

**DEVELOPING AUTHENTIC TASKS FOR THE SPEAKING SKILL OF
GRADE X STUDENTS OF MAN 1 SALATIGA IN THE ACADEMIC
YEAR OF 2012/2013**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education



by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
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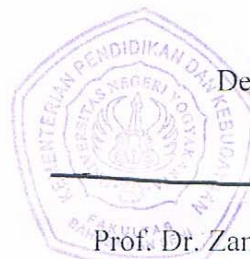


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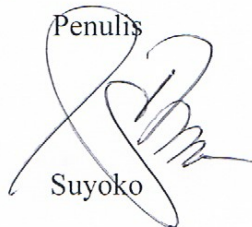
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, June 6 2014

Penulis

Suyoko

DEDICATIONS

This thesis is dedicated to :

my mother,

my father

my sisters and brothers

and my grandparents.

MOTTO

Insanity is doing something in the same way and expecting different result.

(Anonymous)

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Alhamdulillahirobil'amin. Praises be to Allah SWT, the Almighty, for the mercy and strength so that the writer can finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

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Finally, the writer realizes that this thesis is far from being perfect so that he invites all critical comments. However, he hopes that the thesis gives worthwhile contribution to the improvement of the English teaching-learning process.

Yogyakarta June 6, 2014

The Writer

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LIST OFABBREVIATIONS

- GBA (Genre-based Approach)
- MAN (Madrasah Aliyah Negeri)
- SFL(SystematicFunctionalLinguistics) SMA
(SekolahMenengahAtas)
- R &D(Research and Development)

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**DEVELOPING AUTHENTIC TASKS FOR THE SPEAKING SKILL OF
GRADE X STUDENTS OF MADRASAH ALIYAH NEGERI 1 SALATIGA
IN THE ACCADEMIC**

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ABSTRACT

The objectives of this study are to develop authentic tasks for the speaking skill for the Grade X students of MAN 1 Salatiga and to identify the characteristics of the authentic speaking tasks for Grade X students of MAN 1 Salatiga in the academic year of 2012/2013.

This study was a research and development (R & D) study. The development procedure comprised identifying needs for materials (needs analysis), developing the materials grids, writing the first draft of the materials, evaluating the first draft by expert judgment, rewriting the second draft of the materials, evaluating the second draft, and developing the final draft of the materials. The instruments used in this study were interview guidelines and questionnaires. The data from the need analysis and evaluation were analyzed quantitatively, while the data from the interviews were analyzed qualitatively.

The average scores obtained from the evaluation questionnaires of the ranging from 4.0 to 4.23 showed the expert agreement on the developed tasks. Based on the expert judgment results, authentic speaking tasks that are suitable for Grade X students of MAN 1 Salatiga are those which help them explore their speaking skills. Meanwhile, the characteristics of authentic speaking tasks that are suitable for Grade X students of MAN 1 Salatiga are that: (1) the goals of the tasks should be feasible and appropriate to the indicators stated in the course grids; (2) the inputs should be comprehensible, not be too long, be in interesting and familiar topics, use brief and motivating explanations, and use simple vocabulary which might help the students to accomplish the tasks and improve their vocabulary mastery; (3) the activities should be referring to the real life interaction as close as possible, varied, interesting, challenging, simple, motivating, sequenced from guided to free, and from easy to difficult; (4) the teacher should play roles as a prompter, a resource, a tutor, an instructor, a facilitator, and a monitor; (5) the students should play roles as active and responsive participants; (6) the setting should be varied from individual, pairs, small groups, or whole class works; and (7) the instruction should be clear, the vocabulary should be simple and understandable, the illustration should be clear, interesting, and understandable, and the recording should be clear.

CHAPTER I INTRODUCTION

A. Background of the Study

Even though English is not used in society generally, it is a fact that English is demanded by many work fields. Many current work fields require employees with sufficient English proficiency. Someone who speaks English communicatively will get the better position in his or her job. For that reason, it is important for students of senior high schools to learn English intensively, especially the speaking skill.

The process of acquiring the speaking skill requires important supporting aspects. These can be learning materials, teaching methods and techniques, tasks and others must be as communicative as possible. Those aspects must stimulate the students to practice the target language more.

For example, materials play important roles in stimulating students to practice speaking. The more communicative the tasks or materials provided by teachers are the better the speaking result students produce. It means teachers should select and develop the materials which will be applied in the speaking teaching and learning process.

However, it was found that Madrasah Aliyah Negeri 1 Salatiga got problems in providing good speaking materials. The teachers had limited resources to get various materials for speaking activities. It caused the materials limited and the further effect was the limited activities which the students might

have in the class. Here, they should consider the fact that their students need speaking materials which contain more interesting and challenging activities which are able to stimulate them to practice speaking more.

In addition, the current provided materials which were used in the class as the teaching and learning speaking process were taken from a general course book. It is necessary to realize that the general course book provides fewer opportunities for the students to practice speaking. This forced them to do unvaried activities. Thus, the teachers needed to modify the general materials to be more attractive and varied for the students.

The teacher should consider the fact that the students need the speaking materials which can lead them to reach the goals of the teaching and learning of the speaking skill. They need more than just ordinary speaking materials. Instead, they need good effective speaking materials which contain interesting activities that suit their interest and background knowledge. Communicative tasks, such as negotiation of meanings, are considered effective in providing such activities. These also provide opportunities for the students to use their current knowledge and skills.

Due to the problems above, it is clear that the students of MAN 1 Salatiga need the materials which provide more opportunities for them to practice the target language. This is the reason for the researcher to develop authentic tasks for the speaking skill for Grade X students of MAN 1 Salatiga.

B. Identification of the Problem

Materials have an important role in contributing the success of the teaching and learning process. Then, some materials, with effective activities, are needed to be developed to fulfill their needs. It is supported by the fact that Grade X students of MAN 1 Salatiga lack speaking materials. It is because the materials of speaking which are used in the classroom are not really varied. The materials, assignments and tasks the students study with are mostly served in less interesting ways and in written work forms.

In addition, the inputs that the students got from the provided materials were not varied. The topics were not interesting and unfamiliar for them. The students were seldom study with the topics that are today's trend among them or their favorites. Beside, in the listening process, the students were rarely or never listen to the native speakers' voices since there were not videos or cassettes which carry natives' voices. To practice their listening skill, the students usually listened to their teacher's voice. They also rarely studied with authentic inputs. It indicated that some of the materials were not appropriate enough for the students.

In terms of the activities, there were unvaried activities for the students to practice the target language for instance: activities using pictures, animations, games and even outdoor activities. The same activities often happened in the classroom. Also, the materials were uninteresting and unchallenging. The students did not get enough chances to speak the target language in the class. There were not activities which lead them to do the oral work. The provided tasks were not set

well to provide good opportunities for them to practice their speaking. It means that the speaking materials were not challenging enough for them.

Since speaking is the major device in interactions in human relationship, it is significant to develop authentic speaking tasks for Grade X students of MAN 1 Salatiga.

C. Limitation of the Problem

It has been known that the problems in Madrasah Aliyah Negeri 1 Salatiga are influenced by some aspects; they are the materials, the teacher and the students. However it is impossible for the researcher to solve all those problems, since he is obstructed by the limited time. He has to improve the most crucial problem, the materials. He will develop authentic tasks for the speaking skill of Grade X students of Madrasah Aliyah Negeri 1 Salatiga.

D. Formulation of the Problem

Based on the limitation above, the writer formulates the problem as follows.

1. What are the authentic tasks for the speaking skill of Grade X students of MAN 1 Salatiga?
2. What are the characteristics of the authentic tasks for the speaking skill of Grade X students of MAN 1 Salatiga?

E. Objectives of the Study

In line with the formulation of the problems above, the objectives of the study are:

1. to develop authentic tasks for the speaking skill of Grade X students of MAN 1 Salatiga.
2. to identify the characteristics of the authentic tasks for the speaking skill of Grade X students of MAN 1 Salatiga.

F. Significance of the Study

There must be some beneficial effects of the study which develop the authentic tasks for the speaking skill for Grade X students of Madrasah Aliyah Negeri 1 Salatiga. Below are the benefits of the study.

1. The result of the study can be useful for English teachers as supporting teaching materials.
2. The result of the study can be useful for students to get new knowledge and experience authentic speaking tasks.
3. The result of the study can be used as reference for other material developers.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Framework

1. Speaking

a. The Nature of Speaking

Speaking is one of the macroskills in English. It is the productive skill of oral communication which cooperates with listening skills. It is not only the activity in which people say a lot of sentences using a particular piece of grammar or a particular function, for example. However, it is the activity in which people express ideas. It involves the process of transferring, sharing and conveying information in human relationship. Richards and Renandya (2002 : 200) state that speaking is used for many different purposes and each purpose involves different skills.

Speaking is the oral communication in which people not only need to make correct language but also need to control their sound production. They should produce correct words, intonation, and other vocal cords to make the ideas conveyed effectively. Then, by the voice of the speakers people can predict the intention of the speakers whether to inform, to persuade, or to entertain others.

In addition, speaking functions in human relationship where people can predict about the personality of the speaker from the speaking style. Richards (2008: 21) argues that different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. In another side, Louma (2003: 9) states that when people speak, they make images of their personality, attitude, home region, and native or non native speaker status.

It can be inferred that speaking is expressing ideas, opinions, or feelings and showing personality to others by using words or sounds of articulation in order to fulfill the demands of human relationship.

Speaking is significant because people speak to fulfill the demands of social interaction either interpersonal or transactional in their relationships. People who speak sometimes do not only mean to get or share information. They aim to create a relationship. Richards and Renandya (2002: 208) state that the primary intention of speaking in interpersonal interaction is to maintain social relationship, whereas that of the transactional interaction is to convey information and ideas. The same thing is stated by Brown (2001:251) who says through conversation people promote social relationship (interpersonal) and convey propositional or factual information (transactional) between two or more speakers.

In conclusion, speaking is the oral skill that fulfills the demands in social interaction, either to express ideas, share and convey information to others or to show personality and identity. People also speak for interpersonal and transactional interaction.

b. Microskills of Speaking

It is necessary to understand the important variables influencing English learning because when people speak they need different microskills to express different intentions and meanings. Also, students need to know the microskills that support the existence of speaking skill. Brown (2003: 157) divides microskills of oral communication as follows: producing chunks of language of different lengths, producing English stress patterns, words in stressed and unstressed

positions rhythmic structure, and intonational contours, producing fluent speech at different rates of delivery, using cohesive devices in spoken discourse, and accomplish communicative functions according to the situations, participants, and goals appropriately.

These eleven skills construct a good oral production. It involves some meaningful activities. The activities of microskills should be set in good sequences. They start from understanding the simplest to the complex activities. Each activity has its own function in building the competence of oral production. The point is that the microskills refer to producing the smaller units of language, such as phonemes, morphemes, words, collocations, and phrasal units.

Based on the explanation above it can be inferred that microskills determine the quality of speaking by taking care the smaller unit of language, such as phonemes, morphemes, words, collocations, and phrasal units.

c. Functions of Speaking

In the real life, people face many situations which demand a good speaking skill. That is why speaking has different functions. There are three functions of speaking according to Brown and Yule in Richards (2008:22). They are presented as follows.

1. Talk as Interaction

Talk as interaction refers to the communicative contact between and among human beings that simply allows them to establish social contact and to keep channels of communication open. It is how people keeping their social

relation and interaction. It is commonly called a conversation. This communication is done in order to fulfill the social function.

1) Talk as Transaction

Talk as transaction is done to fulfill the human transaction of deals. It is not done more than to keep the relationship in human interaction. It refers to the situations where the focus of the speaking is on the content. Brown (2001: 273) states that talk as transaction has purposes to convey or exchange specific information.

2) Talk as Performance

This talk refers to public talk, for example public announcements, morning talks, and speeches. Watkins (2004: 31) states that talk as performance refers to spoken language activities which are often done in front of audiences. They are usually in forms of monolog rather than dialog.

In summary, in the real life people communicate to others with different intentions in different occasions. Based on peoples' intention speaking has some functions, they are as interaction, transaction, and performance. The functions of speaking determine the choice of micro- and macroskills of speaking.

2. Teaching Speaking

a. Teaching Speaking in Madrasah Aliyah Negeri

The curriculum of senior high schools (SMA/MA) in Indonesian education system has applied the school-based curriculum which means that every school has an authority to run the school effectively. This curriculum enables each school to have more opportunities to achieve the goals of the education based on the school condition and needs. Caldwell and Spinks (1998) in Yuwono (2005) define School-based Management as the self-managing school, and it has an authority to make decision related to the allocation of resources. In this case, the school can develop anything which can help the school to reach the goals.

In the School-based Curriculum, English is a compulsory subject. It is taught as a foreign language in elementary, junior and senior high schools (SMA/MA) and vocational high school. This is necessary for schools to concern more on English subject as a foreign language. This needs special treatments in the process of teaching and learning to meet the goals of English teaching and learning. The goals of the education have been drafted in the standard of competence and basic competency.

Students of senior high school should achieve the standard of competence and basic competency (SK/KD) which have been drafted in *UU no. 22: 2003*.

Below is the SK/KD for speaking skill.

Standard of Competence	Basic Competency
9.0 To express transactional and interpersonal communication in the context of daily life	9.1 to express simple transactional and interpersonal communication both formally and informally in accurate,

	fluent, and acceptable way, in the context of daily life involving the functions of thanking, congratulating and praising
	9.2 to express simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of expressing surprise, unbelieving, accepting offer and invitation

Based on the standard of competence of speaking at senior high schools, there are some competences that students should master in the second semester. They are language functions and text types.

For the language functions, senior high school students are expected to be able to communicate transactional and interpersonal things, both formally and informally in the daily life involving the functions of thanking, praising and congratulating. Then, for the next functions, students are required to be able to respond both transactional and interpersonal communication in daily life involving the functions of the expression surprising, unbelieving, accepting offer and invitation.

b. Teaching and Learning Principles

To reach the competences above, it is important to know the principles of teaching and learning of English language. Besides, it is also necessary to have the knowledge of English as a language used in Indonesia.

English is learnt in two broad contexts: foreign language and second language. In Indonesia English is learnt as foreign language. This must become a concern in teaching and learning process of speaking as foreign language. English is as a foreign language means that English is not the language of communication in society generally. Thus, learning English becomes challenging since students have limited opportunities to use the target language out of the class.

