DESIGNING ENGLISH SPEAKING LEARNING ACTIVITIES
USING VARIOUS COMMUNICATIVE ACTIVITIES
FOR TENTH GRADE STUDENTS OF SMA N 1 KASHAN

A THESIS

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

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2011
A Thesis On

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Approved by

G. Punto Aji, S.Pd., M.Hum. 22 December 2010
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Defended before the Board of Examiners on 20 January 2011
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Drs. Tarsisius Sarkim, M.Ed., Ph.D.
“Face what you think you believe and you will be surprised.”

(William Hale White)

I dedicated this thesis for my beloved family.
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, 20 January 2011
The Writer

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ABSTRACT

Purwitasari, Prisca Galuh. 2011. Designing English Learning Activities Using Various Communicative Activities for Tenth Grade Students of SMA N 1 Kasihan. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Communicative activity is a medium for English language learning in a class which is used for improving students’ English skills especially in speaking. Communicative activity motivates the students to interact and communicate with their friends. Through communicative activity, the students are able to learn expressions which are used in the daily life because the activities used are based on real life situations.

This study was aimed to help English teachers in senior high school provide communicative learning activities which are based on real life situations to enhance their students’ English speaking skill. There is a problem to solve in this design: What is the design of English speaking learning activities using various communicative activities for tenth grade students of SMA N 1 Kasihan?

This study was done by conducting the steps of Kemp’s instructional design model which was put under the framework of Borg and Gall’s R&D cycle. This study considered relevant theories related to communicative activities, learning activities, speaking skill, and communicative language.

This study has found the answer to the formulated problems above. The design of English learning activities is a medium which includes the identification of learners’ characteristics and needs of tenth grade students in SMA N 1 Kasihan. The design of English learning activities consists of 4 topics. The topics are “Greeting and Introduction”, “Invitation”, “Showing Sympathy”, and “Recount”. The activities which are used in the design are communicative activities are included in Communicative Language Teaching (CLT). Communicative activities used in the design are combined with some activities which support the achievement of the objectives of the design, such as games and songs.

In conclusion, this design is considered as an appropriate design for tenth grade students because the design has been evaluated by some experts and revised to get the better design and appropriate with the students’ characters. The design is expected to be able to make the students speak English actively and increase students’ confidence in speaking English.
ABSTRAK


Studi ini bertujuan untuk membantu para guru bahasa Inggris di Sekolah Menengah Atas (SMA) dengan menyediakan kegiatan pembelajaran yang komunikatif dan berdasar pada situasi nyata dalam kehidupan sehari-hari untuk meningkatkan ketrampilan berbicara yang komunikatif para siswa. Terdapat satu permasalahan untuk dipecahkan dalam studi ini: Seperti apa desain kegiatan pembelajaran bahasa Inggris dengan menggunakan berbagai kegiatan yang bersifat komunikatif bagi siswa kelas sepuluh di SMA N 1 Kasihan?

Studi ini diselesaikan dengan menerapkan langkah-langkah dari model desain materi Kemp yang dimasukkan ke dalam langkah-langkah metode penelitian dan pengembangan pendidikan (R&D) Borg dan Gall. Studi ini juga menggunakan teori-teori yang berkaitan dengan communicative activity, kegiatan pembelajaran, ketrampilan berbicara, dan pengajaran bahasa yang komunikatif.

Sebagai kesimpulan, design ini dianggap telah sesuai untuk siswa kelas sepuluh karena design ini telah dievaluasi oleh ahli-ahli dan direvisi untuk mendapatkan design yang lebih baik dan sesuai dengan karakter anak. Design ini diharapkan mampu membuat siswa lebih aktif berbicara dalam bahasa Inggris dan meningkatkan kepercayaan diri siswa untuk berbicara dalam bahasa Inggris.
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Dibuat di Yogyakarta

Pada tanggal: 20 Januari 2011

Yang menyatakan

(Prisca Galuh Purwitasari)
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With love,

Prisca Galuh
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK'S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>PUBLICATION PAGE</td>
<td>ix</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvii</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>4</td>
</tr>
<tr>
<td>C. Problem Limitation</td>
<td>4</td>
</tr>
<tr>
<td>D. Research Objectives</td>
<td>5</td>
</tr>
<tr>
<td>E. Research Benefits</td>
<td>5</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>6</td>
</tr>
<tr>
<td>1. Design</td>
<td>6</td>
</tr>
<tr>
<td>2. Instructional Design</td>
<td>6</td>
</tr>
<tr>
<td>3. Learning Activities</td>
<td>6</td>
</tr>
<tr>
<td>4. Speaking</td>
<td>7</td>
</tr>
<tr>
<td>5. Communicative Activities</td>
<td>7</td>
</tr>
<tr>
<td>6. Junior High School Students</td>
<td>7</td>
</tr>
<tr>
<td>CHAPTER II. REVIEW OF RELATED LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>A. Theoretical Description</td>
<td>9</td>
</tr>
</tbody>
</table>
1. Instructional Design .................................................. 9
2. Educational Research and Development .................... 14
3. Communicative Language Teaching ............................. 16
   a. The Nature of Communicative Language Teaching ... 16
   b. The Principles of Communicative Language Teaching 17
3. Communicative Activities ........................................... 17
   a. The Purposes of Communicative Activities ............. 18
   b. Types of Communicative Activities ....................... 19
4. Task-Based Approach ............................................... 20
   a. The Definition of Task-Based .............................. 20
   b. The Principles of Task-Based .............................. 21
5. Cooperative Learning .............................................. 22
6. Speaking .............................................................. 23
   a. The Definition of Speaking .................................. 23
   b. The Process of Speaking .................................... 24
   c. The Principles of Teaching Speaking ..................... 25
B. Theoretical Framework ............................................ 25

CHAPTER III. METHODOLOGY ........................................... 30
   A. Research Method ................................................. 30
   B. Research Participants .......................................... 32
   C. Research Instruments .......................................... 34
   D. Data Gathering Technique ................................. 35
   E. Data Analysis Technique ...................................... 38
   F. Research Procedure ............................................ 39

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION ........... 43
   A. Learners’ Characteristics .................................... 44
   B. The Existing Learning Activities ............................ 52
   C. Competence Standard, Basic Competence, and Topic ... 55
   D. Learning Indicators ............................................. 58
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Data Needed</td>
<td>37</td>
</tr>
<tr>
<td>4.1</td>
<td>The Observation Data about Speaking Class Situation</td>
<td>44</td>
</tr>
<tr>
<td>4.2</td>
<td>The Interview Data of Learners’ Characteristics</td>
<td>48</td>
</tr>
<tr>
<td>4.3</td>
<td>The Data of the Respondents</td>
<td>48</td>
</tr>
<tr>
<td>4.4</td>
<td>The Questionnaire Data of the Students’ Interest in Speaking English</td>
<td>49</td>
</tr>
<tr>
<td>4.5</td>
<td>The Result of the Chosen Topics</td>
<td>50</td>
</tr>
<tr>
<td>4.6</td>
<td>The Difficulties that the Students Found in Learning English</td>
<td>52</td>
</tr>
<tr>
<td>4.7</td>
<td>The Data of the Existing Learning Activities</td>
<td>52</td>
</tr>
<tr>
<td>4.8</td>
<td>Competence Standard, Basic Competence, and Topic</td>
<td>57</td>
</tr>
<tr>
<td>4.9</td>
<td>The Learning Indicators of the Design</td>
<td>58</td>
</tr>
<tr>
<td>4.10</td>
<td>Organization of Subject Content</td>
<td>60</td>
</tr>
<tr>
<td>4.11</td>
<td>Expected and Undesirable Activities in Speaking Class</td>
<td>61</td>
</tr>
<tr>
<td>4.12</td>
<td>Major Activities in the Design</td>
<td>65</td>
</tr>
<tr>
<td>4.13</td>
<td>The Procedures and Techniques Used in the Design</td>
<td>67</td>
</tr>
<tr>
<td>4.14</td>
<td>Data of the Respondents’ Educational Background and Teaching Experience</td>
<td>71</td>
</tr>
<tr>
<td>4.15</td>
<td>Strengths and Weaknesses of the Designed Learning Activities</td>
<td>76</td>
</tr>
<tr>
<td>4.16</td>
<td>Revision of the Design</td>
<td>77</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Instructional Design Designed by Kemp</td>
<td>13</td>
</tr>
<tr>
<td>2.2</td>
<td>A Framework for Task-Based Language Teaching</td>
<td>21</td>
</tr>
<tr>
<td>2.3</td>
<td>The Process of Communication System</td>
<td>24</td>
</tr>
<tr>
<td>2.4</td>
<td>The Researcher’s Theoretical Framework</td>
<td>29</td>
</tr>
<tr>
<td>3.1</td>
<td>The Researcher’s R&amp;D Cycle Completed with Kemp’s Model</td>
<td>42</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Surat Ijin Penelitian</td>
<td>83</td>
</tr>
<tr>
<td>2. Observation Checklist</td>
<td>85</td>
</tr>
<tr>
<td>3. Result of Class Observation</td>
<td>86</td>
</tr>
<tr>
<td>4. List of Questions for Need Analysis Interview</td>
<td>87</td>
</tr>
<tr>
<td>5. Result of Need Analysis Interview</td>
<td>88</td>
</tr>
<tr>
<td>6. Questionnaire for Need Analysis</td>
<td>89</td>
</tr>
<tr>
<td>7. Sample of the Need Analysis Questionnaire</td>
<td>94</td>
</tr>
<tr>
<td>8. Questionnaire for Product Validation</td>
<td>104</td>
</tr>
<tr>
<td>9. Result of Product Validation Questionnaire</td>
<td>108</td>
</tr>
<tr>
<td>10. Syllabus</td>
<td>120</td>
</tr>
<tr>
<td>11. Rationale of the Design</td>
<td>129</td>
</tr>
<tr>
<td>12. The Designed Learning Activities</td>
<td>131</td>
</tr>
<tr>
<td>13. Surat Keterangan Penelitian</td>
<td>200</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This research is on purpose to design English speaking learning activities using various communicative activities for tenth grade students of SMA N 1 Kasihan. This chapter briefly discusses (A) research background, (B) problem formulation, (C) problem limitation, (D) research objectives, (E) research benefits, (F) definitions of terms.

A. Research Background

Language becomes one important aspect in life, used for communicating. People need to communicate in order to share many things to others. Moreover, in this globalization era, communication becomes a need that cannot be separated from human life. Communication can be used for building relationship. People who can communicate well will have good relationship with others. Therefore, language becomes an important aspect in this world especially in building relationship.

A tool for communication is language. According to Halliday (1975) in Yalden (1987), language is a social activity. People communicate and interact with others through language. A language which is used for international communication is English. English is considered as an international language which is used to help people to have relationship with many parts of the world. Through English, people can deliver their meaning to people from different countries. This becomes a reason why many people
try to study English. Thus, mastering English is considered important nowadays.

Since people try to study English in order to communicate with many people, many teachers try to find appropriate techniques in teaching English especially techniques which encourage people to communicate actively. In the past, many experts did research to find suitable techniques in language learning. That becomes a proof that finding the appropriate language teaching techniques is not easy, the teacher has to realize students’ characteristics and applicable techniques that will bring benefits in language learning process. According to Brown and Yule (1983: 19-20), the most language teaching is concerned with developing skills in short and producing short turn will not automatically yield a student who can perform satisfactorily in long turns. Based on Brown and Yule’s statement, a teacher has to develop skills in long turn. In developing the skill in long turn, the teacher needs to create comfortable atmosphere to support the development process. Therefore, the proper strategies need to be implemented for the sake of successfully teaching learning process. The teacher should be sensitive for condition which emerges in class so that the teacher can decide right actions for the students. The teacher also should increase the aspects that can support the long turn skill development, such as the students’ confidence in learning and using language.

In using language, a student needs to have confidence. By having confidence, the student will be brave to speak. In other words, confidence affects how someone communicates. According to Koch (1995: 2), there is a
relation between self-concept, confidence and communication. He states “how you see yourself is directly related to your ability to communicate. The better your self-concept, the more likely you will be able to communicate positively and confidently.” (Koch, 1995:2) Self-concept means how you see your potential in yourself. If someone has good self-concept, he/she will have good confidence toward him or herself. Good confidence will build good communication. It means someone who has good confidence can communicate well with others. Since confidence is crucial for communicating, it is important to learn how to increase someone’s confidence in communicating. The students can learn how to communicate with others confidently in class through communicative activities. Communicative activities try to involve all students in the class to interact each other. Various communicative activities are many kinds of activities which try to bring real life situations.

SMA N 1 Kasihan is one of Senior High Schools in Yogyakarta. The researcher has gathered data of tenth grade class of SMA N 1 Kasihan in July – August 2010 by interviewing the English teacher of tenth grade class, observing speaking class and distributing questionnaires for students. The researcher tried to gather data about the class’ condition and the students’ characteristics. Based on the observation, interview, and questionnaires, some lacks have been found. The lacks in speaking class are lack of confidence in speaking English and lack of participation in class.
The lacks that have been mentioned in above carry weakness for tenth grade students of SMA N 1 Kasihan. The weakness appearing in the class is passive students. Not all students had opportunity to speak in the class because the teacher sometimes only focused on some students by only pointing at some students. Some students seldom participated in speaking activity in class, whereas participation in speaking English is an essential aspect for the students’ improvement in learning English because participation in speaking makes the students learn to use the language. The students needed confidence to speak and participate in class. Moreover, the students will be more confidence and braver in speaking to deliver their ideas if they are motivated by the teacher and supported by fun learning activities in class.

Based on the condition appearing in the class, the researcher tries to design learning activities that can motivate the students to be braver to speak. The researcher creates various communicative activities in order to make them speak and not to make them get monotonous activities. The researcher tries to develop English speaking learning activities using various communicative activities for tenth grade students of SMA N 1 Kasihan in order to increase their confidence in speaking.
B. Problem Formulation

There is one problem formulated in this research. The problem is “what is the design of English speaking learning activities using various communicative activities for tenth grade students of SMA N 1 Kasihan?”

C. Research Area Limitation

This research is limited to English Language Teaching area. The research discusses about activities development. The focus of the activities made is only on communicative activities. In order to answer what the students will get in class, the research is only focused on speaking skill of Senior High School students using various communicative activities. The researcher makes four learning activities in this design. This research is conducted in SMA N 1 Kasihan Yogyakarta.

D. Research Objectives

The research is conducted in order to design English speaking learning activities using various communicative activities for tenth grade students of SMA N 1 Kasihan.
E. Research Benefits

The benefits of the research can be stated as follows:

1. For the researcher

The study will improve the researcher’s knowledge and make the researcher get experience in designing a set of English speaking learning activities.

2. For the English teacher in SMA N 1 Kasihan

The study will help English teacher to develop a strategy to teach speaking for tenth grade students.

3. For the tenth grade students of SMA N 1 Kasihan

The study will be useful to find various communicative activities which are different from their usual activities in speaking class in order to make the students interested with the activities in class.

F. Definition of Terms

1. Design

According to the Yalden (1987), design is a view of a plan how language is learned, acquired, and used. In this study, design means create a plan of teaching learning strategy that will be used in teaching learning process and facilitate teaching learning activities in classroom.

2. Instructional Design

According to Briggs (1977), instructional design is the entire process of analysis of learning needs and goals and the development of a delivery
system to meet the needs; includes the development of instructional materials and activities; and tryout and revision of all instruction and learner assessment activities. In this study, instructional design gives contribution in guiding the process of making learning activities.

3. Learning Activity

a. Learning

According to Krashen (1987) in Schutz (2007), learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules.

b. Activities

According to Nunan (1997), activities specify what learners will actually do with the input which forms the point of departure for learning task.

Learning activities in this study are activities that are used in teaching learning process and have a purpose to make the students master the lesson.

4. Speaking

Speaking is an instrumental activity in which speakers talk in order to have some effects on their listener. (Clark and Clark, 1977). Speaking in this study means activity transferring a meaning to somebody else to achieve certain purpose.

5. Communicative activities

According to Tait (2001), the key element of communicative activities is that the activities based around a realistic situation. Communicative
activities in this study are various activities which try to create “real communication” for the students.

6. Senior High School Students

The students who have graduated from elementary school have a right to join this basic education (Depdikbud, 1994). Senior high school students are students who graduate from junior high school and continue the study in the next level of education. The students in this research are tenth grade students of SMA N 1 Kasihan.
CHAPTER II

REVIEW OF RELATED LITERATURE

This section discusses about review of related literature. This section is divided into two parts. The first part is theoretical description. This part gives explanation about theory that related to the research. The second part is theoretical framework. This part discusses about framework for the design.

A. Theoretical Description

This part discusses about some theories that support the research. In designing the activities, the writer needs to consider some underlying theories. The theories are instructional design, Educational Research and Development, Communicative Language Teaching, communicative activities, task-based, cooperative learning, and speaking.

1. Instructional Design

According to Briggs (1977), instructional design is the entire process of analysis of learning needs and goals and the development of a delivery system to meet the needs; includes the development of instructional materials and activities; and tryout and revision of all instruction and learner assessment activities. In this study, instructional design gives contribution in guiding the process of making learning activities. There is one theory of instructional design used in this study.
The theory is Kemp’s instructional design model. In Kemp’s instructional design, he states the design follows the system approach where the goal and evaluation are used for adjustment and improvement. “System approach is the overall plan of the instructional design compiled in order” (Kemp, 1977).

Kemp offers eight parts of instructional design plan to supply answers to the three questions:

a. What must be learned?

b. What procedures and resources will work best to reach the desired learning levels?

c. How will we know when the required learning has taken place?

These three questions concern on objectives, activities, resources, and evaluation of the design. Before answering these three questions, the designer needs to consider about eight parts that are offered by Kemp. They are:

a. Consider goals, and then list topics, stating the general purposes for teaching each topic.

In this part, goal of the learning should be identified first. After identifying the goal, the listed topics should be made in order to know the subject area that will be taught. After listing the topic, the designer states the general purposes for each topic.
b. Enumerate the important characteristics of the learners for whom the instruction is to be designed.

Identifying the learners’ characteristics is one important starting point in designing materials or learning activities. The learners’ characteristics are used as a consideration in designing the materials or learning activities. By identifying the learners’ characteristics, the designer knows what to be designed. The lacks, weaknesses, interests, and needs are appeared in this step.

Learners’ characteristics can be seen from two different aspects. The first is the characteristics related to academic, such as students’ intelligence, academic background, students’ confidence in speaking, and students’ motivation in learning. The second is the characteristics related to social, such as students’ emotion and students’ relationship.

c. Specify the learning objectives to be achieved in terms of measurable student behavioral outcomes.

The learning objectives should be specified in order to help teacher to measure the students’ achievement. The learners also need to know the objectives of the lesson to make them know the destination of the lesson.

d. List the subject content that supports each objective.

After specifying the learning objectives, the designer lists the subject content. Some aspects need to be considered in listing the subject content such us related to the objectives, related to learners’ needs, and the selection of specific knowledge, skills, and topics.
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).

e. Develop pre-assessments to determine the student’s background and present level of knowledge about the topic.

The designer needs to develop pre-assessment first in designing instructional design. Pre-assessment was developed to determine the students’ background, present level of knowledge, and the objectives that the students have already achieved.

f. Selecting teaching/learning activities and instructional resources that will treat the subject content so students will accomplish the objectives.

The designer should decide teaching-learning activities and resources that support the instructional activities in order to support the objectives.

g. Specifying support services for implementing activities and producing materials

Specifying support services is needed. Coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.

h. Evaluate students’ learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.
The designer tries to evaluate the students’ learning and decide whether the students’ learning accomplish the objectives or not. Revision and reevaluation will be used for the improvement.

The eight parts of Kemp’s model are a flexible process. They related each other. It is the designer’s choice to start wherever he/she wants to start and move back and forth to the other steps (Kemp, 1977). The model of Kemp’s instructional design can be seen in figure 2.1 below.

Figure 2.1: Instructional Design Designed by Kemp (1997: 9)
2. Educational Research and Development

Educational research and development (R&D) is a process used to develop and validate educational products (Borg and Gall, 1983: 772). Educational product consists of material object, such as textbook, instructional film, etc. and refers to established procedures and processes such as method of teaching. IR&D consists of a cycle in which a version of the product is developed, field-testing, and revised on the basis of field-test data. The goal of R&D is to take the research knowledge and incorporate it into a product that can be used in the schools. The purpose of R&D is to bridge the gap that frequently exists between educational research and educational practice. There are various steps of R&D which are known as R&D cycle. There are 10 major steps in the R&D cycle:

a. Research and information collecting
   It includes review of related literature, classroom observation, and preparation.

b. Planning
   It includes defining skills, stating objectives determining course sequence, and small scale feasibility testing.

c. Develop preliminary form of product
   It includes preparation of instructional materials, handbooks, and evaluation devices.

d. Preliminary field testing
   The purpose of this step is to obtain an initial qualitative evaluation of the new educational product. It is conducted from 1 to 3 schools, using 6 to 12 subjects.
The expected data are collected through interviews, questionnaires and observations.

e. Main product revision

In main product revision, the data obtained from the preliminary field testing are compiled and analyzed. The collected data are used as feedback in developing and improving the educational product.

f. Main field testing

The purpose of this step is to determine whether the educational product under development meets its performance objectives. Furthermore, it is also used to collect information that can be used to improve the course in its next revision. Therefore, the questionnaire and interview data should be obtained from all participants in the main field testing.

g. Operational product revision

This part compiled the revision of product as suggested by the main field-test results.

h. Operational field testing

The purpose of this step is to determine whether an educational product is fully ready to be used in the schools without the presence of the developer or his staff.

i. Final product revision

This part compiled the revision of product as suggested by operational field-test results.
j. Dissemination and implementation

Dissemination refers to the process of helping potential users to become aware of R&D product. Implementation refers to the process of helping the adopter of R&D product to use it in the way it is intended by the developers.

