A SET OF INSTRUCTIONAL SPEAKING MATERIALS USING TASK-BASED LANGUAGE TEACHING FOR THE TENTH GRADE STUDENTS OF THE MARKETING PROGRAM OF SMK NEGERI 7 YOGYAKARTA

A THESIS

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

By

Agnestia Prastitiwi
Student Number: 061214090

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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Approved by

Sponsor
Drs. Y.B. Gunawan, M.A.

Date: March 22nd, 2011
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Student Number: 061214090

Defended before the Board of Examiners on April 4th, 2011 and Declared Acceptable

Board of Examiners

Chairperson: C. Tutyandari, S.Pd., M.Pd.
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Member: C. Tutyandari, S.Pd., M.Pd.

Yogyakarta, April 4th, 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
I dedicate this thesis to:

Allah SWT

My beloved parents and brother

My boyfriend

All my friends and families
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, April 4<sup>th</sup> 2011

The Writer,

Agnestia Prastiwi
061214090
ABSTRACT


English becomes one of the important subjects which are taught in Vocational High School since Vocational High School students are prepared to enter the working world after they graduated. The skill which is important to develop is speaking skills. However, teachers sometimes do not have enough materials to teach speaking. Thus, a set of instructional speaking materials is needed to help students to develop their speaking skill. Task-Based Language Teaching is one of the most appropriate methods which can be applied to teach speaking since TBLT offers tasks and activities which are motivational and offers contextual learning. Moreover, TBLT can give many chances to speak English.

This study was conducted to design a set of Instructional Speaking Materials Using Task-Based Language Teaching for the Tenth Grade Students of the Marketing Program of SMK Negeri 7 Yogyakarta. The objective of this study was to answer two questions which were stated in the problem formulation. The questions were (1) How is a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta designed? (2) What does a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta look like?

In this study, the writer adapted Research and Development method. The writer employed the five first steps out of ten steps of R & D cycle. The steps were (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of a Product, (4) Product Evaluation, and (5) Main Product Revision.

To answer the first question, the writer combined Kemp’s and Dick and Carey’s model. Those two models are modified into seven (7) steps, namely, (1) Identifying Entry Behaviors and Learners Characteristics, (2) Determining Goals, Listing Topic and Stating General Purposes for Each Topic, (3) Specifying the Learning Objectives, (4) Listing Subject Contents, (5) Selecting Teaching-Learning Activities and Instructional Resources, (6) Evaluating the Materials, (7) Revising the Materials.

In order to present the final version of the designed materials, the writer distributed questionnaires and the designed materials to obtain evaluations and feedbacks toward the designed materials. The result of statistical data showed that the grand mean was 4.01 from the highest scale of 5. It means that most of the respondents considered that the designed materials were well designed and acceptable for the tenth grade students of the marketing program of SMK Negeri 7 Yogyakarta, though it still needed revisions and improvement.

To answer the second question, the writer designed and presented the final version of the designed materials after making some revisions and development.
The final version of the designed materials consisted of eight units. Each of them consisted of five sections, namely: Get ready, Start Talking, Focus In, Talks Some More, and Take Your Turn.

Finally, it is expected to further researchers who are willing to conduct similar research to implement the designed materials in order to identify the strengths and weaknesses of the designed materials. It is hoped that the designed materials will be useful for teachers as an alternative materials to improve students’ skill in speaking English to prepare them in facing the real working world.
ABSTRAK


Bahasa Inggris menjadi salah satu pelajaran penting yang diajarkan di Sekolah Kejuruan Menengah (SMK) karena siswa SMK dipersiapkan untuk memasuki dunia kerja setelah mereka lulus. Ketrampilan berbahasa yang penting untuk dikembangkan adalah ketrampilan berbicara bahasa inggris. Akan tetapi, kadang-kadang guru tidak memiliki materi instruksional *speaking* yang cukup untuk mengajar *speaking*. Oleh karena itu, seperangkat materi instruksional *speaking* sangat dibutuhkan untuk membantu siswa dalam mengembangkan ketrampilan berbicara bahasa inggris mereka. *Task-Based Language Teaching* adalah salah satu metode yang cocok untuk diaplikasikan dalam mengajar *speaking* karena *TBLT* memberikan latihan dan aktivitas yang dapat memotivasi siswa dan juga memberikan pembelajaran yang sesuai dengan konteks. Selain itu, *TBLT* juga memberi banyak kesempatan untuk berbicara Bahasa Inggris.

Studi ini dilaksanakan untuk merancang seperangkat materi instruksional *speaking* menggunakan metode *Task-Based Language Teaching* untuk siswa kelas sepuluh Jurusan Pemasaran SMK Negeri 7 Yogyakarta. Studi ini bertujuan untuk menjawab dua (2) pertanyaan yang ada dalam perumusan masalah. Pertanyaan-pertanyaan tersebut adalah (1) Bagaimana seperangkat materi instruksional *speaking* menggunakan metode *Task-Based Language Teaching* untuk siswa kelas sepuluh Jurusan Pemasaran SMK Negeri 7 Yogyakarta dirancang? (2) Seperti apakah seperangkat materi instruksional *speaking* menggunakan metode *Task-Based Language Teaching* untuk siswa kelas sepuluh Jurusan Pemasaran SMK Negeri 7 Yogyakarta tersebut?


Untuk menyajikan bentuk akhir dari rancangan materi, penulis menyebarkan kuisioner dan rancangan materi untuk mendapatkan evaluasi dan

Akhirnya penulis berharap kepada peneliti yang ingin mengadakan penelitian yang serupa untuk mengimplementasikan rancangan materi untuk mengetahui kekurangan dan kelebihan rancangan materi. Penulis berharap bahwa rancangan materi ini dapat berguna untuk guru sebagai materi alternatif untuk mengembangkan ketrampilan siswa dalam berbicara bahasa Inggris untuk mempersiapkan mereka menghadapi dunia kerja.
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIC

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
Nama : Agnestia Prastiwi
Nomor Mahasiswa : 061214090

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USING TASK-BASED LANGUAGE TEACHING
FOR THE TENTH GRADE STUDENTS
OF THE MARKETING PROGRAM OF SMK NEGERI 7 YOGYAKARTA

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penulis.

Demikian pernyataan ini saya buat dengan sebenarnya,

Dibuat di Yogyakarta
Pada tanggal: 4 April 2011
Yang menyatakan:

(Agnestia Prastiwi)
ACKNOWLEDGEMENTS

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May God always bless us forever.

Agnestia Prastiwi
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CHAPTER I
INTRODUCTION

The writer designs a set of Instructional Speaking Materials using task-based language teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta. This chapter is presented to give the outline of the study. This part contains six (6) subparts that are Background, Problem Limitation, Problem Formulation, Research Benefits, Research Objectives, and Definition of Terms.

A. Research Background

Nowadays, English is considered as the most important language in the world since English is used as an international language. English is used to communicate among countries in the world. Therefore, in Indonesia, English is taught as a compulsory subject in school. English is taught as a compulsory subject from Elementary School to Senior High School/Vocational High School. Vocational High School has the same level with Senior High School but Vocational High School deals with skills and attitudes which are used in the working world. Theodore (1945: 45) says that “The Vocational High School deals with knowledge, skills, and attitudes that fit an individual, wholly or in part, for a definite occupation or vocation, to pursuit of which equip him for successful living”. So the graduates of Vocational High School are expected to be ready to enter the working world.
Language skills cover listening, speaking, reading and writing. These skills must be given equally. However, in the real condition, reading and writing have a bigger portion in the teaching of English. In other words, speaking materials are less given than frequently the other skills. It will make the students have little chance to practice speaking English. That is why the writer chooses the speaking skill for the study. The writer wants to design speaking materials which can help the Vocational High School students to practice speaking English more.

Speaking is a kind of active and productive interaction that makes us use aural medium such as mouth, lips, tongue, and other oral activities (Widdowson, 1979:58). In other words, speaking is a communicative activity which is used to deliver massages or information among people orally. Speaking English is very important for Vocational High School students especially for Marketing Program students because nowadays English is used in the working world. Many companies require their employees to be able to use English in daily life, especially those who get in touch directly with customers. Some costumers may be foreigners, so learning to speak English is very useful to be learned by Vocational High School students in order to prepare them for the real working world. Marketing Program students have to able to speak English well in order to serve the costumer better.

In the teaching learning process, there are many methods which are usually used by the teacher to teach English for the students. The teacher should choose the best method for the students in order to make the teaching learning process more effective. Speaking should be taught creatively by the teacher in
order to make the students enjoy speaking English. The students should participate actively in class. Task-Based Language Teaching is one of the methods which can give much chance to the students to practice English more. Nunan (1999:25) says that the essential difference between task and an exercise is that a task has non-linguistic outcome, while an exercise has a linguistic outcome. So, by using tasks the learners focus on the language function not on the structure. Richards and Rodgers (1988) state that task-based materials are usually in a form of exercise handbooks, cue cards, activity cards, pair communication practice materials, and students’ interaction practice booklets. The use of different kinds of tasks in language teaching can make language teaching more communicative.

To enhance students’ speaking skill, School-Based Curriculum gives opportunity for the teachers to develop their own teaching learning activities. School-Based Curriculum does not provide particular handbook or materials to teach speaking or other skill. However, School-Based Curriculum gives a freedom for each school to develop the syllabus based on the condition of its students. It means that each school has an authority to formulate the different indicators for the students.

For the success of School-Based Curriculum implementation, the writer chose Task-Based Language Teaching as the method to teach speaking for Marketing Program’s students because tasks can help the students and the teacher in language teaching. Tasks can make the students more active in the teaching learning process. In task-based language teaching, the teachers take part as facilitator. The teachers do not need to speak much in the class, but they should
give opportunities for the students to speak much in class. According to Nunan (2003: 24) tasks can provide the opportunities for learners to express and explore spoken language through learning activities that are design for the learners.

**B. Problem Formulation**

The problems of this study are formulated in these following questions:

1. How is a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta designed?

2. What does a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta look like?

**C. Problem Limitation**

The study is limited to the discussion of designing instructional speaking materials for the first semester students of the tenth grade of Vocational High School. The Vocational High School is specified to the first grade of the Marketing Program in SMK Negeri 7 Yogyakarta.

This study is also limited to design a set of instructional speaking materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program in SMK Negeri 7 Yogyakarta.
D. Research Objectives

This study is conducted to answer the questions stated in the problem formulation. Thus, the objectives of the research are:

1. Find out how a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta is designed.

2. Present a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta.

E. Research Benefits

The instructional speaking material produced in the study is expected to give contributions to:

1. English Teachers

   With the designed instructional materials, it is expected that the teachers can give more portions for speaking in class. The teacher can improve their teaching techniques in teaching speaking by using task-based language teaching method. This study also can be helpful for English teachers to make their own teaching materials.

2. The Students of Vocational High School

   It is expected that these designed materials will help the students to have bigger chance to practice speaking English so that they can speak English
fluently. The materials will also help the students enjoy speaking English because the designed materials have various activities.

3. Other Researchers

The writer hopes that this study will help other researchers who will conduct the similar research and for those who are interested in doing experimental research in the same field of education. The writer also recommends other researchers to conduct the same research as well as having further study to evaluate, criticize, and justify the weaknesses which may exist in this study and then improve the design.

F. Definition of Terms

This section presents several definitions of several terms dealing with what the writer intends to discuss in the study.

1. Designing

The designing is the same with creating a new set of materials that fit the learning objectives and specific subject area of particular learners (Hutchinson and Waters, 1994: 106). In this study, designing is a process of creating a set of instructional speaking materials using task-based language teaching for the tenth grade students of the marketing program of SMK Negeri 7 Yogyakarta.

2. Instructional Material

Instructional materials refer to any materials containing information which will be used by teachers and students to achieve the learning objectives (Dick & Carey, 1978:127). Instructional materials are content to be learned written in
textbook or papers. In this study, instructional materials are any materials which are used to facilitate teachers and students in the teaching-learning process.

3. Speaking

Speaking is a communicative activity which is used to deliver massages or information among people orally. Widdowson (1979: 58) says that speaking is a kind of active and productive interaction that makes use of aural medium. An act of communication through speaking is commonly performed in face to face interaction and occurs as part of a dialogue. In this study, the term speaking means skill of communication which needs to be improved in order to make the students actively use English in daily communication.

4. Instructional Speaking Materials

Speaking Instructional Materials are a set of materials which is made by the teacher and used as a guideline for the teacher to teach speaking skill using a specific method. In this study, instructional speaking materials are the materials containing tasks which are used to help students in developing their speaking skill.

5. Task-Based Language Teaching

Task-Based Language Teaching is an approach to design language courses of which the point of departure is not an ordered list linguistic items, but a collection tasks (Nunan, 2003: 24). Tasks can facilitate the learners to do the activities in the classroom. In this study, Task-based language teaching is a method used as the basic of developing the instructional speaking materials.
6. The Tenth Grader of SMK Negeri 7 Yogyakarta

SMK Negeri 7 Yogyakarta is a Business and Management Vocational High School which is located in Jl. Gowongan Kidul Jt. III/416 Yogyakarta. Based on the statistical data 2010, the tenth grade SMK Negeri 7 Yogyakarta has eight classes. There are three classes of accounting program, two classes of management program, one class of marketing program, one class of multimedia program, and one class of tourism program.

7. The Tenth Grader of Marketing Program

In the marketing program, English is a compulsory subject. The students obtain six hours for learning English a week. The students learn four skills that are listening, speaking, reading and writing. In the eleventh grade, the marketing program students will do their practical work in some supermarkets.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents several theories supporting the designing of materials for the tenth grade of vocational high school. In order to have a good material design several theories are needed. This part contains two (2) subparts. The first is theoretical description which contains some citations from the relevant theories and the second is theoretical framework which contains summary and synthesis of the writer about the relevant theories which will help the writer to solve the research problems.

A. Theoretical Description

This part discusses the elements that are useful to design the instructional speaking materials. As the basis of the research, the writer uses some theories. Those theories are theories about Instructional Design Models, Teaching Speaking Skills, School Based Curriculum (Vocational High School) and Task-Based Language Teaching.

1. Instructional Design Models

Instructional materials are content to be learned which are written in a textbook or papers. In this study Instructional materials are a set of materials which are planned by the designer in order to help the students and the teachers in teaching learning process. Instructional materials refer to any material containing information which will be used by teachers and students to achieve the learning
objectives (Dick & Carey, 1978:127). The writer will combine two design models from Kemp’s model and Dick and Carey’s model to become the writer’s model design. The explanations of the two models are as follows:

a. Kemp’s Model

Kemp’s model can be applied on any educational level from elementary to college. The model is designed to answers three questions which may be considered as the important elements of instructional technology (Kemp, 1977: 8). Those are (1) What must be learned? (2) What procedures and resources will work best to reach the learning levels? (3) How will we know when the required learning has taken place?

Kemp design consists of eight parts which can be summarized as follows (Kemp, 1977: 8-9):

1) Considering goals, listing topics, and stating the general purposes for teaching each topic.

The goals can be obtained from the society, students, and subject areas. After considering the goal, the designer listed the topics based on the students needs. The topics should be arranged from the simple to the complex one. The general purposes are formulated in accordance with the goals and the topics.

2) Identifying the important characteristics of the learners

In this step, the teacher identifies the characteristics of the learners including the learners’ capabilities, needs, and interests. The students’ characteristics will affect the instructional design emphasized.
3) Specifying the learning objectives to be achieved.

After indentifying the learners’ characteristics, the teacher specify the learning objectives. The learning objectives are formulated in accordance with the goals, topics, general purposes, and learners’ characteristics. The objectives also should be measurable and unambiguous so that the students are able to do the objectives.

4) Listing subject contents that support each objective.

Subject contents must be closely related to the students’ need and the objectives. The subject contents should include the selection and organizing of the specific knowledge, skills, and attitudinal factors of any topics.

5) Developing pre-assessments

Pre-assessment is used to find the students’ background and present knowledge about the topics. There are two kinds of pre-assessments tests. Those are pre-requisite testing and pre-testing. Pre-requisite testing is used to find whether the students have already had a basic knowledge of the topics. The pre-testing is used to find which objectives that the students have already mastered. From pre-testing, the students know what subjects are going to be learned.

6) Selecting teaching/learning activities and instructional resources.

In this step, the teacher should determine the instructional methods which will be used in the learning process. The teacher selects teaching/learning activities and instructional resources which will be appropriate for accomplishing the learning objectives.
7) Coordinating support services

In this step, the teacher coordinates support services which include budget, facilities, personnel, and equipments. The support services should be listed to carry out the instructional plan.

8) Evaluating the students’ learning

The evaluation is conducted to find whether the materials are successfully implemented or not.

The Kemp’s model can be summarized in figure 2.1

![Figure 2.1: Kemp’s Model (Kemp, 1977: 9)](image)

b. Dick and Carey’s Model

There are ten elements in the system approach model for instructional design. The following are the components of system approach model from Dick and Carey’s model (Dick and Carey, 1978: 8-11):
1) Identifying and Instructional Goal

The first step is used to determine what the students should achieve after completing the instructions. The goals may be derived from the curriculum.

2) Conducting an Instructional Analysis

In this step, the goals should be analyzed in order to identify the concepts, rules, and information which must be earned by the students in order to achieve the goals.

3) Identifying Entry Behaviors and Characteristics

Besides identifying the content which must be included in the designed materials, it will be necessary to determine the specific knowledge and skills which the students must have and identify the general characteristics of the learners which may be important to design the materials.

4) Writing Performances Objectives

An objective is what the students will be able to do after completing the materials. The objectives are determined in accordance to the instructional analysis and the statements of entry behaviors and characteristics.

5) Developing Criterion-Referenced Tests

In this step, the teacher develops the assessment instruments which can be used to measure the students’ ability in achieving the objectives. The teachers must focus on the behaviors which describe in the objectives which are provided in the assessments.
6) Developing an Instructional Strategy

In this step, the teacher identifies the instructional activities and describes how these activities will facilitate the achievement of goals and objectives. The instructional strategy should include pre-activities, whilst-activities, assessments, and post activities. The instructional strategy is developed based on the research, knowledge of the learning process, contents to be taught, and characteristics of the students.

7) Developing and Selecting Instruction

In this step, the teacher produces the instructional materials which include students’ manual, teacher’s manual and test items.

8) Designing and Conducting the Formative Evaluation

There are three types of formative evaluations, those are individual evaluation, small group evaluation and field evaluation. The evaluations are conducted to determine how effective the materials works and to collect data and information which may be useful to improve the materials.

9) Revising Instruction

The data from formative evaluations are interpreted to identity the difficulties experienced by the students in achieving the objectives. After identifying the difficulties, the teacher revises the designed materials and revises the objectives and test items.

10) Conducting Summative Evaluation

After implementation, the teacher determines whether the designed materials are compatible with the goals and objectives or not.
The Dick and Carey’s model can be summarized in figure 2.2

The writer concludes that the two models are related to each other. The steps of the two models are almost similar. The writer found five major similarities. They are identifying goals, learner characteristics, learning objectives, evaluation, and revision. Kemp put identifying goal in the first step, Dick and Carey also put defining goals in the first step. Kemp put learner characteristics in the second plan of his instructional design model while Dick and Carey put learner characteristics in the third plan. Kemp specifying learning objectives in the third step while Dick and Carey write the performance objectives in the fourth step. The last step of Kemp’s model was given for the evaluation as well as for the revision. Whereas, Dick and Carey put the formative evaluation in the eighth step, revision in the ninth step and the summative evaluation in the tenth step.
2. Teaching Speaking Skills

There are three aspects discusses in this part. They are the nature of speaking, the principles of teaching speaking, and types of speaking activities.

a. The Nature of Speaking

Widdowson (1978: 58) states that “speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other form of verbal exchange”. It means that the speaker and listener are supposed to be in the same place when they communicate each other. However, speaking can still exist although the speaker and listener do not in the same place for example speaking in the phone. Speaking is a natural process. Speaking in mother tongue seems to come naturally to human. However, speaking is not as simple as it seems if people speak in their foreign language. Speaking English can be difficult for language learners. People may not feel confident to speak English because of many reasons. Foreign learners could master speaking English as long as they practice harder to communicate using English in the situation as well.

b. The Principles of Teaching Speaking

In order to design speaking materials, the teacher should consider the principles of teaching speaking. Bailey (1994) as cited by Nunan (2003: 54-56) stated that there are five principles of teaching speaking. They are:

1) Be aware of the differences between second language and foreign language.

People learn speaking in two broad contexts. Those are foreign language context and second language context. A foreign language context means that the
target language is not the language of communication in the society. For example: Learning English in Indonesia or learning French in Japan. Learning speaking skill is very challenging in foreign language context because the students have few opportunities to use the target language outside the classroom. A second language context means the target language is the language of communication in the society. Second language learners include international students or immigrants. For example: Indonesian students learn English in UK.

2) Give students practice with both fluency and accuracy.

   Accuracy means the students’ speech matches what people actually say when they use the target language. While, fluency means the speakers use the target language quickly and confidently with few hesitations or unnatural pauses, false starts, and vocabularies used. Teacher should understand when and how to give correction and give chances to the students to practice their fluency and accuracy.

3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

   In many situations, teachers tend to talk a lot to explain the materials. In teaching speaking, the teacher should be aware of their talks so the students can have much time to practice speaking. Teacher can use pair work and group work to encourage the students to speak in the class and the teacher can increase the amount of time used by the students in practice speaking.
4) Plan speaking tasks that involve negotiation for meaning.

In communicating, students do an interaction which involves trying to understand and make you understood. The process is called negotiating for meaning. Teacher can give a task which includes clarification, repetition, or explanation during conversations.

5) Design classroom activities that involve guidance and practice in both transactional and interactional.

Interactional speech is communicating with someone for special purposes which include both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods or services. The students need to learn to speak in both interactional and transactional purposes.

c. Types of Speaking Activities

In order to make the effective learning process, the teacher should consider the activities used in the classroom. Many researchers have provided activities that can be perform in speaking class. Harmer (2001: 269) provided six examples of speaking activities. The speaking activities will be described as follow:

1) Acting from a script

In this activity, the students may act out scenes from their course books or the dialogues they have written themselves. Before the students perform the final performance, it will be better if the students are given opportunities to practice
producing the language in small group or in pair. It will make the students more confident when they present the final performance in front of the class.

2) Communication games

In this activity, the students have to talk to their partner or group in order to finish the task from the teacher. The task may be various, for example finishing a puzzle and drawing a picture.

3) Discussion

In this activity, the students work in groups and they given a topic to be discussed. They have to share information and ideas about the topic. In the end of the activity, some students will present the result of the discussion.

