts,
namely pre-activity, whilst-activity, and post-activity.

In pre-activity, it allowed the students to open their mind and gave their
opinion about the topic that would be discussed. The students could share their
opinion with their friends, and it would attract students’ creativity and interest to
the main activity.

In whilst activity, the students tried to map their ideas in mind mapping.
After that the students had a chance to share their work in front of the class, while
other students listened to their friend and they could give comments on their friends’ performances.

In the post-activity, the students got the feedback from their friends and the teacher after all the students finished sharing their work in front of the class. The writer commented on the students’ content, mispronunciations, voice audibility and so on.

7. Designing Materials

After determining the topics, the subject contents, the learning activities and developing the syllabus, the writer designed the materials. The materials consisted of eight units with the same subject contents. The students used mind mapping as the media to help them map their ideas. Some of the titles were adapted from the questionnaire’s result from the students. The writer made every unit had different title and made it familiar to the students’ life.

The table below shows how the writer developed eight units of speaking using mind mapping materials.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expressing Love</td>
<td>I love you</td>
</tr>
<tr>
<td>2</td>
<td>Expressing Sad</td>
<td>I feel sad</td>
</tr>
<tr>
<td>3</td>
<td>Expressing Satisfaction and Dissatisfaction</td>
<td>I don’t satisfy with…</td>
</tr>
<tr>
<td>4</td>
<td>Asking and Giving Opinion</td>
<td>What is your opinion?</td>
</tr>
<tr>
<td>5</td>
<td>Unforgettable Experience</td>
<td>I cannot forget it</td>
</tr>
<tr>
<td>6</td>
<td>Expressing Embarrassment</td>
<td>I’m so Ashamed</td>
</tr>
<tr>
<td>7</td>
<td>Expressing Anger</td>
<td>That’s too bad</td>
</tr>
<tr>
<td>8</td>
<td>Expressing Annoyance</td>
<td>I feel annoyed</td>
</tr>
</tbody>
</table>
The materials were selected based on school based curriculum which is KTSP (Kurikulum Tingkat Satuan Pendidikan). The writer designed eight materials because it they were enough for speaking materials in semester 2.

After finishing the eight materials for the designed materials, then the writer looked for evaluators and asked about the designed materials. The further explanation will be discussed in the next part.

8. Evaluating the Designed Materials

After designing the materials, the writer distributed the questionnaire to the evaluators to find out the opinion and suggestion on the designed materials. Questionnaires were aimed to get feedback to improve the materials. Those included the designed materials, the syllabus, and the example of the lesson plan. The questionnaires were distributed to five evaluators on May 2nd 2016 and May 14th, 2016 and were collected a week after. Questionnaires consisted of fifteen statements in close-ended questionnaire and four questions in open-ended questionnaire. See appendix D.

a. The Description of the Evaluators

The evaluators were three English teachers of SMA N 1 Ngaglik and two lecturers of English Language Education Study Program (ELESP) of Sanata Dharma University. The evaluators gave judgments whether the proposed of a set of instructional materials was accepted or not. The table below describes the evaluators’ background of the post designed survey.
Table 4.4: The result of pre-design survey

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>Educational Background</th>
<th>Teaching Experience in Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Teacher A</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher B</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Teacher C</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Lecture A</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Lecture B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table shows about the educational background and the teaching experience of each evaluator. It shows that all of the evaluator had teaching experience more than 5 years and it proved that they had experienced about teaching and how to solve some problems regarding to the students need. The educational backgrounds from all of the evaluators were good. One of the evaluators had bachelor degree, three of the evaluators had master degree, and one of the evaluators had doctoral degree. It meant that they could give some suggestions, opinions, and criticism toward the writer’s designed materials.

b. The Data Presentation of the Result

There were two kinds of data to be presented in this section, since the questionnaires which are distributed consisted of closed-form and open-form items. The first data presented in form of level of agreements as closed-form items. The number and degree of agreement are described as follows.

1= Strongly Disagree
2= Disagree
3= Agree
4= Strongly Agree
Table 4.5: Descriptive Data of the Respondents’ Opinions on the Designed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Central Tendency</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The syllabus on the designed materials is well formulated and support the attainment of the competency standard and basic competence stated in School Based Curriculum.</td>
<td></td>
<td>5</td>
<td>3.2</td>
</tr>
<tr>
<td>2.</td>
<td>The topic of each unit accommodates the students’ need.</td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Section A (pre-activity) encourages the students’ thinking to deal with the topic of each unit.</td>
<td></td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>4.</td>
<td>Section B (whilst-activity) helps the students’ understanding of each unit of the designed materials and accommodates the students’ exercises to practice their speaking skill.</td>
<td></td>
<td>5</td>
<td>3.2</td>
</tr>
<tr>
<td>5.</td>
<td>Section C (post-activity) provides students’ activities to evaluate their friend’s performances.</td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>The exercise level of difficulty is suitable to the eleventh grade students of senior high school.</td>
<td></td>
<td>5</td>
<td>3.2</td>
</tr>
<tr>
<td>7.</td>
<td>The instructions given in each section are clear.</td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>The materials are appropriate with the learning purpose of English for the eleventh grade students of senior high school.</td>
<td></td>
<td>5</td>
<td>3.2</td>
</tr>
<tr>
<td>9.</td>
<td>The designed materials can support students’ learning process in speaking activities.</td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials provide students with enjoyable activities and exercises.</td>
<td></td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>11.</td>
<td>The materials are well-designed to the eleventh grade students of senior high school.</td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Mind mapping helps students arrange their speaking.</td>
<td></td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>13.</td>
<td>Mind mapping is appropriate to develop the students’ speaking skill.</td>
<td></td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>14.</td>
<td>The material layout is interesting.</td>
<td></td>
<td>5</td>
<td>3.2</td>
</tr>
</tbody>
</table>

N = Number of participants        Mn= Mean

It would be known whether the designed materials were accepted or not by counting the mean. The measurement was classified as follows:

≤ 2.6: the materials needed improvement  
> 2.6: the materials were acceptable

Based on the result of the evaluators’ opinion, the writer knew that the materials designed were accepted. In those fourteen questions, the mean of all questions were more than 2.6. It showed that the designed materials that were
designed by the writer could be used for learning materials for the eleventh grade students of senior high school.

In the questionnaire, the writer also had four questions. The questions were to ask the evaluators’ opinion of the general comments, the weaknesses, the strengths, and the suggestions on the designed materials. The evaluators’ opinions are presented on the following explanation on Table 4.6, 4.7, 4.8, and 4.9.

c. **The Evaluators’ General Comments on the Designed Materials.**

The evaluators provided comments generally on the questionnaire and the comments were provided on table 4.6

**Table 4.6: General Comments on the Designed Materials**

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>General Comments</th>
</tr>
</thead>
</table>
| Evaluator A | ▪ The materials give the opportunity to the students to practice speaking in front of the class.  
▪ The materials are related to the school based curriculum. |
| Evaluator B | ▪ The designed materials are good to help students to learn speaking.  
▪ It can help the students to arrange idea for their speaking materials. |
| Evaluator C | ▪ The materials are interesting enough.  
▪ The materials given can help students to improve their speaking ability. |
| Evaluator D | ▪ This is very good designed materials for the eleventh grade students.  
▪ This design can build students’ interest in learning speaking. |
| Evaluator E | ▪ It is a new way to teach speaking with mind mapping.  
▪ This design will help students to remember their idea. |

d. **The Evaluators’ Opinion of the Weaknesses on the Designed Materials**

In designing those materials, the writer still had some mistakes. In order to know about the writer’s weaknesses in designing the materials, there were some opinions from the evaluators. Table 4.7 provides evaluators’ opinion of the weaknesses on the designed materials.
Table 4.7: The Weaknesses on the Designed Materials

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator A</td>
<td>The designed materials are lack of example.</td>
</tr>
<tr>
<td>Evaluator B</td>
<td>It will be difficult to teach them about speaking skill since this is the first time for students to learn speaking.</td>
</tr>
<tr>
<td>Evaluator C</td>
<td>It will take a long time for students to make a mind map in every meeting. Some instructions use high language focus.</td>
</tr>
<tr>
<td>Evaluator D</td>
<td>There are some high vocabularies that can make students difficult to understand. There are many grammatical mistakes on the designed materials.</td>
</tr>
<tr>
<td>Evaluator E</td>
<td>Mind mapping is a new media for students and it will take a long time for students to adapt this media in their learning activities especially in speaking.</td>
</tr>
</tbody>
</table>

e. The Evaluators’ Opinion of the Strengths on the Designed Materials.

In the open-ended questionnaires, the writer asked about the strengths on the designed materials. The evaluators wrote the strengths of the designed materials in the questionnaire. The results of the evaluators’ opinion are provided on Table 4.8.