3. Communicative Language Teaching

This part discusses theories about Communicative Language Teaching (CLT). There are two theories explained in this section. The first is the nature of Communicative Language Teaching. The second is the principles of Communicative Language Teaching.

a. The Nature of Communicative Language Teaching

Communicative Language Teaching refers to a varied set of principles which reflect a communicative view of language and language learning and which can be used to support a wide variety of classroom procedures (Richards and Rodgers, 2001). CLT concerns on the communicative aspect which tries to develop students’ ability in communicating.

According to Littlewood (1983), one of the most characteristic features of CLT is that it pays attention to functional and structural aspects of language. Based on the previous statement, it is important to focus on the functional and structural aspects of language. Structural aspects are related grammatical system in the communication and functional aspects are related to the function in
communication. Each aspect cannot substitute one another because each other has their own roles in communication.

**b. The Principles of Communicative Language Teaching**

As the other methods, CLT has some principles that differentiate CLT from other methods. According to Richards and Rodgers (2001), the principles of CLT are:

1. through using the language, the learners learn to communicate;
2. the goal of classroom activities is at authentic and meaningful communication;
3. fluency is an important aspect of communication;
4. the integration of different language skills is involved in the communication;
5. learning is a process of creative construction and involves trial and error.

**4. Communicative Activities**

Various communicative activities can make the students get variation in their learning process. Various communicative activities are many kinds of activities which are used in teaching learning process and are used to achieve communication approach goal. According to Sasson (2008), the goal of the communicative approach is to have the student communicatively competent which means using the language to communicate, which is the most effective way to learn a language. In doing communicative activities, people have real life context. Communicative activities also encourage cooperative relationships because there is an interaction with others in the activities.
a. The Purposes of Communicative Activities

In designing learning activities using communicative activities, it is important to know the purposes of communicative activities. Communicative activities have several purposes (Littlewood, 1983), they are:

1) They provide “whole class practice”

Communicative activities provide learners with whole-task practice in the classroom through various kinds of communicative activity, structured in order to suit the learners’ level of ability.

2) They improve motivation

The learners’ ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

Most learners’ prior conception of language is as a means of communication rather than as a structural system. Their learning is more likely to make sense to them if it can build on this conception rather than contradict it.

3) They allow natural learning

Language learning takes place inside the learner. Many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication.
4) They can create a context which supports learning

   Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher.

b. Types of Communicative Activities

   Communicative activities have two types of activities. The first one is functional communicative activities and the second is social interaction activities. Littlewood (1983) in his book explains about these two types of communicative activities.

   1) Functional communicative activities

      The main purpose of the activity is that learners should use the language they know in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation.

   2) Social interaction activities

      Learners must still aim to convey meanings effectively, but must also pay greater attention to the social context in which the interaction takes place. Because of the limitations of the classroom, simulation and role-playing are now important techniques for creating a wider variety of social situation and relationships than would otherwise occur.
5. Task-Based Approach

a. The Definition of Task-Based

According to Nunan (2004), task-based approach represents a particular realization of communicative language teaching. The need analysis of target tasks needs to carry out in the real world. So, it means the knowledge of using language can be developed by completing task.

It is important to change the real-world tasks into tasks which can be brought in the classroom by transforming these real world tasks into pedagogical tasks. According to Nunan (2004), tasks can be placed on a continuum from rehearsal tasks to activation tasks. Rehearsal tasks bear a clear and obvious relationship to its corresponding real-world counterpart. Rehearsal tasks have a rehearsal rationale. Activation tasks are designed not to provide learners with an opportunity to rehearse some out-of-class performance but to activate their emerging language skill. In performing such tasks, learners begin to move from reproductive language use (in which they are reproducing and manipulating language models provided by the teacher, the textbook or the tape) to creative language use (in which they are recombining familiar words, structures, and expressions in novel ways. The framework for Task-Based Language Teaching is shown in figure 2.2.
b. The Principles of Task-Based Language Teaching

There are seven principles for Task-Based Language Teaching (Nunan, 2004). The principles are:

1) Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2) Task dependency

Within a lesson, one task should grow out of and build upon the ones that have gone before.

3) Recycling

Recycling language maximizes opportunities for learning and activates the “organic” learning principles. This recycling allows learners to encounter target
language items in a range of different environments, both linguistic and experiential.

4) Active learning

Learners learn best through actively constructing their own knowledge rather than having it transmitted to them by the teacher.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6) Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

6. Cooperative Learning

According to Olsen and Kagan (1992), cooperative learning offers ways to organize group work to enhance learning and increase academic achievement. The main point in cooperative learning is that the students who join in a group can organize the group well to improve their knowledge. Students work together on groups to help themselves and their teammates learn together by sharing their knowledge. The role of cooperative learning is needed in communicative
activities because basically the students should communicate or make interaction with others.

In cooperative learning, the students have to share their knowledge each other. They tend to work in a group. They do not work individually and collect their works in one unity, but they have to complete information or knowledge gap. Cooperative Learning enhances student learning by:

a. providing a shared cognitive set of information between students;
b. motivating students to learn the material;
c. ensuring that students construct their own knowledge;
d. providing formative feedback;
e. developing social and group skills necessary for success outside the classroom,
f. promoting positive interaction between members of different cultural and socio-economic groups.

7. Speaking

a. The Definition of Speaking

Speaking is an instrumental activity in which speakers talk in order to have some effects on their listener. (Clark and Clark, 1977). When someone is speaking, he or she delivers the meaning to others. Through speaking, people convey ideas or creativities to achieve certain purpose.
b. The Process of Speaking

The process of speaking consists of some steps. It comes from information source into destination. The process of communication according to Rivers (1968) is that an information source emits a message which is encoded for transmission as a signal. This signal passes through a channel to a receiver that decodes the message for use at its destination. This process is called communication. The figure of communication system can be seen figure 2.3.

Information source \rightarrow transmitter \rightarrow receiver \rightarrow destination

Noise source

Figure 2.3: The Process of Communication System (Rivers, 1968)

Brown and Yule (1983) in Nunan (1995) draw a useful distinction between two basic language functions in speaking. They are transactional function and interactional function. The transactional function is concerned with the transfer of information. The interactional function is concerned with the maintenance of social relationship.
c. The Principles of Teaching Speaking

According to Nunan (2003), there are five principles for teaching speaking that are needed to be considered by the designer in designing speaking learning activities so that the designer can design suitable design. The principles are: (a) be aware of the differences between second language and foreign language learning contexts; (b) give learners practice with both fluency and accuracy; (c) provide opportunities for learners to talk by using group work or pair work, and limiting teacher talk; (d) plan speaking tasks that involve negotiation for meaning; (e) design classroom activities that involve guidance and practice in both transactional and interactional speaking.

B. Theoretical Framework

This research used some supporting theories, which were obtained from reviewing some related literature, as guidance in designing learning activities. The theories have been discussed in the previous part.

Each theory gave its own role in the designing process. The first theory was instructional design which was used as an illustration of designing a product. The instructional design theory provided Kemp’s instructional design model as instructional design model theory. Therefore, the researcher only used some steps taken from Kemp’s model. The steps are put under the research procedure, Research and Development.
The researcher used Educational Research and Development theory in the research as research procedure. The explanation of research procedure will be given in the next chapter. The research procedure provided some main stages that became the framework for some steps taken from Kemp’s model. The research procedure was used to create a well-organized research. In designing the product, the researcher followed the stages in research procedure.

Theories of Communicative Language Teaching, communicative activities, cooperative learning and task-based were also used in this research. Those theories gave information about the underlying principles that needed to be considered by the researcher before creating the learning activities. Theories of Communicative Language Teaching, communicative activities, cooperative learning and task-based made the researcher know what kind of learning activity should be created in the design. Communicative Language Teaching, communicative activities, cooperative learning and task-based theories were used as consideration in deciding kind of learning activities.

Speaking theory was also useful in helping the researcher in the process of designing. The researcher got information about what speaking is and how teaches speaking properly, so that the researcher could design the appropriate learning activities that can make the students speak competently.

In designing the supplementary set of English instructional learning activities, the researcher used some steps that are arranged into a framework. The framework of the designing instructional English learning activities in this
research is explained below and the figure of the framework is shown in figure 2.5.

1. Identifying learners’ characteristics

The designer identifies the learners’ characteristics in order to be the raw data which are needed to be considered before starting designing learning activities.

2. Stating goals, topics, and general purposes.

After analyzing the data about the existing condition in class, the designer states the goals, topics, and general purposes.

3. Stating the learning objectives.

The next step is stating the learning objectives or learning indicators. It is used for the target measurement of the students’ learning process for each unit.

4. Listing the subject content.

In this part, the designer chooses the appropriate materials that will be included in module. The materials are taken from many sources.

5. Deciding the teaching learning activities.

The designer starts to design the learning activities.

6. Evaluating the design

The teacher of the class evaluates the design and decides the strengths and the weaknesses of the design. The experts are also needed in evaluating the design in order to get a good design.
7. Revising the design

The designer revises the design based on the feedback given from the teacher and the experts.
Figure 2.4: The Researcher’s Theoretical Framework

Identifying learners’ characteristics

Stating goals, topics, and general purposes

Stating the learning objectives

Listing the subject content

Deciding the teaching learning activities

Evaluating the design

Revising the design
CHAPTER III
RESEARCH METHODOLOGY

This chapter will discuss about the methodology that was used in this research. This chapter is divided into six parts, they are: research method, research participants, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

This research was dealt with one problem that was mentioned in chapter I. The problem was what the design of English speaking learning activities using various communicative activities for tenth grade students in SMA N 1 Kasihan is. The method that was used to solve the problems in this research is Research and Development.

Research and Development (R&D) was conducted to develop and validate educational products. It consists of a cycle in which a version of the product is develop, field-tested, and revised on the basis of field-test data. There are 10 steps in R&D, but the researcher only uses some steps that are appropriate and needed in this research. The steps used in this research were:

1. Research and Information Collecting

In this step, the researcher collected information related to the research. The researcher reviewed some related literature to support the research. The researcher also distributed questionnaires, did observation, and
did interview in order to obtain the needed data. The subject of this research was tenth grade students of SMA N 1 Kasihan. The researcher observed the situation in class, interviewed the teacher, and distributed the questionnaires to the students.

2. Planning

In this step, the research defined skill that would be focused on. After gathering the needed data, the researcher started to design the learning activities. The researcher made the outline of the design and stated the general purposes. In stating the goals and the general purposes of the design, the researcher used curriculum as a guideline.

3. Preliminary Product Developing

In this step, the researcher tried to design the speaking learning activities. The gathered data from the first step were important in designing the learning activities. After collecting the data, the researcher designed the learning activities. The researcher analyzed the gathered data from the observation, the interview, and the questionnaires. The result of analysis was used as a deliberation in designing the learning activities.

4. Preliminary Field Testing

In this step, the learning activities designed were evaluated by the experts in designing and teaching speaking. The participants in evaluating the learning activities were the English teacher in SMA N 1 Kasihan and the lecturers of the English Language Education Study Program of Sanata Dharma University. The English teacher and the lecturers gave evaluation and
feedback of the learning activities. The evaluation and feedback were used to make the first revision of the learning activities.

5. Main product revision

After having been evaluated by the English teacher and the lecturers of the English Language Education Study Program of Sanata Dharma University, the learning activities were revised by the researcher. The researcher needed the feedback and the evaluation as a consideration in giving revision to the learning activities.

A. Research Participants

In this research, the researcher needed some participants. The participants in the research were the English teacher in SMA N 1 Kasihan and tenth grade students in SMA N 1 Kasihan. The researcher only chose some tenth grade students because that some students could be the representative for other tenth grade students. The researcher chose one class as the representative of all tenth grade students. The English teacher had been chosen as the participation in this research because the teacher could give more information needed about the students. All the participations gave the contribution in giving all needed data in the research. The researcher used purposive sampling in this research because it would be difficult to involve all tenth grade students and all English teachers. The researcher only chose the participants that were needed in this research and could be the representative for other participants.
1. Participants in Research and Information Collecting

In research and information collecting step, the collected data were necessary elements in designing the materials. In this step, the needed participants were some tenth grade students and the English teacher of tenth grade in SMA N 1 Kasihan. The tenth grade students became the participants in the need analysis. The researcher tried to find out the students’ interest in English class especially in speaking class by class observation and questionnaire. The English teacher became the participant in giving information about the students’ condition and the class situation that was expected by the teacher. The researcher interviewed the teacher to gather the data of the existing condition and the students’ needs.

2. Participants in Preliminary Field Testing

In preliminary field testing step, the researcher got evaluation of the learning activities from the English teacher in SMA N 1 Kasihan and two lecturers of the English Language Education Study Program of Sanata Dharma University. The needed participants in this step were the English teacher and two lecturers of the English Language Education Study Program of Sanata Dharma University. The teacher and the lecturers were asked to answer some questions in questionnaire in order to get evaluation and feedback about the learning activities. The teacher who got involved in this step was the same teacher as in research and information collecting because the teacher knew the class well so that the teacher could decide whether the learning activities were suitable or not in the class. The first lecturer was chosen by her experience in
teaching speaking, so she automatically mastered a lot of things related to speaking proficiency. The second lecturer was chosen by his expertise in designing. The lecturer analyzed whether the design is good as the product of educational research or not.

B. Research Instruments

The researcher needed some instruments to collect the data. The instruments were classified below:

1. Instruments for Research and Information Collecting

The instruments that were used in Research and Information Collecting step were observation, interview, and questionnaire. The observation was needed in this step because the researcher had to observe and to analyze the existing condition in the class. The observation sheet was in checklist form. The observation was not sufficient to gather data. The researcher needed to have the data from teacher’s interview to get the need analysis. The researcher used open-ended questions in the interview in order to allow the teacher to state possible answers that might come out during the interview. The researcher also applied questionnaire in the research for gathering data about students’ interest and needs in speaking class. Some questions in questionnaire used open-ended questions to make the students be able to state their opinions related to the expected learning activities. The other questions used multiple choices which the analysis for the data through frequency distribution. For the sake of clarity, the interview and questionnaire
were made using *Bahasa Indonesia*, so the teacher and the students could answer it using their first language.

2. **Instrument for Preliminary Field Testing**

The instrument that was used in Preliminary Field Testing step was questionnaire. Through the questionnaire, the researcher gathered feedback and evaluation from the English teacher in SMA N 1 Kasihan and the lecturers of the English Language Education Study Program of Sanata Dharma University. The researcher used open questions in the questionnaire in order to allow the participants to write explanation about the design. The questionnaire was used in this step because the researcher wanted to get explanation about what needed to be revised in the learning activities designed.

**C. Data Gathering Technique**

In conducting the research, the researcher used some techniques to gather data. First technique that was used in this research is review of related literature. This technique was used to gather theories and principles which were used for supporting the research. The theories and principles were taken from book and articles in internet. The researcher also reviewed English curriculum for stating goals and general purposes of the design.

The second technique was observation. The researcher conducted class observation in order to collect data about class situation during speaking class. The researcher observed the activity and students’ response toward the activity. The observation sheet was in form of checklist.
The researcher also used interview in collecting the data. The interview was conducted in order to gather need analysis in the beginning of the research. The researcher interviewed the English teacher to know the characteristics of the students. Another technique which was used in this research is questionnaires. The questionnaires were conducted in two different times. The first questionnaire was conducted in Research and Information Collecting step. The questionnaire was useful for gathering data about students’ interests and needs. The researcher also gathered information about the expected activities through questionnaire. The second questionnaire was conducted after the design had been done by the researcher. The participants in this questionnaire were an English teacher and two lecturers. The participants analyzed the design and gave feedback by answering the questions in the questionnaire.

To summarize all information about the techniques which were used in this research, the researcher presented the information in the Table 3.1.
Table 3.1 Data Needed

<table>
<thead>
<tr>
<th>No</th>
<th>Research steps</th>
<th>The Expected Data</th>
<th>Participation</th>
<th>Instruments</th>
</tr>
</thead>
</table>
| 1. | Research and Information Collection | - Theories in conducting the research  
- Principles in conducting the research  
- Competence standard for English lesson for tenth grade students  
- Basic competence for English lesson for tenth grade students  
- The students’ interest in speaking learning activities  
- The existing activities in speaking class  
- How the students’ response toward the existing activities in speaking class  
- The students’ expected activities in speaking class  
- The students’ lacks in speaking English  
- The students’ participation in class activities  
- The students’ lack in performing in front of class  
- The students’ weaknesses in receiving the lesson in speaking class  
- The students’ motivation in joining activities in speaking class  
- The students’ needs in term of activity | Review of literature  
Review of curriculum | Students and an English teacher  
Observation  
Interview  
Questionnaire |
No | Research steps | The Expected Data | Participation | Instruments  
---|---------------|-----------------|---------------|-------------
2. | Preliminary field testing | - Correlation between objectives and students’ needs  
- The quality of the content in the handout  
- Layout of the handout  
- The activities are motivating or not  
- Correlation between objectives and learning activities  
- The learning activities are appropriate or not for tenth grade students | The English teacher and two lecturers | Questionnaire |

D. Data Analysis Technique

The techniques to get the data in the research were by using observation, interview, and questionnaire. The researcher also conducted literature review and curriculum review in collecting data and information.

In review of literature, the researcher selected the related theories and principles. Then, the researcher arranged the theories and principles that the researcher had found into a framework. The framework showed the relations between the theories had found in the review of literature and the designing process. Besides reviewing literature, the researcher also reviewed curriculum for stating goals and general purposes of the design.

In analyzing the data, the researcher analyzed and interpreted the result of class observation. The researcher also presented and interpreted the data from questionnaire and interview. The data gathered were analyzed
through qualitative data analysis which the data would be shown and interpreted. For the questionnaire in Research and Information Gathering step, the partial data were analyzed through frequency distribution. Frequency distribution is a systematic arrangement of individual measures from the lowest to the highest response (Ary et. al., 2002). The data were presented in percentage to help the researcher determine the students’ interest and needs.

The formulation to count the data is:

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

Note:

- \( n \) = the number of participants who choose certain statements
- \( \sum n \) = the total number of participants

E. **Research Procedure**

The researcher used Research and Development as the research procedure. In conducting the research, the researcher did some steps. The steps were useful for gathering valid data. The steps were under the Research and Development framework. The steps are:

1. Research and Information Collecting
   a. Identifying research problem

In this first step, the researcher identified research problem in English teaching world. The researcher also made a limitation area of the study and formulated the objectives of the study.
b. Making proposal and asking for permission to conduct the research

The second step was making proposal and asking permission. In this step, the researcher made the proposal of the study and asked permission to the headmaster in SMA N 1 Kasihan to conduct the research.

c. Reviewing related theories.

The researcher reviewed some related theories that supported the research. The theories were used as the base before designing activities.

d. Conducting need analysis

In this step, the researcher did observations, interview, and questionnaire to get the need analysis data. The data were about students’ lacks, students’ weaknesses, students’ interests, existing condition, and students’ needs. After having the data, the researcher analyzed the data to do the next step.

2. Planning

After analyzing the need analysis data, the researcher started to make the plan of the learning activities based on need analysis. The researcher considered goals, topics, and stated general purposes.

3. Preliminary Product Developing

a. Arranging learning activities

The next step was designing learning activities of the materials. The learning activities were using various communicative activities. After deciding the learning activities, the researcher also needed to consider time allocation in the learning activities.
b. Designing the product

The next step was compiling the learning activities and time allocation. Those elements should be matched to make good learning activities.

4. Preliminary Field Testing

In this step, the researcher needed to have feedback from the English teacher and some lecturers. The English teacher and the lecturers analyzed the learning activities and gave the feedback of the learning activities. Then, it would be continued with the product revision to get the better learning activities.

5. Main product revision

a. Evaluating feedback

The researcher evaluated the feedback given from the English teacher and the lecturers of the English Language Education Study Program of Sanata Dharma University to make the last revision of the designed learning activities.

b. Revising the design

The researcher revised the design. After revising the learning activities, the researcher got the final design.

As mentioned before, the researcher used Research and Development as the research procedure which had some steps under the research procedure framework. The steps were adapted from Kemp’s instructional design model. The steps from Kemp completed R&D cycle in the research procedure. The
researcher’s R&D cycle completed with Kemp’s model will be shown in the Figure 3.1.

![Diagram of the Researcher’s R&D Cycle Completed with Kemp’s Model]

Figure 3.1: The Researcher’s R&D Cycle Completed with Kemp’s Model

- **Adapting from Borg and Gall’s R&D cycle**
- **Adapting from Kemp’s model**

- Research and information collecting
- Identifying learners’ characteristics
- Planning
  - Considering goals, topics, and stating general purposes
  - Stating the learning objectives
  - Listing subject content
- Preliminary product developing
  - Designing the teaching learning activities
- Preliminary Field Testing
- Evaluating
- Main Field Revision
- Revising

---

The arrows indicate:
- **continuing to the next step**
- **the basis for**
- **feedback line**
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the answer of the problem formulated in chapter I. The design of English speaking learning activities using various communicative activities for tenth grade students in SMAN 1 Kasihan is presented to answer the problem formulation. The further discussion about the answer of the problem formulation will be discussed below.

In this chapter, the design of English speaking learning activities using various communicative activities for tenth grade students is presented. In the process of making the design, the researcher had done some steps which were included in research procedure. As mentioned before in the previous chapter, some steps from Kemp’s were combined with R&D to complete each others.

This research used some supporting theories, which were obtained from reviewing some related literature, as guidance in designing learning activities. The theories were instructional design, Educational Research and Development, Communicative Language Teaching, communicative activities, cooperative learning, and task-based. The researcher also reviewed to school curriculum to get data about competence standard and basic competence of English for tenth grade students. Each theory gave its own role in the designing process.

The researcher had gathered some data related to the design, such as learners’ characteristics and the existing learning activities in the class. The data
was useful because the researcher had to pay attention on that information in order to know what needed to be designed for the students.