4) Prepared talks

In prepared talks, the students should make script of their speech. By preparing the talks, the students can make the more organized speech. The students should not read the script of their speech when they perform their speech in front of the class, but they can use their outline to assist the speech.

5) Questionnaires

In this activity, the students design questionnaires on any topic. The students, then, can discuss the results of the questionnaires in groups.

6) Simulation and role-play

The students simulate the real life situations such as the working world situations as if they were doing so in the real world. Simulation and role-play can be used to encourage oral fluency and to train students for specific situation.
Other types of activities or tasks which can be applied in speaking class were stated by Richard (2001: 162) as cited by Nunan (2004: 58-59). The activities are:

1) Jigsaw

In this activity, the students are involved to combine the different piece of information in order to form the whole information.

2) Information-Gap

In this activity, the students can work in group. One student has a piece of information and another student in the group also has another piece of information. Then, they have to discuss and find out what the other part’s information in order to complete the activity.

3) Problem-solving

In problem-solving, students are given a problem and a set of information. They should discuss the problem in order to find the solutions of the problem.

4) Decision-making

In decision-making, students can work in group and they will be given a problem and some possible solutions. Here, the students must choose one solutions through negotiation and discussion.

5) Opinion exchange

In opinion exchange activity, students discuss about a topic given by the teacher and they exchange ideas and opinions. In this activity, the students do not need to reach agreement.
From the description above, the writer conclude that in designing the materials, there are three aspects which should be noticed by the designer, they are the nature of speaking, principles of teaching speaking and types of activities used in the teaching learning. In teaching speaking skill, the teachers should choose activities which can encourage the students to speak English. The activities chosen also should consider the principles of teaching speaking. The activities should also give wide opportunities for the students to practice speaking English. Those activities above can be used in teaching spoken English. The activities which are useful in Task-Based Language Teaching are (1) Acting from Scripts, (2) Communication Games, (3) Discussion, (4) Simulation and Role play

3. School Based Curriculum (Vocational High School)

This part discusses about the School Based Curriculum, the aim of English for Vocational High School and the syllabus of the novice level (tenth grade students).

a. School-Based Curriculum of Vocational High School

Kurikulum Tingkat Satuan Pendidikan (KTSP) or School Based Curriculum is a part and a development of the 2004 Curriculum. According to Muslich (2007:10), KTSP is an operational curriculum which is designed and applied in each school. It means that each school has different indicators based on the condition of its students. Each school has an authority to formulate the different indicators for the students.
b. The aims of English for Vocational High School

In KTSP, it is said that English Subject for Vocational High School is aimed to make the students possess the ability of:

1. Mastering knowledge and basic skills of English to support the achievement of Skill Program Competence.
2. Applying the mastery of the English ability and skills to communicate by using spoken or written language in the level of intermediate.

c. The scopes of English Subject

Based on the School-Based Curriculum, the scopes of English subject are:

1. English communication basic level novice (tenth grade)
2. English communication basic level elementary (eleventh grade)
3. English communication basic level intermediate. (twentieth grade)

d. Syllabus of novice level

Here are the standard of competence and basic competences of novice levels:

The Standard of competence of novice level is English Communication on the level of novice

The Basic Competences of novice level are:

1. Understanding any basic expressions in social interaction for life purposes
2. Mentioning objects/things, people, characteristics, times, days, months and years.
3. Describing objects/things, people, characteristics, times, days, months and years.
4. Producing simple utterances for basic functions
5. Explaining any activity being done
6. Understanding memo and menu, schedule of travel, and traffic signs
7. Understanding words, foreign terms and simple sentences by applying learned formula
8. Writing simple invitation letters

The writer concludes that School Based Curriculum has a special characteristic. Every school has the opportunity to formulate the indicators based on the condition of its school. School Based Curriculum provides standard competence and basic competences as the basic for formulating the indicators. The material designed should be based on the standard competence and basic competence of the School-Based Curriculum.

2. Task-Based Language Teaching

There have been many researchers who define and explain about task-based language teaching. Nunan (2004: 4) stated that “a pedagogical task is a piece of classroom works that involves learners in comprehending, manipulating, producing or interacting in the target language”. Task can facilitate the learners in order to do the activities in the classroom. According to Nunan (2003: 24), Task-Based Language Teaching is an approach to design language courses of which the point of departure is not an ordered list linguistic items, but a collection tasks. In
teaching speaking, tasks can provide the opportunities for the learners to express and explore spoken language through learning activities that are designed for the learners. In task-based language teaching, teacher plays a role as a facilitator and gives wide opportunities for the students to use language.

In order to apply task-based language teaching appropriately, teachers should know how to develop unit works and the principles for Task-Based Language Teaching.

a. Procedures of Developing Unit of Works

(Nunan, 2004: 31-35) stated that there are six (6) steps of developing unit of works in Task-Based Language Teaching, they are:

1) Step 1: Schema building

The first step is schema building. This step is used to introduce the topic by giving the schema building exercise which includes the key vocabulary and the expressions that the students will need in order to complete the tasks. Schema building also can give the students’ understanding about the context of the task they will do.

2) Step 2: Controlled practice

The second step of developing unit of works is controlled practice. This step is used to provide opportunities for the students to practice using the vocabularies, structures and language functions in the conversation. The students are given conversations and they can practice the dialogues in pairs.
3) Step 3: Authentic listening practice

The next step is authentic listening practice. In this step, the teacher asks the students to listen the conversation from the native speaker. In this study, the writer omits this step because the writer focused on designing the speaking materials.

4) Step 4: Focus on linguistic elements

In this step, the teacher can ask the students to identify the conversations given in the second step. The students can identify the expressions used in the conversations and whether the conversation is in formal or informal way.

5) Step 5: Provide freer practice

In this step, the students are expected to produce their own conversation. The students will work in pairs or in groups to practice using the language in order to complete the task. The students can improve themselves to use the expression in conversation.

6) Step 6: Introduce the pedagogical task

The last step is introducing the pedagogical task. In this step, the students may work in groups and discuss about the topic. The students are expected to get the idea and understand about the topic given.

b. Principles of Task-Based Language Teaching

Nunan (2004: 35-38) stated that there are seven principles of Task-Based Language Teaching. They can be clarified as follow:
1) Principle 1: Scaffolding

The first principle is scaffolding. The teachers should provide a supporting framework for teaching learning. At the beginning of the study, the students should not be expected to produce language that has not been introduced before. The teacher should manage the scaffolding so that the learning process will go smoothly.

2) Principle 2: Task dependency

The second principle is task dependency. The teacher should give tasks which develop and build up from the task have gone before so that the students can learn step by step until they understood about the topic.

3) Principle 3: Recycling

The third principle is recycling. The recycling means that the students are given opportunities to learn the language in different situation and condition.

4) Principle 4: Active learning

The forth principle is active learning. The students should be given wide opportunity to actively using language they are learning. The teacher can ask the students to work in pairs or in group in order to practice using the language.

5) Principle 5: Integration

The fifth principle is integration. Here, the teacher should give deeper understanding to the students about the topic. The teacher also should explain the relationships between linguistic form and language function in order to give clear perception about the topic.
6) Principle 6: Reproduction to creation

In this principle, the students must be given opportunities to produce their own sentences. The students can work in groups and in pairs in order to practice creating conversations to express themselves. The students also can reproduce the conversation from the textbook given by the teacher.

7) Principle 7: Reflection

The last principle is reflection. In the learning process, the students should be given opportunities to reflect what they have learned, how well they are doing, and the difficulties they face in the learning process.

From the discussion above, the writer concludes that Task-Based Language Teaching provides wide opportunities for the students to speak English. In designing the speaking materials teachers or designers should consider the procedures of developing unit works and the principles of Task-based Language Teaching. The procedures of developing unit works help the designers in developing the unit works in the materials.

B. Theoretical Framework

As the basis for the material design, the writer employs a model synthesized from two models. The models come from the Kemp, and Dick and Carey. Those two models are combined to make a framework in conducting this research. The writer will select some steps from the models because in general they have the same description. The writer tries to combine the model of Kemp and Dick and Carey to be used in the designing of a set of Instructional Speaking
Materials for the tenth grade students of Marketing Program in SMK Negeri 7 Yogyakarta. The combined plan is as follows:

1. Identifying Entry Behaviors and Learner Characteristics (Dick and Carey)

The writer adapted this step from Dick and Carey’s model. This step was used to gain information about learner characteristics and needs. The writer distributed questionnaires to the tenth grade students of Marketing Program of SMK Negeri 7 Yogyakarta in order to gain information about the students’ characteristics and needs. The writer also interviewed the teacher of the tenth grade students of Marketing Program of SMK Negeri 7 Yogyakarta.

2. Determining Goals, List topics and state general purposes of each topic (Kemp)

This step was adapted from Kemp’s model. This step was done by determining the goals of the materials. The goals or competency standards of the designed materials were determined based on KTSP. After determining the goals, the writer listed some topics. The topics were chosen based on the students’ needs and in accordance with the goals. Then the writer determined the general purposes for each topic. The general purposes were formulated in accordance with the goals and topics.

3. Specifying the learning objectives (Kemp)

The writer adapted this step from Kemp’s model. The objectives of the learning should be specific because it will influence the teaching learning activity. The learning objectives or in KTSP it called indicators were specified based on the goals and the general purposes of each topic.
4. Listing subject contents (Kemp)

This step was adapted from Kemp’s model. After specifying the objectives, the writer listed the subject contents. The subject content should be closely related to the objectives of the learner’s needs. In listing the subject contents for the material, the writer adapted the procedures of developing unit of works in Task-Based Language Teaching and the principles of Task-Based Language Teaching.

5. Selecting teaching-learning activities and instructional resources (Kemp)

The step was adapted from Kemp’s model. The writer selected teaching learning activities for the materials designed. The activities should be related to the learner’s needs and interest. In choosing the activities the writers adapted the principles of teaching speaking. The activities chosen should provide the students’ with the opportunities to practice fluency and accuracy, talk in group work and pair work, negotiate the meaning and practice transactional and interactional context. The writer chose the activities which are useful in Task-Based Language Teaching. The activities used are acting from scripts, communication games, discussions, and simulations and role-plays.

6. Evaluating the materials (Kemp)

The evaluation was done to help the writer in gaining the final designed materials. The writer conducted the evaluation by distributing questionnaires to English teachers and English lecturers. The respondents gave feedback as well as suggestions and comments about the designed materials.

7. Revising the Material (Dick and Carey)
The last step of designing the materials is revision. After obtaining feedback from evaluation process, the writer considers some feedback from English teachers and lecturers to revise the materials.

The combined plan can be summarized in figure 2.3.
CHAPTER III

METHODOLOGY

The writer designed a set of instructional speaking materials using Task-Based Teaching Learning for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta. The methodology is presented to answer two questions in the problem formulation that are first, how a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta is designed, second, what the set of instructional speaking materials looks like. In the chapter, the writer presents the research method, research participants, research instruments, data gathering technique, data analysis technique, and research procedures that are used in the design.

A. Research Method

Borg and Gall, 1983:771 stated that Research and Development (R & D) has the goal to take the research knowledge and incorporate it into a product that can be used in the school. According to Borg and Gall (1983) “Research and Development (R & D) is a process which is used to develop and validate educational products”. Borg also describes that R & D provides a cycle of research which will be useful for developing the product and conducting field testing. The major steps in the R & D cycles are as follows:
1. Research and information collecting which includes review of literature, classroom observations and report.

2. Planning which covers defining skills, stating the objectives, and testing.

3. Preliminary form of product development including preparation of materials and evaluation devices.

4. Preliminary field testing which includes interview, observational and questionnaire data distributed in 1 to 3 schools by using 6 to 12 subjects.

5. Main product revision which is taken preliminary form of product.

6. Main field testing which is held in 5 to 15 schools with 30 to 100 subjects. This test will assess student’s pre-course and post-course performance.

7. Operational product revision which is obtained from main field testing.

8. Operational field testing which is conducted 10 to 30 schools with 40 to 400 subjects.

9. Final product revision which is provided from operational field testing.

10. Dissemination and implementation

In this study, the writer compared Research and Development and the seven steps adapted from the Kemp and Dick & Carey’s model. The comparison was aimed to make sure that the method used by the writer was appropriate to design the material. The writer took the first five steps of R & D cycle namely research and information collecting, planning, developing preliminary form of product, preliminary field testing, and main product revision.

The writer used the seven steps adapted from Kemp’s and Dick & Carey’s model as the main procedure in designing the material, while the first five steps in
R & D which are similar to Kemp’s and Dick & Carey’s model is used for the whole process of the study. The relationship between the writer’s model and the R & D cycle is shown in figure 3.1.

The Writer’s Model

R & D Cycle

1. Identifying Entry Behaviors and Learner Characteristics

2. Determining Goals, Listing Topics and Stating General Purposes of each

3. Specifying the Learning Objectives

4. Listing Subject Contents

5. Selecting Teaching-Learning Activities And instructional resources

6. Evaluating the Materials

7. Revising the Materials

1. Research and Information Collecting

2. Planning

1. Developing Preliminary Form of a Product

4. Preliminary Field Testing

5. Main Product Revision

Figure 3.1

Relationship between the Writer’s Design Model and R & D Cycle

B. Research Participants

The participants of the study were the tenth grade students of the marketing program of SMK Negeri 7 Yogyakarta, the English teachers of SMK Negeri 7 Yogyakarta, and the English lecturers of Sanata Dharma University.
1. Students

The first group of participants was the tenth grade students of the marketing program of SMK Negeri 7 Yogyakarta. The numbers of the students in the class were thirty six students. The tenth grade students were chosen as representatives because the tenth grade students had learnt the basic expressions which usually used in daily life and also in the working world. The students could learn to speak English from the simple to the complicated one. The tenth grade students also prepared to be enter in the working world when they are doing their Praktek Kerja Lapangan (PKL) later in the eleventh grade. The marketing program was chosen because the marketing program students get in touch directly with the custumers or clients in the working world. Here, the writer also considered the use of task-based language teaching method. Marketing program students needed the tasks in doing their job.

There should have been thirty six students in the tenth grade of the Marketing program. However, the participants were only thirty four students because two students were absent from the class.

2. Teachers

The second group of participants was the teachers of SMK Negeri 7 Yogyakarta. In the need survey, one teacher of SMK Negeri 7 Yogyakarta become the participants of the interview in order to obtain information about students’ needs and interests.
After finishing the designed materials, the materials needed to be evaluated in order to obtain judgment, feedbacks and suggestions from the respondents. Here, the writer asked three (3) teachers of SMK Negeri 7 Yogyakarta to be the respondents to evaluate the designed materials. The writer gave semi closed-ended questionnaires to the teachers.

3. Lecturers

The third group of participants was the lecturers of English Language Education Study Program of Sanata Dharma University. In order to improve the designed materials the writer also needed evaluation from the lecturers. Since the materials were designed to improve speaking skills, the writer chose two lecturers who were expert in teaching speaking. The writer gave semi closed-ended questionnaires to the lecturers.

C. Research Instruments

In this study, the writer gathered the data by using interview checklist and questionnaires.

1. Interview Checklists

The interview checklists helped the writer as a guideline of the interview which was done to the teachers of SMK Negeri 7 Yogyakarta. The interview also helped the researcher to obtain the answers of the students’ and needs, goals, and interests. There were thirteen questions asked to the teacher. The aspects asked in the interview with the teacher are as follow:
a. The description of teaching English in the tenth grade of the marketing program of SMK Negeri 7 Yogyakarta are assessed in questions number 1-3.

b. Students’ ability of speaking English are assessed in questions number 4-6

c. Students’ interests in learning speaking are assessed in questions number 7-8

d. Appropriate speaking materials for the tenth grade students of the marketing program according to the teacher are assessed in questions number 9-12

e. Suggestion and expectations about teaching speaking are assessed in question number 13

2. Questionnaires

Besides using interview checklist, the researcher also used questionnaire to gather the data from the respondents. The researcher chose questionnaire because it was effective and efficient in gathering the data. It also gave the respondents’ opportunity in giving the opinion and idea without any limitation.

There were two kinds of questionnaires used in this study. Those were questionnaires of need survey and questionnaires of evaluations.

a. Questionnaires of need survey

These questionnaires were given to the tenth grade students of SMK Negeri 7 Yogyakarta to gain information about students’ needs, lacks, and interests. There were twelve (12) questions in the questionnaires. The students could choose the answer according to their opinion. In the questionnaire, the students were given chances to state their own answer. The aspects asked in the interview with the teacher are as follow:
1) The description of students’ background about English are assessed in questions number 1-4

2) Students’ opinions toward speaking English are assessed in questions 5-9

3) Students’ ability in speaking English are assessed in question number 10

4) Topics that interest students in speaking English are assessed in questions number 11-12

b. Questionnaire of evaluation

These questionnaires were given to three English teachers of SMK Negeri 7 Yogyakarta and two English lecturers of Sanata Dharma University. The questionnaires were given to obtain judgments, feedbacks, and suggestions towards the designed materials. In the first sections of the questionnaires, there were ten (10) close-ended questions about the designed materials. The participants were asked to give their judgments by choosing the degree of agreement (1-5) based on their opinions. In second part, there were two questions asked to the participants. The first question is about the participants’ opinion toward the designed materials and the second is about their suggestions and expectations toward the designed materials.

D. Data Gathering Techniques

In this study, the writer used a survey research as a means to collect the data. The writer conducted two surveys in the research namely pre-design survey and post-design survey.
1. Pre-design Survey

The writer used the pre-design survey to gain information about students’ characteristics and needs. The writer conducted the survey by doing informal interview with some English teachers and giving questionnaires to the tenth grade students of Marketing Program of SMK Negeri 7 Yogyakarta.

2. Post-design Survey

The writer used the post-design survey to evaluate the designed materials. The survey was aimed to gain feedbacks, comments, and evaluation on the designed materials from the English teachers and lecturers. The writer conducted the survey by distributing and gathering questionnaires for English teachers and English Lecturers.

E. Data Analysis Techniques

In this part, the writer discussed the instrument used in Pre-design Survey and Post-design Survey.

1. Pre-design Survey

In the pre-design survey, the analysis of the data was aimed to find the learners’ needs, interest and difficulties in learning speaking. The writer used a descriptive data analysis to analyze the data from questionnaires. The questionnaires were distributed to the students in the form of semi open ended questions. Each respondent’s opinion of the questionnaires was calculated in percentage. The data were calculated as follow:
Where:

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

N : the number of students who choose certain answer

\( \sum N \) : the total number of the students

In gaining the data from the teacher in SMK Negeri 7 Yogyakarta, the writer used an interview. The interview used to obtain teacher’s opinion about techniques, media, strategies and the students’ characteristics. The interview also analyzed by descriptive data analysis.

2. Post-design Survey

In the post-design survey, the writer analyzed the feedback from three English teachers of SMK Negeri 7 Yogyakarta and two English lectures of Sanata Dharma University. To measure the designed materials, the writer used Likert Scale. The range of the judgment was ranging from strongly disagree/very poor to strongly agree/very good. The degrees of agreement were classified as follow: (1) strongly disagree / very poor, (2) disagree / poor, (3) doubtful / undecided, (4) agree / good, (5) strongly agree / very good. The descriptive statistic data was about the respondents’ opinion and suggestion toward designed materials. The descriptive data would be presented in the following table:
Table 3.1: The Sample of Feedback Gathering Result for Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion</th>
<th>Central Tendencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

The data gathered was analyzed using statistics to find the median, mean and mode. Median is the middle score of a distribution. Mode is the score which occur mostly in a distribution. Mean is the sum of all the values in a distribution divided by the number of cases. (Ari, Jacobs and Razavieh, 2002:126).

The mean was formulated as follows:

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

Where:
- \( X \) : mean
- \( \sum x \) : sum of scores in a distribution
- \( N \) : number of scores

F. Research Procedures

The research was conducted through several steps which was essential to the research procedure. The topic of the study was designing a set of instructional speaking materials using task-based language teaching for the tenth grade students of the marketing program of SMK Negeri 7 Yogyakarta.
The procedures of the study were first, the writer then conducted research and information collection. The writer asked permission to conduct study in SMK Negeri 7 Yogyakarta. Then, the writer conducted interview with an English teacher from SMK Negeri 7 Yogyakarta and distributing questionnaires to the tenth grade students of the Marketing Program at SMK Negeri 7 Yogyakarta to gain information about student’s characteristic and needs. After conducting the interview and distributing the questionnaires, the writer collected the data and analyzing the data from questionnaires and interview.

The next step, the writer made several planning. Before designing the materials the writer made some planning. The planning was done by determining goals, topics, general purposes, and learning objectives. The writer then developed preliminary form of a new product by listing subject contents and selecting teaching learning activities and instructional resources. After designing a set of instructional speaking materials using task-based language teaching for the tenth grade students of the marketing program of SMK Negeri 7 Yogyakarta the writer did preliminary field testing. This step was done for improving the designed materials. The writer distributed questionnaires of materials evaluations and the designed materials to three teachers of SMK Negeri 7 Yogyakarta and two English lecturers of Sanata Dharma University. After collecting the data from the questionnaires, the writer did main product revision. The writer revised the designed materials based on the feedbacks and suggestions from the respondents. Finally, the writer presented the final version of the designed materials.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The writer divides this chapter into four parts. The first part presents the elaboration of steps in designing a set of instructional speaking materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta to answer the first question in the problem formulation, that is how is a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta is designed. The second part presents the findings of the evaluation on the designed materials. The third part presents the discussion of the results of the analysis and evaluation. The fourth part presents the final version of the designed materials to answer the second question of problem formulation, that is what does a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade of Marketing Program of SMK Negeri 7 Yogyakarta look like?

A. Elaboration of Steps in A Set of Instructional Speaking Materials using Task-Based Language Teaching for the Tenth Grade Students of the Marketing Program of SMK Negeri 7 Yogyakarta

In answering the first question in the problem formulation (the first research objective), the writer used seven steps adapted from Kemp’s model and Dick and Carey’s model. The steps of the writer’s model were: (1) Identifying
Entry Behaviors and Learner Characteristics, (2) Determining Goals, Listing topics and stating general purposes of each topic, (3) Specifying the learning objectives, (4) Listing subject contents, (5) Selecting teaching-learning activities and instructional resources, (6) Evaluating the materials, (7) Revising the Materials.

1. **Identifying Entry Behaviors and Learners’ Characteristics**

   The writer identified the entry behavior and learners’ characteristics according to the teacher’s understanding and opinions. The writer also gathered information about learners’ characteristics from the tenth grade students of the Marketing Program. The data was obtained by conducting an interview with the English teacher of Marketing Program of SMK Negeri 7 Yogyakarta and gathering the questionnaires from the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta.

