A SET OF SPEAKING
INSTRUCTIONAL MATERIALS UTILIZING
PICTURE NARRATING TECHNIQUE FOR THE
FIRST GRADE OF SMP N 2 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

BY
RUDDY FERBIANTO
071214028

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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By
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Approved by

Advisor

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A Sarjana Pendidikan Thesis

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Defended before the Board of Examiners on July 19th, 2012
and Declared Acceptable

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Yogyakarta, July 19th, 2012

Dean of Faculty of Teachers Training and Education
Gadjah Mada University

Rohandi, Ph.D.
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 the references, as a scientific paper should.

Yogyakarta, July 19th, 2012

The writer,

Ruddy Ferbianato
071214028
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A SET OF SPEAKING INSTRUCTIONAL MATERIALS UTILIZING PICTURE NARRATING TECHNIQUE FOR THE FIRST GRADE OF SMPN 2 YOGYAKARTA

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Yogyakarta, 15 Agustus 2012

Ruddy ferbianto
DEDICATION PAGE

"You are never too old to set another goal 
or to dream a new dream"

- Les Brown -

This Sarjana Pendidikan Thesis is dedicated to my beloved parents: Hadi Suroto and Lehwati Jantono.
ABSTRACT


As the global demand, English has become an international language in most life aspects. Being able to speak fluency is the one of people’s dreams when they study English language. Based on the survey done during the PPL process and the questionnaires which were distributed, it was found out that the students in SMPN 2 Yogyakarta got difficulty in speaking skill. After analyzing what made them difficult to improve their speaking skill, the writer concluded that the speaking materials used in SMPN 2 Yogyakarta did not truly facilitated them to speak. Thus, this study aims to find what the most appropriate speaking materials for the first grade of SMPN 2 Yogyakarta is. The writer decided to utilize picture narrating technique due to the power of using pictures on the learning process. It has to be a common secret that picture can stimulate the learners to create their imagination on what the pictures are reflected (Kreeidler, 1971).

This study uses Research and Development technique which adapts some steps from Kemp’s model built by Jerrol E. Kemp, Ed.D. H, (1977). The Kemp’s model is used as the basic foundation for the final product designing. Since this study concerned with the use of picture narrating technique and the speaking skill, the writer employed some theories from many experts about picture narrating and speaking. Through data which were gained on the field, the writer can conclude that the first grade students in SMPN 2 Yogyakarta had high motivation in practicing speaking skill but the English materials were not truly facilitated them to explore more their speaking skill.

After completing those steps, the writer presented a set of instructional speaking materials for the first grade of SMPN 2 Yogyakarta. The materials focused on the language expressions which are used in daily communication. Those language expressions were briefly developed into 4 units. The first unit talked about expressing likes and dislikes, the second unit was about asking for and giving opinion, the third unit talked about asking for and talking about facts and the last unit was asking for clarifications and its responses. Each unit was divided into five sections namely the warming up section, the language expression theory, the grammar section, the picture narrating section, and the last one was the sharing season. The warming up section contains of reading passage to stimulate them to respond while the picture narrating section contains a series of pictures to be narrated. The last section stimulates the students to speak freely. Based on the evaluation, the design materials were generally accepted. The result showed that 100% of the evaluators agreed to the materials and the use of pictures narrating technique were interesting for the learners to improve their speaking skill.

Keywords: instructional materials, speaking, SMPN 2 Yogyakarta, pictures, picture narrating, Kemp’s Model
ABSTRAK


Penulis menemukan materi pembelajaran speaking untuk kelas 7 SMPN 2 Yogyakarta. Materi-materi pembelajaran tersebut memfokuskan terhadap language expression seperti yang digunakan dalam keseharian yang dibuat kedalam 4 unit. Unit pertama menjelaskan tentang expressing likes and dislikes, unit kedua tentang asking for and giving opinion, unit ketiga berbicara tentang asking for and talking about facts, dan unit terakhir menjelaskan tentang asking for clarifications and its responses. Setiap unit dibagi menjadi 5 section yaitu the warming up section, the language expression theory, the grammar section, the picture narrating section, dan yang terakhir adalah the sharing season. Bagian warming up berisi wacana yang menstimulate parasiswa-siswi untuk merespon dan bagian picture narrating berisi rangkaian gambar untuk dinarasikan. Bagian terakhir menstimulate siswa-siswi untuk berbicara dengan bebas. Menurut hasil evaluasi, materi speaking telah memadai. Secara keseluruhan, para evaluator setuju 100%, bahwa materi speaking yang telah dibuat menarik untuk meningkatkan kemampuan para siswa untuk berbicara bahasa Inggris.

Kata kunci: instructional materials, speaking, SMPN 2 Yogyakarta, pictures, picture narrating, Kemp’s Model.
ACKNOWLEDGMENTS

First of all, I dedicate my deepest gratitude to the holy Buddha, for His guidance and blessing to me. He always gives me the hopes when I lose my way. He always lifts me up when I fall down. It seems funny when I always kept asking Him when I could finish in accomplishing this thesis but I did not know how I should finish it when I am concerned with my business. Nothing is impossible for Him. I could finish this thesis, even though it was far from the word ‘perfect’, but I dedicated all my work and passion through His hands.

Two most important persons who have major role for me in accomplishing this thesis are my parents. Without their force, I would keep postponing doing this work. They kept asking when I will use academic gown and has bachelor degree which made me confused and under pressure. I am so proud of having them as my parents.

I am also grateful to have a great advisor for my thesis, Christina Kristiyani, S.Pd., M.Pd. She always reminded me to think about my thesis instead of my business. She is also the one who insisted me to submit the revision on time. I will never forget for all the comments, opinions, suggestions, and advice that really helped me in accomplishing this thesis.

My thankfulness also goes to Christina Lhaksmita Anandari, S.Pd., Ed.M., Adesti Komalasari, S.Pd., M.A, and Surahmi, S.Pd. for their willingness and time in evaluating and giving comments and suggestions on my proposed designed materials. I would also like to say a bunch of thanks to first grade students of
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My sincere thankfulness also belongs to my beloved friends, Rima, Yuyun,Sance,Widi, Eboy, MbakAyu, Gobe, and those who have given me some references, opinions, and suggestions on my work. The special honor goes to Rima who has accompanied me during the hardest time to finish this thesis. We kept reminding one another to submit the revision on time. Even, we had already made promise to go to the prompt night together. I am gladly to attend the graduation party with my best friend; Rima.

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Ruddy Ferbianto
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CHAPTER I

INTRODUCTION

This chapter elaborates the research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Background of the Study

Mastering speaking skill is one of the difficult parts in learning a foreign language. The nature beyond speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Thus, speaking becomes a crucial part of second language learning and teaching because of its complexity. Most of schools include the speaking skill in their curriculum. Despite its importance, teaching speaking has been undervalued since some English language teachers assumed of teaching speaking is complicated and time-consuming (Kressel, 1986). Complicated means there are a lot of aspects which should be measured in teaching speaking.

In junior high school curriculum mainly for grade VII, the speaking portion is briefly comprised into four standard competences in two semesters with the accumulation of time is about 22 meetings within 40 minutes in each meeting. The instructions of those basic competences are to read the dialogue given, make a dialogue to be read in front with the script or without the script, and only answering the teacher questions (Depdiknas, 2006). Based on the observation done by the writer before the design applied, what made the students feel reluctant was to memorize the script or to make certain topic which was bored for them. It
would not be efficient in bringing them up to speak if they did not have willingness too. Besides, there were still some aspects which blocked the students to speak, such as the unsupported speaking atmosphere, the anxious of making mistakes, and the discouraged feeling from their surround.

Today's world requires that the goal of teaching speaking should improve students' communicative skills in which the students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance as cited on *Teaching Speaking: Activities to Promote Speaking in a Second Language* (Hayrie, 2006). As it is seen of what Hayrie defines on his journal, about the goal of teaching speaking, it is clear that the aim of teaching speaking in most of schools including for Junior High School is to make them familiar with the language, in this case is English language, so that they are able to produce the language orally, communicatively, and expressively. The major difference with Senior High School is that in Junior High School, the students are in the primary level of learning advanced English. It is not similar with the English lesson they get in elementary school. The students in junior high school are expected to be more active in speaking independently. In field, what the writer has observed was the students were passive to speak.

To make the students in junior high school willing to speak actively, the materials of teaching speaking should be fun and interesting. Meaning to say, the students should not be burdened by their responsibility to speak but further they should have the willingness to speak themselves. Many aims have been searched by the expert to look for the best ways to promote the student to speak English
freely and expressively. Since they are still in premier level of learning advanced English, they will be more interested in learning if the materials they have to study is also attractive for them. The use of picture in the learning process, according to Kriedler (1971) is one of the solutions since the students in that level are more interested in pictures, color, graphic, and even sounds. (p.1). Nevertheless, there are a lot of teaching aids can be used to teach, such as digital recorder, slide show, movies, or even song. The problem may come out according to the implementation of those teaching aids in the field, for example the disability of the teachers when they should face to use those kinds of teaching aids. Some of them can be expensive enough while some others can be difficult enough for the teacher to implement in classroom.

Furthermore, Kriedler(1971,p.14) explains that the use of pictures has several advantages for both the students and the teachers. Since it can be cheap and easy to be used, the teachers can compile many sources or even draw the pictures themselves. On the students’ side, through the pictures, students can create and develop their speaking ability by making interesting different stories from one another without being afraid of making mistakes. Thus, it will help them to be more active speaker. In accordance with pictures, picture narrating technique is one of the techniques to use picture in teaching. Picture narrating means the students create a story from the pictures to be narrated. A student from University of Nevada; Hayrie Kayie mentiones that picture narrating is based on several sequential pictures (2006, p.25). Thus, students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the
teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. What it should be put under concern is not how perfect they speak but how they feel enjoyable in narrating their story. In extend with Hayrie Kayi, Quoc Dan (http://www.britishcouncil.org) states that using picture story will make the students feel interested when they learn. Besides, it also can be used to train others skill.

In relation to picture narrating technique, the storytelling is used as the way to retelling the story which has been made by the students. Through storytelling, the students are free to express their ideas and style. Storytelling is the best way to deliver people’s ideas by using the language. Thus, the students can use the language and gestures as creative as possible so that the message or the story can be delivered into the listeners. As professional storyteller, Helen Forest (2007, XIII) points out that the advantages of storytelling is to encourage students to explore expressiveness and heighten a students’ ability to communicate thoughts and feeling in an articulate, lucid manner (p.8).

Indeed, according to Hamilton,1971, students can speak their own story to others, and directly reflect fundamental structures of their minds. It is important to support the development of speaking skill since the students can learn the structures of their language and how to share their story or their idea one another. Besides, it is integrated with other three skills, since through storytelling, speaking cannot stand alone. Added by Hayriye Kayi, 2006, storytelling can foster creative thinking. In addition, he said that it can help students express their ideas in format of beginning, development, and ending (p.31).
The students from SMPN 2 are chosen as the representative to gain the data that the writer needed. Based on the survey which had done before making the design, the students were difficult to speak English fluently since they tended to be passive students. What made them being reluctant to speak was because they were shy and afraid of making mistake. Mostly, the students only used their English textbook and followed what the English textbook instructed. As the result, it lacks of enjoyable atmosphere which is the most important basic to create the willingness of the speaker to speak. Considering the facts, the teachers have to teach English as interesting as possible. The learning should be emphasized into students’ willingness to speak. How to make them eager to speak is through interesting activity which able to facilitate their creativity and imagination. The key is how to make the students are eager to speak without being asked but they are interested in involving during the conversation.

B. Problem Formulation

Based on the research background discussed above, there are one problem should be discussed. The problem is “what is the suitable design of a set of instructional speaking materials using a series of picture through picture narrating technique for Junior High School State 2 Students Grade VII?”

C. Problem Limitation

In this study, the writer designed a set of instructional speaking materials using a series of pictures for Junior High School State 2 Students Grade VII focusing on language expressions based on the curriculum. The writer chose language expressions as the main focus in building up the materials; expressing
likes and dislikes, asking for and giving opinions, asking about and talk about facts, and asking for clarifications. Here, the writer concerns with the use of dialogue to narrate the pictures.

Picture narrating technique is applied in the design by utilizing some pictures. It means that pictures are the main teaching aid in facilitating the students to speak. While, storytelling is the main technique to implement as the aim of delivering or sharing what the students have been done with the pictures.

D. Objective of the Study

The objective of the study is to find out the ideal design of a set of instructional speaking materials by using a series of pictures through picture narrating.

E. Benefits of the Study

This study is designing a set of instructional speaking materials through picture narrating technique for SMPN 2 grade VII students. Through this study, it is expected to be beneficial for some parties, such as the SMPN 2 Yogyakarta, the students of SMPN 2 Yogyakarta, the teachers, and further researchers.

1. SMP N 2 Yogyakarta

As one of the reputable junior high schools in Yogyakarta, this study can improve the quality of English speaking materials. As the outcome of learning a language, speaking is the last skill to be acquired. To achieve the goal of SMPN 2 Yogyakarta as an international school, the improvement of English materials which concerns in speaking is needed.
2. For the Junior High School State 2 students

This study would help them to improve their speaking skill based on their creativity in developing the story and retelling the story through a series of picture. The basic aim of this study is to motivate them to learn English especially to speak in a fun way.

3. For the English teachers, developers, and those who are concerned with the idea of using a series of picture to improve the speaking skill for Junior High School students through picture narrating

Hopefully, this study can give an illustration and the example of the speaking materials using a series of pictures which utilizes picture narrating technique which can be implemented in general classroom activities. The writer do hope, in the future, the teachers, developers, and those who are concerned with this study will be able to develop their own teaching materials by using pictures.

F. Definition of the Terms

1. Picture

Picture can be described as painting, drawing, sketch, map, or diagram showing what something or someone looks like. Moreover, picture is one of the teaching aids which consist of colorful painting which can be seen not heard (Haas, 1964:X1). In this study, the pictures which are used are the sequential of pictures in where one another are connected to create a story. Officially, it is claimed as picture story which consists chiefly or wholly of pictures. In this design, the pictures used are definitely without text. The students have to develop the story through those pictures.
2. Instructional Materials

Based on http://www.planning.leon.k12.fl.us/Policies/411.htm, an instructional materials is items that are designed to serve as a major tool for assisting in the instruction of a subject or course. These items may be available in bound, unbound, kit or package form and may consist of hard backed or soft backed textbooks, consumables, learning laboratories, slides, films and filmstrips, recordings, manipulative, electronic media (instructional computer programs, online services, laser discs, CD-ROM, etc.) and other commonly accepted instructional tools.

In this study, instructional materials are defined as instruction which contains the materials for teaching, in this case is speaking, in the classroom learning. The contents are a set of steps how to teach a specific skill through a series of materials and exercises.

3. Picture Narrating

Hayrie Kayi,(2006), mentioned that picture narrating is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. Picture Narrating can be done thorough storytelling. The students can also create their own story to tell their classmates. Besides, through story, the they can develop their language ability and appreciating literature. (Aiex, 1988; Cooper, 1989; Koki, 1998; Zobairi & Gulley, 1989). Moreover, Wright, 1995, wrote that stories which rely so much on words, offer a major and constant source
of language experience for the children. In this study, picture narrating is a learning technique which is used a series of pictures for the students to stimulate them to speak. Through those pictures, the students have to build and develop the story according to their imagination based on the theme given by the teacher. The story which has been made is narrated in front of the class through storytelling.

4. Storytelling

Mallan, 1991:5, defines storytelling as one of the basic ways of sharing knowledge, of making sense of experiences, and of seeing oneself in relation to others by using language and gesture in colorful ways to create scenes in a sequence. In this study, storytelling means the technical way used for delivering a story which has been made by the students from the series of pictures in front of the group or the class. Thus, the students make a story based a sequence of pictures given by the teacher. The students have to pay attention to the criteria in making the story such as the coherence of each idea, the appropriate of diction, the appropriate of grammar, and so on.

5. Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). As the speaker, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variation of pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. Besides, speaking is seen as meaningful interaction between people (Luoma, 2004). In this study, the speaking skill which
is assessed is the fluency of the students in retelling theirs story to others, the coherence between one story of one picture to others story of others picture, and the creativity of the students in retelling the story.
CHAPTER II
REVIEW OF LITERATURE

This chapter discusses related theories that are used as the basis of designing a set of English instructional materials. There are two major sections in this chapter, namely theoretical description and theoretical framework. There are five topics discussed in the theoretical description. They are System Approach Model, teaching speaking skill, picture narrating, and storytelling. Moreover, on the theoretical framework provides the reason why the researcher used those theories in this study.