A. Learners’ Characteristics

This part discusses data about learners’ characteristics which were obtained through class observation, interview, and questionnaire. The researcher did class observation in gathering need analysis data. The researcher prepared checklist in observing the class. The observation was used in order to know speaking class situation. Knowing class situation is important to know how teacher and students interact. The data of the observation is shown in the Table 4.1.

Table 4.1 The Observation Data about Speaking Class Situation

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are active to participate in speaking class</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>The students are brave to convey their argument in English</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students have motivation in learning English</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students enjoy the activity in speaking class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students are brave to perform in front of class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students are bored with the activity in class</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>The teacher gives stimulus to the students to participate in the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher motivates the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher helps the students if the students find difficulty</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The data were gathered by observing the interaction between the teacher and the students in speaking class. The result of the observation was based
on the dominant condition appearing in the class. The further explanation about the result of class observation is discussed below.

From the observation, it could be seen that most students were not active in participating in the activity. They tended to keep silent while the teacher was asking them to speak. They were still shy to deliver their opinions in public and to communicate using English in speaking class. In fact, they communicated with their friends using Indonesian language, even Javanese language was also used in English class.

Based on the observation, the students’ motivation in learning English was high. In the beginning of the lesson, most students are highly spirit in receiving the lesson. In the middle of the lesson, the students looked bored with the activity. It was because their characteristics, as adult learners, they easy to feel bored with monotonous activity. Some students enjoyed talking with their friends better then listening to the teacher. While the teacher was teaching the class, some students seemed doing other activities at their seats, such as talking with friends, writing something that unrelated with English, and playing their cell phones.

The research found that most of the students were not dare to perform in front of the class. They looked shy to speak English in front of the class, though the researcher also found few students who looked brave to do conversation in front of the class. Some students were also shy to speak up, so the teacher could not hear their voices clearly. Meanwhile, the teacher tried to help her students. The teacher directly corrected the mistakes that were made by the students after the students had finished performing. After some students finished performing in
front of the class, the teacher also tried to make the other students get involved in the activity by asking several questions related to the performance in order to attract their attention. The teacher seemed realizing the lack in her class, so she tried to help some students who were still shy by motivating them in order to make them speak.

Besides class observation, interview was also conducted in order to obtain data for need analysis. The researcher interviewed the English teacher about the students’ characteristics by asking several questions related to students’ characteristics. The interview was recorded to minimize misunderstanding between interviewer and interviewee.

The teacher explained about the activities that were used in speaking class as background before moving on the students’ characteristics. According to the teacher, the activities used in the class were not really varied, inclined monotonous, because mostly activity was short role-play. Other activities that were conducted in the class were discussion and speech, but these activities were seldom conducted. The teacher also explained the students’ responses when short role-play was being conducted. The students sometimes did not listen to their friends’ performances and did other activities with their friends.

Based on interview, the tenth grade students in SMA N 1 Kasihan were highly motivated. Most of the students looked enthusiastic in studying English. The students were motivated if the teacher was able to build good atmosphere in the class so that the students could feel comfort atmosphere that supported teaching learning process. The motivation did not only come from the
teacher but also could be from friends. When their friends had a performance and they did not speak up in doing the conversation, other students would feel bored and did not pay attention on their friends’ performance. It definitely decreased students’ motivation in learning English because, of course, it would disturb their concentration in receiving the lesson. The teacher also said that some students did not have high motivation in learning English. They tended to feel bored from the beginning of the lesson until the end of the lesson, but the amount of the students was not as many as the motivated students.

The teacher also explained about students’ confidence in speaking English. Mostly students were afraid in delivering their opinions in English. If the teacher asked question, some students did not want to be volunteer to answer the question. The teacher needed to point the student first and asked them to answer. Most of the students were silent in the class because they did not feel confident in using English. The rest students were brave to convey their opinions by saying in English, even though some of them had limited vocabularies. The teacher also said that not all students were fluent in speaking English. There are only few students who could speak English fluently.

The students’ participations in speaking were not really low. The students would participate in question and answer section if the teacher gave teaser questions to make them curios toward something that would be explained. The students also would be involved in the interesting and various activities. the students also needed activities that give a lot of opportunities to speak, so that the students’ confidence in speaking will be improved.
The summary of the need analysis data about learners’ characteristics would be shown in the Table 4.2.

**Table 4.2 The Interview Data of Learners’ Characteristics**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning motivation</td>
<td>Most of the students possessed high motivation in learning English</td>
</tr>
<tr>
<td>Students’ confident in speaking English</td>
<td>The students’ confidence was low. Mostly students were shy to speak English.</td>
</tr>
<tr>
<td>Students’ participation in speaking</td>
<td>The students tended to be passive in speaking.</td>
</tr>
</tbody>
</table>

The researcher also distributed questionnaire for the students to obtain data about students’ interests toward speaking English. The respondents in fulfilling the questionnaire were 28 students. The data were recorded in the Table 4.3.

**Table 4.3 The Data of The Respondents**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenth grade students of SMA N 1 Kasihan</td>
<td>Male 8</td>
</tr>
<tr>
<td></td>
<td>Female 20</td>
</tr>
</tbody>
</table>

All the students were highly motivated in learning English. It can be proven by looking at the data of the questionnaire about the students’ interest toward English. Based on the data, all students liked English. In other words,
100% from 28 students were interested in English and it proves that the students had high interest toward English. Mostly students also chose that the atmosphere in the speaking class was fun, which it means that they were comfort with the situation inside the class. Comfortable feeling in the class is one of the things that can motivate the students in learning English.

The students were highly spirited in joining speaking class, which the proof can be seen in the questionnaire data that 92.86% of 28 students had chosen the first option about having spirit in joining speaking class. Even though most of the students had interest in learning English, many students still had low motivation in speaking English. They tended to be passive in speaking because their confidence to speak was low. Based on the result of the questionnaire, the researcher can conclude that the students’ interest toward English is high, but the students’ interest toward speaking English is low. To get an organized data, the researcher put the result of the questionnaire in the Table 4.4 below.

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whether the students like English or not</td>
<td>a. Yes</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2. The atmosphere in the speaking class</td>
<td>a. Fun</td>
<td>27</td>
<td>96.43%</td>
</tr>
<tr>
<td></td>
<td>b. Not fun</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>3. Whether the students have spirit in joining speaking class or not</td>
<td>a. Yes</td>
<td>26</td>
<td>92.86%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>2</td>
<td>7.24%</td>
</tr>
<tr>
<td>4. Whether the students participate actively in speaking class or not</td>
<td>a. Yes</td>
<td>17</td>
<td>60.71%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>11</td>
<td>39.39%</td>
</tr>
<tr>
<td>5. The frequency of the students in speaking English</td>
<td>a. Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>b. Seldom</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td></td>
<td>c. Sometimes</td>
<td>27</td>
<td>96.43%</td>
</tr>
<tr>
<td></td>
<td>d. Often</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6. Whether the students feel</td>
<td>a. Yes</td>
<td>17</td>
<td>60.71%</td>
</tr>
</tbody>
</table>
The researcher also did research toward topics that the students liked most. There were 11 topics provided by the researcher. The students had to choose the topics that they liked most. The topic/s chosen could be one or more than one. The result of the chosen topics is presented in the Table 4.5.

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>confident in speaking English or not</td>
<td>b. No</td>
<td>11</td>
<td>39.39%</td>
</tr>
<tr>
<td>7. The students’ feeling when he/she gets opportunity to speak in front of the class</td>
<td>a. Not happy</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>b. Nervous</td>
<td>12</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td>c. So so</td>
<td>15</td>
<td>53.56%</td>
</tr>
<tr>
<td></td>
<td>d. Happy</td>
<td>1</td>
<td>3.57%</td>
</tr>
</tbody>
</table>

The researcher chose topics that had high percentage as the topics in the design. But not only based on the percentage, the researcher also considered whether the topics applicable in real communication in the students’ daily lives or not. The topics that had been chosen and were applicable in real communication

<table>
<thead>
<tr>
<th>Table 4.5 The Result of the Chosen Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
</tr>
<tr>
<td>1. Greetings and Introduction</td>
</tr>
<tr>
<td>2. Parting</td>
</tr>
<tr>
<td>3. Invitation</td>
</tr>
<tr>
<td>4. Accepting and Canceling Appointment</td>
</tr>
<tr>
<td>5. Announcement</td>
</tr>
<tr>
<td>6. Showing Happiness</td>
</tr>
<tr>
<td>7. Showing Attention</td>
</tr>
<tr>
<td>8. Showing Sympathy</td>
</tr>
<tr>
<td>9. Giving Instruction</td>
</tr>
<tr>
<td>10. Recount</td>
</tr>
<tr>
<td>11. Narrative</td>
</tr>
</tbody>
</table>
were Greetings and Introduction, Showing Attention, Showing Sympathy, Narrative, Showing Happiness, Invitation, Giving Instruction, and Recount. The topics were arranged based on the percentage, so the topics were not in order for the design yet. Therefore, the topics will be put in order in Stating Goals, Topics, and General Purpose’s section.

The difficulties in learning those topics were also discussed in order to be considerations in designing learning activities that can help the students to decrease the difficulties in learning the topics. The students had to state the topics that they found difficulties in learning it and also the difficulties. Most of the students stated that they found difficulties in learning Recount. The other topics that had been stated by the students were Narrative, Making Announcement, Showing Happiness, Parting, and Invitation. The difficulties in learning the topics can be as the representative of the difficulties in learning English because the difficulties that the students found in learning those topics were same as the difficulties that the students found in learning English generally, where the difficulties were about tenses, vocabularies, pronunciation and arranging sentences. The data of the difficulties that the students found in learning those topics is generally presented in the Table 4.6.
Table 4.6 The Difficulties that the Students Found in Learning English

<table>
<thead>
<tr>
<th>No</th>
<th>The Difficulties</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vocabulary</td>
<td>Lack of vocabularies</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>Do not know the pronunciation of the words</td>
</tr>
<tr>
<td>3.</td>
<td>Tenses</td>
<td>The students are difficult to decide when to use certain tense in sentences</td>
</tr>
<tr>
<td>4.</td>
<td>Confidence</td>
<td>Lack of confidence in speaking</td>
</tr>
<tr>
<td>5.</td>
<td>Arranging sentences</td>
<td>a. Still confused in putting the order of the words in arranging the sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Still confused in using the proper words in sentences</td>
</tr>
</tbody>
</table>

B. The Existing Learning Activities

Before designing learning activities, it is crucial for the researcher to know the existing learning activities to help the researcher deciding the learning activities that are needed and appropriate in the class. Through the questionnaire, the researcher had gathered data about the existing learning activities in the class. The data of the existing learning activities is shown in the Table 4.7.

Table 4.7 The Data of the Existing Learning Activities

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The activities used in speaking class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Role-play</td>
<td></td>
<td>5</td>
<td>17.86%</td>
</tr>
<tr>
<td>b. Dialogue in pairs</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>c. Discussion</td>
<td></td>
<td>16</td>
<td>57.14%</td>
</tr>
<tr>
<td>d. Interview</td>
<td></td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>e. Speech</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>f. Games</td>
<td></td>
<td>4</td>
<td>14.28%</td>
</tr>
<tr>
<td>2. Whether the activities are interesting for the students or not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Yes</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>b. No</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3. Whether the activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Yes</td>
<td></td>
<td>24</td>
<td>85.71%</td>
</tr>
</tbody>
</table>
### Items

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>make the students speak English actively in speaking class</td>
<td>b. No</td>
<td>4</td>
<td>14.29%</td>
</tr>
<tr>
<td>4. The dominant activity used in speaking class</td>
<td>a. Role-play</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>b. Dialogue in pairs</td>
<td>26</td>
<td>92.86%</td>
</tr>
<tr>
<td></td>
<td>c. Discussion</td>
<td>2</td>
<td>7.14%</td>
</tr>
<tr>
<td></td>
<td>d. Interview</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>e. Speech</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5. The students’ opinion about the activities used in speaking class</td>
<td>a. Have variation</td>
<td>25</td>
<td>89.28%</td>
</tr>
<tr>
<td></td>
<td>b. Monotonous</td>
<td>3</td>
<td>10.72%</td>
</tr>
<tr>
<td>6. Whether the students like games in English class or not</td>
<td>a. Yes</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>7. The frequency of using games in speaking class</td>
<td>a. Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>b. Seldom</td>
<td>3</td>
<td>10.72%</td>
</tr>
<tr>
<td></td>
<td>c. Sometimes</td>
<td>25</td>
<td>89.28%</td>
</tr>
<tr>
<td></td>
<td>d. Often</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>8. In the students’ opinion, the weaknesses of the activities used</td>
<td>a. Do not have any weaknesses</td>
<td>5</td>
<td>17.86%</td>
</tr>
<tr>
<td>in speaking class</td>
<td>b. Lack of variation</td>
<td>6</td>
<td>21.43%</td>
</tr>
<tr>
<td></td>
<td>c. Unattractive</td>
<td>4</td>
<td>14.29%</td>
</tr>
<tr>
<td></td>
<td>d. Cannot make the students speak English actively</td>
<td>4</td>
<td>14.29%</td>
</tr>
<tr>
<td></td>
<td>e. Lack of games</td>
<td>19</td>
<td>67.86%</td>
</tr>
</tbody>
</table>

Based on the data of questionnaire, some data related to the existing learning activities had been gathered. The activities which were used in speaking class were role-play, dialogue in pairs, discussion, interview, and games. The activities were interesting for the students because all of the students chose that the activities were interesting. According to the data, 85.71% of the students chose that the activities also could make the students speak English actively.

The dominant activities that were used in class were dialogue in pairs and discussion. The respondents who chose dialogue in pairs were 26 students and
2 other students chose discussion as the dominant activity in speaking class. The activities were inclined to be monotonous because the teacher mostly used dialogue in pairs and discussion in teaching speaking. In other side, the students selected the answer that the activities used in speaking class had variation, not monotonous.

All respondents liked to have games in the speaking class. It proves that the students liked to do fun activity in the class, which could make them enjoy the activity and help them to chase boredom away. The data shows that the teacher sometimes implemented games in the teaching activities.

The last question about the existing activities was about the weakness of the existing activities. The question was considered important by the researcher because the researcher would know what needed to be improved. Based on the data, there were some weaknesses chosen by the students. The weaknesses were lack of variation, unattractive, could not make the students speak English actively, and lack of games. Most of the students chose lack of games as the weakness of the existing learning activities and the percentage of the respondents who chose lack of games is 67.86%. Some students had chosen that the existing learning activities did not have any weaknesses. The percentage of the respondents who chose that the existing learning activities did not have any weaknesses is 17.86%.

Based on the result of the questionnaire about the existing learning activities, the research could conclude that the existing activities were interesting and gave opportunity to the students to speak actively, yet the use of games was not really often so that it became the weakness of the existing activities.
C. Competence Standard, Basic Competence, and Topic

In this step, the researcher started designing the product. The research was focused on speaking skill. According to Kemp (1977), the first step in making the outline of the design was stating the goals of the design. It was useful for helping the researcher in designing the product by giving measurement whether the designed learning activities could make the students competent as stated in the goals or not. The researcher conducted the research in SMA N1 Kasihan which used school based curriculum as the main curriculum. The goals of the design were based on the competence standards in school curriculum. The competence standards are:

a) At the end of the lesson, the students are able to express the meaning of transactional and interpersonal dialogues in the daily life context.

b) At the end of the lesson, the students are able to express the meaning of short functional texts and monologue texts in the form of recount, narrative, and procedure in the daily life context.

As mentioned before, the researcher used school based curriculum. There was a difference between Kemp’s model and school based curriculum. In Kemp’s model, topics were taken from goals and continued with stating general purposes for each topic. In school based curriculum, the topics were taken from general purposes which were based on basic competence and the general purposes were stated after goals which were based on competence standard.

The respondents had chosen some topics in the questionnaire. There were 8 topics that were chosen as the topics for the grand design. The topics were
selected based on the percentage and whether the topics applicable in real communication or not. The topics were Greeting and Introduction, Invitation, Showing Happiness, Showing Attention, Showing Sympathy, Giving Instruction, Narrative, and Recount. The topics were put in order in this part based on the order in the English curriculum for tenth grade students in SMA N 1 Kasihan.

The researcher had chosen four topics to be designed in this research. The topics were taken from the topics chosen for one semester. The topics were Greeting and Introduction, Invitation, Showing Sympathy, and Recount. The researcher chose these four topics because the topics were considered important for communicating in the students’ daily life. The “Greeting and Introduction” topic was chosen because the topic was considered important as the first step of having relationship with others. The “Invitation” topic was chosen because senior high school students often invite other people to come at his or her parties or events. The researcher chose “Showing Sympathy” topic to be designed because the researcher considered that the students at this age were unstable and needed help from others. They started having best friend and liked to share sad story. They needed to know some expressions of showing sympathy and how to express sympathy in order to help them to respond their friends who had sad story. “Recount” topic was the last designed topic. The researcher wanted to make the students understand how to tell past story in daily life because most of senior high school students liked to tell story about their past experience to their friends.

To summary competence standard, basic competence and topic used in this design, the researcher will present the data in the Table 4.8.
<table>
<thead>
<tr>
<th>No.</th>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To express the meaning of transactional and interpersonal dialogues in the daily life context</td>
<td>To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using various simple spoken languages in the daily life context and involving the functions of introduction and meeting.</td>
<td>Greeting and Introduction</td>
</tr>
<tr>
<td>2.</td>
<td>To express the meaning of transactional and interpersonal dialogues in the daily life context</td>
<td>To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using various simple spoken languages in the daily life context and involving the functions of accepting and offering invitation.</td>
<td>Invitation</td>
</tr>
<tr>
<td>3.</td>
<td>To express the meaning of transactional and interpersonal dialogues in the daily life context</td>
<td>To express the meaning in both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably by using various simple spoken languages in the daily life context and involving the functions of showing sympathy.</td>
<td>Showing Sympathy</td>
</tr>
<tr>
<td>4.</td>
<td>To express the meaning of short functional texts and monologue texts in the form of <em>recount, narrative, and procedure</em> in the daily life context</td>
<td>To express the meaning of simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of recount.</td>
<td>Recount</td>
</tr>
</tbody>
</table>
D. Learning Indicators

The researcher stated learning indicators for each topic in order to measure the students’ achievement in studying each topic. In stating the learning indicators, the researcher had to know exactly what would measure and whether the indicators could be measured or not. The learning indicators are presented in the Table 4.9.

Table 4.9 The Learning Indicators of the Design

<table>
<thead>
<tr>
<th>Units</th>
<th>Basic Competence</th>
<th>Topics</th>
<th>Learning Indicators</th>
</tr>
</thead>
</table>
| 1     | To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using various simple spoken languages in the daily life context and involving the functions of introduction and meeting. | Greeting and Introduction | a. The students are able to use expressions of greeting.  
b. The students are able to greet other people using the correct expressions.  
c. The students are able to produce a dialogue by using expressions of greeting.  
d. The students are able to use expressions of introducing themselves.  
e. The students are able to introduce themselves.  
f. The students are able to use expressions of introducing someone to others.  
g. The students are able to introduce someone to others.  
h. The students are able to produce a dialogue by using expressions of introduction. |
| 2     | To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using | Invitation | a. The students are able to use expressions of inviting someone.  
b. The students are able to produce a dialogue by using expressions of inviting someone. |
<table>
<thead>
<tr>
<th>Units</th>
<th>Basic Competence</th>
<th>Topics</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>various simple</td>
<td></td>
<td>c. The students are able to use</td>
</tr>
<tr>
<td></td>
<td>spoken languages</td>
<td></td>
<td>expressions of accepting invitation.</td>
</tr>
<tr>
<td></td>
<td>in the daily</td>
<td></td>
<td>d. The students are able to</td>
</tr>
<tr>
<td></td>
<td>life context</td>
<td></td>
<td>produce a dialogue by using expressions of accepting</td>
</tr>
<tr>
<td></td>
<td>and involving the</td>
<td></td>
<td>invitation.</td>
</tr>
<tr>
<td></td>
<td>functions of</td>
<td></td>
<td>e. The students are able to use</td>
</tr>
<tr>
<td></td>
<td>accepting and</td>
<td></td>
<td>expressions of declining invitation.</td>
</tr>
<tr>
<td></td>
<td>offering</td>
<td></td>
<td>f. The students are able to produce a</td>
</tr>
<tr>
<td></td>
<td>invitation.</td>
<td></td>
<td>dialogue by using expressions of declining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>invitation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>g. The students are able to make a verbal invitation.</td>
</tr>
<tr>
<td>3</td>
<td>To express the</td>
<td>Showing</td>
<td>a. The students are able to use</td>
</tr>
<tr>
<td></td>
<td>meaning in both</td>
<td>Sympathy</td>
<td>expressions of showing sympathy.</td>
</tr>
<tr>
<td></td>
<td>formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably by using various simple spoken languages in the daily life context and involving the functions of showing sympathy.</td>
<td></td>
<td>b. The students are able to respond sad stories using expressions of showing sympathy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c. The students are able to produce a dialogue by using expressions of showing sympathy.</td>
</tr>
<tr>
<td>4</td>
<td>To express the</td>
<td>Recount</td>
<td>a. The students are able to decide the generic structure of recount text.</td>
</tr>
<tr>
<td></td>
<td>meaning of simple</td>
<td></td>
<td>b. The students are able to use past tense in presenting a recount.</td>
</tr>
<tr>
<td></td>
<td>monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of recount.</td>
<td></td>
<td>c. The students are able to tell past story.</td>
</tr>
</tbody>
</table>
E. Subject Contents

The researcher had to organize subject content before designing learning activities. In organizing subject content, the related knowledge, topics, and theories were needed to support the organization of subject content. In the previous part, the researcher had decided four topics which would be designed. Each topic was developed for one meeting. The researcher needed to gather knowledge, topics, and theories that were related to the topics in order to help the researcher to design learning activities and handout. The researcher organized the subject content for each topic based on the difficulty level of the subject content. The easiest subject content was put in the beginning and continued by the more difficult subject content.

