A SET OF SUPPLEMENTARY MATERIALS USING TASK-BASED LEARNING IN IMPROVING VOCABULARY FOR THE SECOND GRADE STUDENTS OF STELLA DUCE 2 SENIOR HIGH SCHOOL YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2012
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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, January 14, 2011

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ABSTRACT


Compared to other elements of learning English like grammar and pronunciation, vocabulary is more needed to learn the four skills of listening, speaking, reading and writing. Therefore, it is necessary for students to master vocabulary in acquiring English language. Based on the data gathered before designing the materials, it was found that the second grade students of Stella Duce 2 Senior High School Yogyakarta still found it difficult to learn vocabulary. However, they were interested to learn and improve their vocabulary. Therefore, in order to help the students practice and improve their vocabulary, this study aims to design a set of supplementary vocabulary materials using task-based learning approach. The use of task-based learning in this study is because giving the students various kinds of tasks provides them with better opportunity to acquire the English language since it decreases teacher’s domination.

In this study, one research problem was formulated, namely: What does a set of supplementary designed materials using task-based learning in improving vocabulary for second grade students of Stella Duce 2 Senior High School Yogyakarta look like? In order to answer the research problem, the writer employed some steps of designing an instruction from the theory of educational research and development (R&D) of Borg, Gall and Gall (2007). There were eight steps of R&D cycle in this study. Those eight steps were employed to determine the foundation for the final product designing. They were (1) instructional goal, (2) instructional analysis, (3) students and context analysis, (4) performance objectives, (5) instructional strategy, (6) instructional materials, (7) evaluation, and (8) revision.

After completing those steps, the writer presented a set of supplementary vocabulary materials for second grade students of Stella Duce 2 Senior High School Yogyakarta. The materials consist of four units. Each unit has one topic and subtopic. Moreover, each unit consists of four main parts namely “Let’s Get Ready” as an introduction to the topic, “Let’s Get One Step Closer” as a former task dealing with the topic, “Let’s Do It” as the main tasks which provide students opportunity to analyze and practice to learn new words, and “Let’s Check Your Competence” as a backup part that gives students further exercises.

Based on the evaluation results, it was shown that the participants gave positive responses on the proposed designed materials by mostly choosing the numbers four and five which represented the participants’ opinions of agree statement. It showed that the materials were acceptable for the second grade students of Stella Duce 2 Senior High School Yogyakarta.
ABSTRAK


Berdasarkan hasil evaluasi, dapat dilihat bahwa para penilai kebanyakan memberikan tanggapan yang positif terhadap materi perbendaharaan kata yang telah dirancang. Tanggapan positif tersebut dapat dilihat dari angka yang dipilih oleh para penilai. Kebanyakan angka yang dipilih adalah angka 4 dan 5 yang mengindikasikan pernyataan setuju dari para penilai. Dengan begitu, dapat disimpulkan bahwa materi tambahan perbendaharaan kata yang telah dirancang dapat diterima sebagai materi untuk membantu para siswi kelas dua SMA Stella Duce 2 Yogyakarta menambah perbendaharaan kata mereka.
DEDICATION PAGE

“There are only two ways to live your life. One is as though nothing is a miracle. The other is as if everything is.”

(Albert Einstein)

“Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one.”

(Jane Howard)

This Sarjana Pendidikan Thesis is dedicated to my beloved parents: Agustinus Waluyo and Maria Irine Tuginem, and my younger brothers: Martinus Ivan Purnomo and Markus Iwan Purwono
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS

Yang bertandatangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
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Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 14 Februari 2012

Yang menyatakan

(Anna Maria Nugraheni)
ACKNOWLEDGMENTS

First of all, I give my deepest gratitude for the holy Lord Jesus Christ, for His guidance and blessings to me. He gives me hope and strength even when it seems impossible. He always shows the way when I get lost, especially in accomplishing this thesis. Without His presence, I will never complete and finish this work.

I am also very grateful to have a great advisor for my thesis, Christina Kristiyan, S.Pd., M.Pd. I am so thankful for all the time that she has given to me and also for the comments, opinions, and suggestions that really helped me in accomplishing this work.

I am thankful to Caecilia Tutyandari, S.Pd., M.Pd. as a chairperson and Drs. Barli Bram, M.Ed., Ph.D. as secretary of Sanata Dharma University. I am grateful for the help in checking my final printed thesis. Without their help, there might be many mistakes and errors in this work.

My thankfulness also goes to Christina Lhaksmita Anandari, S.Pd., M.Ed., Adesti Komallasari, S.Pd., M.A. and Otniel Nugroho Jonathan, S.Pd., M.Hum. for their willingness and time in evaluating and giving comments and suggestions on my proposed designed materials. I would also like to express my thankfulness to second grade students of Stella Duce 2 Senior High School Yogyakarta for their time and willingness in answering questionnaire sheets; and for Boti, Achic, Theo and Agung for their help while distributing the questionnaire sheets. I am also thankful to B. Gunawan Sarwoko S.Pd and
Otniel Nugroho Jonathan, S.Pd., M.Hum. for their time and willingness to be my interviewees in order to collect data and information for the proposed designed materials.

My gratitude also belongs to Christina Kristiyani, S.Pd., M.Pd., Gregorius Punto Aji, S.Pd., M.Pd. and Drs. Barli Bram, M.Ed., Ph.D. as my board examiners. Their comments, opinions and suggestions are really helpful in revising the final printed thesis.

I would also give my gratitude to all PBI Lecturers (particularly for those who have taught me), PBI Staff (Mbak Dani and Mbak Tari) and Drs. JB. Gunawan, M.A. as my academic advisor for their help and guidance during this last four years.

I am also very thankful to Sr. Margaret as my proof reader for the time and sincere help in correcting the language in my thesis. Without her help, there might be many grammatical errors in my thesis.

My gratitude also goes to my beloved family, especially Ibu Irine, Bapak Agustinus, Dek Ivan and Dek Iwan for all the love, patience, support and prayers to help me in completing this work. Without their support, I might not yet have finished this work.

My sincere thankfulness also belongs to Dinky Satrio Parikesit for all the love, support, patience, advice and help to me while completing this work. He always encourage me not to give up easily when facing problems and difficulties in completing this work. His support and patience during this year is really helpful and precious for me.
I would also give my thankfulness to all my beloved friends, Chez, Boti, Wiwid, Pipit, Nita, Martha, Tika, Anti, Eli, Merici, Marshel, Hellen, Epin, Calvin and all of my friends who have given me some references, opinions, and suggestions on my work so that I can really give my best to this work.

Last but not least, my deep appreciation also belongs to those whose names cannot be listed here, for their support and help in writing and accomplishing this thesis.

Anna Maria Nugraheni
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CHAPTER I

INTRODUCTION

This chapter discusses six parts as an introduction of this study which are research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms of this study.

A. Research Background

In learning English, there are four skills which are listening, speaking, reading, and writing. According to Strang (1962), besides those four skills, the study of language also involves three primary classifications, namely the study of sounds, the study of patterns, and the study of vocabulary (p.24). In English Language Education Study Program of Sanata Dharma University, these three classifications are known as the three elements of English: pronunciation, structure, and vocabulary. Those four skills and three elements are related to each other and are needed to master English in both spoken and written form.

Focusing on the importance of mastering vocabulary is quite essential since vocabulary is needed in learning the four skills of listening, speaking, reading, and writing. Grammar is more demanded in reading and writing, while pronunciation is more needed in listening and speaking. It is also as what Burton (1982) stated that a large vocabulary helps the students to express their ideas precisely and vividly because vocabulary really supports students to learn the skills of the target language (p.98). It means that the students’ ability in
vocabulary will definitely help them to learn and acquire the language. Therefore, students should learn many vocabularies when they start to learn and acquire a language. Acquiring vocabulary in learning English can support students in learning the four skills of reading, writing, listening and speaking.

Based on the observation conducted by the researcher while having PPL (Program Pengalaman Lapangan) in Stella Duce 2 Senior High School Yogyakarta, vocabulary is taught implicitly through the subject called Bahasa Ingris. In Bahasa Ingris itself, vocabulary is taught through listening, speaking, reading, writing, and games. From the observation, it was also found that the vocabulary of the second grade students of Stella Duce 2 Senior High School needed improvement. Due to that, in order to help them acquire and learn Bahasa Ingris, they need learn many vocabularies first.

As what many other senior high schools have, Stella Duce 2 Senior High School Yogyakarta also has Bahasa Ingris as one of the subjects taught in the school. Based on the observation conducted in the first semester of academic year 2010/2011, Bahasa Ingris in second grade classes of Stella Duce 2 Senior High School Yogyakarta is taught 3 x 45 minutes in a week. It is expected that the students have good English skill, in listening, speaking, reading, and writing. Nevertheless, the second grade students of Stella Duce 2 Senior High School still need improvement in their vocabulary. Moreover, there were no English books nor handouts for students in Stella Duce 2 Senior High School. Due to that, this study focuses on designing a set of supplementary vocabulary material to help students improve their vocabulary.
In designing the material, the writer employed an approach of task-based learning. Willis (1996), states that using tasks in language learning will decrease teacher’s domination so that it gives students more chances to practice. Moreover, according to Crookes (1993), engaging students in task work provides a better context for the activation of learning process. It means that tasks also provide better opportunities for the students to acquire and learn the target language. Because of that, task-based learning is considered as an appropriate approach to help students acquiring vocabulary by giving them various kinds of tasks. The various tasks include those which are dealing with the contextual meaning such as learning the words from the reading text, or those which are directly dealing with the form of words itself such as prefixes and suffixes. Besides, tasks are also said to improve students’ motivation and therefore it can promote learning. It is then dealing with the affective skills of students. If students are motivated to learn a language, they will have positive attitudes toward the learning process so that teachers can help students in achieving the goal to master English, by firstly, mastering the vocabulary.

B. Research Problem

This study has formulated the problems introduced in the research background in this proposed question: what does a set of supplementary designed materials using task-based learning in improving vocabulary for the second grade students of Stella Duce 2 Senior High School Yogyakarta look like?
C. Problem Limitation

This study focuses on designing supplementary material of vocabulary. The designed supplementary materials of vocabulary are to complete or add to the existing teaching materials. Besides, an approach used in designing the supplementary materials in this study is based on task-based learning which its principle is to give students various kinds of tasks in helping them learn vocabulary that is needed in acquiring skills of the English Language. Then, the participants of this study are the second grade students of Stella Duce 2 Senior High School Yogyakarta who are learning *Bahasa Inggris* as one of the subjects taught in the school, English teachers of Stella Duce 2 Senior High School Yogyakarta, and lecturers of English Language Education Study Program who are considered capable of giving an evaluation on the proposed designed vocabulary material.

D. Research Objective

The objective of this study is to answer the proposed question formulated in the Research Problem of this Chapter. It is to present the set of supplementary designed materials using task-based learning in improving vocabulary for the second grade students of Stella Duce 2 Senior High School Yogyakarta.

E. Research Benefits

This study is designing a set of supplementary materials using task-based learning to improve vocabulary for the second grade students of Stella Duce 2 Senior High School. It is expected that this study will be beneficial for some
parties, like English teachers, the second grade students, Stella Duce 2 Senior High School, and further researchers.

1. English Teachers of Stella Duce 2 Senior High School Yogyakarta

Hopefully, this study gives a useful contribution for English teachers in teaching vocabulary as one of the elements in learning English. Besides, it provides additional materials of variegated forms of vocabulary exercises that can help English teachers to be more creative in helping students to improve their vocabulary.

2. The Second Grade Students of Stella Duce 2 Senior High School Yogyakarta

The various kinds of tasks dealing with vocabulary provided on the designed materials from this study are expected to encourage students to practice and improve their vocabulary. Therefore, they will be positively motivated in learning vocabulary that is useful to contribute their English skill so that what they have learned will also be retained in their memory.

3. Stella Duce 2 Senior High School Yogyakarta

It is expected that the Stella Duce 2 Senior High School Yogyakarta can improve its quality, in the case that the second grade students of Stella Duce 2 Senior High School Yogyakarta can improve their English skill, specifically their vocabulary by completing the tasks and exercises provided in the designed materials from this study.

4. Future Researchers

From this study, it is expected that it can inspire other future researchers who want to conduct the related study to design a set of supplementary or instructional materials in improving students’ mastery of vocabulary using other
approaches and methods so that it can improve or fix and develop the previous study since the condition, context, and the needs for the next period may be different from the present.

F. Definition of Terms

There are four important terms used in this study. They are design, supplementary materials, task-based learning and vocabulary. The definitions of those four terms used in this study are provided as follows.

1. Supplementary Material

In this study, supplementary materials are additional materials containing vocabulary exercises to improve students’ vocabulary. The materials are to add to or complete the existing teaching materials. Oxford Journals, “supporting material that cannot be included in the printed version for reasons of space, and that is not essential for inclusion in the full text of the manuscript, but would nevertheless benefit the reader” (n.d.).

2. Task-based Learning

According to Nunan (1989), as cited by Richards and Rodgers (2001), task-based learning is one kind of learning in which the students are given a lot of tasks in the target language so that they can comprehend, manipulate, produce, and interact using that language while their attention is principally focused on meaning rather than form. In this study, it is defined as learning used to improve students’ mastery of vocabulary through the designed supplementary material by
mainly giving a lot of various types of vocabulary tasks in order to drill students more in the meaning rather than form.

3. Vocabulary

Burton (1982) stated that vocabulary is a stock of words in a language that can support the students to learn the skill of language (p.98). In this study, the term vocabulary is an element of learning English besides grammar and pronunciation. Unlike grammar which studies about pattern, neither pronunciation which studies about sounds of words, vocabulary in this study is about the word itself such as class of words (adjective, noun, verb, and adverb), meaning of words (based on dictionary or contextually), derivation (how a word is formed), and many others that can support the students in learning and using the English language.

4. Stella Duce 2 Senior High School

In this study, the supplementary materials are purposively designed for the second grade students of senior high school specifically Stella Duce 2 Senior High School. This school is located in Jalan Dr. Sutomo 16, Yogyakarta.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates on two main parts of the review of related literature. The first part is theoretical description which describes the review of related theories, and the second part is theoretical framework which explains how the theories are applied in this study.

A. Theoretical Description

In this study, the writer needs and provides some theories related to the study in order to support the study. Besides, the theories are also needed to guide the writer in conducting the study. The theories are divided into five major parts. They are components of systems approach model, vocabulary, task-based learning, characteristics of students and syllabus.

1. Components of Systems Approach Model

Based on Dick, Carey and Carey (2005), there are ten components of systems approach model (p.5). In their book, The Systematic Design of Instruction, Dick et al. explained the detailed explanation on the components of the system approach model.

a. Identify Instructional Goal(s)

Dick et al. (2005) stated that “the first step in the model is to determine what it is that you want students to be able to do when they have completed your instruction” (p.6).
b. Conduct Instructional Analysis

The next step is to determine what skills, knowledge, and attitudes which are required of students to be able to begin the instruction. This step is simultaneously conducted with the next step of students and context analysis.

c. Analyze Students and Context

Students’ current skill, preferences, and attitudes are determined to shape the succeeding steps in the model. The context in which students will learn the skills and the context in which students will use them are necessarily analyzed. This step can also be an addition to analyzing the instructional goal.

d. Write Performance Objectives

Based on the instructional analysis, specific statements of what students will be able to do when they complete the instruction are specified. Those statements provide the basis for planning of assessment instruments, instructional strategies, and instructional materials.

e. Develop Assessment Instruments

Based on the performance objectives, assessment instruments are developed in order to measure students’ ability. The skills that are specified in the performance objectives should be related to what assessment requires.

f. Develop Instructional Strategy

In order to assist students to reach the performance objectives, it is necessary to develop instructional strategies. Those strategies include preinstructional activities, presentation of content, student participation, assessment, and follow-through activities.
g. Develop and Select Instructional Materials

Based on the instructional strategy, instructional materials are selected and developed. This step includes guidance for students, instructional materials, and assessments. The instructional materials include all forms of instruction such as syllabus, lesson plans, student modules, answer key, or instructor’s guide.

h. Design and Conduct Formative Evaluation of Instruction

Formative evaluation is conducted to identify how to improve the instruction. There are three types of formative evaluation. They are one-to-one evaluation, small-group evaluation, and field-trial evaluation. Each type of evaluation can give different evaluation results that are useful for the designer to revise the instruction.

i. Revise Instruction

The data from formative evaluation are summarized and interpreted to revise the instruction. Moreover, the revision is not merely to revise the instruction. It also aims to revise the whole steps of the system approach model. It means that this step is also to revise instructional analysis, students and context analysis, performance objectives, assessment instruments, instructional strategy, and instructional materials.

j. Design and Conduct Summative Evaluation

After the instruction has been evaluated formatively, the last step is conducting summative evaluation to determine how worthwhile the final program is. This evaluation is usually done by an independent evaluator rather than the designer of the instruction.
2. Vocabulary

Vocabulary is one of three elements of English besides pronunciation and grammar. There are four major parts in this theory of vocabulary. They are the nature of vocabulary, learning vocabulary, teaching vocabulary, and types of vocabulary exercises.

a. The Nature of Vocabulary

Vocabulary is an important element in learning a language. Krashen and Terrell (1983) emphasized that vocabulary is the basic to communicate and also important for the acquisition process. Therefore, learning a language cannot be separated from learning its vocabulary. The more students learn many words, the better they can acquire a language. Harmer (1991) also stated that knowing a word means not only merely understanding its meaning, but also understanding its meaning, word use, word formation, and word grammar (p. 156).

1) Meaning

In knowing a word, students need to understand the importance of meaning in context. Sometimes words have meaning in relation to other words. Because of that, the students need to know the meaning of a word to describe the meaning of other things. For example “flowers” has a general meaning whereas “roses, jasmines and orchids” have more specific meanings.

2) Word Use

Besides the meaning, students also need to know that words’ meaning can be changed, stretched or limited by how it is used. Students need to recognize metaphorical language use and they need to know how words collocate. They also
need to understand the topical context words and expressions occur in a certain context.

3) **Word Formation**

After the meaning and the word use, knowing about word formation is also includes in knowing a word. Knowing the word formation means knowing how words are written and spoken and knowing how they can change their form. Students need to know how words are spelt, how they sound, and how they can change their form.

4) **Word Grammar**

Another part of knowing a word is to know word grammar. Students need to know how words change according to the grammatical meaning and use in certain grammatical patterns. For example the word “hope” can be a verb and a noun depends on the grammatical patterns of a certain sentence. The word “hope” in the sentence “I hope you will get well soon” is a verb, while the word “hope” in the sentence “My hope is a simple one” is a noun.

b. **Learning Vocabulary**

Wenden & Rubin (1987) described that learning as a process by which information is obtained, stored, retrieved, used and it cannot be separated from what is being learned. Learning vocabulary means a process to obtain, store, retrieve and use the total number of words in a language. Within the vocabulary learning process, there are two kinds of learning processes that teachers should know. Those two learning processes are explicit learning and implicit learning.
1) Explicit Learning

According to DeCarrico (2001), as cited by Celce-Murcia (2001), in explicit vocabulary learning, students are involved in the activities that directly focus on vocabulary such as memorization a list of words (p.287). The activities are done primarily to enrich students’ vocabulary knowledge. This explicit learning creates students’ intentional learning.

The goal of creating students’ intentional learning is to build a large recognition of vocabulary, to integrate new words with old and to provide a number of words through memorization in a list of words. Though it seems to be old-fashioned in the context of task-based learning, Hulstijn (2001) argued that direct words recognition as one component of vocabulary learning especially for beginning and intermediate level.