A. Theoretical Description

Under theoretical description, some theories are elaborated in detail in order to be used in this study. Those theories are as basic knowledge for the researcher to design the set of instructional speaking material using picture narrating technique for SMPN 2 Yogyakarta.

1. Instructional Design

There are a lot of theories which underline the instructional design and it can be employed for developing material. Instructional design refers to the entire process of analysis of learning needs and goals and the development of a delivery system to meet the needs; includes development of instructional materials and activities; and tryout and revision of all instruction and learner assessment activities (Briggs, 1977: xx). Recently, a newest widely used model of educational
research and development is the system approach model designed by proposed by Jerrol E. Kemp, Ed.D. H called as Kemp’s model. This model follows the system approach in where the goal and evaluation are used for adjustment and improvement.

Kemp’s desire is to supply answers to three questions which may be considered the essential elements of instructional technology (Kemp, 1977:8). They are as follows.

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

In order to fulfill those three questions, Kemp’s model consists of eight parts, they are as follows.

1. Considering goals, listing the topics, and stating the general purposes

All educational programs are based on broadly stated goals which may be derived from society, students, and subject areas. Statements of goals should recognize changes in learner’s needs and interests. After recognizing the goals, the major topics should be treated within the content area. Finally, each general purpose should be stated to obtain objectives that will serve as the specific learning outcomes.

2. Identifying the learner’s characteristics

A successful learning program is the learning which concern with the learners; both the characteristics and the needs. There are two major
characteristics to define the learners, namely academic factors and social factors. Academic factor refers to the factors which concern to the academic background of the learners, such as level of intelligence, study habits, motivation, and so on. On the other side, social factors concern with the age, maturity, socioeconomic situation, and others. The learning condition and learning style should be taken into account when planning, as well.

3. Specifying the learning objectives

Writing objectives is a developmental activity that requires refinements, changes, and additions as the writer develops subsequent planning steps. The learning objectives should be stated clearly in order to promote the learning itself. Learning requires active effort by the learner. Thus, all objectives must be stated in terms of activities that will best promote learning.

There are three categories of objectives, namely cognitive, psychomotor, and affective. The first one is the cognitive domain which refers to the objectives concerning knowledge or information, and thinking-naming, recognizing, predicting, and others. Bloom, 1956, in his book “Cognitive Domain, Taxonomy of Educational Objectives” states the taxonomy for the cognitive domain. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. The second category is psychomotor domain which concerns on the skills requiring use and coordination of skeletal muscles. The last category is affective domain which involves objectives concerning attitude, appreciation, and others.
4. Listing the subject content

Subject content in the context of instructional design is something which comprises the selection and organization of the specific knowledge, skills, and attitudinal factors of any topics (Kemp, 1977:44). The content, in turn, must closely relate to the objectives and the learner’s needs.

5. Developing pre-assessment

The use of pre-assessment is to plan learning activities for which the learners are prepared and at the same time to ensure that learners do not waste their time on thing they already know.

6. Selecting teaching-learning activities and resources

In this step, the researcher should determine the most efficient and effective technique then select materials to provide experiences that will utilize the content associated with each objective.

7. Specifying support services for implementing activities and producing materials

There are many interrelated elements in any instructional situation and each needs careful consideration during the planning step (Kemp,1977:85). Those are budget, facilities, equipment, and time and schedules. The designer should prepare everything in fixed so that the intended goals which be achieved appropriately in time and result.

8. Evaluating students’ learning in terms of their accomplishment of objectives

The objectives indicate what the evaluation should be. There are two kinds of evaluations, namely formative evaluation and summative evaluation. The first
one is used to know how well the program serves its objectives and it takes place
during the development and tryout. The second one is the careful analysis of the
results of a program when it is in full use. It concerns with the degree of students;
final achievement of the objectives.

The eight parts of Kemp’s model comprise a flexible process. There is
interdependence among them. It is the planners’ choice to start wherever he/she
wants to start and move back and forth to the other steps (Kemp, 1977:9). The
model of Kemp’s instructional design can be seen in figure 2.1 below.

![Diagram of Kemp's Instructional Design]

**Figure 2.1. The Kemp’s Instructional Design**

2. Communicative Language Teaching

Being actively speak requires cooperation between two parties; both from
the teacher and students. The willingness to speak of English have to be
accustomed as a habit, however, most of the students are ashamed of speak English not because they cannot but they are afraid of making mistakes. Besides, there is no facilitation to support the habit of speaking. The atmosphere in classroom learning is one of the biggest factors which can directly affect the willingness of the students to speak. The more the atmosphere is not enjoyable, the more the students are afraid of. Consequently, they do not usually use English in their conversation so that they lack of practice.

In short, being able to communicate required more than linguistic competence; it required communicative competence (Hymes 1971)-knowing when and how to say what to whom. Creating such good atmosphere to facilitate the habit of speaking needs communicative approach which is implemented through Communicative Language Teaching is the goal of communicative competence.

2.1. Theory of Language

The communicative Approach in language teaching sees the language as communication. That is why, the goal of language teaching is to develop “communicative competence”. Richards and Rodgers (1986:71) state that the first characteristic of the communicative views of language is language is a system for the expression of meaning. Besides, the primary function of language is for interaction while the communication is in the second one. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning. Meaning to say, communication is a
process; knowledge of the form of language is insufficient. (Larsen and Freeman, 2000:128)

2.2. Theory of Learning

The most obvious characteristic of CLT is that almost everything that is done with a communicative intent. The students use the language a great deal through communicative activities such as games, role plays, and picture strip story. According to Morrow (in Johnson and Morrow, 1981), a truly communication has three features in common, namely information gap, choice, and feedback.

An information gap exists when one person in an exchange knows something the other person does not. In communication, the speaker has a choice of what he/she will say and how he/she will say it. Last, a true communication is purposeful through evaluating whether or not the speaker’s purpose has been achieved based upon the information she receives from the listeners.

2.3. Types of Learning and Teaching Activities

Littlewood (1981:85) describes two types of communicative activity. They are as follows.

2.3.1. Pre-communicative activities

The pre-communicative activities are the activities in which the learners are being trained in the part-skills of communication rather than practicing the total skill to be acquired. Furthermore, Littlewood (1981:89) states that the aim of pre-communicative activities is to give learners fluent control over linguistic forms
with the main criterion for success, whether the learners produce acceptable language.

2.3.2. Communicative activities

There are two main categories in communicative activities proposed by Littlewood (1981:20, namely functional communication activities and social interaction activities. The first one aims to make the learners perform a task by communicating the best the learners can with some resources that the learners has prepared. While the second one make the learners are aware of to pay greater attention of the social context where the interaction takes place. Thus, it can be implemented through several types of activities, such as questions and answers, dialogues, role-plays, and picture strip story.

2.4. Learners’ Roles

Learners are the center in the communicative. Thus, they are, above all, communicators. They are actively engaged in negotiating meaning. Thus, the learners should be active in gaining information and making themselves understood. (Larsen, 2000: 129).

2.5. Teachers’ Role

In Communicative Language Teaching, teacher’s role is less dominant than the learners’ role. However, as stated on Breen and Candlin (1980:99), as quoted by Richards and Rodgers (1986: 77), the teacher has two main roles. The first one is as facilitator and the second one is as an independent participant. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering the
students’ questions and monitoring their performance. At other times, the teacher might be a ‘co-communicator’ engaging in the communicative activity along with the students (Larsen, 2000:129).

2.6. Types of Communicative Activities

The range of exercises type and activities compatible with the communicative approach is unlimited. One for sure, the classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. Pattison as quoted in Nunan (1989:68) describes the types of activities that are all designed to support the habit of speaking.

2.6.1. Questions and Answers

These activities are based on the notion of creating an information gap by letting learners make a personal and secrete choice from a list of language items which all fit into a given frame.

2.6.2. Dialogues and role plays

If the learners are given some choices of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than they are told to simply repeat a given dialogue in pairs.

2.6.3. Matching activities

The aim is to make the learners recognize matching items. This kind of activity can foster students to have critical and quick thinking.
2.6.4. Communication strategies

These activities are to encourage the learner to practice communication strategies such as paraphrasing, or using gestures.

2.6.5. Pictures and pictures strip stories

Through pictures and pictures strip stories can stimulate the learners in communicating with others since they can express their idea expressively.

2.6.6. Puzzles and Problems

These require learners to make guesses, draw on their general knowledge and personal experience, use their imagination, and test their power of logical reasoning.

2.6.7 Readings

Selected readings have great potential for stimulating conversation, because once students are exposed to a given reading, they have new information that can be used as a departure point for discussion.

2.6.8. Situation practice

In order to participate in real communication someone must be able to ask and answer question. The teacher creates a situation and then ask the students what they would do if the find themselves in those circumstances.

3. The School-Based Curriculum (KTSP)

The education curriculum in Indonesia has experienced change several times based on the government policy to renew and modify the Education curriculum every ten years. Such of changes needed is as the aims to have better education in Indonesia. Ranging from one past decade, there was two times of
changes in Indonesia’s curriculum; Competency Based Curriculum into School-Based Curriculum Development.

Curriculum, in school context “referring to the whole body of knowledge that children acquire in school” (Richard 2001:39), is influenced by the development of paradigm of philosophy (Zais 1976), needs and situational analysis (Richard 2001) and also ‘Global Mega trend’ (Pezzoli & Howe 2001).

Therefore the changing of curriculum, followed by the development of syllabus as of means selecting, organizing, assessing content (Brown cited by Sundayana 2004) and goal of curriculum activities in the classroom context (Huda, 1999) holds crucial issues in education.

3.1. The Nature of English Language in School-Based Curriculum

English, as stated in standard of content (PERMENDIKNAS No. 22, 2006), is learned at elementary two hours in a week (as Mulok for class IV, V and VI), at junior and senior high school four hours in a week except for language program in SMA – five hours in a week. Moreover, the standard competence of graduate of English (PERMEN No. 23, 2006) for each level is communicative competence in the form of spoken of language accompanying action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school and in the form of spoken and written for achieving informational literacy level for senior high school. It is clear stated that the main focus on learning English in Indonesia since the School-Based Curriculum applied is to improve the communication ability. (Disdakmen 2007)
3.2. The Characteristics of School-Based Curriculum

Based on Susilo (2007:11) as cited by Anisa in her research paper “A Study on Obstructions Faced By English Teachers In Implementing The School Level-Based Curriculum In Junior High School at Jogorogo of Ngawi Regency”, there are several characteristics that are differ from the latest curriculum, Competency Based Curriculum. There are as follows.

1. Give the basic knowledge, skill, and the learning experiences, skill, and the learning experiences that build a social integrity and also cultivate and realize the national characteristic.

2. Give wider autonomy for each school to develop their own curriculum by taking into account the potentials of the school and the surrounding region in order to increase the quality and efficiency of education.

3. Give chance to headmaster, teachers, and learners to do improvisation in the school, related with the curriculum problem, teaching and learning, and managerial that raise from the activity, creativity, and professionalism that they have.

4. Speaking Skill

There are four basic skills in a language which should be mastered by second language learners. Those four basic skills are divided into two types, namely productive and receptive skills. Reading and listening are receptive skills while writing and speaking are productive skills.

Since speaking as productive skill, it requires deep understanding of the language itself. The existing knowledge in the mind of the learners is used to
produce that language in order to communicate and interact with others. Nowadays, speaking becomes an important aspect in every language learning as a mean of communication. Teacher needs to understand then elaborate certain strategies to encourage the students to be active in producing the language. Teaching speaking becomes a major concern in every study of language including how to assess the learners whether they have accomplished their speaking competence or not.

4.1 Speaking as Oral Communication

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language. As one of the four basic skills in mastering the language, speaking is seen as an integral part of people’s daily lives. Seeing from the linguistic description of spoken language, speaking is described as an interaction and social and situation-based activity. According to Luoma (2004:12) a major difference among two kinds of language is that oral language consists of idea units, which are shorter in phrases and clauses compared to written language. The most noticeable is that speaking is meant to deliver the information or the idea of the speaker to the listener. Bygate (1987:40) suggest that oral interactions can be characterized in term of routines, which are conventional ways (and therefore predictable) of presenting information which can either focus on information or interaction. Thus, a further feature of oral interaction is that the participants need constantly to negotiate meaning, and generally manage the interaction in term of who is to say what, to whom, when, and about what.
According to James Ward an oral-skills lesson should have three divisions, namely contextualization, drill, and communication (1981:10)

1. Contextualization

It refers to who involved in the context and how their physical appearance, emotion, feeling, and action are. The purpose of language patterns above will help the learners to be more familiar with the topic (1981:10). Thus, it can be used to encourage, motivate, and arouse the learners’ interest in the topic which leads them to be active participants in speaking class.

2. Drill

The purpose of doing any drill is to provide information gap for the learners about what the information conveyed through the context (Xiao Xing Liao, 2001:40). There are several types of communication drill, such as practical situation, guessing game, and true answer.

3. Communication

The core of learning language is to use the language in real communication outside the classroom. Further, based on Xiao Qing Liao (2001:38), the purpose of learning language is to speak the target language appropriately on social situation. It means that the learners have to be able to use the target language to interact with others in real situation. The target language can be learned fast if the learners practice the language regularly in a real surround. In here, the community takes the major concern in supporting the learners in acquiring and mastering the language.
When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. Luoma (2004:10) says

As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, variation in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying.

Thus, in speaking, there are several items should be paid attention like what have described above. However, there are still some other features which underlie the speaking as an oral language.

1. Spoken Grammar

Speaking skill applies its own grammar which is called as spoken grammar. The grammar in oral language is simpler than that of the written language. It is said simpler than written language because the speakers are trying to communicative ideas that listeners need to comprehend in real time. (Luoma, 2004:12)

2. Spoken words

To make the oral language easy to be delivered is the choice of the words used by the speaker. Often, in assessing the speaking skill, the assessor includes the rating of vocabulary use. The purpose is to know how far the speaker’s richness of the lexicon uses. Thus, well-chosen phrases can also make descriptions or stories vivid.

However, the very ‘simple’ and ‘ordinary’ words are also very common in normal spoken discourse and using these naturally in speech is likewise a marker of highly advanced speaking skill (Luoma, 2004:16). Besides, in spoken language,
there are words which are used to make the topic being talked about clear. Those words are called as generic words. There are also some words, phrases, and strategies for creating time to speak which sometimes called filler or hesitation markers, such as the expressions of ah, you see, kind of, sort of, and you know. (Luoma, 2004:18).

3. Slips and errors

Normal speech contains a fair number of slips and errors such as mispronounced words, mixed sounds, and wrong words due to inattention. The speakers’ slips and errors can signal lack of knowledge (Luoma, 2004:19).

5. Picture Narrating

Along the application of this teaching technique, pictures are the main teaching aid used during the learning process. Many experts such as Marie Ernestova and Krecidler suggest using picture in teaching foreign language. The reason beyond using picture as one of the teaching aid is that picture gives better visual for the learners so that they will pay attention to the learning process because it is interesting and fun. There are many techniques of using picture as media aid to teach. One of them is picture narrating which based on the storytelling. There are some important points in picture narrating as one of the technique to teach foreign language.

5.1 The Essence of Picture Narrating

There are so many activities to promote speaking by using visual aids. One of them is picture. Haas (1964:XI) states that visual aid is any instructional devise
that can be seen, but not heard. Using picture to teach speaking can be very useful since picture can attract the attention of the learners. As in young learner, the concept of using picture for the Junior High School is the same that is to stimulate the way of thinking through colorful and interesting visual aid so that the learners can understand visual explanation or instruction easily. Based on that reason, many books for children contain interesting and beautiful illustration. Marie Ernestova (1981: 278) explains further that the students will understand and retain the meaning of a word better when they have seen some object associated with it.

Language teacher must collect all kinds of pictures to create real situation in teaching language for communication. Nowadays, books like comics can easily get attention from the readers since comic are interesting. In the comic, there are many series of pictures and its series contain the story. The concept of comic is brought through the technique of speaking, nowadays that is picture narrating. This technique is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric.