The data about related knowledge, topics, and theories that were used in organizing subject content for each topic is presented in the Table 4.10.

Table 4.10 Organization of Subject Content

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Topics</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and Introduction</td>
<td>a. Greeting others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Introducing yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Introducing someone to others</td>
</tr>
<tr>
<td>2</td>
<td>Invitation</td>
<td>a. Inviting someone else</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Accepting invitation from someone else</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Refusing invitation from someone else</td>
</tr>
<tr>
<td>3</td>
<td>Showing Sympathy</td>
<td>a. Sharing sad story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Showing sympathy for sad events</td>
</tr>
<tr>
<td>4</td>
<td>Recount</td>
<td>Telling unforgettable experience</td>
</tr>
</tbody>
</table>

F. Learning Activities

The next step after organizing subject content is deciding the learning activities. The activities made were communicative activities which tried to bring
real life situation in the classroom. The activities also encouraged the students to interact with others. In designing learning activities, the detailed learning activities needed to be shown clearly in order to be the guideline in using the learning activities.

Before deciding the learning activities, the researcher had gathered data about the students’ expected activities and undesirable activities. The students wrote activities that they liked to be implemented in speaking class and activities that they did not like to be implemented in speaking class. The result of the data of the students’ expected activities and undesirable activities is presented in Table 4.11.

**Table 4.11 Expected and Undesirable Activities in Speaking Class**

<table>
<thead>
<tr>
<th>The students’ interest in speaking learning activities</th>
<th>1. More interesting and fun games</th>
</tr>
</thead>
<tbody>
<tr>
<td>The expected learning activities in speaking class</td>
<td>2. Varied activities</td>
</tr>
<tr>
<td></td>
<td>3. Activities that make the students speak much</td>
</tr>
<tr>
<td></td>
<td>4. Do conversation</td>
</tr>
<tr>
<td></td>
<td>5. Role-play</td>
</tr>
<tr>
<td></td>
<td>6. Tell past experience in front of the class</td>
</tr>
<tr>
<td></td>
<td>7. Dialogue in pairs</td>
</tr>
<tr>
<td>The undesirable learning activities in speaking class</td>
<td>1. Boring and too serious lecturing</td>
</tr>
<tr>
<td></td>
<td>2. Listen to teacher’s long explanation</td>
</tr>
<tr>
<td></td>
<td>3. Unattractive games</td>
</tr>
<tr>
<td></td>
<td>4. Speech</td>
</tr>
<tr>
<td></td>
<td>5. Monotonous activity</td>
</tr>
<tr>
<td></td>
<td>6. Memorization activity</td>
</tr>
<tr>
<td></td>
<td>7. Monotonous games</td>
</tr>
<tr>
<td></td>
<td>8. Writing notes</td>
</tr>
<tr>
<td></td>
<td>9. Role-play</td>
</tr>
</tbody>
</table>
Based on the data, there were some expected learning activities in speaking class. The activities expected in speaking class are interesting and fun games, varied activities, activities that make the students speak much, conversation, role-play, tell past experience in front of the class, and dialogue in pairs. The activities were expected to be implemented in speaking class. The activities that could attract students’ attention make the students have motivation in learning English. The students would be more spirited in joining the learning activities and it would be the bridge in learning process.

There were some undesirable learning activities to be implemented in speaking class, such as boring and too serious lecturing, listen to teacher’s long explanation, unattractive games, speech, monotonous activities, memorization activities, monotonous games, writing notes, and role-play. From the data, it can be seen that the students tended to prefer challenging and fun activities rather than boring activities, such as listening to teacher’s explanation and writing notes. The unexpected learning activities used as the consideration in deciding the learning activities that would be used in speaking class.

The researcher designed some activities in this research. The activities were various in order to reduce students’ boredom in having the speaking class. There would be more challenge for them to speak and do interaction with their friends. The activities were made based on the students’ characteristics. The students needed activities that could make them speak confidently because they tended to be shy and passive if the activities did not encourage them to speak. The designed activities in this research were role-play, dialogue in pairs, sharing,
discussion, and interview. The activities brought communicative purpose that enabled the students to speak communicatively.

The data of the existing learning activities were also important to be considered by the researcher, especially the data of the weaknesses of the existing activities. The data were used for guiding the researcher in designing the learning activities by providing the list of weaknesses, so that the researcher could create learning activities that could cover up the weaknesses of the existing learning activities.

After knowing some data about students’ interest and the existing learning activities in the class, the researcher tried to design learning activities based on the students’ characteristics. In designing the learning activities, the researcher classified the learning activities into three major sections in order to make the learning activities well-structured. The sections are pre-activities, whilst activities, and post-activities.

1. Pre-activities

The first section is pre-activities. This section was used for preparing the students before having the main activities. Therefore, this section should not spend much time because the purpose of this section is only to prepare the students before having the main activities. Some activities used in this section are for motivating and energizing the students. The students needed to be motivated and energized because the students usually studied other subjects before having English class and they sometimes felt tired and bored after studying.
To make the students motivated, the researcher provided games and songs in pre-activities section. The songs were not difficult and the rhymes were easy listening so that the students could follow the songs easily. The song could be combined with gestures in order to decrease boredom. The researcher also provided games in pre-activities section in order to motivate the students by making the students move and feel relax.

2. Whilst activities

After having activities that motivated the students in the pre activities section, the students did the main activities in whilst activities section. This section spent most of the allocated time. It was because the activities used were the main of all activities in one meeting. The activities in this section brought communicative purpose. The communicative purpose is to make the students competent in speaking communicatively. The students started doing communicative activities and collaborated with their friends in performing the activities. The students had to communicate with their friends using various communicative activities. The activities used in this section are practice, discussion, role-play, dialogue in pairs, sharing, and interview.

In this section, the students were asked to interact with their friends in order to achieve communicative purpose. The students had to practice conversation before they moved on the real communication activities. One of the activities used in this section was discussion. In the discussion session, the students shared his/her knowledge, ideas, and opinions with their friends. Role-play activity was also used in this section. Role-play could be used as the
simulation of the real world, thus, the students did not need to learn the language in the real world. Dialogue in pairs, sharing, and interview were the other activities that appeared in this section. These three activities emphasized on communication aspect as well the other communicative activities used in this section which tried to convey meaning to others.

Evaluation was important in conducting teaching learning process because evaluation was useful for giving feedback for achieving successfully teaching learning process. In this design, there are two kinds of evaluation. They were peer evaluation and teacher evaluation.

3. Post activities

Post activity was conducted after the students had finished doing whilst activities. The post activities were useful for having reflection what the students had learned before. In this section, the teacher could measure whether the indicators could be achieved or not. The students also could say their comments on the learning activities.

The summary of all major activities in the three sections will be shown in the Table 4.12.

<table>
<thead>
<tr>
<th>No</th>
<th>Sections</th>
<th>Activities</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre- activities</td>
<td>Games and song</td>
<td>These activities were used for recharging the students’ motivation.</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst activities</td>
<td>Practice</td>
<td>This activity was used to make the students more fluent in using English because it provided exercises that could improve their comprehension.</td>
</tr>
<tr>
<td>No</td>
<td>Sections</td>
<td>Activities</td>
<td>Descriptions</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
<td>In this activity, the students had to interact and share opinions with their friends.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role-play</td>
<td>The students had to act and do conversation with their friends. This activity brought real life situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information gap</td>
<td>The students shared the information to the person who did not know.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sharing</td>
<td>The students share their story and their feeling through this activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing draft</td>
<td>This activity was used as preparation before the students have a performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview</td>
<td>This activity made the students active in gathering information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation</td>
<td>This activity was used to give and get feedback of a performance.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>Reflection</td>
<td>This activity was used for obtaining criticisms and suggestions of the learning activities. This activity could be used for checking whether learning indicators has been achieved or not.</td>
</tr>
</tbody>
</table>

The major learning activities were put in three main sections. The designed learning activities did not only use the major activities but also some supporting activities, such as reading and writing. In order to have clear information about the learning activities used in the design, the researcher made a list of procedures and techniques used in the design. The designed learning activities were called the first design since there would be the final design after evaluation and revision step. The procedures and techniques used in the design are presented in Table 4.13.
Table 4.13 The Procedures and Techniques Used in the Design

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Indicators</th>
<th>Teaching Sections</th>
<th>Procedures</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and Introduction</td>
<td>a) The students are able to greet other people using the correct expressions</td>
<td>Pre-activities</td>
<td>1. Ask questions related to the lesson</td>
<td>1. Question and answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The students are able to produce a dialogue by using expressions of greeting</td>
<td></td>
<td>2. Play “Who is My Partner?”</td>
<td>2. Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) The students are able to introduce themselves.</td>
<td>Whilst activities</td>
<td>1. Discuss the picture</td>
<td>1. Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) The students are able to introduce someone to others.</td>
<td></td>
<td>2. Practice the conversation</td>
<td>2. Dialogue Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) To produce a dialogue by using expressions of introduction</td>
<td></td>
<td>3. Complete the dialogues</td>
<td>3. Written exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Practice to greet their friends using different expressions</td>
<td>4. Practice in groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Make conversation and perform in front of the class</td>
<td>5. Role-play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post-activities</td>
<td>1. Share the result of observation</td>
<td>1. Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Give comments on learning activities</td>
<td>2. Question and answer</td>
</tr>
<tr>
<td>2</td>
<td>Invitation</td>
<td>a) To produce a dialogue by using expressions of inviting someone</td>
<td>Pre-activities</td>
<td>1. Sing “My Birthday Party” song</td>
<td>1. Sing and do movements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Ask several questions related to</td>
<td>2. Question and Answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Topics</td>
<td>Indicators</td>
<td>Teaching Sections</td>
<td>Procedures</td>
<td>Techniques</td>
</tr>
<tr>
<td>----</td>
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<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>2</td>
<td>b)</td>
<td>To practice a dialogue by using expressions of inviting someone</td>
<td>the lesson</td>
<td>1. Watch video</td>
<td>1. Watch video</td>
</tr>
<tr>
<td></td>
<td>c)</td>
<td>To make an oral invitation</td>
<td>2. Discuss the expression used in the video</td>
<td>2. Discussion</td>
<td>2. Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Read the handout</td>
<td>3. Reading</td>
<td>3. Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Practice the conversation in the handout</td>
<td>4. Practice</td>
<td>4. Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Discuss the pictures in the handout</td>
<td>5. Discussion</td>
<td>5. Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Divided into 2 big groups</td>
<td>6. Work in big groups</td>
<td>6. Work in big groups</td>
</tr>
<tr>
<td></td>
<td>c)</td>
<td>To make an oral invitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Showing Sympathy</td>
<td>a) The students are able to use expressions of showing sympathy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Sing “That’s a Pity” song</td>
<td>1. Sing and do movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Ask several questions related to</td>
<td>2. Question and answer</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Topics</td>
<td>Indicators</td>
<td>Teaching Sections</td>
<td>Procedures</td>
<td>Techniques</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>------------</td>
<td>-------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 1  | b)     | b) The students are able to produce a dialogue by using expressions of showing sympathy. | the lesson | 1. Discuss the handout  
2. Play “Hot Ball”  
3. Look at some pictures and discuss the responses  
4. Read the text about how to show sympathy to others  
5. Write the sad event  
6. Share the sad event in group and the others give responses  
7. Observe the sharing session | 1. Discussion  
2. Games  
3. Discussion  
4. Reading  
5. Writing  
6. Sharing  
7. Teacher evaluation |
| 2  | c)     | c) The students are able to practice a dialogue by using expressions of showing sympathy. | Whilst activities | 1. Discuss the performance s and the mistakes in the sharing session  
2. Give comments on learning activities | 1. Discussion  
2. Question and answer |
| 3  | Pre-activities | Pre-activities | 1. Sing “Just Tell Me” song  
2. Ask several questions related to | 1. Sing and do movements  
2. Question and answer | |

4. Recount a) The students are able to use Past Tense in presenting a recount.
### G. Feedback from the Product Validation

After deciding the learning activities, the researcher did Preliminary Field Testing step. This step was useful for checking whether the design was good as the educational product or not. The researcher used questionnaire as the instrument in gathering data in this step. The product would be evaluated by the
respondents. The respondents in this step were the English teacher in SMA N 1 Kasihan and two lecturers of the English Language Education Study Program of Sanata Dharma University. The teacher and lecturers were considered as the respondents who had many experiences in designing learning activities, so that they could decide whether learning activities are suitable for the students or not. The teacher and lecturers evaluated the design and gave feedback for getting the better design. Before discussing about the evaluation given by the respondents, it is important to know the data about the respondents’ educational background and teaching experience. The data of the respondents’ educational background and teaching experience is presented in Table 4.14.

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents</th>
<th>Educational Background</th>
<th>Teaching Experience (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>1.</td>
<td>Lecturer A</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Lecturer B</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>English teacher</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

The researcher distributed questionnaire for gathering feedback from the teacher and the lecturers. The questionnaire was in open questions form, which enables the respondents to mention important things for the improvement of the design. The researcher conducted expert validation by distributing the questionnaire to two lecturers of the English Language Education Study Program.
of Sanata Dharma University. The researcher also conducted user validation by distributing the questionnaire to an English teacher in SMA N 1 Kasihan.

The researcher got feedback and evaluation from the expert validation and user validation. The feedback and evaluation were used for the improvement of the design. The respondents analyzed the design and answered the provided questions in the questionnaire. The questions in the questionnaire were divided into 5 main parts. They are learning indicators, method and techniques, learning activities, handout, and overall evaluation.

The result of the questionnaire was satisfying enough because the researcher did not need to make drastic revisions in the design. The further explanation about the feedback and evaluation from the respondents will be elaborated in the following sentences. According to all respondents, mostly learning indicators had supported the achievement of the basic competencies. Some learning indicators of the design were not appropriate as the indicators because they referred to the process of the achievement of the basic competencies better than the goal or indicator of the achievement of the basic competencies. The researcher used word “practice” in the learning indicators and this word was not appropriate to be learning indicator. The researcher had to use a word that could be used as the goal of the process in achieving the basic competencies. The word used for learning indicators had to be in conformity with the cognitive domain since the cognitive aspects of the students would be measured through the indicators. The respondents also agreed that the learning indicators were specific and well-formulated.
Method and techniques were also discussed in the questionnaire. According to the respondents, the learning activities in the design had reflected Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) helped the design facilitated the learning. The learning activities were designed based on some principles of Communicative Language Teaching (CLT). The learning activities emphasized on interaction, group work, using language for communicating and learner-centered learning.

The respondents agreed that the techniques used in the designed learning activities were varied because the researcher used some techniques in conveying the materials. The techniques used were also applicable in speaking class. Through the techniques, the students were given enough time to interact with other students and speak. The techniques would be more applicable if the teacher is well-prepared and the students' competence in general is sufficient or not too low. The respondents gave criticisms and suggested some things related to the method and techniques. The evaluation sheet in the design was not clear because it did not give clear explanation when to use the evaluation sheet. The techniques for each meeting needed to be more varied so that they students would not be bored in every meeting. The researcher also needed to make sure that the teacher who would use the designed learning activities knew general principles behind the methods and techniques used.

According to all respondents, the designed learning activities had been varied enough and met the students’ needs. The students needed activities that provided a lot of opportunities to speak and could increase the students’
confidence in speaking English. The designed learning activities should be designed in conformity with real situation, so that the students could use the language appropriately in the daily life. The designed learning activities also helped the students to achieve learning indicators because the activities complement each other.

One important thing in the design is instructions used for each activity. The respondents agreed that the instructions for the learning activities were clear, but there were some parts that had confusing instructions. The researcher needed to clarify the instructions. Besides the instructions, the respondents also discussed pre-activity, whilst activity, and post activity of the design. All respondents agreed that the pre-activity, whilst activity, and post activity in the design were well-developed.

Based on the data, the designed learning activities were fun and motivating. The varied activities that were offered in the design could be used as a sign that the activities were fun and motivating. The students would not feel bored when they had the activities. The researcher also provided songs and games in the design. The songs and games were used as energizer for the students. The respondents stated that the songs and games were good and suitable for speaking class, but the researcher had to consider time allocation for games and songs. The songs and games should not spend much time.

The researcher designed handout for supporting the learning activities. The materials in the handout were taken from some sources. The researcher chose the materials which were suitable for tenth grade students. According to the
lecturers, the handout had supported the learning activities except for the handout of “Greeting and Introducing”. The handout of “Greeting and Introducing” had not supported the learning activities because there was no communicative activity in the handout. It means that the handout could not facilitate the learning activities.

The lecturers also stated that the handout could help the students to become interactive. Another thing that had been discussed related to handout is the use of language in the handout. The language used in the handout was easy to understand by the students. The teacher suggested that the researcher needed to add new vocabularies in the handout, so the students could improve the students’ vocabularies. The layout of the handout had also been discussed. All respondents agreed that the layout of the handout was good enough and reader-friendly. The pages in the handout were colorful and interesting, but some pictures were not contextual. The researcher had to choose contextual pictures that the students could find the situations in their environment.

According to the respondents in expert and user validation step, the designed learning activities were good and appropriate for tenth grade students. Some criticisms and suggestions related to the design had been mentioned in the previous part. The researcher will show the strengths and the weaknesses of the designed learning activities. The strengths and the weaknesses are presented in table 4.15.
Table 4.15 Strengths and Weaknesses of the Designed Learning Activities

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The design was interesting.</td>
<td>1. Some indicators were not appropriate.</td>
</tr>
<tr>
<td>2. The materials in the design were not too difficult.</td>
<td>2. The design was not too contextual.</td>
</tr>
<tr>
<td>3. The steps in teaching procedure were clear enough.</td>
<td>3. Instructions were sometimes confusing.</td>
</tr>
<tr>
<td>4. The design contained various activities.</td>
<td>4. Pictures and dialogue were sometimes not appropriate for tenth grade students.</td>
</tr>
<tr>
<td>5. The activities were communicative enough.</td>
<td>5. Lesson plan and teaching procedure used different view. The lesson plan used the student’s view and the teaching procedure used the teacher’s view.</td>
</tr>
<tr>
<td>6. The design provided activities to communicate and use English.</td>
<td></td>
</tr>
<tr>
<td>7. The song and games were motivating.</td>
<td></td>
</tr>
<tr>
<td>8. The design was reader-friendly.</td>
<td></td>
</tr>
<tr>
<td>9. The language used in the design was easy to understand.</td>
<td></td>
</tr>
<tr>
<td>10. The design provided interesting pictures.</td>
<td></td>
</tr>
</tbody>
</table>

H. Product Revision

After being evaluated by the respondents, the design needed to be revised in order to get the better design. The researcher had collected some criticisms and suggestions of the design that would be used for guiding the researcher in revising
the design. The researcher did not choose all criticisms and suggestions, but only chose some important criticisms and suggestions that were useful for the improvement of the design. The revision was conducted in order to get the final design. The revisions of the design will be presented in the table 4.16.

Table 4.16 Revision of the Design

<table>
<thead>
<tr>
<th>Unit</th>
<th>First Design</th>
<th>Revision</th>
</tr>
</thead>
</table>
| 1, 2, 3, 4 | • Lesson plan and teaching procedure used different view. The lesson plan used the student’s view and the teaching procedure used the teacher’s view.  
  • The instructions for evaluation sheet were not clear. | • Made learning procedure which had the same view as lesson plan  
  • Clarified the instructions in evaluation sheet |
| 1    | • The dialogue was not appropriate for tenth grade students.  
  • No guiding questions in the discussion part.  
  • No communicative activity instruction in the handout.  
  • No list of responses in the list of introducing expressions. | • Changed the dialogue with the appropriate one.  
  • Put guiding questions in the discussion part.  
  • Put communicative activity instruction in the handout.  
  • Added responses in the list of introducing expressions. |
| 2    | • No instructions in “Discussion Session” part.  
  • The word in the indicator was not appropriate. | • Put instructions in “Discussion Session” part.  
  • Changed the word with the word “produce” |
| 3    | • The pictures were not contextual.  
  • Hot Ball games took much time.  
  • There was a reading text that was not appropriate for the design. | • Changed the pictures with the contextual pictures.  
  • Simplified the games.  
  • Deleted the reading text. |
| 4    | • Too many theories that made the students bored and passive. | • Reduced the theories and provided discussion activity. |
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The first one deals with the presentation of the conclusions of the design. The second part deals with some suggestions for following up this completed study.

A. Conclusion

This research was conducted to answer one research problem: what the design of English speaking learning activities using various communicative activities for tenth grade students in SMA N 1 Kasihan is.

In order to get the answer of the research problem, the researcher had done some steps which were used for designing education product. In the designing process, the researcher got some important aspects that became the answer of the formulated problem. First, the design was made based on the students’ needs and characteristics. The researcher got some data about the students’ characteristics and the existing learning activities in the class. Those data were used as the fundamental data before starting designing learning activities. The researcher analyzed the students’ characteristics and the existing learning activities in the class in order to get the students’ needs. Second, the designed learning activities consisted of four topics. The topics in the design were “Greeting and Introduction”, “Invitation”, “Showing Sympathy”, and “Recount”. Third, the designed learning activities used various communicative activities
which were included in Communicative Language Teaching (CLT). The activities facilitated the learning which tries to bring the real life situations in the class. Fourth, the designed learning activities were good as an educational product and appropriate for tenth grade students.

B. Suggestions

In this part, the researcher would like to give some suggestions related to the research to those who want to use this designed learning activities. The following are the suggestions.