Learning to speak a foreign language, in this case English requires more than grammatical and semantic rules (Nunan 1989). Besides, students must acquire the knowledge of how the native speakers use the language in the context. Language is not only concern to the rules as grammar and structure, but it is more than simply a system of rule (Nunan: 1989). Effective communication requires the ability to use language appropriately in social interaction. There are some components which are necessary to emphasize in teaching speaking as what Richards and Renandya proposed below (2002: 207-208):

1) Grammatical Competence

In order to convey meanings, students must have the knowledge of words and sentences: that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English-language structures accurately and unhesitatingly, which contributes to their fluency.

2) Discourse Competence

In addition, students must develop discourse competence, which is concerned with inter-essential relationships. In discourse, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. With discourse competence, students can manage turn taking in conversation.

3) Sociolinguistic Competence

Students must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, students must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps students know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

4) Strategic Competence

Strategic competence is perhaps the most important of all the communicative goals since it is the way students manipulate language in order to meet communicative goals. It is the ability to compensate for imperfect knowledge of linguistic, sociolinguistics and discourse rules. When students have this competence, they know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

Beside, interactions with the others have a great role in order to reach communicative competence. The students involve role-play in the real interaction. The interaction is the key in improving EFL learners' speaking ability.

5) Small Talk

The ability to get along with people in society may correlate somewhat with how well a person can engage in brief, casual conversation with others or in an exchange of pleasantries. Talk of something which is interesting though rather meaningless is useful. However, such talk functions to create a sense of social communion among peers or other people. So, at the initial stage, EFL learners should develop skills in short, interactional exchanges in which they are required to make only one or two utterances at a time. As learners get more experience, they will be able to use some of the simple exchanges and know how to open conversations.

6) Interactive Activities

Since most EFL learners learn the target language in their own culture, practice is available only in the classroom. So, a key factor in L2 or foreign language development is the opportunity given to learners to speak in language-promoting interaction.

In teaching and learning of English language process, teachers must stimulate the students to be triggered in practicing speaking the target language. Likewise, Richards and Renandya(2002: 206) state that teachers should integrate strategy instruction into interactive activities, providing a wealth information about communicative strategies to raise learners' awareness about their own

learning styles so that they can develop strategies to the requirements of learning tasks. Similarly, Littlewood (2006: 6) has the same ideas with Richards and Renandya. He suggests four skills which make up a person's communicative competence, and which must be recognized in foreign language teaching. They are:

1) Functional Skill

It means that students should develop their skills in manipulating the linguistic system to the point where the students can use it spontaneously and flexibly in order to express their intended messages. The students should master the use of language based on the needs.

2) Grammatical Skill

This skill refers to the ability to recognize the lexical, morphological, syntactic, and phonological features of language and to make use these features to interpret and form words and sentences. Students must distinguish between the forms and the linguistic function.

3) Strategic Skill

Strategic skill is focusing on the use of language based on the circumstances. The learners should develop their ability in understanding the circumstances in a social interaction as using language for communicating.

4) Sociolinguistic Skill

The learners must develop their knowledge not only the forms and rules of the target language but also about the culture of the target language.

Beside all above, it can be inferred that learning EFL for students must be taken care especially. To get communicative competence for the students, teachers must provide the opportunities for the students to practice speaking based on their interesting theme, and activities. These below are the principles of teaching speaking by Nunan, (2003: 54):

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

Second language context gives more opportunities for the students to practice more, since the target language becomes communication in society. Whereas foreign language context give few opportunity for the students to learn more since the target language is not used in social.

2. Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they used the target language. Fluency is the extent to the speakers use the language quickly and confidently with few hesitations or unnatural pauses, false starts, word searches.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4. Design task that involve negotiation meaning.

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

By the brief explanation above it can be concluded, there are some competencies that Grade X students of Madrasah Aliyah Negeri 1 Salatiga should

be achieved in the second semester. They are language functions in term of thanking, praising, and congratulating, surprising, unbelieving, and accepting an offer and invitation. Then, by knowing the knowledge of the principles of teaching and learning language, it can be found the appropriate method, approach, and technique in teaching and learning speaking.

b. Teaching and Learning Procedures

To deliver the materials in order to achieve the competencies, it is needed to use the appropriate method, procedure and technique. In this term, the four stages of teaching and learning process which is proposed by Hammond et.al (1992: 17-23) is applied. They are BKOF (Building Knowledge of the Field), MOT (Modeling of the Text), JCOT (Joint Construction of the Text), and ICOT (Independent Construction of the Text).

1. BKOF (Building Knowledge of the Field)

In this stage students are introduced the social context of the text that will be learnt in the class. This process is to introduce the students the topic that they might meet in their life, so that they know what they will learn in the class. It is linking the students need and the objectives of the course.

There are some context-building activities in this stage involve:

Presenting the context or the topic through pictures, videos, audio, and realia, comparing the model of the text with other texts of the same or contrasting the type, discussing cross-cultural activities, discussing related research activities, and establishing the social purpose of the text.

2. MOT (Modeling of the Text)

The second stage is modeling of the text. Here the students learn about the selected text in more details. They learn about the structural pattern and language features of the model. Then the students compare the model with other examples of the text.

In this stage the students learn more detail information of the text, there are some sample activities each level of language that the students can learn. The first is text level activities, includes: presenting, sorting, labeling, matching, and practicing activities focusing on cohesive devices.

3. JCOT (Joint Construction of the Text)

In this stage, the activities demand the students' contribution in practicing the tasks. The students begin to contribute to the construction of whole examples of the selected text-type. The teacher gradually reduces the contribution to text construction, as the students move closer to be able to control the text-type independently.

Joint construction activities include: teacher questioning, discussing and editing whole class construction, then describing to the students. Skeleton texts, jigsaw and information gap activities, small group construction of texts, and self-assessment or peer-assessment activities.

4. ICOT (Independent Construction of the Text)

In this stage, students work independently with the text. Learner performances are used for the achievement assessment. Independent construction activities include: listening tasks e.g. comprehension activities in response to live

or recorded materials such as performing tasks, sequencing pictures, numbering, ticking, or answering the questions, speaking tasks e.g. spoken presentation, listening and speaking tasks e.g. role-plays, simulating or authentic dialogues, reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, answering questions, writing task which demand that students draft and present whole texts

It can be inferred that the method above has good sequences in proceeding the language teaching and learning. Each stage has own significance. Moreover, it offers the students wider scope of practicing language. It gives more chance for the students to practice the target language. It also offers the students to learn by their own style independently.

c. Communicative Language Teaching

1. The Definition

Communicative Language Teaching is the one of the approaches for language teaching which aims to lead the students to be communicative. According to Nunan in Linse and Nunan (2005: 56) stated that Communicative Language Teaching (CLT) is an approach which connect the language that is used in the classroom with the language that is used outside of the classroom. This approach tries to match as close as possible the authentic language and the language in the classroom. It is clear that the aim of the CLT is to make the students to be able to communicate meaningfully. Sauvignon (2002: 22) states that the essence of CLT is aimed to engage the students to be able to develop their

communication competence. Furthermore, Cheng-Jun (2006: 15) states that CLT also make use of real-life situation that require communication. This can be done by setting-up the most possible situation which the students will face in real life.

Richards proposes four aspects of language knowledge in communicative competence for the first is that knowing how to use language for a range of different purposes and functions. Then knowing how to vary the use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication. After that, knowing how to produce and understand different types of texts (e.g., narratives, reports, interview, and conversation). Then for the last is knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies.

2. The characteristics of Communicative Language Teaching.

Below are the characteristics of Communicative Language Teaching as descriptions that are offered by Brown (2001: 41).

- a. Classroom goals are focused on all of the components (grammatical, discourse, function, linguistics, and strategic) of communicative competence.
- b. Language techniques are designed to engage students in pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus.
- c. Students in communicative class ultimately have to use the language productively in unrehearsed context outside the classroom.

- d. Fluency and accuracy are seen as complementary principles underlying communicative technique.
- e. Students are given opportunities to focus on their own learning process through an understanding on their own style of learning.
- f. The role of the teacher is that facilitator and guide. Students are encouraged to contrast meaning through genuine linguistic interaction with others.

In summary, CLT is that approach which can be used in language teaching and learning which provides more chance for the students to practice language communicatively, as it matches as close as possible the language used in the classroom and the language used in the real-life. The tasks must involve more authentic exposures.

3. Task

a. The Definition of a Task

Many concepts which refer to the meaning of the task emerge from the experts. However, it has the same basis in meaning. It is the activity which is set for the students in order to achieve the goal of the teaching and learning process. Luoma (2004: 30) states that tasks are the activities that the people do. Moreover, Cameron (2001: 29) states that tasks are adopted as a unit that would try to bring to the classroom and real life closer together. The goals and outcome of tasks are to relate to the real needs of students. Similarly, Willis (1996 : 23) defines tasks as the activities where the target language is used by the students for a communicative purpose in order to achieve an outcome. Furthermore Ellis O' Dwyer (2009: 15) proposes that tasks can function as useful devices for planning

communicative curriculum particularly in language learning situation where there may be few opportunities for authentic communicative experiences. According to those definitions above, it can be summarized that tasks are the devices for the students to achieve the communicative competence by providing the activities, stimulation and opportunities for the students to practice the target language.

b. The Components of a Task

According to Nunan (2004: 41-56) there some components of the task which are inter-related each other. They are goals, input, setting, teachers' and learners' roles and the last is procedures. The following is the diagram of the task components

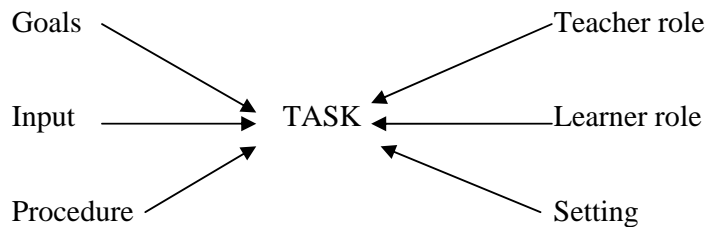


Figure: Nunan's Task Components

Each component of the task above is elaborated as follows:

1. Goals.

Goals are the general intention behind any given learning tasks (Nunan, 2004: 41). They provide a point of content between the task and broader curriculum. They may relate to a set of general outcomes i.e. communicative, affective, cognitive, or may directly describe teachers or learners behavior.

2. Input

Input is everything that the students need in the course to complete the tasks. Input can be spoken, written or visual data. It can be provided by the teacher, books, or even the authentic sources such as menu, manual instruction, memos, letters, tickets and spoken resources.

3. Procedures

Procedure specifies what the learners will actually do with the input that forms the point of departure of the learning tasks.

4. Teacher and Learner Role

Role refers to the part that the teacher and learner are expected to play in carrying out the learning tasks as well as the social and interpersonal relationship between the participants. Richards and Rogers (1986) cited in Nunan (2004: 64) point out that a task will reflect assumptions about contributions learners and their teacher can make in the learning process.

5. Setting

Setting refers to the classroom arrangements specified or implied on the tasks. There are two different aspects of the learning situations which are used as consideration in making a good learning setting. They are mode and environment. Learning mode refers to whether the learner is doing the tasks on individual or a group basis. Another aspect, environment refers to where the learning is actually taking place.

c. Unit Design

Materials consist of a number of units. One unit consists of a group lesson which is planned around a single instructional focus and provides a structured sequence of tasks and activities that lead toward a learning outcome. One unit also normally has a number of tasks and activities

1) Task Grading Sequences

The way of presenting the materials to the learners is one of important things to consider since it will influence the effectiveness and success of learning. Thus grading materials in such helpful way for learning is essential. Grading has been described in the following way:

“the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.”

(Richards, Platt and Weber 1986:125, in Nunan 2004:113)

From the quotation above, it can be concluded that, task grading can be based on the difficulty of the content, its frequent occurrence in written or spoken form, and its importance for the learners; the immediate need of using the language for communication.

Related to the input, the first thing to consider is the complexity of the input. This complexity may be caused by several factors such as grammar difficulty, the length of the text, the propositional density, the amount of low-frequency vocabulary, the speed of spoken text and the number of speakers involved, the explicitness of the information, the amount of language support

provided, and the comprehensibility of modified and unmodified versions of aural or written texts.

In relation to the learner, Nunan (2004) states that input factors and learner factors are interdependent, i.e. the grammatical complexity of the input depends on learners' linguistic knowledge. Learners bring their pre-existing knowledge to the comprehension process and try to fit new knowledge to this pre-existing framework. In addition, Brindley (1987, in Nunan, 2004) suggests that, in addition to learners' background knowledge (pre-existing knowledge), learner factors will include confidence, motivation, prior learning experiences, learning pace, observed ability in language skills, cultural knowledge/awareness and linguistic knowledge.

Procedures refers to operations that learners are required to perform on the input data (Nunan, 2004:122). The correct procedures will be helpful to support learners' learning process; the wrong procedures instead of leading learners to a certain state of knowledge can be contra productive to the purpose of learning. That is why measuring the complexity of the procedures is prior to the process of designing materials. For this reason, Nunan (2004) has listed some factors that will determine the complexity of what learners have to do: relevance, complexity, amount of context provided prior to the task, processibility of language of the task, amount of help available to the learner, degree of grammatical complexity, time available to the learner, and follow-up.

In short, the arrangement of the grading tasks is very helpful for the students' understanding in doing the tasks. It matches the current knowledge of

the student with the appropriate activities and input. The suitable grading of tasks determines the tasks run well.

2. Authentic Speaking Tasks

An authentic task is a task which reflects to the real world communication. Richards (2006:32) states authentic or real-world tasks are the tasks reflecting real world uses of language and might be considered for real-world tasks. According to Luoma (2004:31) speaking tasks can be seen as activities that involve the speakers in using language for the purpose in achieving a particular goal or objective in a particular speaking situation. Therefore, in designing authentic tasks the researcher can use the authentic materials. Tomlinson (2008: 4) explains that materials for the students at all level must provide exposure to authentic use of English use through spoken and written text with the potential to engage the students cognitively and effectively.

Tasks should provide opportunities for the students to practice the target language. While authentic task is the task can be adapted from authentic resources. Mueller (2011) states that authentic task is an assignment given to the students designed to assess their ability to apply standard driven knowledge and skills to real world challenges.

In this case, authentic task cannot be separated from authentic materials, since authentic task is adapted from authentic materials. Using authentic materials give a positive effect on learners' motivation since the learners are intrinsically interesting in learning the real object that they meet in daily life. Further benefit is that authentic materials provide the cultural information of the target culture and it

provides exposure real language. The other advantages is authentic materials relate more closely to the learners' needs as authentic materials is taken from real life.