5.2 The Elements of Picture Narrating

There are two major elements in picture narrating technique; picture and story. Those two elements cannot be separated. What makes it different with comic or even picture describing is the learners have to make their own story based on the series of picture. It provides many opportunities for the learners to express their creativity in making their own story.
5.2.1. Picture

Emundo (1988: 28) says that pictures give students of English as a foreign language an opportunity to practice the language in real contexts or situations in which they can use it to communicate their ideas. Supported by many experts, such as Kreidler, Heinich, and Haas, picture give many advantages.

a. Picture can be used at all from beginner to advance in most subject areas (heinich, 1982: 85)

b. Pictures will take the teaching process successfully if they are used effectively. (Haas, 1982: 84)

c. Pictures can represent situation which would be impossible to create in any other way. It can lead the learners to imagine what actually happens in the picture is. (Kreeidler)

d. Picture can make the classroom learning livelier. (Kreeidler)

According to Mary Finnocchiaro in English as a Second Foreign Language (1989: 137) there are three kinds of pictures, namely individual person or object, situational picture, and a series of picture.

a. Individual person or object

This type of picture depicts a single person or object. It can be used to introduce new vocabulary items. There are many activities which can be derived from this kind of picture, for example guessing or describing game.

b. Situational picture

Situational picture is picture of people engaged in activities presenting the relationship between individual and objects (1989:137). Furthermore, Szyke
(1981:45) adds that situational pictures can be used to introduce, practice, or review grammatical structures, from the simplest to the complex one.

c. Series of picture

Commonly, a series of pictures consists of integrated picture one another. Those pictures are arranged based on certain categories until they make story line.

5.2.2 Story

The second element that should exist in picture narrating is story. Those series of picture create story based on its imagination of the readers. The concept of using story to promote speaking is based on the significant role in children’s growth. Stories not only help in stimulating children’s imagination and understanding of the world, but also in developing children’s language ability and appreciating literature (Aiex, 1988; Cooper, 1989; Koki, 1998; Zobairi & Gulley, 1989). It is just as Wright wrote, “Stories which rely so much on words, offer a major and constant source of language experience for children” (Wright, 1995).

The primary reason to recommend storytelling to be used speaking classroom is that stories are motivating and immensely interesting, can best attract listeners and promote communication. “The excitement and drama of storytelling provide a context that holds students’ attention.” (Cooter, 1991; Bla, 1998). It means that story is an effective way for the teacher to teach speaking because through story, the learners will be encouraged to speak. The story which is made by them will be more exciting because it is based on their own idea. Colon-vila (1997) also commented that story helps EFL learners become more self-confident to express themselves spontaneously and creatively.
5.3 The Role of Picture Narrating in Teaching Learning Activities

According to Qouc Dan, picture narrating is proposed in teaching speaking in the beginning level in order to make the students feel interested when they learn. The more familiar is the learners to tell the story, the better is the learners to master speaking skill. Teacher should pay attention to some points in using picture narrating technique. It concerns to what aspect that the learner should acquire. Thus, it covers the accuracy of the learners in retelling the story, the coherence of the story within its picture, the way to deliver the story, and the fluency in retelling the story.

Retelling a story is one of the ways to use picture narrating technique. Gonzales (1998:14) says that the narrating genre is chosen because of its simple language, transmission of values, and entertainment value. At least, there are two major reasons why storytelling technique used in picture narrating are beneficial (Skelton, 1984: 9).

a. It gives the learners the opportunity to discover themselves that they have the facility to do this. It means that the learners are given the chances to use the language within the context. By showing the students that they are able to say something, no matter how simple it may be, it can arise the awareness in them that they may able to use the language.

b. The essence of retelling story is to provide a mixture control and freedom. The word ‘freedom’ refers to the two things namely story content, that is what is said, and linguistic form, that is how it is said. The aim is to show them their capability
of using language, English, expressively. This may overcome their anxiety in making mistakes since the focus is not on the grammar rules but on the meaning.

6. Storytelling

Storytelling is one of the most basic ways of sharing knowledge, of making sense of experiences, and seeing oneself in relation to others by using language and gesture in colorful ways to create scene in a sequence. It is a common techniques used to retelling a story or something from the speaker to the intended audience. There are many features involved in storytelling.

6.1 The nature of Storytelling

One of the ways in sharing the story or narratives is through storytelling as a means of entertainment, education, cultural preservation, and in order to instill moral values (Jurgen, 1997: 45). Storytelling has become a traditional way in which is used to convey of events in words, images, and sounds often by improvisation or embellishment. Further, Mallan (1991:5) defines storytelling most simply as using oral language in social context to relate something heard, read, witnessed, dreamt, or experienced. What makes storytelling special is the interaction between teller and audience. Through storytelling, the interaction will be livelier than story reading since the storyteller’s face, voice, body, and personality help to convey meaning and mood. That is why the earliest form of storytelling were thought to have been primarily oral combined with gestures and expressions. Other advantages are the freedom to use the language and movement
and the chance of storytellers to learn not only with the language of the story, but also its structures.

6.2 The Aspect of Story Presentation

There are some aspects should be paid attention by the storytellers. Mallan (1991:53) talks about three important aspects.

6.2.1. The story

There are 4 points should be considered to make a good story

a. The interest of the story

In order to attract the audience, the story should be interesting both for the teller and the audience. It means that the teller should acquire the story as good as possible so that the audience can easily to understand the story. In choosing the story, the teller should consider the oldness of the story such as is it a well-known story or is it a new story?

b. The appropriateness of the story

The teller just wastes the time if no audience understands what the story is. It can possibly happen when the story is too difficult to be understood because of the level of the audience. Besides, the age of the audience, for example when the teller should face the children, also affects what the story should be.

c. The meaning of the story

The storyteller needs to consider whether the story really makes sense to the audience’s interpretation. Retelling the story is not an easy job. It means that the message or the purpose of the story should be delivered appropriately to the
audience. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.

d. The Length

The success in storytelling is the level of audiences’ enthusiasm in following the story. The storyteller should be smart enough to analyze the audience so that the storyteller can choose to use either short or long story.

6.2.2. Story Structure

A good story should have 3 basic structures, namely beginning, middle, and end. Those three basic structures are used as an organizational framework of the story as explained in Mallan (1991:55).

a. Beginning

Commonly, in the beginning, the story should contain at least 5W, such as who, where, when, why, what. Who is the introduction of the character, where and when the introductions of the setting are applied in the story, while what and why the introductions of the problems or conflicts of the story are.

b. Middle

In a story, it can contain several problems and resolution of the problems. The storyteller should maintain the plot sequences within the story and keep it in the right order so that the audience can follow the story easily.

c. End

The audience will have a good impression toward the story if the story has a good ending. In the last part, a story usually has a moral values and conclusion of the story.
B. Theoretical Framework

This part discusses the underlining theories to design and develop the new educational product of speaking material by using picture narrating technique for SMPN 2 Yogyakarta. The writer uses four basics theories as the guidance in developing the educational product and those are related. First, the writer implements Kemp’s model into the process in making the design because Kemp’s model gives the writer step by step how to design the product. The writer elaborates Kemp’s model (1977) based on the field. It means that the writer adapts those steps into the writer’s design speaking materials.

The writer omits the fifth step which is pre-assessment. Pre-assessment had been done by the writer on the PPL process before the writer designed the speaking materials. Meanwhile, the last two steps of Kemp’s model which are support services and evaluation, the writer does not implement those steps. In making the design, the writer adjusts with the time allocation based on the curriculum. Thus, the writer needs the school-based curriculum for junior high school of the first grade.

In developing the speaking instructional materials, the writer uses the theory about what speaking skill is in order to have underlining theory of what good speaking materials will be. Moreover, the theory of picture narrating technique; proposed by Emundo and Gonzales, (2010), and storytelling; proposed by Wright (1995), are the important ones since the concern of the design uses picture narrating technique through storytelling. Since picture narrating is a new technique for the writer, the theories are needed as the guidelines for developing
the design including some considerations related with the speaking material especially when it deals with the pictures used mainly in the design. The use of storytelling theories in this study is to give knowledge to the writer on how the design should be implemented in the real classroom learning since it deals with storytelling. The theory of storytelling will be used as the guidelines to write the instruction on how the design should be implemented and to build the story on the materials.

As the basic approach for building the new educational product, the writer underlies some theories from Communicative Language Teaching by Campbell (2001). Since the purpose of this new educational product is to improve the speaking skill which concern on the communication activity, the Communicative Language Teaching is important as the guided for the writer. Like what Hymes,(1971), said that being able to communicate required more than linguistic competence; it required communicative competence)-knowing when and how to say what to whom.
CHAPTER III

METHODOLOGY

This chapter presents detailed information about the method used to accomplish this study. In accordance with technique, this chapter is divided into six sections, namely: research technique, research participant, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Technique

Referred to the problem formulation as stated in the chapter one which is to find out the ideal or appropriate design of speaking material using picture through picture narrating for Junior High School grade VII SMPN 2 Yogyakarta, the writer applies Research and Development (R&D) technique because this research is aimed to develop and validate of educational product which, in this study, is a set of instructional speaking material for Junior High School. (Borg and Gall. 1983: 772-777).

In developing the instructional speaking material, the writer adapts the Kemp’s model. There are some changes based on several considerations which happened on the field. The changes are needed due to the important of developing a good instructional speaking material. In this study, the fifth step of Kemp’s model which is developing pre-assessment is not used. The writer had done the PPL process before the writer conducted the research. Thus, the writer has already
known how good the students’ speaking ability is. Meanwhile, the writer does not conduct the evaluation since the writer does not implement the design. However, a set of instructional speaking material that the writer had designed is evaluated by two PBI lecturers and an English teacher from SMPN 2 Yogyakarta.

1. Considering Goals, Listing the Topics, and Stating the General Purposes

To consider the goal of the study, the writer has to conduct a survey in order to know what the students of the first grade in SMPN 2 Yogyakarta need. The survey had done through the PPL process. Through the data by distributing the questionnaires and field notes, the writer can list the topics based on the students’ needs. Meanwhile, the general purposes are stated to support this study in accomplishing the goal.

2. Identifying Learners’ Characteristics

Each learner has different characteristics. The writer should know in common how the students of the first grade in SMPN 2 Yogyakarta learn. Through a survey during PPL process, the writer can briefly summarized the learners’ characteristics. It is needed as the consideration on what a good speaking material will be for them.

3. Specifying the learning objectives

To accomplish the goal, the writer has to set up the appropriate learning objectives in order to promote the learning itself. In defining the learning objectives, the writer should focus on what the best activities can be used to. Specifying the learning objectives will help the writer to develop the speaking material in accordance with the topic and the general purposes.
4. Listing the subject contents

In listing the subject content, the writer refers to the result of the questioners which had been distributed in order to know what the students need. Since this study focuses on developing a speaking material, the subject contents should concern on speaking skill.

5. Selecting teaching-learning activities and resources

To determine what the most efficient and effective technique and activities are in order to achieve the goal which is to improve the student’s speaking ability, the writer has to analyze on what the students’ needs. This study, the writer uses picture narrating technique as the main technique in developing the instructional speaking materials.

Underlined by picture narrating techniques, the most activities used in the design should utilize the pictures as the teaching aid. Meanwhile, the writer combines games, mini role play, discussion, and storytelling in the activities to support the picture narrating techniques.

6. Gaining evaluation of the design

It is the last step which the writer adapts and adjusts from Kemp’s model. This step, the writer has to gain the evaluation and feedback from the evaluators on the proposed design of speaking materials. The writer has to as the evaluation and feedback from PBI Lecturers and English teacher. It is important to gain the evaluation and feedback in order to have final version of the best speaking instructional material.
B. Research Participants

The participants who are employed in this study were Junior High School Students grade VII class A and D. The writer chooses those classes as the purposive sampling from all grade VII students (Ary et al, 2002:169). The consideration why the writer needs two classes is because grade VII is taught by two English teachers which are divided into three classes for each teacher. The use of purposive sampling would make this study run effectively related to the limited budget, personnel and time of the writer.

The grade VII is chosen as the representative because the writer assumed that, in that kind of grade, the students are supposed to master the English Language better than are in Elementary Level. Furthermore, the English lesson in Junior School, of course, is more advance so that the students need to concentrate enough in learning the English.

Thus, the writer focuses on carrying out the VII grade students of Junior High School because the writer aims to build an interest of learning English for them especially for speaking skill. The writer wants to that they will have good impression in speaking English so it will help them to develop the speaking habit well. Another reason why the writer chooses the Junior High School students is because in that level, the students still want to learn something with fun and enjoyable.

Beside, in this study, there are two other different participants involved. They are classified into the group below.
1. The participants in the research and information gathering step ( Pre-Design Step)

The purpose of this step is to collect the information needed to design the new educational product. In order to make the ideal design of the product, the writer has to analyze the learning process which usually occurs in the classroom. In this step, the writer chooses the English teachers who are in charge in teaching English as the participant to collect the information needed. Further, the need analysis for developing the design is collected from the students from grade VII class A and D. The writer aims to get the information from them such as their interest in learning English especially for speaking skill, their problems which might be encountered in speaking English, and their suggestion of how the English learning especially for speaking should be conducted.

**Table 3.1 The Description of the First Participants for Research and Information Gathering Step**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Number of Students</td>
<td>39</td>
<td>21</td>
</tr>
</tbody>
</table>

Besides, the information is also gained from the English Teacher of SMPN 2 Yogyakarta. The need of interviewing the English teacher is order to know what exactly the first grade students of SMPN 2 Yogyakarta are needed.
Table 3.2. The Description of the Second Participant for Research and Information Gathering Step

<table>
<thead>
<tr>
<th>Participant</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>S1</td>
</tr>
<tr>
<td>Teacher</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

2. The participants in the post-design stage

The purpose is to obtain the feedback and the evaluation for the designing learning activities which have compiled and proposed by the writer. The participation of the English school teacher from SMPN 2 Yogyakarta and the PBI lecturers are needed as the feedback and the evaluation from the experts.

The need in having the feedback and the evaluation from the English school teacher from SMPN2 Yogyakarta is to gain the information of what are and what are not suitable for the grade VII students. However, the feedback and the evaluation from the PBI lecturers are still needed due to their experience in developing course design and their expertise in English speaking proficiency.

Table 3.3. The Description of the Participant for Post-Design Step

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (in Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>S1</td>
</tr>
<tr>
<td>Lecturer 1</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Lecturer 2</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### C. Research Instruments and Data Gathering Technique

The writer aims to employ two kinds of instruments before and after the writer makes the design. There are questionnaire and guiding question for interview. The first questionnaire is distributed before the design is made in order to get the data of the students’ needs and characteristics. The aim is to know how the students feel when the students have to face speaking skill and what the problem that may encounter students when they have to learn speaking in public. It consists of two sections; the first one is closed ended questions which belong to scaled questions and the second one is open ended questions.

In the first section, it consists of 20 scaled questions. The first five questions are about the English learning process in general based on students’ perspective during the learning process. The next three questions are to evaluate the students’ motivation on how far their willingness to use English in their communication. Question number 9 up to 13 is given in order to gain the information students’ feeling toward speaking learning process. The next three questions are about the speaking materials which the students have got recently.
and the last two questions were about the speaking materials using pictures which are proposed by the writer.

The second section which is open-ended question consisted of 5 questions. The first two questions are asked in order to gain the students’ opinion about how the English learning process and speaking learning process in class should be. The question number 3 is a list of several topics based on the curriculum of grade VII on which the students needed to be improved in speaking skill. The next question, number 4, is about the students’ opinion toward the design; speaking material using pictures in which the writer wanted to apply. The last one is given in order to know the students’ want of what English materials they need in order to support their speaking skill. The result of the first questionnaire could be used to improve the speaking design materials which would be implemented for the students. The forms of the questions used in the questionnaire are open-ended and close-ended. The use of open-ended question can provide a great number of possible answer (Ary et al, 2002: 389). The questionnaires were distributed to 66 students in two classes. It was conducted on April 19th, 2011.

The second instrument is used for the teacher. The use of guiding question for interview before the design is made in order to know how students learn and act in English class, especially when the teacher teaches speaking skill, either passive or active. The interview is qualitative research which can supply the data and the information needed thoroughly and rather quickly. Ary et al(2002: 434) states that interview provides insight on participants’ perspectives, the meaning of events for the people involved, information about the site, and perhaps
information on unanticipated issues. It allows immediate follow-up and clarification of participants’ responses.’