1. Suggestions for the teachers
   a) The teachers need to read the teaching procedure carefully before implementing the design in the class. This action is useful to help the teacher to create organized learning activities in the class.
   b) The teachers need to prepare some supporting materials before start the lesson. The materials were used to support the learning activities, so that the learning activities will be well-prepared.
   c) The activities in the design use communicative activities, which are included in Communicative Language Teaching (CLT). The teachers need to know the underlying principles of the learning activities so that the indicators can be achieved.
   d) This design is only for a particular school. Some designed learning activities and supporting materials may do not work at other schools. Teachers who want to use this design in other schools can change the
learning activities and the supporting materials with other learning activities and supporting materials which are more appropriate with the students’ characteristics.

2. Suggestions for other researchers

a) This design has not been implemented by the researcher. For the researchers who want to implement this design are welcome.

b) Other researchers may conduct a research for checking whether the design is effective or not in achieving communicative purpose.

c) Other researchers may develop the design by changing the materials or modifying the learning activities.
REFERENCES


Appendix 1

Surat Ijin Penelitian
Nomor: 053/Pnlt/Kajur/JPDBS/IV/2010

Dengan hormat,

Dengan ini kami memohonkan ijin agar mahasiswa kami, Priscia Galuh Purwitasari

<table>
<thead>
<tr>
<th>Nama</th>
<th>Priscia Galuh Purwitasari</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Mahasiswa</td>
<td>061214026</td>
</tr>
<tr>
<td>Program Studi</td>
<td>Pendidikan Bahasa Inggris</td>
</tr>
<tr>
<td>Jurusan</td>
<td>Pendidikan Bahasa dan Seni</td>
</tr>
<tr>
<td>Fakultas</td>
<td>Kejuruan dan Ilmu Pendidikan</td>
</tr>
<tr>
<td>Semester</td>
<td>8 (delapan)</td>
</tr>
</tbody>
</table>

Kepada
Yth. Drs. Suharja, M.Pd.
Kepala Sekolah SMA N 1 Kasihon

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

<table>
<thead>
<tr>
<th>Lokasi</th>
<th>SMA N 1 Kasihon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waktu</td>
<td>April - November</td>
</tr>
<tr>
<td>Topik/Judul</td>
<td>Designing English Speaking Learning Activities using Various Communicative Activities for Tenth Grade Students in SMA N 1 Kasihon</td>
</tr>
</tbody>
</table>

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

Yogyakarta, 22 April 2010

[Signature]

Tembusan Yth:
1. Yth.
2. Dekan FKIP
Nomor : 053/Pnlt/Kajur/IV/2010
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Bappeda Bantul
di Bantul

Dengan hormat,
dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama : Prisca Galuh Purwitasari
No. Mahasiswa : 061214028
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : 8 (delapan)
untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah,
dengan ketentuan sebagai berikut:
Lokasi : SMA N 1 Kasihan
Waktu : April 2010 - Desember 2010
Topik/Judul : Designing English Speaking Learning Activities Using Various
            Communicative Activities for Tenth Grade Students in SMA N 1
            Kasihan

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

Yogyakarta, 21 April 2010
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

[Signature]

NPP. 1680
Appendix 2

Observation Checklist
# Observation Check List of Need Analysis

Class: _____

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are active in participating in speaking class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students are brave to convey their argument in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students have motivation in learning English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students enjoy the activity in speaking class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students are brave to perform in front of class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students are bored with the activity in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher gives stimulus to the students to participate in the activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher motivates the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher helps the students if the students find difficulty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Result of Class Observation
# OBSERVATION CHECK LIST OF NEED ANALYSIS

Class:

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students are active in participating in speaking class</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>The students are brave to convey their argument in English</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>The students have motivation in learning English</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students enjoy the activity in speaking class</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>The students are brave to perform in front of class</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>The students are bored with the activity in class</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>The teacher gives stimulus to the students to participate in the activity</td>
<td>✔</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>The teacher motivates the students</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The teacher helps the students if the students find difficulty</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
List of Questions for Need Analysis Interview
INTERVIEW OF NEED ANALYSIS (TEACHER)

Nama : __________________

Latar Belakang:
1. Kegiatan-kegiatan apa saja yang ada di dalam kelas speaking?
2. Apakah kegiatan-kegiatan yang ada di dalam kelas speaking cukup bervariasi atau monoton?
3. Bagaimana respon siswa-siswa terhadap kegiatan-kegiatan yang ada di kelas speaking?

Partisipasi siswa di kelas:
4. Bagaimana pendapat anda tentang suasana/atmosphere di kelas speaking English?
5. Apakah siswa anda termotivasi dalam mengikuti kelas speaking?
6. Apakah siswa anda berpartisipasi aktif di dalam berbicara bahasa Inggris?
7. Apakah siswa anda merasa percaya diri saat mereka sedang mendapat kesempatan berbicara di depan kelas?
8. Apakah siswa anda berani untuk berbicara dalam bahasa Inggris di dalam kelas speaking?
9. Kegiatan apa yang dapat membuat siswa berpartisipasi aktif atau merasa percaya diri dalam berbicara bahasa Inggris di dalam kelas speaking?
Appendix 5

Result of Need Analysis

Interview
Need Analysis Interview

Background
1. The activities depended on the materials, but mostly activity was short role-play. Speech and discussion were sometimes conducted in the class.
2. The activities were not really varied. The activities that were used in the class were sometimes monotonous.
3. The students were only interested toward particular activities, such as demonstration in procedure. In role-play, the students seemed bored and did not focus on the performance.

Class Participation
4. The students were interested toward the activities or performance if the activities or performance were interesting and fun.
5. The students were highly motivated, but there were a few students who had low motivation in learning.
6. The students needed teaser questions to participate in speaking.
7. The students were passive, so they tended to have low confidence in speaking English in front of the class.
8. The students were afraid in making mistakes. They did not feel confident in speaking.
9. The activities are:
   - Games
   - Activities that give the students a lot of opportunities to speak
   - Various activities
Appendix 6

Questionnaire for Need Analysis
KUESIONER

Isilah data pribadi di bawah ini:

Nama : __________________
Jenis Kelamin : ______________
Usia : __________________

Cara pengisian kuesioner:
- Semua pertanyaan harus dijawab/diisi.
- Untuk pilihan ganda, pilihlah jawaban yang menurut anda benar dengan cara memberi tanda silang (X) pada huruf-huruf yang ada.
- Untuk pertanyaan isian, jawablah pertanyaan pada tempat yang sudah disediakan.

10. Apakah anda menyrkai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

11. Bagaimana suasana/ atmosphere yang ada di dalam kelas speaking?
   a. Menyenangkan
   b. Tidak menyenangkan/membosankan

12. Kegiatan-kegiatan apa saja yang ada di dalam kelas speaking? (boleh lebih dari satu jawaban)
   a. Role-play (drama)
   b. Dialogue in pairs (membuat percakapan berpasangan)
   c. Discussion (diskusi)
   d. Interview (wawancara)
   e. Speech (pidato)
   f. Lain-lain, .................................
13. Apakah kegiatan-kegiatan tersebut menarik bagi anda?
   a. Ya
   b. Tidak

14. Apakah kegiatan-kegiatan tersebut membuat anda aktif berbicara dalam bahasa Inggris pada saat kelas speaking?
   a. Ya
   b. Tidak

15. Kegiatan apa yang paling sering muncul di dalam kelas speaking? (hanya satu jawaban)
   a. Role-play (bermain peran)
   b. Dialogue in pairs (membuat percakapan berpasangan)
   c. Discussion (diskusi)
   d. Interview (wawancara)
   e. Speech (pidato)
   f. Lain-lain, ............................................

16. Bagaimana pendapat anda tentang kegiatan-kegiatan yang ada di kelas speaking?
   a. Bervariasi
   b. Monoton

17. Apakah anda termotivasi/bersemangat dalam mengikuti kelas speaking?
   a. Ya
   b. Tidak

18. Apakah anda berpartisipasi aktif di dalam kelas speaking?
   a. Ya
   b. Tidak
19. Seberapa sering anda berbicara bahasa Inggris di dalam kelas speaking?
   a. Tidak pernah
   b. Jarang
   c. Kadang-kadang
   d. Sering

20. Apakah anda merasa percaya diri saat harus berbicara dalam bahasa Inggris?
   a. Ya
   b. Tidak

21. Bagaimana perasaan anda saat anda sedang mendapat kesempatan berbicara di depan kelas?
   a. Tidak senang
   b. Gugup
   c. Biasa saja
   d. Senang

22. Apakah anda menyukai kegiatan games/permainan di dalam kelas bahasa Inggris?
   a. Ya
   b. Tidak

23. Seberapa sering kegiatan games/permainan ada di dalam kelas speaking?
   a. Tidak pernah
   b. Jarang
   c. Kadang-kadang
   d. Sering

   Jika pernah, sebutkan permainan yang pernah ada di kelas speaking!
24. Menurut anda, apa saja kelemahan dari kegiatan-kegiatan yang ada di dalam kelas speaking? (boleh lebih dari satu jawaban, kecuali jika anda memilih jawaban A)
   a. Tidak ada
   b. Kegiatannya kurang bervariasi
   c. Kegiatannya kurang menarik
   d. Kegiatannya kurang membuat siswa aktif dalam berbicara bahasa Inggris
   e. Kurang kegiatan games
   f. Lain-lain,

25. Kegiatan-kegiatan seperti apa yang anda harapkan ada di kelas speaking?

26. Kegiatan-kegiatan seperti apa yang tidak anda harapkan ada di kelas speaking?

-----------------------------------Terima kasih-----------------------------------
Nama : ____________________

Kuisiner
(tentang topik)

• Dari topik-topik berikut, mana sajakah yang paling Anda sukai? (boleh memilih lebih dari satu)
  a. Menyapa dan perkenalan
  b. Perpisahan
  c. Undangan
  d. Membuat dan membatalkan janji
  e. Membuat pengumuman
  f. Mengekspresikan kebahagiaan
  g. Menunjukan perhatian
  h. Menunjukan rasa simpatik
  i. Memberi instruksi/perintah
  j. Recount
  k. Narrative

• Apakah anda menemui kesulitan dalam belajar topik-topik di atas?
  a. Ya
  b. Tidak

• Jika ya, di topik manakah anda mengalami kesulitan?

__________________________________________________________

• Sebutkan kesulitan-kesulitan yang anda alami dalam belajar topik tersebut?

__________________________________________________________

__________________________________________________________

-Terima kasih-
Sample of the Need Analysis Questionnaire
Isilah data pribadi di bawah ini:

Nama : 
Jenis Kelamin : Perempuan
Usia : 

Cara pengisian kuesioner:
- Semua pertanyaan harus dijawab/diisi.
- Untuk pilihan ganda, pilihlah jawaban yang menurut anda benar dengan cara memberi tanda silang (X) pada huruf-huruf yang ada.
- Untuk pertanyaan isian, jawablah pertanyaan pada tempat yang sudah disediakan.

1. Apakah anda menyukai pelajaran bahasa Inggris?
   - Ya
   - Tidak

2. Bagaimana suasana/atmosphere yang ada di dalam kelas speaking?
   - Menyenangkan
   - Tidak menyenangkan/membosankan

3. Kegiatan-kegiatan apa saja yang ada di dalam kelas speaking? (boleh lebih dari satu jawaban)
   - Role-play (drama)
   - Dialogue in pairs (membuat percakapan berpasangan)
   - Discussion (diskusi)
   - Interview (wawancara)
   - Speech (pidato)
   - Lain-lain, ............................................
4. Apakah kegiatan-kegiatan tersebut menarik bagi anda?
   a. Ya
   b. Tidak

5. Apakah kegiatan-kegiatan tersebut membuat anda aktif berbicara dalam bahasa Inggris pada saat kelas speaking?
   a. Ya
   b. Tidak

6. Kegiatan apa yang paling sering muncul di dalam kelas speaking? (hanya satu jawaban)
   a. Role-play (bermain peran)
   b. Dialogue in pairs (membuat percakapan berpasangan)
   c. Discussion (diskusi)
   d. Interview (wawancara)
   e. Speech (pidato)
   f. Lain-lain, ........................................

7. Bagaimana pendapat anda tentang kegiatan-kegiatan yang ada di kelas speaking?
   a. Bervariasi
   b. Monoton

8. Apakah anda termotivasi/bersemangat dalam mengikuti kelas speaking?
   a. Ya
   b. Tidak

9. Apakah anda berpartisipasi aktif di dalam kelas speaking?
   a. Ya
   b. Tidak
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

10. Seberapa sering anda berbicara bahasa Inggris di dalam kelas speaking?
   a. Tidak pernah
   b. Jarang
   c. Kadang-kadang
   d. Sering

11. Apakah anda merasa percaya diri saat harus berbicara dalam bahasa Inggris?
   a. Ya
   b. Tidak

12. Bagaimana perasaan anda saat anda sedang mendapat kesempatan berbicara di depan kelas?
   a. Tidak senang
   b. Gugup
   c. Biasa saja
   d. Senang

13. Apakah anda menyukai kegiatan games/permainan di dalam kelas bahasa Inggris?
   a. Ya
   b. Tidak

14. Seberapa sering kegiatan games/permainan ada di dalam kelas speaking?
   a. Tidak pernah
   b. Jarang
   c. Kadang-kadang
   d. Sering

Jika pernah, sebutkan permainan yang pernah ada di kelas speaking!

______________________________________________________________________________
15. Menurut anda, apa saja kelemahan dari kegiatan-kegiatan yang ada di dalam kelas speaking? (boleh lebih dari satu jawaban, kecuali jika anda memilih jawaban A)
   a. Tidak ada
   X Kegiatannya kurang bervariasi
   c. Kegiatannya kurang menarik
   X Kegiatannya kurang membuat siswa aktif dalam berbicara bahasa Inggris
   X Kurang kegiatan games
   f. Lain-lain,..........................................................

16. Kegiatan-kegiatan seperti apa yang anda harapkan ada di kelas speaking?
   
   kegiatan yang membuat siswa dapat loncat speaking
   telapak tangan membosankan dan harus menarik juga bervariasi.
   Bisa juga belajar di luar kelas.

17. Kegiatan-kegiatan seperti apa yang tidak anda harapkan ada di kelas speaking?
   
   kegiatan yang monoton (setiap hari) dan kegiatan yang membosankan.

Terima kasih-------------------------
Kuisisoner
(tentang topik)

- Dari topik - topik berikut, mana sajakah yang paling Anda suka? (boleh memilih lebih dari satu)
  a. Menyapa dan perkenalan
  b. Perpisahan
  c. Undangan
  d. Membuat dan membatalkan janji
  e. Membuat pengumuman
  f. Mengekspresikan kebahagiaan
  g. Menunjukan perhatian
  h. Menunjukan rasa simpatik
  i. Memberi instruksi/perintah
  j. Recount
  k. Narrative

- Apakah anda menemui kesulitan dalam belajar topik-topik di atas?
  a. Ya
  b. Tidak

- Jika ya, di topik manakah anda mengalami kesulitan?
  Seruah topik yang mengurutkan unsur TENGTENS (Recount & Narrative)

- Sebutkan kesulitan-kesulitan yang anda alami dalam belajar topik tersebut?
  - menentukan tenses yang tepat

- Terima kasih-
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

KUESIONER

Isilah data pribadi di bawah ini:

Nama : 
Jenis Kelamin : 
Usia : 

Cara pengisian kuesioner:
- Semua pertanyaan harus dijawab/disingkat.
- Untuk pilihan ganda, pilihlah jawaban yang menurut anda benar dengan cara memberi tanda silang (X) pada huruf-huruf yang ada.
- Untuk pertanyaan isian, jawablah pertanyaan pada tempat yang sudah disediakan.

1. Apakah anda menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Bagaimana suasana/atmosphere yang ada di dalam kelas speaking?
   a. Menyenangkan
   b. Tidak menyenangkan/membosankan

3. Kegiatan-kegiatan apa saja yang ada di dalam kelas speaking? (boleh lebih dari satu jawaban)
   a. Role-play (drama)
   b. Dialogue in pairs (membuat percakapan berpasangan)
   c. Discussion (diskusi)
   d. Interview (wawancara)
   e. Speech (pidato)
   X Lain-lain, ..............................................

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
4. Apakah kegiatan-kegiatan tersebut menarik bagi anda?
   a. Ya
   b. Tidak

5. Apakah kegiatan-kegiatan tersebut membuat anda aktif berbicara dalam bahasa Inggris pada saat kelas speaking?
   a. Ya
   b. Tidak

6. Kegiatan apa yang **paling sering muncul** di dalam kelas speaking? (**hanya satu jawaban**)
   a. Role-play (bermain peran)
   b. Dialogue in pairs (membuat percakapan berpasangan)
   c. Discussion (diskusi)
   d. Interview (wawancara)
   e. Speech (pidato)
   f. Lain-lain, ........................................

7. Bagaimana pendapat anda tentang kegiatan-kegiatan yang ada di kelas speaking?
   a. Bervariasi
   b. Monoton

8. Apakah anda termotivasi/bersemangat dalam mengikuti kelas speaking?
   a. Ya
   b. Tidak

9. Apakah anda berpartisipasi aktif di dalam kelas speaking?
   a. Ya
   b. Tidak
10. Seberapa sering anda berbicara bahasa Inggris di dalam kelas speaking?
   a. Tidak pernah
   b. Jarang
   x. Kadang-kadang
   d. Sering

11. Apakah anda merasa percaya diri saat harus berbicara dalam bahasa Inggris?
   a. Ya
   b. Tidak

12. Bagaimana perasaan anda saat anda sedang mendapat kesempatan berbicara di depan kelas?
   a. Tidak senang
   b. Gugup
   x. Biasa saja
   d. Senang

13. Apakah anda menyukai kegiatan games/permainan di dalam kelas bahasa Inggris?
   a. Ya
   b. Tidak

14. Seberapa sering kegiatan games/permainan ada di dalam kelas speaking?
   a. Tidak pernah
   b. Jarang
   x. Kadang-kadang
   d. Sering

   Jika pernah, sebutkan permainan yang pernah ada di kelas speaking!
   Ular tangga, romantic person

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
15. Menurut anda, apa saja kelemahan dari kegiatan-kegiatan yang ada di dalam kelas speaking? (boleh lebih dari satu jawaban, kecuali jika anda memilih jawaban A)
   a. Tidak ada
   b. Kegiatannya kurang bervariasi
   c. Kegiatannya kurang menarik
   d. Kegiatannya kurang membuat siswa aktif dalam berbicara bahasa Inggris
   e. Kurang kegiatan games
   f. Lain-lain, ..............................................................

16. Kegiatan-kegiatan seperti apa yang anda harapkan ada di kelas speaking?
   "Siswa berperan aktif, kegiatan bervariasi, sehingga tidak mudah membuat siswa bosan."

17. Kegiatan-kegiatan seperti apa yang tidak anda harapkan ada di kelas speaking?
   "Pram tanpa kata" & siswa tidak aktif dalam berbicara.

Terima kasih
Kuisiner
(tentang topik)

- Dari topik-topik berikut, mana saja yang paling Anda suka? (boleh memilih lebih dari satu)
  a. Menyapa dan perkenalan
  b. Perpisahan
  c. Undangan
  d. Membuat dan membatalkan janji
  e. Membuat pengumuman
  f. Mengekspresikan kebahagiaan
  g. Menunjukan perhatian
  h. Menunjukan rasa simpatik
  i. Memberi instruksi/perintah
  j. Recount
  k. Narrative

- Apakah anda menemui kesulitan dalam belajar topik-topik di atas?
  a. Ya
  b. Tidak

- Jika ya, di topik manakah anda mengalami kesulitan?

- Sebutkan kesulitan-kesulitan yang anda alami dalam belajar topik tersebut?
  - mencari kosa kata dalam bahasa inggris
  - mengucapkan kata

-Terima kasih-
Appendix 8

Questionnaire for Product Validation
Questionnaire for Expert Validation and User Validation

Name: ________________________________

Learning Indicators
1. Have the learning indicators supported the achievement of the basic competencies? Explain your answer.
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What do you think about the learning indicators? Are they specific and well-formulated or not?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Method and Techniques
1. Have the CLT method been reflected through learning activities? Explain your answer.
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Are the techniques used in the designed learning activities various? Explain your answer.
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Are the techniques applicable in speaking class? What is your opinion?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
4. What are your criticisms and suggestions of the methods and techniques employed?

Learning Activities
1. Have the learning activities been varied? What is your opinion?

2. Have the learning activities met the students’ needs? Explain your answer.

3. Have the learning activities helped the students to achieve learning indicators?

4. What do you think about the instruction for teaching procedure? Is it clear enough or not?

5. Are the pre-activity, main activity and post-activity well developed? What is your suggestion?
6. Are the learning activities fun and motivating? What do you suggest?


7. What do you think about the songs and games in the designed learning activities?


**Handout**

1. Have the materials in the handout supported the learning activities? Explain your answer.


2. What do you think about the language used in the handout? Is it easy to understand by the students?


3. What do you think about the layout of the handout? What do you suggest?


**Overall Evaluation**

1. What do you think about the designed learning activities?
2. What are the strengths of the designed learning activities?

3. What are the weaknesses of the designed learning activities?

4. What are your criticisms and suggestions of the designed learning activities?
Appendix 9

Result of Product Validation Questionnaire
Questionnaire for Expert Validation and User Validation

Name: ____________________________

Learning Indicators
1. Have the learning indicators supported the achievement of the basic competencies? Explain your answer.
   
   Note: The verb 'produce' refers to 'conscious', not 'goal'. For instance, it's better to use 'practice, introduce, use, etc.'

2. What do you think about the learning indicators? Are they specific and well-formulated or not?
   Yes, Except the use of the verb 'practice' (See 1 above).

Method and Techniques
1. Have the CLT method been reflected through the learning activities? Explain your answer.
   Yes: - Learner centered (The students do this & that)
   - The class is divided into groups
   - The students play games & sing songs
   - Shared stories
   - Use English to play, communicate, etc.
   - Speak in front of the class

2. Are the techniques used in the designed learning activities various? Explain your answer.
   Various enough (See 1 above)

3. Are the techniques applicable in speaking class? What is your opinion?
   Yes if the teacher is well-prepared & the students' competence in general is sufficient (not too low) & the class is not too big (≤30)
4. What are your criticisms and suggestions of the methods and techniques employed?