   **a. Results of the Interview with the Teacher of SMK Negeri 7 Yogyakarta**

   The interview was conducted on October 12th, 2010 with an English teacher of SMK Negeri 7 Yogyakarta. There were thirteen (13) questions asked in the interview with the teacher. The results of the interview with the English teacher of the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta are presented as follows:

   **Table 4.1: Result of the Interview**

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How do you teach skills in English? Is it discrete or integrated teaching skill?</td>
<td>In English class, the teacher teach integrated skill because there always relation between the skills.</td>
</tr>
</tbody>
</table>
2. Please give the level of priority in teaching skills in your class? 1-4, 1= for the most priority, 4= minority
   ( 2 ) Speaking          ( 1 ) Reading
   ( 4 ) Listening          ( 3 ) Writing

3. What curriculum that has been used in your school in developing syllabus design and lesson plan? Competence-Based Curriculum

4. Can the students do the exercise well? 30% students: can do the exercise excellently
                                            50% students: can do the exercise well
                                            20% students: do the exercise poorly.

5. What kind of difficulties which usually face by the students in speaking English? The difficulties found were lack of confidence, lack of motivation, and fear of making mistakes.

6. How do you overcome those problems? The teacher gives motivation to the students.

7. Are the topics given in teaching English familiar for the students? Yes, the topics given are always familiar to the students

8. What kind of topics that the students mostly like? -family, hobby, sport, relationship

                                            - Bring me to the World of a Professional Worker: English for Vocational High School Book.

10. Are the materials and the tasks accordance with the daily life context? Yes, they are. However, sometimes the students do not understand how to apply the materials in their daily life.

11. In your opinion, what kinds of Discussions, role-plays, debates,
activities which can help the students in speaking English? | questions-answers
---|---
12. In your opinion, what media which can help the students in speaking English? | Television, newspaper, cassette, CD
13. Could you have any suggestion or idea about speaking? | - make the activities as happiest as possible
- choose the topic based on students’ interest
- give high motivation for the students

Based on the interview with the English teacher of the tenth grade of SMK Negeri 7 Yogyakarta, the writer found several important information about students’ characteristics and needs. The descriptions of English teachers’ opinions are as follows:

1) The description of teaching English in the tenth grade of the Marketing Program of SMK Negeri 7 Yogyakarta (provided in questions 1-3)

The teacher taught integrated skills in teaching English because the teacher thought that every skill has relation with other skills. For example, when teaching reading, the teacher also teaches about grammar. The teacher had a big priority of teaching reading. However, the teacher also gave many opportunities for the students to speak English. The curriculum used to develop syllabus and lesson plan in SMK Negeri 7 Yogyakarta was Competence-Based Curriculum.

2) Students’ ability in speaking English (provided in questions 4-6)

Concerning the exercise, the teacher stated that 30% of students in class could do the exercise excellently, 50% of students could do the exercise well, and 20% of students did the exercise poorly. The teacher also found the difficulties
which are usually faced by the students in speaking English. They were lack of confidence, lack of motivation and the fear of making mistakes. The teacher usually gave motivation to the students and gave chances to speak English to the students.

3) Students’ interests in learning speaking (provided in questions 7-8)

The topics given were always familiar to the students. The topics that the students mostly like were about family, hobby, sport, and relationship. The teacher also usually gave opportunities to the students to choose the topics by themselves.

4) Appropriate speaking materials for the tenth grade students of the marketing program according to the teacher (provided in questions 9-12)

The books used by the teacher were English for Vocational High Schools Based on Curriculum 2004 1A & B and Bring me to the World of a Professional Worker: English for Vocational High School Book 1. The materials and the tasks used by the teacher were accordance with the daily life context. However, sometimes the students do not understand how to apply the materials in their daily life. The teacher stated that the activities which could help the students in speaking English were group discussions, role-plays, debates, and questions-answers. Media which could help the students in learning English were television, newspaper, cassette, and CD.

5) Teacher’s suggestion about teaching English (provided in question 13)

The writer asked some suggestions from the teacher about speaking English. The teacher suggested that the writer should make the activities as fun as
possible, choose the topic based on the students’ interests, and gave high motivation to the students.

From the results of the interview to the teacher of SMK Negeri 7 Yogyakarta, the writer concluded that the teacher have given much opportunity to the students to speak English in the class. The teacher uses School-Based Curriculum as the basic of teaching English. However, the materials or the books used by the teacher are not based on School-Based Curriculum. Here, the writer provided the materials based on the School-Based Curriculum which is appropriate to the tenth grade students of Marketing of SMK Negeri 7 Yogyakarta. Based on the interview to the teacher, the difficulties faced by the students were lack of confidences, lack of motivations and fear of making mistakes. The teacher has given motivation to the students to make the students more confident. The writer designed the materials based on the Task-Based Language Teaching which could encourage the students to speak actively in learning activity.

b. Questionnaires from the students

The writer gathered the data about the respondents’ opinions in the form of semi open-closed questionnaire distributed to the first grade students of marketing Program. There were twelve (12) questions given in the questionnaires. The number of the respondents in the class was thirty four (34) students. In the questionnaire, the respondents chose the answer which matches with their
opinion, but they also had a chance to state their own answer. The writer presented the respondents’ opinions as the following:

**Table 4.2: Result of the questionnaires**

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
</table>
| 1.  | Do you like English? *(please give reason)* | Yes.  
- Learning English is fun and interesting  
- English is important | 22 | 64.7% |
|  | No. It’s difficult | 12 | 35.3% |
| 2.  | Do you think that English is important? *(please give reason)* | Yes.  
- To communicate with foreigner  
- English is an international language  
- To find job | 33 | 97% |
|  | No. | 1 | 3% |
| 3.  | What is the use of English for you? *(The answer can be more than one)* | Media to communicate with foreigner  
A skill needed in finding job  
Media to access information  
Others  
- to develop knowledge | 31 | 91.2% |
|  | 33 | 97% |
|  | 20 | 58.8% |
|  | 2 | 5.8% |
| 4.  | What skill do you like most? | Listening  
Speaking  
Reading  
Writing | 6 | 17.6% |
|  | 22 | 64.7% |
|  | 5 | 14.7% |
|  | 1 | 2.9% |
| 5.  | What do you think about speaking English? *(the answer can be more than one)* | Difficult  
Fun  
Boring  
Others  
- Interesting | 27 | 79.4% |
|  | 18 | 52.9% |
|  | 11 | 32.3% |
|  | 2 | 5.8% |
| 6.  | Have the materials/textbooks give you much chance to practice speaking? | Yes | 14 | 41.2% |
|  | No | 20 | 58.8% |
Based on the questionnaires taken from the tenth grade students of the Marketing Program of SMK Negeri 7 Yogyakarta, the writer found several

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.</strong></td>
<td>Has the learning activity in the classroom give you much chance to practice speaking?</td>
<td>Yes</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>14</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Which activity in the classroom that give you much chance to practice speaking? (the answer can be more than one)</td>
<td>Group discussion</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role play</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Games</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>- Question and Answer</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sing a song</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Which activity in the classroom which you like most? (the answer can be more than one)</td>
<td>Group discussion</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role play</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Games</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>- Question and Answer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sing a song</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>The difficulties that I face in learning speaking are…. (the answer can be more than one)</td>
<td>Lack of vocabulary</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cannot understand the topic given</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do not know how to express opinions or ideas in English</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fear of making mistakes</td>
<td>21</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Topics that you want to learn in learning speaking?</td>
<td>Topics which related to marketing, tourism, hobby, job vacancy, sport and culture</td>
<td></td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Give any suggestion or idea about speaking English</td>
<td>Create fun learning, add more games in class, add more group work in class, practice with teacher, questions and answers, lessen the theories, add tasks to practice speaking</td>
<td></td>
</tr>
</tbody>
</table>
information about students’ needs, lacks and interests. The descriptions of the result of questionnaire are as follows:

1) The description of students’ background about English (provided in questions 1-4)

From question number one, the writer found that 22 students (64.7%) like English. They liked English because English was fun and interesting and they thought that English was important for them. On the other hand, 12 students (35.3%) do not like English because English was difficult. In question number two, the writer asked the students whether English was important or not. From the table above, 33 students (97%) thought that English was an important subject to learn. They agreed that English was needed because English was an International language and English was needed in finding job. One student (3%) thought that English was not important. However, still the student wanted to learn English more. In question number three, the writer required to know what the use of English based on their opinion was. The results of the questionnaires conveyed that 31 students (91.2%) thought that English was used as media to communicate with foreigners. There are 20 students (58.8%) who answered that English was used as a media to access information. Another answer showed that English was used as a skill needed in finding job provided by 33 students (97%). Another function of English based on the students’ opinion that English is used to develop knowledge was provided by 2 students (5.8%). In question number four, the writer asked about what skill the students like most. The results of the questionnaires
were 6 students (17.6%) mostly like listening, 22 students (64.7%) mostly like speaking, 5 students (14.7%) like reading and one student (2.9%) like writing.

2) Students’ opinions toward speaking English (provided in questions 5-9)

In question number five, the writer asked about the students’ opinion about speaking English. The results of the questionnaire were 27 students (79.4%) thought that speaking English was difficult and 11 students (32.3%) thought that speaking English was boring. On the contrary, 18 students (52.9) thought that speaking English was fun and 2 students (5.8%) thought that speaking English is interesting. In question number six, the writer asked whether the materials/textbooks had given many chances to practice speaking or not for the students. The result of the questionnaire conveyed that 14 students (41.2%) considered that the English materials/textbooks had given them many chances to practice speaking. On the contrary, 20 students (58.8%) considered that the materials/textbooks had not given them many chances to practice English. As well as the materials, in question number seven, the writer also asked whether the learning activities in classroom had given them many chances to practice speaking or not. There were 20 students (58.8%) answered that the learning activities in classroom had given them many chances to practice speaking. While 14 students (41.2%) stated that the learning activities in the classroom had not given many chances to practice speaking.

In question number eight, the writer wanted to know about kinds of activities in classroom that enabled the students to practice speaking. There were 15 students (44.1%) stated that group discussion gave them many chances to
speak English. There are 13 students (38.2%) answered that presentation gave them much chance to speak English. Games gave much chance to practice speaking is believed by 12 students (35.3%). The students who answered role play can make them trigger to speak English are 11 students (32.3), while 7 students (20.9%) answered debate, one student (2.9%) answered speech, one student (2.9%) answered questions and answers, and one student (2.9%) answered sing songs. Dealing with the previous question, question number nine was about the activity that the students mostly like in the classroom. There were 20 students (20.9%) answered that they like games, while 10 students (29.4%) like group discussion. The students who like debate were 3 students (8.8%) and 7 students like presentation. There were 8 students (23.5%) answered that they like role play and two students (5.8%) like speech. Other students (8.8%) like question and answer and sing songs.

3) Student’s ability in speaking English (provided in question 10)

In question number ten, the writer asked the students about the difficulties they found in speaking English. The results of the questionnaire were that 27 students (79.4%) answered that they did not know how to express opinions or ideas in English. There are 26 students (76.5%) answered that they had lack of vocabulary. The numbers of students who fear of making mistakes are 21 students (61.7%), while 15 students (44.4%) answered that they could not understand the topic given.
4) Topics that interest students in speaking English (provided in questions 11-12)

In question number 11, the writer asked the students about the topic that the students wanted to learn which could help them in speaking English. The topics that the students wanted to learn are: culture, marketing, tourism, hobby, job vacancy and sport. In question number 12, the writer asked some suggestions or ideas about learning English to the students. The answers of the students were various. The students wanted the teacher to create fun learning, add more games in class, add more group work in class, practice with teacher, add questions and answers sections, lessen the theories, add tasks to practice speaking.

From the findings of the questionnaires, the writer concluded that the students of the tenth grade of Marketing Program of SMK Negeri 7 Yogyakarta are very interested in speaking English. They like English very much. According to the students, English is very important. However, they thought that speaking English is difficult. However, some students thought that speaking English is fun. The activities in the class give much chance to practice English but they thought that the materials given do not really give many chances to practice English. The writer designed the materials using Task-Based Language Teaching which could encourage the students to speak English. The writer chose the activities which were appropriate to Task-Based Language Teaching in order to make the teaching learning process more effective and also fun. The writer chose the topics based on the students’ interests.
2. Determining Goals, Listing Topics and Stating General Purposes of Each Topic

After identifying entry behavior and learners' characteristics, the writer determined the goal of the materials. The writer designed the materials based on School-Based Curriculum. The goals of the materials were first, the materials were used as media in practicing speaking. Second goal was to help the students in developing and exploring their speaking skill. The third goals was to teach expressions which usually used in the daily and in the working world. The topics chose were based on the standard of competence of School-Based Curriculum for the tenth grade (novice level) of Vocational High School.

After determining the goals, the writer listed some topics. There were ten topics developed. They were arranged as follows:

Table 4.3: List of Topics

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Unit Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting and Leave Taking</td>
<td>Hi! How are you?</td>
</tr>
<tr>
<td>2.</td>
<td>Introducing Oneself and Others</td>
<td>My name’s Leo.</td>
</tr>
<tr>
<td>3.</td>
<td>Thanking and Apologizing</td>
<td>I’m sorry….</td>
</tr>
<tr>
<td>4.</td>
<td>Describing People</td>
<td>She’s very popular!</td>
</tr>
<tr>
<td>5.</td>
<td>Describing Things</td>
<td>Stars are sparkling!</td>
</tr>
<tr>
<td>6.</td>
<td>Time, Date, and Price</td>
<td>I love numbers!</td>
</tr>
<tr>
<td>7.</td>
<td>Command and Request</td>
<td>Raise your hand!</td>
</tr>
<tr>
<td>8.</td>
<td>Offering Things and Help</td>
<td>What can I do for you, Sir?</td>
</tr>
</tbody>
</table>
The writer set the topics above because the topics were applicable to their real life. The topics will be needed and used in their daily life and in the working world. The topics chosen were still very basic, but it was needed for the students to learn from the very basic, since the students are still in the novice level. The writer chose the topics which are appropriate to the novice level. After listing the topics the writer stated the general purposes. Based on the School Based Curriculum, the term “basic competence” is used instead of general purposes. Here are the general purpose/basic competences of every topic.

Table 4.4: List of General Purposes

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>General Purposes/Basic Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting and Leave Taking</td>
<td>The students are able to express greeting and leave taking</td>
</tr>
<tr>
<td>2.</td>
<td>Introducing Oneself and Others</td>
<td>The students are able to introduce oneself and others</td>
</tr>
<tr>
<td>3.</td>
<td>Thanking and Apologizing</td>
<td>The students are able to use the expressions of thanking and apologizing</td>
</tr>
<tr>
<td>4.</td>
<td>Describing People</td>
<td>The students are able to describe people</td>
</tr>
<tr>
<td>5.</td>
<td>Describing Things</td>
<td>The students are able to describe things</td>
</tr>
<tr>
<td>6.</td>
<td>Time, Date, and Price</td>
<td>The students are able to tell time, date and price</td>
</tr>
<tr>
<td>7.</td>
<td>Command and Request</td>
<td>The students are able to express commands and requests</td>
</tr>
<tr>
<td>8.</td>
<td>Offering Things and Help</td>
<td>The students are able to use the expressions of offering things and help</td>
</tr>
</tbody>
</table>
3. Specifying the Learning Objectives

After stating the general purposes of each topic, the writer determined the learning objectives or indicators. The writer used the term “indicators” because in School-Based Curriculum, the term “indicators” is commonly used instead of learning objectives. The details of indicators for each topic are listed in as follows:

Table 4.5: List of Indicators

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting and Leave Taking</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- greet someone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- respond the expressions of greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- express leave taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- respond the expressions of leave taking</td>
</tr>
<tr>
<td>2.</td>
<td>Introducing Oneself and Others</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- introduce themselves in formal and informal way</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- introduce others in formal and informal way</td>
</tr>
<tr>
<td>3.</td>
<td>Thanking and Apologizing</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- thank people in formal and informal way</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- respond to thanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ask for apology in formal and informal way</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- respond to apology</td>
</tr>
<tr>
<td>4.</td>
<td>Describing People</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- describe physical appearance of people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- describe general appearance of people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- describe characteristic of people</td>
</tr>
<tr>
<td>5.</td>
<td>Describing Things</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ask for description</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- describe things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- present things</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
6. **Time, Date, and Price**

The students are able to:
- ask for time
- tell time
- ask for date
- tell date
- ask for price
- tell price

7. **Command and Request**

The students are able to:
- make the request
- respond to request
- make command
- respond to command

8. **Offering Things and Help**

The students are able to:
- use the expressions of offering helps
- use the expressions of accepting helps
- use the expressions of refusing helps
- use the expressions of offering things
- use the expressions of accepting things
- use the expressions of refusing things

### 4. Listing Subject Contents

After listing the learning objectives, the writer chose the sections of the units. The writer used some principles of Task-Based Language Teaching and the procedures of developing units of works of Task-Based Language Teaching adapted from Nunan (2004: 31-38) to design the materials. Every unit was divided into five parts or sections. They can be clarified as follows:

a. Get ready

This part was a pre-speaking activity. The purpose of this activity was to help the students to recall their knowledge related to the topic. This section contained some questions and pictures related to the topic. In this activity the
teacher could give questions for the students and then discuss with all students about the topic. Get Ready referred to schema building or the first step of the procedures of developing unit of works of Task-Based Language Teaching. This section also referred to the first principle of Task-Based Language Teaching that was scaffolding.

b. Start Talking

This activity contained example of conversations based on the topic. In this activity, the students read the conversation given. The teacher might ask some students to read the conversation loudly. Then the students practiced the conversation in pairs. In Start Talking, the writer considered the second step of the procedures of developing unit of works that was controlled practice.

c. Focus In

This part provided some explanations consist of expressions. There were also important notes about the topic. The students might read and recognized the explanations. The teacher would explain the expressions and some important things and help the students to recognize the materials. The writer considered the third principle (recycling) and the fifth principle (integration) of Task-Based Language Teaching.

d. Talk Some More

This part provided several tasks which could be used to practice speaking. In this part, the students might work in pairs or and in groups based on the instructions given. The activities might be varied. The students could practice the dialogues based on the situation given, do role-play based on the situation,
practice speaking in communication games and discuss some issues given. The aim of this part was to encourage the students to speak in English. This section referred to the fourth principles of TBLT that was active learning. The writer also considered the sixth principle that was reproduction to creation. Moreover, the writer considered the fifth step of developing unit work of TBLT that was providing freer practice.

e. Take Your Turn.

This part was an individual task. In this section, the students did the exercise individually to check the students’ understanding about what they had learnt. The aim of this part was to review what the students got in each meeting. In this section, the students also reflect what they have learned about the topic given. This section referred to the principle of Task-Based Language Teaching number seven that was reflection.

After choosing the sections of every unit, the writer listed the skills taught in every topic. The explanations could be found as follows:

Table 4.6: List of Skills in Subject Contents

<table>
<thead>
<tr>
<th>Units</th>
<th>Skills</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Hi! How are you?</td>
<td>- Getting the background knowledge of the topic.</td>
<td>- Get Ready</td>
</tr>
<tr>
<td></td>
<td>- Practicing conversation in pairs</td>
<td>- Start Talking</td>
</tr>
<tr>
<td></td>
<td>- Identifying the dialogues</td>
<td>- Start Talking</td>
</tr>
<tr>
<td></td>
<td>- Understanding the expressions of greeting and leave taking</td>
<td>- Focus In</td>
</tr>
<tr>
<td></td>
<td>- Making dialogues and practicing the dialogues</td>
<td>- Talk Some More</td>
</tr>
</tbody>
</table>
| Unit 2: My name’s Leo | - Practicing speaking in communication game  
- Checking students understanding of the topic | - Talk Some More  
- Take Your Turn |
|-----------------------|-------------------------------------------------|---------------|
| - Getting the background knowledge of the topic  
- Practicing conversation in pairs  
- Identifying the dialogues  
- Understanding the expressions of introducing oneself and others  
- Making dialogues and practicing the dialogues  
- Practicing speaking in communication games game  
- Checking students understanding of the topic. | - Get Ready  
- Start talking  
- Start Talking  
- Focus in  
- Talk Some More  
- Talk Some More  
- Take Your Turn |
| Unit 3: I’m sorry …. | - Getting the background knowledge of the topic  
- Practicing conversation in pairs  
- Identifying the dialogues  
- Understanding the expressions of thanking and apologizing  
- Making dialogues and practicing the dialogues  
- Practicing speaking in group discussions  
- Checking students understanding of the topic. | - Get Ready  
- Start Talking  
- Start Talking  
- Focus In  
- Talk Some More  
- Talk Some More  
- Take Your Turn |
| Unit 4: She’s very | - Getting the background knowledge of the topic  
- Practicing conversation in pairs | - Get ready  
- Start Talking |
| popular! | - Identifying the dialogues  
- Understanding the expressions of describing people  
- Describing people based on the pictures  
- Practicing speaking in communications game  
- Checking students understanding of the topic | - Start Talking  
- Focus In  
- Talk Some More  
- Talk Some More  
- Take Your Turn |
|---------|---------------------------------------------------|
| Unit 5: Stars are sparkling | - Getting the background knowledge of the topic  
- Practicing conversation in pairs  
- Identifying the dialogues  
- Understanding the expressions of describing things  
- Practicing speaking in communications game  
- Describing things based on the pictures  
- Checking students understanding of the topic | - Get Ready  
- Start Talking  
- Start Talking  
- Focus In  
- Talk Some More  
- Talk Some More  
- Take Your Turn |
| Unit 6: I love numbers | - Getting the background knowledge of the topic  
- Practicing conversation in pairs  
- Identifying the dialogues  
- Understanding the expressions of telling time, date, and price  
- Speaking orally based on the situations  
- Practicing speaking in communications game  
- Checking students understanding of the topic | - Get Ready  
- Start Talking  
- Start Talking  
- Focus In  
- Talk Some More  
- Talk Some More  
- Take Your Turn |
| Unit 7: Raise your hand! | - Getting the background knowledge of the topic  
- Practicing conversation in pairs  
- Identifying the dialogues  
- Understanding the expressions of command and request  
- Practicing making command in pairs  
- Speaking orally based on the situation  
- Practicing speaking in communications game  
- Checking students understanding of the topic | - Get Ready  
- Start Talking  
- Start Talking  
- Focus In  
- Talk Some More  
- Talk Some More  
- Talk Some More  
- Take Your Turn |
| --- | --- |
| Unit 8: What can I do for you, Sir? | - Getting the background knowledge of the topic  
- Practicing conversation in pairs  
- Identifying the dialogues  
- Understanding the expressions of offering things and helps  
- Speaking orally based on the situations  
- Speaking orally to express offering things based on the menu given  
- Checking students understanding of the topic | - Get Ready  
- Start Talking  
- Start Talking  
- Focus In  
- Talk Some More  
- Talk Some More  
- Take Your Turn |