Table 4.8: The Strengths on the Designed Materials

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator A</td>
<td>The themes build the students to focus on the topic. It can make students easier to remember their idea.</td>
</tr>
<tr>
<td>Evaluator B</td>
<td>The materials are easy to understand for the eleventh grade students of SMA N 1 Ngaglik. Mind mapping is able to organize the students’ thinking to write the big idea.</td>
</tr>
<tr>
<td>Evaluator C</td>
<td>The layout is easy to read. The designed materials are full colored.</td>
</tr>
<tr>
<td>Evaluator D</td>
<td>The designed materials have an interesting topic. Mind mapping is going to help students make the outline of their materials of speaking.</td>
</tr>
<tr>
<td>Evaluator E</td>
<td>The designed materials provide some well-ordered mind mappings. The designed materials sharpen the students’ understanding on the content.</td>
</tr>
</tbody>
</table>
f. The Evaluators’ Suggestions on the Designed Materials

The writer really needed some suggestions in order to make this designed materials better. The evaluators gave positive suggestion on the designed materials and it was very good for the writer to improve the designed materials. Table 4.9 provided the evaluators’ suggestion for the designed materials.

**Table 4.9: The Suggestions for the Designed Materials**

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator A</td>
<td>The writer may provide more examples in each unit.</td>
</tr>
<tr>
<td>Evaluator B</td>
<td>The topic should be related to the students’ life.</td>
</tr>
<tr>
<td>Evaluator C</td>
<td>The writer can change the instructions with simple language focus</td>
</tr>
<tr>
<td></td>
<td>The mind mappings should use the same color on the same branch.</td>
</tr>
<tr>
<td>Evaluator D</td>
<td>The writer can change some high vocabularies and make it easier to be understood by the students.</td>
</tr>
<tr>
<td></td>
<td>Revise some grammatical mistakes on the designed materials.</td>
</tr>
<tr>
<td>Evaluator E</td>
<td>Improve more examples to make students understand the topic.</td>
</tr>
<tr>
<td></td>
<td>The writer can use topic that is around the students’ environment.</td>
</tr>
</tbody>
</table>

9. Revising the Designed Materials

After getting the suggestions from the evaluators, the writer revised the designed materials. The writer did some revisions to improve the designed materials based on the respondents’ suggestions. The description of the revision is presented as follows.

a. The writer revised some grammatical mistakes in the designed materials.

b. The writer revised some language focuses.

c. The writer input some examples in each unit.

d. The writer changed some high vocabularies and makes it easier to understand.

e. The writer improves the layout and makes it interesting.
f. The writer tries to find other references as various learning materials related to students’ life and environment.

g. The writer makes the commands more clearly.

B. The Discussion on the Materials Evaluation

The data gathered from table 4.5 and the suggestions from the evaluators can be further explained in the following discussion.

1. The Syllabus Evaluation

Based on the result of the closed-form questionnaire, it was shown in the table 4.5 that the value of the central tendency was 3.2. It meant that the syllabus was acceptable for the learning process for the eleventh grade students. However, the writer still needed to revise some grammatical mistakes in the syllabus.

2. The Materials Evaluation

Based on the data collected on the evaluation questionnaire, here are the results of the materials evaluation.

a) Topics

Based on the central tendency in table 4.5 on statement number 2, the result of the statement was 3. It meant that the respondents agreed with the topics provided by the writer. Each topic accommodated the students’ need.

b) Subject content

Based on the suggestions from the evaluators in the open-form questionnaire, the evaluators suggested putting games in the pre-activity and putting video to give more examples for the students. The evaluators also
suggested to change some high vocabularies so that the students could understand the meaning easily.

c) Exercises

In the central tendency in table 4.5 on statement number 6, the result was 3. It meant that the evaluators agreed if the exercise’s level of difficulties was suitable for senior high school, especially for the eleventh grade students. The type of exercises were innovative, sometimes the students worked individually, and sometimes they worked in pairs or in group.

The writer concluded that the designed materials were acceptable for the learning materials for the 11th grade students. Mind mapping was very helpful for the students to help them write the important points or ideas. Mind mapping was suitable to help the students in speaking subject, the students could remember the ideas and they could share their ideas in front of the class easily.

C. The Presentation on the Designed Materials

This part would like to answer the question number two in the problem formulation that is what a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik looks like. The designed materials consisted of eight units and they were different one to another. The units are presented as follows:
Table 4.10: The Presentation on the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expressing Love</td>
<td>I love you</td>
</tr>
<tr>
<td>2</td>
<td>Expressing Sad</td>
<td>I feel sad</td>
</tr>
<tr>
<td>3</td>
<td>Expressing Satisfaction and Dissatisfaction</td>
<td>I don’t satisfy with…</td>
</tr>
<tr>
<td>4</td>
<td>Asking and Giving Opinion</td>
<td>What is your opinion?</td>
</tr>
<tr>
<td>5</td>
<td>Unforgettable Experience</td>
<td>I cannot forget it</td>
</tr>
<tr>
<td>6</td>
<td>Expressing Embarrassment</td>
<td>I’m so Ashamed</td>
</tr>
<tr>
<td>7</td>
<td>Expressing Anger</td>
<td>That’s too bad</td>
</tr>
<tr>
<td>8</td>
<td>Expressing Annoyance</td>
<td>I feel annoyed…</td>
</tr>
</tbody>
</table>

Each unit was divided into three sections, namely pre-activity, whilst-activity, and post-activity. In pre-activity, it contained the explanation of the topic. In whilst-activity, it contained the act of the students when they made the mind mapping to map their ideas and share it in front of the class. The last section was post-activity; which contained the general comments for all of the students’ performances.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are two parts in this chapter, namely conclusions and recommendations. The conclusions present the findings in answering the two problem formulations presented in Chapter I. The suggestions are proposed for senior high school teacher and the future researcher.

A. Conclusions

The goal of this study is to answer the two problem formulations stated in Chapter I. The problem are how a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik is designed and what the set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik looks like.

In this study, the writer used Research and Development (R&D) method. The writer used the first five steps from R&D, namely (1) research and information collecting, (2) planning, (3) developing preliminary field product, (4) preliminary field testing, and (5) final product revision.

In order to answer the first research question, the writer adapted instructional designed models from Yalden and Kemp. The writer combined those two models because it became the effective steps for the writer to design the materials in this study. There were nine steps in this study that were used by the
writer, namely: (1) conducting needs survey, (2) stating goals, topics, and general purposes, (3) stating the learning objectives, (4) listing the subject content, (5) developing the syllabus, (6) selecting teaching learning activities, (7) designing the materials, (8) evaluating the designed materials, and (9) revision.

In order to answer the second research questions, the writer presented a set of speaking instructional materials using mind mapping for the 11th grade students of SMA 1 Ngaglik. There were eight units in the designed materials. Those eight units are presented as follows.

Unit 1: Expressing Love
Unit 2: Expressing Sad
Unit 3: Expressing Satisfaction and Dissatisfaction
Unit 4: Asking and Giving Opinion
Unit 5: Unforgettable Experience
Unit 6: Expressing Embarrassment
Unit 7: Expressing Anger
Unit 8: Expressing Annoyance

Each unit was divided into three sections, namely pre-activity, whilst-activity, and post-activity. In pre-activity, it contained the explanation of the topic. In whilst-activity, it contained the act of the students when they made the mind mapping to map their ideas and share it in front of the class. The last section is post-activity; which contained the general comments for all of the students’
performances. Based on the results of the materials evaluation, generally, the designed speaking materials were acceptable.

**B. Recommendations**

The writer has finished designing a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik. Therefore, the writer would like to present some suggestions for English teachers and also for the future researcher.

1. **For the English Teachers**

   Since the writer conducted a study about a set of speaking instructional materials using mind mapping for the 11th grade students of SMA N 1 Ngaglik, the writer used mind mapping as a tool for the students in learning speaking. Mind mapping helps the students to map their ideas and help them to share their idea in front of the class easily. Hence, the English teacher can use mind mapping as a tool to help students in speaking section.

   Teachers should make creative and interesting activities to make the students motivated and interested in learning activities, especially in speaking class. Teachers should make a good atmosphere and make the class enjoyable.

2. **For the Future Researchers**

   In this study, the writer used mind mapping as a tool to help students improve their speaking skill. There are so many tools and techniques that can be used to help students improve their speaking skill. Hence, the use of other tool and technique is recommended.
In this study, the writer only designed the materials and did not implement it. Therefore, the writer suggests that for the future researchers should implement the materials and make some improvements of the teaching learning activities of the designed materials.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX A
The Letter of Permission

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 6.4.2/Plnt/Kjusr/JPBS/5/2016
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Sekolah
SMA N 1 Ngaglik
Sleman

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Yohana Sri Widiastuti
No. Mhs : 121214069
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : VIII (Dejian)

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

Lokasi : SMA N 1 Ngaglik
Waktu : Maret-Mei 2016
Topik / Judul : A SET OF SPEAKING INSTRUCTIONAL MATERIALS USING MIND MAPPING FOR THE ELEVENTH GRADE STUDENTS OF SMA N 1 NGAGLIK

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

Yogyakarta, 21 Maret 2016
Yth. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1665

Tembusan Yth:
1. 2. Dekan FKIP
3. 4.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B
Questionnaire for Students
Kuesioner

Nama:

Umur:

A. Berilah tanda (✓) pada pernyataan yang Anda anggap paling sesuai

Keterangan:
1= Sangat tidak setuju (STS)
2= Tidak setuju (TS)
3= Setuju (S)
4= Sangat setuju (SS)

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>1 STS</th>
<th>2 TS</th>
<th>3 S</th>
<th>4 SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya sering belajar tentang kemampuan <em>speaking</em> (berbicara).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya memerlukan pelajaran <em>speaking</em> (berbicara).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya tertarik untuk mempelajari <em>speaking</em> (berbicara).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya bisa mengekspresikan perasaan malu dalam bahasa Inggris secara benar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya bisa mengekspresikan perasaan cinta dalam bahasa Inggris secara benar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya sering melatih ketrampilan <em>speaking</em> (berbicara).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Saya mempunyai video/rekaman untuk membantu saya belajar <em>speaking</em> (berbicara).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Materi <em>speaking</em> (berbicara) disampaikan dengan baik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Materi <em>speaking</em> (berbicara) yang saya peroleh menarik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Guru saya memberikan media <em>mind mapping</em> atau kerangka karangan untuk belajar <em>speaking</em> (berbicara).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Saya tertarik untuk belajar <em>speaking</em> (berbicara) menggunakan <em>mind mapping</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Saya merasa senang apabila guru saya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
menggunakan mind mapping dalam mengajar speaking (berbicara).