- Methods & techniques usually do not work if other teachers use them.

- Make sure other teachers know general principles (learning principles) behind the methods & techniques used. → See the textbook by Diane Larson-Freeman

**Learning Activities**

1. Have the learning activities been varied? What is your opinion?

   Yes, see No 1 in Methods & Techniques

2. Have the learning activities met the students’ needs? Explain your answer.

   Yes

   I can’t answer this question because I don’t have the information about their needs. In general, the learning activities are suitable for SMK students.

3. Have the learning activities helped the students to achieve learning indicators?

   Yes, activities are varied enough so that they provide opportunities for students to achieve the indicators (all activities complement each other).

4. What do you think about the instruction for teaching procedure? Is it clear enough or not?

   Yes, clear

   Note: Lesson Plan & Teaching Procedure should go “hand in hand”. Use “one view of the teacher’s view”. The Teaching Procedure reflects the teacher’s view.

5. Are the pre-activity, main activity and post-activity well developed? What is your suggestion?

   Yes.

   Question: Why is the framework the 3-phase one: pre, main & post-activities? Does it reflect the communicative approach you use in the design?

   E.g. Littlewood:

   Pre-com. = functional activities

   Com. = communicative activities
6. Are the learning activities fun and motivating? What do you suggest?
   Yes, if the teacher is well-prepared. The various activities that are offered are a sign that they are motivating (students may have a lot of fun).

7. What do you think about the songs and games in the designed learning activities?
   - The songs are very good. Note: play the guitar, eat a mango. However, reading the notes is difficult. Yet, I believe the students may follow the CD easily (to sing along). Note: In that ball, let's not use punishment! Emphasize a reward (positive).

Handout
1. Have the materials in the handout supported the learning activities? Explain your answer.
   - I can't find a communicative activity in Greeting & Intro.
   - only the pieces of paper that will be used by students.

2. What do you think about the language used in the handout? Is it easy to understand by the students?
   - Easy enough.
   - Give Indonesian context, e.g. showing sympathy to tsunami evacuees.

3. What do you think about the layout of the handout? What do you suggest?
   - Interesting) because of colorful, clear pictures.
   - Not contextual: Indonesian & Japanese contexts are not found. Though students are studying a foreign language, they study it in our local context, not abroad.

Overall Evaluation
1. What do you think about the designed learning activities?
   - Good. But see my comments in the L: Plans & Materials.
2. What are the strengths of the designed learning activities?
   - Interesting
   - Not too difficult (but need to be tried out)
   - Varied activities contain provide activities to use English to communicate

3. What are the weaknesses of the designed learning activities?
   - See my comments in the L Plans & materials
   - Not very contextual

4. What are your criticisms and suggestions of the designed learning activities?
   - See my comments in the L Plans & materials
Questionnaire for Expert Validation and User Validation

Name

Learning Indicators
1. Have the learning indicators supported the achievement of the basic competencies? Explain your answer. [ ] not appropriate, [ ] yes, they have

2. What do you think about the learning indicators? Are they specific and well-formulated or not? The learning indicators are already specific enough for the students. They are also well-formulated.

Method and Techniques
1. Have the CLT method been reflected through learning activities? Explain your answer.
   [ ] Yes. It can help overcome the passivity of the students in the classroom.

2. Are the techniques used in the designed learning activities various? Explain your answer.
   [ ] Yes. The techniques could help the students to be more active in class & could help them in expanding their vocabulary.

3. Are the techniques applicable in speaking class? What is your opinion?
   [ ] Yes, they are. The students are given enough time to interact with the other students.
4. What are your criticisms and suggestions of the methods and techniques employed?

They are suitable for speaking class. However, the use & function of the evaluation sheet is not clear whether it is used in all activities or not.

Learning Activities

1. Have the learning activities been varied? What is your opinion?

Yes, they have. They might look too simple for senior high school students, but they are appropriate for the particular school (SMA N 1 Kasihan) because they have limited knowledge of English.

2. Have the learning activities met the students’ needs? Explain your answer.

Yes, they have. They need to practice their English as much as possible & the activities can help them to do just that.

3. Have the learning activities helped the students to achieve learning indicators?

Yes, they have.

4. What do you think about the instruction for teaching procedure? Is it clear enough or not?

Not all instructions are clear. When the students are asked to describe a picture, it’s best if they are given guiding questions to avoid confusion.

5. Are the pre-activity, main activity and post-activity well developed? What is your suggestion?

Yes, they are.
6. Are the learning activities fun and motivating? What do you suggest?
   They are fun and motivating enough.

7. What do you think about the songs and games in the designed learning activities?
   They help the students to focus on the topic of discussion.

Handout
1. Have the materials in the handout supported the learning activities? Explain your answer.
   Yes, they have. They help the students to become interactive.

2. What do you think about the language used in the handout? Is it easy to understand by the students?
   Yes.

3. What do you think about the layout of the handout? What do you suggest?
   Good enough, reader-friendly.

Overall Evaluation
1. What do you think about the designed learning activities?
   Appropriate for 10th grade students.
2. What are the strengths of the designed learning activities?
   Reader friendly, easy to understand.

3. What are the weaknesses of the designed learning activities?
   Instructions should be explained, are sometimes confusing.

4. What are your criticisms and suggestions of the designed learning activities?
   - Clarify the instructions
   - Decide when to use the evaluation form appropriately
Questionnaire for Expert Validation and User Validation

Name

Learning Indicators
1. Have the learning indicators supported the achievement of the basic competencies? Explain your answer.
   - Yes, but some indicators are not appropriate.
   - Try to match the learning indicators with cognitive domain which will be achieved.

2. What do you think about the learning indicators? Are they specific and well-formulated or not?
   - Yes. They are specific and well-formulated.

Method and Techniques
1. Have the CLT method been reflected through learning activities? Explain your answer.
   - Yes.

2. Are the techniques used in the designed learning activities various? Explain your answer.
   - Yes, some techniques are various, but try to use more various techniques, so that the students will not be bored.

3. Are the techniques applicable in speaking class? What is your opinion?
   - Yes. The techniques used can make the students speak actively.
4. What are your criticisms and suggestions of the methods and techniques employed?

- Use more various techniques for each meeting.

---

**Learning Activities**

1. Have the learning activities been varied? What is your opinion?

   The activities have been varied enough.

   The activity are not monotonous, so that the students will not be bored in speaking class.

2. Have the learning activities met the students’ needs? Explain your answer.

   Some of the learning activities have met the students’ needs.

3. Have the learning activities helped the students to achieve learning indicators?

   Yes

4. What do you think about the instruction for teaching procedure? Is it clear enough or not?

   It's clear enough. It can help the teacher.

5. Are the pre-activity, main activity and post-activity well developed? What is your suggestion?

   Yes. At pre-activities: 1) checking students’ attendance, 2) outlining, 3) reviewing
6. Are the learning activities fun and motivating? What do you suggest?

   Yes.

7. What do you think about the songs and games in the designed learning activities?

   Choose the games that don’t need a lot of time, so we can be more focus on the materials.

**Handout**

1. Have the materials in the handout supported the learning activities? Explain your answer.

   Some of the handout have supported the learning activities. For handout “Recount” needs to be revised because too many theories in the handout.

2. What do you think about the language used in the handout? Is it easy to understand by the students?

   - The language used in the handout is easy to understand.
     - Add some new vocabularies, so that the student can improve their vocabulary.

3. What do you think about the layout of the handout? What do you suggest?

   Good enough.

**Overall Evaluation**

1. What do you think about the designed learning activities?

   Good enough, but there are some parts that need to be revised.

   - Give clear instructions at some parts.
   - Dialogue and picture need more contextual.
   - For song, games, and video, do not spend much time.
   - At evaluation form, give individual scoring.
2. What are the strengths of the designed learning activities?
   - The activities are communicative enough
   - Teaching Procedure are clear
   - Games, song, and video can motivate the students
   - There are some interesting pictures

3. What are the weaknesses of the designed learning activities?
   - The picture and the dialogue are not really contextual and not appropriate for tenth grade students
   - Some instructions are confusing
   - Some indicators are not appropriate as the indicators

4. What are your criticisms and suggestions of the designed learning activities?
   - Give clear instructions at some parts in the handout and learning activities
   - Give more contextual picture and dialogue
   - Song, games, and video do not spend much time
   - At evaluation form give individual evaluation
Appendix 10

Syllabus
### Syllabus

**Competence Standard**

1. To understand the meaning of transactional and interpersonal dialogues in the daily life context.

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening: 1.</td>
<td></td>
<td>- Introduction, meeting/parting</td>
<td>- Classical listening to interpersonal and transactional communication using a tape recorder.</td>
<td>- To identify the meaning of function of introduction - To respond the function of introduction - To identify the function of function of accepting offer and invitation - To respond the function of accepting offer and invitation - To identify the function of function of accepting appointment - To respond the function of accepting appointment - To identify the function of function of canceling appointment - To respond the function of canceling appointment - To repeat the expressions of introduction, meeting/parting, accepting offer/invitation, accepting and canceling appointment</td>
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<td>- Accepting offer, invitation: Example: That sounds a nice idea. With pleasure.</td>
<td>- Discussing various kinds of function s that can be used in pairs.</td>
<td>Quiz Written test Assignment</td>
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<td>- Accepting appointment: Example: Sure, that will be fine. Sure, I’ll be waiting for you.</td>
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<td>- Canceling appointment: I’m afraid I can’t. Sorry, I don’t think so.</td>
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</table>
| Speaking: 3. To express the meaning of transactional and interpersonal dialogues in the daily life context. | 3.1. To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using various simple spoken language in the daily life context and involving the functions of introduction, meeting/parting, accepting offer/invitation, accepting and canceling appointment | - Tourist hunting and recording their conversation | - Roll playing in pairs | - To use expressions of greeting.  
- To greet other people using the correct expressions.  
- To produce a dialogue by using expressions of greeting.  
- To use expressions of introducing themselves.  
- To introduce themselves.  
- To use expressions of introducing someone to others.  
- To introduce someone to others.  
- To produce a dialogue by using expressions of introduction  
- To identify expressions of inviting someone, accepting invitation, and declining invitation.  
- To use expressions of inviting someone, accepting invitation, and declining invitation.  
- To produce a dialogue by using expressions of inviting someone, accepting invitation, and declining invitation. | Performance | 2 x 45’ |
<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/Teaching Aid</th>
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*Quiz Written Assignment*  
2 x 45 min  
Bse interlan guage  
Cassettes CD
| Speaking: 3. To express the meaning of transactional and interpersonal dialogues in the daily life context. | 3.1 To express the meaning in both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably by using various simple spoken language in the daily life context and involving the functions of expressing happiness, showing attention, showing sympathy, and giving instruction | First, prepare the spices, eggs, and cooked rice. Finally, fry them together with the cooked rice until they are well mixed. | - Making dialog and using some expressions of showing happiness, showing attention, showing sympathy and giving instruction  
- Having dialog in pairs in front of the class | - To produce a dialog in pairs by using expressions of showing happiness, showing attention, showing sympathy and giving instruction  
- To do dialog in pairs by using expressions of showing happiness, showing attention, showing sympathy and giving instruction  
- To use expressions of showing sympathy  
- To respond sad stories using expressions of showing sympathy  
- To produce a dialogue by using expressions of showing sympathy. | Assignment Performance | 2 x 45' |
<table>
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<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Material</th>
<th>Activity</th>
<th>Not structured self activity</th>
<th>Indicator</th>
<th>Evaluation</th>
<th>Time Allocation</th>
<th>Source/ Material Teaching Aid</th>
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<td>2. To understand the meaning of short functional texts and simple monologue in the form of recount, narrative, and procedure in the daily life context</td>
<td>2.1. To respond the meaning of simple, short, functional spoken texts accurately, fluently, and acceptably (e.g. announcement, advertisement, invitation) in the daily life context</td>
<td>Oral announcement s/advertisement</td>
<td>- Identifying some oral announcement in public places</td>
<td>- Identifying some oral advertisement from the radio or television</td>
<td>- Classical listening to an announcement from a tape recorder</td>
<td>- To identify the topic of an announcement/invitation/advertisement</td>
<td>Assign, Quiz, Written test</td>
<td>4 x 45'</td>
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<td>4. To express the meaning of short functional texts and monologue in the form of recount, narrative, and procedure</td>
<td>4.1. To express the meaning of both formal and informal short functional texts (e.g. announcement, advertisement, invitation) by using various spoken language in the various daily life contexts</td>
<td>- making an announcement</td>
<td>- read the announcement in front of the class</td>
<td>- To make an oral announcement</td>
<td>- To make an oral invitation</td>
<td>- To convey the announcement/advertisement/invitation</td>
<td>Performance</td>
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| 2. To understand the meaning of short functional texts and simple monologue texts in the form of recount, narrative, and procedure in the daily life context | 2.2. To respond the meaning of simple texts which uses spoken language accurately, fluently, and acceptably in the daily life context in the genres of recount, narrative, and procedure | - Oral text of recount  
- Oral text of narrative  
- Oral text of procedure | - To identify the main idea  
- To identify the characters of the story  
- To identify the sequence of events in the text  
- To identify the happenings  
- To identify the material used in the text of procedure  
- To identify the purpose of the text  
- To summarize and conclude the content of the listening passage | | 10 x 45' | Source: Developing English Competencies www.eslpod.com  
Teaching Aids: Cassettes CDs |
| **Speaking**        |                  |          |           |            |                |                               |
| 4. To express the meaning of short functional texts and simple monologue texts in the form of recount, narrative, and procedure in the daily life context | 4.2. To express the meaning of simple monologue texts by using various spoken language accurately, fluently, and acceptably in the daily life context, in the form of recount, narrative, and procedure | - Individuality, making up a story and present it in front of the class | - To use sentences in Past Tense in presenting a recount  
- To convey a monologue in telling an experience  
- To convey a monologue in presenting a procedure  
- To tell past stories  
- To decide the generic structure of recount text. | | 10 x 45' | |
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<tbody>
<tr>
<td>Reading 5. To understand the meaning of short functional written texts in the daily life context and to access the knowledge</td>
<td>5.1. To respond the meaning of both formal and informal short functional written text (e.g. announcement, advertisement, invitation, etc.) accurately, fluently, and acceptably in the daily life context and to access the knowledge</td>
<td>Announcements, advertisement, invitation, etc.</td>
<td>Finding some announcements in public places, some advertisements from newspapers and some invitation</td>
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<td>Quiz Written text</td>
<td>8 x 45'</td>
<td>Base Interlanguage Jakarta Post</td>
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<td>Writing 6. To express the meaning of short functional written text in the daily life context</td>
<td>6.1. To express the meaning of both formal and informal short functional written text (e.g. announcement, advertisement, invitation, etc.) by using various written styles accurately, fluently, and acceptably, in the daily life context</td>
<td>making draft of announcement, advertisement, invitation</td>
<td>making a written announcement and publicizing it at class/school</td>
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<td>Student's writing: Announcement/advertisement/invitation</td>
<td>8 x 45'</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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<tr>
<td>Reading</td>
<td>5. To understand short functional written text and simple essay in the form of recount, narrative, and procedure in daily life context and to access the knowledge</td>
<td>5.2. To respond the meanings and rhetorical steps of essay written text accurately, fluently, and acceptably in daily life context and to access the knowledge in the forms of recount, narrative, and procedure</td>
<td>A written text of recount (Past Tense) • Jim Carey had a trip to Bunaken. • Who went to Bunaken? • He went to Bunaken yesterday. • Yesterday he went to Bunaken. • To Bunaken, he went yesterday.</td>
<td>- Reading aloud of narrative text individually • In groups, discussing the various aspects of the texts like content, the structure of the text. • Finding other recount, narrativ e and procedu re texts from other sources and analyzing the structur e of the text. • To read aloud the narrative, recount, and procedure texts with the correct pronunciation and intonation • To identify the main idea of a paragraph • To identify the meaning of a word in the text • To identify the characters of a story • To identify the chronological events in the text • To identify the rhetorical steps of the essays • To identify the purpose of the text • To explain the content of the texts: recount, narrative, procedure.</td>
<td>Quiz Written test Assignment</td>
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<td>- To improve the draft based on the correction by classmates</td>
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<td>- To use imperative in writing a recipe or an instruction</td>
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| Assignment Written text | 10 x 45' |
Rationale of the Design
Rationale

This part will present the rationale of the designed learning activities. The designed learning activities use various communicative activities. Communicative activity is part of Communicative Language Teaching (CLT). The further explanation about the rationale of the designed learning activities will be discussed in the following paragraphs.

Learning language is considered important nowadays. In learning process, a teacher sometimes finds lacks of the class that can hamper the learning process. The lacks in speaking class in SMA N I Kasihan have been found. The lacks are lack of confidence in speaking English and lack of participation in class. The lacks carry weakness in speaking class. The weakness in speaking class is passive students.

The students need activities that can make them feel confident in speaking. By having confidence, the student will be brave to speak. In other words, confidence affects how someone communicates. Someone who has good confidence can communicate well with others. To increase their confidence, they need to interact with others so that they learn how to face people and communicate with them.

Based on the students' need, the designed activities use communicative activities which reflect real life situations. The activities try to bring the real life situations, so that enable the students to learn real situation in the class. The
activities in this design also emphasize on the inter-personal interaction, which tries to increase students’ confidence in communicating.

Communicative activity is activity which is used in teaching learning process and to achieve communicative approach goal. “The goal of the communicative approach is to have the student communicatively competent which means using the language to communicate, which is the most effective way to learn a language.” (Sasson, 2008). The learning activities emphasized on interaction, group work, using language for communicating and learner-centered learning. The activities use learner-centered learning which makes the students active in the activities. Through the activities, the students are active in using the language so that they can improve their English. The communicative activities used in this design are included in Communicative Language Teaching (CLT). The activities used are based on some principles of CLT. The principles are (a) through using the language, the learners learn to communicate; (b) the goal of classroom activities is at authentic and meaningful communication; (c) fluency is an important aspect of communication; (d) the integration of different language skills is involved in the communication; (e) learning is a process of creative construction and involves trial and error. The principles of the CLT are used as considerations in deciding the activities.
Appendix 12

The Designed Learning Activities
Speaking Learning Activities
Using Various
Communicative Activities for Tenth Grade Students

The Contents of this Book:
- Lesson Plan
- Learning Procedure
- Teaching Procedure
- Songs
- Games

For Tenth Grade Students in SMA N 1 Kasihan
Greeting and Introduction
Lesson Plan
Greeting and Introduction

A. IDENTITY
School’s name : SMA N 1 Kasihan
Subject : English
Class, Semester : X, 1
Skill : Speaking

Competence Standard :
To express the meaning of transactional and interpersonal dialogues in the daily life context.

Basic Competence :
To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using various simple spoken languages in the daily life context and involving the functions of introduction and meeting

Learning indicators :
1. The students are able to use expressions of greeting.
2. The students are able to greet other people using the correct expressions.
3. The students are able to produce a dialogue by using expressions of greeting.
4. The students are able to use expressions of introducing themselves.
5. The students are able to introduce themselves.
6. The students are able to use expressions of introducing someone to others.
7. The students are able to introduce someone to others.
8. The students are able to produce a dialogue by using expressions of introduction.
Time Allocation : 2 x 45 minutes (1 meeting)

B. LEARNING OBJECTIVES

- After reading the dialogue, doing the exercise, and practicing, the students are able to greet and respond other people using the correct expressions.
- After reading the dialogue, doing the exercise, and practicing, the students are able to introduce themselves/others using the correct expressions.

C. ENCLOSED MATERIALS

Handout of Greeting and Introduction, names in pink paper, names in green paper, pictures, and evaluation form.

D. METHODS

Question and answer, discussion, practice, role-play, peer evaluation.

E. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students are greeted and are asked several questions related to the lesson by the teacher.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>b. The students play “Who is My Partner?” games.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students practice and discuss the dialogue.</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td>b. The students study the list of greetings.</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>c. The students are divided into groups consisting of 3 or 4 people. The students practice to greet their friends in the same group.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The students do exercise.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>The students are still in groups. They make 3-minute conversation of greeting and introduction in the group. They get names and places pictures. They can use their creativity to create the situations.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>They perform their role-plays. The partner group observes the performance and writes the observation on evaluation form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30’</td>
<td></td>
</tr>
</tbody>
</table>

3. Post-activities

| a. | The students share the result of the observation to give information about the weaknesses and the strengths of the performances. The students also get comment from the teacher. |
| b. | The students give comments toward the learning activities. |
|   | 3’ |
|   | 3’ |

F. REFERENCES


G. EVALUATION

Students’ speaking skills and confidence in doing role-play.

The evaluation form (enclosed).
LEARNING PROCEDURE

Greeting and Introduction

Pre-activities

1. The students are greeted and asked several questions related to the lesson by the teacher.
2. The students are asked to play “Who is My Partner?” games.
3. The students receive handout from the teacher.
4. The objectives of the meeting are mentioned by the teacher.

Whilst Activities

1. The students are asked to practice the conversation and answer the questions related to the dialogue. The students have to discuss the answers with their friends.
2. The students are asked to study the list of greeting expressions.
3. Then, the students are divided into groups consisting of 3 or 4 people. The students are asked to turn over the list of greetings and to practice greeting their friends in the same group using different expressions for each person.
4. After they have finished, the students stay in the group. The students study expressions of introducing yourself and expressions of introducing someone else.
5. Then, the students practice the expressions by doing exercise.
6. After that, the students are asked to do role-play. The students are asked to create 3-minute conversation of greeting and introduction in the group. The students will have new names. Name for each student is distributed. Pink paper is for girls and green paper is for boys. The names in pink/green paper will be the students’ names. Some situation pictures are provided as the lotteries. The students draw lots for choosing the situation.
7. After the students get the situations, they start making the conversation. They have to perform their conversations and act in front of the class.