According to the Herrington, Oliver and reeves (2003:61) there are ten characteristics of authentic activities.

- a. Authentic activities have real-world relevance. It means that the activities match as nearly as possible the real-world task of professionals in practice rather than classroom-based tasks.
- b. Authentic activities require the students to define the task and sub task needed to complete the activity. Students must identify their own unique tasks and sub-task in order to complete the major tasks.
- c. Authentic activities comprise complex tasks to be investigated by students over a sustained period of time. Activities are completed in days, weeks, months rather than minutes or hours. They require significant investment of time and intellectual resources.
- d. Authentic activities provide the opportunity for the students to examine the tasks from different perspectives using a variety of resources.
- e. Authentic activities provide the opportunity to collaborate.
- f. Authentic activities provide the opportunity for the students to reflect. It means it enables the students to make choices and reflect in their learning both individually and socially.
- g. Authentic activities can be integrated and applied across different subject area and lead beyond domain specific outcomes.

- h. Authentic activities are seamlessly integrated with assessment.
- j. Authentic activities create polished product valuable in their own right rather than as preparation for something else. Activities culminate in the creation of a whole product rather than an exercise or sub-step in preparation for something else.
- k. Authentic activities allow competing solutions and diversity of outcome. Activities allow arrange and diversity of outcomes open to multiple solutions of an originals nature rather than single correct response obtained by the application of rules and procedures.

To distinguish the conventional tasks and authentic tasks, Mueller (2011) also formulates the characters of authentic task. This is emphasizing the differences between authentic task and traditional task.

Traditional Task	→	Authentic Task
Selecting response	→	performing task
Contrived	→	real-life
Recall / recognition	→	construction/application
Teacher- structured	→	students-structured
Indirect evidence	→	direct evidence

Figure: The Differences between Traditional and Authentic Tasks

By the scheme above, it shows the differences between traditional task and authentic task. The change of the task type has been elaborated by Mueller (2011) as follows:

Selecting a Response to Performing a Task: On traditional assessments, students are typically given several choices (e.g., a,b,c or d; true or false; which of these match with those) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application.

Contrived to Real-life: Task offers these contrived means of assessment to increase the students' competence by making plan for along tome rather than real-life and spontaneous.

Recall or Recognition of Knowledge to Construction/Application of Knowledge: recall or recognition of knowledge in traditional task just drives the students to memorize the learning content. However, construction is referring to the revealing the students' knowledge as the respond of the learning content.

Teacher-structured to Student-structured: it is often that the teacher dominates the lesson process. The teacher often choses the activities which will be going down in the classroom, in the authentic tasks students contribute in deciding the activities.

Indirect Evidence to Direct Evidence: in the traditional task cannot reveal the students' knowledge directly, since the type of the assessment is often multiple choices.

Through the elaboration above it can be inferred that an authentic task demands the students' knowledge in negotiating meaning. This task must be challenging and stimulating students' motivation. By this task, the students are able to develop their current proficiency well.

B. Review of Related Research Studies

This study is about the developing authentic tasks for a speaking skill for grade X students of MAN 1 Salatiga. There are some researchers who have conducted this kind of research.

Related to the studies at the previous time, the first research has been done by Priastuti (2011). She had conducted the research that was developing real world speaking tasks. The research showed that the use of real world speaking tasks give positive results. The authentic speaking tasks can motivate the students to practice the target language more. The other result is that the tasks are challenging enough for the students to improve their competence. The next study had been done by Oura (2000). The research showed that the use of the real world materials as a supplement lesson was well worth. The next study was done by Hwang (2005). She found that using real world materials can increase the students' sensitivity and competence in target language. In addition, Chania (2006) also had done a study using real world materials. The result showed that the students enjoyed following the lesson, since, real world materials enable students to interact with the real language and its use. Those studies prove that using authentic tasks can promote the students in learning English.

C. Conceptual Framework

As mentioned earlier in the background of the study, it can be inferred that there some problems occur in the teaching and learning process in MAN 1 Salatiga. The problem occurs since the teaching and learning materials is uninteresting enough. The objective of this research is to develop authentic tasks r

a speaking skill for the Grade X students of MAN 1 Salatiga. Based on the purpose of the research, this research belongs to research and development. The product of the research is authentic tasks for the speaking skill for Grade X students of MAN 1 Salatiga.

The most important aspects that should be considered in developing materials are the students' needs and the standard competence and basic competence (SK/KD). Since, this skill is very important for them to face their future live, whether they will continue their study or look for a job. In order to facilitate the students, the researcher designs authentic tasks for the speaking skill. It means that the tasks provide the activities and inputs which will help the students to get the communicative competence.

In designing tasks, there are some tasks' components proposed by Nunan (2004: 41) that should be considered are: goals, inputs, procedures, and teacher' roles, learner' roles and the setting. Moreover, there is an approach to apply the tasks in the course. The researcher recommends using Communicative Language Teaching for the teacher in using the tasks. The researcher recommends using this approach since it helps the students to develop their communication competence.

CHAPTER III RESEARCH METHOD

A. The Research Design

The objective of the research was to develop authentic tasks for speaking skill. So, this research was classified into research and development (R & D). Gall, Gall, and Borg (2003: 569) point out that R & D consists of cycles in which the product was developed based on field-tested and revised on the basis of field test data. The goal of R &D was to take the research knowledge and incorporate into a product that could be used in the schools (Gall, Gall, and Borg: 2003). Furthermore, Gay (1987: 8) states that the major purpose of R & D was not to formulate or test a theory but to develop effective products for used in educational programs.

Gall, Gall, and Borg (2003: 57) state that the resulted product from R & D model were printed materials such as text books, and teachers training materials or other media. They add that the product would be systematically field tested, evaluated and refined until they find specific criteria of specific effectiveness, quality or similar standards.

This research focused on the developing of speaking materials. The materials were developed into three units which focussed on the speaking skill for the Grade X students of Madrasah Aliyah.

B. Setting of the Research

This research was conducted in Madrasah Aliyah Negeri 1 Salatiga which is located at Wahid Hasyim Street, Salatiga. The research was conducted in the second semester of Grade X students of MAN 1 Salatiga. The subjects of the research were the students of Class 1-1 and the class consists of 35 students and a material writing.

C. Research Procedure

As the research type is categorized as research and development, the research procedure was adopted from the R & D cycle proposed by Jolly and Bolitho in Tomlinson (1998: 98). The cycles are presented in the following figure:

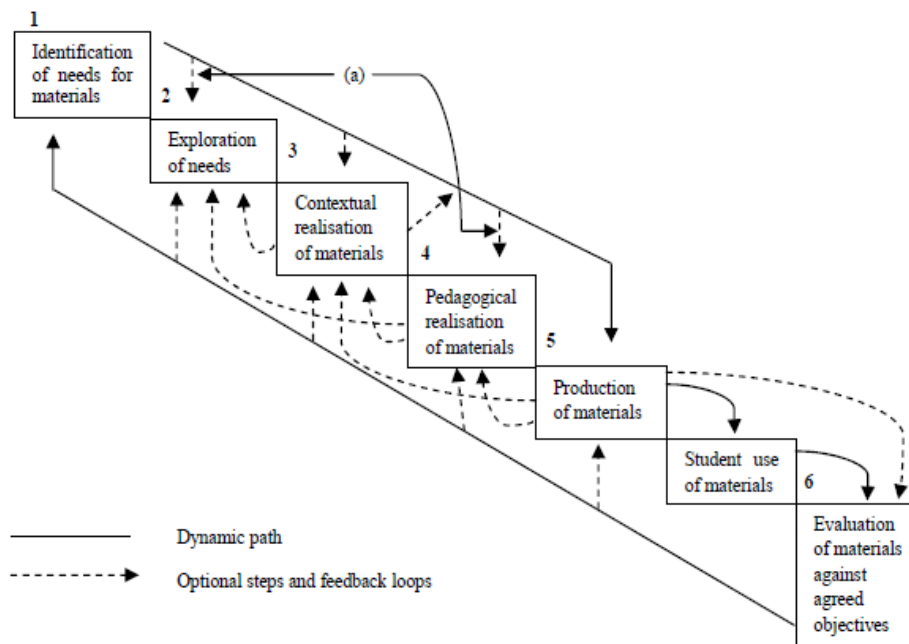


Figure 2: The Process of Material Writing

There were six steps which are proposed: identification of needs for materials, exploration of needs, contextual realization of materials, pedagogical realization of materials, production of materials, student use of materials, and evaluation of materials against agreed objectives.

However, regarding feasibility, the researcher modified and omitted some steps. There were steps which were modified into one idea. The step 2 (exploration of needs), 3 (contextual realization of materials), and 4 (pedagogical realization of materials) were written in the step of writing course grids. The reason was that the process of writing course grid was definitely considering those three steps. Finally, the steps of designing the materials were as follows:

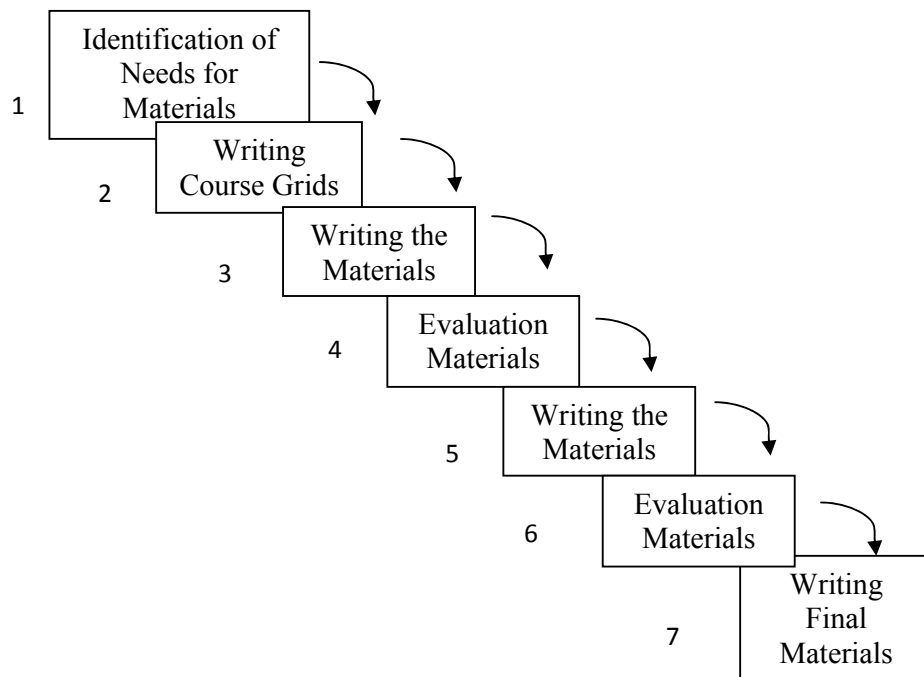


Figure 3: **The Modified Process of Materials Writing**

1. Identification of Needs for Materials

The needs analysis was conducted earlier in this research. It was conducted to gain the information from the students related to the English learning materials which had been designed. The information that had been gained was the students' characteristics and learning needs. In this step the researcher employed questionnaires which were distributed to the students.

2. Writing Course Grids

The next step was writing course grids. The course grids were the guidelines for the researcher in developing the materials. They were written based on the elaboration between the students' needs and the standard of competence and basic competency.

3. Writing the Developed Materials as the First Draft

In this step the researcher developed the whole materials or tasks. The process of designing the materials involved the contextual realization and pedagogical realization of the materials. It means that the researcher designed the inputs, the activities, the settings, the procedures, the teachers' and learners' roles. The materials were developed based on the guideline that was the course grids.

4. Expert Judgment of the Developed Materials

The materials that had been designed then were evaluated by an expert that was a lecturer of the English Language Education Department of Yogyakarta State University. The researcher administered questionnaires. This was done to

get the feedback to revise the materials and to get validation whether or not such materials appropriate to be implemented to the students.

5. Writing the Second Draft of the Materials

After having some data and suggestion from the expert, then the materials were revised. The revision of the first draft included eliminating, adding some necessary points, changing the content or input, and revising the activities. Then, after the second draft had been fixed, the researcher again asked the expert to give judgment the materials for the second time.

6. Expert Judgment of the Second Draft

In the second expert judgment, the revisions and suggestion were less than the first draft. The researcher administered the questionnaire on this step. Expert Judgment was done to get the information in order to make sure that the developed materials were qualified for the students.

7. Writing Final Materials

The materials that had been evaluated must be revised. The revision was based on the feedback gained from the second expert judgment. It was the last time to write the materials. Then the materials would be ready to implement for the students of Madrasah Aliyah.

D. Research Instruments

In this research, the researcher used some instruments in order to collect the data. The instruments were questionnaires and an interview guideline. These instruments had been employed based on the importance of the research. The

questionnaires were distributed in two stages; the first was in the need analysis and the second was in the evaluation of expert judgment, while the interview guideline was in the needs analysis.

The first questionnaires were administered to the students. They were aimed at collecting the students' needs and preferences. The data would be used in developing the tasks. The needs analysis questionnaire was close-ended, so the collected data are quantitative. Below is the questionnaire list for Grade X students of MAN 1 Salatiga.

Table.1: The Organization of the Questionnaire for the Need Analysis

Question Number	The Purpose of the Question	References
1	to identify the students perception of learning English	Ghrib (2004:63-65)
2	to find out the students interest in learning English	Hutchinson and Waters (1987:63)
3,4	to find out the students' reasons of learning English	Hutchinson and Waters (1987: 62)
5	to find out the students existing proficiency level of English	Hutchinson and Waters (1987:62)
6	to find out the students problems in learning English	Ghrib (2004:63-65)
7	to find out the students problems in learning speaking	Hutchinson and Waters (1987:62)
8	to find out the appropriate teaching techniques	Hutchinson and Waters (1987:62)
9,10	to find out the suitable input of the materials	Hutchinson and Waters (1987:101)
11,12	to find out the students learning style	Brown (200:154-155)
13,14	to find out teacher's role that the students interest	Nunan (2004:65)
15	to find out who are the partner of using English in real-world	Hutchinson and Waters (1987:59)
16	to find out the form of using English in the real world	Hutchinson and Waters (1987:59)

The second questionnaires were close-ended also. They were used to evaluate the tasks. They were administered to the materials writing expert. She was an English Language Education Department lecturer. Then, the data would be used to revise the tasks. Below is the table of the questionnaires for evaluating materials.