13. Saya merasa Mind Mapping sangat membantu saya dalam speaking (berbicara)


B. Berikan tanda silang (X) bila Anda memilih jawaban berikut.

NB: Jawaban bisa lebih dari satu.

1. Bagaimana pendapat Anda mengenai speaking (berbicara) dalam pelajaran bahasa Inggris di kelas?
   a. Sulit
   b. Biasa saja
   c. Mudah
   d. Lain-lain: ______

2. Faktor apa yang membuat speaking (berbicara) menjadi sulit?
   a. Banyak kosakata bahasa Inggris yang tidak saya kuasai.
   b. Bahan ajar (topik) yang disampaikan kurang menarik.
   c. Media (contoh: video) yang disampaikan kurang menarik.
   d. Jarang berlatih secara langsung.
   e. Kurang percaya diri.
   f. -------------------------

3. Apa yang Anda lakukan ketika terdapat praktik speaking (berbicara) di depan kelas dengan topik yang diberikan oleh guru?
   a. Melakukannya dengan spontan (langsung).
   b. Mempersiapkan semuanya secara tertulis.
   c. Menghafalkan semua yang ingin Anda sampaikan.
   d. Membuat kerangka/mind mapping.
   e. Lain-lain: ----------------

4. Sehubungan dengan judul skripsi yang diangkat oleh penulis, A Set of Speaking Instructional Materials using Mind Mapping for the 11th Grade Students of SMA N 1 Ngaglik, menurut Anda apakah topik-topik yang diberikan dibawah ini menarik?
   a. Ya
   b. Tidak

   Topik:
   • Menggunakan ungkapan memberi dan menerima saran (giving and asking opinion).
   • Menggunakan ungkapan kepuasan dan ketidakpuasan (satisfaction and dissatisfaction).
   • Menggunakan ungkapan kesedihan (sadness).
• Menggunakan ungkapan cinta (love).


• ____________________
• ____________________
• ____________________
• ____________________
• ____________________
• ____________________
APPENDIX C
Interview Questions
List of Interview Questions:

1. Bagaimana minat siswa terhadap pelajaran Bahasa Inggris?
2. Hal apa saja yang menarik minat siswa untuk belajar Bahasa Inggris?
3. Kemampuan Bahasa Inggris apa yang paling diminati siswa? (speaking/writing/reading/listening)
4. Bagaimana kemampuan berbicara (speaking) siswa kelas XI SMA N 1 Ngaglik?
5. Berapa kali seminggu siswa mendapatkankan pelajaran berbicara?
6. Masalah apa sajakah yang dihadapi siswa kelas XI dalam pelajaran berbicara?
7. Bagaimana cara Ibu mengatasi masalah tersebut?
8. Media pembelajaran apa sajakah yang Ibu gunakan untuk menunjang kegiatan belajar, khususnya pada pelajaran berbicara?
9. Apakah Ibu mengetahui Mind Mapping?
10. Apakah Ibu pernah menggunakan Mind Mapping sebagai sarana pembelajaran berbicara?
11. Menurut Ibu, apakah Mind Mapping dapat meningkatkan minat siswa untuk belajar Bahasa Inggris, khususnya pada pelajaran berbicara?
12. Menurut Ibu, apakah Mind Mapping sesuai dengan media pembelajaran yang dianjurkan dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)?
APPENDIX D
Questionnaire for Evaluators
A Questionnaire for Evaluating the Designed Materials

As a respondent of this research, you are expected to state your evaluation about the designed materials of speaking using mind mapping to the 11th grade students of SMA N 1 Ngaglik, which are enclosed with the close questionnaire and open questionnaire.

Respondent’s Identity

Name: 
Sex: □ Male
□ Female
Educational Background: □ S1
□ S2
□ S3
□ Others…
Teaching Experience: ..........years

Instruction

1. Put a tick (✓) to the number points of agreement column which represents your agreement to the statements provided. The points of agreement indicate the following explanation:

1= strongly disagree
2= disagree
3= agree
4= strongly agree

2. Write your comments, suggestions, and criticisms on the strengths and weaknesses of the designed materials in the provided space.
Close Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Points of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The syllabus on the designed materials is well formulated and support the attainment of the competency standard and basic competence stated in School Based Curriculum.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The topic of each unit accommodates the students’ need.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Section A (pre-activity) encourages the students’ thinking to deal with the topic of each unit.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Section B (whilst-activity) helps the students’ understanding of each unit of the designed materials and accommodates the students’ exercises to practice their speaking skill.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Section C (post-activity) provides students’ activities to evaluate their friends’ performances.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The exercise level of difficulty is suitable to the eleventh grade students of senior high school.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The instructions given in each section are clear.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The materials are appropriate with the learning purpose of English for the 11th grade students of senior high school.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The designed materials can support students’ learning process in speaking activities.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials provide students with enjoyable activities and exercises.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The materials are well-designed to the eleventh grade students of senior high school.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Mind mapping helps students arrange their speaking.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Mind mapping is appropriate to develop the students’ speaking skill.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The material layout is interesting.</td>
<td></td>
</tr>
</tbody>
</table>
Open Questionnaire

5. What is your opinion about the designed materials?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

6. What are the strengths of the designed materials?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

7. What are the weaknesses of the designed materials?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

8. What are your suggestions or criticisms of the designed materials?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

___Thank you___
APPENDIX E
Questionnaire Blueprint
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya memerlukan pelajaran <em>speaking</em> (berbicara).</td>
<td>Speaking is one of the basic skills in English and it becomes the important skill because most of people use this skill to communicate with other people. Brown (1994) and Burn &amp; Joyce (1997)</td>
</tr>
<tr>
<td>2.</td>
<td>Saya tertarik untuk mempelajari <em>speaking</em> (berbicara).</td>
<td>Speaking is one of the basic skills in English and it becomes the important skill because most of people use this skill to communicate with other people. Brown (1994) and Burn &amp; Joyce (1997)</td>
</tr>
<tr>
<td>3.</td>
<td>Saya bias mengekspresikan perasaan malu dalam bahasa Inggris secara benar.</td>
<td>There are three features in common, which are: information gap, choice, and feedback, as the communicative activities. Larsen and Freeman (2000)</td>
</tr>
<tr>
<td>4.</td>
<td>Saya bias mengekspresikan perasaan cinta dalam bahasa Inggris secara benar.</td>
<td>There are three features in common, which are: information gap, choice, and feedback, as the communicative activities. Larsen and Freeman (2000)</td>
</tr>
<tr>
<td>5.</td>
<td>Saya sering melatih ketrampilan <em>speaking</em> (berbicara).</td>
<td>There are three features in common, which are: information gap, choice, and feedback, as the communicative activities. Larsen and Freeman (2000)</td>
</tr>
<tr>
<td>6.</td>
<td>Saya mempunyai video/rekaman untuk membantu saya belajar <em>speaking</em> (berbicara)</td>
<td>There are variety games, role play, sign, magazines that can build communicative activities. Richards and Rodgers (2001)</td>
</tr>
<tr>
<td>7.</td>
<td>Materi <em>speaking</em> (berbicara) disampaikan dengan baik.</td>
<td>The learners will have motivation to communicate if the teaching learning promote the language use and be really communicate. Harmer (1991).</td>
</tr>
<tr>
<td>8.</td>
<td>Materi <em>speaking</em> (berbicara) yang saya peroleh menarik.</td>
<td>Mind mapping is a strategy for making notes on a topic, prior to writing and it is a unstructured strategy, which shows the</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guru saya memberikan media <em>mind mapping</em> atau kerangka karangan untuk belajar <em>speaking</em> (berbicara).</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Saya tertarik untuk belajar <em>speaking</em> (berbicara) menggunakan <em>mind mapping</em>.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Saya merasa senang apabila guru saya menggunakan mind mapping dalam mengajar <em>speaking</em> (berbicara).</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Saya merasa Mind Mapping sangat membantu saya dalam <em>speaking</em> (berbicara)</td>
<td></td>
</tr>
</tbody>
</table>

Mind mapping is a strategy for making notes on a topic, prior to writing and it is a unstructured strategy, which shows the relationship ideas. Vanessa (2009)
# THE SYLLABUS OF A SET OF SPEAKING INSTRUCTIONAL MATERIALS

## USING MIND MAPPING FOR THE 11th GRADE STUDENTS OF SMA N 1 NGAGLIK

**Semester**: II  
**Language skill**: Speaking  

Competence Standard: 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competence</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source</th>
</tr>
</thead>
</table>
| 1.   | 9.1 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express attitudes toward Expressing Love (I Love You)  
- I Love My Mom | Pre Activity  
- Greet the students.  
- Check the students’ preparations for today’s meeting by asking some questions.  
- Read a letter as the example of expressing love.  
- Explain about | 1. Students are able to identify the expressions of love.  
2. Students are able to use mind mapping to map their expressing of love.  
3. Students are able to share their own expressing of love to their | Speaking test | Oral | Make a mind mapping about expressing of love to your Mom and then share your idea in front of the | 2x45’ | Inter-language: English for senior high school students XI |
something, to express feelings of love and to express feelings of sadness.

expressing love.
- Make a mind map about expressing love to your Mom.
- Share their expressing love to their Mom in front of the class using mind mapping that they already made.
- Other students observe their friend’s performances.