2) Implicit Learning

DeCarrico (2001), as cited by Celce-Murcia (2001) stated that implicit learning brings an incidental vocabulary learning that occurs when the mind is focused elsewhere such as on understanding context or using language for communicative purpose (p.287). In this learning process, students do not focus on tasks which directly refer to the vocabulary acquisition. Learning vocabulary from the context and providing communicative tasks are to give a large amount of input to acquire vocabulary. Moreover, the exposure from the context and the tasks given will facilitate the students to get higher vocabulary acquisition indirectly. This learning vocabulary implicitly can be applied integrated with reading skill. While understanding the reading text, students can indirectly learn the vocabulary contained in the text and retain them in the memory.
c. Teaching Vocabulary

In teaching vocabulary, there are principles that should be followed. Nunan (2003) stated that there are four principles which can be used in teaching vocabulary (p.135). Those principles are elaborated as follows.

1) Focus on the Most Useful Vocabulary First

The most useful vocabulary that every English Language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families in English. After this has been achieved, the next most useful vocabulary depends on the goal of the students. This most useful vocabulary is known as high frequency words which require students’ attention.

2) Focus on the Vocabulary in the Most Appropriate Way

This principle looks at how the high frequency words should be taught and learned. This includes (1) directly teaching the high frequency words, (2) getting students to read and listen to graded readers containing these words, (3) getting students to study the words and do exercises based on them, and (4) getting students to speak and write using the words.

3) Give Attention to the High Frequency Words across the Four Strands of the Course

High frequency words should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. Its purpose is to motivate students to be able to involve themselves in those four strands.
4) Encourage Students to Reflect on and Take Responsibility for Learning

Students often find it difficult to take responsibility, partly because of the way they have learned in the past. Teachers can assist them to be responsible by (1) informing the students of the different types of vocabulary, (2) training the students in the various ways of learning so that they will be familiar with the range of learning options available for them, (3) providing genuine opportunities for choosing what to learn and how to learn, and (4) providing encouragement and opportunity for students to reflect on their learning and to evaluate it.

Besides those principles, there is another consideration in teaching vocabulary. Nunan (2003) stated that we need to know and understand the four strands of teaching vocabulary. Those four strands are elaborated as follows.

1) Learning from Meaning-focused Input

This strand involves the ability to know most of the words that are going to be used in the activity. By knowing at least three-quarter of the words, the other words that does not include in the three-quarter part will be understood by guessing from its context. This learning from meaning focused-input involves learning from listening and reading (receptive skill).

2) Learning from Meaning-focused Output

Learning from meaning-focused output involves the activity using speaking and writing (productive skill). Acquiring vocabulary is not merely reading from context or listening. It involves how students use the words. When students learn vocabulary by producing it, the words that they are learning will enhance in our memory. It is because they learn the words by experiencing them.
3) Deliberating Language-focused Learning

Deliberate learning is the activity of focusing the vocabulary learning to factors outside the context, like sounds, pronunciation, spelling, and grammar. Students need to know the language features because it will help them to understand, especially to memorize words easily.

4) Developing Fluency

Developing fluency is done through both receptive and productive skills (listening, speaking, reading, writing). Those four skills need to be used in developing fluency. Therefore, in the implementation, students have to develop each skill simultaneously. Students need to notice that in the process of developing fluency, they have to be able to do a certain exercise faster and better than the previous one.

d. Types of Vocabulary Exercise

The achievement of the students in learning the target language cannot be seen directly. To check their understanding, we can use an exercise as a means to know the students’ achievement. There are four purposes of vocabulary exercises proposed by Wallace (1982). They are: (1) to expand the teacher’s range of techniques when involved in vocabulary teaching from a context or in a situation; (2) to focus on some aspects of vocabulary learning, for example, exercises in word-roots, language variety, cohesion and so on; (3) some aspects of vocabulary (but not all) can be developed in an autonomous or semi autonomous way, i.e. more or less independently of the teacher; and (4) some of the exercises can also
be used as tests (p.64). In developing vocabulary exercises, there are two types of vocabulary exercises namely word-structure exercises and word-meaning exercises.

1) Word-structure Exercises

These exercises are dealing with the contextual and structural aspects of vocabulary development. According to Wallace (1982), there are three kinds of word-structure exercises, namely word-structure, collocation, and cohesion.

2) Word-meaning Exercises

Wallace (1982) divided word-meaning exercises into: inference exercises, synonym/antonym exercises, semantic field exercises, and definition and dictionary exercises.

3. Task-based Learning

In designing the materials, the writer used task-based learning as the theory in order to provide students with various kinds of tasks to practice and improve their vocabulary. The theory of task-based learning in this study is divided into three major parts. They are the nature of task-based learning, the components of the task-based learning framework, and types of task and activity that can be used in a class.

a. The Nature of Task-based Learning

According to Willis (1996), in task-based learning, students compose what they want to say, express what they think or feel. He stated “tasks remove the teacher domination and students get chances to open and close conversations, to
interact internally, to interrupt and challenge, to ask people to do things and to check that they have been done.” By using task-based learning, teachers give students enough opportunities to use the language through the tasks given. Richard and Roger (2001) stated that a task requires students to obtain an outcome from given information. Teacher’s role is in the process of obtaining the outcome. Teacher has to be able to control the process in order to help the students obtain the expected outcome.

b. Components of the Task-based Learning Framework

There are three phases of task-based learning proposed by Willis (2003). They are pre-task, task cycle, and language focus.

1) Pre-task

In this phase of pre-task, it includes introduction of the topic and task that will be learned. Teacher helps the students define the topic area, uses activities to help students recall/learn and activate useful words and phrases that will be useful both during the class or outside the room, ensure the students understand task instructions. Moreover, teacher also needs to ensure that all the students understand what the tasks involve, what its goals are and what outcome is required.

2) Task Cycle

After the introduction in the pre-task, the next phase is task cycle. There are three parts needed in this phase of task cycle. They are task, planning, and report.
a) Task

In this part, students do the task in pairs or small groups. The students have a chance to use language they already have to express themselves and say whatever they want to say. On the other hand, teacher monitors and encourages students; stops the tasks when most pairs have finished; comments briefly on content.

b) Planning

Students prepare to report to the whole class (orally or writing) how they did the task, what they decided or discovered. Moreover, in the process of planning and preparing the task, teacher helps students to polish and correct their language by giving feedback; helping students to correct, rephrase or draft a written report.

c) Report

After students have finished preparing their tasks to be reported, teacher selects some groups to present their reports to the class or exchange written reports, and compare results. Teacher gives feedback and summary while or after the reporting session.

3) Language Focus

There are two parts in language focus, namely analysis and practice. In analysis, students examine and discuss specific features of the text. They practice to examine the mistakes that they have done in completing the tasks. In practice, teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.
c. Types of Task and Activity

According to Pattison (1987), as cited by Nunan (2004), there are seven tasks and activity types in task-based learning (p.57).

1) Questions and Answers

These activities are based on the notion of creating an information gap. It aims to encourage students to discover their classmates’ choices and opinions. Moreover, it also aims to practice students in utilizing their mastery of vocabulary by sharing their own answers and opinions to their friends.

2) Dialogues and Role Plays

These activities can be wholly scripted or wholly improvised. However, students may participate and learn more willingly if they are given some choices of what to say than when they are told simply to repeat a given dialogue in pairs.

3) Matching Activities

It is to encourage students to recognize matching items, or to complete pairs or sets. In this activity, students may learn to be more careful in matching and picking the similar pairs or sets.

4) Communication Strategies

In these activities, students are to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback and simplifying.

5) Pictures and Picture Stories

The use of pictures can help students to stimulate communication activities. Besides, the pictures can make students to be more creative with their various and different interpretation about the pictures.
6) Puzzles and Problems

Many different types of puzzles and problems require students to make guesses and use their imagination, general knowledge, and personal experiences. It encourages students’ problem-solving skill in order to find solution how to solve the problems.

7) Discussions and Decisions

These activities require students to collect and share information to reach a decision. This activity involves students to both share and listen to their friends.

4. Characteristics of Students

In designing the materials, it is necessary to analyze students’ characteristics. The students in this study are the second grade students of senior high school whose range of ages between 15 and 18 years old. Konoka, as cited by Pikunas (1976), stated that range of ages between 12 and 22 years old is the period of adolescence (p.240). Furthermore, Pikunas categorized the period of adolescences into three stages, namely early adolescence (12-15 years old), middle adolescence (15-18 years old), and late adolescence (18-22 years old).

According to Pikunas (1976), there are four main characteristics of the period of adolescence (p.248). They are peer identification, self-reorganization, external interest and activity, and growth and self-regulation. Detailed explanation on main characteristics is described as follows.

a. Peer Identification

In this phase, adolescences tend to build higher status and reputation in order to be more famous than other peers. It is because they have two kinds of
motivation, namely egoistical motivation which is dealing with individual satisfaction, and social motivation which aims at grabbing connection, appreciation, and acceptance from the society.

b. **Self-reorganization**

Adolescences in this phase experience some changes, both in physical and mental. Therefore, they try to find better attitudes, interests, and principles to reorganize their personality.

c. **External Interest and Activity**

In this phase, adolescences are interested in various kinds of things and activities. They are commonly interested in activities which can support them to show their interests and ability.

d. **Growth of Self-regulation**

In this phase, adolescences are already able to distinguish good and bad things. They start to have good self-control and good emotional management.

5. **Syllabus**

According to Krahnke (1987), there are six types of language teaching syllabus. They are a structural (formal) syllabus, a notional/functional syllabus, a situational syllabus, a skill-based syllabus, a content-based syllabus, and a task-based syllabus, (p.8). Brief definitions about each syllabus are explained as follows.

a. A structural (formal) syllabus is a syllabus which contains a collection of the forms and structures. The forms include pronunciation and morphology, while
structures include tenses, verbs, and nouns, and many others. Materials of grammatical of the language are usually being taught in this syllabus.

b. A notional/functional syllabus is one which its contents are made based on the functions such as informing, agreeing, apologizing, promising, and so on. It has accordance with the functions of the language, when it is used. This syllabus may also contain notion such as size, age, time, comparison, and so on. It is dealing with the language which is used to express.

c. A situational syllabus is a syllabus which contains real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The example of a situational syllabus is seeing the dentist, asking directions in a new town, and so on.

d. A skill-based syllabus is a syllabus which is based on specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, independently based on the situation or setting in which the language use can occur. The primary purpose if skill-based instruction is to learn the specific language skill.

e. A content-based syllabus is not really a language teaching syllabus at all. In content based language teaching, the primary purpose is to teach some content or information using the language that the students are also learning. Moreover, the language learning occurs incidentally to the content learning since it is concerned with content or information.
f. A task-based syllabus is a syllabus containing a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. Language learning is subordinate to task performance, and language teaching occurs only as the need arises during the performance of a given task.

B. Theoretical Framework

This study focuses on designing a set of supplementary materials using task-based learning to improve vocabulary skill for the second grade students of Stella Duce 2 Senior High School. Vocabulary plays an important role in learning English language, both spoken and written. In designing the materials, the writer adapted Borg, Gall and Gall’s system approach model of R&D. There are eight steps employed. They are identifying instructional goal, conducting instructional analysis, analyzing students and context, writing performance objectives, developing instructional strategy, developing and selecting instructional materials, designing and conducting evaluation, and revising instruction.

1. Identifying Instructional Goal

The goal is identified as the achievement that is purposively made that is expected to be attained after the students have completed the instruction.

2. Conducting Instructional Analysis

This step is to identify the specific skill, procedures and learning tasks for achieving the instructional goal.
3. Analyzing Students and Context

In this step, the theory of students’ characteristics of Pikunas (1976) was employed. It aims to help the writer analyze the students’ characteristics so that the materials that will be designed can be appropriate.

4. Writing Performance Objectives

As instructional analysis, performance objectives are also employed to achieve the goal. Furthermore, they are also the basis in developing instructional strategy and instructional materials.

5. Developing Instructional Strategy

The theory of Task-based Learning Approach is utilized to specify the instructional strategies and to determine a teaching and content sequence. The theory of Nunan (2004) on the seven types of tasks and activities is the basis in developing the strategies that will be employed in designing the materials. Moreover, the theory of Willis (1996) on components of task-based learning framework is employed to determine and arrange the content sequences for the materials. Then, the theory of Krahnke (1987) about the six types of syllabus is utilized to design the task-based syllabus for the materials. This syllabus then will be employed to design lesson plans.

The theory of learning vocabulary of Harner (1991) is employed to develop the vocabulary materials. The theory of DeCarrico (2001) is also employed to help the writer design the tasks and activities on the materials. The writer can design the vocabulary materials as both an explicit and/or implicit learning. The theory of principles and four strands in teaching vocabulary of Nunan
(2003) is used in designing the activity in the materials. Moreover, the theory
of types of vocabulary exercises of Wallace (1982) is also employed to
develop the tasks and activities, whether the vocabulary task is a word-
structure or word-meaning exercise.

6. Developing and Selecting Instructional Materials

In this step, the theory of Nation (2008) is employed to select the materials,
especially the reading text. The text is selected based on the words contained
in the text. The texts containing the most frequency words are selected. The
most frequency words are based on the list of the most frequent 1000 words.
After that, this part also includes selecting the pictures that will be employed
in developing the materials of vocabulary itself. After the materials had been
developed, the answer key is made in order to provide English teachers with
some references and preparation in applying the supplementary vocabulary
materials in a certain classroom.

7. Designing and Conducting Evaluation

An evaluation is needed to revise and improve all the materials including
syllabus, lesson plans, the proposed designed materials, and answer key.

8. Revising Instruction

Besides revising all the forms of instruction, it is also needed to revise the
process of research and development including instructional goal, instructional
analysis, analysis of students and context, performance objectives,
instructional strategy, instructional materials, and proposed designed
materials.
CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates six major parts of the methodology. They are research method, research setting, research participants, instruments and data gathering techniques, data analysis technique and research procedure.

A. Research Method

This study is an educational research and development (R&D) in which the research process was to develop an educational product. Borg, Gall and Gall (2007) stated that educational research and development (R&D) is a development model where the findings of research are used to design new products that should be evaluated (p. 589). Therefore, evaluation plays an important role in educational research and development. Then, this study was dealing with one research problem. It was what a set of supplementary designed materials using task-based learning in improving vocabulary for Stella duce 2 Senior High School Yogyakarta looks like. In order to answer that problem, a certain methodology was needed in this study. Therefore, the writer employed the theory of R&D of Borg, Gall and Gall (2007). According to Borg, Gall and Gall (2007), there are ten steps in the Research and Development cycle used to develop an instructional product. Those ten steps of R&D of Borg, Gall and Gall were seen in Figure 3.1.
Figure 3.1 The Steps of System Approach Model of Educational Research and Development
Nevertheless, in this study, the writer only employed the eight steps in designing supplementary vocabulary materials for the second grade students of Stella Duce 2 Senior High School. Those eight steps in the Research and Development cycle employed in this study were elaborated as follows.

1. **Identify Instructional Goal**

   The first step in designing the vocabulary materials in this study involved the identification of instructional goal for the educational product of vocabulary.

2. **Conduct Instructional Analysis**

   An instructional analysis aimed to identify specific skills, procedures and learning tasks for achieving the instructional goal.

3. **Analyze Students and Context**

   In this step, analyzing characteristics of students and instructional setting in which the materials would be used is important. It aimed to produce an acceptable material which fits to the students and context. Therefore, questionnaire and interview were conducted to obtain the data and information needed to analyze students and context.

4. **Write Performance Objectives**

   Performance objectives were specified in this study in order to help students reach the goal. They also provided the basis plan for instructional strategy and instructional materials.

5. **Develop Instructional Strategy**

   Specific instructional strategies including teaching/learning activities were developed in order to assist students to reach each performance objective.
Moreover, identifying a teaching and content sequence was also a part of developing instructional strategy. This part also includes syllabus and lesson plans.

6. Develop and Select Instructional Materials

After instructional strategies have been developed, the writer selected instructional materials to develop. The selection of materials was based on the topic, basic competence and performance objectives of the design. Then, the writer developed the vocabulary materials and the answer key for the materials.

7. Design and Conduct Evaluation

After the proposed materials were accomplished, the writer designed an evaluation of questionnaire sheets consisting of opinions, comments and suggestions for the proposed designed materials. The materials were evaluated by the evaluators consisting of two lecturers of English Language Education Study Program and one English teacher of Stella Duce2 Senior High School Yogyakarta.

8. Revise Instruction

This step of revision was necessary and needed during the process of research and development. It aimed to revise the instructional goal, instructional analysis, analysis of students and context, performance objectives, instructional strategy, instructional materials, and proposed designed materials.

Those eight steps of Educational Research and Development used in this study were illustrated in Figure 3.2.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Figure 3.2 The System Approach Model of Educational Research and Development of the Study Adapted from Borg, Gall and Gall (2007)
B. Research Setting

This study was conducted in Stella Duce 2 Senior High School which is located in Jalan Dr. Sutomo 16, Yogyakarta. Then, the process of collecting data was conducted in the second semester of academic year 2010/2011. The first data collecting was on the 8th of April, 2011; in which the questionnaire sheets were distributed to the 50 second grade students of Stella Duce 2 Senior High School. Then, the second data collecting was on the 9th of April, 2011; in which the interview with two English teachers of the second grade students was conducted.

C. Research Participants

Participants in this study were divided in two groups. The first group was the participants in pre-design stage. In this pre-design stage, the participants were involved in the process of collecting the data before the writer designed the proposed materials. Then, the second group was the participants in post-design stage. The participants in this stage were involved in the process of evaluating the proposed designed materials.

1. In Pre-design Stage

There were two groups of participants in this stage. The first group was the second grade students of Stella Duce 2 Senior High School Yogyakarta. The students were chosen randomly. From the five classes of the second grade students, the questionnaires were distributed to ten students in every class. Therefore, there were 50 students who became random sample participants of this study. The participants of this group were involved in collecting information on
students’ needs, wants, interests in learning vocabulary, including desired topics and skill to learn vocabulary; and students’ lacks and difficulties in learning vocabulary. The following Table 3.1 is the description of the first group.

Table 3.1 The Description of First Group of Pre-designed Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Class XI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F IPS1</td>
</tr>
<tr>
<td>Number of</td>
<td></td>
<td>IPS2 IPS3</td>
</tr>
<tr>
<td>students</td>
<td>50</td>
<td>10 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bhs IPA</td>
</tr>
</tbody>
</table>

| Number of students | 50 |

Moreover, the second group of participants in this stage involved two English teachers of the second grade students of Stella Duce 2 Senior High School Yogyakarta who was considered informative to give the information for the data to design the proposed materials. An interview was conducted with those English teachers to obtain in depth information that was valuable to develop the proposed materials. These participants were involved in obtaining data about teachers’ point of view on students’ characteristics, needs, and lacks in teaching learning vocabulary. It was also to gain the teachers’ suggestion on the topic and skill that should be used in designing the proposed designed materials. The description of the second group is described as in Table 3.2.

Table 3.2 The Description of the Second Group of Pre-designed Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching experience (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F S1 S2</td>
<td>&lt;5 5-10 &gt;10</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
2. In Post-design Stage

The participants to evaluate the proposed designed materials were one English teacher of Stella Duce 2 Senior High School Yogyakarta and two lecturers of English Language Education Study Program who were considered competent to give feedback and evaluation on the proposed designed materials. The feedback and evaluation are specifically on the formulation of goals, general purposes, learning objectives, topics, and subject contents of the proposed designed materials, and the application of task-based learning on improving students’ mastery of vocabulary. The description of the participants was described in the Table 3.3.

| Table 3.3 The Description of the Participants of Post-design Stage |
|----------------------|-----------------|-----------------|-----------------|-----------------|
| Participants         | Sex             | Educational Background | Teaching Experience (in years) |
|                      | M    | F    | S1 | S2 | S3 | <5 | 5-10 | >10 |
| Lecturer 1           |      | √    |    |    |    |     | √   |     |
| Lecture 2            |      | √    |    |    |    |     | √   |     |
| English teacher      | √    |      | √  |    |    |     |     | √   |

D. Instruments and Data Gathering Techniques

Before conducting the research to gather the data for this study, the writer asked for permission from the headmistress of Stella Duce 2 Senior High School Yogyakarta. The instruments and data gathering techniques used in this study were divided into two groups. The first group was the instruments and data gathering technique in pre-design stage. It was called in pre-design stage since the data gathering was conducted before the writer developed the materials.
second one was instruments and data gathering technique in post-design stage. In this stage, the data gathering was conducted after the writer developed the proposed designed materials. The explanation of instruments and data gathering techniques used in this study were elaborated as follows.