Table.2: The Organization of the Questionnaires for the Materials Evaluations

Question Number	The Purpose or the Question	Reference
1-3	to evaluate the goal of the materials	Nunan (2004:174)
4-6	to evaluate the layout of the materials	Hutchinson and Waters (1978:107)
7	to evaluate the instruction of the materials	Nunan (2004:174)
8,9	to find the information if the materials fit with the students' needs	Hutchinson and Waters (1978:101)
10,11	to evaluate the input of the materials	Nunan (2004:178)
12,13	to evaluate the vocabularies of the materials	Nunan (2004:174)
14,15	to evaluate the structure organization of the developed materials	Nunan (2004:174)
16-18	to evaluate the activities of the materials	Nunan (2004:174)
19	to evaluate the setting of the materials	Nunan (2004:174)
20	To evaluate the teacher role	Harmer (2001: 58-62)
21	To evaluate the learner role	Brown (2004:154-155)

The other instrument was an interview guideline. The interview was conducted with the teacher. It gained data about the ideal materials which would be revised considering the characteristics of the students. The gained data was used to revise the tasks.

E. Data Analysis Technique

Data analysis technique is a process of shifting, organizing, summarizing and synthesizing the data to be concluded. (Descombe, 2007). In this research the collected data were categorized into two. They were qualitative data and quantitative data. The data as the result of the questionnaire were categorized quantitative data. The data which are collected from the interview were categorized as qualitative data. Those data were analyzed as the following explanations.

a. Qualitative data

Qualitative data in this research were collected from the interview with the English teacher. The data would be presented in written forms. The data then would be analyzed and described qualitatively using the technique presented by Miles and Huberman (1994:10). There are three steps: data reduction, data display, and conclusion drawing and verification.

b. Quantitative Data

The questionnaires in this research would use Likert Scales over the statement of the questionnaires. The responses for each statement would be measured by scores. It started with five points, representing Strongly Agree (SA), and four points for Agree (A), while three points for Neutral (N), and two points for Disagree (D), and the last is one point for Strongly Disagree (SD).

The collected data by the questionnaires were quantitative, and then the researcher analyzed the data by using descriptive statistics that was by measuring

the means of the total scores. Then, the researcher would use Data Conversion proposed by Sudijono (2003:335) to measure the quality of the developed materials. It is presented in the following table.

Table 3: **The Quantitative Data Conversion**

Scale	Categories	Interval of Mean Value	
		Formula	Computation
5	Very Good	$X > Xi + (1.8 \times Si)$	$X > 4.2$
4	Good	$Xi + (0.6 \times Si) < X \leq Xi + (1.8 \times Si)$	$3.4 < X \leq 4.2$
3	Fair	$Xi - (0.6 \times Si) < X \leq X + (0.6 \times Si)$	$2.6 < X \leq 3.4$
2	Poor	$Xi - (0.6 \times Si) < X \leq Xi - (0.6 \times Si)$	$1.8 < X \leq 2.6$
1	Very Poor	$X > Xi - (1.8 \times Si)$	$X \leq 1.8$

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. RESEARCH FINDINGS

This chapter presents the results of the needs analysis, the process of writing the course grid and developing writing tasks, getting the expert judgment and revising the developed tasks based on the results of the expert judgment, and also evaluating and revising the developed tasks based on the results of expert judgment. The explanations of the results are as follows.

1. The Result of the Needs Analysis

The needs analysis was conducted in order to get the data from the students and their needs. It was done by distributing needs analysis questionnaire on Monday, 11 February 2013. The needs analysis questionnaires were in the form of multiple choices. The questions covered the general questions about the students' profile, the students' needs, and the learning needs.

a. The description of the students' profile

The participants of the needs analysis were Grade X students of MAN 1 Salatiga in the academic year of 2012/2013. There were seven classes in this grade, however considering to the practical situation and other considerations, the stakeholder only gave one class for this research. It was Class X-1 of Madrasah Aliyah Negeri 1 Salatiga. The detailed description of the participants can be seen in the following table

Table 4. The Description of the Students' Profile

Students (Total)	Sex		Age
	Male	Female	
32	13	19	16-18years old

b. The descriptions of the students' needs and the learning needs

The data of the students' needs, the learning needs and the target needs were used to design the course grid and then would be developed in designing the tasks. Based on the needs analysis questionnaire, the students' needs, the learning needs and the target needs can be described as follows.

1) The students' needs

The result of the first questionnaire (the needs analysis questionnaire) showed that the importance of learning English reached the highest percentage which was 93% .The students realized that English is important in their lives. They wanted to be able to communicate in English. It was about 90 % of them wanted to be able to respond to some simple transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently, and appropriately in order to communicate with others in daily conversations. The chosen goals were relevant with the ones stated in the curriculum. In addition, the students needed some interesting and various speaking tasks in order to help them practice speaking. It was the goal of conducting the needs analysis questionnaire as well. Then, the description of the students' needs is presented in the table which can be seen in *Appendix A*. The description of the result table of the need analysis can be seen in the following descriptions.

The first question in the need analysis questionnaire was about the students' perceptions of learning English. In this question there are about 6.7 % of the students considered English as very difficult subject. Then, 73% students considered it was difficult, and the next were 20 % students chose easy subject and there were no students who considered it as a kind of a very easy subject. It can be seen by 0 % of students chose very easy in the questionnaire. Thus, it can be concluded that most of the Class x students of MAN 1 Salatiga considered English as a difficult subject.

The second question of the questionnaire was about the students' interest in learning English. As the result, most of the students agreed that English was very important subject to learn. It was represented by the score of 93% students who chose English as the very important subject.

The third and fourth question of the questionnaire were about the students' reasons to learn English. There were three options in this question. The first was to get better score in this subject, and 33% students chose this option. The second was to be able to communicate in English, and 89 % students chose this option. The third option was to get the better job, and 10 % students chose this option. Then, it can be inferred that most of the students realized that they learn English was not only for the score, but deeper than that, they needed to have a skill to communicate in English.

The fifth question was about the students' current level of proficiency. This question was needed to find out the level of the students' current skill in the speaking skill. The result was used to meet the students' competency and the materials. In this question there were four levels of competencies. They were preparation, basic, intermediate, and advanced level. Then, the result show that 70% students were in the intermediate level. Meanwhile, 13% of them were in the preparation level. Then about 20% were in the basic level and no one was in the advanced level. By those percentages, it can be inferred that most of the students were in the intermediate level. This information is very useful in developing materials later.

The sixth question was about problems that the students faced while learning English. It might be the skills that the students considered as the difficult one. There were six options in this question. They were writing, reading, speaking, vocabulary, grammar and the last was other choices. In this question there were 30% of the students chosed writing as their problem in learning English. The next was 33.3 % of the students chose reading and the highest score was 56.7 % of the students chose speaking. The next result was 20 % chose

vocabulary, and 46.7 % chose grammar. In the last option students wrote down their difficulties. It was about 13.7 % of the students who wrote theirs.

The seventh question was about the problems that students had in learning speaking. The question had four statements which became the students' obstructions in learning English. The first statement was the students are shy and feeling afraid to be wrong to practice speaking. The second was there are many unfamiliar vocabularies which difficult to memorize. The third was about grammar, and the last was about pronunciation. From those statements, 40 % of the students felt that grammar was the most difficult part of speaking. Then 3.3 % of them felt shy and afraid to be wrong. It was about 36% students thought that vocabularies were difficult to memorize. The last result was 36% students thought that pronunciation was difficult to learn in speaking. It can be concluded that those options above have contributions which influences the students' perception in learning speaking.

The next question was about the appropriate teaching technique. The question was to reveal the students' interest in the teaching and learning speaking process. There were six options for the question. They were: monolog, conversation, role-play, games and sing. The result of the question was the students liked conversation or dialogue for 73 %. This was the highest score in this question. The second was 40% of the students interested with games as the activity. Then the next result was 36.7 % liked role-play. The next was 16% of the students were interested in a sing and the last was 13.3 % of the students liked monologue as the activities in teaching and learning process. All those aspects contribute in designing speaking materials.

The ninth and tenth questions were about the suitable input of the materials and the duration that the students needed to practice speaking. In the ninth question was about the appropriate duration for the students to practice speaking. There were four options for the question. They were one to two minutes, two to three minutes, three to four minutes and the

last was over than four minutes. For this question, the most students agreed to choose two minutes to three minutes. It was 76% of the students. The other results were about 13.3 % of the students chose one minute to two minutes. The next was 6.7 % chose three minutes to four minutes, and the last was only 3.7 % of the students chose over than four minutes. The next question was still about the appropriate input of the materials. It was about the topic that takes the students' interest. They were sports, music, films, interesting experiences, and the last was daily activities. The result of the question was about 54 % of the students were interested in daily activities as the input of the materials. It was the highest score for the result. The second higher score was the option music, it was 36.7 %. Then the rest options were under 20%.

The next question was to find the students' learning style. This point was related to the teacher's roles. In this term, 83 % of the students wanted the teacher explains the materials, gives the example and then they could practice based on the examples. The twelfth question was still to find the students learning style. From the data, it can be inferred that most of the student wanted to work in group. The students had voted this option for 70%. And the other choices were 26 % for work individually and 36 % of the students voted work in pairs.

The question number 13 and 14 were used to find the teacher's roles that the students expected in the teaching and learning speaking process. In developing vocabularies mastery, students expected the teacher to help the students to contextualize the text and then the students could practice to translate the text by their own language. The other result was the students intended the teacher to discuss the questions and to answer the questions straightly.

The fifteenth question was to find out who were the partners of the students in using English in the real life. The students answered that their teacher and their classmates helped them. It was 70 % of the students had answered it. The last question was to find the skill that

the students would use in the real life. This question had two options. The first was speaking skill, and the second one was writing skill. It was about 70% of the students answered the speaking skill. They felt that they would use speaking more than writing.

c. The description on Interview Result

There were seven classes of Grade X of Madrasah Aliyah Negeri 1 Salatiga, and the classes were handled by two teachers. However, the stakeholder let the researcher to have one class only to conduct his research. Then, the researcher interviewed the teacher who taught English at the selected class. The interview was conducted on Monday, February 11th 2013. Based on the result of the interview, the students were passive in joining speaking teaching and learning process. It was just a few students who had been. In the class, the teacher usually did drilling and reading aloud to increase the students speaking skill. The teacher did not develop the materials for speaking skill since there was no much time for the teacher to do that. So, in terms of the materials, the teacher relied on the book entitled *Look Ahead* by M. Sudarwati and Audia Grace, and also *Lembar Kerja Siswa (LKS)*. In addition, the language laboratory of MAN 1 Salatiga was not sufficient to support the students to practice speaking skill. Outside the class, the students did not have extra time to practice their speaking skill. It is because the school did not provide the teacher to control the extracurricular for the students.

It can be concluded that many factors impeded the students to improve their speaking skill. Moreover, the teacher had limited supporting materials to solve the problem. The teacher expected that the future developed materials of this research could accommodate both the students' needs to communicate and to pass the test.

2. Course Grid

After identifying the target and learning needs, the researcher used the data to write course grids. The course grids were aimed to be guidelines to develop the materials. The

writing of the course grids was based on the results of the needs analysis, the standard of competence, and the basic competency.

Based on the curriculum, there are two Standard of Competences of speaking skill for Grade X in Semester I. They are:

*to express transactional and interpersonal communication in the context of daily life
To express transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of thanking, praising, congratulating and accepting invitation*

However, considering the researcher's feasibility, the researcher only developed four basic competences. They are a) expressing a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of thanking b) expressing a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of praising/compliment c) expressing a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of congratulation d) expressing a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of accepting invitation. However, the first basic competence was regarded too easy for the students. Most of them might use the expressions of thanking easily. Therefore, the researcher decided to develop the materials into three units only based on the rest basic competences.

In addition, the course grids are written based on the six components of task proposed by Nunan (2004). So, they consisted of the target students, goals, indicators, inputs of units, tasks (teaching and learning activity), teacher role, learner roles, and setting. The complete course grids of the developed materials for Grade X students in Semester 1 of MAN 1

Salatiga are enclosed in the *Appendix C*. Here is the brief explanation of the course grid of the developed materials.

The first unit was developed based on the basic competence which is *expressing a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of congratulating*. It was intended for students to be able to understand the use of the expressions of congratulating, to know how to pronounce and use them fluently, appropriately, and accurately. This unit consists of eleven tasks which were divided into four stages. The stages are Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text.

The second unit was developed based on the basic competence which is *expressing a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of complimenting*. It was intended for students to be able to understand the use of the expressions of complimenting, to know how to pronounce and use them fluently, appropriately, and accurately. This unit consisted of 14 tasks which were divided into four stages. Similar to Unit 1, the stages are Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text.

The third unit was developed based on the basic competence *expressing a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of invitation*. It was intended for students to be able to understand the use of the expressions of accepting invitation, to know how to pronounce and use them fluently, appropriately, and accurately. This unit consisted of eleven tasks which were divided into four stages. The stages are

Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. Below is the general outline of the developed units.

The unit design:

- a. Warming up
- b. Main activities
- c. Homework
- d. Reflection
- e. Summary
- f. Unfamiliar words

The outlines of the developed materials are elaborated as follows.

The first outline in the developed materials is warming up. It aims to show the students to what that they will learn about. This section consists of two to three tasks which lead the students' concept to the topic of the material that will be learnt. This is the preparation step before going to the main activities. The second section is main activities. After the students having the concept of what they will learn, the students then do the main activities. The main activities convey the competencies that the students can reach by accomplishing the tasks. After all, the students move on the homework section. This section aims to give the students more space to practice the tasks. They have more chance to do the tasks. The next section is reflection. The reflection section is to review the students' understanding of the materials. It reminds the students to the materials that they have learnt in the unit. Move on the next section is summary. The summary section is to evaluate the materials of the teaching and learning that have been learnt. The last outline of the materials is unfamiliar words. Unfamiliar words consist of difficult words which are used to support the students in accomplishing the tasks.

3. Developed Materials

a. Unit 1 of the First Draft

Unit 1 was developed based on Basic Competency, *to express a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of congratulating*. In this unit, the researcher developed the language function that is congratulation. The researcher focused on the ability for the students to congratulate someone. The title of Unit 1 is *The Champion*.