5. Selecting Teaching-Learning Activities and Instructional Resources

In this step the writer selected teaching learning activities and materials to provide learning objectives. There were eight units in the materials designed. Every unit might have different activities. There were four activities used in the materials design, they were acting from scripts, communication games,
discussion, and simulation and role play. The activities of every unit could be seen in the table below:

Table 4.7: List of Activities

<table>
<thead>
<tr>
<th>Units</th>
<th>Sections</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Get Ready</td>
<td>- Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>Hi! How are you?</td>
<td>- Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>- Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>- Lecturer</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>- Discussion</td>
</tr>
<tr>
<td></td>
<td>Take Your Turn</td>
<td>- Acting from scripts (in pairs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Role-plays and simulations (in pairs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communication games (whole students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individual task</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Get Ready</td>
<td>- Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>My name’s Leo</td>
<td>- Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>- Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>- Lecturer</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>- Discussion</td>
</tr>
<tr>
<td></td>
<td>Take Your Turn</td>
<td>- Role-plays and simulations (in pairs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communication games (whole students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individual task</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Get Ready</td>
<td>- Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>I’m sorry ....</td>
<td>- Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>- Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>- Lecturer</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>- Discussion</td>
</tr>
<tr>
<td></td>
<td>Take Your Turn</td>
<td>- Acting from scripts (in pairs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Role-play and simulations (in groups)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussion (in groups)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Individual task</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Get Ready</td>
<td>- Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>She’s very popular!</td>
<td>- Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>- Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>- Lecturer</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>- Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Role plays and simulations (in groups and in pairs)</td>
</tr>
<tr>
<td>Unit</td>
<td>Activity</td>
<td>Instructional Resources</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Take Your Turn</td>
<td>Individual task</td>
</tr>
<tr>
<td></td>
<td>Get Ready</td>
<td>Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Role-play and simulation (in pairs and in groups)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication games (whole class)</td>
</tr>
<tr>
<td></td>
<td>Take Your Turn</td>
<td>Individual task</td>
</tr>
<tr>
<td>6</td>
<td>Get Ready</td>
<td>Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Role-play and simulation (in pairs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication games (whole students)</td>
</tr>
<tr>
<td></td>
<td>Take Your Turn</td>
<td>Individual task</td>
</tr>
<tr>
<td>7</td>
<td>Get Ready</td>
<td>Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Role-play and simulation (in pairs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication games (in groups)</td>
</tr>
<tr>
<td></td>
<td>Take Your Turn</td>
<td>Individual task</td>
</tr>
<tr>
<td>8</td>
<td>Get Ready</td>
<td>Discussion, Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>Start Talking</td>
<td>Practicing dialogues</td>
</tr>
<tr>
<td></td>
<td>Focus In</td>
<td>Acting from scripts</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Talk Some More</td>
<td>Role-play and simulation (in pairs and in groups)</td>
</tr>
<tr>
<td></td>
<td>Take Your Turn</td>
<td>Individual task</td>
</tr>
</tbody>
</table>

After listing the activities, the writer listed the instructional resources for every unit. Here are the instructional resources of every unit:
Table 4.8: List of Instructional Resources

<table>
<thead>
<tr>
<th>Units</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>- Dialogues about greeting and leave taking</td>
</tr>
<tr>
<td>Hi! How are you?</td>
<td>- Explanations about greeting and leave taking</td>
</tr>
<tr>
<td></td>
<td>- Situations for acting from scripts, role-plays and simulations</td>
</tr>
<tr>
<td></td>
<td>- Tables of signatures for communication games</td>
</tr>
<tr>
<td></td>
<td>- Incomplete dialogue for individual task</td>
</tr>
<tr>
<td>Unit 2</td>
<td>- Dialogues about introducing oneself and others</td>
</tr>
<tr>
<td>My name’s Leo</td>
<td>- Explanations about introducing oneself and others</td>
</tr>
<tr>
<td></td>
<td>- Information for simulations and role-play</td>
</tr>
<tr>
<td></td>
<td>- Instructions for communication games</td>
</tr>
<tr>
<td></td>
<td>- Incomplete dialogue for individual task</td>
</tr>
<tr>
<td>Unit 3</td>
<td>- Dialogues about thanking and apologizing</td>
</tr>
<tr>
<td>I’m sorry ....</td>
<td>- Explanations about thanking and apologizing</td>
</tr>
<tr>
<td></td>
<td>- Situations for acting from scripts, role-plays and simulations</td>
</tr>
<tr>
<td></td>
<td>- Issues for discussion in group work</td>
</tr>
<tr>
<td></td>
<td>- Form for writing reflection</td>
</tr>
<tr>
<td>Unit 4</td>
<td>- Dialogues about describing people</td>
</tr>
<tr>
<td>She’s very popular!</td>
<td>- Explanations about describing people</td>
</tr>
<tr>
<td></td>
<td>- Pictures of public figure for describing people</td>
</tr>
<tr>
<td></td>
<td>- Incomplete sentences for individual task</td>
</tr>
<tr>
<td>Unit 5</td>
<td>- Dialogues about describing things</td>
</tr>
<tr>
<td>Stars are sparkling</td>
<td>- Explanations about describing things</td>
</tr>
<tr>
<td></td>
<td>- Table for communication games</td>
</tr>
<tr>
<td></td>
<td>- Pictures of things</td>
</tr>
<tr>
<td></td>
<td>- Incomplete sentences for individual task</td>
</tr>
<tr>
<td>Unit 6</td>
<td>- Dialogues about time, date and price</td>
</tr>
<tr>
<td>I love numbers</td>
<td>- Explanations about time, date and price</td>
</tr>
<tr>
<td></td>
<td>- Situations for role-plays and simulations</td>
</tr>
<tr>
<td></td>
<td>- Table for communication games</td>
</tr>
<tr>
<td></td>
<td>- Table of exercises for individual task</td>
</tr>
<tr>
<td>Unit 7</td>
<td>- Dialogues about command and request</td>
</tr>
<tr>
<td>Raise your hand!</td>
<td>- Explanations about command and request</td>
</tr>
<tr>
<td></td>
<td>- Situations for role-plays and simulations</td>
</tr>
<tr>
<td></td>
<td>- Blind drawing game</td>
</tr>
<tr>
<td></td>
<td>- Situations for individual task</td>
</tr>
<tr>
<td>Unit 8</td>
<td>- Dialogues about offering things and helps</td>
</tr>
</tbody>
</table>
What can I do for you, Sir?
- Explanations about offering things and helps
- Situations for role-plays and simulations
- Menus for role-plays and simulations
- Unarranged dialogue for individual task

6. Evaluating the Materials

After finishing the designed materials, the writer evaluated the materials by distributing the materials and questionnaires to the English teachers and lectures. The respondents were expected to give their judgments, opinions and suggestions toward the designed materials. The respondents’ feedbacks and suggestions helped the writer to make the designed materials to be better.

7. Revising the Materials

After obtaining the evaluation from the respondents, the writer revised the materials. The revision was made based on the feedbacks and suggestions from the respondents. After revising the designed materials, the writer presented the final version of the instructional speaking materials.

B. Findings of the Evaluation on the Designed Materials

In this part, the writer will show the description of respondents of designed evaluations, description of the data evaluation and respondents’ opinions and suggestions on the designed materials.
1. Description of Respondents

The respondents of materials evaluation were three teachers of SMK Negeri 7 Yogyakarta and two lecturers of English Language Education Study Program of Sanata Dharma University. The respondents were described as follows:

Table 4.9: Description of the Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Educational Background</th>
<th>Teaching Experiences (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lecturer 1</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lecturer 2</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

2. Description of the Data

The writer distributed the questionnaires to the respondents to obtain the evaluations on the designed materials. The respondents gave their evaluation by choosing the representative number ranging 1 to 5 as the degrees of agreement. The five degrees of agreement are as follows:

1 = strongly disagree / very poor

2 = disagree / poor

3 = doubtful / undecided

4 = agree / good

5 = strongly agree / very good

The result of the evaluation was described in the table below:
Table 4.10: Description of the Data

<table>
<thead>
<tr>
<th>No.</th>
<th>The Respondents’ Opinion</th>
<th>Central Tendencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The indicators are well formulated.</td>
<td>N: 5, Mean: 4.2, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>2.</td>
<td>The topics are well arranged.</td>
<td>N: 5, Mean: 4.4, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>3.</td>
<td>The instructions are clear and helpful for the teacher and the students</td>
<td>N: 5, Mean: 4.2, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>4.</td>
<td>The number of activities in each unit has been sufficient for the time given.</td>
<td>N: 5, Mean: 4, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>5.</td>
<td>The materials are suitable and appropriate for the tenth grade students of Vocational High School.</td>
<td>N: 5, Mean: 3.8, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>6.</td>
<td>Generally, the tasks/activities are well elaborated and provide much opportunity for the students to speak English.</td>
<td>N: 5, Mean: 4, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>7.</td>
<td>Generally, the exercises are variously given and interesting so that they can draw students’ interest to learn English.</td>
<td>N: 5, Mean: 4.4, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>8.</td>
<td>The designed materials provide the tasks needed to develop speaking skill.</td>
<td>N: 5, Mean: 4.2, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>9.</td>
<td>The materials are closely related with the students’ real life.</td>
<td>N: 4, Mean: 3.2, Median: 4, Mode: 4</td>
</tr>
<tr>
<td>10.</td>
<td>The number of activities in each unit has been sufficient for the time given</td>
<td>N: 5, Mean: 3.8, Median: 4, Mode: 4</td>
</tr>
</tbody>
</table>

**Grand Mean**: 4.01
3. **Respondents’ Opinions and Suggestions on the Designed Materials**

   In evaluating the materials, the respondents gave their opinions and suggestions or expectations on the designed materials. There were five points of opinions from the respondents. They are presented as follows:

   a. The layout of the materials is very good. It is colorful and attractive. The surface structure is also interesting.

   b. The materials are acceptable for the tenth grade students of Marketing Program of SMK Negeri 7 Yogyakarta.

   c. The activities in the designed materials are various and create fun learning activities.

   d. The materials can give many opportunities for students to speak English in pairs or group. By working in group the students can build their confidence in speaking English.

   e. Role-plays and games can build the students’ vocabularies and give fun learning. It is good because in the designed materials there are many role-plays and games.

   Besides giving opinions toward the designed materials, the respondents give suggestions or expectations to improve the designed materials. The suggestions and expectations are presented as follows:

   a. There are some grammatical mistakes in the tasks and in the instructions that need to be revised.

   b. It will be better if the pictures in unit 4 “describing people” are not only the pictures of artists but also the pictures of presidents or politician.
c. The pictures in unit 5 “describing things” are still less contextual. If they are to work as marketing program, choose some objects that they will have to describe or present later.

d. It will be better if the pictures in unit 8 “What can I do for you, Sir?” is not only about food menu, but it can also be language course program, salon facilities, or shopping catalogues.

e. Make the situations for role-play to be more customized with the real working worlds.

C. Discussion of the Results of the Analysis and Evaluation

In evaluating the designed materials, respondents gave various scores. The scores which are frequently appeared are four. So, the mode and the median is four. The data in table 4.9 showed that the mean is ranged from 3.2 to 4.4. The grand mean of the designed materials is 4.01 from the highest scale of 5. From the data in table 4.9, the writer could draw a conclusion that the instructional speaking materials are acceptable for the tenth grade students of Marketing Program of SMK Negeri 7 Yogyakarta. However, the writer still needed to revise some parts of the designed materials based on the critics, suggestions and expectations from the respondents. The revision was done to improve the materials to be better.

The writer made revisions and improvements on the designed materials based on the suggestions and expectation from the respondents. The revisions which were done based on the suggestions from the respondents are as follows:
a. The writer rechecked and revises some grammatical mistakes in the designed materials and in the instructions of every task.

b. The writer changed some pictures of artists to be pictures of presidents.

c. The writer changed some pictures in unit 5 “Describing Things” by adding pictures of computer, television, detergent, and soap.

d. The writer added the pictures of salon facilities and shopping catalogues in unit 8 “What can I do for you, Sir?”

e. The writer change some situations for role-play to be more customize with the real working world.

D. Presentation of the Final Version of Designed Materials

The final version of the designed materials answered the second question of problem formulation that was what does a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade of Marketing Program of SMK Negeri 7 Yogyakarta look like. There were eight units developed in the material design. The units are as follows:

Table 4.11: Description of Units in the Designed Materials

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Unit Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting and Leave Taking</td>
<td>Hi! How are you?</td>
</tr>
<tr>
<td>2.</td>
<td>Introducing Oneself and Others</td>
<td>My name’s Leo</td>
</tr>
<tr>
<td>3.</td>
<td>Thanking and Apologizing</td>
<td>Thank You!</td>
</tr>
<tr>
<td>4.</td>
<td>Describing People</td>
<td>She’s very popular!</td>
</tr>
</tbody>
</table>
As stated in the table, there are eight topics and units in the designed materials. Every unit has five sections, namely Get Ready, Start Talking, Focus In, Talk Some More, and Take Your Turn. The writer presented the complete material design in appendix G.

In designing the materials, the writer considered the strengths of the designed materials. The strengths of the materials are as follows: (1) the materials could create fun teaching-learning because there are many role-plays and communication games in the designed materials, (2) the students can build their confidence in speaking English by working in group and pairs, (3) the designed materials provide tasks which contains situations in the real working world, so the students can practice speaking as well as in the real working world, (4) the layout of the materials is colorful and attractive in order to enhance student’s interest in teaching-learning process, (5) The activities in the designed materials are varied the teaching learning process is not monotonous.
CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. The first part presents the conclusion of the study, while the second part presents the suggestions which are proposed to English teachers or instructors and also future researchers who are willing to conduct similar research.

A. Conclusion

The purpose of this study was to design a set of Instructional speaking materials using task-based language teaching for the tenth grade of marketing program of SMK Negeri 7 Yogyakarta. This study was intended to answer two questions. They are (1) How is a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade of Marketing Program of SMK Negeri 7 Yogyakarta designed? and (2) What does a set of Instructional Speaking Materials using Task-Based Language Teaching for the tenth grade of Marketing Program of SMK Negeri 7 Yogyakarta look like?

In answering the first question of the study the writer combined Kemp’s model and Dick and Carrey’s model to produce the writer’s model. The steps of the writer’s model were: Identifying entry behaviors and learner characteristics, Determining goals, listing topics and stating general purposes of each topic, Specifying the learning objectives, Listing subject contents, Selecting teaching-learning activities and instructional resources, Evaluating the materials and
Revising the materials. The writer also carried out the library study to obtain theories about task-based language teaching, teaching speaking and school-based curriculum as the basic of designing the materials.

To answer the second question of the study, the writer designed and presents a set of instructional speaking materials using task-based learning teaching for the tenth grade students of marketing program of SMK Negeri 7 Yogyakarta. In providing the valid materials, the writer distributed the materials and questionnaires to five respondents consist of three English teacher of SMK Negeri 7 Yogyakarta and two lecturers of Sanata Dharma University to obtain feedback, comments, and suggestions about the designed materials. The result shows that the grand mean was 4.01 from the highest scale of 5. It means that most of the respondents agreed that the instructional speaking materials are well designed and acceptable to teach speaking for the tenth grade of marketing program of SMK Negeri 7 Yogyakarta. However, there were some revisions to improve the designed materials. The suggestions and feedbacks from participants were used to revise and improve the materials.

In this part, the writer presents the final version of the designed materials. The designed materials contains of eight units. The eight units of the designed are presented as follows:

Unit 1 : Hi! How are you? (Greeting and Leave Taking)
Unit 2 : My name’s Leo. (Introducing Oneself and Others)
Unit 3 : I’m sorry…. (Thanking and Apologizing)
Unit 4 : She’s very popular! (Describing People)
Unit 5 : Stars are sparkling! (Describing Things)
Unit 6 : I love numbers! (Time, Date, and Price)
Unit 7 : Raise your hand! (Command and Request)
Unit 8 : What can I do for you, Sir? (Offering Things and Help)

Each unit consists of five sections. They are Get ready, Start Talking, Focus In, Talk Some More, and Take Your Turn. The complete final version of the materials can be found in appendix G.

B. Suggestions

Here, the writer would like to offer some suggestions to English teachers especially to English teachers of SMK Negeri 7 Yogyakarta who want to apply the designed materials and to future researchers who conduct similar research. The suggestions are:

1. For Further Researchers

This study is intended to design instructional speaking materials for the tenth grade of marketing students of SMK Negeri 7 Yogyakarta. The writer does not implement the designed materials. Thus, it is expected for further researchers to implement the designed materials in order to identify the strengths and weaknesses of the designed materials. Furthermore, the researchers can design new speaking materials based on the era changing and different learning method.

2. For English Teachers

In applying the materials, it is possible for the teachers to omit, add, or change the parts of materials in order to accomplish the objectives of the course.
The teachers also can use the designed materials to enrich their own materials. The designed materials could be used to teach other classes by changing some parts of the materials based on the students’ need.

Since the designed materials are using task-based language teaching, the teachers have role as facilitators. The students are the centre of the teaching learning process in class, so teacher should give many opportunities for students to speak much in class.

It is better for the teacher to create fun activities and give encouragements and motivations for students to be more active in class. Besides, the teachers are suggested to check students’ participations and monitor their activities in class so that teachers can observe students’ improvements in speaking English.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix A

Letter of Permission
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA

Nomor : 119/Pkt/Kajur/PBS/IX/2010
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Sekolah SMK Negeri 7
Yogyakarta.
Dengan Hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : AGESTIA PYASTU
No. Mahasiswa : 06.1214.093
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : 2 (Sembari)

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

Lokasi : SMK Negeri 7 Yogyakarta
Waktu : 21 - 30 September 2010
Topik/Judul : DESIGNING A SET OF INSTRUCTIONAL SPEAKING MATERIALS FOR THE TENTH GRADE OF SMK NEGERI 7 YOGYAKARATA USING TASK-BASED LANGUAGE TEACHING

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

Yogyakarta, 21 September 2010

u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Tembusan Yth.:
1. Dekan FKIP
Appendix B

Questionnaire and Interview Checklist of Need Survey
KUESIONER

Untuk siswa-siswa kelas X Pemasaran SMK Negeri 7 Yogyakarta

Nama:

PERTANYAAN

Berikan tanda check (✓) pada jawaban yang sesuai dengan pendapat anda dan isilah titik-titik dibawah ini untuk mekengkapi jawaban esai.

   (    ) Ya ……………………………………………………………………………
   (    ) Tidak ………………………………………………………………………

   (    ) Ya ……………………………………………………………………………
   (    ) Tidak ………………………………………………………………………

3. Manfaat Bahasa Inggris bagi anda? (Jawaban boleh lebih dari satu)
   (    ) Media untuk komunikasi dengan orang asing
   (    ) Keahlian yang dibutuhkan untuk mencari pekerjaan
   (    ) Dapat mengakses informasi dengan mudah
   (    ) Lain-lain (isi sendiri) ………………………………

4. Skill yang paling anda sukai? Urutkan dari yang paling diprioritaskan. 1-4, 1= yang paling diprioritaskan, 4= yang paling tidak diprioritaskan.
   (    ) Speaking   (    ) Writing
   (    ) Listening   (    ) Reading

5. Apa pendapat anda tentang berbicara Bahasa Inggris? (Jawaban boleh lebih dari satu)
   (    ) Sulit   (    ) Membosankan
   (    ) Menyenangkan   (    ) Lainnya ………………………………
6. Apakah buku/materi Bahasa Inggris yang anda gunakan sudah memberikan anda kesempatan seluas-luasnya untuk berlatih speaking?
   (  ) Ya
   (  ) Tidak

7. Apakah aktivitas belajar Bahasa Inggris di kelas sudah memberikan anda kesempatan seluas-luasnya untuk berlatih speaking?
   (  ) Ya
   (  ) Tidak

8. Aktivitas belajar Bahasa Inggris apa saja yang sudah memberikan anda kesempatan untuk berlatih speaking? *(Jawaban boleh lebih dari satu)*
   (  ) Diskusi kelompok
   (  ) Debat
   (  ) Presentasi
   (  ) Games
   (  ) Role-play
   (  ) Pidato
   (  ) Lainnya……………………………………

9. Aktivitas mana saja yang paling anda sukai dalam berlatih speaking? *(Jawaban boleh lebih dari satu)*
   (  ) Diskusi kelompok
   (  ) Debat
   (  ) Presentasi
   (  ) Games
   (  ) Role-play
   (  ) Pidato
   (  ) Lainnya……………………………………

10. Kesulitan-kesulitan yang anda hadapi dalam belajar speaking? *(Jawaban boleh lebih dari satu)*
    (  ) minimnya kosakata yang saya miliki
    (  ) tidak mengerti materi yang diberikan
    (  ) tidak tahu bagaimana mengungkapkan opini, gagasan dalam Bahasa Inggris
    (  ) takut melakukan kesalahan
11. Tuliskan topik-topik yang ingin anda pelajari dalam belajar speaking.

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

12. Tambahkan hal-hal lain yang anda inginkan dalam belajar speaking.

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Terima kasih!
WAWANCARA DENGAN GURU BAHASA INGGRIS
SMK NEGERI 7 YOGYAKARTA

1. Bagaimana anda mengajarkan skill Bahasa Inggris? Apakah terpisih-pisah atau dalam suatu kesatuan?
2. Berikan skala prioritas pengajaran skill dalam bahasa Inggris. 1-4, 1= yang paling diprioritaskan, 4= yang paling tidak diprioritaskan.
   (   ) Speaking   (   ) Writing
   (   ) Listening   (   ) Reading
3. Kurikulum apa yang anda pakai di sekolah anda dalam penyusunan silabus dan rencana pembelajaran?
4. Apakah siswa dapat melakukan tugas yang anda berikan dengan baik?
5. Masalah apa yang biasanya dihadapi siswa dalam berbicara bahasa inggris?
6. Bagaimana anda mengatasi masalah tersebut? Dengan metode/strategi pembelajaran apa?
7. Apakah topik-topik yang disajikan cukup familiar bagi siswa?
8. Topik-topik apa saja yang siswa-siswa sukai dalam belajar speaking?
9. Buku apa saja yang anda gunakan untuk mengajar speaking?
10. Apakah tugas dan materi sudah sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari?
11. Menurut pendapat anda, aktivitas apa saja yang dapat membantu siswa dalam belajar speaking?
12. Menurut pendapat anda, media apa saja yang dapat membantu siswa dalam belajar speaking?
13. Apakah ada hal-hal lain atau saran dan ide tentang berbicara bahasa inggris yang ingin anda sampaikan?
Appendix C

Questionnaire of Evaluation
In order to collect the data, the writer would like to use a questionnaire as the instrument of the survey research. The questionnaire is aimed to obtain the data from respondents to get feedback concerning the designed materials. As a respondent of the research, you are requested to evaluate the sample of the designed materials.