1. **In Pre-design Stage**

   In this stage, the data gathering technique was to identify and analyze the students’ needs, lacks, and difficulties in learning English particularly vocabulary. Besides, the data gathering technique was also to find out what the students’ wants and interests on their vocabulary materials. Therefore, the writer distributed questionnaire sheets containing the combination of open-ended and close-ended questions to the second grade students of Stella Duce 2 Senior High School Yogyakarta because the designed materials were intended to be developed for them. The questionnaire sheets were distributed randomly to ten students for every second grade class; ten students from XI IPA, ten students from XI IPS1, ten students from XI IPS2, ten students from XI IPS3, and ten students from XI Bahasa. Therefore, the questionnaire sheets were distributed to the 50 second grade students of Stella Duce 2 Senior High School Yogyakarta. Then, an interview with two English teachers of the second grade students in this school was conducted to gain an in depth information about what the students’ needs and lacks according to the teachers’ point of view and to find out some strategies and approaches in teaching/learning vocabulary. Moreover, the interview was also to gain teachers’ suggestions on the proposed designed materials.
2. In Post-design Stage

After designing a proposed vocabulary material, the writer needed feedback and evaluation to revise and improve the proposed designed materials to become a final educational product. Therefore, to obtain the results of feedback and evaluation on the proposed designed materials, questionnaire sheets containing open-ended and close-ended questions dealing with opinions comments, and suggestions on the proposed designed materials were distributed to one English teacher of Stella Duce 2 Senior High School Yogyakarta and two lecturers of English Language Education Study Program who were considered competent to give feedback and evaluation.

E. Data Analysis Technique

Data analysis is a process of organizing, ordering, and summarizing the data into patterns or categories in such a way in order to come up with the result and conclusion of the research. The raw data obtained from the questionnaire sheets were analyzed in the form of table before being analyzed into descriptive data, meanwhile the data from interview were analyzed directly into descriptive data. The data analysis technique used in this study was divided into two different stages. The first one is data analysis technique in pre-design stage which was utilized to design the proposed vocabulary materials. Then, the second one is data analysis technique in post-design stage which was employed to revise the former proposed vocabulary materials to become a final product of vocabulary materials for the second grade students.
1. In Pre-design Stage

There were two kinds of data obtained from the pre-design stage. They were the result of questionnaire which were distributed to the 50 second grade students, and the result of the interview with two English teachers of the second grade students of Stella Duce 2 Senior High School Yogyakarta.

The data from questionnaire were analyzed descriptively by counting the number of participants who chose the items listed (N), and the percentage (%). Then the result was put into a table as in the Table 3.4.

**Table 3.4 The Results of the Questionnaire of Needs Survey (blueprint)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Responses</th>
<th>Reasons (if necessary)</th>
<th>ΣN</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In calculating the percentage, the writer used a certain formation. The percentages are calculated by dividing the total number in one category by the total number in all categories and multiplying the result by 100%. The formulation to find out the percentage is formulated as follows.

\[
\% = \frac{N}{\Sigma N} \times 100 \%
\]

Note:

- \( N \) = the number of participants who choose certain statements
- \( \Sigma N \) = the total number of participants
After the percentage of each response has been calculated, the writer analyzed each question. In each question, the biggest percentage of responses was analyzed as the answer to the question. This percentage of responses was employed to decide whether or not students liked *Bahasa Inggris* and vocabulary lesson, whether or not students were interested in *Bahasa Inggris* and vocabulary, and whether or not students found it difficult to learn *Bahasa Inggris* and vocabulary. Moreover, in deciding the topics, the writer took the four biggest percentages of desired topics from the questionnaire sheets.

Then, the data obtained from the interview with two second grade English teachers of Stella Duce 2 Senior High School were directly analyzed into descriptive data in paragraphs. In analyzing the data in this pre-design stage, the writer elaborated the data gained both from the questionnaire sheets and the interview.

2. **In Post-design Stage**

   As in the pre-design stage, the writer also used percentage which can interpret the information and the data gained from the questionnaires to analyze the data in the post-design stage. The following formulation is to find out the percentage as in the pre-design stage.

   \[ \% = \frac{N}{\Sigma N} \times 100 \% \]

   Note:

   \( N \) = the number of participants who choose certain statements

   \( \Sigma N \) = the total number of participants
The data from the questionnaire sheets in the post-design stage were presented in the form of a table that consisted of participant’s opinions on the statements, and percentage of occurrence. That table was figured as in the Table 3.5.

Table 3.5 The Results of Participants’ Opinion on the Designed Materials (blueprint)

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ Opinion</th>
<th>Percentage of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 (%)</td>
</tr>
</tbody>
</table>

After the percentage of each opinion has been calculated, the biggest percentage of each opinion was defined as the answer or opinion that could represent participants’ opinion.

F. Research Procedure

The research procedure of this study was based on the steps as follows.

1. Conducting review of related literature to obtain the related theories to the research.
2. Asking permission of Stella Duce 2 Senior High School Headmistress to conduct a research.
3. Preparing questionnaire sheets and guiding questions for the interview to gain the data to design a proposed material.
4. Collecting information and data by distributing questionnaire sheets to the second grade students and interviewing two English teachers of Stella Duce 2 Senior High School.
5. Identifying instructional goal, conducting instructional analysis, and analyzing the students’ needs, wants, lacks, and interests from the data obtained from the questionnaire and interview.

6. Writing performance objectives and developing instructional strategies.

7. Developing and selecting instructional vocabulary materials.

8. Conducting an evaluation by distributing questionnaire sheets to two English teachers and three English Language Education Study Program lecturers.

9. Analyzing and evaluating the results of feedback and evaluation from the post-design stage.

10. Revising and designing the supplementary vocabulary materials as a final educational product.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSIONS

This chapter focuses on answering one problem that is what a set of supplementary designed materials using task-based learning in improving vocabulary for the second grade students of Stella Duce 2 Senior High School Yogyakarta looks like. However, there will be explanation on how the writer finally presented the material. Therefore, there are two main parts in this chapter. The first part is steps in designing the supplementary materials. This part is an explanation on how the writer presented the materials. The second part is presentation of the final version of the designed materials. This supplementary vocabulary materials should be implemented in a regular class and not in a extracurricular class.

A. The Designed Supplementary Vocabulary Materials

In designing the supplementary vocabulary materials, the writer adapted the theory of educational research and development (R&D) method of Meredith D. Gall, Joyce P. Gall and Walter R. Borg (2007). There are eight steps that the writer employed in this study. Those steps are to identify instructional goal, conduct instructional analysis, analyze students and context, write performance objectives, develop instructional strategy, develop and select instructional materials, design and conduct evaluation, and revise instruction.
1. Instructional Goal

The first major step in designing an instructional product in this study was to identify the goal. The goal was that the second grade students of Stella Duce 2 Senior High School will be able to improve their vocabulary using task-based learning approach through the tasks and exercises provided in the designed materials.

2. Instructional Analysis

After the goal was identified, the writer determined one skill of listening, speaking, reading and writing that would be employed in developing vocabulary materials. As suggested by two English teachers from interview conducted on 9th day of April 2011, the writer employed the reading skill. It was in accordance with the result of questionnaire which was distributed to the 50 second grade students of Stella Duce 2 Senior High School. They were more interested in learning vocabulary through reading. Therefore, the writer utilized Competence Standard and Basic Competence of reading skill. The curriculum used in Stella Duce 2 Senior High School is School-based Curriculum which is known as 2006 Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). Therefore, the writer utilized Competence Standard and Basic Competence of reading skill of 2006 Curriculum. Since the materials were intended for the second grade students, the Competence Standard and Basic Competence employed were those which belong to the second grade students of the second semester. It was decided to utilize the second semester one because it was expected to be accomplished right
before the second semester begins. The description of Competence Standard and Basic Competence of the instructional analysis was elaborated as in Table 4.1.

Table 4.1 The Competence Standard and the Basis Competence of the Instructional Analysis

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the meaning of short functional and simple essay texts in the form of narrative, spoof, and hortatory exposition in daily life context and to access knowledge</td>
<td>Students are able to respond to the meaning and short functional text in formal and informal used in written text accurately, fluently, and acceptably in daily life context</td>
</tr>
<tr>
<td></td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of narrative, spoof, and hortatory exposition</td>
</tr>
</tbody>
</table>

3. Students and Context Analysis

The data about reading skill which was required to develop vocabulary materials gained from interview were employed to conduct instructional analysis. It is as what Dick, Carey and Carey (2005) stated that the previous step of conducting instructional analysis and this step of analyzing students and contexts are often performed simultaneously instead of sequentially (p. 100). Therefore, the data from questionnaire and interview were also employed to analyze students and context. The questionnaire sheets on students’ interests, needs, and lacks in learning vocabulary were distributed to the 50 second grade students of Stella Duce 2 Senior High School on the 8th day of April, 2011. The detailed data from questionnaire were summarized as in Table 4.2.
Table 4.2 The Summary of the Results of Questionnaires

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Responses</th>
<th>ΣN</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students like English lesson</td>
<td>a. Yes</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>Students join an English course out of school hour</td>
<td>a. Yes</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>Students have an extra time to learn English at home</td>
<td>a. Yes</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>Students think that mastering English is important</td>
<td>a. Yes</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Students are interested in mastering English more</td>
<td>a. Yes</td>
<td>49</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Students find it difficult to learn English</td>
<td>a. Yes</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>In learning English, students like the vocabulary lesson</td>
<td>a. Yes</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>Students find it difficult to learn vocabulary</td>
<td>a. Yes</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>9</td>
<td>If the answer of no. 8 is “yes”, what are the difficulties? <em>(the students may choose more than one answer)</em></td>
<td>a. It is difficult to memorize English words</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Confused with English words and the meaning in indonesian <em>(e.g. change=mengubah, chance=kesempatan becomes change=kesempatan, chance=mengubah)</em></td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Lack of exercise to learn vocabulary</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Task/lesson of vocabulary is too difficult</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Others, (complicated and lack of exercise at home)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Students are satisfied with the learning vocabulary through weekly quiz</td>
<td>a. Yes</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Responses</td>
<td>ΣN</td>
<td>%</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>11</td>
<td>Students hope for a new strategy to learn vocabulary</td>
<td>a. Yes</td>
<td>49</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Students are interested to learn vocabulary through various tasks; like learning vocabulary through <em>weekly quiz, listening, speaking, reading text, or writing</em></td>
<td>a. Yes</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>From the five ways to learn vocabulary (<em>learning vocabulary through weekly quiz, learning vocabulary listening, learning vocabulary speaking, learning vocabulary reading text, and learning vocabulary writing</em>), which one is the most wanted way and which one is the most unwanted way.</td>
<td>a. The most wanted: learning vocabulary through READING</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The most unwanted: learning vocabulary through LISTENING</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>14</td>
<td>Topics that students want in the English lesson (<em>the students may choose more than one answer</em>)</td>
<td>a. Cultures</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Natural disasters</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Music</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Movies</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Health</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Love</td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Communication</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Job and School</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Technology</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Celebrities</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. Tourism</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l. Habits</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>m. Research</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n. Animals</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o. Personality</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>p. Others, (adventure)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
The data obtained from the questionnaire showed that most of the second grade students of Stella Duce 2 Senior High School liked English lesson. Based on the students’ interests, they were interested in learning vocabulary through reading. Therefore, the instructional product of vocabulary was developed through reading skill. Students’ interest was in accordance with the English teachers’ suggestion to develop vocabulary materials through reading.

Besides the questionnaire, the interview with two English teachers of the second grade students of Stella Duce 2 Senior High School was sequentially conducted on the 9th of April, 2011. This interview was conducted to gain an in depth information about what the students’ needs and lacks according to the teachers’ point of view and to find out some strategies in teaching/learning vocabulary. The teachers stated that the vocabulary lesson which was included in learning reading could enhance students’ knowledge in completing the reading passage and learn new words. Moreover, the four most interesting topics that the students chose were love, job and school, cultures, and health. Each topic was developed in one unit. In order to specify the materials in each unit, each topic was limited by a subtopic. The subtopics were specified based on the students’ daily life context. The subtopics of each topic were elaborated as in Table 4.3.

Table 4.3 The Elaboration of Units, Topics and Subtopics

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Subtopic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cultures</td>
<td>Have You Ever Heard These?</td>
</tr>
<tr>
<td>2</td>
<td>Love</td>
<td>Unspoken Love</td>
</tr>
<tr>
<td>3</td>
<td>Job and School</td>
<td>Between Right and Responsibility</td>
</tr>
<tr>
<td>4</td>
<td>Health</td>
<td>Good Habits Give Great Health</td>
</tr>
</tbody>
</table>
4. Performance Objectives

After analyzing students and context, the writer wrote performance objectives. Instead of goal, general purposes, and objectives, the terminology used in school is Competence Standard, Basic Competence, and indicator. Therefore, the performance objectives in this study were defined as indicators as well. Both performance objectives and indicators are specific and measurable. In specifying the indicators, the writer employed the Competence Standard and Basic Competence determined on the step of conducting instructional analysis. Then, the basic competences were managed and matched to the topics and subtopics in order to specify the indicators for each unit. The detailed description of the indicators for each unit was elaborated as in Table 4.4.

**Table 4.4 The Elaboration of Indicators of Each Topic**

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics and Subtopics</th>
<th>Basic Competence</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1     | Cultures “Have You Ever Heard These?” | Students are able to respond to the meaning and short functional text in formal and informal used in written text accurately, fluently, and acceptably in daily life context | Students are able to:  
1. Identify the several cultures and celebrations in Indonesia  
2. Classify the words based on their class of words  
3. Make sentences using the nouns and adjectives from the text  
4. Make a poster based on the topic |
| 2     | Love “Unspoken Love” | Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access | Students are able to:  
1. Identify the difference between spoken and unspoken love  
2. Identify the simple form (V1), simple past form (V2), and past participle form (V3) of verbs |
### Units | Topics and Subtopics | Basic Competence | Indicators
--- | --- | --- | ---
| | knowledge in the form of *narrative* | 3. Classify the words based on the class of words  
4. Make sentences using the words that can belong to a verb or a noun |  
| | Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of *spoo* | Students are able to:  
1. Identify right and responsibility as a student  
2. Identify the adjectives formed from the verb with ending -ed or -ing  
3. Make sentences using the adjectives formed from the verb with ending -ed or -ing  
4. Identify the verbs that can be changed into adjectives |  
| 3 | Job and School”” Between Right and Responsibility” | Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of *hortatory exposition* |  
| 4 | Health “Good Habits Give Great Health” | Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of *hortatory exposition* | Students are able to:  
1. Identify the difference of healthy and unhealthy food  
2. Match the words and the meaning based on the text  
3. Identify the antonyms of the words  
4. Make sentences using the antonyms of the words |  

5. **Instructional Strategy**

In order to assist students to achieve the indicators, the writer developed the instructional strategy. Since the approach employed in this study was Task-based Learning of Nunan (2004), the strategies developed in the instructional product were from the theory of Task-based Learning. There were six strategies utilized in developing the materials. They were questions and answers, matching
activities, communication strategies, pictures and picture stories, puzzles and problems, and discussions and decisions.

Next, in order to apply the task-based learning framework of Willis (1996), the writer listed subject contents for each unit. In each unit, the writer utilized four main parts namely “Let’s Get Ready”, “Let’s Get One Step Closer”, Let’s Do it” and “Let’s Check Your Competence”. The first part “Let’s Get Ready was listed as an introduction part of each unit. It aimed to introduce the topic. The second part “Let’s Get One Step Closer” was listed as a part of a former task which provided students an opportunity to present or report the results of the tasks to their friends. The third part “Let’s Do It” was the main part of each unit. This part provided students various kinds of tasks that can help them analyze some specific features of the text and practice to learn new words, phrases and patterns occurring in the text. The last part “Let’s Check Your Competence” was a back-up part to provide students more tasks for practicing. If the time allotted was not enough, this last part can be homework for students. Moreover, teaching/learning activities were also included in this step. The teaching/learning activities employed in this study were group discussion, independent reading, worksheets and cooperative group projects.

The tasks designed in this study were also based on theory of types of vocabulary exercise of Wallace (1982). The exercises were word-structure exercises like class of words (noun, verb, adverb, adjective) and derivatives; and word-meaning exercises like antonyms and matching activities. The theory of learning vocabulary of Harmer (1991) is employed to develop the vocabulary
materials. It is used in developing the tasks in learning vocabulary, whether it is learning its meaning, word use, word formation, or word grammar. After that, the theory of DeCarrio (2001) is also employed to help the writer design the tasks and activities on the materials. The writer can design the vocabulary materials as both an explicit and/or implicit learning. The theory of principles and four strands in teaching vocabulary of Nunan (2003) is used in designing the activity in the materials. Moreover, the theory of types of vocabulary exercises of Wallace (1982) is also employed to develop the tasks and activities, whether the vocabulary task is a word-structure or word-meaning exercise.

After that, the writer developed a task-based syllabus based on the theory of Krahneke (1987). That syllabus was then employed in developing lesson plans. Both the syllabus and lesson plans were developed as a foundation to develop the vocabulary materials.

6. Instructional Materials

After developing instructional strategy, the writer developed and selected instructional materials. In developing instructional materials, the writer employed some texts about narrative, spoof, and hortatory exposition. After that, those texts were selected based on the topics. Moreover, some pictures were also selected as instructional materials. The detailed selected materials for each unit were elaborated as in Table 4.5.
Table 4.5 The Elaboration of the Selected Materials for Each Unit

<table>
<thead>
<tr>
<th>Unit “Topic”</th>
<th>Basic Competence</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 “Cultures”</td>
<td>Students are able to respond to the meaning and short functional text in formal and informal used in written text accurately, fluently, and acceptably in daily life context</td>
<td>• A short text about sekatenan&lt;br&gt;• Some pictures dealing with Indonesian cultures and celebrations</td>
</tr>
<tr>
<td>2 “Love”</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of narrative</td>
<td>• A narrative text about love&lt;br&gt;• Some pictures dealing with expression of love</td>
</tr>
<tr>
<td>3 “Job and School”</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of spoof</td>
<td>• A spoof text about job and school&lt;br&gt;• Some pictures dealing with job and school</td>
</tr>
<tr>
<td>4 “Health”</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of hortatory exposition</td>
<td>• A hortatory exposition text about health&lt;br&gt;• Some pictures dealing with health</td>
</tr>
</tbody>
</table>

After completing the supplementary vocabulary materials, the writer developed an answer key for the materials. The answer key was developed in order to provide the reference for English teacher in applying the materials in a classroom.

7. Evaluation

In this part of evaluation, the proposed designed materials of vocabulary was evaluated by three evaluators consisting of two lecturers of Sanata Dharma
University who are considered competent to give feedback and evaluation, and one English teacher of Stella Duce 2 Senior High School. In evaluating the proposed designed materials, the writer distributed questionnaire sheets to the three evaluators containing open-ended and close-ended questions dealing with comments, opinions, and suggestions on the proposed designed materials.

The data gained from the questionnaire sheets distributed to the three evaluators reflected participants’ opinion on the proposed designed materials. In analyzing the participants’ opinion, the writer employed five numbers among 1 to 5 which represent the participants’ agreement and disagreement on the proposed designed materials. Each number represents participants’ opinion as described in the Table 4.6.