At the beginning of the unit, there is a warming-up picture. That is the champion picture which is followed by several questions which tell the students what they will learn about. Students are to answer the questions based on the provided pictures. The question is related to the championship. The objective of the first task is to prepare the students' concept to the materials they deal with. That is the activity that becomes Task 1 in Unit 1. In Task 2, students are to learn the provided dialogue. The dialogue is about the wining of the competition. Then it is followed by some questions related to the dialogue and the function of congratulation. In this task, students are to find examples of the expression of congratulation. This task belongs to main activity. The next is Task 3. In this task students are to find the meaning of several words which are related to the topic and function of congratulation. Going to Task 4, students are to study the provided dialogue. It is also followed by several questions which drive the students to comprehend the dialogue. It asks the students to underline the expressions of congratulation and to find other examples of expressions of congratulation.

The next task is Task 5. The task provides the expressions of congratulation and its responses. Students are asked to learn the expressions of congratulation and its responses. It also asks the students to pronounce the expressions after the teacher. In this task besides pronouncing the expressions, students learn how to congratulate someone and how to respond

it. Move to the next task is Task 6. In this task, students are to complete the dialogues by choosing the most appropriate expressions provided in the box. After completing the dialogues, students are to practice the dialogue with their partners in front of the class.

The next task is Task 7. In this task students are to practice their pronunciation by listening to their teacher. Students are asked to practice how to pronounce the expressions of congratulation. Then in the next task, students are asked to congratulate someone based on the given situations. The next task is Task 9. In this task, students are to play the game. This game is to refresh the students.

The next task is Task 10. In this task, the students in pairs are asked to make conversations based on the guidelines given. Continuing to the next task, students with their partner are asked to make dialogues based on the pictures provided. Then students should practice it in front of the class. Then it is closed by homework in Task 12. The homework is to congratulate someone.

Table 6: General Description of the Unit

Tasks Number	Goals	Activities
1.	Leading the students to the topic of the unit.	Studying the pictures and answer the related questions.
2.	Giving the students the exposure of the dialogue which uses the expressions of congratulation.	Learning the dialogue and answer the related questions.
3.	Leading the students to the vocabularies related to the topic and function of congratulation.	Finding the meaning of the words in the box.
4.	Helping the students to comprehend the dialogue which contains the expressions of congratulation.	Studying the dialogue provided then answering the questions.
5.	Providing the target expressions of congratulating and the responses.	Studying the expressions of congratulation and its responses.

Continued

Continued

6	Helping the students to use the expressions of congratulation in the dialogue and to practice the dialogue.	Complete the dialogue by using the expressions provided in the box. Then, practice the dialogue with partner.
7	Helping the students to practice listening for the expressions of congratulation.	Listening to the teacher how to pronounce the expressions of congratulation then repeating after the teacher.
8	Helping the students to congratulate someone.	Practicing to congratulate someone based on the situation given.
9	Refreshment for the students.	Doing the game then congratulating the winner
10	Helping the students to make conversations related to the expressions of congratulation.	Making conversation based on the guideline.
11	Helping the students to use the expressions of congratulation by making some dialogues based on the pictures given.	With the partner the students make the dialogues and then practice the dialogue.

b. Unit 2 of the first draft.

Unit 2 was developed based on the Basic Competency, *to express simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the function of invitation and accepting invitation.* This unit focusses on the function of inviting someone and how to respond the invitation either formally and informally. The topic of the unit is *Going to the Cinema*. There are fourteen tasks in this unit. Going for the first task, students are given an invitation picture. They are to answer the questions based on the picture given. This task belongs to the warming up section. Moving on the next task is the main activity section. In this task students are to learn the provided dialogue related to the topic and the function of invitation. Then, students are asked to answer the questions based on the dialogue. The next task still uses the dialogue as the exposure of the use the function of invitation. In this task students are asked to learn the dialogue. The dialogue contains the using expressions of

invitation. After comprehending the dialogue, students are asked to answer the questions related to the dialogue.

Task 4 provides the expression of invitation. In this task students are asked to learn the given expressions. Students are asked to listen to the teacher focusing on how to pronounce the expressions correctly and then to repeat after the teacher. The next task is Task 5. In this task there are several incomplete dialogues that need to complete. The students are asked to complete the dialogues based on the expressions which have learnt in the previous task. After completing the task, the students are asked to practice the dialogues.

After learning the expressions of invitation in the previous task, in Task 6 students are asked to learn how to respond invitation. There are some expressions of responding the invitation that need to pronounce after the teacher. In the next task that is Task 7, the students are asked to listen to the recording related to the function of invitation and accepting invitation. The students are asked to write down the expressions that they listen in the recording. Moving on the next task is Task 8. In this task students are asked to complete the dialogues by using the expressions of accepting invitation. After completing the dialogues, the students are asked to practice the dialogues.

The activity of the Task 9 is drawing an arrow. Students here are asked to match the theme with the information. Then, in Task 10 students are asked to complete the dialogue by using the expressions in the box. The next task is still about completing the dialogue by using the expressions in the box. After completing the dialogue, students are asked to practice the dialogue with their partners. In Task 12, students are given situations related to the function of invitation. They are asked to make conversations with their partners based on the given situation. In Task 13 students are asked to find the meaning of several words in the box. For the last task, it is Task 14, students are asked to make dialogues based on the invitation cards.

Table 7: General Description of the Unit

Task	Goals	Activity
1.	Leading the students to the topic of the unit.	Studying the picture of the invitation card and then answer the related questions.
2.	Giving the students the exposure of the dialogue which uses the expressions of invitation.	Learning the dialogue and answer the related questions.
3.	Giving the students exposure of the target expression from the dialogue.	Comprehending the dialogue then answer the question.
4.	Providing the students of the expressions of invitation.	Studying the expressions of invitation and pronounce them.
5.	Helping the students to use the expressions of invitation in the dialogues and helping the students to practice the dialogues.	Completing the dialogues then practicing the dialogues.
6.	Helping the students to respond the invitation.	Studying the expressions of accepting the invitation and practicing to pronounce them.
7.	Helping the students to respond the invitations from the recording.	Listening to the recording of the invitations then answering the expressions based on the recording.
8.	Helping the students to respond the invitation and to practice the dialogue.	Responding the invitation then practicing the dialogue.
9.	Helping the students to match the theme and the detailed information.	Matching the information with the questions.
10.	Helping the students to use the expressions of invitation and the response in the dialogue.	Completing the dialogue by using the expressions of the invitation and the responses.
11.	Helping the students to use and practice the expressions of the invitation and the responses in the dialogue.	Completing the dialogue by choosing the most appropriate expressions in the box and then practice the dialogue.
12.	Helping the students to use the expressions of the invitation and its responses in the dialogues.	Making conversation based on the given situations.
13.	Helping the students to master the related vocabulary.	Finding the meaning of the vocabularies in the box.
14.	Helping the students to invite and response the invitation.	Make dialogues based on the pictures given.

c. Unit 3 of the First Draft

Unit 3 is developed based on Basic Competency, *to responding to the meaning within simple transactional (to get things done) and interpersonal (to socialize) conversation using oral language accurately, fluently, and appropriately in order to communicate with others involving the expressions of giving compliment.* The topic of this unit is complimenting. This unit is focused on the formal and less-formal of the expressions giving compliment and vocabulary related to the materials.

The topic of this unit is *What a Good Performance.* It has eleven tasks. The first coming task is Task 1 which is for warming up. Task 1 provides the wedding party picture. It is then followed by several questions. Students here are asked to study about the picture then answer the questions. Task 2 still belongs to warming up task. In Task 2, students are to read a dialogue then answer some questions. Move on Task 3 is main activity task. Task 3 provides students the expressions of compliment and the responses. In this task, students are to listen to the teacher who gives examples of how to pronounce the expressions correctly. Then students are asked to pronounce after the teacher. In Task 4, students are asked to find the meaning of several words related to the topic and match the words with the pictures. Task 5 asks the students to listen to the teacher. Students are asked to write down the expressions of compliment and the responses that they hear in this listening. In Task 6 students are asked to complete the dialogue by choosing the expression provided. It is based on the listening of the teacher.

The next task is Task 7. In this task students are asked to complete a dialogue based on the recording. Students complete the dialogue by choosing the expressions provided in the box. Task 8 provides several pictures related to the topic. In this task, students are asked to find the meaning of several words in the box. After finding the meaning the students are asked to make comments for the following pictures. In the next task, students are asked to

complete the dialogue then practice the dialogue. Task 10 and 11 are interconnected. Task 10 asks the students to make a survey to their friends about anything that can be complimented. Then Task 11 asks the students to make a dialogue based on the data gotten from the task 10.

Table 8: General Description of the Unit

Task	Goals	Activity
1.	Leading the students to the topic of the Unit.	Studying the picture of compliment and then answer the related questions.
2.	Giving the students the exposure of the dialogue which uses the expressions of compliment.	Learning the dialogue and answer the related questions.
3.	Providing the expressions of compliment and responses of compliment.	Listening to the pronunciation of expressions of compliment and its responses.
4.	Leading the students to master vocabularies related to the topic.	Finding the meaning of the vocabularies and matching the vocabularies with the provided pictures.
5.	Helping the students to use the expressions of compliment in the dialogue.	Listening to the expressions of compliment and writing the expressions.
6.	Helping the students to use the expression of compliment by in the dialogue.	Completing the dialogue by listening to the teacher.
7.	Helping the students to use the expressions of compliment in the dialogue.	Completing the dialogue by listening to the teacher. it is based on the expressions provided.
8.	Helping the students to make utterances by using the expressions of compliment.	Finding the meaning of the words then use the words to comment the pictures.
9.	Helping the students to make a conversation by using the expressions of complimenting.	Completing the dialogue then practicing the dialogue.
10.	Helping the students to compliment someone.	Finding someone to compliment.
11.	Helping the students to compliment someone.	Making conversation by using the data which is gotten from the previous task.

4. Expert Judgment of the First Draft

After being designed, the three units then became the first draft. They can be seen in appendix. Before going to be implemented, the developed materials had to be revised by the expert of the materials. In this matter, the expert was a lecturer of Yogyakarta State University. She is eligible to be an expert of the developed materials. To gain the data, the researcher administered the questionnaire to evaluate the developed material. This below is the statistical data of the expert judgment of unit I, II, and III of the first draft.

Table 9: The Statistical Data of Expert Judgment Unit 1 of the First Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Good
Goal 3	5	very good
Format 1	4	Good
Format 2	4	Good
Format 3	5	very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	3	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	4	Good
Teacher's role	3	Good
Learner's role	4	Good
TOTAL SCORE		80
MEAN		3.809523
CATEGORY		Good

Based on the table, the result shows that the expert agreed that the materials in Unit 1 were appropriate to implement. It was achieved with the mean value of 3.80. According to Quantitative Data Conversion proposed by Suharto (2006) the mean value (3.80) belonged

to the *good category*. It was achieved with the mean value of 3.80. It means that the materials completed the requirement of the good materials in the aspects of the goal, indicators, setting, input, learners' role and teachers' role.

Table 10: The Statistical Data of Expert Judgment Unit II of the First Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	2	Bad
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	5	very good
Sequence 1	5	very good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	5	very good
Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE		82
MEAN		3.904761
CATEGORY		Good

As unit I before, this unit was also approved as *Good Category*. It showed by the statistical data of the expert judgment above. It was achieved with the mean value of 3.90. It means that the materials completed the requirements of the good materials in the aspects of the goal, indicators, setting, input, learners' role and teachers' role.

Table 11: The Statistical Data of Expert Judgment Unit III of the First Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Fair
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	Very Good
Instruction	3	Good
Content 1	4	Good
Content 2	5	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	3	Good
Sequence 1	4	Good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	4	Good
Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE		84
MEAN		4.00
CATEGORY		Good

As the result of the expert judgment of the developed material unit III, it was stated that the materials was categorized as very good. It could be seen in the mean value gained from the statistical data 4.0. As the quantitative data conversion, the mean value 4.0 belonged to the *very good category*.

As the table number 13, 14 and, 15 can be inferred that the all developed materials unit 1, II, and III are accepted to be the implemented for the students of Madrasah Aliyah. However, the materials need to be revised in some parts. In the expert judgment of the developed materials, there were several parts that still needed to be revised. The table below presents the parts of the tasks in unit one, two, and three that should be revised.

Table 12: The Revision of Unit 1

Parts of the Units	Points that should be revised	Revision
Warming up paragraph	The space between the first paragraph and the second utterance was too long.	Formating the layout of the introductory paragraph.
Task 1	The third question had a wrong article “the”.	Changing the article “the” with the article “a”
Task 2	Pronoun “it” in the dialogue, line 1 and 3 was inappropriate.	Changing the pronoun “it” with the word “you”.
Task4	The question number 2 missed a preposition “to”.	Adding preposition “to” in the sentence.
Task 8	The space the situation number six was too long.	Shortening the space
Task 9	The game took too long time. It needed clearer instruction.	Revising the game to be shorter Revising the instruction
Task 10	The situations missed some formal situation	Adding formal situations
Task 11	There were grammar mistake in the situation of number 2 and 4.	Revising inappropriate words
F.Unfamiliar words	There were several words which were not in the correct form.	Changing inappropriate words

Table 13: The Revision of Unit II

Parts of the Unit	Points that should be revised	Revision
Introductory paragraph	The grammar of the paragraph was inappropriate.	Revising the grammar of the paragraph
Task 1	There was inappropriate verb use in the question of number 4.	Revising inappropriate verb
Task 2	The word “Movie” in the situation was inappropriate. The expression of invitation in	Changing the first letter of the word “Movie” in to small “m” Revising the formal invitation to be less

Continued

Continued

Parts of the Unit	Points that should be revised	Revision
Introductory paragraph	The grammar of the paragraph was inappropriate.	Revising the grammar of the paragraph
	The expression of invitation in the dialogue was too formal.	Revising the formal invitation to be less formal
	The question of number two missed an auxiliary verb “do”.	Adding auxiliary “do” in the question
Task 3	The expression of invitation use was too formal.	Changing the expression to be less formal
Task 5	The dialogue number 2 needed to vary the response.	Varying the responses of the invitation in the dialogue
	The dialogue number 3 needed to add formal situation.	Adding formal situation in the dialogue.
Task 7	The task 7 missed the symbols of listening activity.	Adding the symbol of listening in the task
Task 8	The instruction of the task was inappropriate.	Changing the instruction
Task 13	The task missed the word category	Adding the words category
	The words in the box inappropriate.	Correcting the words in to based form
Task 14	The instruction missed an article “a”.	Adding an article “a”
	The invitation cards were less various.	Varying the invitation cards
Point C	There was inappropriate grammar in the instruction.	Correcting the grammar of the instruction.