In the second instrument which is guiding questions for the teacher consisted of 7 parts. The first one is about the background of how importance the speaking learning process and how it should be done in SMP 2 Yogyakarta. The second part is about the activities of speaking skill for the students in SMP 2 Yogyakarta. Next part concerns on the students themselves, especially toward their motivation, willingness to use the language and the problems which may encounter to. The fourth part focuses on the speaking materials which had already been implemented in field now. The fifth is about techniques and the strategies which have been used up to now and what the most suitable techniques and strategy to improve the students’ speaking skill were. Next part is related with the design of the writer that is speaking through pictures. Last, the writer wants the advice from the teacher to know what the most suitable speaking materials are for the first grade students. The writer uses notes in order to gain the information from the guiding question for the teacher. It was conducted on may 3rd, 2011.

After the design has been made, the writer utilizes the post questionnaire to gain the evaluation and feedback on November 20th, 2011. The questionnaire would be distributed to three evaluators; two lecturers from Sanata Dharma University and one English teacher from SMPN 2 Yogyakarta. The data would be used to make the final version of the speaking materials. The questionnaires consists of eleven scaled-questions. The first six questions ask about how well the general and the specific objectives, the topics, the content and the language have
been formulated and arranged in the design. Question number seven is about how well the exercises are elaborated and facilitated the learners so that the goal can be accomplished. Then, the last five questions are about the pictures used in the design. Meanwhile, there are 3 open-ended questions asking about the strength, the weaknesses, and the suggestions toward the design proposed by the writer.

D. Data Analysis Technique

First, the data and the information needed from the library study and the survey were compiled and categorized. From library study, the writer interpreted the findings and put them into all into a strong framework which was used as underlying theory to make and developing the design. Such as the theory of speaking skill, the use of picture, the communicative language teaching, and so on are adapted in order to develop the ideal design of speaking.

The data from the survey, in which usually in the form of filed notes, were organized into several headings, for example the learning condition, the learners’ characteristic in the classroom, the class situation, and the students’ participation in learning process. Those data were used in order to have a real perspective on the field learning process. Then, the writer tried to interpret and analyze the data from the interview. The results were organized and reported through qualitative data analysis. Qualitative data analysis was obtained by interpreting the data and showing it in description.

The data from the questionnaire were analyzed through certain ways. Since the questions in the questionnaire have two different types, namely open-ended and closed-form questions, there are two ways to interpret those data. The
data from closed-form were in the form of scores. These questions were created to assess the opinions from the participants on the learning English especially for speaking skill and on the designed speaking instructional material. The assessment used five points of agreement. They are described as follows.

<table>
<thead>
<tr>
<th>Point of Agreements</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>So-so</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
</tbody>
</table>

After the questionnaires have been distributed to the participants, the data gained through questionnaire are classified based on the points above. After classified into each point, the data is counted into percentage using the formula

\[ P = \frac{f}{N} \times 100\% \]

\[ P \] : Percentage
\[ F \] : frequencies of the data
\[ N \] : the total amount of the participants

(Warsito, 1992:59)

The second form of the questions consisted in the questionnaire is the open-ended. This type of question allows the participants to write their own answer and make the evaluations, criticisms, and the suggestions on how the
English learning especially speaking should be conducted, the topics given in grade VII which want to be improved and about the design of speaking instructional material using pictures.

E. Research Procedures

There were several procedures should be done in order to gain the data from the field and the distribution of the questionnaire. Those procedures were as follows..

1. Research and Information Gathering (Survey and Field Notes)

The research of this study was conducted in the same time with PPL process of the writer. The survey and field notes was conducted during the writer taught in the class every Tuesday, Friday, and Saturday from February 8th, 2011 up to April 17th, 2011.

2. Asking for the Letter of Research Permission

Since the writer needed to distribute the questionnaires to the students, the writer had to ask the letter of research permission from the local governments which were responsible for. The process of asking for the letter of research permission was conducted in two processes for two days; April 7th, 2011 and April 14th, 2011. Those two processes were as follows..

a. Asking for Letter of Reference

In the first process, the writer had to ask the letter of advice from Sanata Dharma Univeristy signed by the PBI chair person on April 6th, 2011. Next, on April 11th, 2011, the writer had to ask the letter of reference in Local Development Administration Office. After having the letter of reference, the writer had to copy
and send the letter of reference to four difference institutions; The Governor of Yogyakarta, The Mayor of Yogyakarta in the Department of Research License, The Department of Youth Education and Sport, and the Chair-Person of FKIP Sanata Dharma University.

b. Asking for Letter of Research Permission

After delivering the letter of reference to four different institutions, the writer had to wait 1 day so that the letter of research permission could be made by the officer of Department of Research License. The letter of research permission should be copied into 6 and four of them should be distributed to four different institutions; The Mayor of Yogyakarta Office, the Local Development Administration Office, The Department of Education, and The Headmaster of SMPN 2 Yogyakarta. The research could be done after the letter of research permission had been given to the Headmaster of SMPN 2 Yogyakarta.

3. Conducting the Research

The research was done by distributing the questionnaires to the research participants on April 19th, 2011 in 2 classes after getting the permission from the headmaster of SMPN2 Yogyakarta and the English Teachers.

4. Interviewing the English Teachers

In order to have valid data as the guidance to develop the design, the writer interviewed the English teachers on May 3rd, 2011 by using the guiding questions which had been prepared before.
5. Analyzing the Data

The data which had been gained from questionnaires and interview were compiled and analyzed. The result would be used as the guidance for developing the design.

6. Developing and selecting instructional speaking materials.

The data from questionnaires and the guiding question were collected and formulated in order to design the suitable English speaking materials for the first grade of SMPN 2 Yogyakarta. In selecting the speaking materials, the writer concerned with the curriculum used in SMPN 2 Yogyakarta and the newest topics. Further, the writer chose language expressions as the topics of each unit by referring to descriptive text.

7. Conducting an evaluation by distributing questionnaires to two English Language Education Study program lecturers and one English teacher.

After developing the design, the writer asked the evaluators to gain the evaluation and the feedback of the English speaking materials. It was needed because the evaluation and feedback would be used as the consideration to improve the English speaking materials.

8. Analyzing and evaluating the result of the feedback.

The feedback would be analyzed in order to improve the English speaking materials.
9. Revising and designing the instructional speaking materials as a final educational product.

By referring to the result of the feedback, the writer revised and added the English speaking materials.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter consists of three parts namely the elaboration of the process, the evaluators’ feedback, and the main revision. Thus, it focuses on answering one problem that is to find out the most appropriate design of a speaking material using a series of picture through picture narrating technique. The elaboration of the process presents the designing process for the second semester of the first grade for Junior High School students. Meanwhile the evaluators’ feedback presents the result of the designed materials, and the last one presents the final version after getting feedback.

In order to find out the most appropriate of speaking material using a series of picture through picture narrating technique, this study implements the theory of Educational Research and Development (R&D) proposed by Jerrol E.Kemp,Ed.D.H which is called as Kemp’s model. This first part aims to elaborate the summary of the process of designing the speaking material.

1. The Goal, Topics and General Purposes

Since this study concerns with the speaking skill as the outcome of the whole process, the main goal was to make the students able to speaking as fluently as possible without being afraid of making mistake. Thus, it was elaborated into several purposes which were to reduce the stress in learning speaking, to stimulate creative thinking, and to make the student fell enjoyable to speak English.
To pay attention with the students’ needs, the writer adapted the curriculum which was used in SMP N 2 Yogyakarta. As a reference, the writer used Kurikulum Tingkat Satuan Pendidikan (KTSP) or what it is called by 2006 Curriculum. Therefore, the writer utilized Competence Standard and basic Competence of speaking skill. Since the observation had been done in second semester, the writer decided to choose the second semester curriculum. Moreover, as the concern, the language expressions were the main subjects for the speaking materials as the students used in their daily conversation. The description of Competence Standard and Basic Competence of the first Grade for the second semester is elaborated in Table 4.1.

Table 4.1. The Competence Standard and the Basic Competence of the First Grade for the second semester

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. To express the meaning in short simple transactional and interpersonal conversation in order to interact with the closest environment</td>
<td>9.2. To express the meaning in simple transactional (to get things done) and interpersonal (to socialize) using oral language accurately, fluently, an acceptable with the closest environment involving the speech act: asking for and giving opinion, expressing likes and dislikes, asking for clarification, and responding interpersonally.</td>
</tr>
</tbody>
</table>

After deciding what goal should be achieved, the writer chosen several topics from the curriculum. The language expressions were chosen because those expressions were used in daily life. Thus, the writer considered to develop the English speaking material in which the topics were used in the students’ life context.
Table 4.2. The Topics of the Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Language Expression</th>
<th>Subtopic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expressing Likes and Dislikes</td>
<td>Travelling around the World</td>
</tr>
<tr>
<td>2</td>
<td>Asking for and Giving Opinion</td>
<td>Fashionista</td>
</tr>
<tr>
<td>3</td>
<td>Asking for and Talking about Facts</td>
<td>Holiday is Coming</td>
</tr>
<tr>
<td>4</td>
<td>Asking for Clarification and Its</td>
<td>Save Us, Save the World!</td>
</tr>
<tr>
<td></td>
<td>Responses</td>
<td></td>
</tr>
</tbody>
</table>

2. The Students’ Needs and Characteristics

Through observation, field notes, and also questioners, the writer could assume and list the students’ needs and characteristic in order to be able to develop the ideal design of speaking material. The materials were intended for the second semester of first grade of Junior High School student so the theories are adapted and adjusted into the intended learners. In order to obtain more information, the writer also distributed the questionnaires to the research respondents who are classified into two groups that are the students of the first grade and the teachers. In the observation, there were 60 students and 1 English teacher involved. Those students were divided into 2 classes as the representative from 7 classes in SMPN 2 Yogyakarta.

2.1. The Students’ Needs

In designing a material, the writer should focus on what students are really needed to improve their skill. By distributing the questionnaires, the writer can briefly summarize what students of the first grade in SMPN 2 Yogyakarta were needed.
a. The students needed a supported learning atmosphere

An interesting learning atmosphere can foster the students to focus on the learning process even though the process itself is serious. From the result, the students actually had willingness to be actively involved in English learning process but the learning was boring (more than 35% of the students were agreed and more than 30% were doubt).

b. The students needed motivation to support them to learn English

By having strong willingness only is not enough if the students do not have a great motivation to learn. Giving them the fact that English is important as the main international language, the students will have great expectation to master the language much better. The students in SMPN 2 Yogyakarta had already willingness to master the English language better.

c. The students needed a motivation to use the English

Learning a language has an aim to be able to use the language in the conversation. The students in SMPN 2 Yogyakarta had an abundance interest to speak English fluently but they lacked confidence to speak. It was proved that there were less than 20% of the students who felt reluctant to speak but unfortunately, more than 50%, the students were less of using English during their communication one another along the English learning process.

d. The students needed the vocabulary enrichments

By having the vocabulary enrichment, the students will be easier to speak. Through questionnaires, it shown that the students needed much English speaking materials which can enrich their diction.
e. The students needed an interesting English speaking materials

Speaking must be fun and enjoyable then the speaking learning process will be automatically easier for the students to be involved in the process. What the students of the first grade in SMPN 2 Yogyakarta had so far about English speaking materials merely focused on memorized the scripts of certain topics. An interesting material which focus on the students’ creativity would make the students was eager to speak without being shy or afraid.

f. The students needed much activities to improve their speaking skill

Through interview with the English teacher, the students in SMPN 2 Yogyakarta needed various speaking activities to improve their speaking skill. They usually made a short simple script of dialogue about certain topics. The students, sometimes, made only three up to five lines of conversation. What it was more miserable was that the students only read the script not speak.

Those students’ needs became the writer’s consideration to build up a speaking material which concerned to stimulate the students to be creative without confined the students’ imagination. Picture was chosen due to the effectiveness of picture in foster the students to be creative in visualizing certain situation which is impossible to represent in any other ways (Haas,1982:90).

2.2. The Students’ Characteristics

Different students create different teaching strategy in which would have any impact toward what materials are appropriate to be used in learning process. Students in the first grade of SDMPN 2 Yogyakarta could briefly be summarized into seven characteristics which were categorized into four weaknesses and three
strengths. The weaknesses of the students in SMPN 2 Yogyakarta on the first grade could be summarized as follows.

a. The students tended to be passive speaker when they were asked to come in front to performing their script.

b. The students kept them selves being busy if the learning process was boring.

c. The students kept complaining if they were asked to make script by given certain topics.

d. They easily got bored if the materials were boring and confusing.

Meanwhile, the strengths could be summarized as follows.

a. The students were enthusiastic if the activities were fun and challenging. They would have great respond if the activities involved games, debate, mini role play, presentation, and so on.

b. They were actually active learner if the learning process were made into fun and enjoyable.

c. They had big willingness to master the English language and to use it in their communication.

3. The Subject Contents

After having and analyzing the data about what the students really needed, the writer made 4 units for four different language expressions as the subject contents. Those units were divided into subtopics which were chosen about actual daily problems around the students’ life context. The elaboration of each unit was shown in table 4.2.
In the contents, the writer selected the topic, title, and subject content for each unit which was relevant to the objectives and to the students’ needs and interests. The contents of each unit are elaborated in table 4.3.

**Table 4.3 Units, Topic, Title, and Subject Contents**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Likes and Dislikes</td>
<td><em>Travelling around the world.</em></td>
<td>➢ Expressing likes and dislikes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ The general Form of Noun Phrases.</td>
</tr>
<tr>
<td>2</td>
<td>Asking for and Giving Opinion</td>
<td><em>Fashionista</em></td>
<td>➢ Asking for and Giving Opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ The Function of the Noun Phrases.</td>
</tr>
<tr>
<td>3</td>
<td>Asking for and Talking about the Facts</td>
<td><em>Holiday is Coming</em></td>
<td>➢ Asking for and Talking about Facts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ The General form of Prepositional Phrases.</td>
</tr>
<tr>
<td>4</td>
<td>Asking for Clarification and Its Responses</td>
<td><em>Save us, Save the Earth!</em></td>
<td>➢ Asking for Clarification and Its Responses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ The Kinds of Prepositions.</td>
</tr>
</tbody>
</table>

Each unit was built based on the students’ needs. Thus, the writer wrote performance objectives as well as indicators. Those referred to the Competence Standard and Basic Competence. The detailed description of the indicators for each unit was elaborated as in table 4.4.

**Table 4.4. The Indicators of Each Unit**

<table>
<thead>
<tr>
<th>No</th>
<th>Unit</th>
<th>Basic Competence</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1  | Travelling Around the World | To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking for and giving opinion, | Students are able to:  
1. Use the expression of expressing likes and dislikes in the daily conversation.  
2. Use the expression of likes and dislike for |
<table>
<thead>
<tr>
<th>No</th>
<th>Unit</th>
<th>Basic Competence</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>expressing likes and dislikes, asking for clarification, and responding</td>
<td>narrating the pictures. 3. Write the sentences consisting noun phrase 4. Define the noun phrase in the sentences by giving the underline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interpersonally.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fashionista</td>
<td>To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking for and giving opinion, expressing likes and dislikes, asking for clarification, and responding interpersonally.</td>
<td>The students are able to: 1. Give the opinion on others. 2. Ask people opinion about an actual issue. 3. Use the expression of asking for and giving opinion for narrating the pictures. 4. Mention the function of the noun phrase in the sentence.</td>
</tr>
<tr>
<td>3</td>
<td>Holiday is Coming</td>
<td>To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking for and giving opinion, expressing likes and dislikes, asking for clarification, and responding interpersonally.</td>
<td>The students are able to: 1. Use the expression of asking for and talking about facts to gain the news detail. 2. Use the expression of asking for and talking about Fact for narrating the pictures. 3. Write the sentence consisting prepositional phrase.</td>
</tr>
<tr>
<td>4</td>
<td>Save Us, Save the Earth!</td>
<td>To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking for and giving opinion,</td>
<td>The students are able to: 1. Use the expression of asking for clarification to get the detail. 2. Use the expression of asking for clarification and its responses for narrating the pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Teaching-Learning Activities

Since this study concerns with the use of picture narrating technique, those units were built by utilizing pictures as the main concern in teaching-learning activities. Picture narrating is a kind of technique which utilizes pictures. What it means by narrating is to make a story from those given pictures then share the story. Picture narrating technique lays on students’ creativity to make up a story from the pictures. Each student has their own imagination on how they think, make, and build their story. Picture gives better visual for the learners so that they will pay attention to the learning process because it is interesting and fun (Marie Ernestova, 1981:278). Further, based on Kreeidler, pictures can lead the learners to imagine what actually happens in the picture.