8. The students ask the teacher if they find difficulties.

9. The students practice the dialogue before having performance in front of the class. Their performances will be observed by the partner group. The partner group of each group will be chosen by the teacher. The evaluation form will be distributed to all groups.

10. After that, the turn of each group is decided by the teacher. The partner group has to observe the performance and write the score of the performance. The students discuss the feedback at the end of the meeting.

Post-activities

1. The partner groups share the result of the observation to give information about the weaknesses and the strengths of their performances.

2. The students give comments on the learning activities.
TEACHING PROCEDURE

Greeting and Introduction

Preparation:

1. Prepares the copies of handout of Greeting and Introduction.
2. Prepares names in pink paper, names in green paper, and pictures.
3. Prepares the copies of evaluation form.

Pre-activities

1. Greet the students and ask several questions related to the lesson that will be taught.
2. Ask the students to play “Who is My Partner?” games. The instructions are on “Who is My Partner?” instruction paper.
3. Distribute the handout to the students.
4. Explain the objectives of the meeting.

Whilst Activities

1. Ask the students to practice the conversation and answer the questions related to the dialogue. Ask them to discuss the answers with their friends.
2. Ask the students to study the list of greeting expressions.
3. Then, divide the students into groups consisting of 3 or 4 people. Ask the students to turn over the list of greetings and ask them to practice greeting their friends in the same group using different expressions for each person.
4. After they have finished, tell the students to stay in the group. Ask the students to study expressions of introducing yourself and expressions of introducing someone else.
5. Then, ask the students to practice the expressions by doing exercise.
6. After that, ask the students to do role-play. Ask the students to create a 3-minute conversation of greeting and introduction in the group. Distribute names to the students. Pink paper is for girls and green paper is for boys. The names in pink/green paper will be the students’ names. Some situation pictures are provided as the lotteries. The students draw lots for choosing the situation.

7. After the students get the situations, ask them to start making the conversation. Tell them that they have to perform their conversations and act in front of the class.

8. Move around to help the students who find difficulties in making the conversation.

9. Tell the students that they have to practice the dialogue before having performance in front of the class. Their performances will be observed by the partner group. Decide the partner group of each group. Distribute the evaluation form to all groups.

10. After that, decide the turn of each group and ask them to perform the conversation. Ask the partner group to observe the performance. Write your comments also on the students’ performances to give feedback on their performances. Discuss the feedback at the end of the meeting.

Post-activities

1. Ask the partner groups to share the result of the observation to give information about the weaknesses and the strengths of their performances. Tell your comments also on their performances.

2. Ask the students’ comments on the learning activities.
Games

“Who is My Partner?”

1. Prepare lotteries containing some letters. Each letter has a twin. The students have to find the twin.
2. Ask the students to take the lotteries.
3. Then, they have to find their twins by doing body language or gesture to represent the letter in the lottery. They have to find their partner who has the same letter. They are not allowed to say anything. They are only allowed to communicate using body language.
4. After they find the partner, they have to greet each other using body language. Limit the time.
<table>
<thead>
<tr>
<th>A</th>
<th>A</th>
<th>H</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>B</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>J</td>
<td>J</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>E</td>
<td>E</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>G</td>
<td>G</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
Practice the dialogue with your friends.

Cynthia : Good morning, Mr. Brown.
Mr. Brown : Oh, good morning Cynthia. How are you doing?
Cynthia : I’m fine, thank you. How about you, Sir?
Mr. Brown : Very well, thank you.
Cynthia : Sir, this is my cousin.
Willy : Hello, my name is Willy.
Willy : Nice to meet you too, Sir.
Cynthia : Well, my cousin needs some information about this Senior High School, Sir.
Willy : Yes, Sir. I need information about this school because I want to continue my study at this school.
Mr. Brown : Oh really? You meet the right person. I can give you a lot of information about this school. Let’s go to my room, I will explain the information there.
Cynthia & Willy : Ok, Sir. Thank you.

Discuss the answer of the questions with your friends.
1. What does the dialogue tell about?
2. Can you find expressions of greeting in the dialogue? What are they?
3. Can you find expressions of introducing in the dialogue? What are they?
Study the following expressions.

### List ofGreetings

<table>
<thead>
<tr>
<th>More formal</th>
<th>Less formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings</td>
<td>Responses</td>
</tr>
<tr>
<td>Good morning, Madam.</td>
<td>Good morning, John.</td>
</tr>
<tr>
<td>Good afternoon, Sir.</td>
<td>Good afternoon.</td>
</tr>
<tr>
<td>Good evening, Dad.</td>
<td>Good evening.</td>
</tr>
<tr>
<td>Hello.</td>
<td>Hello.</td>
</tr>
<tr>
<td>How are you?</td>
<td>I’m fine, thank you.</td>
</tr>
<tr>
<td>How do you do?</td>
<td>How do you do?</td>
</tr>
<tr>
<td>How’s life?</td>
<td>Fine.</td>
</tr>
<tr>
<td>How are you doing?</td>
<td>Not bad.</td>
</tr>
<tr>
<td>Hi Mary.</td>
<td>Hi Bryan.</td>
</tr>
</tbody>
</table>

(adapted from Developing English Competencies for Grade X. p. 9)

### Expressions of introducing yourself

- *Let me introduce myself, my name is* Shelly.
- *Hello, my name is* Hanna.
- *I am* Julius.
- *I am* Mr. Brown’s daughter.
- *Hi, pleased to meet you. I am* Nina.

**Responses**

- Hi Shelly.
- My name is Rara.
- I am Nina.
- Hello.
- Pleased to meet you too. I am Dimas.

### Expressions of introducing someone else

- *This is my brother, Bob.*
- Diana, *this is* Edward.
- Everybody, *I’d like to introduce* Sylvia
- *I’d like you to meet* Bob.

**Responses**

- Nice to meet you, Bob.
- Hello Edward.
- Hi Sylvia.
- Hi Bob.

(adapted from Gateway: English for Active Communication. 2009. p. 166)
Complete the dialogues below with correct expressions.

1) Arnys : ...
   Ruben : Very well, thank you.

2) Ayu : Good evening.
   Denias : ...

3) Andi : How are you doing?
   Retno : ...

(taken from Interlanguage: *English for Senior High School Students* X. p. 5)

**Practice**

**INTERACTION**

Work in your group and make a 3-minute conversation using expressions of greeting and introducing. Then, perform the dialogue and act in front of the class.
Green paper

<table>
<thead>
<tr>
<th>Mike Jagger</th>
<th>Luciano Gomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Dawson</td>
<td>Jefry Woworuntu</td>
</tr>
<tr>
<td>Mark Anthony</td>
<td>Rudy Suwarno</td>
</tr>
<tr>
<td>Peter Parker</td>
<td>Leo Sutardi</td>
</tr>
<tr>
<td>Henry Sutopo</td>
<td>Jason Sitohang</td>
</tr>
<tr>
<td>Tommy Kurniawan</td>
<td>Jamal Sugamal</td>
</tr>
<tr>
<td>Bryan McFadden</td>
<td>John Kennedy</td>
</tr>
</tbody>
</table>
Pink paper

<table>
<thead>
<tr>
<th>Christina Aguilera</th>
<th>Mona Ratuliu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rossa</td>
<td>Peggy Melati</td>
</tr>
<tr>
<td>Lucy Liu</td>
<td>Susy Susanti</td>
</tr>
<tr>
<td>Tyas Mirasih</td>
<td>Britney Spears</td>
</tr>
<tr>
<td>Mary Rose</td>
<td>Julie Estelle</td>
</tr>
<tr>
<td>Vivi Alledya</td>
<td>Natasya Dewanti</td>
</tr>
<tr>
<td>Tina Marissa</td>
<td>Bunga Citra</td>
</tr>
</tbody>
</table>
Pictures

At hospital

At bank

At supermarket

At zoo
<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>At bookstore</td>
<td>Self-help and self-serving areas</td>
</tr>
<tr>
<td>At museum</td>
<td>Dinosaur and museum exhibits</td>
</tr>
<tr>
<td>At street</td>
<td>People on a street corner</td>
</tr>
<tr>
<td>At restaurant</td>
<td>People at a table</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
EVALUATION FORM
Greeting and Introduction

A. Observation for role-play
Observe the performance and give score in the speaking skill columns. The range score for each column is 1 up to 5.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Graded Aspects</th>
<th>Total Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
<td>Accuracy</td>
<td>Clarity</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1 = very poor
2 = poor
3 = fairly good
4 = good
5 = excellent

Total score : 25 x 4 = 100
B. Grading Criteria

Speaking Skill

<table>
<thead>
<tr>
<th>No</th>
<th>Speaking skill</th>
<th>1 (very poor)</th>
<th>2 (poor)</th>
<th>3 (fairly good)</th>
<th>4 (good)</th>
<th>5 (excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fluency</td>
<td>The student delivers the information in conversation with many pauses.</td>
<td>The student delivers the information in conversation with few pauses.</td>
<td>The student delivers the information in conversation with normal speed.</td>
<td>The student delivers the information in conversation with very few pauses.</td>
<td>The student delivers the information in conversation very smooth (no pauses).</td>
</tr>
<tr>
<td>2.</td>
<td>Accuracy</td>
<td>The student makes so many mistakes in using grammar, so that the dialogue is not understandable.</td>
<td>The student makes many mistakes in using grammar.</td>
<td>The student makes some mistakes in using grammar, but the dialogue is still understandable.</td>
<td>The student makes few mistakes in using grammar.</td>
<td>The student speaks using correct grammar.</td>
</tr>
<tr>
<td>3.</td>
<td>Clarity</td>
<td>The student pronounces almost all words in the dialogue</td>
<td>The student makes many mistakes in pronouncing the</td>
<td>The student makes some mistakes in pronouncing the</td>
<td>The student makes few mistakes in pronouncing the</td>
<td>The student pronounces the words in the dialogue correctly</td>
</tr>
<tr>
<td></td>
<td>incorrectly. (&gt;10 mistakes)</td>
<td>words in dialogue. (7-10 mistakes)</td>
<td>words in dialogue. (5-7 mistakes)</td>
<td>words in dialogue. (0-5 mistakes)</td>
<td>and clearly. (0 mistake)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Volume</strong></td>
<td>The voice cannot be heard.</td>
<td>The voice is very soft and not clear.</td>
<td>The voice is not really loud, but still audible.</td>
<td>The voice is loud and clear.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Confidence</strong></td>
<td>The student is shy to speak. He/she avoids having eye contact and becomes passive.</td>
<td>The student is shy to speak and afraid to have eye contact.</td>
<td>The student is not really active in speaking, but still brave to have eye contact when he/she speaks.</td>
<td>The student is active in speaking. He/she speaks in public with full of confidence.</td>
<td></td>
</tr>
</tbody>
</table>
Invitation
Lesson Plan

Invitation

A. IDENTITY

School’s name : SMA N 1 Kasihan
Subject : English
Class, Semester : X, 1
Skill : Speaking

Competence Standard :

To express the meaning of transactional and interpersonal dialogues in the daily life context.

Basic Competence :

To express the meaning of both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably, by using various simple spoken languages in the daily life context and involving the functions of accepting and offering invitation.

Learning indicators:

1. The students are able to use expressions of inviting someone.
2. The students are able to produce a dialogue by using expressions of inviting someone.
3. The students are able to use expressions of accepting invitation.
4. The students are able to produce a dialogue by using expressions of accepting invitation.
5. The students are able to use expressions of declining invitation.
6. The students are able to produce a dialogue by using expressions of declining invitation.
7. The students are able to make a verbal invitation.

Time Allocation : 2 x 45 minutes (1 meeting)

B. LEARNING OBJECTIVES

- After reading the list of expressions, discussing and practicing, the students are able to offer invitation using the correct expressions.
- After reading the list of expressions, discussing and practicing, the students are able to respond invitation using the correct expressions.

C. ENCLOSED MATERIALS

Video of invitation, handout of Invitation, lyrics of “My Birthday Party” song, and evaluation form

D. METHODS

Question and answer, watch video, discussion, information gap, and peer evaluation

E. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activities</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students sing “My Birthday Party” song</td>
<td>5’</td>
</tr>
<tr>
<td>b.</td>
<td>The students are asked several questions related to the lesson by the teacher.</td>
<td>3’</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst activities</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students watch invitation video and discuss the expressions used in the video.</td>
<td>7’</td>
</tr>
<tr>
<td>b.</td>
<td>The students study the expressions of offering, accepting, and declining invitation.</td>
<td>7’</td>
</tr>
<tr>
<td>c.</td>
<td>The students practice the dialogue in the handout with their friends and identify the expressions used in the dialogue.</td>
<td>5’</td>
</tr>
<tr>
<td>d.</td>
<td>The students discuss the invitation pictures with their friends, decide the kinds of</td>
<td>12’</td>
</tr>
</tbody>
</table>
邀请和尝试将书面邀请转换为口头邀请，通过制作一些口头表达来提出邀请给其他人。

e. The students are divided into 2 big groups. The students in each big group have to work in pairs (small group) with their friend in the same group. Student A in each small group has blank invitation and the student B in each small group has the information about the party. They make conversation containing invitation from student B to student A.

f. Each small group performs in the different big group and vice versa. There are 2 groups will perform at the same time, but in the different group. The partner group observes the performance.

<table>
<thead>
<tr>
<th>3. Post-activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The students share the result of the observation to give information about the weaknesses and the strengths of the performances. The students also get comment from the teacher.</td>
</tr>
<tr>
<td>b. The students give comments on the learning activities.</td>
</tr>
</tbody>
</table>

| 15’ 30’ |

F. REFERENCES


G. EVALUATION

Students’ speaking skill and confidence in doing conversation

The evaluation form (enclosed).
LEARNING PROCEDURE

Invitation

Pre-activities

1. The students are greeted by the teacher. The students are asked to stand up and sing “My Birthday Party” song.
2. The students are asked several questions related to the lesson that will be taught by the teacher.
3. The students receive the handout.
4. The objectives of the meeting are mentioned by the teacher.

Main Activities

1. The students watch invitation video. They discuss the video and the expressions used in the video.
2. The students are study the expressions of offering, accepting, and declining invitation in the handout.
3. Then, the students practice the conversation in the handout and identify the expressions used in the dialogue.
4. After they have finished, the students look at some invitation pictures. They have to discuss the pictures with their friends, decide the kinds of invitation and try to change the written invitation into oral invitation by making some oral expressions to offer the invitations to somebody else. The students can ask questions to the teacher if they find difficulties.
5. Then, the students are divided into 2 big groups. The students in each big group are asked to work in pairs (small groups) with their friend in the same group. The first group will be given blank invitation of Football Party. The second group will be given blank invitation of Birthday Party.
6. The students in each small group receive two kinds of paper. They are blank invitation and party information. The blank invitation is given to student A and the information about the party is given to student B. They have to make conversation containing invitation from student B to student A. Let the students use their creativity in making the conversation.

7. The students are helped by the teacher if they find difficulties.

8. The students have to memorize the dialogue before having performance in front of the class. Each small group performs in the different big group. While performing, they are only allowed to bring the blank invitation (only for student A) and the information about the party (only for student B). Their performances will be observed by the partner group in another big group.

9. The students receive the evaluation form from the teacher. The turn of each pair is decide by the teacher. Each pair in one group has to perform in another big group and vice versa. There are 2 small groups will perform at the same time, but in the different group. They have 3 minutes to perform. To minimize the interference from another group, one group should face one side of the wall and another group should face the opposite side of the wall. So, they will perform in different side.

10. The partner group of each small group is decided by the teacher. The partner group has to observe the performance and give comments about the performance.

Post-activities

1. Each group shares the result of the observation to give information about the weaknesses and the strengths of the performance.

2. The students give comments on the learning activities.
TEACHING PROCEDURE

Invitation

Preparation:

1. Prepare the copies of handout of Invitation.
2. Prepare the copies of lyrics of “My Birthday Party” song.
3. Prepare the copies of blank invitation and the information of the party.
4. Prepare the copies of evaluation form.

Pre-activities

1. Greet the students and distribute the lyrics of “My Birthday Party” song. Ask them to stand up and sing the song.
2. Ask them several questions related to the lesson that will be taught.
3. Distribute the handout to the students.
4. Explain the objectives of the meeting.

Whilst Activities

1. Ask the students to watch invitation video. Discuss the video and the expressions used.
2. Ask the students to study the expressions in the handout.
3. Ask the students to practice the conversation in the handout and identify the expressions used in the dialogue.
4. After they have finished, ask the students to look at some invitation pictures. They have to discuss the pictures with their friends, decide the kinds of invitation and try to change the written invitation into oral invitation by making some oral expressions to offer the invitations to somebody else. Monitor them and help them if they find difficulties.
5. Then, divide the students into 2 big groups. Ask the students in each big group to work in pairs (small groups) with their friend in the same group. The first group will be given blank invitation of Football Party. The second group will be given blank invitation of Birthday Party.

6. Give the blank invitation to student A and the information about the party to student B. They have to make conversation containing invitation from student B to student A. Let the students use their creativity in making the conversation.

7. Move around to help the students who find difficulties in making the conversation.

8. Tell the students that they have to practice the dialogue before having performance in front of the class. They are only allowed to bring the blank invitation (only for student A) and the information about the party (only for student B). Each small group will perform in the different big group. Their performances will be observed by the partner group in another big group.

9. After that, distribute the evaluation form to all students. Decide the turn of each pair. Each pair in one group has to perform in another big group and vice versa. There are 2 small groups will perform at the same time, but in the different group. They have 3 minutes to perform. To minimize the interference from another group, one group should face one side of the wall and another group should face the opposite side of the wall. So, they will perform in different side.

10. Decide the partner group of each small group and ask the partner group to observe the performance. They have to give comments about the performance.

Post-activities

1. Ask each group to share the result of the observation to give information about the weaknesses and the strengths of the performance.

2. Ask the students’ comments on the learning activities.
SONG

“My Birthday Party”

Hey hey hey hey hey hey my friends

Hey Hey hey listen to me

I will celebrate my birthday

Would you like to come to the party?

I’d like to I’d like to I’d like to I’d like to

Or

Sorry I can’t Sorry I can’t Sorry I can’t
Study the following expressions.

**EXPRESSIONS OF OFFERING INVITATION**

Would you like to...

I invite you to come...

Shall we have...

Would you have...

Will you have....
**EXPRESSIONS OF ACCEPTING INVITATION**

That sounds a nice idea.

I would, very much.

That would be very nice.

With pleasure.

I’d like to.

**EXPRESSIONS OF DECLINING INVITATION**

Thank you very much, but ...

I’d like to, but ...

That’s very kind of you, but ...

I’m sorry, I can’t.

**Practice**

Practice the dialogue below. Then, identify the expressions used in the dialogue and label **OI** for offering invitation expressions, **AI** for accepting invitation expressions, and **DI** for declining invitation expressions.

Anita : You look so happy today, Adib.

Ruben : Is there something we don’t know?

Adib : Yes, my brother has finished his study in Australia and he’ll be home tonight.

Anita : Really?
Adib : Yeah, tonight we’re going to have a small welcome party. Would you like to come?
Ruben : I would.
Adib : What about you, Anita?
Anita : I’d like to, but tonight I will have to take care of my little brother and my little sister. My parents will attend their friend’s wedding party.
Adib : I see. It’s okay. Well, I think I have to go now. See you.
Ruben & Anita : See you.

(taken from Interlanguage: English for Senior High School Students X. p. 41)
GROUP 1: FOOTBALL INVITATION

Student A: FOOTBALL PARTY

Place : 
Time : 
Party plan: 

Student B

FOOTBALL PARTY

Place : Surya Stadium
Time : 4 pm – 7 pm
Party plan : 1.5 hours for playing football
            1.5 hours for having the party and dinner
GROUP 2: BIRTHDAY INVITATION

Student A: BIRTHDAY PARTY

Place : 
Time : 
Party plan:

Student B

BIRTHDAY PARTY
Place : Miracle Hall
Time : 6 pm – 9 pm
Party plan : 1.5 hours for having the party and dinner
            1.5 hours for having mask party
A. Observation for students’ performance

Observe the performance and give score in the speaking skill columns. The range score for each column is 1 up to 5.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Evaluation</th>
<th>Total</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
<td>Accuracy</td>
<td>Clarity</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1 = very poor
2 = poor
3 = fairly good
4 = good
5 = excellent

Total Score: 25 x 4 = 100
## B. Grading Criteria

**Speaking Skill**

<table>
<thead>
<tr>
<th>No</th>
<th>Speaking skill</th>
<th>1 (very poor)</th>
<th>2 (poor)</th>
<th>3 (fairly good)</th>
<th>4 (good)</th>
<th>5 (excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>The student delivers the information in conversation with many pauses.</td>
<td>The student delivers the information in conversation with few pauses.</td>
<td>The student delivers the information in conversation with normal speed.</td>
<td>The student delivers the information in conversation very smooth (no pauses).</td>
<td>The student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>speaks using correct grammar.</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy</td>
<td>The student makes so many mistakes in using grammar, so that the dialogue is not understandable.</td>
<td>The student makes many mistakes in using grammar.</td>
<td>The student makes some mistakes in using grammar, but the dialogue is still understandable.</td>
<td>The student makes few mistakes in using grammar.</td>
<td>The student</td>
</tr>
<tr>
<td>3</td>
<td>Clarity</td>
<td>The student pronounces almost all words in the dialogue</td>
<td>The student makes many mistakes in pronouncing the</td>
<td>The student makes some mistakes in pronouncing the</td>
<td>The student makes few mistakes in pronouncing the</td>
<td>The student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>pronounces the words in the dialogue correctly</td>
</tr>
<tr>
<td></td>
<td>incorrectly. (&gt;10 mistakes)</td>
<td>words in dialogue. (7-10 mistakes)</td>
<td>words in dialogue. (5-7 mistakes)</td>
<td>words in dialogue. (0-5 mistakes)</td>
<td>and clearly. (0 mistake)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>4. Volume</td>
<td>The voice cannot be heard.</td>
<td>The voice is very soft and not clear.</td>
<td>The voice is not really loud, but still audible.</td>
<td>The voice is loud enough.</td>
<td>The voice is loud and clear.</td>
<td></td>
</tr>
<tr>
<td>5. Confidence</td>
<td>The student is shy to speak. He/she avoids having eye contact and becomes passive.</td>
<td>The student is shy to speak and afraid to have eye contact.</td>
<td>The student is not really active in speaking, but still brave to have eye contact when he/she speaks.</td>
<td>The student brave enough to speak and active in speaking.</td>
<td>The student is active in speaking. He/she speaks in public with full of confidence.</td>
<td></td>
</tr>
</tbody>
</table>
Showing Sympathy
Lesson Plan

Showing Sympathy

A. IDENTITY
School’s name : SMA N 1 Kasihan
Subject       : English
Class, Semester : X, 1
Skill         : Speaking

Competence Standard :

To express the meaning of transactional and interpersonal dialogues in the daily life context.