**Table 4.6 The Meaning of Degree of Agreement on the Designed Materials**

<table>
<thead>
<tr>
<th>Degree of Agreement</th>
<th>Participants’ Opinion</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
<td>Very bad</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>Bad</td>
</tr>
<tr>
<td>3</td>
<td>Doubt</td>
<td>In between</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
<td>Very good</td>
</tr>
</tbody>
</table>

After that, in calculating the percentage of each participant’s opinion, the writer divided the total number in one category by three and multiplied the result by 100%. The formulation employed is as follows.

\[
\% = \frac{N}{3} \times 100\%
\]

Note:

\(N\) = the number of participants who choose certain statements
The detailed of participants’ opinions in the proposed designed materials were described in the Table 4.7.

**Table 4.7 The Results of Evaluation on the Proposed Designed Materials**

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ Opinions</th>
<th>Percentage of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 (%)</td>
</tr>
<tr>
<td>1</td>
<td>The goals are well formulated.</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>The learning objectives are well formulated.</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>The subject contents are suitable for the second grade students.</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected and arranged.</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>The materials match with the goals and learning objectives.</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>The pre-task, task cycle, and language focus are well developed.</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>The teaching-learning activities are well elaborated.</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>The materials are able to support/improve students’ mastery on vocabulary.</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>The method of Task-based Learning is well applied on the materials.</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>The various kinds of tasks are able to support the achievement of the goals and learning objectives.</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>The numbers of activities in each unit are sufficient for the time given.</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Generally, the instructional materials are well elaborated.</td>
<td>0</td>
</tr>
</tbody>
</table>
Based on the results of questionnaire, the writer revised the subject contents since three evaluators had different opinion on the third statement of Table 4.11. Moreover, the writer also revised the pre-task, task cycle, and language focus of the materials so that the materials will be able to improve students’ vocabulary. Nevertheless, mostly the participants chose number four and five. Number four represents participants’ opinions that they agree with the statement, while number five represents participants’ opinion that they strongly agree with the statement. As in Table 4.10, the number four means that the result is good, while number five means very good. It means that the participants tend to give positive response to the proposed designed materials. Therefore, it can be considered that the proposed designed materials are well designed and acceptable for the second grade students of Stella Duce 2 Senior High School.

Furthermore, from the results of questionnaire, the writer gained feedback on the proposed designed materials containing comments and suggestions. For overall, the designed materials were good and organized. The participants also stated that the instructions are clear and understandable, the lay out is good, the topics are various and useful for the students, and the materials are readable and well designed. However, there were some weaknesses of the proposed designed materials. The participants noted that the tasks were monotonous, the words in the tasks were too common, there were some misspellings and grammatical mistakes in the design, and some of the contents were not synchronized and were less related to the students daily life context. Therefore the participants suggested some improvement and revision on the designed materials. The detailed
suggestions from the participants on the proposed designed materials are elaborated as follows.

1) The tasks are monotonous. It was suggested to the writer to put some games or other different activities on the materials so that students will not be bored.

2) The words are too common. Therefore, it was suggested to the writer to revise some words that are considered too common and change them into their synonyms which are less common so that the students can learn new words.

3) There are some misspellings and grammatical mistakes in the designed materials. Therefore, the writer should recheck and revise the misspelling and grammatical occurred the designed materials, particularly in the reading text.

4) In unit 1, the writer was suggested to give more cultural and contextual materials that are directly dealt with students’ daily life context. The writer was also suggested to promote the local culture. Therefore, the writer was suggested to change the materials that do not exist in Indonesia like Thanksgiving and Halloween into some cultural materials that exist in Indonesia or Yogyakarta.

5) Some of the contents are not synchronized with the topic. It occurred in unit 1. The posters do not match with the topic. Therefore, the writer was suggested to change the posters into more relevant pictures.

6) Some of the contents need improvement and revision. They are as follows.

   a. In unit 1: on the exercise B on the part “Let’s Do It”, instead of giving students a task to find 10 nouns and 5 adjectives, the writer was suggested to give a task to find 10 nouns and 10 adjectives.
• In unit 2: on the exercise C on the part “Let’s Do It”. The writer was suggested to add a short explanation or knowledge about how to differentiate the word that belongs to more than one class of words. For example the word “promise” that can be a noun and a verb. Then, on the exercise D on the part “Let’s Do It”. The writer was suggested to make the sentences that are still related to the topic “Love” and to provide an example.

• In unit 3: on the part “Let’s Get One Step Closer”, the writer was suggested to make the instruction clearer. The instruction was considered not complete and representative yet.

8. Revision

After analyzing the results of questionnaire on the proposed designed materials, the writer revised the materials based on the comment and suggestions from the participants. The materials after being revised then will be a final educational product. The detailed description of the revision on the proposed designed materials is as follows.

a. The writer was suggested to put some games and other different activities on the designed materials is not considered as considerable suggestion for the revision since the tasks provided on the designed materials already vary. It is also supported by one participant who stated that the materials are full of task varieties.

b. The writer was suggested to change the too common words into their synonyms which are less common. For example, instead of using the words “solve, cry, quarrel”, it’s better to use the words “overcome, weep, squabble”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
However, the writer did not accept this suggestion since the other participant contrarily stated that the materials were quite difficult for the second grade students.

c. The writer was suggested to revise some misspellings and grammatical mistakes occurred in the proposed designed materials. The detailed revision on the misspellings and grammatical mistakes is as follows.

- “Table of Content” was grammatically wrong. The correct one is “Table of Contents”. This mistake was found in the title of table of contents.
- On exercise A of “Let’s Get Ready” part of unit 1, the phrase “new year’s eve” was not commonly used. It is better to use the phrase “new year”
- On exercise C of “Let’s Do It” part of unit 2, there was a misspelling on the instruction. The word “tick” was typed as “tict”
- On the text titled “It’s Time to Go to School” of unit 3, there was a grammatical mistake. The sentence “the son woke…because of he saw…” was revised to be “the son woke…because he saw…”
- On the text titled “Never Try Smoking” of unit 4, there was a grammatical mistake. The words “try smoke” were revised to be “try to smoke”
- The title of answer key was wrong. The phrase “The Answers’ Key” was revised to be “The answer key”

d. In unit 1, the pictures of Halloween and Thanksgiving were changed into the pictures of Grebeg Ceremony and Jamasan Tradition. After that, the text about Thanksgiving was changed into the text titled “Sekaten Night Fair”.
e. The poster of a beer was omitted. Then, the posters of a plane and a refrigerator were changed into more Indonesian cultural pictures which were considered relevant to the students’ daily life context. They are the pictures of *Monggo* chocolate and *sekatenan*.

f. Some of the contents that need improvement and revision are revised as follows.

- In unit 1: on the exercise B on the part “Let’s Do It”, the task is to find 10 nouns and 10 adjectives.

- In unit 2: on the exercise C on the part “Let’s Do It”. The writer added a short explanation about how to differentiate the word that belongs to more than one class of words. For example the word “promise” that can be a noun is usually preceded by an article or possessive pronoun, while “promise” that can be a verb is usually preceded by the subject. Then, on the exercise D on the part “Let’s Do It”. The writer changed the sentences that were not related to the topic “Love” and provided an example.

- In unit 3: on the part “Let’s Get One Step Closer”, the writer was suggested to make the instruction clearer. Therefore, the writer add the words “in terms of right and responsibility” at the end of the instruction.

**B. The Final Version of the Designed Supplementary Vocabulary Materials**

After the whole vocabulary materials have been evaluated and revised, the writer presents the final version of the designed vocabulary materials using task-based learning. The revision of the designed materials was based on the evaluation from the participants of post-design stage containing feedback, comments and
suggestions. The final version of the designed materials consists of four units. Each unit has one topic and one subtopic. The elaboration of the topics and subtopics are as follows.

Unit 1: Cultures “Have You Ever Heard These?”

Unit 2: Love “Unspoken Love”

Unit 3: Job and School “Between Right and Responsibility”

Unit 4: Health “Good Habits Give Great Health”

Every unit in the designed materials contains four main parts. They are “Let’s Get Ready”, “Let’s Get One Step Closer”, “Let’s Do It” and “Let’s Check Your Competence”. In every unit, the writer provided a reading text based on the general purposes of the designed materials. The exercises designed in every unit vary in order to give students opportunity to practice working in groups, pairs, and individually. The description of every part in every unit is elaborated as follows.

1. Let’s Get Ready

The tasks designed in this part aim to introduce students to the topic. This part is designed to apply the first component of Task-based Learning approach which is known as pre-task. The tasks designed also aim to give the students opportunity to work with their friends, in a group or pair. It is hoped that the students will be aware of the topic that is going to be discussed. Moreover, it is also hoped that the tasks in this part will encourage the students to use and practice their vocabulary mastery.
2. **Let’s Get One Step Closer**

   In this second part, the tasks are designed as the application of second component of Task-based Learning framework which is known as task cycle. In this part, the writer provides the tasks that can give students opportunity to report or present the result of the tasks to their friends.

3. **Let’s Do It**

   This third part was designed in order to apply the third component of Task-based Learning framework which is known as language focus. As in language focus in Task-based Learning, this part provides students various kinds of tasks that can help them analyze some specific features of the text and practice to learn new words, phrases and patterns occurring in the text. Therefore, the reading text is provided in this part.

4. **Let’s Check Your Competence**

   The last part named “Let’s Check Your Competence” is designed to provide students further exercises that is not directly dealt with the text but still have an accordance with the topic. It is designed to provide the students more opportunity to practice and improve their vocabulary mastery. This part can be homework for the students in order to encourage them read and learn the materials at home.

   After the proposed designed was evaluated and revised, the final version of the materials can be utilized as supplementary materials to improve vocabulary for the second grade students of Stella Duce 2 Senior High School Yogyakarta. The complete final version of the designed materials was provided in Appendix J.
The detailed elaboration about tasks which referred to teaching learning activities, the use of strategies of task-based learning approach and the use of vocabulary exercises after being revised were elaborated in Table 4.8.

Table 4.8 The Use of Task-based Learning on the Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic “Subtopic”</th>
<th>Teaching/Learning Activities</th>
<th>Strategies of TBL</th>
</tr>
</thead>
</table>
| 1    | CULTURES “Have You Ever Heard These?” | Let’s get Ready  
- Identify some cultures and celebrations in Indonesia  
- Identify the words dealing with some cultures and celebrations  
Let’s Get One Step Closer  
- Discuss one of the topics dealing with the cultures and celebrations in Indonesia  
Let’s Do It  
- Read the text independently  
- Identify the nouns and adjectives from the text  
- Make sentences based on the nouns and adjectives found  
- Make slogans for the posters of *Monggo* chocolate and *Sekatenan*  
Let’s Check Your Competence  
- Make a poster including its slogan based on the topic | Pictures  
- Discuss and explanations, & Communication strategies  
*through reading skill*  
Pictures  
Problem-solving |
| 2    | LOVE “Unspoken Love” | Let’s get Ready  
- Discuss the differences and similarities between two pictures  
Let’s Get One Step Closer  
- Answer the questions about spoken and unspoken love  
Let’s Do It  
- Read the text independently  
- Identify the simple past form (V2) from the reading text  
- Identify the simple form (V1) and past participle form (V3) from the V2 found  
- Classify the words based on the class of words | Pictures  
Questions and answers, & Communication strategies  
*through reading skill* |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic “Subtopic”</th>
<th>Teaching/Learning Activities</th>
<th>Strategies of TBL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Make sentences based on the words provided</td>
<td>Discussions and decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Check Your Competence</td>
<td>Pictures, &amp; Communication strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the adjectives or verbs derived from nouns</td>
<td>*through reading skill</td>
</tr>
<tr>
<td>3</td>
<td>JOB AND SCHOOL “Between Right and Responsibility”</td>
<td>Let’s get Ready</td>
<td>*through reading skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss about right and responsibility of a student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Get One Step Closer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss differences and similarities between a businessman and a school boy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Do It</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read the text independently</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete the sentences using adjectives formed from the verb (V-ing or V-ed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make sentences using adjectives formed from verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Check Your Competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the verbs that can be changed into adjectives</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>HEALTH “Good Habits Give Great Health”</td>
<td>Let’s get Ready</td>
<td>*through reading skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the substances of the pictures of healthy and unhealthy food</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Get One Step Closer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer the questions about kind of food that students prefer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Do It</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read the text independently</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Match the words and the meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the antonyms of the words from the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make sentences based on the antonyms found</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let’s Check Your Competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the antonyms of adjectives using un-, in-, im-, ir- and il-</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two major parts. The first part elaborates the conclusion of the study. Then, the second part presents the recommendation that might be useful for the English teachers, students, and other researchers.

A. Conclusions

This study aimed to design a set of supplementary materials for the second grade students to improve their vocabulary. Therefore, the writer formulated one research problem in this study. It was what the set of supplementary designed materials using task-based learning in improving vocabulary for the second grade students of Stella Duce 2 Senior High School Yogyakarta looks like.

In order to answer the research problem, the writer employed the theory of Educational Research and Development of Borg, Gall and Gall (2007). This theory was employed to explain how the writer finally presented the materials. In developing the vocabulary materials, the writer employed eight steps in Research and Development Cycle of Borg, Gall and Gall. Those steps were to identify instructional goal, conduct instructional analysis, analyze students and context, write performance objectives, develop instructional strategy, develop and select instructional materials, design and conduct evaluation, and revise instruction.

After completing those eight steps, the writer presented the final version of the set of supplementary vocabulary materials using task-based learning for the
second grade students of Stella Duce 2 Senior High School. The final version of
the designed materials contains four units which have different topics and
subtopics. Each unit contains four main parts which aim to apply the task-based
learning approach. The first part namely “Let’s Get Ready” aims to introduce
students with the topic. This part was designed to apply the first component of
task-based learning framework which is known as pre-task. Then, the second part
“Let’s Get One Step Closer” was designed as the application of the second
component of task-based learning which is known as task cycle. In this part, the
writer provided the tasks that give students opportunity to report or present the
result of the tasks to their friends. After that, the third part “Let’s Do It” is the
application of the third component of task-based learning which is known as
language focus. As in language focus in task-based learning, these parts provided
students with various kinds of tasks that can help them analyze some specific
features of the text and practice to learn new words, phrases, and patterns
occurring in the text. Therefore, the reading text is provided in this part. Lastly,
the last part “Let’s Check Your Competence” aims to give students further
exercises to practice their vocabulary.

The strategies of task-based learning were also employed in the materials.
Those strategies were pictures, questions and answers, discussions and decisions,
communication strategies, matching activities and problem-solving. In Unit 1, the
strategies used were pictures, discussions and decisions, communication
strategies, and problem-solving. In Unit 2, the strategies used were pictures,
questions and answers, and communication strategies. In Unit 3, the strategies
used were discussions and decisions, pictures, and communication strategies. Lastly, the strategies used in Unit 4 were pictures, questions and answers, communication strategies, and matching activities.

After the proposed designed materials were developed, an evaluation was conducted to revise and improve the materials. From the evaluation, it showed that there were some parts of the materials that needed some revision. Therefore, the writer revised the proposed designed materials based on the results of the questionnaire. However, the participants mostly gave positive responses on the designed materials. It showed that the materials were acceptable for the second grade students of Stella Duce 2 Senior High School.

B. Recommendations

After conducting and completing the research, the writer has some recommendations for the English teachers and the second grade of Stella Duce 2 Senior High School; and further researchers who are interested in conducting a study of a similar topic.

1. Recommendation for the English Teachers

Since the materials designed in this study are supplementary materials, it means that the materials are additional. Therefore, it is recommended that the English teachers implement the materials not as a main source for the teaching-learning activity in class. It is also recommended that the teachers take a look at the answer key and lesson plan of each unit before applying the designed materials. It is because to prepare the teachers how the materials look like and
what the possible answer may look like. Moreover, the lesson plan of each unit aims to help the teachers to be well-prepared before implementing the materials.

2. Recommendation for the Second Grade Students

For the second grade students of Stella Duce 2 Senior High School, it is expected to complete the tasks and exercises from the designed materials. Therefore, it is suggested to practice and learn the materials not only at school, but also at home. It aims to enhance what the students have learned in their mind, so that they will not easily forget what they have learned.

3. Recommendation for Further Researchers

For the further researchers who are interested in conducting a similar study, the writer recommends to design a material in improving students’ vocabulary through the other skills like writing, listening, or speaking. Moreover, since the writer does not implement the materials, it is recommended that the other further researchers will implement the materials and observe the strengths and weakness of the materials so that the materials can be revised and improved.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX A

(A permission Letter)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mrican, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor : 078 / Pub/Kajur/JPBS/ Jrn / 2011
Iul : 071214009
Iul : Permohonan Ijin Penelitian

Kepada
Yth Dra. Anna Hartanto
Kepala Sekolah SMA Stella Duce 2
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Anna Maria Nugraheni
No. Mahasiswa : 071214009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : VIII (delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Strips, dengan kerumunan sebagai berikut:

Lokasi : SMA Stella Duce 2 Yogyakarta
Waktu : 4-9 April 2011
Topik Judul : Designing a Set of Supplementary Materials Using Task-Based Learning in Improving Vocabulary for Second Grade Students of Stella Duce 2 Senior High School.

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

Yogyakarta, 04 April 2011

B. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

[Signature]
NPP: 1680

Tersusun Yth.:
I. Dekan FKIP
APPENDIX B

(Blueprint of Questionnaire Sheets and Interview Guiding Questions of Needs Analysis)
KUESIONER
(Needs Analysis)

Nama : ______________________________
Kelas : XI IPA / XI IPS₁ / XI IPS₂ / XI IPS₃ / XI Bhs (Lingkari salah satu)
Umur : _______ tahun

Petunjuk Pengisian:
Lingkarilah jawaban yang sesuai dengan pendapat anda.