To enhance the technique, the writer applied storytelling as the main strategy in the learning process. The storytelling used in many forms of activities, such as sharing story, making short dialogue, doing mini role play, and so on. Based on Gonzales (1998:14), the narrating genre is chosen because of its simple language transmission of values, and entertainment value. The writer underlined two basic essences of storytelling. The first one is an opportunity for the learners to use the language within the context, and the second one is the freedom to express; what is said and how it is said. (Skelton, 1984:9).
The writer saw the language as the way to communicate. Thus, Communicative Language Teaching or Communicative approach is the approach that the writer used. Richard and Rodger (1986:71) state the first characteristic of the communicative views of language is a system for the expression of meaning. By combining this approach into picture narrating technique, the writer aimed to build a speaking learning process which refers to the student of expressing themselves.

4.1. Pictures Used in the Materials

Since the writer concerned with the use of pictures, each unit was completed by pictures. There are two kinds of the functions of the pictures used in the materials. The first kind is as an illustration to stimulate the students to comprehend the material and the topic, and next is as pictures story. The second kind refers to the technique which is picture narrating. Here is the list of the pictures with each function used in each unit.

Table 4.5. List of Pictures

<table>
<thead>
<tr>
<th>Unit</th>
<th>Picture</th>
<th>Page</th>
<th>The Functions</th>
</tr>
</thead>
</table>
| 1    | The pictures in “Expedia” of some 7 wonders of the world. | 2-3  | • To give an illustration to the students of several tourism places over the world who belong to 7 wonders of the world.  
  
• To stimulate the student to imagine those places.  
  
• To stimulate the students to share their imagination. |
<p>| 1    | The picture in Language expression: Expressing Likes and Dislikes | 4    | • To give an illustration of the use of the expression of expressing likes and dislikes. |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Picture</th>
<th>Page</th>
<th>The Functions</th>
</tr>
</thead>
</table>
| 1    | The pictures in the story “What Do You Wise on Your Birthday?” Part 1. Gathering. | 7-8 | • To give a situation in which the students have to create a story.  
• To stimulate the students to narrate the story.  
• To foster students’ creative thinking. |
| 2    | The picture in “Speak and Share Your Ambition” | 11-12 | • To provide a real image of a social site.  
• To make the learning process fun. |
| 2    | The picture in Language Expression: Asking for and Giving Opinions. | 13 | • To give an illustration of the use of the expression of asking for and giving opinions. |
| 2    | The pictures in the story “What Do You Wise on Your Birthday?” Part 2. Shopping | 15-16 | • To give a situation in which the students have to create a story.  
• To stimulate the students to narrate the story.  
• To foster students’ creative thinking. |
| 3    | The pictures in “Holiday with Us” | 19 | • To give an illustration to the students of kinds of holidays.  
• To stimulate the student to share their story of their holiday.  
• To stimulate the students to speak about holiday. |
| 3    | The picture in Language expression: Asking for and Talking about Facts. | 20 | • To give an illustration of the use of the expression of asking for and talking about facts. |
| 3    | The pictures in the story “Trap in a Hectic Day!”Part 1. Save the Bear. | 23-24 | • To give a situation in which the students have to create a story.  
• To stimulate the students to narrate the story.  
• To foster students’ creative thinking. |
| 4    | The pictures in “Problems Are Everywhere” | 26-27 | • To build the sensitivity of the students about the problems.  
• To foster critical thinking of the students toward certain problems. |
Instead of the description of the use of pictures in each unit, the writer utilized certain pattern in composing the units. The pattern was elaborated into five sections, namely the warming up, the language expression theory, the grammar section, the picture narrating section, and the sharing season. The composition of each unit was shown in the table 4.6.

**Table 4.6. The composition of each unit**

<table>
<thead>
<tr>
<th>Unit “Topic”</th>
<th>The Sections of the Units</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 “Travelling around the World”</td>
<td>The Warming Up Article</td>
<td>2-3</td>
<td>Expedia</td>
</tr>
<tr>
<td></td>
<td>The Language Expression Theory</td>
<td>4</td>
<td>Expressing Likes and Dislikes</td>
</tr>
<tr>
<td></td>
<td>The Grammar Section</td>
<td>5-6</td>
<td>The General Form of Noun Phrases</td>
</tr>
<tr>
<td></td>
<td>The Sharing Season</td>
<td>9</td>
<td>What Do You Usually Wish on Your</td>
</tr>
<tr>
<td>Unit “Topic”</td>
<td>The Sections of the Units</td>
<td>Page</td>
<td>Title</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Unit 2 “Fashionista”</strong></td>
<td>The Warming Up Article</td>
<td>11-12</td>
<td>Speak and Share Your Ambition</td>
</tr>
<tr>
<td></td>
<td>The Language Expression Theory</td>
<td>13</td>
<td>Asking for and Giving Opinion</td>
</tr>
<tr>
<td></td>
<td>The Grammar Section</td>
<td>14</td>
<td>The Function of the Noun Phrases</td>
</tr>
<tr>
<td></td>
<td>The Sharing Season</td>
<td>17</td>
<td>How should your ideal boyfriend or girlfriend be?</td>
</tr>
<tr>
<td><strong>Unit 3 “Holiday is Coming”</strong></td>
<td>The Warming Up Article</td>
<td>19</td>
<td>Holiday with Us!</td>
</tr>
<tr>
<td></td>
<td>The Language Expression Theory</td>
<td>20</td>
<td>Asking for and Talking about Facts</td>
</tr>
<tr>
<td></td>
<td>The Grammar Section</td>
<td>21-22</td>
<td>The General Form of Prepositional Phrase</td>
</tr>
<tr>
<td></td>
<td>The Picture Narrating</td>
<td>23-24</td>
<td>Trap in a Hectic Day Part 1. Save the Bear</td>
</tr>
<tr>
<td></td>
<td>The Sharing Season</td>
<td>24</td>
<td>Tell us one of your little secret</td>
</tr>
<tr>
<td><strong>Unit 4 “Save Us, Save the Earth”</strong></td>
<td>The Warming Up Article</td>
<td>26-27</td>
<td>Problems are Everywhere</td>
</tr>
<tr>
<td></td>
<td>The Language Expression Theory</td>
<td>28</td>
<td>Asking for Clarifications and Its Responses</td>
</tr>
<tr>
<td></td>
<td>The Grammar Section</td>
<td>29-30</td>
<td>The kinds of Prepositions</td>
</tr>
<tr>
<td></td>
<td>The Picture Narrating</td>
<td>31</td>
<td>Trap in a Hectic Day Part 2. Misunderstood</td>
</tr>
</tbody>
</table>
5. The Evaluators’ Feedback on the Material

The proposed designed material of speaking was evaluated by three evaluators; two from the lecturers of Sanata Dharma and one from the teacher of SMPN 2 Yogyakarta. The writer used the questionnaires in the form open-ended and close-ended question in attempt to gain comment and feedback.

The writer employed four number among 1 up to 4 in which each number represents the evaluators’ agreement and disagreement on the proposed designed materials. It is described in the table 4.7.

Table 4.7. The Result in Percentage of the Evaluators’ Evaluation

<table>
<thead>
<tr>
<th>No</th>
<th>Evaluator’s Evaluation on</th>
<th>The Degree of Agreement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>The general instructional objectives are well formulated</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>The specific instructional objectives are well formulated</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>The topics are selected properly</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>The topics are interesting to stimulate the students to speak</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>The topics are well arranged</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>The content is relevant with the context and the situational in which language is used</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>The exercises are well elaborated and can facilitate the learners to understand the topic</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>being discussed</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The pictures used in the topic are appropriate with the topic being discussed</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>The pictures have already facilitated the students to speak</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>The pictures have already supported with the picture narrating technique used in the design</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Generally, the content are well elaborated</td>
<td>0</td>
</tr>
</tbody>
</table>
In brief, what the writer could conclude from the result about the proposed speaking material was good. Question number 1 and 2 asked about the relation of objectives stated with the material whether it has met the objectives or not. Based on the result, it was shown that the proposed design had met the objectives. The objectives were clear enough and easily understood.

The topics were chosen in each unit were good and interesting. It was proved with the evaluators’ opinions on question number 3 up to 5. The writers had chosen the topics which were actual, interesting, and fun based on Young Learners’ psychology. Further, it was supported by the experience of the writer in teaching the students in SMPN 2 Yogyakarta in where the students were always up to date. In correlation with the topic, the contents were graded good and appropriate for the second semester of the first grade. Followed by the question number 8 which discussed about the follow-up activities or the exercises, the evaluators gave a good criteria (66.67%) and very good (33.33%).

In relation to the use of the pictures in the design, the evaluators agreed that the pictures had facilitated the students to speak and supported the picture narrating technique in which, so far, that technique used as the concern technique. In general, the content started from the objectives, the topics, the exercises, and the pictures were good and organize. Briefly, the proposed designed have several opinion and suggestion based on the evaluators.

a. The topic and the material have already well-arranged. The topic and the materials have already synchronized.
b. The chosen topics are quite interesting for the young generator. The topics can be categorized as heritage, life style, and the earth and surround.

c. The topics are acceptable and appropriate for Junior High School.

d. The activities have already facilitated the students to be more actively involved in speaking.

e. There are some grammar mistakes. The writer was suggested to pay attention with the grammar.

f. There is not enough whole-class discussion.

g. The pictures are too dark and not clear. It happened due to the proposed design given to the lecturers were photo copied of the original one.

h. The choices of the diction are a bit difficult for the first grade. The writer was suggested to add some vocabulary enrichment or adjust into easier of the diction.

6. The Main Revision

In order to develop the better speaking material design, the writer revised the designed materials based on the comments and the suggestions from the evaluators. Complied from evaluators’ feedback on the materials, there were three kinds of mistakes or weaknesses on the materials; grammar mistakes, the content and activity, and the unclear pictures.

In unit 1, there were several mistakes on grammar and pictures. In page 5, the writer wrote “It’s good but I think” and in page 6, on the activity three, there were several grammar mistakes, such as “Kuta and Nusa Dua beach is…”. The choice of the diction was also the problem in several parts of the articles on the
unit 1. The writer also added an activity as whole-class discussion on page 5. The students have to discuss together about expressing likes and dislikes on certain sites.

In unit 2, the writer added some activities as whole-class discussion. The writer made the activity three becomes whole-class discussion. The students have to share and give their opinion on certain issues. Next, the writer also gave vocabulary section as the additional activity on unit 2. The purpose of giving vocabulary section is to make the students be easier on learning and comprehend the articles. The evaluators also commented on the grammar in unit 2. There were several mistakes especially on page 13, such as “reply their message…” and “you are interested on…”. The writer revised into “reply their messages… “and “you are interested in…”.

The next unit, “Holiday is Coming”, the writer added vocabulary section and additional information. Based on the evaluators, there was no clear explanation on grammar section. The asteric symbol in grammar section should be given the footnote to make the students understand. The evaluators also commented on some unclear pictures and suggested the writer to make it clearer.

On the last unit, there were few grammar mistakes. The writer did not use tag question correctly on the page 29,”You really want to become green volunteers, don’t? It should be “You really want to be green volunteers, don’t you?” The evaluators also suggested giving the sources below the pictures if there are more than 2 sources.
In brief, the writer suggested adding some activities as the whole-class discussion. The evaluators wrote that through whole-class discussion, the students will be more interact to each other. Thus, it will stimulate them to speak. One of the evaluators commented that the articles were a bit too difficult to the first grade students. To anticipate that comment, the writer added some vocabulary section to make the students easier in comprehending the article.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are two main points in this chapter. There are conclusions and recommendations. The conclusions present the summary of answering the research question briefly. However in the recommendations part, the writer proposes some recommendations for any parties who need and concern with the English education in Indonesia mainly in improving the speaking skill and using pictures as a teaching aid.

A. Conclusions

The lack of speaking material in SMPN 2 Yogyakarta is one of the factors which make the students difficult to develop their speaking competence. The learning material, nowadays, does not focus more on improving the student and stimulating the students to speak. Thus, the students will be passive speakers.

The use of picture narrating technique was the choice of the writer as the teaching technique used in English speaking learning process. The reasons why picture narrating technique is chosen are due to the power of pictures in bringing fun into the learning process (Haas, 1982:84). Thus, the students can represent and imagine the situation on the pictures. Based on Kreeidler, pictures can represent situation based on learners’ psychologically. What more interesting is each individual may appear different situation from one picture. The more basic aim is to make the students tell the story; the better is the students to master speaking skill. In addition to the technique, picture narrating is chosen because of
its simple language, transmission of values, and entertainment value. What most entertaining and interesting is the way in delivering the story.

In order to fulfill the lack of speaking material which meets the needs of students in SMPN 2 Yogyakarta, the writer presented the speaking material consisted of four units which focused on language expressions in daily life interaction, namely expressing likes and dislikes, asking for and giving opinions, asking for and talking about facts, and asking for clarifications. The final version consist of four units in which each unit consist of five parts namely the warming up activity, the language expression, the grammar section, the picture narrating section, and the sharing season. The genre of the text used in the materials referred to the descriptive text.

B. Recommendations

In this part the writer gives some recommendations in order to use the designed materials. In brief, there are three points of the implementation of this material in field.

1. The English teacher should pay attention to some points when using picture narrating technique. It concerns with what aspect that the learner should acquire. This, it covers the accuracy of the students in retelling the story, the coherence of the story within its picture, the way to deliver the story, and the fluency in retelling the story.

2. The use of pictures should facilitate the students to get the lesson. It means that the pictures should be appropriate with the topic, content and meet the
objectives. Thus, for those who concern with the use of pictures should collect and select many pictures which are suitable enough to support the learning process.

3. Even though the learning process attempts to be fun and enjoyable, the learning process should be run in focus. The use of pictures can be beneficial if all parties; both the students and the teachers can use the pictures effectively.
REFERENCES


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<tr>
<td>Grammar: Noun Phrase</td>
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<td></td>
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<tr>
<td>Grammar: Prepositional Phrase</td>
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<tr>
<td>Asking for Clarifications and Its Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar: Prepositional Phrase</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

School : SMPN 2 Yogyakarta
Subject : English
Class/Semester : VII/2
Skill : Speaking
Topic : Language Expression “Expressing Likes and Dislikes”
Time Allocation : 2 x 40 minutes

I. Competence Standard

7. To comprehend the meaning in short simple transactional and interpersonal conversation in order to interact with the closest environment.

9. To express the meaning in short transactional and interpersonal conversation to interact with the closest environment.

II. Basic Competence

7.2. To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking and giving opinion, expressing like and dislike, asking for clarification, and responding interpersonally.

9.2. To express the meaning in short transactional and interpersonal conversation accurately, fluently and acceptable to interact with the closest environment in speech act: asking and giving opinion, expressing of like and dislike, asking for clarification, and responding interpersonally.

III. Indicators

In the end of the meeting, students are able to:

3.1. Use the expression of likes and dislikes
3.2. Produce the noun phrase.
3.3. Identify the Noun Phrase in the sentence.

IV. Learning Objectives

In the end of the meeting, students are able to

4.1. Use the expression of likes and dislikes in the conversation.
4.2. Use the expression of likes and dislikes for narrating the pictures.
4.3. Write the sentence consisting noun phrase.
4.4. Underline the noun phrase in the sentence.