3. Post Activity
- Comment about their performances.
- Give students the topic for the next meeting and ask them to prepare with the topic.

Mom in front of the class.

class.
2. Expressing Sadness (I Feel Sad).
   • I Lost my pet

<table>
<thead>
<tr>
<th>Pre Activity</th>
<th>Whilst Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Greet the students.</td>
<td>- Introducing materials about expressing sadness.</td>
</tr>
<tr>
<td>- Check the students’ preparations for today’s meeting by asking some questions.</td>
<td>- Explain about expressing sadness.</td>
</tr>
<tr>
<td>- Make a mind mapping related to expressing sadness about their special thing which is broke.</td>
<td>- Share their expressing of sadness of their special thing which is broke.</td>
</tr>
</tbody>
</table>

1. Students are able to identify expressions of sadness.
2. Students are able to use mind mapping to map their idea about their sadness because of their special thing which is broke.
3. Students are able to share their own expressing of sadness about their special thing which is broke.

Speaking Test
Oral
Make a mind mapping related to expression of sadness about your special thing which is broke and then share your idea in front of the class.

2x45’
Inter-language: English for senior high school students XI
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</table>
| 3. | Expressing satisfaction and dissatisfaction (I don’t satisfy with…)
  - I am pleased/displeased | is broke in front of the class using mind mapping that they have already made.
  - Other students observe their friends’ performances.
|   | Pre Activity
  - Greet the students.
  - Check the students’ preparations for today’s meeting by asking some | 1. Students are able to identify the expressions of satisfaction and dissatisfaction.
  2. Students are able to use mind mapping.
|   | Oral | Make a mind mapping related to expressing satisfaction and dissatisfaction | 2x45’ | Inter-language: English for senior high school students XI
2. Whilst Activity - Read the example dialogue about expressing satisfaction and dissatisfaction. - Learn the formula of satisfaction and dissatisfaction expression. - Make a mind mapping related to their idea about satisfaction or dissatisfaction experience. - Share their story about satisfaction or dissatisfaction experience in front of the class. - Other students observe their friends’ performances. - Mapping to map their idea about satisfaction or dissatisfaction experience.

3. Students are able to share their story about satisfaction or dissatisfaction experience in front of the class. 

on and dissatisfaction and then share your idea in front of the class.
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<td>1. Pre Activity</td>
<td>1. Students are able to identify how to ask and give opinion.</td>
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<td>- Greet the students.</td>
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<tr>
<td>- Check the students’ preparation for today’s meeting by asking some questions.</td>
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<td>2. Whilst Activity</td>
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<tr>
<td>- Read a dialog about giving opinion.</td>
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<tr>
<td>- Explain some important points about asking and</td>
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<tr>
<td>3. Post Activity</td>
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<tr>
<td>- Comments on students’ performances.</td>
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<tr>
<td>- Give the topic for next meeting and ask students to prepare about the topic.</td>
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</table>

**1. Students are able to identify how to ask and give opinion.**

**2. Students are able to use mind mapping to map their opinion about environmental issues.**

**3. Students are able to share their opinion about environmental issues.**

**Speaking test**

**Oral**

**Make a mind mapping about environmental issues in this world and then share it in front of the class.**

**2x45’**

**Inter-language: English for senior high school students XI**
- Learn how to ask and give opinion.
- Make a mind map related to their opinion about environmental issues.
- Share their opinion about environmental issues in front of the class.
- Other students observe their friends’ performances.

3. Post Activity
- Comments on students’ performances.
- Give students the topic for next meeting.
| 5. | Unforgettable Experience (I cannot forget it) | 1. Pre Activity  
- Greet the students  
- Check the students’ preparation for today’s meeting by asking some questions  
2. Whilst Activity  
- Read the example of unforgettable experience.  
- Make a mind mapping about an unforgettable experience.  
- Share their unforgettable experience in front of the class.  
- Other students observe their friends’ performances.  
3. Post Activity  
- Comments on | 1. Students are able to identify what is unforgettable experience.  
2. Students are able to map their unforgettable experience.  
3. Students are able to share their unforgettable experience in front of the class. | Speaking test  
Oral  
Make a mind mapping about unforgettable experience that you ever had and then share your story in front of the class. | 2x45’ | Inter-language: English for senior high school students XI |
<table>
<thead>
<tr>
<th></th>
<th>To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express feeling of embarrassment, to express feeling of anger, and to express feeling of annoy.</th>
</tr>
</thead>
</table>
|6. | **Expressing embarrassment (I’m so Ashamed)**
- My most embarrassing moment

1. **Pre Activity**
   - Greet the students.
   - Check the students’ preparations for today’s meeting by asking some questions.

2. **Whilst Activity**
   - Read the example of embarrassing moment.
   - Explain some expressions of embarrassing situation.
   - Make a mind mapping related to students’ performances.
   - Give students the topic for the next meeting.

1. Students are able to identify the expressions of embarrassment.
2. Students are able to use mind mapping to map their expressing of embarrassment.
3. Students are able to share their embarrassing moment in front of the class.

1. Speaking test

2. Oral

Make a mind mapping about your own experience about embarrassing moment and then share it in front of the class.

2x45’

Inter-language: English for senior high school students XI
Expressing Anger (That’s too bad)

1. Pre Activity
   - Greet the students.
   - Check the students’ preparations for the story that they want to share.

2. Activity
   - Share their story in front of the class using mind mapping that they have already made.
   - Other students observe their friends’ performances.

3. Post Activity
   - Comment about their performances.
   - Give students the topic for the next meeting and ask them to prepare with the topic.

1. Students are able to identify the expressions of anger.

Speaking test

Oral

Make a mind mapping about

2x45’

Inter-language: English for senior high
today’s meeting by asking some questions.

2. Whilst Activity
   - Read the example dialog about expressing anger.
   - Explain some expressing of anger.
   - Make a mind map about their experience of being anger.
   - Share their experience of being anger in front of the class.
   - Other students observe their friends’ performances.

3. Post Activity
   - Comment about their performances.
   - Give students the
<table>
<thead>
<tr>
<th>8.</th>
<th>Expressing Annoyance (I feel annoy)</th>
<th>topic for the next meeting and ask them to prepare with the topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre Activity</td>
<td>- Greet the students.</td>
<td>1. Students are able to identify the expressions of annoyance.</td>
</tr>
<tr>
<td></td>
<td>- Check the students’ preparations for today’s meeting by asking some questions.</td>
<td>2. Students are able to use mind mapping to map their experience of being annoyed.</td>
</tr>
<tr>
<td>2. Whilst Activity</td>
<td>- Read the example dialog about expressing annoyance.</td>
<td>3. Students are able to share their experience of being annoyed in front of the class.</td>
</tr>
<tr>
<td></td>
<td>- Explain the expressing of annoyance.</td>
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</tbody>
</table>
- Share their expressing of being annoyed in front of the class.
- Other students observe their friends’ performances.

3. Post Activity
- Comment about their performances.
APPENDIX G
Lesson Unit Plan
LESSON UNIT PLAN

School Name : SMA N 1 Ngaglik
Subject : English (speaking)
Class/ Semester : XI/ 2
Main Topic : Expressing Love
Time Allocation : 2x45 minutes

Competence Standard : 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence : 9.1 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: express attitudes toward something, to express feelings of love, and express feelings of sadness.

Indicators : 1. Students are able to identify the expressions of love.  
2. Students are able to use mind mapping to map their expressing love to their Mom.  
3. Students are able to share their own expressing love to their Mom in front of the class.

I. Learning Objectives:
In the end of the study, the students are expected to be able:
1. To identify the expression of love.
2. To use mind mapping to map their idea about expressing love to their Mom.
3. To share their own expressing love to their Mom in front of the class.
II. Learning Materials

Expressing love (I love you)

What is expressing love?

Expressing love is an expression to express love/like to other people.

When you want to say love, it can be spoken or written.

Some Expressions of Love:
- I love you
- I really love you
- I like you
- I love you for a long time, etc.