**Respondent Identity:**

Name: ___________________________________
Occupation: * teacher / lecturer
Educational background: * diploma / S1 / S2 / S3
Teaching experience: ___________ years

*Circle the appropriate one*

You are requested to choose one of the options by giving a thick ( √ ) according to the degrees of agreement which are categorized as follows:

1. strongly disagree / very poor
2. disagree / poor
3. doubtful / undecided
4. agree / good
5. strongly agree / very good

<table>
<thead>
<tr>
<th>No.</th>
<th>The Respondents’ opinion</th>
<th>Degree of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1       2    3    4    5</td>
</tr>
<tr>
<td>1.</td>
<td>The indicators are well formulated.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The topics are well arranged.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The instructions are clear and helpful for the teacher and the students</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The number of activities in each unit has been sufficient for the time given.</td>
<td></td>
</tr>
</tbody>
</table>
5. The materials are suitable and appropriate for the tenth grade students of Vocational High School.

6. Generally, the tasks/activities are well elaborated and provide the much opportunity for the students to speak English.

7. Generally, the exercises are variously given and interesting so that they can draw students’ interest to learn English.

8. The designed materials provide the tasks needed to develop speaking skill.

9. The materials are closely related with the students’ real life.

10. The number of activities in each unit has been sufficient for the time given.

- Please write down your opinions about the designed materials.
  ................................................................................................................................................
  ................................................................................................................................................
  ................................................................................................................................................
  ................................................................................................................................................

- Please write down your suggestions or expectations to improve the designed materials.
  ................................................................................................................................................
  ................................................................................................................................................
  ................................................................................................................................................
  ................................................................................................................................................

Thank you!
Appendix D

Syllabus Design
# TASK-BASED SYLLABUS

**School**: SMK Negeri 7 Yogyakarta  
**Course**: English  
**Class**: X

<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Tasks</th>
<th>Types of activities</th>
<th>Time allocation</th>
<th>Source</th>
</tr>
</thead>
</table>
| “Hi! How are you?” (Greeting and Leave Takings) | The students are able to express greeting and leave taking | ● Students are able to greet someone  
● Students are able to respond the expressions of greeting  
● Students are able to express leave taking  
● Students are able to respond the expressions of leave taking | ● Practice the dialogue given in pairs  
● Produce dialogues in pairs based on the situation given.  
● Practice the dialogues in front of the class.  
● Practice using the expressions of greeting and leave taking in the game.  
● Complete the dialogues | ● Acting from script  
● Role play and simulation  
● Communicate game  
● Individual task | 2 x 45’ | Anwar, Munash F.  
2006. *Bring me to the Word of a Professional Worker Book*. Bandung: Armico |
| “My name's Leo” (Introducing Oneself and Others) | The students are able to introduce themselves and others. | ● Students are able to introduce themselves in formal and informal way  
● Students are able to introduce others in formal and informal way | ● Practice the dialogue given in pairs  
● Introduce oneself using the information given  
● Introduce oneself and other in a game  
● Complete the dialogue | ● Acting from script  
● Role play and simulation  
● Communicate game  
● Individual task | 2 x 45’ | Krisnani, yiyis.  
<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Tasks</th>
<th>Types of activities</th>
<th>Time allocation</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m sorry…” (Thanking and Apologizing)</td>
<td>The students are able to use the expressions of thanking and apologizing.</td>
<td>• Students are able to thank people in formal and informal way &lt;br&gt; • Students are able to respond thanks &lt;br&gt; • Students are able to ask for apology in formal and informal way &lt;br&gt; • Students are able to respond apology</td>
<td>• Practice the dialogue given in pairs &lt;br&gt; • Role-play the situation given &lt;br&gt; • Practice using the expression of thanking and apologizing in a group &lt;br&gt; • Discuss about issues in group &lt;br&gt; • Complete the dialogue</td>
<td>• Acting from script &lt;br&gt; • Role play and simulation &lt;br&gt; • Discussion &lt;br&gt; • Individual task</td>
<td>2 x 45’</td>
<td>Speaking Naturally. New York: Cambridge University Press.</td>
</tr>
<tr>
<td>“She’s very popular!” (Describing people)</td>
<td>The students are able to describe people</td>
<td>• Students are able to describe physical appearance of people &lt;br&gt; • Students are able to describe general appearance of people &lt;br&gt; • Students are able to describe characteristics of people</td>
<td>• Practice the dialogue given in pairs &lt;br&gt; • Describe family &lt;br&gt; • Role-play the situation based on the example &lt;br&gt; • Practice to describe people based on the pictures in pairs &lt;br&gt; • Complete the dialogue</td>
<td>• Acting from script &lt;br&gt; • Role play and Simulation &lt;br&gt; • Describing people &lt;br&gt; • Individual task</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Basic Competence</td>
<td>Indicators</td>
<td>Tasks</td>
<td>Types of activities</td>
<td>Time allocation</td>
<td>Source</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>“Stars are sparkling!”</td>
<td>The students are able to describe things.</td>
<td>● Students are able to ask for description</td>
<td>● Practice the dialogue given in pairs</td>
<td>● Acting from script</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td>(Describing Things)</td>
<td></td>
<td>● Students are able to describe things</td>
<td>● Practice to ask for description and describing things in game</td>
<td>● Role play and simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students are able to present things</td>
<td>● Describe things based on the pictures</td>
<td>● Describing things</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Practice to present things in groups</td>
<td>● Individual task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Complete the sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I Love Numbers”</td>
<td>The students are able to tell time, date and price</td>
<td>● Students are able to ask for time</td>
<td>● Practice the dialogue given in pairs</td>
<td>● Acting from script</td>
<td>2 x 45’</td>
<td></td>
</tr>
<tr>
<td>(Time, Date and Price)</td>
<td></td>
<td>● Students are able to tell time</td>
<td>● Role-play the situation given</td>
<td>● Role play and simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students are able to ask for date</td>
<td>● Practice to ask for birth dates and phone numbers in the game</td>
<td>● Communicate game</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students are able to tell date</td>
<td>● Telling numbers</td>
<td>● Individual task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students are able to ask for price</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students are able to tell price</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Basic Competence</td>
<td>Indicators</td>
<td>Tasks</td>
<td>Types of activities</td>
<td>Time allocation</td>
<td>Source</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>------------</td>
<td>-------</td>
<td>---------------------</td>
<td>----------------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| “Raise your hand!” (Command and Request) | The students are able to express commands and requests | - Students are able to make request  
- Students are able to respond to request  
- Students are able to make command  
- Students are able to respond to command | Practice the dialogue given in pairs  
Practice to give commands in pairs  
Role-play the situation given  
Practice to give command in the game | - Acting from script  
- Role play and simulation  
- Communicate game  
- Individual task | 2 x 45’ | |
| “What can I do for you, Sir?” (Offering Things and Help) | The students are able to use the expressions of offering things and help  
- Students are able to use the expressions of offering helps  
- Students are able to use the expressions of accepting helps  
- Students are able use the expressions of refusing helps  
- Students are able to use the expressions of offering things  
- Students are able to use the expressions of accepting things  
- Students are able use the expressions of refusing things | Practice the dialogue given in pairs  
Make dialogues based on the situation given  
Role-play the situation in front of the class  
Practice to offering things and help based on the menu  
Arrange the dialogue | - Acting from script  
- Role play and simulation  
- Individual task | 2 x 45’ | |
Appendix E

Lesson Plans
LESSON PLAN
Unit 1

Hi! How are you?
(Greeting and Leave Takings)

School : SMK NEGERI 7 YOGYAKARTA
Subject : English
Grade/ Semester : X/ 1
Time Allocation : 2 x 45 minutes

Competence Standard:
English Communication on the level of novice

A. Basic Competences:
The students are able to express greeting and leave taking

B. Indicators:
1. Students are able to greet someone
2. Students are able to respond the expressions of greeting
3. Students are able to express leave taking
4. Students are able to respond the expressions of leave taking

C. Learning Method:
Lectures, practices, pair works, class discussions, role-plays, games

D. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students.</td>
<td>1. The students reply the greeting.</td>
<td>2’</td>
</tr>
<tr>
<td>2. The teacher leads the prayer</td>
<td>2. The students pray together</td>
<td>2’</td>
</tr>
<tr>
<td>3. The teacher asks the questions in “Get ready” part and discusses it.</td>
<td>3. The students answer the question in “Get ready” part and take part in the discussion.</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read the dialogues in “Start talking” part and practice the dialogues in pairs.</td>
<td>1. The students read the dialogues in “Start Talking” part and practice the dialogues in pairs.</td>
<td>10’</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
<td>Time</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2. The teacher asks two pairs of students to practice the dialogues in front of the</td>
<td>2. The students practice the dialogues in front of the class.</td>
<td>5’</td>
</tr>
<tr>
<td>class.</td>
<td>3. The students identify the expressions of greeting and leave taking.</td>
<td>5’</td>
</tr>
<tr>
<td>3. The teacher asks the students to identify the expressions of greeting and leave</td>
<td>4. The students take part in the discussion about the expressions in the dialogues.</td>
<td>5’</td>
</tr>
<tr>
<td>taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The teacher leads the students in discussing the expressions in the dialogues.</td>
<td>5. The students pay attention to teacher’s explanation.</td>
<td>5’</td>
</tr>
<tr>
<td>5. The teacher gives brief explanation about the common expression of greeting and</td>
<td>6. The students make dialogues based on the situation given in pairs. (“talk some</td>
<td>10’</td>
</tr>
<tr>
<td>leave taking</td>
<td>more”)</td>
<td></td>
</tr>
<tr>
<td>6. The teacher asks the students to make dialogues based on the situations given in</td>
<td>7. The students practice the dialogues in front of the class without looking at the</td>
<td>15’</td>
</tr>
<tr>
<td>pairs. (“Talk some more”)</td>
<td>text.</td>
<td></td>
</tr>
<tr>
<td>7. The teacher asks some students to practice the dialogues in front of the class</td>
<td>8. Students pay attention to student’s to teacher’s explanation.</td>
<td>3’</td>
</tr>
<tr>
<td>without looking at the text.</td>
<td>9. The students play the game</td>
<td>15’</td>
</tr>
<tr>
<td>8. Teacher explains about the “Class Game rule”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Teacher lead the game</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to do “Take your turn” part.</td>
<td>1. The students do “Take your turn” part.</td>
<td>3’</td>
</tr>
<tr>
<td>2. The teacher asks the students to do the reflection.</td>
<td>2. The students reflect what they have learned.</td>
<td>3’</td>
</tr>
<tr>
<td>3. The teacher closes the lesson.</td>
<td>3. The students reply the closing.</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>90’</td>
</tr>
</tbody>
</table>
F. Learning Source
Anwar, Munash F. 2006. *English in Progress: Business and Management X.* Jakarta: Yudhistira
Pictures: writer’s files and www.google.com

G. Media
Textbook, white board and marker

H. Evaluation
- Participations, doing role play, individual task
LESSON PLAN
Unit 2

My name’s Leo
(Introducing Oneself and Others)

School: SMK NEGERI 7 YOGYAKARTA
Subject: English
Grade/ Semester: X/ 1
Time Allocation: 2 x 45 minutes

Competence Standard:
English Communication on the level of novice

A. Basic Competences:
The students are able to introduce themselves and others.

B. Indicators:
1. Students are able to introduce themselves in formal and informal way
2. Students are able to introduce others in formal and informal way

C. Learning Method:
Lectures, practices, role plays, games, discussions

D. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students.</td>
<td>1. The students reply the greeting.</td>
<td>2’</td>
</tr>
<tr>
<td>2. The teacher leads the prayer</td>
<td>2. The students pray together</td>
<td>2’</td>
</tr>
<tr>
<td>3. The teacher asks the questions in “Get ready” part and discusses it.</td>
<td>3. The students answer the question in “Get ready” part and take part in the discussion.</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read the dialogues in “Start talking” part and practice the dialogues in pairs.</td>
<td>1. The students read the dialogues in “Start Talking” part and practice the dialogues in pairs.</td>
<td>10’</td>
</tr>
<tr>
<td>2. Teacher asks some students to practice the dialogue in front of the class</td>
<td>2. Students practice the dialogue in front of the class</td>
<td>8’</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
<td>Time</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3. The teacher asks the students identify the dialogues whether it is formal or informal and discuss it</td>
<td>3. The students identify dialogues whether it is formal or informal and discuss it</td>
<td>5’</td>
</tr>
<tr>
<td>4. The teacher gives brief explanation about how to introduce oneself and others</td>
<td>4. The students pay attention to the teacher’s explanation</td>
<td>10’</td>
</tr>
<tr>
<td>5. The teacher asks the students to do part A of “Talk some more” in pairs.</td>
<td>5. The students do Part A of “Talk some more” in pairs</td>
<td>15’</td>
</tr>
<tr>
<td>6. Teacher asks the students to make circle and explain about the game. Teacher leads the game</td>
<td>6. The students make circle and pay attention to the teacher</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>7. The students take part in the game</td>
<td>20’</td>
</tr>
<tr>
<td><strong>Post Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The teacher asks the students to do “Take your turn” part.</td>
<td>4. The students do “Take your turn” part</td>
<td>3’</td>
</tr>
<tr>
<td>5. The teacher asks the students to do the reflection.</td>
<td>5. The students reflect what they have learned.</td>
<td>3’</td>
</tr>
<tr>
<td>6. The teacher closes the lesson.</td>
<td>6. The students reply the closing</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>90’</strong></td>
</tr>
</tbody>
</table>

**E. Learning Source**
Suryana, Nanan. 2006. *Bring me to the Word of a Professional Worker Book*. Bandung: Armico
Pictures: writer’s files and [www.google.com](http://www.google.com)

**F. Media**
Textbook, white board and marker

**G. Evaluation**
- Participations, doing role play, individual work
LESSON PLAN
Unit 3

I’m sorry
(Thanking and Apologizing)

School : SMK NEGERI 7 YOGYAKARTA
Subject : English
Grade/ Semester : X/ 1
Time Allocation : 2 x 45 minutes

Competence Standard:
English Communication on the level of novice

A. Basic Competences:
The students are able to use the expressions of thanking and apologizing.

B. Indicators:
1. Students are able to thank people in formal and informal way
2. Students are able to respond to thank
3. Students are able to ask for apology in formal and informal way
4. Students are able to respond to apology

C. Learning Method:
Lectures, practices, role plays, class discussions, group discussions

D. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students.</td>
<td>1. The students reply the greeting.</td>
<td>2’</td>
</tr>
<tr>
<td>2. The teacher leads the prayer</td>
<td>2. The students pray together</td>
<td>2’</td>
</tr>
<tr>
<td>3. The teacher asks the questions in “Get ready” part and discusses it.</td>
<td>3. The students answer the question in “Get ready” part and take part in the discussion.</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read the dialogues in “Start talking” part and practice the dialogues in pairs.</td>
<td>1. The students read the dialogues in “Start Talking” part and practice the dialogues in pairs.</td>
<td>8’</td>
</tr>
</tbody>
</table>
Teacher’s Activities | Students’ Activities | Time
--- | --- | ---
2. The teacher gives brief explanation about the common expressions of thanking and apologizing. | 2. The students pay attention to the explanation of the teacher. | 10’
3. The teacher asks the students to do part A of “Talk some more” in pairs. | 3. The students do part A of “Talk some more” in pairs. | 20’
4. Teacher asks the students to make work in a group of five and do part B of “talk some more” | 4. Students do part B of “Talk some more”. | 15’
5. Teacher asks the students to do part C of “talk some more” | 5. Students do part C of “talk some more”. | 10’
6. Teacher lead the discussion about part C task | 6. Students take part in the discussion. | 8’

**Post Activities**

| | | |
--- | --- | ---
1. The teacher asks the students to do the reflection. | 1. Students take part in the reflection. | 5’
2. The teacher asks the students to do the reflection. | 2. The students reflect what they have learned. | 3’
3. The teacher closes the lesson. | 3. The students reply the closing. | 2’

**TOTAL** | **90’**

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E. Learning Source
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Pictures: writer’s files and [www.google.com](http://www.google.com)

F. Media
   - Textbook, white board and marker

G. Evaluation
   - Participations, doing role play, individual work
# LESSON PLAN

## Unit 4

*She’s very popular!*

(Describing people)

**School:** SMK NEGERI 7 YOGYAKARTA  
**Subject:** English  
**Grade/ Semester:** X/ 1  
**Time Allocation:** 2 x 45 minutes

**Competence Standard:**  
English Communication on the level of novice

**A. Basic Competences:**  
The students are able to describe people

**B. Indicators:**  
1. Students are able to describe physical appearances of people  
2. Students are able to describe general appearances of people  
3. Students are able to describe characteristics of people

**C. Learning Method:**  
Lectures, practices, group works, pair works

**D. Teaching Learning Activities**

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
</table>
| Pre Activities  
1. The teacher greets the students.  
2. The teacher leads the prayer  
3. The teacher asks the questions in “Get ready” part and discusses it. | 1. The students reply the greeting.  
2. The students pray together  
3. The students answer the questions in “Get ready” part and take part in the discussion. | 2’  
2’  
6’ |
<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read the dialogues in “Start talking” part A and practice the dialogues in pairs.</td>
<td>1. The students read the dialogues in “Start Talking” part A and practice the dialogues in pairs.</td>
<td>10’</td>
</tr>
<tr>
<td>2. The teacher asks the students to do part B of “Start talking”</td>
<td>2. Students do part B of “Start talking”</td>
<td>10’</td>
</tr>
<tr>
<td>3. The teacher asks the students to read the explanation about describing people and discuss with their friend</td>
<td>3. Students read the explanation about describing people and discuss with their friend</td>
<td>10’</td>
</tr>
<tr>
<td>4. The teacher asks the students to read the dialogue in part A of “Talk some more” and ask the students to do the group work.</td>
<td>4. The read the dialogue in part A of “Talk some more and do the group work.</td>
<td>20’</td>
</tr>
<tr>
<td>5. The teacher asks the students to do part B of “Talk some more” in pairs</td>
<td>5. The teacher asks the students to do part B of “Talk some more” in pairs</td>
<td>20’</td>
</tr>
<tr>
<td><strong>Post Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to do “Take your turn” part and discuss it</td>
<td>1. The students do “Take your turn” part individually and discuss it.</td>
<td>5’</td>
</tr>
<tr>
<td>2. The teacher asks the students to do the reflection.</td>
<td>2. The students reflect what they have learned</td>
<td>3’</td>
</tr>
<tr>
<td>3. The teacher closes the lesson.</td>
<td>3. The students reply the closing.</td>
<td>2’</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>90’</td>
</tr>
</tbody>
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**F. Media**
Textbook, white board and marker

**G. Evaluation**
- Participations, doing role play, individual work
LESSON PLAN
Unit 5
Stars are sparkling!
(Describing Things)

School : SMK NEGERI 7 YOGYAKARTA
Subject : English
Grade/ Semester : X/ 1
Time Allocation : 2 x 45 minutes

Competence Standard:
English Communication on the level of novice

A. Basic Competences:
The students are able to describe things.

B. Indicators:
1. Students are able to ask for description.
2. Students are able to describe things
3. Students are able to present things

C. Learning Method:
Lectures, practices, games, class discussions, group works

D. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td><strong>Students' Activities</strong></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students.</td>
<td>1. The students reply the greeting.</td>
<td>2’</td>
</tr>
<tr>
<td>2. The teacher leads the prayer</td>
<td>2. The students pray together</td>
<td>2’</td>
</tr>
<tr>
<td>3. The teacher asks the questions in “Get ready” part and discusses it.</td>
<td>3. The students answer the question in “Get ready” part and take part in the discussion.</td>
<td>6’</td>
</tr>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read the dialogues in “Start talking” part and practice the dialogues in pairs.</td>
<td>1. The students read the dialogues in “Start Talking” part and practice the dialogues in pairs.</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Teacher’s Activities</strong></td>
<td><strong>Students’ Activities</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>2. The teacher gives brief explanation about describing things</td>
<td>2. The students pay attention to the explanation of the teacher.</td>
<td>10’</td>
</tr>
<tr>
<td>3. The teacher asks the students to do part A of “Talk some more”</td>
<td>3. The students do part A of “Talk some more”</td>
<td>15’</td>
</tr>
<tr>
<td>4. The teacher asks some students to present the result of their work</td>
<td>4. Students present the result of their work</td>
<td>5’</td>
</tr>
<tr>
<td>5. Teacher asks the students to describe the pictures in part B of “Talk some more”</td>
<td>5. Students describe things in part B of “Talk some more”.</td>
<td>15’</td>
</tr>
<tr>
<td>6. Teacher asks the students to do part C of “talk some more”</td>
<td>6. Students do part C of “talk some more”</td>
<td>15’</td>
</tr>
<tr>
<td><strong>Post Activities</strong></td>
<td><strong>Time</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>1. The teacher asks the students to present things in “Take your turn” part.</td>
<td></td>
<td>5’</td>
</tr>
<tr>
<td>2. The teacher asks the students to do the reflection</td>
<td></td>
<td>3’</td>
</tr>
<tr>
<td>3. The teacher closes the lesson.</td>
<td></td>
<td>2’</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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Pictures: writer’s files and [www.google.com](http://www.google.com)

**F. Media**
- Textbook, white board and marker

**G. Evaluation**
- Participations, doing role play, individual work
LESSON PLAN
Unit 6

I Love Numbers
(Time, Date and Price)

School : SMK NEGERI 7 YOGYAKARTA
Subject : English
Grade/ Semester : X/ 1
Time Allocation : 2 x 45 minutes

Competence Standard:
English Communication on the level of novice

A. Basic Competences:
The students are able to tell time, date and price

B. Indicators:
1. Students are able to ask for time
2. Students are able to tell time
3. Students are able to ask for date
4. Students are able to tell date
5. Students are able to ask for price
6. Students are able to tell price