V. Learning Material
5.1. Worksheet in Let’s Speak book

VI Learning Method
6.1 Lecturing
6.2. Discussion
6.3. Group work

VII Learning Steps
7.1. Day 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (2 minutes)</td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The students are explained about the objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and the activities that are going to do during the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>course.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities ( 73 minutes )</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>a. The students discuss with the teacher the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Expedia” site</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The students learn the expression of likes and</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>dislikes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The students are asked to make a group of 3</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>d. The students in group are asked to discuss</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>together which site they like and dislike in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Expedia” site → Activity One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Each group report the result of the discussion</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>on the activity one</td>
<td></td>
</tr>
</tbody>
</table>
f. Each student makes a plan for the weekend.  
g. After making the plan, each student invite others to join in his/her plan while the inviters state whether they like or dislike the plan → Activity Two

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Closing (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students are asked to give the expression of likes and dislikes</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

### 7.2. Day 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students answer the teacher’s greeting</td>
<td>2 minutes</td>
</tr>
<tr>
<td>b.</td>
<td>The students do warming up about the noun by answering the teacher’s questions</td>
<td>6 minutes</td>
</tr>
<tr>
<td>c.</td>
<td>The students are explained about the objectives and the activities that are going to do during the course</td>
<td>2 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (65 minutes)</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The students listen to the teacher’s explanation about the Noun Phrase from the slide show.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>e.</td>
<td>The students read the example of noun phrase in the book</td>
<td>3 minutes</td>
</tr>
<tr>
<td>f.</td>
<td>The students are asked to make the example of noun phrase orally from the given noun.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>g.</td>
<td>The students are asked to do the activity three.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>h.</td>
<td>The students discuss together the answer of exercise on the Activity three</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
### Day 3

<table>
<thead>
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<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Opening (8 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting</td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>b. The students do a review of the expression of likes and dislikes</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>c. The students are explained about the objectives and the activities that are going to do during the course</td>
<td>2 minutes</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Main Activities (70 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The students read the scene 1 with the teacher.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>c. The students discuss the story on scene 1 spontaneously by answering the teacher’s questions.</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>d. The students listen the story on scene 2 from the teacher → Listening Section</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

---

i. The students are asked to do the activity 
   four

j. The students are ask to write their 
   sentences of activity four in the whiteboard

k. The students check together the sentences

3. Closing (5 minutes)
   a. The students answer the teacher’s question 
      about the Noun Phrase

---

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. The students discuss the story on scene 2 with the teacher</td>
<td>5 minutes</td>
</tr>
<tr>
<td>f. The students read the story on the scene 3</td>
<td>10 minutes</td>
</tr>
<tr>
<td>g. Some students are asked to make the expression of likes and dislikes orally and spontaneously on the scene 3</td>
<td></td>
</tr>
<tr>
<td>h. The students continue reading the story on scene 4.</td>
<td>2 minutes</td>
</tr>
<tr>
<td>i. In pair, the students narrate the picture on scene 4.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>j. The students are asked to narrate the picture on the scene 4 in the front of the class</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3. Closing (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>b. The students are asked to prepare the sharing season as their homework</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

VIII Learning Sources / Media / Tools:

2. Blackboard.

VIII Assessment

1. Using the expression of likes and dislikes during the conversation.
2. Making the sentences containing of noun phrases on activity Four.
3. Narrating the pictures on scene 4.
A. Underline the noun phrase in the following sentence and identify their function in the sentence.

Example: My father is the headmaster
         Subject   Subject Complement

1. The club elected Jim chairman last year
   Subject      DO   Obj.Complement

2. The headmaster gave the students some new book.
   Subject      Ind. Object  Direct Object

3. The teacher found Leslie a bright student
   Subject      D.O   Object Complement

4. She sent her parents some money
   Subj, Ind. Object  Direct. Object

5. Do you like cheese?
   Subj      D.O

6. He appointed Jerry the group leader
   Sub.      D.O   Obj.Complement

7. Many youngsters like rock music
   Subject      D.Object

8. Christianity is the religion of many Europeans.
   Subject      Subj.Complement

9. Children from the orphanage do not usually have happy childhood.
   Subject      Direct Object

10. The most well-known singer in Indonesia is the beauty girl Agnes Monica.
    Subject      Subj.Complement
Yogyakarta, March 2011

Practitioner

Ruddy Ferbianoto

Lecturer

Teacher

Caecilia Tutyandari, S.Pd., M.Pd.

Surahmi, S.Pd.

NIP.196508061989022001
LESSON UNIT PLAN

School: Stated-owned Junior High School No.2 Yogyakarta
Subject: English
Class/semester: VII / II
Topic: Expression asking and giving opinion
Skill: Listening and Speaking
Time Allocation: 2 x 40 minutes

Standard Competence:

7. To comprehend the meaning in simple transactional and interpersonal to interact with the closest environment.

9. To express the meaning in short transactional and interpersonal conversation to interact with the closest environment.

Basic competence:

7.2. To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking and giving opinion, expressing like and dislike, asking for clarification, and responding interpersonally.

9.2. To express the meaning in short transactional and interpersonal conversation accurately, fluently and acceptable to interact with the closest environment in speech act: asking and giving opinion, expressing of like and dislike, asking for clarification, and responding interpersonally.

III. Indicators

At the end of the lesson, the students are able to:

3.1. Use the expression of asking for and giving opinion in the conversation.

3.2. Produce fluently, accurately, and acceptable speech dealing with expression of asking for and giving opinion.

3.3. Underline the function of the noun phrase
IV. Learning Objectives

At the end of the lesson, the students are able to:

4.1. Give the opinion on others about what you like or dislike about him/her.
4.2. Ask people’s opinion about an actual issue.
4.3. Use the expression of asking for and giving opinion for narrating the pictures.
4.3. Differentiate the function of the noun phrase

V. Learning Materials

5.1. The handbook “Let’s Speak”

VI. Learning Methods

6.1. Lecturing
6.2. Discussing: Speak and Share Your Ambition.
6.5. Interacting with others inside and outside the class
6.5. Questioning

VII. Learning Steps

7.1. Day 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (7 minutes)</td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The students are asked about their assessment “Sharing Season: What Do You Wish on Your Birthday?” orally.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>c. The students are explained about the objectives and the activities that are going to do during the course.</td>
<td>1 minute</td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (68 minutes)</td>
<td>8 minutes</td>
</tr>
<tr>
<td></td>
<td>a. The students discuss with the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the “Speak and Share Your Ambition” site</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>b.</td>
<td>The students do the activity one</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>The students share the result on activity one</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The students make their own profile like on the site → Activity Two</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Some student present their profile in class while the rest give opinion</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>The students learn the expression of asking for and giving opinion</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>The students do the activity three of giving opinion on others about what they like and dislike toward others</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>The students make a group of four</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>The students decide the issue which will be their assessment</td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>The students are explained about their assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
<td></td>
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<tr>
<td></td>
<td>5 minutes</td>
<td></td>
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<td></td>
<td>8 minutes</td>
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<td>2 minutes</td>
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<td></td>
<td>5 minutes</td>
<td></td>
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<td></td>
<td>2 minutes</td>
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### 7.2. Day 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (23 minutes)</td>
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</tr>
<tr>
<td>a.</td>
<td>The students answer the teacher’s greeting</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>The students present their assessment of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13 minutes</td>
<td></td>
</tr>
</tbody>
</table>
### Activity Four

- c. The students do warming up about the noun by answering the teacher’s questions 6 minutes
- d. The students are explained about the objectives and the activities that are going to do during the course 2 minutes

### Main Activities (52 minutes)

- e. The students listen to the teacher’s explanation about the function of the noun phrase. 15 minutes
- f. The students discuss the examples of noun phrase in the book. 5 minutes
- g. The students are given some examples of the function of the noun phrase in the whiteboard by the teacher 7 minutes
- h. The students are asked to do the activity five. 15 minutes
- i. The students discuss together the answer 10 minutes

### Closing (5 minutes)

- a. The students answer the teacher’s question about the Noun Phrase 5 minutes

### Day 3

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (5 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting</td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>b. The students do a review of the expression of asking for and giving opinion</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>
### 2. Main Activities (70 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d.</td>
<td>The students read the scene 1 with the teacher.</td>
</tr>
<tr>
<td>e.</td>
<td>The students discuss the story on scene 1 spontaneously by answering the teacher’s questions.</td>
</tr>
<tr>
<td>f.</td>
<td>The students listen the story on scene 2 from the teacher → Listening Section</td>
</tr>
<tr>
<td>g.</td>
<td>The students discuss the story on scene 2 with the teacher</td>
</tr>
<tr>
<td>h.</td>
<td>The students read the story on the scene 3</td>
</tr>
<tr>
<td>i.</td>
<td>In pair, the students are asked to continue narrating the picture on scene 3</td>
</tr>
<tr>
<td>j.</td>
<td>Some students are asked to perform their story on scene 3 based on the picture</td>
</tr>
<tr>
<td>k.</td>
<td>The students give their opinion about the story on scene 4 orally.</td>
</tr>
</tbody>
</table>

### 3. Closing (5 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>b.</td>
<td>The students are asked to prepare the sharing season as their homework</td>
</tr>
</tbody>
</table>

### VIII Learning Sources/ Media/Tools:


### VIII. Assessments

1. Group Discussion.
2. Asking people opinion about an issue.
3. Narrating the picture on scene 3 by using the expression of asking for and giving opinion.
Lesson Plan

School : SMPN 2 Yogyakarta
Subject : English
Class/Semester : VII/ 2
Skill : Speaking
Topic : Language Expression “Asking for and Talking about Facts”
Time Allocation : 2 x 40 minutes

I. Competence Standard
7. To comprehend the meaning in short simple transactional and interpersonal conversation in order to interact with the closest environment.
9. To express the meaning in short transactional and interpersonal conversation to interact with the closest environment.

II. Basic Competence
7.2. To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking and giving opinion, expressing like and dislike, asking for and taking about facts asking for clarification, and responding interpersonally.
9.2. To express the meaning in short transactional and interpersonal conversation accurately, fluently and acceptable to interact with the closest environment in speech act: asking and giving opinion, expressing of like and dislike, asking for and talking about facts, asking for clarification, and responding interpersonally.

III. Indicators
In the end of the meeting, students are able to:
3.1. Use the expression of asking for and talking about facts.
3.2. Use the prepositional phrase in the sentence.

IV. Learning Objectives
In the end of the meeting, students are able to
4.1. Use the expression of asking for and talking about facts to gain the detail.
4.2. Narrate the picture by using the expression of asking for and talking about fact.

4.3. Write the sentence consisting of prepositional phrase.

V. Learning Material

5.1. Worksheet in Let’s Speak book

VI Learning Method

6.1. Lecturing

6.2. Discussion

6.3. Outdoor activity: Interview

6.4. Group work

6.5. Mini role play

VII Learning Steps

7.1. Day 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (7 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting.</td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>b. The students are asked about their assessment “Sharing Season: How should your ideal boyfriend/girlfriend be?” orally.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>c. The students are explained about the objectives and the activities that are going to do during the course.</td>
<td>1 minute</td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (58 minutes)</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>a. The students discuss with the teacher the page “Holiday with Us.”</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>b. The students do the activity one</td>
<td>8 minutes</td>
</tr>
<tr>
<td></td>
<td>c. The students learn the expression of asking for and talking about facts.</td>
<td>8 minutes</td>
</tr>
<tr>
<td></td>
<td>d. The students are asked to make a group of 3.</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
e. Each group is asked to do the activity two
   “Truth Game”

f. The students share their result of doing
   “Truth Game.

g. With the teacher, the students decide about
   an issue as their case for activity three.

h. The students discuss the issue which has
   already decided in group

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>Closing (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>a. The students are asked to continue the activity 3 as their home assessment.</td>
</tr>
<tr>
<td></td>
<td>b. The students are asked to mention several expressions of asking for and talking about facts</td>
</tr>
<tr>
<td></td>
<td>2 minutes</td>
</tr>
<tr>
<td></td>
<td>3 minutes</td>
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</table>

7.2. Day 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (20 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The students are asked to present their home assessment about the issue which has decided.</td>
<td></td>
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<tr>
<td></td>
<td>c. The students are explained about the objectives and the activities that are going to do during the course</td>
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<td></td>
<td>2 minutes</td>
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<tr>
<td></td>
<td>16 minutes</td>
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<td></td>
<td>2 minutes</td>
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</tr>
<tr>
<td>2.</td>
<td>Main Activities (55 minutes)</td>
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<tr>
<td></td>
<td>d. The students listen to the teacher’s explanation about the prepositional phrase</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td>Time allocation</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>e.</td>
<td>The students read the example of</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>prepositional phrase in the book</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>The students are asked to do the activity</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>four.</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>The students discuss together their work on</td>
<td>12 minutes</td>
</tr>
<tr>
<td></td>
<td>activity four</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>The students read the list of prepositions.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>i.</td>
<td>The students are asked to make some</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>preposition phrases orally using the list of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prepositions</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Closing (5 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s question</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>about the prepositional phrases.</td>
<td></td>
</tr>
</tbody>
</table>

### 7.3. Day 3

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (6 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting</td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>b. The students do a review of the expression</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>of asking for and talking about facts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The students are explained about the</td>
<td>2 minutes</td>
</tr>
<tr>
<td></td>
<td>objectives and the activities that are going to do during the course</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (69 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The students read the scene 1 with the</td>
<td>7 minutes</td>
</tr>
<tr>
<td></td>
<td>teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. The students underline the expression of</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking for and talking about the facts on scene 1 spontaneously by answering the teacher’s questions.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>The students discuss together the expression on scene 1 with the teacher.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>The students listen the story on scene 2 from the teacher→Listening Section</td>
<td>5 minutes</td>
</tr>
<tr>
<td>The students discuss the story on scene 2 based on listening section.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>The students make a group of 3</td>
<td>5 minutes</td>
</tr>
<tr>
<td>The students in group work together to narrate the pictures on scene 3</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Each group has to narrate their story in front of the class.</td>
<td>19 minutes</td>
</tr>
</tbody>
</table>

3. Closing (5 minutes)
   a. The students are asked to prepare the sharing season as their homework. | 3 minutes |
   b. The students are asked the expression used to ask for and talk about facts and give warning | 2 minutes |

VIII Learning Sources/Media/Tools:

2. Blackboard.

VIII Assessment

1. Using the expression of asking for and talking about facts during the conversation.
2. Making the sentences containing of preposition on activity Four.
3. Narrating the pictures on scene 3 using the expression of asking for and talking about facts.
Lesson Plan

School : SMPN 2 Yogyakarta
Subject : English
Class/Semester : VII/2
Skill : Speaking
Topic : Language Expression “Asking for Clarifications and Its Responses”.

Time Allocation : 2 x 40 minutes

I. Competence Standard

7. To comprehend the meaning in short simple transactional and interpersonal conversation in order to interact with the closest environment.

9. To express the meaning in short transactional and interpersonal conversation to interact with the closest environment.

II. Basic Competence

7.2. To respond the meaning in simple transactional (to get things done) and interpersonal (to socialize) accurately, fluently, and acceptable with the closest environment involving the speech act: asking and giving opinion, expressing like and dislike, asking for and taking about facts, asking for clarification, and responding interpersonally.

9.2. To express the meaning in short transactional and interpersonal conversation accurately, fluently and acceptable to interact with the closest environment in speech act: asking and giving opinion, expressing of like and dislike, asking for and talking about facts, asking for clarification, and responding interpersonally.

III. Indicators

In the end of the meeting, students are able to:

3.1. Use the expression of asking for clarifications and its responses.

3.2. Use the prepositional phrase based on the context.

IV. Learning Objectives

In the end of the meeting, students are able to
4.1. Use the expression of asking for and talking about facts to gain the detail.
4.2. Narrate the picture by using the expression of asking for clarifications and its responses.
4.3. Write the sentence consisting of prepositional phrase based on the context.

V. Learning Material

5.1. Worksheet in Let’s Speak book

VI Learning Method

6.1 Lecturing
6.2. Discussion
6.3. Group work
6.4. Mini role play

VII Learning Steps

7.1. Day 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (15 minutes)</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students answer the teacher’s greeting.</td>
<td>1 minute</td>
</tr>
<tr>
<td>b.</td>
<td>The students are asked about their assessment “Sharing Season: What is your little secret?” orally.</td>
<td>13 minutes</td>
</tr>
<tr>
<td>c.</td>
<td>The students are explained about the objectives and the activities that are going to do during the course.</td>
<td>1 minute</td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (60 minutes)</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students read the page “Problems are Everywhere.”</td>
<td>10 minutes</td>
</tr>
<tr>
<td>b.</td>
<td>The students discuss together with the teacher of each problem.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>c.</td>
<td>The students learn the expression of asking for clarifications and its responses.</td>
<td>7 minutes</td>
</tr>
</tbody>
</table>
d. The students are asked to make a group of five.  
5 minutes

e. Each group is asked to choose each problem on the “Problem are Everywhere.”  
3 minutes

f. The students do the activity.  
10 minutes

g. With the teacher, each group present their discussion while the others ask for clarifications about something they doubt.  
20 minutes.