Responses (Accepted):
- I love you too
- Me too
- So do I

Responses (Rejected):
- I hate you
- I don’t really like you
- I dislike it
- I am not really want it

III. Learning Methods

- Discussion
- Explanation
- Make mind mapping
- Speaking practice
# IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| Pre Activity| - Greet the students.  
                 - Check the students’ preparations for today’s meeting by asking some questions.                                                                                                                  | 5 minutes       |
| Whilst Activity | - Read a letter as the example of expressing love.  
                          - Explain about expressing love.  
                          - Make a mind mapping about expressing love to their Mom.  
                          - Share their expressing love to their Mom in front of the class using mind mapping that they have already made.                                                                 | 75 minutes      |
| Post Activity| - Other students observe their friend’s performances.  
                          - Suggestion for all performances for today’s meeting.  
                          - Give students the topic for the next meeting and ask them to prepare with the topic.                                                                                                               | 10 minutes      |

# V. Teaching Media

- White board  
- Board markers  
- Laptop  
- Power points

# VI. Source:

Interlanguage: English for senior high school students XI

# VII. Scoring

1. Technique : Speaking test  
2. Form : Speaking
### 3. Instruments

<table>
<thead>
<tr>
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<th>Voice Audibility</th>
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</tbody>
</table>

**Total:**

5 = Very good, 4 = Good, 3 = Ordinary, 2 = Less, 1 = Very less

### Scoring

Score = total score x 4
LESSON UNIT PLAN

School Name: SMA N 1 Ngaglik  
Subject: English (speaking)  
Class/ Semester: XI/ 2  
Main Topic: Expressing Sadness  
Time Allocation: 2x45 minutes

Competence Standard: 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence: 9.1 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: express attitudes toward something, to express feelings of love, and to express feelings of sadness.

Indicators:  
1. Students are able to identify expression of sadness.  
2. Students are able to use mind mapping to map their idea about their sadness because of their special thing which is broke.  
3. Students are able to share their own expressing of sadness about their special thing which is broke.

I. Learning Objectives:  
In the end of the study, the students are expected to be able:  
1. To identify the expression of sadness.  
2. To use mind mapping to map their idea about their sadness because of their special thing which is broke.  
3. To share their own expressing of sadness about their special thing which is broke.
II. Learning Materials

Expressing Sadness (I feel sad)

What is expressing sadness?

Expressing sadness is a feeling of being sadness because of situation that makes someone feel sad.

Expression of sadness:
The news has made me sad
You have given me sorrow
Your words have broken my heart
Its great sadness that I have to leave this town
I feel very sad
The deep sad is come back to me that you should let me go
I don’t know how to say, you make me sad

Responses:
Yes, I understand it
Sorry, I didn’t know that it will make you sad
Really? I am sure she didn’t mean it
Yes, I am also sad since I will miss you
Oh, keep strong

III. Learning Methods

- Discussion
- Explanation
- Make mind mapping
- Speaking practice
### IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| **Pre Activity** | - Greet the students.  
- Check the students’ preparations for today’s meeting by asking some questions. | 5 minutes       |
| **Whilst Activity** | - Introducing materials about expressing sadness.  
- Explain about expressing sadness.  
- Make a mind mapping related to expression of sadness about their special thing which is broke.  
- Share their expressing of sadness of their special thing which is broke in front of the class using mind mapping that they have already made. | 75 minutes      |
| **Post Activity** | - Other students observe their friends performances.  
- Suggestion for all performances for today’s meeting.  
- Give students the topic for the next meeting and ask them to prepare with the topic. | 10 minutes      |

### V. Teaching Media

- White board
- Board markers
- Laptop
- Power points

### VI. Source:

Interlanguage: English for senior high school students XI

### VII. Scoring

- Technique: Speaking test
- Form: Speaking
Instruments:

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Total:

5= Very good, 4= Good, 3= Ordinary, 2= Less, 1= Very less

Scoring

Score= total score x 4
LESSON UNIT PLAN

School Name : SMA N 1 Ngaglik
Subject : English (speaking)
Class/ Semester : XI/ 2
Main Topic : Expressing Satisfaction and Dissatisfaction
Time Allocation : 2x45 minutes

Competence Standard : 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence : 9.1 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express attitudes toward something, to express feelings of love, and express feelings of sadness.

Indicators : 1. Students are able to identify the expressions of satisfaction and dissatisfaction.

2. Students are able to use mind mapping to map their idea about satisfaction or dissatisfaction experience.

3. Students are able to share their story about satisfaction or dissatisfaction experience in front of the class.

I. Learning Objectives:
In the end of the study, the students are expected to be able:

1. To identify the expressions of satisfaction and dissatisfaction.

2. To use mind mapping to map their idea about satisfaction and dissatisfaction experience.

3. To share their story about satisfaction or dissatisfaction experience in front of the class.
II. Learning Materials

What is expressing satisfaction?

Expressing satisfaction is use to express satisfaction, expressing good feeling, sense of comfort or happiness.

Example of expressing satisfaction:

- I’m very pleased with your work
- He is satisfied with the performance
- I’m very delighted with it

What is expressing dissatisfaction?

Expressing dissatisfaction is use to express dissatisfaction, expressing lack of satisfaction, feel disappointed.

Example of expressing dissatisfaction:

- I’m displeased with the result
- She is unsatisfied with the reason
- I’m disappointed with you

III. Learning Methods

- Discussion
- Explanation
- Make mind mapping
- Speaking practice
IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Time Allocation</th>
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<tbody>
<tr>
<td>Pre Activity</td>
<td>- Greet the students.</td>
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<td>- Check the students’ preparations for today’s meeting by asking some questions.</td>
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<td>Whilst Activity</td>
<td>- Read the example of dialogue about expressing satisfaction and dissatisfaction.</td>
<td>75 minutes</td>
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<td>- Learn the formula of satisfaction and dissatisfaction expressions.</td>
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<td></td>
<td>- Make a mind mapping related to their idea about satisfaction or dissatisfaction experience.</td>
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<td></td>
<td>- Share their story about satisfaction or dissatisfaction experience in front of the class.</td>
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<tr>
<td>Post Activity</td>
<td>- Other students observe their friends’ performances.</td>
<td>10 minutes</td>
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<td>- Suggestion for all performances for today’s meeting.</td>
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<td>- Give students the topic for the next meeting and ask them to prepare with the topic.</td>
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V. Teaching Media
- White board
- Board markers
- Laptop
- Power points

VI. Source:
Interlanguage: English for senior high school students XI

VII. Scoring
Technique: Speaking test
Form: Speaking
Instruments:

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Total:

5 = Very good, 4 = Good, 3 = Ordinary, 2 = Less, 1 = Very less

Scoring

Score = total score x 4
LESSON UNIT PLAN

School Name : SMA N 1 Ngaglik
Subject : English (speaking)
Class/ Semester : XI/ 2
Main Topic : Asking and Giving Opinion
Time Allocation : 2x45 minutes

Competence Standard : 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence : 9.1 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express attitudes toward something, to express feelings of love, and to express feelings of sadness.

Indicators : 1. Students are able to identify how to ask and give opinion.
2. Students are able to use mind mapping to map their opinion about environmental issues.
3. Students are able to share their opinion about environmental issues in front of the class.

I. Learning Objectives:
In the end of the study, the students are expected to be able:
1. To identify how to ask and give opinion.
2. To use mind mapping to map their opinion about environmental issues.
3. To share their opinion about environmental issues.

II. Learning Materials

Asking opinion is an expression to describe how we ask the opinions of others.
Giving opinion is an expression to provide opinions to others.

**Asking Opinion (formal)**

- Have you got any comments on…
- Do you have any idea?
- Do you have any opinion on…
- Would you give me your opinion on…?
- What is your reaction to…

**Asking Opinion (informal)**

- What do you think of…?
- What do you think about…?
- What do you think about…?
- Why do they behave like that?
- What is your opinion?

**Giving Opinion (formal)**

- I personally believe…
- I personally consider…
- I personally think/feel…
- I hold the opinion…
- My own view of the matter is…

**Giving Opinion (informal)**

- I think I like it.
- I don’t think I care for it.
- I think it’s good/nice/terrific…
- I don’t think much of it.
- In my case…

III. Learning Methods

- Discussion
- Explanation
- Make mind mapping
- Speaking practice
IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Time Allocation</th>
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</thead>
</table>
| Pre Activity    | - Greet the students.  
- Check the students’ preparations for today’s meeting by asking some questions. | 5 minutes       |
| Whilst Activity | - Read a dialog about giving opinion.  
- Explain some important points about asking and giving opinion.  
- Learn how to ask and give opinion.  
- Make a mind mapping related to their opinion about environmental issues.  
- Share their opinion about environmental issues in front of the class. | 75 minutes      |
| Post Activity   | - Other students observe their friends’ performances.  
- Suggestion for all performances for today’s meeting.  
- Give students the topic for the next meeting and ask them to prepare with the topic. | 10 minutes      |

V. Teaching Media
- White board
- Board markers
- Laptop
- Power points

VI. Source:
Interlanguage: English for senior high school students XI

VII. Scoring
Technique: Speaking test
Form: Speaking
Instruments:

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5 = Very good, 4 = Good, 3 = Ordinary, 2 = Less, 1 = Very less

Scoring

Score = total score \times 4
LESSON UNIT PLAN

School Name : SMA N 1 Ngaglik
Subject : English (speaking)
Class/ Semester : XI/ 2
Main Topic : Unforgettable Experience
Time Allocation : 2x45 minutes

Competence Standard : 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence : 9.1 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express attitudes toward something, to express feelings of love, and to express feelings of sadness.

Indicators : 1. Students are able to identify what is unforgettable experience.

2. Students are able to map their unforgettable experience.

3. Students are able to share their unforgettable experience in front of the class.

I. Learning Objectives:
   In the end of the study, the students are expected to be able:
   1. To identify what is unforgettable experience.
   2. To map their unforgettable experience
   3. To share their unforgettable experience in front of the class.