Table 14: the revision of unit III

Parts of the Units	Points that should be revised	Revision
Task 1	The picture was inappropriate.	Changing the picture
Task 2	The word “as follow” in the situation of the task 2 missed the letter “s”.	Adding ‘s’ in the situation
Task 3	There was wrong word form in the situation of task 3.	Correcting the situation
Task 4	The task was too easy to do the students.	Improving the task
Task 6	There was not a recording to support the task.	Improving the task

Continued

Continued

Task 7	There were inappropriate several words in the dialogue.	Correcting the dialogue
Task 8	There was inappropriate word in the instruction.	Changing the inappropriate word
Task 10	The instruction of the task seemed difficult to understanding.	Adding the clearer instruction

5. Developed Materials of the Second Draft

a. Unit 1 of the second draft

After having expert judgment for the unit, then the researcher revised the developed materials. In this second draft, unit 1 was developed still based on this Basic Competency: *To express a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of congratulating.*

The topic of the materials is *The Champion*. At the beginning of the unit, there is a warming-up pictures. That is the introductory picture which is followed by introductory paragraph and several questions which tell the students what they will learn about. Students are to answer the questions based on the provided pictures. The question is related to the championship. The objective of the first task is to prepare the students' concept to the materials they deal with. In the task 2, students are to learn the dialogues which have revised. The dialogue is about the wining of the competition. Then it is followed by some questions related to the dialogue and the function of congratulation. In this task, students are to find the example of expression of congratulation. This task is belongs to main activity. The next is task 3. In this task students are asked to find the meaning of several words which are related to the topic and function of congratulation. Going to the task 4, students are to study the provided dialogue. It is also followed by several questions which drive the students to

comprehend the dialogue. It is asking the students to underline the expressions of congratulation and to find other example of expressions of congratulation.

The next task is task 5. This task provides the expressions of congratulation and its responses. The students are asked to learn the expressions of congratulation and its responses. In this task besides pronouncing the expressions, students learn how to congratulate someone and how to respond it. Move to the next task is task 6. In this task, students are to complete several dialogues by choosing the most appropriate expressions provided in the box. In this task, students should consider about the formal and informal to the use of expressions. After completing the dialogues, the students are to practice the dialogue with their partner in the front of the class.

The next task is task 7. This task is listening activity. The students are to practice their pronunciation by listening to their teacher. Students are asked to practice how to pronounce the expressions of congratulation. Then in the next task, students are asked to congratulate someone based on the given situations. The next task is task 9. In this task, students are to play the game. This game is to refresh the students.

The next task is task 10. In this task, student in pairs are asked to make conversations based on the guidelines given. Continuing to the next task, students with their partner are asked to make dialogues based on the pictures provided. Then students should practice in the front of the class. Then it is closed by homework, the reflection, summary and unfamiliar words.

Table 15: General Description of the Unit

Tasks Number	Goals	Activities
1.	Leading the students to the topic of the Unit	Studying the pictures, introductory paragraph and answer questions.
2.	Giving the students dialogue as the exposure which uses the expressions of congratulation	Learning the dialogue and answer the related questions

Continued

Continued

Tasks Number	Goals	Activities
3	Leading the students to the vocabularies related to the topic and function of congratulation	Finding the meaning of the words in the box
4	Helping the students to comprehend the dialogue which contains the expressions of congratulation	Studying the dialogue provided then answering the questions
5	Providing the target expressions of congratulation and the responses	Studying the expressions of congratulation and its responses
6	Helping the students to use the expressions of congratulation in the dialogue and to practice the dialogue	Completing the dialogue by using the expressions provided in the box. Then, practice the dialogue with partner
7	Helping the students to practice listening to the expressions of congratulation	Listening to the teacher how to pronounce the expressions of congratulation then repeating after the teacher
8	Helping the students to congratulate someone	Practicing to congratulate someone based on the situation given
9	Refreshment for the students	Doing the game then congratulating the winner
10	Helping the students to make conversations related to the expressions of congratulation	Making conversation based on the guideline
11	Helping the students to congratulate to the certain appropriate people	With the partner the students make the dialogues and then practice the dialogue

b. Unit 2 of The Second Draft

After having suggestion from the expert of the material, then unit II had been revised. The material of unit II was developed based on the Basic Competency: *To express simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the function of invitation and accepting invitation.* This unit 2 is focusing on the function of inviting someone and how to respond the invitation, including formal and informal using of the expression. The topic of the unit is *Going to the Cinema*. There are 14 tasks in this unit after having revision. Going for the first task, students are given an introductory picture and

paragraph. The students are to study the picture and the introductory paragraph. The next task is belonging to the warming up section. This first task asks the students to study the invitation card and then answer the questions. Moving on the next task is the main activity section. In this task students are to learn the dialogue related to the topic and the function of invitation. Then, students are asked to answer the questions based on the dialogue. The next task is task 3. This task is still using the expressions of invitation as the exposure. Students learn the dialogue which is containing the using expressions of invitation. After comprehending the dialogue, the students are asked to answer the questions related to the dialogue.

Task 4 provides the expression of invitation. In this task students are asked to learn the given expressions. Students are asked to listen to the teacher how to pronounce the expressions correctly and then repeat after the teacher. The next task is task 5. In this task there are several incomplete dialogues that need to complete. The students are asked to complete the dialogues based on the expressions which have learnt in the previous task. After completing the task, the students are asked to practice the dialogues.

After learning the expressions of invitation in the previous task, in the task 6 students are asked to learn how to respond invitation. There are some expressions of responding the invitation that need for the students to pronounce after the teacher pronounce them. In the next task that is task 7. The students are asked to listen to the recording related to the function of invitation and accepting the invitation. The students are asked to write down the expressions that they listen in the recording. Moving on the next task is task 8. In this task students are asked to complete the dialogues by using the expressions of accepting invitation. After completing the dialogues, the students are asked to practice the dialogues.

The activity of the task 9 is drawing arrows. The students here are asked to match the theme with the information. Then, in the task 10 the students are asked to complete the

dialogue by using the expressions in the box. In the next task, it is still completing the dialogue by using the expressions in the box. After completing the dialogue, the students are asked to practice the dialogue with their partner. In the task 12, students are given situations related to the function of invitation. Students are asked to make conversations with their partner based on the given situation. In task 13 students are asked to find the meaning of several words in the box. For the last task, it is task 14, the students are asked to make dialogues based on the invitation cards. The unit is closed by homework, reflection, evaluation and unfamiliar vocabulary.

Table 16: General Description of the Unit

Task	Goals	Activity
Introductory	Leading the students to the topic of the Unit	Studying the introductory picture and introductory paragraph
1.	Leading the students' concept of the topic	Studying the picture and answering the questions
2.	Helping the students to recognize the expressions of invitation use in the dialogue	Studying the dialogue and answering the related questions
3.	Giving the students exposure of the target expression from the dialogue.	Comprehending the dialogue then answer the question
4.	Helping the students to recognize the expressions of invitation	Studying the expressions of invitation and pronouncing them
5.	Helping the students to use the expressions of invitation in the dialogues and helping the students to practice the dialogues	Completing the dialogues then practicing the dialogues.
6.	Helping the students to respond the invitation	Studying the expressions of accepting the invitation and practicing to pronounce them
7.	Helping the students to respond the invitations from the recording	Listening to the recording of the invitations then answering the expressions based on the recording
8.	Helping the students to respond the invitation and to practice the dialogue	Responding the invitation then practicing the dialogue
9.	Helping the students to match the theme and the detailed information	Matching the information with the questions

Continued

Continued

10	Helping the students to use the expressions of invitation and the response in the dialogue	Completing the dialogue by using the expressions of the invitation and the responses
11	Helping the students to use and practice the expressions of the invitation and the responses in the dialogue	Completing the dialogue by choosing the most appropriate expressions in the box and then practice the dialogue
12	Helping the students to use the expressions of the invitation and its responses in the dialogues	Making conversation based on the given situations
13	Helping the students to master the related vocabulary	Finding the meaning of the vocabularies in the box
14	Helping the students to invite and response the invitation	Make dialogues based on the pictures given

c. Unit 3 of the Second Draft

Unit 3 was developed based on the suggestions of the expert judgment. After being revised, several parts of the materials were changed. There were the certain tasks which had been eliminated and changed.

The topic of this unit 3 is *What a Good Performance*. Unit 3 has eleven tasks. The cover of the materials contains introductory picture and paragraph. Then it comes for the warming up task, it is the task 1. Task1 provides the wedding party picture. In the previous draft, the picture of this task is uninteresting enough. The researcher then improves to change the picture. It is then followed by several questions. Students here are asked to study about the picture then answer the questions. Task 2 still belongs to warming up task. In task two students are to read the dialogue then answer the questions. Move on the task 3 is main activity task. Task 3 provides students the expressions of compliment and its responses. In this task, the students are to listen to the teacher who gives example how to pronounce the expressions correctly. Then students are asked to pronounce after the teacher.

Based on the result of the expert judgment, task 4 need to be eliminated and changed to be the better task. In the previous draft, the task was too easy for the students. Then the

researcher changed in to another activity. In this task, the students are asked to sing a song together. Task 5 is asking the students to listen to the teacher. The students are asked to write down the expressions of compliment and its responses that they hear in this listening. In the task 6 students are asked to complete the dialogue by choosing the expression provided. It is based on the listening of the teacher.

The next task is task 7. In this task students are asked to complete the dialogue based on the recording. The students complete the dialogue by choosing the expressions provided in the box. Task 8 is providing several pictures related to the topic. In this task, students are asked to find the meaning of several words in the box. After finding the meaning the students are asked to make comments for the following pictures. In the next task, students are asked to complete the dialogue then practice the dialogue. Task 10 and 11 are interconnected. Task 10 asks the students to make a survey to their friends about anything that can be complimented. Then task 11 asks the students to make a dialogue based on the data gotten from the task 10. Then this task is closed by homework, reflection, summary and unfamiliar words.

Table 17: General Description of the Unit

Task	Goals	Activity
	Introducing the students to the topic which is discussing	Studying the introductory paragraph
1.	Leading the students to the topic of the unit	Studying the picture of compliment and then answer the related questions
2	Helping the students to recognize the exposure of the dialogue which uses the expressions of compliment	Learning the dialogue and answer the related questions
3	Helping the student to recognize the expressions of compliment and responses of compliment	Listening to the pronunciation of expressions of compliment and its responses
4	Refreshing the students	Singing together
5	Helping the students to use the expressions of compliment in the dialogue	Listening to the expressions of compliment and writing the expressions

Continued

Continued

6	Helping the students to use the expression of compliment in the dialogue	Completing the dialogue by listening to the teacher
7	Helping the students to use the expressions of compliment in the dialogue	Completing the dialogue by listening to the teacher based on the expressions provided
8	Helping the students to make utterances by using the expressions of compliment	Finding the meaning of the words then use the words to comment the pictures.
9	Helping the students to make a conversation by using the expressions of complimenting	Completing the dialogue then practicing the dialogue.
10	Helping the students to compliment someone	Finding certain people to compliment
11	Helping the students to compliment someone	Making conversation by using the data which is gotten from the previous task

6. Expert Judgment of the Second Draft

After developing the first draft of the materials, the materials then needed to be corrected by the expert in the second time. It aimed to eliminate some mistakes that might happen in the materials. To gain the data, the researcher administered the same questionnaire as before. This is the data result of the second expert judgment.

Table 18: The Statistical Data of Expert Judgment Unit 1 of the Second Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Good
Goal 3	5	Very good
Format 1	4	Good
Format 2	4	Good
Format 3	5	Very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good

Continued

Continued

Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	4	Good
Teacher's role	3	Good
Learner's role	4	Good
TOTAL SCORE		85
MEAN		4.047
CATEGORY		Good

Based on the table, the result shows that the expert agreed that the materials in Unit 1 were appropriate to implement. It achieved with the mean value of 4.07. According to Quantitative Data Conversion proposed by Suharto (2006) the mean value ($\bar{x} = 4.07$) belonged to the *good category*. It achieved with the mean value of 4.07. It means that the materials completed the requirement of the good materials in the aspects of the goal, indicators, setting, input, learners' role and teachers' role.

Table 19: The Statistical Data of Expert Judgment Unit II of the Second Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Good
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	Very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	5	Very good
Sequence 1	5	Very good
Sequence 2	4	Good
Activities 1	5	Good
Activities 2	4	Good
Activities 3	4	Good
\Setting	5	Very good

Continued

Continued

Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE	89	
MEAN	4.2380	
CATEGORY	Very Good	

As unit I before, this unit was approved as *Very Good Category*. It was showed by the statistical data of the expert judgment above. It achieved with the mean values of 4.23. It means that the materials completed the requirements of the good materials in the aspects of the goal, indicators, setting, input, learners' role and teachers' role.

Then below is the statistical data of the expert judgment of Unit III.

Table 20: The Statistical Data of Expert Judgment Unit III of the Second Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Bad
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	very good
Instruction	4	Good
Content 1	4	Good
Content 2	5	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities3	4	Good
Setting	4	Good
Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE	84	
MEAN	4.0095	
CATEGORY	Good	

As the tables before, the statistical data of the expert judgment result showed that the developed materials were categorized as *very good category*. It could be seen from the mean value gained 4.0. It means that the material of the unit is appropriate. Based on the quantitative data conversion, the mean value 4.0 belongs to *very good category*.

However, the materials need to be revised in some parts. In the expert judgment of the developed materials, there were several parts hat still needed to be revised. The table below presents the parts of the tasks in unit one, two, and three that should be revised.