3. Closing (5 minutes)  
5 minutes

a. The students are asked to mention several expressions of asking for clarifications and its responses.

7.2. Day 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting</td>
<td>2 minutes</td>
</tr>
<tr>
<td></td>
<td>b. The students review about kind of preposition.</td>
<td>6 minutes</td>
</tr>
<tr>
<td></td>
<td>c. The students are explained about the objectives and the activities that are going to do during the course</td>
<td>2 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (60 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The students listen to the teacher’s explanation about the kind of preposition.</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>e. The students do the activity two</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>f. The students discuss the activity two with</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
3. Closing (10 minutes)
   a. The students answer the teacher’s question about the kind of preposition. 5 minutes
   b. The students are asked to study the previous language expressions from the chapter one up to the chapter four. 5 minutes

7.3. Day 3.

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (10 minutes)</td>
<td>1 minute</td>
</tr>
<tr>
<td>a.</td>
<td>The students answer the teacher’s greeting</td>
<td>8 minutes</td>
</tr>
<tr>
<td>b.</td>
<td>The students do a review of the expression of expressing likes and dislikes, asking for and giving opinion, asking for and talking about facts, and asking for clarifications and its responses.</td>
<td>1 minutes</td>
</tr>
<tr>
<td>c.</td>
<td>The students are explained about the objectives and the activities that are going to do during the course (\rightarrow) Final of Picture Narrating</td>
<td></td>
</tr>
</tbody>
</table>
2. Main Activities (65 minutes)
   
   d. The students comprehend the instruction of activity four → Story Maker 5 minutes
   
   e. The students are given the time for asking question. 5 minutes
   
   f. The students are asked to make a group of four or five 5 minutes
   
   g. The students narrate the pictures on activity four based on their own ideas 15 minutes
   
   h. Each group is given 10 minutes to practice. 10 minutes
   
   i. Each group takes the lottery to take the number. 5 minutes
   
   j. Each group has to perform their story consecutively based on the number. 25 minutes

3. Closing (5 minutes)
   
   a. The students are given short evaluation of today performance. 5 minutes

7.4. Day 4.

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opening (10 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the teacher’s greeting</td>
<td>1 minute</td>
</tr>
<tr>
<td></td>
<td>b. The students do a review of last performances.</td>
<td>9 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities (45 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Each group who has not had turn continues to perform based on the lottery.</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>
### VIII Learning Sources/ Media /Tools :

2. Blackboard.

### VIII Assessment

1. Using the expression of asking for clarifications and its responses.
2. Making the sentences containing of preposition based on given context (time, place, and special uses)
3. Narrating the pictures on activity four.
Answer Key

Chapter 1. Travelling around the World

- **Activity One**
  Group Discussion _(Speaking)_

- **Activity Two**
  Individual work _(Speaking)_

- **Activity Three**

  Underline the noun phrase you find in the paragraph below.

  One of the most well-known islands in Indonesia is Bali. I am really proud of seeing how beautiful Bali is. Bali has many interesting tourism places to be visited started from nature spot, adventure spot, and even religious spot. There are also many traditional temples with Hinduism characteristics. Further more, Kuta and Nusa Dua beach are the two icons of many beautiful beaches in here. Unfortunately, those beaches are not clean anymore. If you like shopping, you can go to Sukowati market with affordable prices and Joger with their unique merchandises.

  Fill in the blank using your own noun phrase.

  e.g. They are afraid to see the giant old lizard in the Komodo Island.

  1. The most sophisticated mosque is the greatest Taj Mahal
  2. Borobudur still becomes the Buddhism heritage in the world.
  3. Lombok with the beautiful beaches is the most favorite tourism places.
  4. Not only Toba Lake, Bunaken is also an aquatic tourism icon in Indonesia.
  5. Lombok and the Komodo Island are the newest tourism places in the world.

- **Activity Four**

  **Scene 2. Listen to your teacher and write the dialogue.**

  **In the Café, gathering with Lilo’s friends**

  Tom : “How was your trip, Lil? Do you like it?”

  Lilo : “Quite exciting, but I hate sitting for 10 hours!”
Tom : “Just for Marissa!”
Lilo : “Yeah, by the way, do you know where Marissa’s birthday party will be held Anne?
Anne : “I am still waiting her news anout it….”
(Phone ringing)
Tom : “Hey…I get a message from Marissa.”
Anne : “What did she say?”
Tom : ”Please come to my uncle house tomorrow night at 6.30 p.m…”
Lilo : “Uncle’s house?”
Anne : “Haven’t you known about it?”
Lilo : “Not yet….i don’t know that Marissa stays at her uncle house!”
Tom : “Be patient dude! Anne will show you tomorrow.”

- Activity Five
- Activity Six
UNIT 1

OUR 7 WONDERS OF THE WORLD

1. The Great Wall, China
2. The Colosseum, Italy
3. The Taj Mahal, India
4. Machu Picchu, Peru
5. The Pyramids of Giza, Egypt
6. Petra, Jordan
7. Christ the Redeemer, Brazil

Source: http://www.new7wonders.com/, 2011

Travelling around the world

In this unit, you will learn how to:
- Express Likes and Dislikes
- Use noun phrases
Machu Picchu, Peru

Known as the “Lost City of the Incas”, Machu Picchu is located in Peru; 2,430 meters above sea level. It was built in the classical Inca style. Due to its historical value, in 1983, UNESCO declared Machu Picchu a World Heritage Site.

Komodo Island, Indonesia

As one of the finalist in New Seven Wonders, Komodo was declared as a World Heritage Site and a Man and Biosphere Reserve by UNESCO in 1986. Komodo National park is located in East Indonesia, between the islands of Sumbawa and Flores.

Christ the Redeemer, Brazil

The most important monument of the Catholic looks like waiting for the visitors of the whole world with the opened arms. This statue takes place in the top of Corcovado Mountain with 38m high. It is one of the tallest statues in the World.
**Taj Mahal, India**

Taj Mahal is regarded as the most beautiful monument built in Agra; India, by the Emperor Shah Jahan for his lovely wife and queen Mumtaz Mahal. This monument is built entirely of white marbles by combining the elements from Persian, Turkish, and Indian architectural designs.

**The Great Wall, China**

In Chinese, this wall is called “Wan-Li Qang-Qeng” which means 10,000 Li Long Wall (around 5,000 km). The Great Wall was built over 2,000 years ago by the first Emperor of China during the Qin Dynasty. The purpose of this Building was originally to protect the northern Borders of the Chinese Emperor.

Images Source: http://www.new7wonders.com/, 2011

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1. **Historical** /adj/ : concerning into history
2. **Declare** /v/ : say something firmly, clearly, and officially
3. **Heritage** /n/ : the traditional beliefs, values, or something of a family, country, or society.
4. **Biosphere** /n/ : the part of the world in which animal, plant, etc can live
5. **Statue** /n/ : an image of person or animal is made from solid material such as stone.
6. **Emperor** /n/ : the man who is the ruler of an empire.
7. **Borders** /n/ : the official line that separates two countries, state, or areas.
Language Expression (Likes and Dislikes)

To express likes and dislikes, we can use these expressions below.

<table>
<thead>
<tr>
<th>Expressing Likes</th>
<th>Expressing Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like ....</td>
<td>I don’t like ....</td>
</tr>
<tr>
<td>I really like....</td>
<td>I’m afraid I dislike it.</td>
</tr>
<tr>
<td>I love ....</td>
<td>I hate.</td>
</tr>
<tr>
<td>That is perfect!</td>
<td>I can’t stand ....</td>
</tr>
<tr>
<td>I’m keen on</td>
<td>That’s horrible .....</td>
</tr>
<tr>
<td>I do like ....</td>
<td></td>
</tr>
<tr>
<td>It’s nice .......</td>
<td></td>
</tr>
<tr>
<td>Wow! That is</td>
<td></td>
</tr>
<tr>
<td>amazing……</td>
<td></td>
</tr>
</tbody>
</table>

Activity One

Make a group of 5.
Choose one place in the site “EXPEDIA” that your group likes most and doesn’t like most.
Discuss the reason why your group likes that place and why your group doesn’t like.
Count with the teacher how many groups like certain site.
Discuss with the whole class why that site is so interested.

Activity Two

Suppose that you have a plan for this weekend.
Invite your friend to join on your plan
Note how many friends like or dislike your plan.
Ask the reason why your friends like or dislike your plan.
Share your plan and the result in class.
Here is all about travelling terms you may use in daily conversation.

- **Kinds of vehicles**
  - Car, train, ship, plane, yacht, sailboat, ferryboat, bicycle

- **Kinds of Travelling**
  - Cruises (Voyage), City Trips, Backpacking, Nature/Adventure travel
  - Ski Vacation.

- **Kinds of Trips – Trip-Takers**
  - Holiday – holidaymaker, excursion – excursionist, journey – journeyer,
  - Trek – trekker, hike-hiker, flight-flyer, cruise-cruiser,
  - Expedition-expeditionary, foray-forayer, hop-hopper, jaunt-jaunter,
  - Adventure-adventurer, tour-tourist, overnight-overnighter, junket-junktieer.

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**Grammar Section (Noun Phrases). Part 1**

- **General Form of Noun Phrase**

  $(Modifier)^1 + Noun + (Modifier)^2$

  e.g.

  a. (The)(most)(extraordinary)wall is The Great Wall.

  b. (The) (big) lizard is (the) Komodo (from) (Indonesia).

  **Note:**

  1 & 2. The modifiers can be determiner (an, a, the, my, your), adjective (fabulous, little, great, pretty), or verb (buzzing, grumbling), etc.
Activity Three

Underline the noun phrase you find in the paragraph below.

One of the most well-known islands in Indonesia is Bali. I am really proud of seeing how beautiful Bali is. Bali has many interesting tourism places to be visited started from nature spot, adventure spot, and even religious spot. There are also many traditional temples with Hinduism characteristics. Further more, Kuta and Nusa Dua beach are the two icons of many beautiful beaches in here. Unfortunately, those beaches are not clean anymore. If you like shopping, you can go to Sukowati market with affordable prices and Joger with their unique merchandises.

Fill in the blank using your own noun phrase.

e.g. They are afraid to see the giant old lizard in the Komodo Island.

1. The most sophisticated mosque is ......................
2. Borobudur still becomes ...................... in the world.
3. ...................... is the most favorite tourism places.
4. Not only ......................, Bunaken is also ...................... in Indonesia.
5. Lombok and ...................... are ......................
Activity Four

What Do You Wish on Your Birthday?

1 After landing on French’s Airport

Lilo: “Wow, Paris is a beautiful antique city! I really like the architectures, really artistic. Oh, I have to ask someone to get to Marissa’s address.”

“Excuse me, can I ask you?”

Stranger: “Yeah, what can I do for you?”

Lilo: “I am looking for an address. Do you know where is it, Madame?”

Stranger: “Hmm, quite familiar for me! Oh, I see, you just go straight from there till you find “L’heure de Batiment”.

Lilo: “L’heure de Batiment”?

Stranger: “The old building with the huge clock in the middle.”

Lilo: “Thank you!”

2 Listen to your teacher and write the dialogue.

In the Café, gathering with Lilo’s friends

Tom: “How was your trip? Do you like it?”

Lilo: “Quite exciting, but I hate sitting for 10 hours.”

Tom: “Just for Marissa!”

Lilo: …………………………….
In turn of Lilo, continue the dialogue of Lilo’s part the reason why he doesn’t seem happy that Marissa lives in a beautiful house. (use the expression of dislike)

**In the morning with Anne**

Lilo: “Are you sure Marissa owns a house here?”

Anne: “Actually, her uncle’s house.”

Lilo: “How does it look like?”

Anne: “Awesome, you must like it!

Lilo: “Really? God bless her (sighing)

Anne: “Oh, C’mon. Why do you seem not happy to hear it?”

Lilo: “....................”

Continue the dialogue between Marissa and Lilo based on your idea. Use, at least one, the expression of likes and dislikes.

**In café, celebrating Marissa’s birthday**

Marissa: “Do you like my uncle’s house Lil?”

Lilo: “Nice one! Lowering the voice) Don’t make me surprised why you didn’t give me news…”

Marissa: “What is going on?”

Lilo: “.........................”
Activity Five

Sharing Season

What do you usually wish on your birthday? Share and describe your wish.

Look for - Look Into

✓ Look for means trying to find something (= search)
  e.g: look for the address, look for the key, etc.
✓ Look into means trying to figure out the problem or
  Something. (=check)
  e.g: look into the house for knowing whether any
  people or not.
UNIT 2

Fashionista

In this unit, you will learn how to:

- Ask for and give opinion
- Underline the function of Noun Phrase in the sentence

My friends and I have a project in my country, Tunisia, to plant 1000 trees as our aim to make our city greener due to the bad hot climate here. However, we need any donators and volunteers for helping us to realize our project. We offer our cultures as night performance; dance, song, and food. Let’s save our planet.

I love Indonesia since I lived here when I was 6 years old. My dad is Indonesian while my mom is Korean. It’ll be my honor for welcoming you; guys, to visit my country. Don’t be worry; I am friendly and 100% handsome. As a change, I really want to know your country since I am working on my thesis related to International relationship.

United States is awesome, however I am new here. I come from Singapore and aim to stay here for continuing my study on music. Since everything is crazy expensive here, I need to earn more money. I offer for those who are interested in learning piano and violin to contact my number on my profile. I am communicative, friendly, passionate, and also patience.
Are you interested in archeology and historical sites? If you really want to have new adventure in unknown sites in Peru, Egypt, and Brazil, I will be gladly providing the accommodation.

I am a professor of archaeology from Holland University. As an exchange, I need some volunteers for helping me exploring those sites. The person I am looking for should be smart, energetic, and enjoyable like me.

Single, enthusiastic, strong principal guy is looking for a girlfriend. Quite tall 181 centimeters and around 77 kilograms I am. For the first sight, you might think I am kind of fierce big guy but, inside, you will get surprise.

Images source: http://Images-shark.com/stars.htm

**Activity One**

Explore the site above and discuss with your group.

1. Discuss all the information of those people on that site with the whole class (name, age, profession, their wants, etc)
2. Choose want of them as your interest.
3. Reply the message on the site (why do you choose, what person you are, and others)

**Activity Two**

1. Make one profile like the example on the site.
2. Present yourself in your group. The rest of the members listen carefully.
3. Choose one of the profiles from your friend and state the reason why you are interested in that.

For Describing Yourself (Personality - Appearance)

<table>
<thead>
<tr>
<th>Personality</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be</strong></td>
<td><strong>Be</strong></td>
</tr>
<tr>
<td>Am</td>
<td>Am</td>
</tr>
<tr>
<td>Is</td>
<td>Is</td>
</tr>
<tr>
<td>Are</td>
<td>Are</td>
</tr>
<tr>
<td><em>Adjective</em></td>
<td><em>Adjective</em></td>
</tr>
<tr>
<td>Wise</td>
<td>Handsome</td>
</tr>
<tr>
<td>Enjoyable</td>
<td>Tall</td>
</tr>
<tr>
<td>Communicative</td>
<td>Fat</td>
</tr>
<tr>
<td>Cheerful</td>
<td>Thin</td>
</tr>
<tr>
<td>Unpleasant</td>
<td>Short</td>
</tr>
</tbody>
</table>
Language Expression (Asking for and Giving Opinion)

To ask for and give opinion, we can use the expressions below.

<table>
<thead>
<tr>
<th>Asking for Opinions</th>
<th>Giving Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of about….?</td>
<td>I think it’s very nice….</td>
</tr>
</tbody>
</table>
| What is your opinion of/about….? | In my opinion….
| What about….? | I must say that….
| How do you think? | Well, it’s good but….
| | I personally think that….

Activity Three

In pair, ask your partner’s opinions about yourself. List of what your partner likes and dislikes in you.