II. Learning Materials
   What is unforgettable experience?
An unforgettable experience is an event that has a great impact on a person’s life. It can be something that can change a life forever.

III. Learning Methods
- Discussion
- Explanation
- Make mind mapping
- Speaking practice

IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| Pre Activity  | - Greet the students.  
                - Check the students’ preparations for today’s meeting by asking some questions. | 5 minutes       |
| Whilst Activity | - Read the example of unforgettable experience.  
                       - Make a mind mapping about an unforgettable experience  
                       - Share their unforgettable experience in front of the class. | 75 minutes      |
| Post Activity | - Other students observe their friends’ performances.  
                       - Suggestion for all performances for today’s meeting.  
                       - Give students the topic for the next meeting and ask them to prepare with the topic. | 10 minutes      |

V. Teaching Media
- White board
- Board markers
- Laptop
- Power points
VI. Source:

Interlanguage: English for senior high school students XI

VII. Scoring

<table>
<thead>
<tr>
<th>Technique</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking test</td>
<td>Speaking</td>
</tr>
</tbody>
</table>

Instruments:

<table>
<thead>
<tr>
<th>Instruments</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice Audibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Clarity</td>
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<td>2</td>
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<tr>
<td>Fluency</td>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Content</td>
<td>1</td>
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<td>5</td>
</tr>
</tbody>
</table>

Total: 

5 = Very good, 4 = Good, 3 = Ordinary, 2 = Less, 1 = Very less

Scoring

Score = total score x 4
LESSON UNIT PLAN

School Name : SMA N 1 Ngaglik
Subject : English (speaking)
Class/ Semester : XI/ 2
Main Topic : Expressing Embarrassment
Time Allocation : 2x45 minutes

Competence Standard : 9.To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence : 9.2 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express feeling of embarrassment, to express feeling of anger, and to express feeling of annoy.

Indicators : 1. Students are able to identify the expressions of embarrassment.
2. Students are able to use mind mapping to map their expressing of embarrassment.
3. Students are able to share their embarrassing moment in front of the class.

I. Learning Objectives:
   In the end of the study, the students are expected to be able:
   1. To identify the expressions of embarrassment.
   2. To use mind mapping to map their expressing of embarrassment.
   3. To share their embarrassing moment in front of the class.

II. Learning Materials
   **Expressing Embarrassment**
   • Expressing Embarrassment: expressing feeling of being worries and
ashamed.
• Expressing embarrassment is used to show that someone is embarrassed.

The following are some expressions of expressing embarrassment:
- How embarrassing

- What an embarrassment!

- I must say that it’s an embarrassment.

- That’s a real embarrassment.

III. Learning Methods
- Discussion
- Explanation
- Make mind mapping
- Speaking practice

IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
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<td>Pre Activity</td>
<td>- Greet the students.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>- Check the students’ preparations for today’s meeting by asking some questions.</td>
<td></td>
</tr>
<tr>
<td>Whilst Activity</td>
<td>- Read the example of embarrassing moment.</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>- Explain the expressing embarrassing.</td>
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<tr>
<td></td>
<td>- Make a mind map related to the story that they want to share.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Share their story in front of the class using mind mapping that they already made.</td>
<td></td>
</tr>
<tr>
<td>Post Activity</td>
<td>- Other students observe their friends’ performances.</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>- Suggestion for all performances for today’s meeting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Give students the topic for the next meeting and ask them to prepare with the topic.</td>
<td></td>
</tr>
</tbody>
</table>
V. Teaching Media
- White board
- Board markers
- Laptop
- Power points

VI. Source:
Interlanguage: English for senior high school students XI

VII. Scoring
Technique: Speaking test
Form: Speaking

Instruments:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Voice Audibility</td>
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<td>2. Clarity</td>
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<td>3. Fluency</td>
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<td>4. Accuracy</td>
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</tr>
<tr>
<td>5. Content</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:

5= Very good, 4= Good, 3= Ordinary, 2= Less, 1= Very less

Scoring

Score = total score x 4
LESSON UNIT PLAN

School Name : SMA N 1 Ngaglik
Subject : English (speaking)
Class/ Semester : XI/ 2
Main Topic : Expressing Anger
Time Allocation : 2x45 minutes

Competence Standard : 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence : 9.2 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express feeling of embarrassment, to express feeling of anger, and to express feeling of annoy.

Indicators : 1. Students are able to identify the expressions of anger.
2. Students are able to use mind mapping to map their experience of being anger.
3. Students are able to share their experience of being anger in front of the class.

I. Learning Objectives:
In the end of the study, the students are expected to be able:
1. To identify the expressions of anger.
2. To use mind mapping to map their expressions of anger.
3. To share their expressions of anger in front of the class.

II. Learning Materials
What is expressing anger?
Expressing anger is an experience a strong of displeasure or hostility.
Example: She was angry about the insult.
How to express anger (formal):
- I really hate you
- I’m extremely unhappy about this.
- I’m not pleased at all.

How to express anger (informal):
- I can’t stand…
- What displeasure!
- Bloody hell!
- Oh, bother!
- Oh, dear!
- What a nuisance!
- Oh no, what’s next?
- That’s the last straw!

III. Learning Methods
- Discussion
- Explanation
- Make mind mapping
- Speaking practice

IV. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Activity</td>
<td>- Greet the students.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>- Check the students’ preparations for today’s meeting by asking some questions.</td>
<td></td>
</tr>
<tr>
<td>Whilst Activity</td>
<td>- Read the example dialog about expressing anger.</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>- explain some expressions of anger.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Make a mind mapping about their experience of being anger.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Share their experience of being anger in front of the class.</td>
<td></td>
</tr>
</tbody>
</table>
Post Activity
- Other students observe their friends’ performances.
- Suggestion for all performances for today’s meeting.
- Give students the topic for the next meeting and ask them to prepare with the topic.

III. Teaching Media
- White board
- Board markers
- Laptop
- Power points

IV. Source:
Interlanguage: English for senior high school students XI

V. Scoring
Technique: Speaking test
Form: Speaking
Instruments:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>5</th>
</tr>
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<tr>
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<td>Voice Audibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Clarity</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Fluency</td>
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<tr>
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<td>Accuracy</td>
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<tr>
<td>5.</td>
<td>Content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 5

Score= total score x 4
LESSON UNIT PLAN

School Name : SMA N 1 Ngaglik
Subject : English (speaking)
Class/ Semester : XI/ 2
Main Topic : Expressing Annoyance
Time Allocation : 2x45 minutes

Competence Standard : 9. To express the meaning of formal and continuing interpersonal transactional in form of conversations text in the environment nearby.

Basic Competence : 9.2 To express the meaning of formal and continuing interpersonal transactional in form of conversations text by using a variety of oral language accurately and fluently in the context of environment nearby and involves speech acts: to express feeling of embarrassment, to express feeling of anger, and to express feeling of annoy.

Indicators : 1. Students are able to identify the expressions of annoyance.
            2. Students are able to use mind mapping to map their experience of being annoyed.
            3. Students are able to share their experience of being annoyed in front of the class.

I. Learning Objectives:
   In the end of the study, the students are expected to be able:
   1. To identify the expressions of annoyance.
   2. To use mind mapping to map their expressions of annoyance.
   3. To share their expressions of annoyance in front of the class.

II. Learning Materials

Expressing annoyance is expressing the feeling of being annoyed.
How to express annoyance (formal):
- I’m extremely displeased with…
- …is very irritating.
- I’m extremely unhappy about this.

How to express annoyance (informal):
- …really makes me mad.
- I cannot stand…
- Why on earth he didn’t…?

III. Learning Methods
- Discussion
- Explanation
- Make mind mapping
- Speaking practice

IV. Learning Activities

<table>
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<tr>
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<td>- Check the students’ preparations for today’s meeting by asking some questions.</td>
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</tr>
<tr>
<td>Whilst Activity</td>
<td>- Read the example dialog about expressing annoyance.</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>- Explain about expressing annoyance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Make a mind map about students’ experience of being annoyed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Share their expressing of being annoyed in front of the class.</td>
<td></td>
</tr>
<tr>
<td>Post Activity</td>
<td>- Other students observe their friends’ performances.</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>- Suggestion for all performances for today’s meeting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Evaluate the use of mind mapping in English speaking class.</td>
<td></td>
</tr>
</tbody>
</table>
VI. Teaching Media
- White board
- Board markers
- Laptop
- Power points

VII. Source:
Interlanguage: English for senior high school students XI

VIII. Scoring

Technique : Speaking test
Form : Speaking

Instruments :

<table>
<thead>
<tr>
<th></th>
<th>Voice Audibility</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Clarity</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Fluency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Accuracy</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>5.</td>
<td>Content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5 = Very good, 4 = Good, 3 = Ordinary, 2 = Less, 1 = Very less

Scoring

Score = total score x 4
APPENDIX H

Designed Materials
English Speaking Materials Using Mind Mapping

For the Eleventh Grade Students of SMA N 1 Ngaglik

Name:

Class:

Student Number:

Designed by: Yohana Sri Widiastuti
Expressing Love

At the end of the study, the students are expected to be able to:

- Identify the expressions of love
- Use mind mapping to map their expression of love
- Share their expressions of love in front of the class
PRE-ACTIVITY

- In your age, you may find someone that you fall in love with. You need to express your love to someone using acceptable expressions. Do you know how to do it very well? Have you ever experienced about it?