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

2. Apakah anda mengikuti les Bahasa Inggris di luar jam sekolah?
   a. Ya b. Tidak

3. Apakah di rumah, anda mempunyai waktu belajar khusus untuk Bahasa Inggris?
   a. Ya b. Tidak

4. Apakah menurut anda menguasai Bahasa Inggris itu penting?
   a. Ya, karena __________________________________________________________
      __________________________________________________________
   b. Tidak, karena ______________________________________________________
      __________________________________________________________

5. Apakah anda tertarik untuk dapat lebih menguasai Bahasa Inggris?
   a. Ya b. Tidak

6. Apakah anda mengalami kesulitan dalam mempelajari Bahasa Inggris?
   a. Ya b. Tidak

7. Dalam Bahasa Inggris, apakah anda menyukai pelajaran tentang vocabulary?
   a. Ya, karena __________________________________________________________
      __________________________________________________________
   b. Tidak, karena ______________________________________________________
      __________________________________________________________
8. Apakah anda mengalami kesulitan dalam mempelajari *vocabulary*?
   a. Ya               b. Tidak

9. Jika jawaban no. 8 “ya”, kesulitan apa yang anda hadapi dalam mempelajari *vocabulary*? (jawaban boleh lebih dari satu)
   a. Sering dalam mengigat kata-kata Bahasa Inggris
   b. Sering tertukar antara kosakata Bahasa Inggris dan artinya dalam Bahasa Indonesia. (*Misalnya: change=mengubah dan chance=kesempatan* tertukar menjadi *change=kesempatan dan chance=mengubah*)
   c. Kurangnya latihan untuk mempelajari kosakata
   d. Tugas/pelajaran tentang *vocabulary* terlalu sulit untuk dipelajari
   e. Lainnya, ____________________________

10. Apakah anda merasa cukup puas mempelajari *vocabulary* melalui weekly quiz?
   a. Ya, karena ____________________________
   b. Tidak, karena ____________________________

11. Apakah anda mempunyai harapan untuk cara mempelajari *vocabulary* yang baru?
   a. Ya, contohnya: ____________________________
   b. Tidak, karena ____________________________

12. Apakah anda tertarik untuk belajar *vocabulary* dengan jenis tugas yang bervariasi, seperti belajar vocabulary melalui weekly quiz, belajar vocabulary melalui *listening*, belajar vocabulary melalui *speaking*, belajar vocabulary melalui *teks reading*, atau belajar vocabulary melalui *writing*?
   a. Ya, karena ____________________________
   b. Tidak, karena ____________________________
13. Berikut adalah lima macam variasi tugas dalam mempelajari *vocabulary*. Jika no. (1) adalah jenis tugas yang paling anda sukai, dan no. (5) adalah jenis tugas yang paling tidak anda sukai, seperti apakah urutannya? (*Beri nomor 1-5 di dalam kurung yang telah disediakan sesuai dengan pendapat anda*)

(____) Belajar vocabulary melalui *weekly quiz*
(____) Belajar vocabulary melalui *listening*
(____) Belajar vocabulary melalui *speaking*
(____) Belajar vocabulary melalui *teks reading*
(____) Belajar vocabulary melalui *writing*

14. Topik apa yang anda inginkan dalam pelajaran Bahasa Inggris? (*jawaban boleh lebih dari satu*)

a. Cultures  
b. Natural disasters  
c. Music  
d. Movies  
e. Health  
f. Love  
g. Communication  
h. Job and School  
i. Technology  
j. Celebrities  
k. Tourism  
l. Habits  
m. Research  
n. Animals  
o. Personality  
p. Lainnya, ________

*Terima Kasih*
INTERVIEW – Guiding Questions  
(Needs Analysis)

Name: ____________________________

Educational background: [ ] S1  [ ] S2  [ ] S3

Teaching experience: _______ years

1. Apakah guru merasa kesulitan dalam mengajar vocabulary?
2. Jika ya, apa saja kesulitan yang dihadapi guru dalam mengajar vocabulary?
3. Apakah vocabulary menjadi elemen yang diajarkan secara khusus? Atau diajarkan secara bersamaan dengan skill yang lain seperti listening, speaking, reading, dan writing? Mengapa?
4. Kapan waktu yang paling baik/tepat untuk mengajar vocabulary? Apakah saat belajar listening, speaking, reading, writing, atau integrated? Mengapa demikian?
5. Bagaimana cara mengajarkannya?
6. Kesulitan apa saja yang biasa dihadapi murid dalam belajar vocabulary?
7. Cara atau strategi apa saja yang sudah diterapkan guru dalam mengajar vocabulary?
8. Strategi apa saja yang berguna/berfungsi?
9. Strategi apa saja yang tidak berguna/berfungsi?
10. Strategi apa saja yang disukai oleh murid?
11. Strategi apa saja yang tidak disukai oleh murid?
12. Apakah ada jenis tugas yang bervariasi dalam proses belajar-mengajar vocabulary? *Jika iya, apa saja?
13. Menurut guru, apakah para murid memerlukan materi vocabulary tambahan?
14. Topik apa saja yang dianggap perlu bagi para murid untuk belajar vocabulary?
   a. Cultures  i. Technology
   b. Natural disasters  j. Celebrities
   c. Music  k. Tourism
   d. Movies  l. Habits
   e. Health  m. Research
   f. Love  n. Animals
   g. Communication  o. Personality
   h. Job and School  p. Lainnya, ________
APPENDIX C

(Results of Questionnaire and Interview of Needs Analysis)
The Results of Questionnaire Sheet (Needs Analysis)

**Section 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Responses</th>
<th>Reasons</th>
<th>ΣN</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students like English lesson</td>
<td>a. Yes</td>
<td>-</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td></td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>Students join an English course out of school</td>
<td>a. Yes</td>
<td>-</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>hour</td>
<td>b. No</td>
<td></td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>Students have extra time to learn English at</td>
<td>a. Yes</td>
<td>-</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>home</td>
<td>b. No</td>
<td></td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>Students think that mastering English is</td>
<td>a. Yes</td>
<td>√</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td>b. No</td>
<td>(elaborated in Section 2)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Students are interested in mastering English</td>
<td>a. Yes</td>
<td>-</td>
<td>49</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>more</td>
<td>b. No</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Students find it difficult to learn English</td>
<td>a. Yes</td>
<td>√</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>(elaborated in Section 2)</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>In learning English, students like the</td>
<td>a. Yes</td>
<td>-</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>vocabulary lesson</td>
<td>b. No</td>
<td></td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>Students find it difficult to learn vocabulary</td>
<td>a. Yes</td>
<td>-</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td></td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Responses</td>
<td>Reasons</td>
<td>ΣN</td>
<td>%</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>9</td>
<td>If the answer of no. 8 is “yes”, what are the difficulties? <em>(the students may choose more than one answer)</em></td>
<td>f. It is difficult to memorize English words</td>
<td>-</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Confused with English words and the meaning in Indonesian <em>(e.g. change=mengubah, chance=kesempatan becomes change=kesempatan, chance=mengubah)</em></td>
<td></td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Lack of exercise to learn vocabulary</td>
<td></td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Task/lesson of vocabulary is too difficult</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Others, (complicated and lack of exercise at home)</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students are satisfied with the learning vocabulary through weekly quiz</td>
<td>a. Yes</td>
<td>√ (elaborated in Section 2)</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td></td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>Students hope for a new strategy to learn vocabulary</td>
<td>a. Yes</td>
<td>√ (elaborated in Section 2)</td>
<td>49</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Students are interested to learn vocabulary through various tasks; like learning vocabulary through weekly quiz, listening, speaking, reading text, or writing</td>
<td>a. Yes</td>
<td>√ (elaborated in Section 2)</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Responses</td>
<td>Reasons</td>
<td>ΣN</td>
<td>%</td>
</tr>
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<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
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<td>----</td>
</tr>
<tr>
<td>13</td>
<td>From the five ways to learn vocabulary (learning vocabulary through weekly quiz, learning vocabulary listening, learning vocabulary speaking, learning vocabulary reading text, and learning vocabulary writing), which one is the most wanted way and which one is the most unwanted way.</td>
<td>a. The most wanted: learning vocabulary through READING</td>
<td>-</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The most unwanted: learning vocabulary through LISTENING</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>q. Cultures</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>r. Natural disasters</td>
<td></td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s. Music</td>
<td></td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>t. Movies</td>
<td></td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>u. Health</td>
<td></td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>v. Love</td>
<td></td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>w. Communication</td>
<td></td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>x. Job and School</td>
<td></td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>y. Technology</td>
<td></td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>z. Celebrities</td>
<td></td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>aa. Tourism</td>
<td></td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bb. Habits</td>
<td></td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ce. Research</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dd. Animals</td>
<td></td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ee. Personality</td>
<td></td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ff. Miscellaneous, (adventure)</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Section 2: [The Reasons]

4. a. Students think that mastering English is important because:
   ✓ English is an International Language used by many people in many countries
   ✓ In this globalization era, there are many goods which the directions are using English. If we do not know English, we cannot use those goods.
   ✓ English is important to look for a job
   ✓ English is useful for being socialized with anybody
   ✓ English is useful to communicate with foreigners
   ✓ Many lesson books are using English
   ✓ English is worldwide used
   ✓ English is useful for the now and the future
   ✓ English is to add knowledge
   ✓ English lesson is school’s formality
   ✓ English is one of the requirements to graduate from Senior High School (National Final Exam)
   ✓ English is for prestige.

7. a. In learning English, students like the vocabulary lesson because:
   ✓ It supports students’ English mastery
   ✓ It adds knowledge about English
   ✓ It is to add and know unknown English words
   ✓ It eases to learn English
   ✓ It is the basis to learn English
   ✓ It is simply memorizeing words
   ✓ It is more important than grammar
   ✓ It is easier than grammar
   ✓ There are many unique words in English
   ✓ It is interesting and fun to learn and memorize English words
   ✓ It is essentially needed to make and arrange sentences.

b. In learning English, students do not like the vocabulary lesson because:
It is difficult to memorize the words
There are many words that are difficult to spell and say
There are many words which have the same meaning
The vocabulary mastery of the certain students are not good enough.

10. a. Students are satisfied with the learning vocabulary through weekly quiz because:
   - It is to know and add new words
   - It is to help memorize words
   - It is fun and interesting
   - It eases in learning vocabulary.
   a. Students are not satisfied with the learning vocabulary through weekly quiz because:
   - It is not enough to master English
   - It is too short
   - The words are easy to forget because it is weekly
   - It is better to learn language through a dictionary and try to be accustomed to learning vocabulary individually and independently
   - It makes students sleepy
   - It is boring
   - Certain students do not know English words well
   - It is better to learn it daily, not weekly.

11. a. Students hope a new strategy to learn vocabulary like:
   - Games dealing with vocabulary
   - Watching movies
   - Translating stories
   - Listening and discussing songs’ lyrics
   - Using dictionary
   - Having native speakers at school
   - Reading English text
   - Crosswords
✓ Having vocabulary lists on the walls, like at home, dormitory, or school
✓ Using pictures

b. Students do not hope a new strategy to learn vocabulary because:
✓ Using the previous strategy is already good

12. a. Students are interested to learn vocabulary through variegated tasks; like learning vocabulary through *weekly quiz, listening, speaking, reading text, or writing* because:
✓ To motivate
✓ To be more variegated
✓ It is fun and interesting
✓ It can help to memorize words and understand more
✓ To make it not boring or monotonous
✓ It is more challenging.
Results of the Interview (Needs Analysis)

1) Do you (teachers) find it difficult to teach vocabulary?
Yes, they do.

2) If yes. What are the difficulties that the teachers usually find in teaching vocabulary?
Both: Students are sometimes reluctant to memorize the words. They often memorize words because they are told so. It means that they will memorize words if there is a motivation from the outside. The words that students have to memorize in a certain task are easily forgotten. Besides, students’ mastery of vocabulary on the basic or daily words is still low so that it is still hard for them even to make a sentence dealing with their daily activities. Generally, students; mastery of vocabulary is minim.

3) Is vocabulary taught as a special lesson or taught through the other skills like listening, speaking, reading, and writing? Why?
Both: The teachers have ever taught vocabulary as a special lesson. It is because they think that students need improvement in their mastery of vocabulary. Nevertheless, because there is no sufficient time, the teachers choose to teach the other lesson like grammar and other skills especially reading because those two are considered as more demanded parts in learning English and to prepare students face the exam, especially National Final Exam later.

4) When is the best time to teach vocabulary? Is it while teaching listening, speaking, reading, or writing? Why?
Both: It is the best when teaching vocabulary through reading because, besides to drill students with reading passage (in preparing for National Final Exam), to help students learn individually or in a group. Students can learn vocabulary individually using dictionary or learn it in a group by asking new/unknown words to the teacher or their friends.
5) **How to teach it?**

From the reading passage provided, the students are asked to list the new/unknown words. Because the new/unknown words for a student differ from another student, they are told to find the meaning of the words in dictionary. The students may bring their own dictionaries or borrow it in the library.

6) **What are the difficulties that students usually find in learning vocabulary?**

Mr. Arko: Students’ ability of predicting is still low or not good enough. Therefore, they find it difficult to understand a certain contextual reading passage. It is also because their mastery of vocabulary is not really good enough. If students’ mastery of vocabulary is good, even though they do not know the meaning of the whole words from a sentence, they can at least predict the meaning of the sentence.

Mr. Otniel: There is such a reluctance to memorize the words in students’ selves. They may try to find new/unknown words in dictionary, but that’s it and it stops there. After that, duty is done. They do not try to retain those words. They often forget the just-learned words immediately.

7) **What are the strategies the teachers have employed to help students learn vocabulary?**

Both: The teachers use games, reading passage, and translating from Indonesian into English.

8) **What strategy(es) is(are) working?**

Both: All approaches can work actually. However teachers should know when the best time to teach it is. It means that when the students look tired and bored, game may be the best way to teach vocabulary. Contrarily, if students mind are still fresh like in the morning (the beginning or early time of the whole class in a day), teaching vocabulary through reading or writing (translating) can be the best choice.

9) **What strategy(es) is(are) not working?**

Both: The teachers think that there is not approach that is not working.
10) What is(are) the strategy(es) that students are interested in?
Both: Games.

11) What is(are) the strategy(es) that students are not really interested in?
Compared to games, students are not really interested in reading and writing. Students are not really interested in learning vocabulary through reading or writing because the focus of the lesson is improving students’ ability in reading and writing. The result may be different if the focus is not directly for reading or writing.

12) Is there any various kinds of tasks in teaching-learning vocabulary?
*If yes, what is/are they?
Both: Games, reading, writing (translating), exercising V₁, V₂, and V₃.

13) Do you (teachers) think students need supplementary vocabulary materials?
Yes, they do.

14) According to the teacher, what topics that are considered as needed topics for the students?
Both: The teachers think that all the topics provided are needed to give students various kinds of materials. It is because they cannot predict what kind of topics that National Final Exam may have.
APPENDIX D

(Samples of Questionnaire Sheets of Needs Analysis)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

KUESIONER
(Needs Survey)

Nama :
Kelas : XI IPA / XI IPS 2 / XI IPS 3 / XI Bhs
Umur : 16 tahun

Petunjuk Pengisian:
Lingkarlah jawaban yang sesuai dengan pendapat anda.

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

2. Apakah anda mengikuti les Bahasa Inggris di luar jam sekolah?
   a. Ya  b. Tidak

3. Apakah di rumah, anda mempunyai waktu belajar khusus untuk Bahasa Inggris?
   a. Ya  b. Tidak

4. Apakah menurut anda menguasai Bahasa Inggris itu penting?
   a. Ya, karena bahasa Inggris adalah bahasa yang cukup penting utk masa depan. Apalagi dalam dunia kerja.
   b. Tidak, karena

5. Apakah anda tertarik untuk dapat lebih menguasai Bahasa Inggris?
   a. Ya  b. Tidak

6. Apakah anda mengalami kesulitan dalam mempelajari Bahasa Inggris?
   a. Ya  b. Tidak

7. Dalam Bahasa Inggris, apakah anda menyukai pelajaran tentang vocabulary?
   a. Ya, karena bisa menambah kosakata dalam belajar bahasa Inggris
b. Tidak, karena

8. Apakah anda mengalami kesulitan dalam mempelajari vocabulary?
   a. Ya
   b. Tidak

9. Jika jawaban no. 8 "ya", kesulitan apa yang anda hadapi dalam mempelajari vocabulary? (jawaban boleh lebih dari satu)
   a. Susah dalam mengingat kata-kata Bahasa Inggris
   b. Sering tertukar antara kosakata Bahasa Inggris dan artinya dalam Bahasa Indonesia. (Misalnya: change=mengubah dan chance=kesempatan tertukar menjadi change=kesempatan dan chance=mengubah)
   c. Kurangnya latihan untuk mempelajari kosakata
   d. Tugas/pelajaran tentang vocabulary terlalu sulit untuk dipelajari
   e. Lainnya,

10. Apakah anda merasa cukup puas mempelajari vocabulary melalui weekly quiz?
    a. Ya, karena dapat menambah ilmu serta kosakata baru
    b. Tidak, karena

11. Apakah anda mempunyai harapan untuk cara mempelajari vocabulary yang baru?
    b. Tidak, karena
12. Apakah anda tertarik untuk belajar **vocabulary** dengan jenis tugas yang bervariasi, seperti belajar vocabulary melalui weekly quiz, belajar vocabulary melalui **listening**, belajar vocabulary melalui speaking, belajar vocabulary melalui teks reading, atau belajar vocabulary melalui writing?

a. Ya, karena **AQIK**

b. Tidak, karena

13. Berikut adalah lima macam variasi tugas dalam mempelajari vocabulary. Jika no. (1) adalah jenis tugas yang paling anda sukai, dan no. (5) adalah jenis tugas yang paling tidak anda sukai, seperti apakah urutannya? (Beri nomor 1-5 di dalam kurung yang telah disediakan sesuai dengan pendapat anda):

(5) Belajar vocabulary melalui weekly quiz
(4) Belajar vocabulary melalui listening
(3) Belajar vocabulary melalui speaking
(2) Belajar vocabulary melalui teks reading
(1) Belajar vocabulary melalui writing

14. Topik apa yang anda inginkan dalam pelajaran Bahasa Inggris? (jawaban boleh lebih dari satu)

- a. **Cultures**
- b. Natural disasters
- c. **Music**
- d. Movies
- e. Health
- f. Love
- g. Communication
- h. Job and School
- i. **Technology**
- j. Celebrities
- k. Tourism
- l. Habits
- m. Research
- n. Animals
- o. Personality
- p. Lainnya, ____________

*Terimakasih*
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

KUESIONER
(Needs Survey)

Nama: [Redacted]
Kelas: XI IPA, XI IPS 1, XI IPS 2, XI IPS 3, XI Bhs
Umur: 16 tahun

Petunjuk Pengisian:
Lingkarkan jawaban yang sesuai dengan pendapat anda.

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

2. Apakah anda mengikuti les Bahasa Inggris di luar jam sekolah?
   a. Ya      b. Tidak

3. Apakah di rumah, anda mempunyai waktu belajar khusus untuk Bahasa Inggris?
   a. Ya      b. Tidak

4. Apakah menurut anda menguasai Bahasa Inggris itu penting?
   a. Ya, karena Bahasa Inggris merupakan bahasa Internasional
   b. Tidak, karena ____________________________

5. Apakah anda tertarik untuk dapat lebih menguasai Bahasa Inggris?
   a. Ya      b. Tidak

6. Apakah anda mengalami kesulitan dalam mempelajari Bahasa Inggris?
   a. Ya      b. Tidak

7. Dalam Bahasa Inggris, apakah anda menyukai pelajaran tentang vocabulary?
   a. Ya, karena ________________________________

__________________________________________

April 8th, 2011
b. Tidak, karena ____________________________

8. Apakah anda mengalami kesulitan dalam mempelajari *vocabulary*?
   a. Ya
   b. Tidak
9. Jika jawaban no. 8 "ya", kesulitan apa yang anda hadapi dalam mempelajari *vocabulary*? (jawaban boleh lebih dari satu)
   a. Susah dalam mengingat kata-kata Bahasa Inggris
   b. Sering tertukar antara kosakata Bahasa Inggris dan artinya dalam Bahasa Indonesia. (Misalnya: change=mengubah dan change=kesempatan tertukar menjadi change=kesempatan dan change=mengubah)
   c. Kurangnya latihan untuk mempelajari kosakata
   d. Tugas/pelajaran tentang *vocabulary* terlalu sulit untuk dipelajari
   e. Lainnya, ____________________________
10. Apakah anda merasa cukup puas mempelajari *vocabulary* melalui weekly quiz?
    a. Ya, karena ____________________________
    b. Tidak, karena terlalu singkat & tidak terlalu banyak
11. Apakah anda mempunyai harapan untuk cara mempelajari *vocabulary* yang baru?
    a. Ya, contohnya: *Ngomong sama orang bule langsung*
    b. Tidak, karena ____________________________
12. Apakah anda tertarik untuk belajar vocabulary dengan jenis tugas yang bervariasi, seperti belajar vocabulary melalui weekly quiz, belajar vocabulary melalui listening, belajar vocabulary melalui speaking, belajar vocabulary melalui teks reading, atau belajar vocabulary melalui writing?
   (a) Ya, karena [mengisi alasan]
   (b) Tidak, karena [mengisi alasan]

13. Berikut adalah lima macam variasi tugas dalam mempelajari vocabulary. Jika no. (1) adalah jenis tugas yang paling anda sukai, dan no. (5) adalah jenis tugas yang paling tidak anda sukai, seperti apakah urutannya? (Beri nomor 1-5 di dalam kurung yang telah disediakan sesuai dengan pendapat anda)
   (___) Belajar vocabulary melalui weekly quiz
   (___) Belajar vocabulary melalui listening
   (___) Belajar vocabulary melalui speaking
   (___) Belajar vocabulary melalui teks reading
   (___) Belajar vocabulary melalui writing

14. Topik apa yang anda inginkan dalam pelajaran Bahasa Inggris? (Jawaban boleh lebih dari satu)
   (a) Cultures
   (b) Natural disasters
   (c) Music
   (d) Movies
   (e) Health
   (f) Love
   (g) Communication
   (h) Job and School
   (i) Technology
   (j) Celebrities
   (k) Tourism
   (l) Habits
   (m) Research
   (n) Animals
   (o) Personality
   (p) Lainnya, [mengisi]

*Terimakasih*
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

KUESIONER
(Needs Survey)

Nama : 
Kelas : XI IPA / XI IPS 1 / XI IPS 2 / XI IPS 3 / XI Bhs
Umur : 

Petunjuk Pengisian:
Lingkarkan jawaban yang sesuai dengan pendapat anda.