C. Learning Method:
Lectures, practices, games, class discussions, role-plays

D. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students.</td>
<td>1. The students reply the greeting.</td>
<td>2’</td>
</tr>
<tr>
<td>2. The teacher leads the prayer</td>
<td>2. The students pray together</td>
<td>2’</td>
</tr>
<tr>
<td>3. The teacher asks the questions in “Get ready” part and discusses it.</td>
<td>3. The students answer the question in “Get ready” part and take part in the discussion.</td>
<td>5’</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
<td>Time</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read and practice the dialogues in “Start talking” part</td>
<td>1. The students read the dialogues in “Start Talking” part and practice the dialogues in pairs.</td>
<td>8’</td>
</tr>
<tr>
<td>2. Teacher asks the students to identify the dialogues and discuss it.</td>
<td>2. The students identify the dialogues and take part in the discussion.</td>
<td>5’</td>
</tr>
<tr>
<td>3. The teacher asks the students to read “Focus in” part and then gives brief explanation about time, date, and price</td>
<td>3. The students read “Focus in” part then they pay attention to the explanation of the teacher.</td>
<td>15’</td>
</tr>
<tr>
<td>4. The teacher asks the students to do part A of “Talk some more”</td>
<td>4. The students do part A of “Talk some more”</td>
<td>20’</td>
</tr>
<tr>
<td>5. The teacher asks some students perform role-play in front of the class</td>
<td>5. Students perform role-play in front of the class</td>
<td>10’</td>
</tr>
<tr>
<td>6. Teacher asks the students to do part B of “Talk some more”</td>
<td>6. Students do part B of “Talk some more”</td>
<td>15’</td>
</tr>
<tr>
<td><strong>Post Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks some students to tell number/time in “Take your turn” part</td>
<td>1. The students answer teacher’s questions</td>
<td>6’</td>
</tr>
<tr>
<td>2. The teacher asks the students to do the reflection.</td>
<td>2. The students reflect what they have learned.</td>
<td>3’</td>
</tr>
<tr>
<td>3. The teacher closes the lesson.</td>
<td>3. The students reply the closing.</td>
<td>2’</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>90’</td>
</tr>
</tbody>
</table>

**E. Learning Source**
Pictures: writer’s files and www.google.com

**F. Media**
Textbook, white board and marker

**G. Evaluation**
- Participations, doing role play, individual work
LESSON PLAN
Unit 7

Raise your hand!
(Command and Request)

School: SMK NEGERI 7 YOGYAKARTA
Subject: English
Grade/Semester: X/1
Time Allocation: 2 x 45 minutes

Competence Standard:
English Communication on the level of novice

A. Basic Competences:
The students are able to express commands and requests

B. Indicators:
1. Students are able to make the request
2. Students are able to respond to request
3. Students are able to make command
4. Students are able to respond to command

C. Learning Method:
Lectures, practices, games, class discussions, role-plays

D. Teaching Learning Activities

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students.</td>
<td>1. The students reply the greeting.</td>
<td>2’</td>
</tr>
<tr>
<td>2. The teacher give commands and requests to the students</td>
<td>2. Students do teacher’s command and requests</td>
<td>7’</td>
</tr>
<tr>
<td>3. The teacher discuss about the commands and requests</td>
<td>3. Students take part in the discussion</td>
<td>3’</td>
</tr>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read the dialogues in “Start talking” part and practice the dialogues in pairs.</td>
<td>1. The students read the dialogues in “Start Talking” part and practice the dialogues in pairs.</td>
<td>8’</td>
</tr>
<tr>
<td>2. The teacher asks some students to practice the</td>
<td>2. The students practice the dialogues in front of the class.</td>
<td>5’</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
<td>Time</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
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</tr>
<tr>
<td>dialogues in front of the class.</td>
<td>3. The students read “Focus in” part and pay attention to the explanation of the teacher.</td>
<td>10’</td>
</tr>
<tr>
<td>3. The teacher asks the students to read “Focus in” part and gives brief explanation about describing things</td>
<td>4. The students take part in the game in “Talk some more” part</td>
<td>10’</td>
</tr>
<tr>
<td>4. The teacher asks the students to do class game in “Talk some more” part</td>
<td>5. Students role play the situations in part B of “Talk some more”</td>
<td>10’</td>
</tr>
<tr>
<td>5. Teacher asks the students to role play the situations in part B of “Talk some more”</td>
<td>6. Students perform their role-play in front of the class.</td>
<td>10’</td>
</tr>
<tr>
<td>6. Teacher asks some pairs to perform their role-play in front of the class</td>
<td>Students do the game</td>
<td>15’</td>
</tr>
<tr>
<td>7. Teacher explain about the game in “Talk some more” part C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Post Activities**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher asks the students to mention the expressions they have got in the lesson.</td>
<td>1. The students mention the expressions they have got in the lesson</td>
<td>3’</td>
</tr>
<tr>
<td>2. The teacher asks the students to do “Take your turn” part individually.</td>
<td>2. The students do “Take your turn” part individually.</td>
<td>5’</td>
</tr>
<tr>
<td>3. The teacher closes the lesson.</td>
<td>3. The students reply the closing.</td>
<td>2’</td>
</tr>
</tbody>
</table>

**TOTAL** | | 90’

---

**E. Learning Source**

Suryana, Nanan. 2006. *Bring me to the Word of a Professional Worker Book*. Bandung: Armico


Pictures: writer’s files and [www.google.com](http://www.google.com)

---

**F. Media**

Textbook, white board and marker, paper, blindfold

---

**G. Evaluation**

- Participations, doing role play, individual work
LESSON PLAN
Unit 8

What can I do for you, Sir?
(Offering Things and Help)

School: SMK NEGERI 7 YOGYAKARTA
Subject: English
Grade/ Semester: X/ 1
Time Allocation: 2 x 45 minutes

Competence Standard:
English Communication on the level of novice

A. Basic Competences:
The students are able to use the expressions of offering things and help

B. Indicators:
1. Students are able to use the expressions of offering helps
2. Students are able to use the expressions of accepting helps
3. Students are able use the expressions of refusing helps
4. Students are able to use the expressions of offering things
5. Students are able to use the expressions of accepting things
6. Students are able use the expressions of refusing things

C. Learning Method:
Lectures, practices, class discussions, role-plays and simulations

D. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher greets the students.</td>
<td>1. The students reply the greeting.</td>
<td>2’</td>
</tr>
<tr>
<td>2. The teacher leads the prayer</td>
<td>2. The students pray together</td>
<td>2’</td>
</tr>
<tr>
<td>3. The teacher asks the questions in “Get ready” part and discusses it.</td>
<td>3. The students answer the question in “Get ready” part and take part in the discussion.</td>
<td>6’</td>
</tr>
<tr>
<td><strong>Whilst Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher asks the students to read the dialogues in “Start talking” part and practice the dialogues in pairs.</td>
<td>1. The students read the dialogues in “Start Talking” part and practice the dialogues in pairs.</td>
<td>10’</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
<td>Time</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2. The teacher gives brief explanation about offering helps and things</td>
<td>2. The students pay attention to the explanation of the teacher.</td>
<td>5’</td>
</tr>
<tr>
<td>3. The teacher asks the students to do part A of “Talk some more”</td>
<td>3. The students do part A of “Talk some more”</td>
<td>15’</td>
</tr>
<tr>
<td>4. The teacher asks some students to perform in front of the class</td>
<td>4. Students perform in front of the class</td>
<td>10’</td>
</tr>
<tr>
<td>5. Teacher asks the students do part B of “Talk some more”</td>
<td>5. Students do part B of “Talk some more”</td>
<td>20’</td>
</tr>
<tr>
<td>6. Teacher asks some students to perform in front of the class</td>
<td>6. Students perform in front of the class</td>
<td>10’</td>
</tr>
</tbody>
</table>

Post Activities
1. The teacher asks the students to do “Take your turn” part individually.          | 1. The students do “Take your turn” part individually.                                | 5’   |
2. The teacher asks the students to do the reflection.                                 | 2. The students reflect what they have learned.                                      | 3’   |
3. The teacher closes the lesson.                                                     | 3. The students reply the closing.                                                   | 2’   |

TOTAL 90’

E. Learning Source
Suryana, Nanan. 2006. *Bring me to the Word of a Professional Worker Book.* Bandung: Armico
Pictures: writer’s files and [www.google.com](http://www.google.com)

F. Media
Textbook, white board and marker

G. Evaluation
- Participations, doing role play, individual work
Appendix F

General Description
GAMBARAN UMUM

Pada bagian ini, penulis akan menjelaskan secara singkat latar belakang, isi, dan tujuan pembuatan materi yang terdapat dalam studi yang berjudul *Designing A Set of Instructional Speaking Materials Using Task-Based Language Teaching for The Tenth Grade of Marketing Program of SMK Negeri 7 Yogyakarta*.

A. Latar Belakang

Penyusunan materi ini berdasarkan beberapa alasan diantaranya adalah bahwa bahasa Inggris merupakan salah satu mata pelajaran yang wajib dikuasai oleh setiap siswa karena bahasa Inggris merupakan bahasa Internasional. Kemampuan berbahasa Inggris yang bagus juga sangat diperlukan sebagai salah satu unggulan dalam mencari pekerjaan. Siswa SMK dididik untuk lebih mandiri dan dibekali kemampuan untuk bisa bekerja setelah mereka lulus. Kemampuan berbahasa Inggris merupakan salah satu hal yang harus di miliki oleh siswa SMK. Oleh karena itu, siswa SMK harus memiliki kemampuan yang tinggi dalam berbahasa Inggris khususnya dalam kemampuan berbicara bahasa Inggris.

Ide penyusunan materi “Speaking” (Berbicara Bahasa Inggris) untuk siswa SMK Negeri 7 Yogyakarta ini muncul karena penulis melihat bahwa kemampuan *Speaking* sangat dibutuhkan oleh siswa SMK. Dalam kenyataannya, penulis melihat adanya kekurangan dalam kemampuan siswa kelas sepuluh SMK Negeri 7 Yogyakarta dalam hal berbicara Bahasa Inggris. Penulis mememukan salah satu penyebabnya dikarenakan adanya rasa takut untuk membuat kesalahan dan munculnya rasa kurang percaya diri dalam diri siswa. Oleh karena itu, penulis ingin membantu siswa dalam meningkatkan kemampuan berbicara bahasa Inggris dengan cara mendisain materi yang cocok untuk mengembangkan *speaking skill* siswa.

Materi-materi yang disusun menekankan pada kemampuan Speaking siswa. Dalam membuat siswa lebih termotivasi untuk belajar Speaking, penulis memilih topik-topik yang dekat dengan siswa dan menarik bagi siswa. Topik yang
dipilih seringan mungkin dan semenarik mungkin diharapkan akan membuat siswa lebih mudah dan lebih termotivasi dalam berlatih speaking.

Task-Based Language Teaching (TBLT) merupakan salah satu metode yang baik untuk digunakan dalam belajar Speaking. TBLT memberikan banyak kesempatan dalam belajar speaking. Materi-materi yang didisain berdasarkan TBLT dapat membantu siswa untuk mengembangkan skill berbicara bahasa Inggris. Materi ini diharapkan dapat banyak membantu siswa dalam berlatih speaking.

B. Tujuan

Tujuan yang ingin dicapai dalam pembuatan materi speaking ini diantaranya adalah:
1. Menyediakan materi instruksional pengajaran bahasa Inggris khususnya untuk ketramilan berbicara.
2. Membantu meningkatkan kemampuan berbicara dalam bahasa inggris bagi siswa.

C. Isi

Materi-materi speaking yang disusun oleh penulis terdiri dari 8 (delapan) unit. Unit-unit tersebut adalah sebagai berikut:

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Unit Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting and Leave Taking</td>
<td>Hi! How are you?</td>
</tr>
<tr>
<td>2.</td>
<td>Introducing Oneself and Others</td>
<td>My name’s Leo</td>
</tr>
<tr>
<td>3.</td>
<td>Thanking and Apologizing</td>
<td>Thank You!</td>
</tr>
<tr>
<td>4.</td>
<td>Describing People</td>
<td>She’s very popular!</td>
</tr>
<tr>
<td>5.</td>
<td>Describing Things</td>
<td>Stars are sparkling!</td>
</tr>
<tr>
<td>6.</td>
<td>Time, Date, and Price</td>
<td>I love numbers!</td>
</tr>
<tr>
<td>7.</td>
<td>Command and Request</td>
<td>Raise your hand!</td>
</tr>
<tr>
<td>8.</td>
<td>Offering Things and Help</td>
<td>What can I do for you, Sir?</td>
</tr>
</tbody>
</table>
Setiap unit terdiri dari 5 (lima) bagian, yaitu:

1. **Get Ready**
   
   Bagian ini merupakan *warming-up activity* yang akan menuntun siswa untuk masuk ke dalam topik yang akan dibahas. Dalam *Get Ready* terdapat pertanyaan-pertanyaan yang berhubungan dengan topik yang akan dipelajari.

2. **Start Talking**
   
   Bagian ini menyediakan contoh-contoh percakapan yang mengandung ungkapan yang akan dipelajari dalam topik. Kegiatan yang siswa lakukan dalam *Start Talking* adalah mempraktekkan percakapan dan menganalisa percakapan.

3. **Focus In**
   
   *Focus In* berisi ungkapan-ungkapan dan penjelasan mengenai topik yang dipelajari. Guru bisa menjelaskan ungkapan-ungkapan yang terdapat dalam *Focus In* untuk membantu siswa dalam memahami ungkapan-ungkapan tersebut.

4. **Talk Some More**
   

5. **Take your Turn**
   
   Bagian ini bertujuan untuk *review* apa saja yang telah dipelajari dalam masing-masing pertemuan. Aktivitas ini dilakukan secara perorangan untuk mengetahui pemahaman yang dimiliki tiap siswa.
Appendix G

The Raw Data of the Respondents' Evaluation
## The Raw Data of the Respondents’ Evaluation on the Designed Materials

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents’ opinion</th>
<th>Raw Data of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The indicators are well formulated.</td>
<td>4 5 4 4 4</td>
</tr>
<tr>
<td>2.</td>
<td>The topics are well arranged.</td>
<td>4 5 4 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>The instructions are clear and helpful for the teacher and the students</td>
<td>4 5 4 3 5</td>
</tr>
<tr>
<td>4.</td>
<td>The number of activities in each unit has been sufficient for the time given.</td>
<td>4 5 4 4 3</td>
</tr>
<tr>
<td>5.</td>
<td>The materials are suitable and appropriate for the tenth grade students of Vocational High School.</td>
<td>4 5 4 4 2</td>
</tr>
<tr>
<td>6.</td>
<td>Generally, the tasks/activities are well elaborated and provide the much opportunity for the students to speak English.</td>
<td>4 5 4 4 3</td>
</tr>
<tr>
<td>7.</td>
<td>Generally, the exercises are variously given and interesting so that they can draw students’ interest to learn English.</td>
<td>4 5 4 4 5</td>
</tr>
<tr>
<td>8.</td>
<td>The designed materials provide the tasks needed to develop speaking skill.</td>
<td>4 5 4 4 4</td>
</tr>
<tr>
<td>9.</td>
<td>The materials are closely related with the students’ real life.</td>
<td>4 5 4 - 3</td>
</tr>
<tr>
<td>10.</td>
<td>The number of activities in each unit has been sufficient for the time given</td>
<td>4 5 4 4 2</td>
</tr>
</tbody>
</table>
Appendix H

Presentation of the Materials
INSTRUCTIONAL SPEAKING MATERIALS
FOR THE TENTH GRADE OF MARKETING PROGRAM
OF SMK NEGERI 7 YOGYAKARTA

AGNESTIA PRASTIWI
<table>
<thead>
<tr>
<th>UNIT</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hi! How are you? (Greeting and leave taking)</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>My name’s Leo (Introducing oneself and others)</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>I’m sorry ... (Thanking and apologizing)</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>She’s very popular! (Describing people)</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>Stars are sparkling (Describing things)</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>I love numbers (Time, date, and price)</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>Raise your hand! (Command and request)</td>
<td>34</td>
</tr>
<tr>
<td>8</td>
<td>What can I do for you, Sir? (Offering things and helps)</td>
<td>39</td>
</tr>
</tbody>
</table>
UNIT 1

Hi! How are you?

(Greeting and Leave Taking)
Greeting and Leave Taking

Get Ready

Read and answer these questions. They commonly happen in your daily life.

- What will you do when you meet someone you know well in the Mall, for example?
- What will you first say to those people?
- And what will you say if you have to leave those people?

Start Talking

Pair Work

Read the following dialogues and practice the dialogues with your partner! Then identify the expressions of greetings and leave takings? Find out, whether the speakers are in formal or informal situation.

Dialogue 1
Niko is Lusi’s old friend. They meet again in the book store. Nick greets Lusi.

Niko : Hello, Lusi. Long time no see!
Lucy : Hi. Nice to see you again, Niko!
Niko : How are you doing?
Lucy : Pretty well, thanks. How about you?
Niko : Not bad. How is Hendra?
Lusi : He’s fine too. Oh, by the way, I should go home right now. My mom will use my motorcycle. How about dinner with my family? They miss you so much.
Niko : I wish I could, but I have to go to my friend’s birthday party.
Lusi : Ok then. Don’t forget to come to my house next time. Have a nice party! See you later.
Niko : Thanks. Give my regard to your family. See you!

Dialogue 2
Talita and Renata is close friend although they are not in the same class. They meet in the canteen.
Talita : Hi, Renata.
Renata : Hello, Lita. How’s everything?
Talita : Just fine, thanks, and how about you?
Renata : Good, thanks. How was your weekend, Lita?
Talita : It was great. I went to Yogya. What about you?
Renata : Not too bad. I just stayed at home, we had a family gathering.

………………… bell ringing…………………

Talita : Oh, we should go to the class. I have a math quiz after the break.
Renata : Okay, let’s go.
………………… in front of Talita’s classroom…………………

Talita : Good luck Ta! Bye.
Renata : Thanks Re. Bye!

Dialogue 3
Widhi is a waitress of “Rumakita Restaurant”. She greets Winda, a cashier of the restaurant.
Widhi : Hi, Winda. Good morning!
Winda : Hi, good morning!
Widhi : How are you today?
Winda : I’m fine. Thank you, and you?
Widhi : Not really, I feel sleepy now because I woke up all night.
Winda : What happened?
Widhi : My son got fever, so I had to take care of him until midnight.
Winda : Oh, hope he will better soon.
Widhi : Thanks. By the way, I need to go to the restroom.
Winda : Ok then. Talk to you later.
Widhi : Ok. See you.
Read the expressions below and try to understand the expressions.

### The expression of greeting and leave taking

#### Greetings

<table>
<thead>
<tr>
<th>Good morning.</th>
<th>Good morning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good afternoon</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>Good evening</td>
<td>Good evening</td>
</tr>
<tr>
<td>Hello,....(name)</td>
<td>Hello,....(name)</td>
</tr>
<tr>
<td>How are you?</td>
<td>I'm fine, thanks. And you?</td>
</tr>
<tr>
<td>Hi.....(name)</td>
<td>Hi.....(name)</td>
</tr>
<tr>
<td>How have you been?</td>
<td>Pretty good.</td>
</tr>
<tr>
<td>How are you doing?</td>
<td>OK.</td>
</tr>
<tr>
<td>How you doing?</td>
<td>Not bad.</td>
</tr>
<tr>
<td>Long time no see.</td>
<td>Yeah.</td>
</tr>
</tbody>
</table>

#### Leave takings

<table>
<thead>
<tr>
<th>Until next time.....</th>
<th>Good bye.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good night......(name)</td>
<td>Good night......(name)</td>
</tr>
<tr>
<td>Good bye......(name)</td>
<td>Good bye......(name)</td>
</tr>
<tr>
<td>Have a nice weekend.</td>
<td>You, too.</td>
</tr>
<tr>
<td>Talk to you later.</td>
<td>Bye. Take it easy.</td>
</tr>
<tr>
<td>See you later.</td>
<td>So long. Take care.</td>
</tr>
</tbody>
</table>

---

**More formal**

**Less Formal**

---

**Good morning** : get up------12.00  
**Good afternoon** : 12.00------18.00  
**Good evening** : 18.00------ bed time  
**Good night** : before sleeping  
**Mr.** : a man  
**Miss** : a single woman  
**Mrs.** : a married woman
**Pair Work**

A. Work in pairs! Make dialogues from the following situations. Practice the dialogues with your Partner!

| Situation 1: You meet your friends in the Book store. You greet her and talk about new arrival book. After a minute, you said that you have to go early because you have to do your homework. |
| Situation 2: You are a cashier. You greet the customer who wants to pay the bill. After he/she paid the bill you say thank you and say leave-taking to the customer. |
| Situation 3: You are a secretary. Rina, an accountant greets you when you are arriving in the room. You chat with her in her desks. Suddenly, your Boss asks you to come in her room. You say to Rina that you have to meet your boss. |

**Communication Game**

B. Go around the class. Greet your friends in the class. Imagine that your friends are artists. Ask them to sign in the table below. Use the expressions of greeting and leave taking! Good Luck!

<table>
<thead>
<tr>
<th>Tables of signatures and names of the artists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Complete the missing words in the following dialogues individually!

After greeting April, Merry said that she will go to the drugstore to buy some medicine for her mother.

Merry: Good morning, Sue. How ___________ doing?
April: __________________, How about you?
Merry: ________________ thank.
April: You look so hurry, where will you go?
Merry: I'm going to __________ to buy medicine for my mother. She is sick.
April: Oh, I'm sorry to hear that. I hope she will get well soon.
Merry: Thank you. Sorry I have to go now, ______________later!
April: ______________.

Reflection

Cross (X) the picture which expresses your feeling related to the following statements!

<table>
<thead>
<tr>
<th></th>
<th>I liked speaking in English</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>2</td>
<td>I have many chances to speak English</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>4</td>
<td>I could speak English fluently</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>6</td>
<td>I didn't have problem with the lesson</td>
<td></td>
</tr>
</tbody>
</table>

The problems that I face during the lesson were:

---------------------------------------------------------------------
---------------------------------------------------------------------
---------------------------------------------------------------------
UNIT 2

My name's Leo

(Introducing Oneself and Others)
Introducing Oneself and Others

Get Ready

Read the following situation. They commonly happen in your daily life. What will you say when you are in the situation below.

- You are a new student. You introduce yourself to a friend in the schoolyard.
- You are a secretary. You introduce yourself to your new boss in the office.
- You introduce yourself on your presentation in the meeting.
- You introduce your classmate to your parents?
- You are the owner of a restaurant. You introduce your new waiter to another waiter in the briefing.

Start Talking

Pair Work

Read the following dialogues and practice the dialogues with your partner! Then identify the expressions of introducing oneself and others? Find out whether the speakers are in formal or informal situation.

Dialogue 1
Nana : Hello, I’m Nana. I’m a new student here. Do you know where X marketing class is?
Bayu : Hi, I’m Bayu. I belong to XI Accounting II class. Your class is next to my class. Let’s follow me. By the way, where do you come from? Your accent is unique.
Nana : I’m from Bandung. I’m a Sudanese. You’re Javanese right?
Bayu : Yeah, you’re right. Ok, this is your class. My class is there.
Nana : Thank you, Bayu. Nice to know you.
Bayu : Nice to know you too.
Dialogue 2
Miss Eli : Good morning class.
Students : Good morning Miss!
Miss Eli : Alright, we have a guess here. Joko, please introduce yourself to your friends.
Joko : Hi friends! May I introduce myself? My name is Joko. I’m a new student here. I’m from Jakarta. Nice to see you!
Students : Nice to see you!
Ms. Eli : Nice to see you Joko. Sit down, please.