- What makes you love him/her?

WHilst-Activity

What is expressing love?
Expressing love is an expression to express love or like to other people. It can be spoken or written.
<table>
<thead>
<tr>
<th>How to express love</th>
<th>How to accept</th>
<th>How to reject</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love you</td>
<td>I love you too</td>
<td>I hate you</td>
</tr>
<tr>
<td>I really love you</td>
<td>Me too</td>
<td>I don’t really like him</td>
</tr>
<tr>
<td>I love you so much</td>
<td>I also love you</td>
<td>I dislike it</td>
</tr>
<tr>
<td>I’m loving you</td>
<td>So do I</td>
<td>I am not really love you</td>
</tr>
<tr>
<td>I will love you day</td>
<td>I love it, too</td>
<td>I cannot enjoy this situation</td>
</tr>
<tr>
<td>by day</td>
<td>I feel the same with you</td>
<td>I’m sorry I don’t feel the same</td>
</tr>
<tr>
<td>I always love you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are my first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>love</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s make mind mapping!!!

I know you love your mom very much, she is a heroine for you. Now, please express your love to your beloved mom. Write some points about your feeling!

![Mind mapping diagram]

After finishing making mind mapping, now is your time to share your feeling of love in front of the class!
POST-ACTIVITY

Other students observe their friend’s performances:

1. What went well?

2. What needs to be improved?

Fill the sheets evaluation and after that give it to the teacher!

<table>
<thead>
<tr>
<th></th>
<th>Voice Audibility</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
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<tr>
<td>2</td>
<td>Clarity</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>Fluency</td>
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<td>5</td>
<td>Content</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

Total:

1. Very good, 4= Good, 3= Ordinary, 2= Less, 1= Very less

a. Suggestions from the teacher about today’s performance.
b. Material for the next meeting

For the next meeting, we will learn about Expressing Sadness, please learn about this topic!
Expressing Sadness

At the end of the study, the students are expected to be able to:

- Identify the expressions of sadness
- Use mind mapping to map their expressions of sadness
- Share their expressions of sadness in front of the class
PRE-ACTIVITY

➢ How do you feel if someone you love leaves you?

➢ What do you do when you feel sad?

➢ Is it better for you to tell someone that you feel sad or you just keep it? Why is it so?

WHILST-ACTIVITY

What is expressing sadness?

Expressing sadness is a feeling of sad because of situation that makes someone feel sad.

<table>
<thead>
<tr>
<th>How to express sadness</th>
<th>How to response</th>
</tr>
</thead>
<tbody>
<tr>
<td>-The news has made me sad</td>
<td>-Yes, I understand it</td>
</tr>
<tr>
<td>-You have given me sorrow</td>
<td>-Sorry, I didn't know that it will make you sad</td>
</tr>
<tr>
<td>-Your words have broken my heart</td>
<td>-Really? I am sure she didn't mean it</td>
</tr>
<tr>
<td>-It's great sadness that I have to leave this town</td>
<td>-Yes, I am also sad since I will miss you</td>
</tr>
<tr>
<td>-I don't know how to say, you make me sad</td>
<td></td>
</tr>
</tbody>
</table>

Let's make mind mapping!!!

Situation: you have a special thing in your life, you love it very much because you get it from your beloved parents (for example: doll, car, bag, and etc.) but one day your special thing is broken. You are very sad because of it. Please share your feeling when your special thing is broken. To make it easier, you can use this mind mapping below!
After finishing making mind mapping, now is your time to share your feeling of love in front of the class!

**POST-ACTIVITY**

Other students observe their friend’s performances:

1. What went well?
2. What needs to be improved?

Fill the sheets evaluation and after that give it to the teacher!

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<thead>
<tr>
<th></th>
<th>Voice Audibility</th>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Total:

5 = Very good, 4 = Good, 3 = Ordinary, 2 = Less, 1 = Very less

a. Suggestions from the teacher about today’s performance.
b. Material for the next meeting

For the next meeting, we will learn about Expressing Satisfaction and Dissatisfaction, please learn about this topic.
Unit 3. Expressing Satisfaction and Dissatisfaction

At the end of the study, the students are expected to be able to:

- Identify the expressions of satisfaction and dissatisfaction
- Use mind mapping to map their expressions of satisfaction and dissatisfaction
- Share their expressions of satisfaction and dissatisfaction in front of the class
PRE-ACTIVITY

➢ There are times when you feel satisfied or dissatisfied of something. When you find yourself satisfied with something, what expression should you use? And how will you show others that you are dissatisfied with a certain thing? Do you know how to do it very well?

WHILST-ACTIVITY

Below is the example of a dialogue about expressing satisfaction:

Ratna : How’s your vacation in Bali?
Ayina : It was terrific! The beaches are beautiful and the sun set from Tanah Lot is magnificent.
Ratna : Really? What else did you do there?
Ayina : Oh, I went parasailing! It was the most breath-taking thing that I’ve ever done.
Ratna : Wow, it must be a very fun trip for you.
Ayina : Yes, I’m very satisfied with my vacation there. You must go there.
Ratna : Yes, I think I’ll do that.

What is expressing satisfaction?

Expressing satisfaction is use to express satisfaction, expressing good feeling, and sense of comfort or happiness.

Expressing dissatisfaction is use to express dissatisfaction, expressing lack of satisfaction, feel disappointed.

<table>
<thead>
<tr>
<th>Formal Situations</th>
<th>How to express satisfaction</th>
<th>How to express dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m very pleased with your work</td>
<td>He is satisfied with the performance</td>
<td>I’m displeased with the result</td>
</tr>
<tr>
<td>I’m very delighted with it</td>
<td></td>
<td>She is unsatisfied with the reason</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I’m disappointed with you</td>
</tr>
</tbody>
</table>
Informal Situations

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super!</td>
<td>Horrible!</td>
</tr>
<tr>
<td>Great!</td>
<td>Very sad!</td>
</tr>
<tr>
<td>Terrific!</td>
<td>Annoying!</td>
</tr>
<tr>
<td>Fantastic!</td>
<td>Disappointing!</td>
</tr>
<tr>
<td>Smashing!</td>
<td>Frustrating!</td>
</tr>
</tbody>
</table>

Let's make mind mapping!!!

Everyone must have felt satisfaction and dissatisfaction in their life. As a student, you are also having felt satisfaction or may be dissatisfaction in your school life. Please share your satisfaction or dissatisfaction experience in your school life. Make mind mapping to map your important point about it! Choose one topic, satisfaction or dissatisfaction.

My Satisfaction/ Dissatisfaction Experience

After finishing making mind mapping, now is your time to share your feeling of love in front of the class!

POST-ACTIVITY

Other students observe their friend’s performances:

1. What went well?

2. What needs to be improved?
Fill the sheets evaluation and after that give it to the teacher!

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5= Very good, 4= Good, 3= Ordinary, 2= Less, 1= Very less

a. Suggestions from the teacher about today's performance.
b. Material for the next meeting
   For the next meeting, we will learn about Asking and Giving Opinion, please learn about this topic!
Unit 4. 

Asking and Giving Opinion

At the end of the study, the students are expected to be able to:

- Identify how to ask and give opinion
- Use mind mapping to map their opinion
- Share their opinion in front of the class
PRE-ACTIVITY

➢ When you are unsure you often need someone’s opinion. Sometimes others may need your view on some issues. You need to use appropriate expressions to ask for or give opinions. Do you know how to do it well?

➢ Have you ever got opinion from your friends?

WHILST-ACTIVITY

Please read this dialog:

Mr. Lee: What do you think of my new car?
Roy: It is fantastic. I think. Oh you have many cassettes in your new car.
Mr. Lee: Yeah, some. I like Slank’s album.
Roy: How do you feel about Slank’s song?
Mr. Lee: I think it is good.
Roy: Yes, you are right. I think it is going to rain.
Mr. Lee: I don’t think so. Look outside at the sky! It’s so clear. No clouds there.
Roy: But I watched the weather forecast yesterday. It said that today is going to rain. OK Mr. Lee sees you.

What is asking and giving opinion?

Asking opinion is an expression to describe how we ask the opinions of others

Giving opinion is an expression to provide opinions to others.

This is the example of asking and giving opinion:

Asking Opinion (Formal) :

• Have you got any comments on
  .....  
• Do you have any idea?
• Do you have any opinion on

Asking Opinion (Informal):

• What do you think of…….?  
• What do you think about…….?  
• What is your opinion?
• Why do they behave like that?
……
- Would you give me your opinion on………?
- What is your reaction to ……
- What is your opinion about………?
- What are you feeling about…..?

- Do you think it’s going?
- How do you like?
- How was the trip?
- How do you think of Rina’s idea?

**Giving Opinion (Formal):**
- I personally believe …..
- I personally consider …. 
- I personally think /feel …. 
- I hold the opinion …. 
- My own view of the matter is ……..
- Well, personally ………
- If I had my view, I would…..

**Giving Opinion (Informal):**
- I think I like it.
- I don’t think I care for it.
- I think it’s good/nice/terrific………..
- I don’t think much of it.
- I think that………..
- In my opinion, I would rather………..
- In my case ……..
- What I have in my mind is………..
- The way I see is that…………
- No everyone will agree with me, but ….
- To my mind ……..
- From my point of view
Let’s make mind mapping!!!