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

2. Apakah anda mengikuti les Bahasa Inggris di luar jam sekolah?
   a. Ya
   b. Tidak

3. Apakah di rumah, anda mempunyai waktu belajar khusus untuk Bahasa Inggris?
   a. Ya
   b. Tidak

4. Apakah menurut anda menguasai Bahasa Inggris itu penting?
   a. Ya, karena bhs internasional
   b. Tidak, karena ____________________________

5. Apakah anda tertarik untuk dapat lebih menguasai Bahasa Inggris?
   a. Ya
   b. Tidak

6. Apakah anda mengalami kesulitan dalam mempelajari Bahasa Inggris?
   a. Ya
   b. Tidak

7. Dalam Bahasa Inggris, apakah anda menyukai pelajaran tentang vocabulary?
   a. Ya, karena membantu kosakata ja lbh bs berbicara thy tongkat
   b. Tidak
b. Tidak, karena

8. Apakah anda mengalami kesulitan dalam mempelajari vocabulary?
   a. Ya
   b. Tidak

9. Jika jawaban no. 8 "ya", kesulitan apa yang anda hadapi dalam mempelajari vocabulary? (Jawaban boleh lebih dari satu)
   a. Susah dalam mengingat kata-kata Bahasa Inggris
   b. Sering tertukar antara kosakata Bahasa Inggris dan artinya dalam Bahasa Indonesia. (Misalnya: change=mengubah dan chance=kesempatan tertukar menjadi change=kesempatan dan chance=mengubah)
   c. Kurangnya latihan untuk mempelajari kosakata
   d. Tugas/pelajaran tentang vocabulary terlalu sulit untuk dipelajari
   e. Lainnya, __________________________

10. Apakah anda merasa cukup puas mempelajari vocabulary melalui weekly quiz?
    a. Ya, karena bisalah bisa menguasai vocab
    b. Tidak, karena

11. Apakah anda mempunyai harapan untuk cara mempelajari vocabulary yang baru?
    a. Ya, contohnya: main game, pake link legs, translate etc.
    b. Tidak, karena
12. Apakah anda tertarik untuk belajar vocabulary dengan jenis tugas yang bervariasi, seperti belajar vocabulary melalui weekly quiz, belajar vocabulary melalui listening, belajar vocabulary melalui speaking, belajar vocabulary melalui teks reading, atau belajar vocabulary melalui writing?
   a. Ya, karena ______

   b. Tidak, karena ______

13. Berikut adalah lima macam variasi tugas dalam mempelajari vocabulary. Jika no. (1) adalah jenis tugas yang paling anda sukai, dan no. (5) adalah jenis tugas yang paling tidak anda sukai, seperti apakah urutannya? (Beri nomor 1-5 di dalam kurung yang telah disediakan sesuai dengan pendapat anda)
   (___) Belajar vocabulary melalui weekly quiz
   (___) Belajar vocabulary melalui listening
   (___) Belajar vocabulary melalui speaking
   (___) Belajar vocabulary melalui teks reading
   (___) Belajar vocabulary melalui writing

14. Topik apa yang anda inginkan dalam pelajaran Bahasa Inggris? (Jawaban boleh lebih dari satu)
   a. Cultures
   b. Natural disasters
   c. Music
   d. Movies
   e. Health
   f. Love
   g. Communication
   h. Job and School
   i. Technology
   j. Celebrities
   k. Tourism
   l. Habits
   m. Research
   n. Animals
   o. Personality
   p. Lainnya, ___

*Terimakasih*
APPENDIX E

(Blueprint of Questionnaire Sheets of Evaluation)
QUESTIONNAIRE SHEETS
(Evaluation)

Name: ________________________________

Occupation: [ ] Teacher [ ] Lecturer

Educational background: [ ] S1 [ ] S2 [ ] S3

Teaching experience: ________ years

1. Put a cross (X) in one of the five Degrees of Agreement column for each statement according to the degrees of agreement which are categorized as follows.

   1 = strongly disagree  4 = agree
   2 = disagree          5 = strongly agree
   3 = doubt

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant’s Opinion on</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The goals and general purposes are well formulated.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>The learning objectives are well formulated.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>The subject contents are suitable for the second grade students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4.</td>
<td>The topics are well selected and arranged.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5.</td>
<td>The materials match with the goals and learning objectives.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6.</td>
<td>The pre-task, task cycle, and language focus are well developed.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7.</td>
<td>The teaching-learning activities are well elaborated.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8.</td>
<td>The materials are able to support/improve students’ mastery on vocabulary.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9.</td>
<td>The method of Task-based Learning is well applied on the materials.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
II. Please give comments (opinions or suggestions) on the proposed materials about designing vocabulary materials using Task-based Learning (TBL) for second grade students of Stella Duce 2 Senior High School.

1. What are the strengths and weaknesses of the materials?
   a. The strengths:
      ❖
      ❖
      ❖
      ❖
      ❖
   b. The weaknesses:
      ❖
      ❖
      ❖
      ❖
      ❖

2. What is/are your comment(s) about the overall materials?
   ________________________________________________________________
   ________________________________________________________________
3. What is/are your suggestion(s) on the materials in order to fix and improve the materials?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

*THANK YOU*
APPENDIX F

(Results of Questionnaire of Evaluation)
Results of Questionnaire (Evaluation)

**Section 1**

*Note:
1 = strongly disagree
2 = disagree
3 = doubt
4 = agree
5 = strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ Opinions</th>
<th>Frequency of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ΣN</td>
</tr>
<tr>
<td>1</td>
<td>The goals and general purposes are well formulated.</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>The learning objectives are well formulated.</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>The subject contents are suitable for the second grade students.</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected and arranged.</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>The materials match with the goals and learning objectives.</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>The pre-task, task cycle, and language focus are well developed.</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>Participants’ Opinions</td>
<td>Frequency of Occurrence</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ΣN</td>
</tr>
<tr>
<td>7</td>
<td>The teaching-learning activities are well elaborated.</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>The materials are able to support/improve students’ mastery on vocabulary.</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>The method of Task-based Learning is well applied on the materials.</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>The various kinds of tasks are able to support the achievement of the goals and learning objectives.</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>The numbers of activities in each unit are sufficient for the time given.</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Generally, the instructional materials are well elaborated.</td>
<td>0</td>
</tr>
</tbody>
</table>
Section 2
1. The strengths of the proposed designed materials are
   - The materials are well designed
   - The students will easily understand the topic
   - The topics are various and useful in their life
   - The materials are readable
   - The instruction are understandable
   - The layout and instruction in every unit is good
   - The instructions are clear
b. The weaknesses of the proposed designed materials are
   - The tasks are monotonous
   - The words are too common
   - There are some misspellings and grammatical mistakes in the design
   - Some of the content are not synchronized

2. Evaluators’ comments about the overall materials
   - The designed materials are good because the students can follow the instructions and do the tasks easily. These are potential support for the students to enrich their vocabulary.
   - In unit 1, there’s a possibility that some students may not know about such culture
   - The overall materials are very good, organized, good at lay out and full of task varieties

3. Evaluators’ suggestions on the proposed designed materials in order to fix and improve the materials are
   - Put some games or other different activities so the students will not be bored
   - Promote the local culture, particularly in unit 1
   - Change some of the materials into more relevant topics
   - Give more cultural and contextual materials
APPENDIX G

(Samples of Questionnaire of Evaluation)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

QUESTIONNAIRE SHEETS
(Evaluative Survey)

Name: ____________________________

Occupation: 
- [ ] Teacher
- [V] Lecturer

Educational background: 
- [ ] S1
- [V] S2
- [ ] S3

Teaching experience: 10 years

1. Put a cross (X) in one of the five Degrees of Agreement column for each statement according to the degrees of agreement which are categorized as follows.

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent's Opinion on</th>
<th>Degrees of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The goals and general purposes are well formulated.</td>
<td>1 2 X 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>The learning objectives are well formulated.</td>
<td>1 2 3 X 5</td>
</tr>
<tr>
<td>3.</td>
<td>The subject contents are suitable for the second grade students.</td>
<td>1 2 X 4 5</td>
</tr>
<tr>
<td>4.</td>
<td>The topics are well selected and arranged.</td>
<td>1 2 3 X 5</td>
</tr>
<tr>
<td>5.</td>
<td>The materials match with the goals and learning objectives.</td>
<td>1 2 3 X 5</td>
</tr>
<tr>
<td>6.</td>
<td>The pre-task, task cycle, and language focus are well developed.</td>
<td>1 2 X 4 5</td>
</tr>
</tbody>
</table>
II. Please give comments (opinions or suggestions) on the proposed materials about designing vocabulary materials using Task-Based Learning (TBL) for second grade students of Stella Duce 2 Senior High School.

1. What are the strengths and weaknesses of the materials?
   a. The strengths:
      ✤ Readable
      ✤ Understandable instructions
      ✤ ________________________________
      ✤ ________________________________
      ✤ ________________________________
   b. The weaknesses:
      ✤ Some misspellings
      ✤ Grammatical mistakes
      ✤ ________________________________________________________________________________
2. What is/are your comment(s) about the overall materials?
   Question: why did you use "Thanksgiving" for culture?
   There’s a possibility that some students may not know about such culture.

3. What is/are your suggestion(s) on the materials in order to fix and improve the materials?
   I would suggest that you promote the local culture, particularly in Unit 1.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

QUESTIONNAIRE SHEETS
(Evaluative Survey)

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation: [ ] Teacher [√] Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational background: [ ] S1 [√] S2 [ ] S3</td>
</tr>
<tr>
<td></td>
<td>Teaching experience: Four years</td>
</tr>
</tbody>
</table>

1. Put a cross (X) in one of the five Degrees of Agreement column for each statement according to the degrees of agreement which are categorized as follows.

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent's Opinion on</th>
<th>Degrees of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tr>
<tr>
<td>2.</td>
<td>The learning objectives are well formulated.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>The subject contents are suitable for the second grade students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4.</td>
<td>The topics are well selected and arranged.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5.</td>
<td>The materials match with the goals and learning objectives.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6.</td>
<td>The pre-task, task cycle, and language focus are well developed.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
II. Please give comments (opinions or suggestions) on the proposed materials about designing vocabulary materials using Task-Based Learning (TBL) for second grade students of Stella Due 2 Senior High School.

1. What are the strengths and weaknesses of the materials?
   a. The strengths:
      1. The layout and the instructions in every unit is good.
      2. The instructions are clear
      3. 
      4. 
      
   b. The weaknesses:
      1. Some of the content are not synchronized
      2. 

2. What is/are your comment(s) about the overall materials?

The overall materials are very good, organized, good at layout and full of task varieties...

3. What is/are your suggestion(s) on the materials in order to fix and improve the materials?

- change some of the materials into more relevant topics.
- Give more cultural and contextual materials.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

QUESTIONNAIRE SHEETS
(Evaluative Survey)

Name
Occupation: Teacher
Educational background: S2
Teaching experience: \( \_ \_ \) years

1. Put a cross (X) in one of the five Degrees of Agreement column for each statement according to the degrees of agreement which are categorized as follows.

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent's Opinion on</th>
<th>Degrees of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The goals and general purposes are well formulated.</td>
<td>1 2 3 4 X</td>
</tr>
<tr>
<td>2</td>
<td>The learning objectives are well formulated.</td>
<td>1 2 3 4 X</td>
</tr>
<tr>
<td>3</td>
<td>The subject contents are suitable for the second grade students.</td>
<td>1 2 3 4 X</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected and arranged.</td>
<td>1 2 3 5 X</td>
</tr>
<tr>
<td>5</td>
<td>The materials match with the goals and learning objectives.</td>
<td>1 2 3 4 X</td>
</tr>
<tr>
<td>6</td>
<td>The pre-task, task cycle, and language focus are well developed.</td>
<td>1 2 3 4 X</td>
</tr>
</tbody>
</table>
II. Please give comments (opinions or suggestions) on the proposed materials about designing vocabulary materials using Task-Based Learning (TBL) for second grade students of Stella Duce 2 Senior High School.

1. What are the strengths and weaknesses of the materials?
   a. The strengths:
      - The materials are well designed
      - The students will easily understand the topic
      - The topics vary and are useful in their life
      - 
      -
   b. The weaknesses:
      - the task is monotonous
      - the words are too common
2. What is/are your comment(s) about the overall materials?

For the overall, the designed materials are good because the students can follow the instructions easily. These are important for potential support for the students to enrich their vocabulary.

3. What is/are your suggestion(s) on the materials in order to fix and improve the materials?

Put some games or other different activities so the students will not be bored.
APPENDIX H

(Syllabus and Lesson Plans)
# SYLLABUS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Materials</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 1    | CULTURES ‘Have You Ever Heard These?’ | To understand the meaning of short functional and simple essay texts in the form of narrative, spoof, and hortatory exposition in daily life context and to access knowledge | Students are able to:  
- Identify the several cultures and celebrations in Indonesia  
- Classify the words based on their class of words  
- Make sentences using the nouns and adjectives from the text  
- Make a poster based on the topic | Students are to:  
- Identify the names of some cultures and celebrations of the pictures  
- Identify the words dealing with some cultures and celebrations  
- Discuss one of the cultures or celebrations  
- Read the text independently  
- Identify the nouns and adjectives from the text  
- Make sentences based on the nouns and adjectives found  
- Make slogans for some posters  
- Make a poster including its slogan based on the topic | Pictures about some celebrations and cultures in Indonesia  
Short text titled “Sekaten Night Fair”  
<table>
<thead>
<tr>
<th>Unit</th>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Materials</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 2    | LOVE ‘Unspoken Love’ | To understand the meaning of short functional and simple essay texts in the form of *narrative*, *spoof*, and *hortatory exposition* in daily life context and to access knowledge. | Students are able to:  
  - Identify the difference between spoken and unspoken love  
  - Identify the simple form (V1), simple past form (V2), and past participle form (V3) of verbs  
  - Classify the words based on the class of words  
  - Make sentences using the words that can belong to a verb or a noun | Students are to:  
  - Discuss differences and similarities between two pictures  
  - Answer the questions about spoken and unspoken love  
  - Read the text independently  
  - Identify the simple past form (V2) from the reading text  
  - Identify the simple form (V1) and past participle form (V3) from the V2 found  
  - Classify the words based on the class of words  
  - Make sentences based on the words provided  
  - Identify the adjectives and verbs derived from nouns | Two pictures of different way in expressing love  
  
<table>
<thead>
<tr>
<th>Unit</th>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Materials</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 3 JOB and SCHOOL ‘Between Right and Responsibility’ | To understand the meaning of short functional and simple essay texts in the form of *narrative, spoof, and hortatory exposition* in daily life context and to access knowledge | Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of *spoof* | Students are able to:  
- Identify right and responsibility as a student  
- Identify the adjectives formed from the verb with ending -ed or -ing  
- Make sentences using the adjectives formed from the verb with ending -ed or -ing  
- Identify the verbs that can be changed into adjectives | Students are to:  
- Discuss about right and responsibility of a student  
- Discuss differences and similarities between a businessman and a school boy  
- Read the text independently  
- Complete the sentences using adjectives formed from the verb (V-ing or V-ed)  
- Make sentences using adjectives formed from verb  
- Identify the verbs that can be changed into adjectives | Pictures of a businessman and a school boy | 2x45’ | [http://bos-sulap.blogspot.com/2010/02/its-time-to-go-to-school-short-example.html](http://bos-sulap.blogspot.com/2010/02/its-time-to-go-to-school-short-example.html) |
## PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>Unit</th>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Materials</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>HEALTH ‘Good Habits Give Great Health’</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of hortatory exposition</td>
<td>Students are able to:</td>
<td>Students are to:</td>
<td>The pictures of a healthy food and an unhealthy food (fast food)</td>
<td>2x45</td>
<td><a href="http://bos-sulap.blogspot.com/2010/02/contoh-example-hortatory-sample-never.html">http://bos-sulap.blogspot.com/2010/02/contoh-example-hortatory-sample-never.html</a></td>
</tr>
</tbody>
</table>
LESSON PLAN

School : SMA Stella Duce 2 Yogyakarta
Lesson : English
Class / Semester : X1 / II
Time Allotted : 90 minutes
Topic : CULTURES ‘Have You Ever Heard These?’

I. Competence Standard
To understand the meaning of short functional and simple essay texts in the form of **narrative**, **spoof**, and **hortatory exposition** in daily life context and to access knowledge.

II. Basic Competence
Students are able to respond to the meaning and short functional text in formal and informal used in written text accurately, fluently, and acceptably in daily life context.

III. Indicators
1. Students are able to identify the several cultures and celebrations in Indonesia
2. Students are able to classify the words based on their class of words
3. Students are able to make sentences using the nouns and adjectives from the text
4. Students are able to make a poster based on the topic

IV. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greetings.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>b. Students are asked to complete exercise A and B in part “Let’s Get Ready”</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>c. Some students are asked to share their answers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d. Students and teacher discuss the answers</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Whilst activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students are asked to discuss one of the topics provided in part “Let’s Get One Step Closer”</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>b. Some students are asked to present their answers in front of the class</td>
<td>3</td>
</tr>
</tbody>
</table>
c. Students and teacher discuss the answers

d. Students are asked to complete exercise A and B in part “Let’s Do It”

e. Some students are asked to write the answers of exercise B on the board

f. Students and teacher discuss the answers

g. Students are asked to complete exercise C in part “Let’s Do It”

h. Some students are asked to report their answers (teacher gives feedback directly)

i. Students are asked to complete exercise D in part “Let’s Do It”

j. Some students are asked to report their answers (teacher gives feedback directly)

3. Post activities

   a. Some students are re-asked about the words dealing with some cultures as in exercise B in part “Let’s Get Ready”

   b. Students are assigned to make a poster in pairs (in part “Let’s Check Your Competence”) as homework

V. Learning Materials

The topic of this unit is ‘culture’ which its subtopic is ‘have you ever heard these?”’. This unit contains four main parts. The first part namely “let’s get ready” is to introduce students with the topic by giving them exercises of some pictures of cultures and celebrations in Indonesia. The second part namely “let’s get one step closer” aims to expand students’ knowledge in some cultures and celebrations. The third part namely “let’s do it” aims to provide students a short text titled “Sekaten Night Fair” and vocabulary exercises dealing with the text. The last part namely “let’s check your competence” aims to practice students in making a poster.

VI. Source and tools


Tools: whiteboard, board markers, handout of units
LESSON PLAN

School : SMA Stella Duce 2 Yogyakarta
Lesson : English
Class / Semester : XI / II
Time Allotted : 90 minutes
Topic : LOVE ‘Unspoken Love’

I. Competence Standard
To understand the meaning of short functional and simple essay texts in the form of narrative, spoof, and hortatory exposition in daily life context and to access knowledge.