Activity Four

- Decide in the class with your teacher about an actual issue which happens lately in your school or town.
- Make a group of four
- Ask as many as possible people’s opinions about your issue.
- Share in a group the conclusion in general after compiling people’s opinions.
- Share in the whole class.
**Grammar Section (Noun Phrases). Part 2**

- **The Function of Noun Phrases**
  
  1. **Subject**
     - *My lovely shoes* is Pierre Cardin.
  2. **Subject Complement**
     - The most wardrobe should you have is *a long scarf*.
  3. **Direct Object**
     - My friend has *new Fred Perry T-shirt*.
  4. **Object Complement**
     - I bought the most beautiful bag from Bali *Sabbatha*.
  5. **Indirect Object**
     - They gave *me* baseball hat for my birthday gift.

- **Activity Five**

  Underline the noun phrases in the sentences below and differentiate the function.

  1. Several of my friends use high heels shoes.
  2. The dress you used in the party last night is Dennis Sarotta’s design.
     - Some designers have made the most glorious show *Tribute to Lady D*.
  4. *Piero*, *Lucky*, and I call *Christiano Loubotin* the designer of the year.
  5. Last week, *The Jogja Fashion Week* chose the most creative designer.
  6. Most young women dream the new *LV bag Speedy*.
  7. The old ancient boutique you visited is *Batiment Boutique*.
  8. My parents gave me new beautiful shoes.
  9. In realistic, most people around 22nd century will do plastic surgery.
  10. I called my nephew a fashion freak.
Activity Six

What Do You Wish on Your Birthday?

In the way going to home.

Anne: “C’mon stop quarrelling. You have just met after 1 year being separated.”
Marissa: “Tell it to him Ann!”
Lilo: “I’m okay just a little bit curious why you have changed. I don’t know what’s going on.
Anne: “Stop Lilo, at least for today! Let’s talk.
Tomorrow at 10 p.m in “Vivre de La Belle”.
Marissa and I are going to buy some clothes.
Marissa: “That’s better for tomorrow, not for today!”
Lilo: “I hope….”

Listen to your teacher and write the dialogue.

In “Vivre de La Belle”

Marissa: “Nice hair cut Ann, you look more beautiful. I really dream to have curly hair.”
Anne: “Thank you, Ann, your dress also looks nice. It’s really fit in your body; slim and well fit. In my opinion, the belt doesn’t look good in my eyes.
Tom: “Can you stop praising each other?”
Mariisa: “Me?”
Tom: “Both!”
Lilo: “………………………….”
Continue the dialog between Tom and Marissa.

In fashion shop, Anne with Tom.

Tom: “Do you think is it okay with Lil?”

Marissa: “Yeah, I guess. By the way, which ones do you think that will fit on me?”

Tom: “Which one do you need much?”

Marissa: “All, but I don’t have much money can you give me your opinion, Tom?”

Tom: “…………………”

Imagine Marissa and Bill give your opinion on who you and Anne’s soul mate should be.

Tomorrow morning on the airport.

Tom: “Time is late! The plane will take off soon!”

Marissa: “Yeah…never change!”

(several minutes later)

Lilo: “Oh God, I left out my wallet. Sorry guys, anyway, thank you so much for waiting me.”

Anne: “Still 15 minutes…”

Marissa: “I promise I’ll go home on Christmas.

Lilo: “I’ll wait you, Marissa and for Anne and Tom, you are better to find the Mr. Right and Miss. Perfect as soon as possible!

Tom: “I don’t know what I am looking for; I mean what kind of girl will be.”

Marissa: “…………………………”

Activity Seven

Sharing Season

How should your ideal boyfriend or girlfriend be? Share it with your friends.

1. Passionate/adj/ = strong feeling of love, anger, and etc
2. Wardrobe/n/ : the clothes that a person has
3. Cheerful/adj/ = happy
4. Quarrel /v/ = have an angry argument
5. Curious /adj/ = eager to know about something
6. Well-fit/adj/ = suitable to be used
7. Praise /v/ = express your admiration for somebody or something
8. Lively /adj/ = full of life and energy
9. Blouse /n/ = piece of clothing like a shirt, worn by women
10. Perfect /adj/ = the best of its kind

Showing your preference

✓ I love so much with.....I really love with...I do love seeing/using/wearing......
✓ I prefer the short legging / I prefer having long hair.
✓ I think it's nice .......
✓ So loveable your shirt/ this dress.
✓ You are better using/wearing/taking......
UNIT 3

Holiday is coming!

In this unit, you will learn how to:

- Ask for and talk about fact
- Use prepositional phrases

Holiday with Us!

Choose how you will spend your holiday.

Exploring the Jungle

- 3 days 2 night
- Sleeping in the forest
- Tracking animal footprint.
- Observing the wild life
- Cooking in the forest

Challenge Your Adrenaline

- Rafting in the wild river with professional trainer.
- Making campfire and singing along the night.
- Doing fun games.
- Making camp aside the river.
- Fishing

Be Smart on Your Holiday!

- Living in the village among the villagers.
- Plowing the fields with the buffaloes.
- Planting the seeds
- Harvesting the fields
- Following certain traditional ceremonial
- Eating traditional food
- Watching traditional performance.

Images sources: http://www.holidaysecrets.net
**Activity One**

- As an individual work, choose one from 3 types of holidays on above.
- State the reason why you choose your choice.
- Tell the fact if you have had a holiday like one of the 3 types above.

**Language Expression (Ask for and Talk about Facts)**

To ask for and talk about facts, we can use these expressions below.

<table>
<thead>
<tr>
<th>Asking For Facts</th>
<th>Talking about Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to know the facts</td>
<td>Okay, the fact is……</td>
</tr>
<tr>
<td>Tell me more about it</td>
<td>Sure, everything I know.</td>
</tr>
<tr>
<td>Please, give me the detail.</td>
<td>Here is the detail....</td>
</tr>
<tr>
<td>How come?</td>
<td>The truth is….</td>
</tr>
<tr>
<td>What’s going on?</td>
<td>Well, it is……</td>
</tr>
<tr>
<td>Explain it more.</td>
<td>Absolutely, the fact is…..</td>
</tr>
<tr>
<td>How did it happen?</td>
<td>Let me tell you the fact……</td>
</tr>
</tbody>
</table>

**Activity Two ("Truth" Game)**

- In pair, choose one or two questions for your friend that you want to know
- Make a little note about your friend answer
- Do it in turn with your partner.
- Share the result
Activity Three

Outdoor activity

- In group of 3, make short actual news from your town, for example: the news about an accident in the street. In brief, you try to be a news hunter.
- Ask, at least, 2 person or witnesses to get the fact about the news you want to gain.
- Present the news you have gotten in front of the class.

Grammar Section (Prepositional Phrases) Part 1

General Form of Prepositional Phrases

- **A Preposition + Noun/Gerund/Clause***

  e.g.
  a. Yet, I was passionately dreaming going to Europe **before** having retirement.
  b. Those who make me happy **in** my holiday is you
  c. **Since I am sick**, I can’t hang around this holiday.

Note:
- A Preposition can be followed by one of them
- Not all preposition can be followed by noun, gerund, or either clause
  e.g. (away) I heard his mom passed away.

Activity Four

Make the sentence using the prepositions which has been given.

- e.g. (beside) Beside shopping in Taman Anggrek Mall, we also went to Safari Park.

  1. **(under)** .................................................................................................
  2. **(instead of)** ...............................................................................................
  3. **(across)** ....................................................................................................
  4. **(as)** ...........................................................................................................
  5. **(among)** ....................................................................................................
Here is the list of preposition you may use in your daily conversation.

<table>
<thead>
<tr>
<th>aboard</th>
<th>along</th>
<th>behind</th>
<th>but (except)</th>
<th>from</th>
<th>off</th>
<th>past</th>
<th>until</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>amid</td>
<td>below</td>
<td>By</td>
<td>in</td>
<td>on</td>
<td>since</td>
<td>up</td>
</tr>
<tr>
<td>above</td>
<td>among</td>
<td>beneath</td>
<td>Down</td>
<td>inside</td>
<td>onto</td>
<td>through</td>
<td>upon</td>
</tr>
<tr>
<td>across</td>
<td>around</td>
<td>beside</td>
<td>During</td>
<td>into</td>
<td>out</td>
<td>to</td>
<td>with</td>
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<td>after</td>
<td>at</td>
<td>between</td>
<td>Except</td>
<td>near</td>
<td>outside</td>
<td>toward</td>
<td>within</td>
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<td>against</td>
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<td>beyond</td>
<td>For</td>
<td>of</td>
<td>over</td>
<td>under</td>
<td>without</td>
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</tbody>
</table>

**Example:**

- During summer holiday, people usually go to the beach.
- My mom and I like to spend our leisure time by going out to the restaurant.
- The most adventure I did in my last holiday was going to climb in Jaya Wijaya Mountain.
Activity Five

Trap in a Hectic Day!

1. Underline the expression of asking for fact and talking about fact.

In the middle of summer holiday

Steve: “I think we need a vacation. Last summer, we didn’t go anywhere. I was quite busy.”
Julie: “Yeah, I have already gotten bored with my routine.”
Steve: “What’s going on? Do you have problem in your job?”
Julie: “Well, you know the salary I earn from my job isn’t equitable with the job.
Steve: “Okay, so I bet you need a bit refreshing. Do you have any plan, honey?”
Julie: “Florida! Do you still remember Lucy and Jacob? They have invited us to come to their house.”
Steve: “Can you make it clearly?”
Julie: “Oh, C’mon! They rented our room two years ago.
Steve: “The exchange students?”
Julie: “Voila….that’s the detail!”
Steve: “Alright, make it happen!”

2. Listen to the teacher and write the dialogue.

On the way going to Florida

Steve: “Oh, crap! It’s stuck; full of cars.”
Jolie: (sighing) “Hei, it’s holiday! No wonder if the street is absolutely crowded! Be patient”
Steve: “I think no Jolie. I take the alternative route to avoid the crowded, but…How come!”
Jolie: “So, there must be something wrong; an accident or street construction.”
Steve: “............................

Transcription
Make the ending of this story based on the picture given in the group of three. Use the expression of asking for and talking about fact and give one warning.

Steve and Jolie stop their car and see what’s happened.

Activity Six

Sharing Season

During your life, you must have secrets that you keep. Tell us one little secret of yours.

Language of Warning

- Please! Do not step the grass.
- No Swimming Allowed!
- Caution: Do not kill animal here! It’s under the protection.
- Warning: This area is under construction!
- Avoid contact with forbidden area.
- Attention: No Trespassing!”

In this unit, you will learn how to:

- Ask for clarification and its responses
- Use prepositional phrase based on the context
Problems are Everywhere!

**Don’t Throw the Trashes again to me!**

Quite common phenomenon you can see in many big development countries, such as in Indonesia. Many people are not aware of the surround. They keep throwing the trashes in the river without noticing that the river has already been dirty and smelt bad.

Tragically, many people live with that condition. It seems nothing to be worried for them even they use the water from its river for cooking, washing, bathing, and drinking. So, what is wrong with the society?

Images sources: [http://www.adinoto.org/sampahhitam2.jpg](http://www.adinoto.org/sampahhitam2.jpg)

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**Save Us from the Extinction!**

Imagine, how many animals we know which have already extinct, such as Galapagos bird and others. Bears, Orang Utan, and Panda are just some species which are under-protection due to their frequently rare in amount right now. Mostly, they are hunted because their furs are extremely expensive or they go into the village because the habitat are depraved. Is their fault so they deserve to be killed?

[http://www.nothingornothing.wordpress.com/orang-1.jpg](http://www.nothingornothing.wordpress.com/orang-1.jpg)
The world is getting hot and hot

In each year, the climate rise up 1° Celsius up to 2° Celsius in approximately. The ice layer in the poles is getting thinner and thinner. The sea level rises highly. The CO₂ level in the atmosphere increases abundantly. It contrasts with the O₂ level that we need for. Indirect effect due to the global warming affect to the animal, plant, and even human itselfs. The climate becomes hotter. Forest fire, draught, flood, nd many disasters are happened.

Many people blame each others who take for the responsibilities. United States is blamed because they produce a lot of CO₂. On the other sides, United States blame many developing countries for producing more waste products. People keep using much stuff which uses CFC, such as Air Conditioner, Spray, or Perfume. The amount of vehicles rises highly while the amount of green areas around the world is declining. Who are responsible for our world when people keep blaming each other? Then, what will happen to our Earth in the next decade?

Early Education for Saving the Earth

In Indonesia, there is still of less awareness among kids of saving the Earth. It is just a simple case when the kids throwing the garbage carelessly. Many sides blame that the education in Indonesia doesn’t teach them better; especially on the moral lesson. Besides, we knows that many kids cannot go into the formal education to have the knowledge of how saving the Earth.

People assume of that the educational system in Indonesia lack of what it is called with “Green School”; like one in the western education. The case is how will you save your Earth so that your generation can still stay to live in the Earth?
Language Expression (Asking for Clarification)

### Asking for Clarification

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the government punish the illegal hunter?</td>
<td>I think they will give them hard punishment.</td>
</tr>
<tr>
<td>You really want to become green volunteers, don’t you?</td>
<td>Yes, I do</td>
</tr>
<tr>
<td>Is it true that, in Kalimantan, the area of Forest is less than 45% because of the illegal lodging?</td>
<td>Yeah, it is absolutely true!</td>
</tr>
<tr>
<td>Is it good if we ask our friends to plant the trees outside our school?</td>
<td>It will be good news for them.</td>
</tr>
<tr>
<td>How does it come?</td>
<td>I have no clue</td>
</tr>
<tr>
<td>Are you sure if the area around Code River is flooded?</td>
<td>I guess so</td>
</tr>
<tr>
<td>Did you know that killing endangered animal is forbidden?</td>
<td>No, I didn’t</td>
</tr>
</tbody>
</table>

### Activity One

1. In a group of five, choose one problem in “Problems are Everywhere”.
2. Discuss the problem in a group.
3. Note the fact you can find in the problem based on your opinion.
4. Ask for the clarification of the fact you have found in the group.
5. Share the result of the discussion in the whole class.
Here are some difficult words you can find on the passage “Problems are everywhere”.

1. Trash /noun/ : rubbish, waste product
2. Extinct /adj/ : no longer in existence
3. Rare/adj/ : not found and seen very often
4. Fur/noun/ : the thick, sort, fine hair of certain animal
5. Depraved/verb/ : being broken or damaged
6. Fault/noun/ : a mistake
7. Deserve/verb/ : to be worthy of

Grammar Section (Kinds of Prepositions) Part 2

Kinds of Prepositions

a. **Preposition of Place** : at, among, between, below, on, inside, etc.
   E.g. The ice layer in the North Pole is melt quickly.

b. **Preposition of Time** : during, around, from, since, from…to…, etc.
   E.g. During 21st century, there are more than 12 species has belonged to endangered animal.

c. **Preposition with Special Uses** : except, for, without, instead of, etc.
   E.g. The government takes a firm decision for protecting the forest.
Activity Two

Underline the preposition below and differentiate what kinds of preposition used in the sentence.

1. Since twelve century, Elephant becomes an endangered species
2. The amount of CO₂ which is produced in United States is the biggest one.
3. Many volunteers demonstrated a week ago for saving the Earth.
4. Without any cooperation with society, the river in Indonesia will not be clean.
5. Around 2009, Chimpanzee, in Borneo, had been killed much.
6. China has already banned the hunter for entering the National Forest.
7. For preserving the tropical forest in Borneo, it cost a billion dollars.
8. From 2007 up to now, In Australia, Koala as the national animal are 25% less.

Activity Three

- Make 3 sentences using preposition of each kind.
- Write your sentences in the whiteboard
- Check together your sentences with your friends.
Activity Four (Story Maker)

Trap in a Hectic Day!

1. Misunderstanding

- Make a group of four or five.
- Discuss the story of your group will be based on the given pictures. The timeline has been already mentioned; “Misunderstanding”.
- Use the expression of asking for clarification and its response in your story.
- Make the mini role play according to your story.
- After finishing watching all performance, give the comment on other groups.
Activity Five

Sharing Season

If you are being a world bear ambassador, what will you do to save the bear from the extinction?

List You Need to Know in Making Story

- **Introduction**: the part where you introduce the characters, the time, and the starting conflict.
- **Main**: the part where your story reach the climax of the problems you have started in the introduction.
- **Ending**: the part where you put the solution of the problems.