Work in pairs and give your opinion about environmental issues (for example: global warming, greenhouse gas, flood, and etc.) how did it happen? And how about the solutions? To make it easier, you can use this mind mapping below to write your important points!

After finishing making mind mapping, now is your time to share your opinion about environmental issues with your partner in front of the class!

**POST-ACTIVITY**

Other students observe their friend’s performances:

1. What went well?

2. What needs to be improved?
Fill the sheets evaluation and after that give it to the teacher!

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Total:  

5= Very good, 4= Good, 3= Ordinary, 2= Less, 1= Very less

a. Suggestions from the teacher about today's performance.
b. Material for the next meeting we will learn about Unforgettable Experience, please learn about this topic!
At the end of the study, the students are expected to be able to:

- Identify what is unforgettable experience
- Use mind mapping to map their unforgettable experience
- Share their unforgettable experience
PRE-ACTIVITY

➢ Do you have an unforgettable experience?

➢ Is your unforgettable experience changing your life?

WHILST-ACTIVITY

An unforgettable experience is an event that has a great impact on a person's life. It can also be something that can change a life forever.

Please read the example of unforgettable experience below:

When I was young, my friends and I decided to spend our holiday in the end of the semester. We gathered in my friend's house and preparing our tool. We started to climb at 2 p.m. We saw many beautiful views there and it was very amazing. We enjoyed climbing although it made us very tired. I could not forget it. This is my first experience climbing in the high mountain.
Let’s make mind mapping!!!

After reading the example of unforgettable experience. Now please remember your unforgettable experience in your life. You can choose your happy or sad unforgettable experience, please write your points in the mind map below to make you easier compose the story!

After finishing making mind mapping, now is your time to share your unforgettable experience in front of the class.

POST-ACTIVITY

Other students observe their friend’s performances:

1. What went well?

2. What needs to be improved?
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**POST-ACTIVITY**

- Suggestions from the teacher about today's performance.
- Material for the next meeting
  For the next meeting, we will learn about Expressing Embarrassment, please learn about this topic!
Unit 6.  
Expressing Embarrassment

At the end of the study, the students are expected to be able to:

- Identify the expressions of embarrassment
- Use mind mapping to map their expressing of embarrassment
- Share their embarrassing moment in front of the class
PRE-ACTIVITY

- In your everyday life you often find yourselves in embarrassing situations. It needs correct situations to say your embarrassing. Do you know how to do it very well?

- What do you feel when you remember your embarrassing experience?

WHILST-ACTIVITY

What is expressing embarrassment?

Expressing embarrassment is expressing feeling of being worried and ashamed.

Some expressions of expressing embarrassment:

- How embarrassing.
- What an embarrassment!
- I must say that it’s an embarrassment.
- That’s a real embarrassment.
- What a shame.
- It’s my embarrassment to ….
- I was so ashamed.
- It really makes me ashamed.
- Tell me it never happened.
- I was so embarrassed.
- Tell me it did not happen.
- I am embarrassed.
- I feel ashamed.
- Shame on me.
- I don’t feel comfortable.
- I feel awkward.
- It’s my embarrassment to…
Please read the example of embarrassing moment below!

My Most Embarrassing Moment

Some things are easier to remember, and some are easier to forget. I can remember my most embarrassing moment as if it happened yesterday. I’ve tried, over the years, to forget this moment, but it just never seems to go away. As I’ve gotten older, I can think back to that day and just laugh.

I was 12 years old when my family and I moved to a new neighborhood. I was starting my 6th grade year in a new school, with new people and no friends. I was a quiet and shy person, so I never hung out with the other neighborhood kids. Before school had started, I had met a few people whom were in the same grade as me. After that initial meeting, I never saw them again until the first day of school.

Every day of my life, my mom had always combed and styled my hair. She would usually do my hair the night before, and all I would have to do is tie my scarf around my hair. For the first day of school, I asked my mom to do my hair that morning so it would look nice. She did my hair in my regular hairstyle, 5 ponytails with the barrettes on the end. All of the barrettes matched the color of the outfit I had on that day.

I arrived to school and went into my new classroom. Everyone stopped their conversation to turn and look at me. I looked around the classroom and noticed that all the females either had their hair in one ponytail or had it pressed and curled into a style. My hair was styled like the 3rd or 4th graders at that school. I was so embarrassed that I wanted to cry! It didn’t help much that the teacher made me sit in front of the classroom where everyone could see me.

From that point on, I never let my mom do my hair anymore. I would always wear one ponytail to school. Needless to say, I never had any female friends that school year. As much as I tried, no one wanted to talk to me. I eventually gave up on trying making friends and kept to myself.
Let’s make mind mapping!!!

Everyone has their own embarrassing moment, it can be ordinary and it can be very embarrassing. Now, please try to remember your embarrassing experience (it can be your ordinary or your very embarrassing experience), and then compose your ideas in this mind map!

After finishing your mind mapping, now please come in front and share your embarrassing experience.

**POST-ACTIVITY**

Other students observe their friend’s performances:

1. What went well?

2. What needs to be improved?
Fill the sheets evaluation and after that give it to the teacher!

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Total:

5= Very good, 4= Good, 3= Ordinary, 2= Less, 1= Very less

**POST-ACTIVITY**

- Suggestions from the teacher about today’s performance.
- Material for the next meeting
  
  For the next meeting, we will learn about Expressing Anger, please learn about this topic!
UNIT. 7 EXPRESSING ANGER

At the end of the study, the students are expected to be able to:

- Identify the expressions of anger
- Use mind mapping to map their expressions of anger
- Share their expressions of anger in front of the class
PRE-ACTIVITY

➢ In your life you often find some people or things that make you angry. You need to express your anger on something appropriately. Do you know how to do it very well?

➢ What do you usually do if you get angry with someone?

WHILST-ACTIVITY

What is expressing anger?

Expressing anger is an expressing a strong feeling of or showing annoyance, displeasure, or hostility.

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<tr>
<th>How to express anger (formal)</th>
<th>How to express anger (informal)</th>
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<tbody>
<tr>
<td>I really hate...</td>
<td>I can't stand...</td>
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<tr>
<td>I'm extremely unhappy about</td>
<td>What displeasure!</td>
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<td>this.</td>
<td>Bloody hell!</td>
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<tr>
<td>I'm not pleased at all.</td>
<td>Oh, bother!</td>
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<td>Oh, dear!</td>
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<td>What a nuisance!</td>
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<td>Oh no, what's next?</td>
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<td>That's the last straw!</td>
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Below is the example dialogue about expressing anger!

Mr. Smith : Sit down, do you know why I ask you to meet me?

Richard : No, sir.

Mr. Smith : You have made a big mistake. And I am very angry for that.

Richard : But I don't know what my mistake is. Would you tell me, Sir?

Mr. Smith : You pretend to don't understand ha? You have given away the company strategy secret to our business rival.
Richard: But, Sir..

Mr. Smith: Shhh! You don’t have any right to talk, I have some proofs. Now you are fired.

Let’s make mind mapping!!!

Situation: you find your bedroom is very dirty and fall apart because of your brother/sister. One of your favorite toys is broken. You are very angry with your brother/sister. Tell your anger to your friends, to make your story coherent you can use this mind map below!

After finishing making mind mapping, now is your time to share your feeling of anger in front of the class!
POST-ACTIVITY

Other students observe their friend’s performances:

1. What went well?

2. What needs to be improved?

Fill the sheets evaluation and after that give it to the teacher!

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**Total:**

5 = Very good, 4 = Good, 3 = Ordinary, 2 = Less, 1 = Very less

- Suggestions from the teacher about today’s performance.
- Material for the next meeting

For the next meeting, we will learn about Expressing Annoyance, please learn about this topic!
UNIT. 8 EXPRESSING ANNOYANCE

At the end of the study, the students are expected to be able to:

- Identify the expressions of annoyance
- Use mind mapping to map their expressions of annoyance
- Share their expressions of annoyance in front of the class
PRE-ACTIVITY

- In your daily life you often find people or things annoying. You need to express your annoyance on something using the correct expressions. Do you know how to do it very well?

WHILST-ACTIVITY

What is expressing annoyance?

Expressing annoyance is a feeling of being annoyed.

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<th>How to express annoyance (formal)</th>
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<tr>
<td>I'm extremely displeased with...</td>
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<td>...is very irritating.</td>
<td>I cannot stand...</td>
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<tr>
<td>I'm extremely unhappy about this.</td>
<td>Why on earth he didn't...?</td>
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Below is the example dialogue about expressing annoyance!

Analies: You know George didn’t come last Saturday night
Breta : Really? I saw him with a girl in ABC cafe. I thought they were dating there.
Analies: But he said that he accompanied his mother to hospital.
Breta : Don’t believe him.
Analies: Yes, I know. I am annoyed. I can’t bear it any longer. It’s over.
Let’s make mind mapping!!!

Situation: Everyone ever felt annoyed in their life. Now, please remember your experience about your feeling of annoyed. Then try to make mind mapping about your annoying experience!

After finishing making mind mapping, now is your time to share your feeling of annoyed in front of the class!

**POST-ACTIVITY**

Other students observe their friend’s performances:

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