Table 21: The Revision of Unit 1 of the Second Draft

Parts of the Units	Points that should be revised	Revision
Task 2	The punctuation was missing in the dialogue. There were inappropriate letter in the dialogue.	Adding the needed punctuation Changing the letter of the word “Coach” with capital letter in to “coach” small case.
Task 7	There were double symbols of listening activity.	Eliminating the another symbol
Task 10	Task 10 needed various situations, ex: formal situation.	Adding more various situation

Table 22: The Revision of Unit II

Parts of the Unit	Points that should be revised	Revision
Task 5	The task needed more various situations	Adding more various situation
Task 13	There was inappropriate preposition in the instruction of the task.	Revising inappropriate preposition
Task 14	The task needed various invitation cards	Adding various invitation cards

Table 23: Rhe Revision of Unit III

Parts of the Units	Points that should be revised	Revision
Task 4	The task needed various activities.	Adding various activities
Point F Unfamiliar words	There was missing word meaning in the unfamiliar words point.	Revising the missing word

7. Developed Materials of the Final Draft

After being revised twice, based on the suggestions of the expert, the developed materials were developed in the last time. Then it was the writing of the final draft. Then it would be ready to be the materials for the learners of Grade X of Madrasah Aliyah Negeri 1 Salatiga.

a. Unit 1 of the Final Draft

After having expert judgment for twice of the unit, the researcher revised the developed materials as the final draft. In this final draft, unit 1 was developed still based on this Basic Competency: *To express a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of congratulating.*

The topic of the materials is *The Champion*. At the beginning of the unit, there is a warming-up pictures. That is the introductory picture which is followed by introductory paragraph and several questions which tell the students what they will learn about. Students are to answer the questions based on the provided pictures. The question is related to the championship. The objective of the first task is to prepare the students' concept to the materials they deal with. In the task 2, students are to learn the dialogues which have revised. The dialogue is about the wining of the competition. Then it is followed by some questions related to the dialogue and the function of congratulation. In this task, students are to find the

example of expression of congratulation. This task belongs to main activity. The next is task 3. In this task students are asked to find the meaning of several words which are related to the topic and function of congratulation. Going to the task 4, students are to study the provided dialogue. It is also followed by several questions which drive the students to comprehend the dialogue. It is asking the students to underline the expressions of congratulation and to find other example of expressions of congratulation.

The next task is task 5. This task provides the expressions of congratulation and its responses. The students are asked to learn the expressions of congratulation and its responses. In this task besides pronouncing the expressions, students learn how to congratulate someone and how to respond it. Move to the next task is task 6. In this task, students are to complete several dialogues by choosing the most appropriate expressions provided in the box. In this task, students should consider about the formal and informal to the use of expressions. After completing the dialogues, the students are to practice the dialogue with their partner in the front of the class.

The next task is task 7. This task is listening activity. The students are to practice their pronunciation by listening to their teacher. Students are asked to practice how to pronounce the expressions of congratulation. Then in the next task, students are asked to congratulate someone based on the given situations. The next task is task 9. In this task, students are to play the game. This game is to refresh the students.

Move to the next task is task 10. In this task, student in pairs are asked to make conversations based on the guidelines given. Continuing to the next task, students with their partner are asked to make dialogues based on the pictures provided. Then students should practice in the front of the class. Then it is closed by homework, the reflection, summary and unfamiliar words.

Table 24: General Description of the Unit

Tasks Number	Goals	Activities
1.	Leading the students to the topic of the Unit	Studying the pictures, introductory paragraph and answer questions.
2.	Giving the students dialogue as the exposure which uses the expressions of congratulation	Learning the dialogue and answer the related questions
3.	Leading the students to the vocabularies related to the topic and function of congratulation	Finding the meaning of the words in the box
4.	Helping the students to comprehend the dialogue which contains the expressions of congratulation	Studying the dialogue provided then answering the questions
5.	Providing the target expressions of congratulation and the responses	Studying the expressions of congratulation and its responses
6.	Helping the students to use the expressions of congratulation in the dialogue and to practice the dialogue	Completing the dialogue by using the expressions provided in the box. Then, practice the dialogue with partner
7.	Helping the students to practice listening to the expressions of congratulation	Listening to the teacher how to pronounce the expressions of congratulation then repeating after the teacher
8.	Helping the students to congratulate someone	Practicing to congratulate someone based on the situation given
9.	Refreshment for the students	Doing the game then congratulating the winner
10.	Helping the students to make conversations related to the expressions of congratulation	Making conversation based on the guideline
11.	Helping the students to congratulate to the certain appropriate people	With the partner the students make the dialogues and then practice the dialogue

b. Unit 2 of The Final Draft

After having suggestion from the expert of the material, then unit II had been revised. The material of unit II was developed based on the Basic Competency: *To express simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the function of invitation and accepting invitation.* This unit 2 is focusing on the function of inviting

someone and how to respond the invitation, including formal and informal using of the expression. The topic of the unit is *Going to the Cinema*. There are 14 tasks in this unit after having revision. Going for the first task, students are given an introductory picture and paragraph. The students are to study the picture and the introductory paragraph. The next task is belonging to the warming up section. This first task asks the students to study the invitation card and then answer the questions. Moving on the next task is the main activity section. In this task students are to learn the dialogue related to the topic and the function of invitation. Then, students are asked to answer the questions based on the dialogue. The next task is task 3. This task is still using the expressions of invitation as the exposure. Students learn the dialogue which is containing the using expressions of invitation. After comprehending the dialogue, the students are asked to answer the questions related to the dialogue.

Task 4 provides the expression of invitation. In this task students are asked to learn the given expressions. Students are asked to listen to the teacher how to pronounce the expressions correctly and then repeat after the teacher. The next task is task 5. In this task there are several incomplete dialogues that need to complete. The students are asked to complete the dialogues based on the expressions which have learnt in the previous task. After completing the task, the students are asked to practice the dialogues.

After learning the expressions of invitation in the previous task, in the task 6 students are asked to learn how to respond invitation. There are some expressions of responding the invitation that need for the students to pronounce after the teacher pronounce them. In the next task that is task 7. The students are asked to listen to the recording related to the function of invitation and accepting the invitation. The students are asked to write down the expressions that they listen in the recording. Moving on the next task is task 8. In this task

students are asked to complete the dialogues by using the expressions of accepting invitation. After completing the dialogues, the students are asked to practice the dialogues.

The activity of the task 9 is drawing arrows. The students here are asked to match the theme with the information. Then, in the task 10 the students are asked to complete the dialogue by using the expressions in the box. In the next task, it is still completing the dialogue by using the expressions in the box. After completing the dialogue, the students are asked to practice the dialogue with their partner. In the task 12, students are given situations related to the function of invitation. Students are asked to make conversations with their partner based on the given situation. In task 13 students are asked to find the meaning of several words in the box. For the last task, it is task 14, the students are asked to make dialogues based on the invitation cards. The unit is closed by homework, reflection, evaluation and unfamiliar vocabulary.

Table 25: General Description of the Unit

Task	Goals	Activity
Introductory	Leading the students to the topic of the Unit	Studying the introductory picture and introductory paragraph
1	Leading the students' concept of the topic	Studying the picture and answering the questions
2	Helping the students to recognize the expressions of invitation use in the dialogue	Studying the dialogue and answering the related questions
3	Giving the students exposure of the target expression from the dialogue.	Comprehending the dialogue then answer the question
4	Helping the students to recognize the expressions of invitation	Studying the expressions of invitation and pronouncing them
5	Helping the students to use the expressions of invitation in the dialogues and helping the students to practice the dialogues	Completing the dialogues then practicing the dialogues.
6	Helping the students to respond the invitation	Studying the expressions of accepting the invitation and practicing to pronounce them

Continued

Continued

7	Helping the students to respond the invitations from the recording	Listening to the recording of the invitations then answering the expressions based on the recording
8	Helping the students to respond the invitation and to practice the dialogue	Responding the invitation then practicing the dialogue
9	Helping the students to match the theme and the detailed information	Matching the information with the questions
10	Helping the students to use the expressions of invitation and the response in the dialogue	Completing the dialogue by using the expressions of the invitation and the responses
11	Helping the students to use and practice the expressions of the invitation and the responses in the dialogue	Completing the dialogue by choosing the most appropriate expressions in the box and then practice the dialogue
12	Helping the students to use the expressions of the invitation and its responses in the dialogues	Making conversation based on the given situations
13	Helping the students to master the related vocabulary	Finding the meaning of the vocabularies in the box
14	Helping the students to invite and response the invitation	Make dialogues based on the pictures given

c. Unit 3 of the Final Draft

Unit 3 is had been developed based on the suggestions of the expert judgment. After being revised, several parts of the materials were changing. There was no certain task which had been eliminated and changed.

The topic of this unit 3 is *What a Good Performance*. The unit 3 has eleven tasks. The cover of the materials contains introductory picture and paragraph. Then it comes for the warming up task, it is the task 1. Task1 provides the wedding party picture. In the previous draft, the picture of this task is uninteresting enough. The researcher then improves to change the picture. It is then followed by several questions. Students here are asked to study about the picture then answer the questions. Task 2 still belongs to warming up task. In task two students are to read the dialogue then answer the questions. Move on the task 3 is main activity task. Task 3 provides students the expressions of compliment and its

responses. In this task, the students are to listen to the teacher who gives example how to pronounce the expressions correctly. Then students are asked to pronounce after the teacher.

Based on the result of the expert judgment, task 4 need to be eliminated and changed to be the better task. In the previous draft, the task was too easy for the students. Then the researcher changed in to another activity. In this task, the students are asked to sing a song together. Task 5 is asking the students to listen to the teacher. The students are asked to write down the expressions of compliment and its responses that they hear in this listening. In the task 6 students are asked to complete the dialogue by choosing the expression provided. It is based on the listening of the teacher.

The next task is task 7. In this task students are asked to complete the dialogue based on the recording. The students complete the dialogue by choosing the expressions provided in the box. Task 8 is providing several pictures related to the topic. In this task, students are asked to find the meaning of several words in the box. After finding the meaning the students are asked to make comments for the following pictures. In the next task, students are asked to complete the dialogue then practice the dialogue. Task 10 and 11 are interconnected. Task 10 asks the students to make a survey to their friends about anything that can be complimented. Then task 11 asks the students to make a dialogue based on the data gotten from the task 10. Then this task is closed by homework, reflection, summary and unfamiliar words.

Table 26: General Description of the Unit

Task	Goals	Activity
	Introducing the students to the topic which is discussing	Studying the introductory paragraph
2.	Leading the students to the topic of the unit	Studying the picture of compliment and then answer the related questions

Continued

Continued

2	Helping the students to recognize the exposure of the dialogue which uses the expressions of compliment	Learning the dialogue and answer the related questions
3	Helping the student to recognize the expressions of compliment and responses of compliment	Listening to the pronunciation of expressions of compliment and its responses
4	Refreshing the students	Singing together
5	Helping the students to use the expressions of compliment in the dialogue	Listening to the expressions of compliment and writing the expressions
6	Helping the students to use the expression of compliment in the dialogue	Completing the dialogue by listening to the teacher
7	Helping the students to use the expressions of compliment in the dialogue	Completing the dialogue by listening to the teacher based on the expressions provided
8	Helping the students to make utterances by using the expressions of compliment	Finding the meaning of the words then use the words to comment the pictures.
9	Helping the students to make a conversation by using the expressions of complimenting	Completing the dialogue then practicing the dialogue.
10	Helping the students to compliment someone	Finding certain people to compliment
11	Helping the students to compliment someone	Making conversation by using the data which is gotten from the previous task

B. Discussion

Based on the observation that was done in the early stage of the study, it is found that Madrasah Aliyah Negeri 1 Salatiga have problems in providing good speaking materials. The teachers have limited resources to get various materials for speaking activities. The teacher should consider the fact that the students need speaking materials which contain more interesting and more challenging activities which are able to stimulate them to practice speaking more. Thus, the teachers need to modify the general materials to be more attractive and varied for the students. Therefore, the design unit, the speaking materials must attract the students' interest. It must be base on the students' needs and the curriculum used in Madrasah Aliyah.

Need analysis had been done to gather the information of the learners then were used as the basis of the designing materials in forms of English speaking materials for students of Madrasah Aliyah. The materials were design based on the data gained from the need analysis and SK/KD of Madrasah Aliyah. In designing the materials, the research procedure will be adopting the R &D cycle proposed by Jolly and Bolitho in Tomlinson (1998: 98). There are six steps which have been proposed. They are identification of need for the materials, exploration of need, contextual realization of materials, pedagogical realization of materials, production of materials, students use of materials, evaluation of the materials against agreed objectives.

However, regarding the researcher's feasibility, some steps will be modified and omitted. There are steps which are modified into one idea. The ideas of the number 2 (exploration of needs), 3 (contextual realization of materials), and 4 (pedagogical realisation of materials) are margered and assesed in the writing course grid. The researcher's reason is that the process of writing course grid is definitely considering those three steps. finally the steps of designing the materials will be analyze the students' need, writing course grid, designing the pedagogical materials, expert judgment, revising the materials, the second expert judgment, writing final draft.

There are three basic competences that were further developed in three units. Unit 1 consists of 11 tasks, unit II consists of 14, and unit III consists of 11 tasks. The tasks were graded by using Procedural Factors proposed by Nunan (2004: 122) and sequenced by using Harmer (1998: 25-30). Besides, the tasks also were designed by considering Nunan's six components of task (2004): goal, input, procedure, setting, learners' role, and teachers' role.

The goal of the first unit is helping the students to congratulate someone appropriately. It focuses on the expressions of congratulation and the form of formal and informal. The goal of the next unit is helping the students to express the function of

invitation. This is focusing on how to invite and accepting the invitation. It focuses on the expressions of invitation and accepting invitation. The third unit's goal is to compliment others. It focuses on the expression of the compliment. All those units consider the pronunciation.

Meanwhile, input plays a significant role in the teaching and learning process because students whether consciously or unconsciously learn English through this component. Richards and Schmidt (2002: 261) state that input in language learning is language which a learner hears or receives and from which he or she can learn. In other words, input might be either verbal or non-verbal language (e.g. pictures) and it can be any exposure used to make the students learn the target language. The inputs of the three units are different. Unit 1 focuses on how to congratulate others and it conveys the expressions of congratulation. It considers the use of formal and less formal. The inputs of the tasks are mostly in term of dialogue. In addition, the unit 1 administered the pictures and listening activities.

The next unit focuses on how to invite and accept the invitation. In term of input, this unit administered the expressions of invitation and accepting the invitation. The expression of invitation and accepting the invitation are used in the dialogues as the exposure of the students. It also considers the use of formal and informal form. The other sorts of inputs are pictures and the invitation cards. It is helpful for the teaching and learning process to face the students to the real situation closely. The input of unit includes the dialogues, pictures, and situations. As the aim of the unit is to lead the students to compliment others, then the content of the inputs are about the expressions of compliment. In this all units aim to lead the students to be able to express the functions of congratulation, invitation and compliment.