Dialogue 3
Mr. Didi : Good morning, Mr. Dion. Let me introduce you to Ms. Shinta our new accountant. Ms. Shinta, this is Mr. Dion, the new marketing manager of this office.
Mr. Dion : How do you do, Ms. Shinta? Nice to meet you!
Ms. Shinta : How do you do, Mr. Dion. Pleased to meet you too.

Focus In
Read the dialogues in the previous section once again. Find out, whether the speakers are in formal or informal situation.

The expression of Introducing Oneself and Others

Expressions in the following are arranged from the informal to the formal one!

<table>
<thead>
<tr>
<th>Introducing oneself</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Hi, I'm Baskara.</td>
<td>– Hi, I'm Renata. Glad to meet you.</td>
</tr>
<tr>
<td>– Hello, my name's Baskara.</td>
<td>– Hello. My name's Renata. Pleased to meet you.</td>
</tr>
<tr>
<td>– Good evening. My name is Baskara.</td>
<td>– Good evening. I'm Renata. How do you do?</td>
</tr>
<tr>
<td>– May I introduce myself? I'm Baskara.</td>
<td>– Nice to meet you. I'm Renata.</td>
</tr>
<tr>
<td>– Let me introduce myself. My name is Baskara.</td>
<td>– Nice to meet you. My name is Renata.</td>
</tr>
</tbody>
</table>
### Introducing others

<table>
<thead>
<tr>
<th><strong>Introducing others</strong></th>
<th><strong>Responses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>– Do you know Baskara?</td>
<td>– No, I don’t think so.</td>
</tr>
<tr>
<td>– Have you met Baskara?</td>
<td>– No, I haven’t.</td>
</tr>
<tr>
<td>– This is a friend of mine, Renata. Baska, this is Rena, my friend.</td>
<td>– Hi, glad to meet you.</td>
</tr>
<tr>
<td>– May I introduce our new member, Mr. Rafael Romero? Here is Ms. Lucy. Ms. Lucy, this is Mr. Rafael.</td>
<td>– Nice to know you Ms. Lucy. I’m Rafael.</td>
</tr>
<tr>
<td>– Please allow me to introduce our new District Manager. Here is Mr. Bono, our new District Manager.</td>
<td>– Nice to know you too. Mr. Rafael.</td>
</tr>
<tr>
<td>– Let me introduce you to Mr. Iskandar our Marketing Manager. Mr. Iskandar, this is Mr. Hermawan from Borneo Plantation Company.</td>
<td>– How do you do, Mr. Bono.</td>
</tr>
</tbody>
</table>

### Responses

- No, I don’t think so.
- No, I haven’t.
- Hi, glad to meet you.
- Nice to know you Ms. Lucy. I’m Rafael.
- Nice to know you too. Mr. Rafael.
- How do you do, Mr. Bono.
- How do you do?
- How do you do? Mr. Hermawan. It’s very nice to meet you.
- Nice to meet you too Mr. Iskandar. How do you do?

### Some information which are usually used in introducing oneself and others:

- **Home/origin:**
  - (?) Where do you come from?
  - I come from, (Jakarta/Jogja/etc.).

- **Occupation/Job:**
  - (?) What is your job?
  - I’m a (writer/editor/teacher/etc.).

- **Age:**
  - (?) How old are you?
  - I’m (20/30/40/etc.) years old.

- **Hobby:**
  - (?) What is your hobby?
  - My hobby is (swimming/reading/etc.).

- **Address:**
  - (?) Where do you live?
  - I live in Jl. Garuda A no 4, Yogyakarta.
Talk Some More

Pair Work

A. Work in pairs! Introduce yourself formally and informally. Use the information below!

<table>
<thead>
<tr>
<th>Students A</th>
<th>Students B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila karim, Palembang, 15 years old, student</td>
<td>Sherly Anata, Bogor, 16 years old, student</td>
</tr>
<tr>
<td>Mutiara Sari, Jakarta, 20 years old, waitress</td>
<td>Krisna Bakti, Malang, 21 years old, waiter</td>
</tr>
<tr>
<td>Siti Amalia, Bandung, 22 years old, accountant</td>
<td>Lela Nurlela, Cimahi, 24 years old, secretary</td>
</tr>
<tr>
<td>Joy Amanto, Surabaya, 27 years old, teacher</td>
<td>Punky Adianto, Solo, 38 years old, headmaster</td>
</tr>
<tr>
<td>Panca Barata, Yogyakarta, 25 years old, receptionist</td>
<td>Delian Anandita, Aceh, 24 years old, receptionist</td>
</tr>
</tbody>
</table>

Communication Game

B. Make a big circle. Everybody should introduce themselves and then introduce the other student on her/his left to the other members of a group. Look the example in the picture below!

Hi friends! My name is Rudi. I’m 15 years old. My hobby is singing. The girl next to me is Susi, she is 15 years old and her hobby is reading.
**Take Your Turn**

**Complete the missing words in the following dialogues individually!**

Yoshi : Good morning Miss. My name is Yoshi.
Miss Anna : How do you do. My name is Miss Anna.
Yoshi : _________________. It’s a pleasure to meet you Miss.
Miss Anna : Are you a new tour guide?
Yoshi : Yes, I’m a new tour guide here.
Miss Anna : ________________?
Yoshi : I come from Malang.
Miss Anna : ________________?
Yoshi : I live in my boardinghouse at Jl. Denpasarmoon 4a, Denpasar.
Miss Anna : ________________, by the way?
Yoshi : I love traveling. It is why I work as a tour guide.
Miss Anna : Okay then. I have to prepare for the meeting. See you later.
Yoshi : ________________.

**Reflection**

Cross (X) the picture which expresses your feeling related to the following statements!

1. I liked speaking in English
2. I have many chances to speak English
3. I could speak English fluently
4. I liked the situation during the lesson
5. I liked the tasks
6. I didn’t have problem with the lesson

The problems that I face during the lesson were:

-------------------------------------------------  
-------------------------------------------------  
-------------------------------------------------  

UNIT 3

I'm sorry....

(Thanking and Apologizing)
Thanking and Apologizing

Get Ready

Read and answer these questions individually! They commonly happen in your daily life.

• Have your friends ever given you a gift for your birthday? What do you say to your friends at that time?

• Have you ever helped your friends when your friends need help? What he/she says after you help him/her? Then, what is your respond?

• Have you ever made mistakes to someone else? What should you do? What should you say to that people?

Start Talking

Pair Work

Practice the dialogues about thanking and apologizing in the following. Practice the dialogues with your partner!

Thanking People and Responding to Thanks

1. Thanking for directions

   A : Thank you for taking the time to explain it to me. I hope it wasn't too much of a bother.
   B : Not at all. It was the least I could do.

   A : Thanks for all your help. I really appreciate it.
   B : You're welcome. Good luck.

2. Thanking for invitations

   A : Thank you for inviting me. Of course I'll come.
   B : Great! We're sure to have a lot of fun.
A: Thanks for your invitation, but I'm afraid I won't be able to come. I've got an appointment.
B: I'm sorry to hear that. We'll certainly miss you.

3. Thanking for gifts
A: Thank you very much for the flowers. They look so beautiful. Are they from your garden?
B: Yes. I'm glad you like them. Happy anniversary!

4. Thanking for favors
A: Thank you so much for lending me your bicycle.
B: Don't mention it. Let me know if you need it again.

5. Thanking for offers of help
A: Can I take you to the airport?
B: Thank you. That would be great.
A: Do you need help carrying these suitcases?
B: Thanks, but I'll manage OK by myself.

6. Thanking for expressions of sympathy
A: I'm sorry to hear your grandmother is ill.
B: Thank you. I hope she'll be all right.

7. Thanking for compliments and wishes of success
A: You are such a good cook!
B: Thanks. I learned a lot from my mother.
A: Good luck with your exams!
B: Thanks. I'll need it!

Apologizing and Responding to Apologies

A: I hope you'll forgive me for being late. I had a flat tire.
B: That's quite all right/I understand completely. It can happen to anyone.
A: Please accept my apologies for the mistakes in the report. I forgot to check it.
B: You don't need/have to apologize. But next time, try to concentrate better.
A: I (would like to) apologize for shouting at you yesterday. I lost control of myself.
B: Don't worry about it. I just hope you'll keep your temper from now on.
A : Excuse me! I didn't realize this was your seat/newspaper.
B : That's OK. I'm leaving anyway/I've finished reading it.
A : I'm sorry. I didn't mean to keep your book so long.
B : No problem/No big thing. I won't need it until next semester.

**Focus In**

Read the expressions below and try to understand the expressions.

**The expression of Thanking and Apologizing**

<table>
<thead>
<tr>
<th>Thanking</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanks.</td>
<td>You're welcome.</td>
</tr>
<tr>
<td>Thank you.</td>
<td>Not, at all.</td>
</tr>
<tr>
<td>Thanks a million.</td>
<td>It's my pleasure.</td>
</tr>
<tr>
<td>Many thanks.</td>
<td>Don't mention it.</td>
</tr>
<tr>
<td>Thanks a lot.</td>
<td>I'm glad you like it.</td>
</tr>
<tr>
<td>Thank you very much.</td>
<td>The pleasure is mine.</td>
</tr>
<tr>
<td>Thank you for........</td>
<td>That's all right.</td>
</tr>
<tr>
<td></td>
<td>It was nothing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apologizing</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm sorry</td>
<td>&quot;That's okay&quot; &quot;No problem&quot; &quot;Don't mention it&quot; &quot;It happens&quot; (For small matters)</td>
</tr>
<tr>
<td>I'm very sorry.</td>
<td>&quot;It's quite all right&quot; &quot;It's not important.&quot; &quot;Don't worry about it&quot; (For more serious matters)</td>
</tr>
<tr>
<td>I'm really very sorry.</td>
<td>&quot;We'll say no more about it&quot; (For very serious matters)</td>
</tr>
<tr>
<td>I'm really so very sorry.</td>
<td>&quot;You should be.&quot; &quot;Well, that's not good enough&quot; &quot;Don't do it again&quot; &quot;Oh, all right then.&quot; &quot;Quite right, too&quot;. (For when you are still angry.)</td>
</tr>
<tr>
<td>I'm afraid I ........</td>
<td></td>
</tr>
<tr>
<td>I'm sorry to say that.......</td>
<td></td>
</tr>
<tr>
<td>I'm really sorry for........</td>
<td></td>
</tr>
<tr>
<td>We regret that.......</td>
<td></td>
</tr>
<tr>
<td>We apologize for........</td>
<td></td>
</tr>
<tr>
<td>I'm sorry about........</td>
<td></td>
</tr>
<tr>
<td>We deeply regret any inconvenience.</td>
<td></td>
</tr>
<tr>
<td>I do apologize.</td>
<td></td>
</tr>
<tr>
<td>Please excuse me for.......</td>
<td></td>
</tr>
<tr>
<td>Please accept our most sincere apologies for........</td>
<td></td>
</tr>
</tbody>
</table>
**Talk Some More**

**Pair Work**

A. Work in pairs! Practice to use the expressions of thanking and apologizing based on the situations below.

1. You are invited to come to a dinner party with your boss. You say thank you to your boss.
2. Your partner gives you new shoes as a gift of your birthday.
3. Your classmate, Rindu returns your pencil and say thank you because you lent her a pencil yesterday.
4. Your client say sorry for coming late in the meeting.
5. You say sorry to your boss because you have not finished the financial report.

**Group Work**

B. Work in a group of five. Say your thanks and apology to each friend in your group. Do it in a turn!

**Group Work**

C. Still work with your group. Read the following issues. Do you agree with the issues? Discuss the issues with your friends. Write the result of the discussion on the form below.

- Men are always feel prestige to say “sorry” at first.
- Women are easy to say “sorry”.
- Parent should teach children to say “sorry” (when their children make mistakes) and “thanks” (when they are given something) since the early age.
Write your “thanks” and “apology” to your beloved person (i.e. mother, father, sister, brother, friend) in the following table!

<table>
<thead>
<tr>
<th>Thanks</th>
<th>Apology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection

Cross (X) the picture which expresses your feeling related to the following statements!

1. I liked speaking in English
2. I have many chances to speak English
3. I could speak English fluently
4. I liked the situation during the lesson
5. I liked the tasks
6. I didn’t have problem with the lesson

The problems that I face during the lesson were:

---------------------------------------------------------------------
---------------------------------------------------------------------
---------------------------------------------------------------------
UNIT 1

She's very popular!

(Describing People)
Describing People

Get Ready

Look at the pictures and answer the questions in the following!

- Who is your favorite actress? How does she look like? Is she beautiful? Is she has long black hair or wave hair?

- Do you have favorite actor? How does he look like? Is he handsome and cool? Does he have white skin? Is he from Indonesia?

Start Talking

Pair Work

A. Read the dialogue below and practice it with your partner.

Chila : Hi Rio, could you please help me? Do you see my little sister?
Rio : Oh, Sure. How old is she?
Chila : She is three years old.
Rio : How does she look like?
Chila : She's plump. She's pretty. She's about 80cm. She has short curly hair. Her skin is fair and she has large brown eyes.
Rio : What is she wearing?
Chila : She is wearing a red dress and pink shoes.

...............after a minute..................

Rio : Hey look! Isn’t she your sister? The one who is standing near the ice cream seller across the street?
Chila : Oh, my God. Yes, she is my sister, Cherry. She must be wanted to buy an ice cream. Thank Rio for helping me.
Rio : You’re welcome.
B. Describe about your family to your partner. It can be your father, your mother your sister or your brother. Do it in a turn!

**Focus In**

*Read the table below! Discuss with your friend to know the meaning of the words below. Consult the dictionary or your teacher.*

<table>
<thead>
<tr>
<th>Physical Appearances</th>
<th>General Appearances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>height</strong></td>
<td><strong>well-dressed</strong></td>
</tr>
<tr>
<td>tall</td>
<td></td>
</tr>
<tr>
<td>medium</td>
<td></td>
</tr>
<tr>
<td>short/ tiny</td>
<td></td>
</tr>
<tr>
<td>body</td>
<td></td>
</tr>
<tr>
<td>thin</td>
<td></td>
</tr>
<tr>
<td>skinny</td>
<td></td>
</tr>
<tr>
<td>slim</td>
<td></td>
</tr>
<tr>
<td>average</td>
<td></td>
</tr>
<tr>
<td>build</td>
<td></td>
</tr>
<tr>
<td>plump</td>
<td></td>
</tr>
<tr>
<td>overweight</td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td></td>
</tr>
<tr>
<td>muscular</td>
<td></td>
</tr>
<tr>
<td>obese</td>
<td></td>
</tr>
<tr>
<td>age</td>
<td></td>
</tr>
<tr>
<td>young</td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
</tr>
<tr>
<td>teenager</td>
<td></td>
</tr>
<tr>
<td>adult</td>
<td></td>
</tr>
<tr>
<td>in 20s, 30s, 40s, 50s</td>
<td></td>
</tr>
<tr>
<td>hair</td>
<td></td>
</tr>
<tr>
<td>long</td>
<td></td>
</tr>
<tr>
<td>short</td>
<td></td>
</tr>
<tr>
<td>bald</td>
<td></td>
</tr>
<tr>
<td>straight</td>
<td></td>
</tr>
<tr>
<td>curly</td>
<td></td>
</tr>
<tr>
<td>wavy</td>
<td></td>
</tr>
<tr>
<td>black</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>face</td>
<td></td>
</tr>
<tr>
<td>round</td>
<td></td>
</tr>
<tr>
<td>oval</td>
<td></td>
</tr>
<tr>
<td>square</td>
<td></td>
</tr>
<tr>
<td>wrinkles</td>
<td></td>
</tr>
<tr>
<td>pale</td>
<td></td>
</tr>
<tr>
<td>bearded</td>
<td></td>
</tr>
<tr>
<td>mustached</td>
<td></td>
</tr>
<tr>
<td>lips</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td></td>
</tr>
<tr>
<td>thick</td>
<td></td>
</tr>
<tr>
<td>thin</td>
<td></td>
</tr>
<tr>
<td>sexy</td>
<td></td>
</tr>
<tr>
<td>charming</td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td></td>
</tr>
<tr>
<td>nose</td>
<td></td>
</tr>
<tr>
<td>broad</td>
<td></td>
</tr>
<tr>
<td>flat</td>
<td></td>
</tr>
<tr>
<td>pointed</td>
<td></td>
</tr>
<tr>
<td>sharp</td>
<td></td>
</tr>
<tr>
<td>eyebrows</td>
<td></td>
</tr>
<tr>
<td>bushy</td>
<td></td>
</tr>
<tr>
<td>thick</td>
<td></td>
</tr>
<tr>
<td>thin</td>
<td></td>
</tr>
<tr>
<td>Skin/complexion</td>
<td></td>
</tr>
<tr>
<td>smooth</td>
<td></td>
</tr>
<tr>
<td>wrinkles</td>
<td></td>
</tr>
<tr>
<td>freckles</td>
<td></td>
</tr>
<tr>
<td>pimples</td>
<td></td>
</tr>
<tr>
<td>fair</td>
<td></td>
</tr>
<tr>
<td>dark</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td></td>
</tr>
<tr>
<td>eyes</td>
<td></td>
</tr>
<tr>
<td>wide/large</td>
<td></td>
</tr>
<tr>
<td>round</td>
<td></td>
</tr>
<tr>
<td>slanted</td>
<td></td>
</tr>
<tr>
<td>cross-eyed</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
**Characters**

<table>
<thead>
<tr>
<th>careful</th>
<th>&gt;&lt;</th>
<th>careless</th>
<th>active</th>
</tr>
</thead>
<tbody>
<tr>
<td>confident</td>
<td>&gt;&lt;</td>
<td>shy</td>
<td>energetic</td>
</tr>
<tr>
<td>extrovert</td>
<td>&gt;&lt;</td>
<td>introvert</td>
<td>friendly</td>
</tr>
<tr>
<td>generous</td>
<td>&gt;&lt;</td>
<td>stingy</td>
<td>humble</td>
</tr>
<tr>
<td>diligent</td>
<td>&gt;&lt;</td>
<td>lazy</td>
<td>humorous</td>
</tr>
<tr>
<td>smart</td>
<td>&gt;&lt;</td>
<td>stubborn</td>
<td>sensitive</td>
</tr>
<tr>
<td>clever</td>
<td>&gt;&lt;</td>
<td>stupid</td>
<td>foolish</td>
</tr>
<tr>
<td>optimistic</td>
<td>&gt;&lt;</td>
<td>pessimistic</td>
<td>cheerful</td>
</tr>
<tr>
<td>relax</td>
<td>&gt;&lt;</td>
<td>tense</td>
<td>honest</td>
</tr>
<tr>
<td>easy-going</td>
<td>&gt;&lt;</td>
<td>even-tempered</td>
<td>trustworthy</td>
</tr>
</tbody>
</table>

---

**Talk Some More**

**Group Work**

A. **Work in a group of four. Read the dialogue in the following!**

**Elsa**: Hi! I have an interesting topic to talk with you. Do you agree if I give you a guessing game? It is about famous people.

**Farah**: Yes, I do. What is it?

**Elsa**: Guess who he is! Now, he is handsome but rather fat. He's got moustache and mole in his chin. His hair is straight.

**Farah**: What is he? Is he a politician or an artist? Is he Indonesian?

**Elsa**: Yes, he is an Indonesian artist. He is a professional film star, adds star and singer. Can u answer that?

**Farah**: Of course I can. It’s easy. He must be Rano Karno.

**Elsa**: That’s right.

---

**Give a guessing game to your friends. Your friends may ask some questions. You just answer the question until your friend can guess the person. Do it in a turn!**
**Pair Work**

B. Look at the example below!

**Questions:**
1. Tell me about the picture! Who is he/she?
2. What is his/her job?
3. What kind of person is he/she?
4. What is his/her ability?
5. What does he/she look like?
6. What is he/she wearing?

**Answers:**
1. He is Afgan Syahreza.
2. He is a singer and an actor. He is my favorite singer. His voice is amazing. I love his songs very much.
3. I don’t know, but he looks friendly and smart.
4. He can sing and play piano amazingly. He also can act greatly in some movie.
5. He is handsome. He is tall and has average build. He has crew-cut black hair and his face is oval. He has narrow eyes and he wears glasses. He has charming smile and has dimples which make him looks so cute. His nose is pointed and his skin is white.
6. In the picture, he wears red T-shirt and he wears glasses.

*Use the questions above to ask your friend about the picture. Your friend will answer and describe the picture. Do it orally!*

**Student A**

1. Sule “OVJ”, Comedian
2. Bill gates, Microsoft founder.
3. Barack Obama, President
Student B

1. Raditya Dhika, Writer
2. Agnes Monica, Singer
3. Mark, Facebook founder

---

Take Your Turn

*Complete the missing words in the following sentences individually!*

<table>
<thead>
<tr>
<th>Description</th>
<th>Beard</th>
<th>Curly</th>
<th>Bald</th>
<th>Straight</th>
<th>Slim</th>
<th>Oval</th>
<th>Tall</th>
<th>Wavy</th>
<th>Round</th>
<th>Slanted</th>
</tr>
</thead>
</table>

1. She has ______ hair and she has ______ face.
2. He has a ______ and moustache and he also has ______ hair.
3. She has ______ hair and ______ face.
4. He is ______ and has ______ eyes.
5. She is ______ and ______.
### Reflection

Cross (X) the picture which expresses your feeling related to the following statements!

<table>
<thead>
<tr>
<th></th>
<th>I liked speaking in English</th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I have many chances to speak English</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>3</td>
<td>I could speak English fluently</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>4</td>
<td>I liked the situation during the lesson</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>5</td>
<td>I liked the tasks</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>6</td>
<td>I didn’t have problem with the lesson</td>
<td>😊</td>
<td>😞</td>
</tr>
</tbody>
</table>

The problems that I face during the lesson were:

- 
- 
-
UNIT 5

Stars are sparkling

(Describing Things)
Get Ready

Look at the picture below and answer the questions in the right side.

- What is the picture of the thing in the left side?
- What is the shape of it?
- What is the color of it?
- What is it used for?

Start Talking

Pair Work

Read the conversations below. Practice them with your partner. Underline the expressions of describing things in the dialogues below!

Dialogue 1

Geo is looking for her mathematics book. Hara comes and greets him.