Basic Competence :

To express the meaning in both formal and informal transactional and interpersonal dialogues accurately, fluently, and acceptably by using various simple spoken languages in the daily life context and involving the functions of showing sympathy.

Learning indicators:
1. The students are able to use expressions of showing sympathy.
2. The students are able to respond sad stories using expressions of showing sympathy.
3. The students are able to produce a dialogue by using expressions of showing sympathy.

Time Allocation : 2 x 45 minutes (1 meeting)
B. LEARNING OBJECTIVES

After discussing and practicing, the students are able to show sympathy to others using the correct expressions.

C. ENCLOSED MATERIALS

Lyrics of “That’s a Pity” Song, handout of Showing Sympathy, teacher’s observation sheet

D. METHODS

Question and answer, discussion, practice, teacher evaluation, sharing

E. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students sing “That’s a Pity” song and make some movements</td>
<td>6’</td>
</tr>
<tr>
<td></td>
<td>b. The students are asked several questions related to the lesson by the teacher.</td>
<td>3’</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The students answer the questions in the handout and share the answers with their friends.</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td>b. The students play “Hot Ball Games”.</td>
<td>12’</td>
</tr>
<tr>
<td></td>
<td>c. The students study some expressions in showing sympathy.</td>
<td>4’</td>
</tr>
<tr>
<td></td>
<td>d. The students look at some pictures provided in the handout and share their responses.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>e. The students write the sad event in his/her life in the handout.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>f. The students make groups of 4 or 5 people. They share their stories one another. The students who do not have the turn give</td>
<td>30’</td>
</tr>
</tbody>
</table>
response by showing sympathy. The teacher monitors the students and also writes some comments about their speaking skill.

<table>
<thead>
<tr>
<th>3.</th>
<th>Post-activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The teacher discusses the mistakes that the students have made and correct the mistakes.</td>
</tr>
<tr>
<td>b.</td>
<td>The students give comments on the learning activities.</td>
</tr>
</tbody>
</table>

4’

F. REFERENCES


G. EVALUATION
Students’ speaking skills and confidence in sharing.

The teacher’s evaluation form (enclosed).
LEARNING PROCEDURE

Showing Sympathy

Pre-activities

1. The students sing “That’s a Pity” song together and do some movements.
2. The students are asked several questions related to the lesson that will be taught by the teacher.
3. The students receive handout.
4. The objectives of the meeting are mentioned by the teacher.

Whilst Activities

1. The students answer the questions in the handout and share the answers with their friends.
2. Then, the students play “Hot Ball” games.
3. The students study some expressions in showing sympathy.
4. After finish studying, the students look at some pictures provided in the handout. The students give responses toward the situations in the pictures. They can discuss the responses with their friends. Some students share their responses.
5. After that, the students have to do “It’s time to share” part. The students have to write their sad event. There are three guiding questions in the box.
6. After have finished, the students make groups of 4 or 5 people. They will have sharing session.
7. Each student has a turn to tell his/her sad event and other students must give responses. The responses must be containing of showing sympathy and giving opinions/suggestions.
8. The students are monitored by the teacher.
Post-activities

1. The students’ mistakes and feedback in doing sharing are discussed by the teacher and the students.
2. The students give comments on the learning activities.
TEACHING PROCEDURE

Showing Sympathy

Preparation:

1. Prepare the copies of handout of Showing Sympathy
2. Prepare the copies of lyrics of “That’s a Pity” song.
3. Prepare a ball.
4. Prepare teacher’s evaluation sheet.

Pre-activities

1. Ask the students to look at lyrics of “That’s a Pity” song. Ask them to sing together and do some movements.
2. Ask several questions related to the lesson that will be taught.
3. Distribute the handout to the students.
4. Explain the objectives of the meeting.

Whilst Activities

1. Ask the students to answer the questions in the handout and share the answers with their friends.
2. Then, ask the students to play “Hot Ball” games. The instructions of “Hot Ball” games are on “Hot Ball” instruction paper.
3. Ask the students to study some expressions in showing sympathy.
4. After finish studying, ask the students to look at some pictures provided in the handout. Ask them to show the emotional feeling and give responses toward the situations in the pictures. They can discuss with their friends. Ask some students to share their responses.
5. After that, ask the students to have a look at the handout and do “It’s time to share” part. The students have to write their sad event. There are three guiding questions in the box.

6. After have finished, ask them to make groups of 4 or 5 people. They will have sharing session.

7. Each student has a turn to tell his/her sad event and other students must give responses. The responses must be containing of showing sympathy and giving opinions/suggestions.

8. Move around to observe and help the students who find difficulties in sharing. Write the mistakes that they have made and also your comments toward their sharing.

Post-activities

1. Discuss the mistakes that they have made and correct the mistakes. Tell your comments also on their sharing.

2. Ask the students to give comments on the learning activities.
SONG

“That’s a pity”

D Bm G A D

| 5 6 5 | 5 3 | 5 6 5 | 5 3 0 | 6 6 6 | 0 4 | 6 5 | 0 0 0 0 |
Share your story share your feeling and I will say that’s a pity

D Bm G A D

| 5 5 | 5 6 5 | 3 0 | 6 6 6 | . 5 5 | 6 7 | . . | 0 0 0 0 |
When you’re sad I will be there And I will say sorry to hear that
Games

Hot Ball

1. Divide the students into 2 groups.
2. Ask each group to stand in a line. Then, ask one group to face another group and vice versa.
3. Take a ball and give the ball to one student. Ask the student to mention one sad or annoying event in his/her life.
4. After that, he/she has to throw the ball to the students who are at the opposite side. The student who receives the ball has to give response that shows sympathy. After giving response, he/she has to throw the ball again to the opposite side to choose the person who will mention his/her sad or annoying event. The events mentioned must be different one another.
Answer the questions below and share your answers with your friends.
1. Have you ever felt sympathy to your friend who has a trouble in his/her life?
2. How do you express your sympathy feeling to your friend?
3. What do you usually say when you want to show your sympathy?

Study the following expressions.

Some expressions in showing sympathy:
- I’m very sorry to hear that
- What a pity!
- You have my deepest sympathy
- Oh that’s awful
- That’s a pity.
- (You may add more).................................

(adapted from Speak English, Please. 2008. p. 105)

The use of showing sympathy expressions in dialogues
A = I couldn’t come yesterday because I had an accident.
B = I’m sorry to hear that.

A = I have lost my car’s key in the parking area.
B = What a pity!

(adapted from Gateway: English for Active Communication. 2009. p. 166)
Sad Events around Us!

What do you think about the situations below? Show your emotional feeling using physical expression and share your response with your friends.

Your friend’s parents are divorced.
Your response:
__________________________________________________________________
__________________________________________________________________

Your friend’s family member dies.
Your response:
__________________________________________________________________
__________________________________________________________________

Your friend has an accident.
Your response:
__________________________________________________________________
__________________________________________________________________
Your friend becomes the victim of mountain eruption.

Your response:

_______________________________________________________________________________
_______________________________________________________________________________

(pictures are taken from www.fotosearch.com)

It's time to share...

Share your sad event.

- What is the event?
- When did the event take place?
- Where did the event take place?
EVALUATION SHEET
Showing Sympathy

Observation for sharing session
The range of the score for each speaking skill column is 1 up to 5.

<table>
<thead>
<tr>
<th>Students’ Names</th>
<th>List of mistakes</th>
<th>Aspects</th>
<th>Total Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
<td>Accuracy</td>
<td>Clarity</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes:
1 = very poor
2 = poor
3 = fairly good
4 = good
5 = excellent
Total Score: 20 x 5 = 100

Grading Criteria

Speaking Skill
Fluency : the smoothness in delivering the information in conversation.
Accuracy : whether the grammar used is accurate or not.
Clarity : the speech clarity in delivering the information in conversation
Volume : whether the voice is loud and can be heard clearly or not

<table>
<thead>
<tr>
<th>No</th>
<th>Speaking skill</th>
<th>1 (very poor)</th>
<th>2 (poor)</th>
<th>3 (fairly good)</th>
<th>4 (good)</th>
<th>5 (excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>The student delivers the information in conversation</td>
<td>The student delivers the information in conversation</td>
<td>The student delivers the information in conversation</td>
<td>The student delivers the information in conversation</td>
<td>The student delivers the information in conversation very</td>
</tr>
<tr>
<td></td>
<td>with many pauses.</td>
<td>with few pauses.</td>
<td>with normal speed.</td>
<td>with very few pauses.</td>
<td>smooth (no pauses).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>------------------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>2. Accuracy</td>
<td>The student makes so many mistakes in using grammar, so that the dialogue is not understandable.</td>
<td>The student makes many mistakes in using grammar.</td>
<td>The student makes some mistakes in using grammar, but the dialogue is still understandable.</td>
<td>The student makes few mistakes in using grammar.</td>
<td>The student speaks using correct grammar.</td>
<td></td>
</tr>
<tr>
<td>3. Clarity</td>
<td>The student pronounces almost all words in the dialogue incorrectly. (&gt;10 mistakes)</td>
<td>The student makes many mistakes in pronouncing the words in dialogue. (7-10 mistakes)</td>
<td>The student makes some mistakes in pronouncing the words in dialogue. (5-7 mistakes)</td>
<td>The student makes few mistakes in pronouncing the words in dialogue. (0-5 mistakes)</td>
<td>The student pronounces the words in the dialogue correctly and clearly. (0 mistake)</td>
<td></td>
</tr>
<tr>
<td>4. Confidence</td>
<td>The student is shy to speak. He/she avoids having eye contact and becomes passive.</td>
<td>The student is shy to speak and afraid to have eye contact.</td>
<td>The student is not really active in speaking, but still brave to have eye contact when he/she speaks.</td>
<td>The student brave enough to speak and active in speaking.</td>
<td>The student is active in speaking. He/she speaks in public with full of confidence.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

Recount

A. IDENTITY

School’s name  : SMA N 1 Kasihan
Subject  : English
Class, Semester  : X, 1
Skill  : Speaking

Competence Standard :

To express the meaning of short functional texts and monologue in the form of *recount, narrative, and procedure*

Basic Competence :

To express the meaning of simple monologue texts by using various spoken languages accurately, fluently, and acceptably in the daily life context, in the form of recount.

Learning indicators:

1. The students are able to decide the generic structure of recount text.
2. The students are able to use past tense in presenting a recount.
3. The students are able to tell past story.

Time Allocation  : 2 x 45 minutes (1 meeting)
B. LEARNING OBJECTIVES

After reading the text, answering questions, and practicing, the students are able to tell past story using the correct tense.

C. ENCLOSED MATERIALS

Handout of Recount, lyrics of “Just Tell Me” song, and evaluation sheet

D. METHODS

Question and answer, discussion, interview, and teacher evaluation.

E. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activities</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students sing “Just Tell Me” song and do some movements</td>
<td>6’</td>
</tr>
<tr>
<td>b.</td>
<td>The students are asked several questions related to the lesson by the teacher.</td>
<td>3’</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst activities</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The students read the example of recount and discuss the answer of the questions.</td>
<td>7’</td>
</tr>
<tr>
<td>b.</td>
<td>The students work in pairs. They have to make a talk show program as on TV. One of them has to be as an actress or an actor and another has to pretend as reporter and interview the actress or the actor. The topic of the interview is about unforgettable experience when the actress or the actor was a kid.</td>
<td>10’</td>
</tr>
<tr>
<td>c.</td>
<td>The students practice the dialogue in the interview.</td>
<td>15’</td>
</tr>
<tr>
<td>d.</td>
<td>The students perform the interview in front of the class. At the last of interview, the reporter has to summarize the story and report to the audiences. The teacher observes the performances.</td>
<td>43’</td>
</tr>
</tbody>
</table>
3. Post-activities
   a. The students and the teacher discuss the feedback of the performances.
   b. The students give comments on the learning activities.

F. REFERENCES
Mun, Ng Foo. 2006. *Creative English for SMA Year X*. Jakarta: Penerbit Erlangga

G. EVALUATION
Students’ speaking skill in doing interview
The evaluation form (enclosed).
LEARNING PROCEDURE

Recount

Pre-activities

1. The students sing “Just Tell Me” song and do some movements.
2. The students are asked several questions related to the lesson that will be taught by the teacher.
3. The students receive the handout.
4. The objectives of the meeting are mentioned by the teacher.

Whilst Activities

1. The students read the recount’ example. Then, the students answer the questions related to the text and discuss with their friends.
2. The students work in pairs. They have to make a talk show program as on TV. One of them has to act as an actress or an actor and another has to pretend as interviewer and interview the actress or the actor. The topic of the interview is about unforgettable experience when the actress or the actor was a kid. At the last of interview, the interviewer has to summarize the story and report to the audiences.
3. Before the students do the interview, they make a draft of the interview of telling past experience. The interviewer makes draft of the questions that will be asked and the actress or actor makes the draft of the story.
4. After that, the students prepare and practice the interview for 20 minutes. They are not allowed to bring notes while performing in front of the class.
5. The students who find difficulties can ask questions to the teacher.
6. After the students have finished practicing, they perform the interview in front of the class. The situation in the class is set as real talk show on TV. The others
students act as audiences. After the interview, the reporter reports the result of the interview for closing interview session.

7. Some questions related to the interview are asked by the teacher for checking whether the other students listen to the performance or not.

8. While the students are performing the interview, the performances will be observed by the teacher. The feedback of the performances will be discussed at the end of the meeting.

Post-activities

1. The students and the teacher discuss the feedback of the performances.
2. The students give comments on the learning activities.
TEACHING PROCEDURE

Recount

Preparation:

1. Prepare the copies of handout of Recount.
2. Prepare the copies of lyrics “Just Tell Me” Song
3. Prepare evaluation sheet.

Pre-activities

1. Ask the students to sing “Just Tell Me” song and do some movements.
2. Ask several questions related to the lesson that will be taught.
3. Distribute the handout to the students.
4. Explain the objectives of the meeting.

Whilst Activities

1. Ask the students to read the recount example. Ask the students to answer the questions related to the text and discuss with their friends.
2. Ask the students to work in pairs. Then, tell them that they have to make a talk show program as on TV. One of them has to act as an actress or an actor and another has to pretend as interviewer and interview the actress or the actor. The topic of the interview is about unforgettable experience when the actress or the actor was a kid. At the last of interview, the interviewer has to summarize the story and report to the audiences.
3. Before the students do the interview, ask them make a draft of the interview of telling past experience. The interviewer makes draft of the questions that will be asked and the actress or actor makes the draft of the story. Ask the students whether the students have questions related to the interview or not.
4. After that, ask the students to prepare and practice the interview for 15 minutes. Tell them that they are not allowed to bring notes while performing in front of the class.

5. Move around to help the students who find difficulties in making the conversation.

6. After they have finished practicing, they perform the interview in front of the class. Prepare two chairs in front of the class and make the situation as real talk show on TV. The others students act as audiences. After the interview, the reporter reports the result of the interview for closing interview session.

7. Ask some questions related to the interview for checking whether the other students listen to the performance or not.

8. While the students are performing the interview, you observe the performances and write your comments on the students’ performances to give feedback toward their performances. Discuss the feedback at the end of the meeting.

Post-activities

1. Discuss the result of your observation. State the weaknesses and the strengths of their performances. Tell your comments also on their performances.

2. Ask the students’ comments on the learning activities.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

SONG

"Just Tell Me"

Did you play soccer yester-day? Did you watch T - V yester-day?

1. What did you do yes ter day?
2. Just tell me your past e - vent

Did you play the gu itar yester - day? Did you eat the mangoes yester-day?

1. What did you do yes ter day?
2. Just tell me your past e - vent

1. What did you do yes ter day?
2. Just tell me your past e - vent
Read the example of recount.

Helping an Old Woman

Yesterday, Jessie and Lita were on their way to school. As they were crossing the road, they saw an old woman carrying a big basket of fruit. The old woman looked like she was in pain. She suddenly dropped her basket and almost fainted.

At once, they ran towards her. Lita asked her if she was all right. The old woman did not reply; she just shook her head. Jessie decided to call an ambulance, and quickly ran to a public telephone near a coffee shop.

The ambulance arrived a few minutes later, and took the old woman to the nearest hospital. They could not accompany her there because they had to go to school.

After school, they visited her at the hospital. The old woman was very happy to see us and thanked us for helping her. Jessie and Lita were very happy because they had helped the old woman.

(adapted from Creative English for SMA Year X. p. 1)

Answer the following questions.

1. What is the purpose of the text?
2. What are the rhetorical steps of the text?
3. What is the tense that is used in the text?
Work in pairs. Make an interview section with your partner. One student will be an interviewer and another will be an interviewee. Write your interview draft in the provided place below.
EVALUATION SHEET

Recount

A. Observation for interview

Observe the performance and give score in the speaking skill columns. The range score for each column is 1 up to 5.

<table>
<thead>
<tr>
<th>Group</th>
<th>Name</th>
<th>Graded Aspects</th>
<th>Total Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
<td>Accuracy</td>
<td>Clarity</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</tbody>
</table>

Notes:
1 = very poor
2 = poor
3 = fairly good
4 = good
5 = excellent

Total Score: $25 \times 4 = 100$
### B. Grading Criteria

**Speaking Skill**

**Fluency**: the smoothness in delivering the information in conversation.

**Accuracy**: whether the grammar used is accurate or not.

**Clarity**: the speech clarity in delivering the information in conversation

**Volume**: whether the voice is loud and can be heard clearly or not

**Confidence**: whether the student is brave to speak and deliver the information in conversation or not

<table>
<thead>
<tr>
<th>No</th>
<th>Speaking skill</th>
<th>1 (very poor)</th>
<th>2 (poor)</th>
<th>3 (fairly good)</th>
<th>4 (good)</th>
<th>5 (excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>The student delivers the information in conversation with many pauses.</td>
<td>The student delivers the information in conversation with few pauses.</td>
<td>The student delivers the information in conversation with normal speed.</td>
<td>The student delivers the information in conversation with very few pauses.</td>
<td>The student delivers the information in conversation very smooth (no pauses).</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy</td>
<td>The student makes so many mistakes in using grammar, so that the dialogue is not understandable.</td>
<td>The student makes many mistakes in using grammar.</td>
<td>The student makes some mistakes in using grammar, but the dialogue is still understandable.</td>
<td>The student makes few mistakes in using grammar.</td>
<td>The student speaks using correct grammar.</td>
</tr>
<tr>
<td>3</td>
<td>Clarity</td>
<td>The student pronounces almost all words in the dialogue</td>
<td>The student makes many mistakes in pronouncing the words in the dialogue correctly</td>
<td>The student makes some mistakes in pronouncing the words in the dialogue correctly</td>
<td>The student makes few mistakes in pronouncing the words in the dialogue correctly</td>
<td>The student pronounces the words in the dialogue correctly</td>
</tr>
<tr>
<td></td>
<td>incorrectly. (&gt;10 mistakes)</td>
<td>words in dialogue. (7-10 mistakes)</td>
<td>words in dialogue. (5-7 mistakes)</td>
<td>words in dialogue. (0-5 mistakes)</td>
<td>and clearly. (0 mistake)</td>
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<td>4.</td>
<td>Volume</td>
<td>The voice cannot be heard.</td>
<td>The voice is very soft and not clear.</td>
<td>The voice is not really loud, but still audible.</td>
<td>The voice is loud and clear.</td>
<td></td>
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<tr>
<td>5.</td>
<td>Confidence</td>
<td>The student is shy to speak. He/she avoids having eye contact and becomes passive.</td>
<td>The student is shy to speak and afraid to have eye contact.</td>
<td>The student brave enough to speak and active in speaking.</td>
<td>The student is active in speaking. He/she speaks in public with full of confidence.</td>
<td></td>
</tr>
</tbody>
</table>
Surat keterangan
Penelitian
SURAT KETERANGAN
Nomor : 422/009

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Kasihan Bantul Propinsi Daerah Istimewa Yogyakarta menerangkan bahwa:

Nama: PRISCA GALIH PURWITASARI
NIM: 061214028
Jurusan: Pendidikan Bahasa Inggris
Fakultas: FKIP
Universitas: Universitas Sanata Dharma Yogyakarta

Benar-benar telah melaksanakan penelitian di SMA Negeri 1 Kasihan pada tanggal 27 Mei sampai dengan 27 Agustus 2010, dengan judul penelitian:
“DESIGNING ENGLISH SPEAKING LEARNING ACTIVITIES USING VARIOUS COMMUNICATIVE ACTIVITIES FOR TENTH GRADE STUDENTS IN SMA N 1 KASIHAN”

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Drs. H. SUHARJA, M.Pd.
NIP. 19550510 198103 1 011

Bantul, 06 Januari 2011
Kepala Sekolah