II. Basic Competence
Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of narrative.

III. Indicators
1. Students are able to identify the difference between spoken and unspoken love
2. Students are able to identify the simple form (V1), simple past form (V2), and past participle form (V3) of verbs
3. Students are able to classify the words based on the class of words
4. Students are able to make sentences using the words that can belong to a verb or noun

IV. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greetings</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>b. Students are asked to complete the exercise in part “Let’s Get Ready”</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>c. Some students are asked to report their answers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>d. Students are teacher discuss the answers</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst activities</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>a. Students are asked to answer the questions of exercise in part “Let’s get One Step Closer”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Some students are asked to share their answers</td>
<td>4</td>
</tr>
</tbody>
</table>
c. Students are teacher discuss the answers  
d. Students are asked to complete exercise A and  
exercise B in part “Let’s Do it”  
e. Some students are asked to write the answers of  
exercise B on the board  
f. Students and teacher discuss the answers  
g. Students are asked to complete exercise C in part  
“Let’s Do It”  
h. Some students are asked to report their answers  
(teacher gives feedback directly)  
i. Students are asked to complete exercise D in part  
“Let’s Do It”  
j. Some students are asked to write the answers on the  
board  
k. Students and teacher discuss the answers  

3. Post activities  
   a. Students are asked about the class of words of the  
      answers in exercise D in part “Let’s Do It”  
   b. Students are assigned to complete the exercise in  
      part “Let’s Check Your Competence” as homework

V. Learning Materials  
The topic of this unit is ‘love’ which its subtopic is ‘unspoken love’. This unit  
consists of four main parts. The first part namely “let’s get ready” is to  
introduce students about the topic by giving them a task to observe differences  
and similarities between two pictures which both express love. The second  
part namely “let’s get one step closer” aims to practice students to give the  
reasons based on their answers of questions. The third part namely “let’s do it”  
aims to provide students a narrative text titled “silent love” and vocabulary  
exercises dealing with the text. The last part namely “let’s check your  
competence” aims to practice and check students’ competence on the  
derivatives.

VI. Source and Tools  
Tools: whiteboard, board markers, handout of units
LESSON PLAN

School : SMA Stella Duce 2 Yogyakarta
Lesson : English
Class / Semester : XI / II
Time Allotted : 90 minutes
Topic : JOB and SCHOOL ‘Between Right and Responsibility’

I. Competence Standard
To understand the meaning of short functional and simple essay texts in the form of narrative, spoof, and hortatory exposition in daily life context and to access knowledge.

II. Basic Competence
Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of spoof.

III. Indicators
1. Students are able to identify right and responsibility as a student
2. Students are able to identify the adjectives formed from the verb with ending –ed or –ing
3. Students are able to make sentences using the adjectives formed from the verb with ending –ed or -ing
4. Students are able to identify the verbs that can be changed into adjectives

IV. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre activities</strong>&lt;br&gt;a. Greetings&lt;br&gt;b. Students are asked to complete the exercise in part “Let’s Get Ready”&lt;br&gt;c. Some students are asked to report their answers&lt;br&gt;d. Students and teacher discuss the answers</td>
<td>1 8 4 4</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Whilst activities</strong>&lt;br&gt;a. Students are asked to complete the exercise in part “Let’s Get One Step Closer”</td>
<td>10</td>
</tr>
</tbody>
</table>
b. Some students are asked to report their answers 7

c. Students and teacher discuss the answers 5

d. Students are asked to complete exercise A and exercise B in part “Let’s Do It” 10

e. Some students are asked to write the answers of exercise B on the board 5

f. Students and teacher discuss the answers 4

g. Students are asked to complete exercise C in part “Let’s Do It” 10

h. Some students are asked to write their answers on the board 10

i. Students and teacher discuss the answers 5

3. **Post activities**

a. Students are asked about the right and responsibility of a student 6

b. Students are assigned to complete the exercise in part “Let’s Check Your Competence” as homework 1

V. **Learning Materials**

The topic of this unit is ‘job and school’ which its subtopic is ‘between right and responsibility”. This unit consists of four main parts. The first part namely “let’s get ready” is to introduce students the topic by giving an exercise of rights and responsibilities of a students. The second part namely “let’s get one step closer” aims to practice students further about differences and similarities between a business-man and a school-boy. The third part namely “let’s do it” aims to provide students a spoof text titled “it’s time to go to school” and vocabulary exercises dealing with the text. The last part namely “let’s check your competence” aims to check students’ knowledge and comprehension on the verb that can be changed into adjective with ending –ed or –ing.

VI. **Source and Tools**


Tools: whiteboard, board markers, handout of units
LESSON PLAN

School : SMA Stella Duce 2 Yogyakarta
Lesson : English
Class / Semester : XI / II
Time Allotted : 90 minutes
Topic : HEALTH ‘Good Habits Give Great Health’

I. Competence Standard
To understand the meaning of short functional and simple essay texts in the form of narrative, spoof, and hortatory exposition in daily life context and to access knowledge.

II. Basic Competence
Students are able to respond to the meaning and generic structure in an essay used in written text accurately, fluently, and acceptably in the daily life context and to access knowledge in the form of hortatory exposition.

III. Indicators
1. Students are able to identify the difference of healthy and unhealthy food
2. Students are able to identify the words and the meaning based on the text
3. Students are able to identify the antonyms of the words
4. Students are able to make sentences using the antonyms of the words

IV. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotted</th>
</tr>
</thead>
</table>
| 1.  | *Pre activities*  
   a. Greetings  
   b. Students are asked to complete the exercise in part “Let’s Get Ready”  
   c. Some students are asked to write the answers on the board  
   d. Students and teacher discuss the answers | 1  
   7  
   3  
   3 |
| 2.  | *Whilst activities*  
   a. Students are asked to complete the exercise in part “Let’s Get One Step Closer”  
   b. Some students are asked to report their answers  
   c. Students and teacher discuss the answers  
   d. Students are asked to complete exercise A and | 10  
   4  
   3  
   10 |
V. Learning Materials
The topic of this unit is ‘health’ which its subtopic is ‘good habits give great health”. This unit consists of four main parts. The first part namely “let’s get ready” is to introduce students the topic by giving a vocabulary exercise. The exercise is discussing the substances of the pictures of healthy and unhealthy menu. The second part namely “let’s get one step closer” aims to practice students to give the reason(s) based on the answer of question. The third part namely “let’s do it” aims to provide students a hortatory exposition text titled “never try smoking” and vocabulary exercises dealing with the text. The last part namely “let’s check your competence” aims to practice and check students’ competence on the antonyms of adjectives using prefixes of un-, in-, im-, ir-, and il-.

VI. Source and Tools
Tools: whiteboard, board markers, handout of units
APPENDIX I

(General Description of the Designed Materials)
GENERAL DESCRIPTION OF THE DESIGNED MATERIALS

The title of this study is **Designing a Set of Supplementary Materials Using Task-based Learning in Improving Vocabulary for Second Grade Students of Stella Duce 2 Senior High School.** In this general description, there are three parts that will be described namely background, content, and purpose.

A. **Background**

This set of proposed designed materials is a set of supplementary vocabulary materials designed for second grade students of Stella Duce 2 Senior High School. The second grade students of Stella Duce 2 Senior High School are between 16 and 18 years old. At that age, they are categorized as adult learners. Therefore, this study employed the theory of task-based learning approach in designing the materials. This approach was considered be able to help the students improve their vocabulary since the idea of this approach is to provide students with a better opportunity to practice their vocabulary using various kinds of tasks. The writer design the materials of vocabulary because based on the observation that the writer has conducted while doing *Program Pengalaman Lapangan (PPL)* in Stella Duce 2, the writer found that second grade students of Stella Duce 2 needed to improve their vocabulary. Moreover, based on the needs analysis from the interview with two English teachers of Stella Duce 2 and questionnaire distributed to 50 second grade students, the writer found that the students were categorized as beginners in learning vocabulary. Moreover, both the students and the teachers agreed that students needed to improve their vocabulary.
B. Content

This set of proposed designed materials contains four parts. They are the designed materials itself, the answer key, the syllabus, and the lesson plans. The designed materials itself are divided into four units with different topics and subtopics. The topic and subtopic of each unit is elaborated as follows.

Unit 1: CULTURES “Have You Ever Heard These?”

Unit 2: LOVE “Unspoken Love”

Unit 3: JOB AND SCHOOL “Between Right and Responsibility”

Unit 4: HEALTH “Good Habits Give Great Health”

Each unit contains four parts which aim to apply the task-based learning approach. They are Let’s Get Ready, Let’s Get One Step Closer, Let’s Do It and Let’s Check Your Competence. The detailed description about each part is elaborated as follows.

1. Let’s Get Ready

The tasks designed in this part aim to introduce students to the topic. This part is designed to apply the first component of Task-based Learning approach which is known as pre-task. The tasks designed also aim to give the students opportunity to work with their friends, in a group or pair. It is hoped that the students will be aware of the topic that is going to be discussed. Moreover, it is also hoped that the tasks in this part will encourage the students to use and practice their vocabulary mastery.

2. Let’s Get One Step Closer

In this second part, the tasks are designed as the application of second component of Task-based Learning framework which is known as task cycle. In
this part, the writer provides the tasks that can give students opportunity to report or present the result of the tasks to their friends.

3. Let’s Do It

This third part was designed in order to apply the third component of Task-based Learning framework which is known as language focus. As in language focus in Task-based Learning, this part provides students with various kinds of tasks that can help them analyze some specific features of the text and practice to learn new words, phrases and patterns occurring in the text. Therefore, the reading text is provided in this part.

4. Let’s Check Your Competence

The last part named “Let’s Check Your Competence” is designed to provide students with further exercises that is not directly dealt within the text but still have an accordance with the topic. It is designed to provide the students more opportunity to practice and improve their vocabulary. This part can be homework for the students in order to encourage them to read and learn the materials again.

C. Purpose

The purpose of the designed materials is to help the second grade students of Stella Duce 2 Senior High School Yogyakarta to practice and improve their vocabulary. It is expected that the various kinds of tasks and exercises provided on the designed materials can give the students better opportunity to acquire English language.
APPENDIX J

(Presentation of the Designed Materials)
SUPPLEMENTARY MATERIALS OF VOCABULARY
FOR THE SECOND GRADE STUDENTS
OF STELLA DUCE 2 SENIOR HIGH SCHOOL
YOGYAKARTA

Designed by Anna Maria Nugraheni
TABLE OF CONTENTS

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Unit 2: Love “Unspoken Love” ................................................................................ 7
Unit 3: Job and School “Between Right and Responsibility” ................................. 14
Unit 4: Health “Good Habits Give Great Health” .................................................. 19

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UNIT 1: CULTURES
Have You Ever Heard These?

Let’s Get Ready!

A. Look at the pictures below and decide what celebration each picture is!

| a. New Year | b. Grebeg Ceremony | c. Eid Mubarak Day |

1. [Image of Christmas tree]
2. [Image of traditional Indonesian cake]
3. [Image of firework display]
4. [Image of traditional Indonesian cake]
5. [Image of traditional Indonesian cake]
6. [Image of firework display]
B. In a group of 3 or 4, find five words/phrases related to each picture in A.

1. New year: _____________________________________________________________
   _____________________________________________________________
2. Grebeg Ceremony: ______________________________________________________
   _____________________________________________________________
3. Eid Mubarak day: _______________________________________________________
   _____________________________________________________________
4. Christmas day: _________________________________________________________
   _____________________________________________________________
5. Jamasan Tradition: _______________________________________________________
   _____________________________________________________________
6. Valentine’s day: _________________________________________________________
   _____________________________________________________________
Let's Get One Step Closer!

Work in pairs and choose to discuss one of the topics below. Then, present your answers in front of the class!

Topic 1: New Year
1. How do you celebrate a New Year?
2. What is the meaning of a New Year for you?

Topic 2: Valentine’s Day
1. Do you know the history of a Valentine’s Day?
2. Explain what you know about it briefly!

Topic 3: Grebeg
1. Do you know Grebeg Maulud, Grebeg Syawal, and Grebeg Besar?
2. What do you know about them?

Topic 4: Sekaten
1. Have you ever been in Sekatenan party?
2. What do you know about it?

Topic 5: Jamasan
1. Do you know the tradition of Jamasan?
2. Explain what you know about it briefly!

Let’s Do It!

A. Read the text about “Sekaten Night Fair” below!

*Sekaten Night Fair*

*Sekaten* is a series of cultural events held yearly by the provincial government of Yogyakarta in celebration of Prophet Muhammad’s birthday. Prophet Muhammad was born on 5th *Rabi al-Awwal* (Hijri calendar) or 5th *Maulud* (Javanese calendar). The events of *sekaten* consist of sacred rituals and attractive festivities.
The etymology of the word *sekaten* varies in at least two different versions. One version states that *sekaten* is originated from the word *syahadat* by *aini*, referring to the two sentences of confirmation of Muslim confession of faith. Another version states that *sekaten* derived from *sukat*, the name of the royal instruments usually played in the birthday celebration of Prophet Muhammad. Another opinion states that it is formed of two words *suka* (fun) and *ati* (feeling) as people celebrate the Prophet’s birth in grateful and merry feelings.

*Sekaten* Night Fair is held for the entire month. Indeed, these days, people know *sekaten* more for the bazaar and amusements rather than the core events which are the rituals performed in the Grand Mosque of Kauman. The fair itself is held in the North Square of the Royal Palace.

The feast starts out a month before the Prophet’s date of birth and ends the day before the *Grebeg Maulud*, which is the main closing event of *sekaten*. The events are open for public. Government officials, common people, and tourists will crowd the venue everyday during the month. After hundreds of years, *sekaten* remains one of the most waited events by the people of Yogyakarta and beyond.


B. **From the text “Sekaten Night Fair”, find 10 Nouns and 10 Adjectives!**

1. The nouns (kt. benda):

2. The adjectives (kt. sifat):

---

A Set of Vocabulary Supplementary Materials for second grade students of SMA Stella Duce 2
C. Make your own sentence using the nouns and adjectives you have found from B (5 sentences of the nouns and 5 sentences of the adjectives)!

1. Valentine's Day is an annual **celebration (noun)** held on February 14.

2. ______________________________________________________

3. ______________________________________________________

4. ______________________________________________________

5. ______________________________________________________

6. ______________________________________________________

7. ______________________________________________________

8. ______________________________________________________

9. ______________________________________________________

10. ______________________________________________________

11. ______________________________________________________
Let’s Check Your Competence!

A. Look at the posters below. Then, make your own slogan for these posters!

B. Work in pairs and make a poster and the slogan in it! You may choose one of the topics below or choose your own topic.

*If you choose your own topic, make sure that the topic you choose is still related to the culture or celebrations in Indonesia*

1. Places to celebrate New Year (hotels, resorts, etc.)
2. Stores to buy stuff for Christmas Day
3. Restaurants with delicious opor ayam.
UNIT 2: LOVE
Unspoken Love

Let's Get Ready!

Look at the pictures below! Then, discuss with your friends in a group of 3 or 4, what the differences and similarities between Picture A and Picture B!

![Picture A]

![Picture B]

Let's Get One Step Closer!

Work in pairs. Ask these questions to your friends in turn. Then, report your answers to your friends!

1. Imagine if you can have your prince-charming. Which one will be your choice, the romantic one who always says “I Love You” and gives you flowers or the cool one who never says “I Love You” neither gives you flowers but always gives you affection?

2. Why do you choose one?
A. Read the following text about “Silent Love”!

**Silent Love**

Once upon a time, there was a couple who loved each other very much. Unfortunately, the girl's family objected to their relationship. The girl’s parents said that it was about family background. They said that she would suffer for the rest of her life if she were to be with the guy.

Because of family's pressure, the couple quarreled very often. Though the girl loved the guy deeply, but she always asked him: "How deep is your love for me?" As the guy was not good with his words, this often made the girl misunderstood and very upset. Therefore, the girl was often angry with him. As for him, he only endured it in silence and tried to be patient.

After a couple of years, the guy finally graduated and decided to study abroad. Before leaving, he proposed to the girl: "I'm not very good with words. But all I know is that I love you. If you allow me, I promise to take care of you for the rest of my life. As for your family, I'll try my best to talk to them. Will you marry me?" The girl was so excited. She agreed and let her boyfriend ask her parents. The family finally gave in and agreed to let them get married. Then, before the guy left, they got engaged.

After the guy’s leaving, the girl worked as a music teacher, whereas the guy was overseas, continuing his study. They were very busy with their own activities. Nevertheless, they still kept contact by emails and phone calls. Though it was hard, both of them never thought of giving up and promised to be faithful.
One day, while the girl was on her way to work, she had an accident. She was badly injured and she also lost her voice. The doctor said that the effect on her brain had caused her to lose her voice.

During her stay in the hospital, she always cried in silence. Even after she went home, she could not pick up the phone from her fiancé. She did not want him to know and feel burdened. Then, she wrote a letter to him saying that she did not wish to wait any longer and asked him to find somebody else because he deserved a better woman than her.

Since that day, the guy did not contact her. He never sent her an email or gave a call. After that, the parents decided to move away, hoping that she could eventually forget everything and be happy. In a new environment, the girl learned sign language and started a new life. Her wish was only one. She wanted to forget the guy.

A year had passed after she had the accident. One day in the morning, her friend came with an envelope, containing an invitation card for the guy’s wedding. The girl was surprised and shattered. She cried and felt so down knowing the guy would get married. Then, she opened the letter carefully. She was so surprised for the second time reading her name in that invitation instead.

When she was about to ask her friend where she got that invitation, she saw the guy standing in the front yard of her house. He used sign language telling her "I've spent a year learning sign language. Just to let you know that I didn’t forget my promise, our promise. Let me have the chance to be your voice. I Love You.”

B. From the text “Silent Love”, find the 15 verbs that indicate the *simple past form* (V2)! Then, identify the simple form (V1) and the past participle form (V3) from the verbs you find!

<table>
<thead>
<tr>
<th>Simple Form (V1)</th>
<th>Simple Past Form (V2)</th>
<th>Past Participle Form (V3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Object</em></td>
<td><em>Objected</em></td>
<td><em>Objected</em></td>
</tr>
<tr>
<td></td>
<td><em>Said</em></td>
<td></td>
</tr>
</tbody>
</table>
C. Put a tick (✓) on the box based on the class of words (Adj=Adjective, V=Verb, N=Noun) from the words found on the text of “Silent Love”!

<table>
<thead>
<tr>
<th>No.</th>
<th>The words</th>
<th>Class of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relationship (Paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Suffer (Paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pressure (Paragraph 2)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Love* (Paragraph 2)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Patient (Paragraph 2)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Study* (Paragraph 3)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Love* (Paragraph 3)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Promise* (Paragraph 3)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Study* (Paragraph 4)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Busy (Paragraph 4)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Contact* (Paragraph 4)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Effect (Paragraph 5)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Lose (Paragraph 5)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Phone (Paragraph 6)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Wish* (Paragraph 6)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Contact* (Paragraph 7)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Wish* (Paragraph 7)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Envelope (Paragraph 8)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Surprised (Paragraph 8)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Ask (Paragraph 9)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Promise* (Paragraph 9)</td>
<td></td>
</tr>
</tbody>
</table>

*one word can belong to more than one class of words. For example the word “hope” can belong to:
- A verb as in the sentence “I hope you will be well” and
- A noun as in the sentence “this is my hope”.

It is categorized as a verb if it is preceded by a subject (he, she, it, they, we, I, you). Nevertheless, it is categorized as a noun if it is preceded by an article (a, an, the) or possessive pronoun (his, her, its, their, our, my, your).
D. Make your own sentence using the words found in the text of "Silent Love" based on the class of words (Verb or Noun)!

1. **Love**
   - Verb: I love everything about him.
   - Noun: The mother’s love for her child will never end.

2. **Study**
   - Verb: __________________________
   - Noun: __________________________

3. **Contact**
   - Verb: __________________________
   - Noun: __________________________

4. **Wish**
   - Verb: __________________________
   - Noun: __________________________

5. **Promise**
   - Verb: __________________________
   - Noun: __________________________

6. **Help**
   - Verb: __________________________
   - Noun: __________________________

7. **Hope**
   - Verb: __________________________
   - Noun: __________________________

8. **Cause**
   - Verb: __________________________
   - Noun: __________________________
Let's Check Your Competence!

Find the derivatives (kata jadian/turunan) from the words in the text “Silent Love”!