Hara: Hi Geo, what are you looking for?
Geo: Oh, Hi. I'm looking for my book. I put it on the table before ceremony.
Hara: What does it look like?
Geo: It's my mathematics book. Its color is blue and white.
Hara: Is your book is thick or thin?
Geo: It is rather thick.
Hara: Does it have Winnie the Pooh picture in its cover?
Geo: Yes. How do you know that?
Hara: Is that your book? The one which is on the teacher's desk.
Geo: Yeah. That's my book. Oh, maybe I forgot that I have submitted it in the teacher's desk. Sorry to make you confuse Hara.
Hara: That's okay!
Dialogue 2
Pemi is looking for her car key in the office. Kira comes and greet her.

Kira: Good afternoon, Pemi.
Pemi: Oh, good afternoon, Kira.
Kira: What are you doing, Pemi? You look so busy.
Pemi: I'm looking for my car key. I have to go to Bantul to take some documents but I cannot find my key.

Kira: What's your key like?
Pemi: It is small black key with brown wooden keychain.
Kira: Is the keychain a miniature of a house?
Pemi: Yes, it is. Did you see it, Kira?
Kira: I found it in the parking lot this morning. I gave it to Jena to keep it.
Pemi: Thank you, Kira. You helped a lot.
Kira: Never mind. Be more careful next time, Pemi.
Pemi: I will.

Focus In

Read the explanations below and try to understand and get the meaning. Discuss them with your friend!

How to ask for description and to describe things?

<table>
<thead>
<tr>
<th>Asking for Description</th>
<th>Describing Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you describe it, please?</td>
<td>It is ...... (a noun)</td>
</tr>
<tr>
<td>What does it look like?</td>
<td>It has......</td>
</tr>
<tr>
<td>What does it made from?</td>
<td>It is made of .......... (a noun)</td>
</tr>
<tr>
<td>What is it like?</td>
<td>There is .......... on it</td>
</tr>
<tr>
<td>What color is it?</td>
<td>Its color is......</td>
</tr>
<tr>
<td>Is it the one with ......?</td>
<td>It is the one with ........</td>
</tr>
<tr>
<td>What it is used for?</td>
<td>It is used for ........</td>
</tr>
</tbody>
</table>

Colors:

black white grey yellow orange brown
green red pink blue purple
**Materials:**

<table>
<thead>
<tr>
<th>Wood</th>
<th>Glass</th>
<th>Rubber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bamboo</td>
<td>Cloth</td>
<td>Plastic</td>
</tr>
<tr>
<td>wool</td>
<td>Silk</td>
<td>Gold</td>
</tr>
<tr>
<td>silver</td>
<td>ceramic</td>
<td>Paper</td>
</tr>
<tr>
<td>iron</td>
<td>Leather</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shape:**

- square
- triangle
- star
- sun
- round
- ellipse
- heart
- cube
- rectangular
- moon
- tube/can

---

**Communication Game**

**A. Read the questions below! Ask your friends about her/ his favorite thing using the questions below. Try to guess your friend’s favorite thing. Then, write the result on the table.**

- Do you have a favorite thing?
- How does it look like? Is it big or small?
- What is it shape? Is it round, square, or triangle?
- What is the color of it?
- What does it made from?
- What is the use of it?
- Is it........?
Pair Work

B. Use the questions of “how to ask for description” above to ask about some pictures below. Practice to describe things with your partner!

Student A

1. [Image of a blender]
2. [Image of a necklace]
3. [Image of a pair of shoes]

Student B

1. [Image of a laptop]
2. [Image of another necklace]
3. [Image of a red dress]
Group Work

C. Work in a group of four. Every student should choose different picture. Your task is to describe the pictures to your friends in your group. Pretend that you are presenting the new product of your company!

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umbrella</td>
<td>It has stalk which is made from ___________. The color is ___________. We usually use it when ___________.</td>
</tr>
</tbody>
</table>
It shape is __________ and the color is __________. It is made from __________. We usually use it to put our __________.

It shape is __________ and it is made from __________. The color is __________. It is used for __________.

**Reflection**

Cross (X) the picture which expresses your feeling related to the following statements!

1. I liked speaking in English
2. I have many chances to speak English
3. I could speak English fluently
4. I liked the situation during the lesson
5. I liked the tasks
6. I didn't have problem with the lesson

The problems that I face during the lesson were:

---------------------------------------------------------------------
---------------------------------------------------------------------
---------------------------------------------------------------------
UNIT

I Love Numbers
(Time, Date and Price)
Get Ready

Read and answer these questions individually!

- Look at the picture! What time is it now?
- What day is it today?
- What date is it today?
- When is your birthday?
- What is your phone number?
- How do you read:
  1. 1.75
  2. 35.50

Pair Work

Read the following dialogues and practice them with your partner! Then, underline the expressions of asking and telling time/date/price or number in the dialogues below!

Dialogue 1

Guest : I would like to schedule a tennis game.
Staff : Certainly, what day and time would you like for?
Guest : Do you have time available on Friday morning? About 11:00.
Staff : I’m sorry, we don’t have any openings at 11:00, but there is time between 9 and 10:30.
Guest : How about at 9.
Staff : Yes sir, could I have your name please.
Guest : It’s Howard Johnson, room 1555.
Staff : OK Mr. Johnson, we have you scheduled for Friday at 10:30. See you then.
Guest : Thanks you. Bye
Dialogue 2
A tourist wants to buy some handicrafts. He wants to ask the seller the price.

Tourist: Good morning.
Seller: Good morning. What can I do for you?
Tourist: I’m interested in that unique necklace. How much does it cost?
Seller: It costs fifty thousand Rupiahs, Miss.
Tourist: That is too expensive! May I bargain?
Seller: Okay, I will give you a discount. So, now it’s forty thousand Rupiahs.
Tourist: That is better. I’ll take one.

How about that beautiful hat? What is the price?
Seller: It’s eighty thousand Rupiahs.
Tourist: Can you lower down the price?
Seller: I’m sorry. It’s fixed price.
Tourist: Oh, okay. I will only take that unique necklace then.
Seller: Here you are, Miss.

Focus In

Read and try to understand the explanations in the following!

Asking for time:

<table>
<thead>
<tr>
<th>Asking for time</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excuse Me, Pardon Me,</td>
<td>One o’clock, (01.00)</td>
</tr>
<tr>
<td>what time is it?</td>
<td>Half past nine, (09.30)</td>
</tr>
<tr>
<td>do you have the time?</td>
<td>A quarter to ten, (09.45)</td>
</tr>
<tr>
<td>what’s the time?</td>
<td>Four-fifty, (04.50)</td>
</tr>
<tr>
<td></td>
<td>Ten twenty, (10.20)</td>
</tr>
</tbody>
</table>

Telling time in English:

- one o’clock
- two o’clock
- ten o’clock
Asking for date and day:

**Asking for date**

<table>
<thead>
<tr>
<th>Excuse Me, Pardon Me,</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the date today?</td>
<td>The date is January 1st, 2011</td>
</tr>
<tr>
<td>What’s today’s date?</td>
<td>Today’s date is 1st January 2011</td>
</tr>
<tr>
<td>Is today the (12th or 13th)?</td>
<td>Today’s the 12th</td>
</tr>
</tbody>
</table>

**Asking for Day**

<table>
<thead>
<tr>
<th>Excuse me, Pardon me,</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the day today?</td>
<td>Today is Monday.</td>
</tr>
</tbody>
</table>

**Days of the week**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

**Months of the year**

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>June</td>
<td>July</td>
<td>August</td>
</tr>
<tr>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>

Another example:

- 2.10 : two past ten/ two ten.
- 2.50 : ten to three/ two fifty.
- 3.40 : twenty to four/ three forty.
- 1.35 : twenty five to two/ one thirty five.
- 4.20 : twenty past four/ four twenty.

It's 2:15.
It's a quarter past 2.
It's 15 minutes past 2.
It's 15 past 2.
It's 15 minutes after 2.

It's 2:30
It's half past two

It's 2:45
It's a quarter before 3.
It's a quarter to 3.
It's 15 minutes before 3.
It's 15 minutes to 3.
When giving dates use ordinal numbers

1st-- First
4th-- Fourth
7th -- Seventh
10th -- Tenth
13th -- Thirteenth
16th -- Sixteenth
19th -- Nineteenth
22nd-- Twenty-second
25th-- Twenty-fifth
28th -- Twenty-eighth
31st --Thirty-first

2nd-- Second
5th-- Fifth
8th-- Eighth
11th-- Eleventh
14th-- Fourteenth
17th-- Seventeenth
20th-- Twentieth
23rd -- Twenty-third
26th-- Twenty-sixth
29th-- Twenty-ninth
30th-- Thirtieth

When giving dates use ordinal numbers

3rd-- Third
6th-- Sixth
9th-- Ninth
12th--Twelfth
15th-- Fifteenth
18th-- Eighteenth
21st-- Twenty-first
24th-- Twenty-fourth
27th -- Twenty-seventh

Numbers:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>one</td>
<td>two</td>
<td>three</td>
<td>four</td>
<td>five</td>
<td>six</td>
<td>seven</td>
<td>eight</td>
<td>nine</td>
<td>ten</td>
</tr>
<tr>
<td>11</td>
<td>eleven</td>
<td>12</td>
<td>twelve</td>
<td>13</td>
<td>thirteen</td>
<td>14</td>
<td>fourteen</td>
<td>15</td>
<td>Fifteen</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>Twenty-one</td>
<td>22</td>
<td>Twenty-two</td>
<td>30</td>
<td>thirty</td>
<td>40</td>
<td>forty</td>
<td>50</td>
<td>fifty</td>
<td>60</td>
</tr>
<tr>
<td>101</td>
<td>One hundred and one</td>
<td>102</td>
<td>One hundred and two</td>
<td>200</td>
<td>Two hundred</td>
<td>300</td>
<td>Three hundred</td>
<td>400</td>
<td>Four hundred</td>
<td>1.000</td>
</tr>
<tr>
<td>20,000</td>
<td>Twenty thousand</td>
<td>25,225</td>
<td>Twenty-five thousand two hundred and twenty-five</td>
<td>100,000</td>
<td>One hundred thousand</td>
<td>999,000</td>
<td>Nine hundred and ninety-nine thousand</td>
<td>1,000,000</td>
<td>One million</td>
<td></td>
</tr>
</tbody>
</table>

Telling telephone number:

*0* : Zero / Ouw

*55* : Double five / five five

*666* : Triple six / six six six

*5518883* : Double five - one - triple eight - three/

five five one - eight eight eight three
Asking for price and telling price:

<table>
<thead>
<tr>
<th>Asking Price</th>
<th>Responding to Asking Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much does it cost?</td>
<td>It costs _____</td>
</tr>
<tr>
<td>How much is this___ (handicraft, clock, etc.)?</td>
<td>It's _____</td>
</tr>
<tr>
<td>What's the price of this ___?</td>
<td>The price is _____</td>
</tr>
</tbody>
</table>

Bargaining

<table>
<thead>
<tr>
<th>Agree to Bargain</th>
<th>Refuse to Bargain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okay, I'll give you a discount. So, it's ____ now. Of course, now it costs ____.</td>
<td>I'm sorry, it's fixed price.</td>
</tr>
<tr>
<td>I'm sorry, you are not allowed to bargain here.</td>
<td></td>
</tr>
</tbody>
</table>

Talk Some More

A. Practice the situations below with your pair! Do it orally!

<table>
<thead>
<tr>
<th>Situation</th>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You are a tourist who wants to watch Ramayana Dance Performance. Unfortunately, you do not know when the performance will begin. You ask one of the staff of Prambanan Temple about the time of the performance begin.</td>
<td>You are the staff of Prambanan Temple. A tourist asks about the time of Prambanan Dance performance begins. You inform that the performance will be beginning at 7.15 PM.</td>
<td></td>
</tr>
<tr>
<td>2. You are a tourist who wants to visit Prambanan Temple. You ask the ticket keeper about the ticket’s price. You decide to buy 4 tickets.</td>
<td>You are a ticket keeper. The ticket’s price is 20.000.</td>
<td></td>
</tr>
</tbody>
</table>
### Communication Game

B. Go around the class! Ask to your friend about her/his birth date and phone number. Write it in the table. Use the expressions of asking for and telling for date and phone number. Don’t forget to say thank you. Good Luck!

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Birth Date</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice saying numbers and times below! Write t in the right column.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>148.250</td>
<td></td>
</tr>
<tr>
<td>135.578</td>
<td></td>
</tr>
<tr>
<td>23.550</td>
<td></td>
</tr>
<tr>
<td>08.40</td>
<td></td>
</tr>
<tr>
<td>06.15</td>
<td></td>
</tr>
</tbody>
</table>

Reflection
Cross (X) the picture which expresses your feeling related to the following statements!

1. I liked speaking in English
   🎈 🙁
2. I have many chances to speak English
   🎈 🙁
3. I could speak English fluently
   🎈 🙁
4. I liked the situation during the lesson
   🎈 🙁
5. I liked the tasks
   🎈 🙁
6. I didn't have problem with the lesson
   🎈 🙁

The problems that I face during the lesson were:

---------------------------------------------------------------------
---------------------------------------------------------------------
---------------------------------------------------------------------
UNIT

Raise Your Hand!

(Command and Request)
Listen to your teacher! Do what the teacher speaks to you!
- Sit down, please!
- Put your hands on the table!
- Let’s pray!
- Would you lead the pray, (name)?
- Finished!
- Open the book, page (12 for example)!
- (Name) .... would you help me to open the window, please?
  Etc.

Do you know? You have done your teacher's command and request.
Could you mention what are the teacher's commands?
Could you mention what are the teacher requests?

Pair Work
Read the following dialogues and practice them with your partner! Then, identity the expressions of giving command and request in the dialogues below! Find the difference between command and request.

Dialogue 1:
Wido : Come here, friends!
Feri : What's up?
Wido : Would you mind helping me, please?
Feri : No, of course not. What can I do for you?
Wido : Hold this bulb, please. But be careful. Don't drop it. It's brittle.
Feri : I will.
Wido : Ron, put the bulb on the table and take the new one.
Feri : Where is it?
Wido : Go there. It is on the shelf.
Read the following explanations. Try to understand and make them familiar with the expressions of command and request.

Making and responding to request

<table>
<thead>
<tr>
<th>Requesting</th>
<th>Positive Respond</th>
<th>Negative Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think you could?</td>
<td>Yes, of course</td>
<td>I'm sorry, I can’t.</td>
</tr>
<tr>
<td>Can you help me here?</td>
<td>Certainly</td>
<td>Sorry, I can’t.</td>
</tr>
<tr>
<td>Could you help me please?</td>
<td>All right</td>
<td>I’m sorry, but I have to …..</td>
</tr>
<tr>
<td>Could you make me some tea?</td>
<td>Okay.</td>
<td>I wish I could, but …..</td>
</tr>
<tr>
<td>Can you come here please?</td>
<td>Sure. I’ll be glad to.</td>
<td>I’m afraid I can’t.</td>
</tr>
<tr>
<td>Will you open it, please?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you mind to open the door, please?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making and responding to command and Prohibition

<table>
<thead>
<tr>
<th>Expressing Command</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit down, please!</td>
<td>All right</td>
</tr>
<tr>
<td>Stop talking! The class will begin.</td>
<td>Okay.</td>
</tr>
<tr>
<td>Get your book out!</td>
<td>Sure.</td>
</tr>
<tr>
<td>Stay where you are!</td>
<td></td>
</tr>
<tr>
<td>Turn off the light, please!</td>
<td></td>
</tr>
<tr>
<td>Open the window, please!</td>
<td></td>
</tr>
<tr>
<td>Come to my house at 2 this afternoon!</td>
<td></td>
</tr>
</tbody>
</table>

To make the commands more polite, don’t forget to put the word “please”.

<table>
<thead>
<tr>
<th>Expressing Prohibition</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t smoke!</td>
<td>All right.</td>
</tr>
<tr>
<td>Don’t be careless!</td>
<td>I won’t.</td>
</tr>
<tr>
<td>Don’t say anything to him!</td>
<td>Okay.</td>
</tr>
<tr>
<td>Don’t turn off the TV!</td>
<td>Sure.</td>
</tr>
<tr>
<td>Don’t do it again</td>
<td>Trust me.</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

Talk Some More

Pair Work

A. Work in pairs. Stand up and face your partner. Student A give commands to student B. Student B do the commands. Do it in a turn!
B. Work in pairs! Practice to give requests with your friend based on the situations below!

<table>
<thead>
<tr>
<th>Students A</th>
<th>Students B</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are in the supermarket. You ask your friend to bring the shopping bags. In the parking lot, your friend forgot where he/she puts the car key. Your friend asks you to look for the car key in his/her bag. Finally you found it. Then he/she ask you to open the door.</td>
<td>Your friend asks you to bring the shopping bags. You accept to do it. In the parking lot, you forgot where you put your car key. You ask your friend to look for your car key in your bag. Finally he/she found it. Then you ask your friend to open the door for you.</td>
</tr>
<tr>
<td>You are in Gramedia Book Store. You want to buy a dictionary. You ask the staff to show you where the place of the dictionaries is. You cannot reach the dictionary you want and you ask the staff to take it for you. You say thank you and go to the cashier.</td>
<td>You are a staff of Gramedia book store. You serve your customer as well.</td>
</tr>
</tbody>
</table>

C. Work in pairs! Do the Blind Drawing Game with your partner!

Materials: blindfold, marker, paper

Rules:
Work in pairs. Student A covers his/her eyes using blindfold and sits in the chair. Student B puts marker and paper on the table. Teacher gives a picture to student B. Student B gives command to student A to draw line by line to become a picture. The game is finished when students A have finished drawing the pictures. The winner of the game is a pair who draws the best pictures. Good Luck!
Write what will you say if you in the situations below!

What do you say if........

- You want someone to wait for you in front of the library.

- Advise someone never to open other people’s letter.

- You want someone to be polite.

- You ask your brother to accompany you to book store.

- You ask your friend to take a glass of water.

Reflection
Cross (X) the picture which expresses your feeling related to the following statements!

1. I liked speaking in English
2. I have many chances to speak English
3. I could speak English fluently
4. I liked the situation during the lesson
5. I liked the tasks
6. I didn't have problem with the lesson

The problems that I face during the lesson were:
---------------------------------------------------------------------
---------------------------------------------------------------------
---------------------------------------------------------------------
UNIT

What can I do for you, Sir?

(Offering Things and Helps)
Offering Things and Help

Get Ready

Read and answer these questions individually!

- What is the man in the picture A above going to do?
- What does he say to the woman?
- What does the woman say to the man?
- What does Neo say to Paul?
- What does Paul say?
- Does he receive or refuse the Neo’s offer?

Start Talking

Pair Work

Read the following dialogues and practice them with your partner! Identify the expressions of offering things and helps!

Dialogue 1:
Waiter : Good evening. Can I have your order, please?
Tom : Two seafood fried rice, please.
Waiter : Do you want anything to drink?
Tom : Yes, I’d like a cup of coffee. Do you want any coffee Mona?
Mona : No. Thanks. I’d like a glass of orange juice, please.
Waiter: Two seafood fried rice, a cup of coffee and a glass of orange juice. Is that all?
Tom: Yes, that all.
Waiter: Wait a minutes.

Dialogue 2:
Guest: Excuse me, but can you help me?
Staff: Of course Sir, what can I do for you?
Guest: Someone just stole my purse off my shoulder outside the hotel.
Staff: That’s terrible. Are you OK?
Guest: Yes, just shaken up a bit.
Staff: Why don’t you sit down here and I’ll call the police for you.
Guest: Thank you; I appreciate your help.

Focus In

A. Read the following explanations. Try to understand the expressions.

**How to offer, accept and refuse help?**

<table>
<thead>
<tr>
<th>Offering Help</th>
<th>Accepting Help</th>
<th>Refusing Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I help you, Miss? Can I help you, Madam/Sir? Shall I open the door for you? Is there anything else I can do for you? What can I do for you, Madam? Would you like some help?</td>
<td>Certainly. Yes, sure. I’d like to. I’d love to. Yes, please. That would be very kind of you. If you wouldn’t mind.</td>
<td>No, thank you. No, it’s fine No, it’s okay. No, it’s all right really. It’s okay, I can do it. Thanks, but I ......</td>
</tr>
<tr>
<td>Can I give you a hand? Do you need any help? Need any help? I’ll bring your bag, if you like.</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
How to offer, accept and refuse things?

<table>
<thead>
<tr>
<th>Offering Things</th>
<th>Accepting Things</th>
<th>Refusing Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like a dessert?</td>
<td></td>
<td></td>
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<tr>
<td>Do you want a cup of tea?</td>
<td></td>
<td></td>
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<tr>
<td>Anyone want another coke?</td>
<td></td>
<td></td>
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<tr>
<td>Want some drink?</td>
<td></td>
<td></td>
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<tr>
<td>Would you like to sit?</td>
<td></td>
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<tr>
<td>May I offer you a coffee?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wouldn’t you like to buy my apple?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shall we dance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certainly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, sure.</td>
<td></td>
<td></td>
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<tr>
<td>I’d like to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’d love to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That would be nice</td>
<td></td>
<td></td>
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<tr>
<td>Ok. Sounds great.</td>
<td></td>
<td></td>
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<tr>
<td>No, thank you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thanks, but I ...........</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t mind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank you, but no.</td>
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</tbody>
</table>

Talk Some More

Pair Work

A. Work in pairs! Make dialogues from the situations in the following. Practice them with your partner!

1. You are a shop keeper. A middle age mom wants to buy shoes for her daughter. You help her in choosing the shoes.

2. You are in the library. You see your friend want to take a book in the top of the bookshelves. She cannot take the book. You help her to take the book.

3. You offer Sasa to sit and eat with you in your table. She accept it.

4. You offer your school friend which is also your neighbor to go home together with you by your motorcycle, but she refuses your offer.

5. You offer an ice cream to your little brother. He really loves ice cream.
Group Work

B. Work in a group of 3. By using the pictures below, practice to use the expressions of offering/refusing/accepting things. Pretend that you want to buy the things in the pictures. Do it orally.
Arrange the sentences in the following become an order dialogue.

(   ) Shop keeper: All right. Shall I install the batteries?
(   ) Shop keeper: Okay. Do you want the standard or the scientific one?
(   ) Costumer: Yes, please. My son studies in a Technical high School.
                 He needs a calculator.
(   ) Shop keeper: With pleasure. Here is the manual.
(   ) Costumer: Sure. Do you mind telling me how to operate?
(   ) Shop keeper: Good morning, Sir. Can I help you?
(   ) Costumer: Can I have a scientific one please?

Reflection
Cross (X) the picture which expresses your feeling related to the following statements!

1. I liked speaking in English  

2. I have many chances to speak English  

3. I could speak English fluently  

4. I liked the situation during the lesson  

5. I liked the tasks  

6. I didn't have problem with the lesson  

The problems that I face during the lesson were:
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