*the answer of each number can be an adjective or a verb which is derived from a noun (the bold-italic word)

1. She wanted to know the depth of his love for her. She asked “How (deep) is your love for me?”
2. He is not ________ with her. It is because he loves her. He does not want to express his anger to her.
3. The patience of her husband can calm her down. She love him because he is ________.
4. The love and goodness of his parents changes him into a ________ teenager.
5. Her husband does not ________ with the agreement. It is because that agreement forces him to divorce his wife.
6. The gift that her parents _____ to her is really precious and beneficial for her.
7. He wants to break his marriage with his wife because from the beginning he does not want to ________ her.
8. If you feel ________, you can get the happiness.
9. Tommy wants to ________ his friends to come to his wedding party. He sends the invitation to all of his friends.
10. That city is known as a ________ city because there is nothing but silence.
UNIT 3: JOB and SCHOOL
Between Right and Responsibility

Let’s Get Ready!

Work in pairs and discuss with your friend about these questions!

1. What is the difference between ‘Right’ and ‘Responsibility’?

2. Find each five examples of your ‘Right’ and ‘Responsibility’ as a student! Put them in the box below!

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
Let's Get One Step Closer!

Work in a group of 3 or 4. Then, find the differences and similarities between the two pictures below in the terms of right and responsibility. Then, present your answers in front of the class!

<table>
<thead>
<tr>
<th>Picture A</th>
<th>Picture B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differences</strong></td>
<td><strong>Differences</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Similarities</strong></td>
<td><strong>Similarities</strong></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Let's Do It!

A. Read the following text about “It’s Time to Go to School” and pay attention on the bold italic words!

It’s Time to Go to School

Early one morning, a mother felt astonished because her son was still in bed. She went in to wake him up. She said "Wake up, son. It's time to go to school!"

Then, the son woke up and was surprised because he saw the frightening face of his own mother. He asked "But why, Mom? I don't want to go."

The mother was confused and asked "Give me two reasons why you don't want to go!"

The son answered "Well, the kids hate me for one, and the teachers hate me, too!"

"Oh, that's not an interesting reason not to go to school. Come on now and get ready," replied the mother.

Then the son asked "Give me two reasons why I should go to school."

The mother replied "Well, for one, you're 52 years old. And for another, you're the Principal!"

B. Complete the sentences below using adjectives from the verb with ending –ed or –ing!

1. Surprise (verb)
   Andy is surprised because he has just got surprising news from his parents.

2. Astonish (verb)
   Those foreigners are ___________ because of the ___________ Debos Performance.

3. Frighten (verb)
   The students are ___________ by the ___________ teacher.

4. Confuse (verb)
   Those ___________ articles about Japanese culture make him become more ____________;

5. Interest (verb)
   Even though her sister says that the party is ___________, Jeanne is not ___________ to join the party.

C. Using your own words, make a sentence from these adjectives!

1. a) surprised
   ______________________________________________________

   b) surprising
   ______________________________________________________

2. a) astonished
   ______________________________________________________

   b) astonishing
   ______________________________________________________

3. a) frightened
   ______________________________________________________

   b) frightening
   ______________________________________________________
4. a) **confused**

b) **confusing**

5. a) **interested**

b) **interesting**

---

**Let's Check Your Competence!**

Look at these verbs below! Circle Y (Yes) if the verb can be changed into an adjective with ending –ed or –ing and circle N (No) if the verb cannot be changed into adjective!

- **Happen (Y/N)**
- **Excite (Y/N)**
- **Become (Y/N)**
- **Confuse (Y/N)**
- **Astonish (Y/N)**
- **Read (Y/N)**
- **Interest (Y/N)**
- **Realize (Y/N)**
- **Frighten (Y/N)**
- **Take (Y/N)**
- **Surprise (Y/N)**
- **Terrify (Y/N)**
- **Close (Y/N)**
- **Startle (Y/N)**
- **Perplex (Y/N)**
- **Agree (Y/N)**
- **Touch (Y/N)**
- **Surrender (Y/N)**
- **Bore (Y/N)**
- **Amaze (Y/N)**
- **Cry (Y/N)**
UNIT 4: HEALTH
Good Habits Give Great Health

Let's Get Ready!

Work in a group of 3 or 4 and discuss what the substances of these pictures are!

Picture A


Picture B


Let's Get One Step Closer!

Work in pairs and ask these questions to your friends. Then, report your answers to your friends!

1. In your opinion, which one is healthy and which one is unhealthy; the food in Picture A or the food in Picture B?
2. Why do you think so?

Let's Do It!

A. Read the text about “Never Try Smoking” below!

NEVER TRY SMOKING

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. They can not light it on their own so they ask their smoker friends to do it. Then they inhale that cigarette and smoke occasionally.

Apparently, that makes them the born smokers. Now they smoke almost everyday. They can not avoid smoking and they enjoy it too. They have smoker friends. Almost everyday they bring a pack of cigarettes in their pocket. For them, a pack of cigarettes is as important as a wallet for their money.

Suddenly, for certain reasons, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but...
also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then, they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices. As a result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Well, still want to try to smoke? Think of the facts before trying! If you are not a smoker, you should never and never try to smoke.


B. Match the words from the text "Never Try Smoking" on the left box to the meaning on the right box!

<table>
<thead>
<tr>
<th>The words</th>
<th>The Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teenager</td>
<td>(___)to do something to prevent something bad from happening</td>
</tr>
<tr>
<td>(paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>2. Cigarette</td>
<td>(___)quickly and unexpectedly</td>
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<tr>
<td>(paragraph 1)</td>
<td></td>
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<tr>
<td>3. Inhale</td>
<td>(___) someone who is between 13 and 19 years old</td>
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<td></td>
</tr>
<tr>
<td>The words</td>
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</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>4. Avoid (paragraph 2)</td>
<td>(___)the feeling of being very worried about something</td>
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<td>(___)a thin tube of paper filled with finely cut tobacco</td>
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<tr>
<td>9. Chronic (paragraph 3)</td>
<td>(___)a physical condition which shows that you have a particular illness</td>
</tr>
<tr>
<td>10. Bladder (paragraph 3)</td>
<td>(___)a condition when someone cannot sleep or rest</td>
</tr>
<tr>
<td>11. Harm (paragraph 4)</td>
<td>(___)to get pleasure from something</td>
</tr>
<tr>
<td>12. Withdrawal (paragraph 4)</td>
<td>(___)unkind or unpleasant</td>
</tr>
<tr>
<td>13. Symptom (paragraph 4)</td>
<td>(___)it is difficult to be cured</td>
</tr>
<tr>
<td>14. Anxiety (paragraph 4)</td>
<td>(___)to damage something</td>
</tr>
<tr>
<td>15. Restlessness (paragraph 4)</td>
<td>(___)the dried brown leaves that are smoked in cigarette</td>
</tr>
</tbody>
</table>
C. Find the antonym from the words on the left box!

<table>
<thead>
<tr>
<th>The words</th>
<th>The Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Occasionally (adv)</td>
<td>1. Always</td>
</tr>
<tr>
<td>2. Regularly (adv)</td>
<td>2.</td>
</tr>
<tr>
<td>3. Unfortunately (adv)</td>
<td>3.</td>
</tr>
<tr>
<td>4. Inhale (v)</td>
<td>4.</td>
</tr>
<tr>
<td>5. Important (adj)</td>
<td>5.</td>
</tr>
<tr>
<td>7. Stupid (adj)</td>
<td>7.</td>
</tr>
<tr>
<td>8. Difficult (adj)</td>
<td>8.</td>
</tr>
<tr>
<td>10. Often (adj)</td>
<td>10.</td>
</tr>
</tbody>
</table>

D. Make a sentence using the antonyms from exercise C!

1. I always wake up at six o’clock in the morning.

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

6. ________________________________

7. ________________________________

8. ________________________________

9. ________________________________

10. ________________________________
Let's Check Your Competence!

Find the Antonyms using un-, in-, im-, ir- and il- From These Adjective Words! Look at the examples!

Example:

- Believable > < Unbelievable
- Accurate > < Inaccurate
- Modest > < Immodest
- Rational > < Irrational
- Legal > < Illegal

1. Perfect > <
2. Conscious > <
3. Possible > <
4. Responsible > <
5. Effective > <
6. Forgettable > <
7. Valid > <
8. Relevant > <
9. Legible > <
10. Mobile > <
11. Reconcilable > <
12. Mature > <
13. Legitimate > <
14. Comfortable > <
15. Mortal > <
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

SOURCES


Pictures:
http://log.intospace.org/?p=98 (retrieved May 18, 2011)
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APPENDIX K

(Answer Key)
THE ANSWER KEY

UNIT 1: CULTURE
(Have You Ever Heard These?)

- Let’s Get Ready
  - Christmas Day  Easter Day
  - Valentine’s Day  New Year
  - *Jamasan* Tradition  *Grebeg* Ceremony
- 1) Firework, trumpet, clock, night, happy, wish, greeting card.
  2) Crowded, happy, belief, alms, *Gunungan* (vegetables: green bean, red chili; fruits: orange; rice), ceremony.
  3) Ketupat (rice cake boiled in a rhombus-shaped packet of plaited young coconut leaves), cake, parcel, Mosque, Shalat/pray, forgive, greeting-card.
  4) Winter, snow, presents, Christmas tree, Santa Claus, red-nosed reindeer, lamp, happy, Church, mass, pray, greeting-card.
  5) Bathe, heirloom, cart, kris/creese, spear/lance, gong, sacred, water.
  6) Chocolate, flower, love, affection, couple, companion, relationship, pink, cupid.

- Let’s Get One Step Closer
  It is depends on the topic that the students have chosen. The students who have the same topic may also have different opinions and answers.
• Let’s Do It
   A. Read a short text
   B. 1) series, events, government, celebration, birthday, rituals, festivities, etymology, versions, word, sentences, confirmation, confession, faith, name, instruments, feeling, people, birth, night, fair, month, bazaar, amusements, core, Mosque, square, palace, feast, closing, public, officials, tourists, venue, hundreds, years. 2) cultural, provincial, sacred, attractive, different, royal, fun, grateful, merry, entire, grand, main, common.
   C. The sentences depend on the nouns and the adjectives that students have found in exercise B.
   D. Students’ answers may be various

• Let’s Check Your Competence
Students’ works may be various
UNIT 2: LOVE
(Unspoken Love)

- Let’s Get Ready
  Differences:
  (1) In picture A, it is colorful, while in picture B, it is black and white.
  (2) In picture A, the boy’s feeling is spoken through his mouth, while in picture B, the mother’s feeling is unspoken through her mouth, but spoken in her heart.
  (3) In picture A, the girl can hear the words, while in picture B, the son cannot hear it, but feel it.
  Similarities:
  (1) There are two persons on each picture
  (2) The pictures both express the feeling of affection “Love”

- Let’s Get One Step Closer
  Students’ answers may be different from each other

- Let’s Do It
  A. Read the text
  B. 15 verbs

<table>
<thead>
<tr>
<th>Simple Form (V1)</th>
<th>Simple Past Form (V2)</th>
<th>Past Participle Form (V3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>Was/Were</td>
<td>Been</td>
</tr>
<tr>
<td>Object</td>
<td>Objected</td>
<td>Objected</td>
</tr>
<tr>
<td>Say</td>
<td>Said</td>
<td>Said</td>
</tr>
<tr>
<td>Will</td>
<td>Would</td>
<td>would</td>
</tr>
<tr>
<td>Simple Form (V1)</td>
<td>Simple Past Form (V2)</td>
<td>Past Participle Form (V3)</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Quarrel</td>
<td>Quarreled</td>
<td>Quarreled</td>
</tr>
<tr>
<td>Ask</td>
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<td>Make</td>
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<td>Send</td>
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<td>Graduate</td>
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</tr>
<tr>
<td>Decide</td>
<td>Decided</td>
<td>Decided</td>
</tr>
<tr>
<td>Propose</td>
<td>Proposed</td>
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<tr>
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<td>Give</td>
<td>Gave</td>
<td>Given</td>
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<tr>
<td>Leave</td>
<td>Left</td>
<td>Left</td>
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<td>Get</td>
<td>Got</td>
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<td>Have</td>
<td>Had</td>
<td>Had</td>
</tr>
<tr>
<td>Keep</td>
<td>Kept</td>
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<tr>
<td>Think</td>
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<tr>
<td>Promise</td>
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</tr>
<tr>
<td>See</td>
<td>Saw</td>
<td>Seen</td>
</tr>
<tr>
<td>Cry</td>
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<tr>
<td>Do</td>
<td>Did</td>
<td>Done</td>
</tr>
<tr>
<td>Know</td>
<td>Knew</td>
<td>Known</td>
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<td>Feel</td>
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<tr>
<td>Write</td>
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<td>Deserve</td>
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</tr>
<tr>
<td>Start</td>
<td>Started</td>
<td>Started</td>
</tr>
<tr>
<td>Simple Form (V1)</td>
<td>Simple Past Form (V2)</td>
<td>Past Participle Form (V3)</td>
</tr>
<tr>
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<td>--------------------------</td>
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<tr>
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<td>Opened</td>
</tr>
<tr>
<td>Use</td>
<td>Used</td>
<td>Used</td>
</tr>
</tbody>
</table>

*the word “had” in “had caused” (paragraph 5) and “had passed” (paragraph 8) does not indicate the simple past form because it is followed by V3/past participle form (caused, passed).

*the word “surprised” and “shattered” in “was surprised and shattered” (paragraph 8) do not indicate the simple past form because they are preceded by to be (was). The indication of the simple past form is the word “was” instead.

C. Class of words

<table>
<thead>
<tr>
<th>No.</th>
<th>The words</th>
<th>Class of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Adjective</td>
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<tr>
<td>1</td>
<td>Relationship (Paragraph 1)</td>
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</tr>
<tr>
<td>2</td>
<td>Suffer (Paragraph 1)</td>
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</tr>
<tr>
<td>3</td>
<td>Pressure (Paragraph 2)</td>
<td></td>
</tr>
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<td>4</td>
<td>Love (Paragraph 2)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Patient (Paragraph 2)</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Study (Paragraph 3)</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Love (Paragraph 3)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Promise (Paragraph 3)</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Study (Paragraph 4)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Busy (Paragraph 4)</td>
<td>✓</td>
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<tr>
<td>11</td>
<td>Contact (Paragraph 4)</td>
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<tr>
<td>12</td>
<td>Effect (Paragraph 5)</td>
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<tr>
<td>No.</td>
<td>The words</td>
<td>Class of Words</td>
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<tr>
<td>-----</td>
<td>----------------------</td>
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<tr>
<td></td>
<td></td>
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<td>13</td>
<td>Lose (Paragraph 5)</td>
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<td>14</td>
<td>Phone (Paragraph 6)</td>
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<tr>
<td>15</td>
<td>Wish (Paragraph 6)</td>
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<tr>
<td>16</td>
<td>Contact (Paragraph 7)</td>
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<tr>
<td>17</td>
<td>Wish (Paragraph 7)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Envelope (Paragraph 8)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Surprised (Paragraph 8)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Ask (Paragraph 9)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Promise (Paragraph 9)</td>
<td></td>
</tr>
</tbody>
</table>

D. Students’ answers may be different from each other.

- **Let’s Check Your Competence**
  2) angry
  3) patient
  4) good
  5) agree
  6) give
  7) marry
  8) happy
  9) invite
  10) silent
UNIT 3: JOB AND SCHOOL
(Between Right and Responsibility)

• Let’s Get Ready
Students’ answers may be various

• Let’s Get One Step Closer

<table>
<thead>
<tr>
<th>Picture A</th>
<th>Picture B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differences</strong></td>
<td></td>
</tr>
<tr>
<td>1. He has responsibility to work</td>
<td>1. He has a responsibility to study</td>
</tr>
<tr>
<td>2. He has right to stop working</td>
<td>2. He does not have right to stop studying (go to school)</td>
</tr>
<tr>
<td>3. He has right to get salary</td>
<td>3. He has right to be afforded</td>
</tr>
<tr>
<td><strong>Similarities</strong></td>
<td></td>
</tr>
<tr>
<td>1. He has right to gather in a group</td>
<td>1. He has right to gather in a group</td>
</tr>
<tr>
<td>2. He has right to have a religion</td>
<td>2. He has right to have a religion</td>
</tr>
<tr>
<td>3. He has right to give opinion</td>
<td>3. He has right to give opinion</td>
</tr>
</tbody>
</table>

• Let’s Do It
A. Read the text
B. 2) Astonished, astonishing
   3) Frightening, frightened
   4) Confusing, confused
   5) Interesting, interested
C. Students’ answers may be various
- **Let’s Check Your Competence**

<table>
<thead>
<tr>
<th>Confuse (Y)</th>
<th>Astonish (Y)</th>
<th>Read (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest (Y)</td>
<td>Realize (N)</td>
<td>Frighten (Y)</td>
</tr>
<tr>
<td>Take (N)</td>
<td>Surprise (Y)</td>
<td>Terrify (Y)</td>
</tr>
<tr>
<td>Close (N)</td>
<td>Startle (Y)</td>
<td>Perplex (Y)</td>
</tr>
<tr>
<td>Agree (N)</td>
<td>Touch (Y)</td>
<td>Surrender (N)</td>
</tr>
<tr>
<td>Bore (Y)</td>
<td>Amaze (Y)</td>
<td>Cry (N)</td>
</tr>
</tbody>
</table>
UNIT 4: HEALTH
(Good Habits Give Great Health)

• Let’s Get Ready

Picture A: milk, rice, fish, meat, grapes, banana, apple, orange, cabbage, carrot.

Picture B: beer, fried potatoes, hamburger (bread, sauce, cheese, meat, tomato, lettuce), hot dog (bread, sauce, sausage, mayonnaise).

• Let’s Get One Step Closer

Students’ answers may be various

• Let’s Do It

A. Read the text
B. The meaning

<table>
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<tr>
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<td>5. Enjoy</td>
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<td>9. Chronic (paragraph 3)</td>
<td>(13) a physical condition which shows that you have a particular illness</td>
</tr>
<tr>
<td>10. Bladder (paragraph 3)</td>
<td>(15) a condition when someone cannot sleep or rest</td>
</tr>
<tr>
<td>11. Harm (paragraph 4)</td>
<td>(5) to get pleasure from something</td>
</tr>
<tr>
<td>12. Withdrawal (paragraph 4)</td>
<td>(8) unkind or unpleasant</td>
</tr>
<tr>
<td>13. Symptom (paragraph 4)</td>
<td>(9) it is difficult to be cured</td>
</tr>
<tr>
<td>14. Anxiety (paragraph 4)</td>
<td>(11) to damage something</td>
</tr>
<tr>
<td>15. Restlessness (paragraph 4)</td>
<td>(7) the dried brown leaves that are smoked in cigarette</td>
</tr>
</tbody>
</table>

C. Antonyms

<table>
<thead>
<tr>
<th>The words</th>
<th>The Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Occasionally (adv)</td>
<td>1. Always</td>
</tr>
<tr>
<td>2. Regularly (adv)</td>
<td>2. Irregularly</td>
</tr>
<tr>
<td>3. Unfortunately (adv)</td>
<td>3. Fortunately</td>
</tr>
<tr>
<td>4. Inhale (v)</td>
<td>4. Exhale</td>
</tr>
<tr>
<td>5. Important (adj)</td>
<td>5. Unimportant</td>
</tr>
<tr>
<td>6. Certain (adj)</td>
<td>6. Uncertain</td>
</tr>
<tr>
<td>7. Stupid (adj)</td>
<td>7. Clever/Smart</td>
</tr>
<tr>
<td>8. Difficult (adj)</td>
<td>8. Easy</td>
</tr>
<tr>
<td>9. Efficient (adj)</td>
<td>9. Inefficient</td>
</tr>
<tr>
<td>10. Often (adj)</td>
<td>10. Seldom</td>
</tr>
</tbody>
</table>
D. The sentences can be various

- **Let’s Check Your Competence**
  1) Imperfect
  2) Unconscious
  3) Impossible
  4) Irresponsible
  5) Ineffective
  6) Unforgettable
  7) Invalid
  8) Irrelevant
  9) Illegible
  10) Immobile
  11) Irreconcilable
  12) Immature
  13) Illegitimate
  14) Uncomfortable
  15) Immortal