Besides, the effectiveness of the inputs of the units are analysed in terms of the vocabulary used. The vocabulary used in the texts, instructions, and explanations is appropriate because it is simple and helps the students' comprehension. The results of the

evaluation questionnaires show that most of the expert agreed with the notion. Meanwhile, the data gained from the interviews show that the vocabulary is simple and improve the students' vocabulary mastery too. It is in line with the Nunan's considerations in choosing input texts; for example, quantity, vocabulary, and the structural repetition. After using the understandable vocabulary in the instruction, dialogues and situations, it helps the students to comprehend the dialogue easily.

In relation to the task procedure, based on the evaluation result, appropriate procedures are put in the same sequence for all units: warming up activities, main activities and checking students' competencies. The good materials should provide stimulus to learning, engage the learners' thinking capacities, and give the learners chance to use their existing knowledge and skills (Hutchinson and Waters: 1987). In line with Hutchinson and Waters, in the beginning of the unit applies introductory activities which contains of pictures and short passage. This aims to recall the students' concept of the topic.

After having the introductory idea in the previous phase, the next phase is warming up activities. It aims to help the students to get the settle concept to the topic. It is in line with what Brown (2001) says that the materials should be started from the activity that aims to engage the students to the topics called warming up activity.

Coming after the warming up activity, there is main activity. This activity is the phase in which need to explore the students' skills and knowledge. It covers the activities of drilling, pronouncing, guessing, making dialogues, and listening. In the end of this phase is to help the students to have the skill to express the function of congratulation, invitation, and compliment.

Then it is followed by homework. Homework aims to reinforce the students' understanding of the materials. The homework activities are done in the outside of the class. The next is summary. Summary aims to collect the materials which have been learnt in the

class. Then evaluation is the instrument to check the students understanding of the materials. The last is unfamiliar words. It contains the words which are used in the materials which have been learnt.

Related to teacher's role and learners' role, based on the data of the research findings, the appropriate teacher's roles are as a prompter, a resource, a controller and a tutor. This is in line with Harmer (2001:57-62), who states that a teacher can be a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, and an observer in the teaching and learning process. Meanwhile, the appropriate learners' role is to act as the active and responsive participants. The teacher and the learners play their own important role in the materials implementation. The idea is in line with what Nunan proposes; he says that the appropriate materials give the learners chance to be active participants and teacher's role supports the learners' role because the teacher's role and learners' role can not be separated (Nunan:2004). Moreover, in the interactive class, which needs more interaction to accomplish the tasks, both teacher and students is partner and can be evaluators.

In relation to the setting, it is found that pair and individual work are the appropriate setting in the tasks. It is hardly to have individual work since the focus of the task is in form of spoken. Most of the student could accomplish the task more effectively when they work in pairs with their partners. This is in line with what Harmer (2001:116) believes. He believes that the pair work allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V presents the conclusion and suggestion for this study. The conclusions of this study are the answers from the research questions and the description of this research which are stated in the chapter 1, while some suggestions are proposed to the students, teachers, and material developers or other researchers.

A. Conclusion

Based on the objectives, the study aims at designing English speaking materials for the students of Madrasah Aliyah Grade X. By considering the objective of the study, the researcher made two conclusions. The conclusions are on the process of designing the materials and on the specification of the English speaking materials for the students of Madrasah Aliyah Grade X.

1. The Process of Developing the Materials

The procedure of this research refers to the theories of Research and Development proposed by Borg and Gall. Gall and Gall, Borg (2003) point out that R & D consists of cycle in which the product is developed based on field-tested and revised on the basis of field test data. The goal of R &D is to take the research knowledge and incorporate into a product that can be used in the schools (Gall and Gall, Borg: 2003). Furthermore, Gay (1987: 8) states that the major purpose of R & D is not to formulate or test a theory but to develop effective product for used in educational programs.

While the procedures of the designing the authentic speaking tasks, refers to the theory proposed by Jolly and Bolitho. The process of developing authentic speaking materials consists of seven phases, i.e. conducting need analysis, developing tasks grid, developing the

materials or tasks, judging the developed materials by using expert judgment, revising the developed materials, judging the second draft by expert judgment, writing the final tasks.

In the first phase, the researcher conducted a need analysis for the students in order to obtain the data which was related to the learners' characteristics, their needs, learning needs, etc. After collecting the data needed, then the researcher used the data to develop the materials grid. It is the second phase of the study. In this phase the researcher reviewed the competency based curriculum of English 2006 specially in speaking competency section.

Based on the blue print of the materials, the researcher developed English speaking materials. The developed materials consist of three units which each unit contains different tasks. After writing the materials, the next phase was judging the materials by expert judgment. Expert judgment method was employed to estimate the criterion required in designing acceptable speaking materials before trying out to the students. It involved consultation with the expert who is knowledgeable about material development of speaking.

After dialing with the expert judgment, in the fifth step, the researcher tried to rewrite the first draft of the materials. The researcher revised the materials based on the result of the expert judgment and the suggestions from the expert. The result of the revised materials then called as the second draft of the materials.

After finishing the second draft of the materials, the researcher once again evaluated the speaking materials by using expert judgment. As the expert judgment before, it was needed to evaluate the materials. This phase gave more information such as feedback, suggestion and the expert's opinion for the researcher to revise the developed materials.

The last phase is writing the final draft. After the second draft of designed materials was evaluated, the information from the expert judgment was used to write the final draft. After having twice of expert judgment, the materials had been qualified to implement to the students of Madrasah Aliyah. It is the final draft of the authentic speaking materials.

2. The Specification of the Developed Materials

The developed material consists of three units. Unit 1 consists of 11 tasks, unit II consists of 14 units and unit III consists of 11 tasks. The developed focuses on the speaking skill. It is developed as communicative as possible. Based on the purposed of the research, that researcher intended to make authentic speaking materials/tasks, and then the materials are made up as closest as possible to the real life interaction. Most of the tasks contain dialogues as the input and activity of the tasks. As the tasks are set as communicative as possible, the researcher considered fully the using of the vocabularies, inputs, and the activites. It was set as understandable as possible.

Unit 1, II and III consist of different tasks. However, the sequences of the task are the same. Before going to the task one the students are introduced with an introductory passage in the front of the material. It is related to the topic which will be learnt by the students. Some pictures and paragraph are whit in the passage. Introductory phase stimulates the students to be aware and recall toward the materials will be studied.

After having the introductory phase, the next phase is warming up activity. This activity contains the dialogues and followed by some questions. The dialoguesand the questions are related to the function that will be studied by the students. Warming up activity of the tasks usually consist of two tasks.

After warming up activity, there is main activity. This activity needs students to explore their competences. This is the tasks which give the students chances to practice more to get the target competency. The main activity contains many tasks. Te tasks applied the task sequences; guided task, semi guided and free guided task. Guided task is in the beginning of the tasks, and the semi guided task is in the middle and the last free guided is in the last of the tasks. After having main activity, then the students are given homework. The homework aims at reinforcement the students' understanding of the materials. The homework is set to be done

in the outside of the class. The homework phase is followed by reflection. The reflection helps the students to review about the materials that they have studied. The next point is summary. The summary helps the students to evaluate the students understanding of the materials. The next is that the tasks are closed by unfamiliar words. Unfamiliar words are the words which are used in the tasks.

The materials had been evaluated by expert judgment twice. It was to get the qualified materials for speaking. All aspects of the materials were evaluated by administering the questionnaire. The data showed that the aspects were acceptable. They are the goal of the tasks, format, instruction, content, vocabulary, tasks sequence, activities, setting, teachers' role and learners' role.

The goals of the tasks are based on the target competency which will be gained. It is ensure that the developed materials match with the standard of competency and basic competence of Madrasah Aliyah. Another goal is that the task accomplishes the objective of English teaching and learning process, which is helping the students to get the target competence. Based on the data of the both first and second expert judgment, the statistical data showed that the goals of the tasks were categorized as very good. It reached the mean value 4.1 point.

The next point is format of the task. Format covers the layout of the design and illustration of the design such as pictures. The task format must be interesting, clear, attractive and understandable. The format of the design was categorized as very good category. It is based on the result of the data gained from the expert judgment. The data showed that the format of the task reached mean value 4.33 point. The next point is the instruction of the tasks. The instructions of the tasks are understandable and clear for both teacher and learners. The instruction gained 4.0 point.

After the instruction the evaluated point is the content of the tasks. The content of the tasks cover the various topics, various input such as the expressions of congratulation, invitation, and compliment. The content of the tasks are understandable and appropriate for the students' current level. The content gained 4.0 of mean value. The next is vocabulary used of the tasks. The tasks employ the understandable vocabularies. The more important is that the tasks provide the list of unfamiliar vocabulary. The vocabulary used of the tasks gained 4.0 of main value.

The next is the task sequence. The sequences of the tasks are sequenced from guided to free guided and from comprehension to production. The two statements of the tasks sequences above are acceptable. It is based on the mean value of the tasks sequences are 4.16 point. After the tasks sequences is the activity of the tasks. The activities of the developed materials apply various activities which represent daily life interaction. The activities of the developed materials give more chances for the students to practice more so that they can increase their competences. The activities point gained the main value 4.11 point.

The three last points are the setting of the materials, teacher' role and learners' roles. The various setting are applied this developed materials. It is from whole class activities, group work, in pairs work, and individual work. The setting gained the mean value 4.33 point. The two other points are teachers' roles and learners' roles. The role of teacher gained main value 3.66. It belongs to good category. The teachers' roles are as motivator, evaluator, conductor, instructor and facilitator. Then the last is learners' role. The roles of the learners gained 4.00 of mean value. It belongs to the very good category. The learners have many roles in these tasks, such as peers, participants, and even evaluator. The all aspects of the tasks have been evaluated to fulfill the qualified tasks requirements.

B. Suggestions

There are some suggestions proposed to the Grade X students of Madrasah Aliyah, teachers and other researcher or materials developers.

1. To Grade X of Madrasah Aliyah, they should keep practicing the dialogue in order to get the better skill in speaking. During doing the tasks, students need to always open the dictionary to make sure the appropriate pronunciation of the dialogue. In addition, the tasks are communicative task, so keep getting interaction with partners and teachers. Never be hesitated to ask guidance and help from their teacher if they find any difficulties. The developed materials will not work well if the students in the class are passive learners.
2. To English teacher at the school who might use the materials, they should provide their guidance and help to the learners during using these materials in the classroom because the learning goals of these materials only could be reached if the teachers maximize their roles in the class. They also can do any improvements for the materials to get the most appropriate activities.
3. To other materials developers, they can use these materials as the consideration for them who might develop the related English speaking materials. They can develop such materials for other purposes.

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Lampiran

Angket Analisis Kebutuhan Belajar Siswa Kelas X MAN 1 Salatiga Dalam Mata Pelajaran Bahasa Inggris

Angket ini dimaksudkan untuk mengumpulkan data-data kebutuhan materi siswa dalam mata pelajaran Bahasa Inggris bagi siswa kelas X Madrasah Aliyah Negeri 1 Salatiga yang akan digunakan sebagai bahan untuk mengembangkan materi dalam penelitian yang berjudul *Developing Authentic Tasks for The Speaking Skill of Students Grade X of Madrasah Aliyah Negeri 1 Salatiga*.

A. Data Responden

1. Nama :
2. Umur :
3. Jenis kelamin :
4. Kelas :

B. Materi kebutuhan siswa

Jawablah pertanyaan-pertanyaan berikut dengan cara memberikan tanda silang (x) pada salah satu huruf atau lebih dalam pilihan jawaban yang telah tersedia.

1. Menurut Anda, belajar Bahasa Inggris itu bagaimana:
 - a. sangat Sulit
 - b. sulit
 - c. mudah
 - d. sangat mudah
2. Apakah menurut Anda Bahasa Inggris itu penting:
 - a. sangat penting
 - b. biasa saja
 - c. tidak penting sama sekali
3. Apa tujuan Anda mempelajari Bahasa Inggris:
 - a. untuk mendapatkan nilai yang baik.
 - b. untuk bisa berkomunikasi dalam menggunakan bahasa Inggris.
 - c. untuk mendapatkan pekerjaan yang lebih baik
 - d. lainnya...
4. Anda menginginkan materi *speaking* yang bisa membantu Anda dalam:
 - a. berbicara atau berkomunikasi dalam Bahasa Inggris
 - b. menguasai grammar Bahasa Inggris
 - c. menguasai kosakata Bahasa Inggris
 - d. lainnya . . .
5. Menurut Anda kemampuan *speaking* Anda sekarang adalah:
 - a. tingkat persiapan (belum mampu membuat kalimat sama sekali)
 - b. tingkat dasar (belum mampu membuat kalimat sederhana dengan benar, contoh: *I has car*)
 - c. tingkat menengah (mampu membuat kalimat sederhana dengan benar tapi belum untuk kompleks. contoh: *I have a car.*)

- d. tingkat lanjut (mampu membuat kalimat sederhana dan kompleks, contoh: *The car which has been stolen in the parking area is mine.*)
6. Kesulitan apa saja yang Anda temui dalam belajar Bahasa Inggris:
 - a. menulis
 - b. membaca
 - c. menyimak
 - d. berbicara
 - e. kosakata
 - f. grammar
 - g. lainnya . . .
 7. Apa yang membuat Anda merasa sulit untuk berbicara menggunakan Bahasa Inggris:
 - a. malu dan takut salah
 - b. tidak banyak kosakata bahasa Inggris yang hafal
 - c. tidak menguasai cara untuk membuat kalimat yang benar
 - d. tidak menguasai pelafalan atau pengucapan kata-kata dalam bahasa Inggris
 - e. lainnya . . .
 8. Aktivitas pengajaran *speaking* yang Anda sukai adalah:
 - a. *monologues* (berbicara sendiri)
 - b. *dialogues* (diskusi)
 - c. *role-plays* (bermain peran, contoh: Drama)
 - d. *games* (permainan)
 - e. *music*
 - f. *movies*
 - g. lainnya . . .
 9. Berapa lama durasi yang Anda inginkan untuk praktik berbicara menggunakan Bahasa Inggris:
 - a. 1-2 menit
 - b. 2-3 menit
 - c. 3-4 menit
 - d. Diatas 4 menit
 10. Topik apakah yang Anda inginkan dalam pembelajaran *speaking*:
 - a. olah raga
 - b. musik
 - c. film
 - d. pengalaman menarik
 - e. pengalaman dalam kehidupan sehari-hari
 - f. lainnya . . .
 11. Penyampaian materi dalam kemampuan *speaking* yang Anda inginkan adalah:
 - a. langsung dipelajari sendiri kemudian dijelaskan
 - b. dijelaskan kemudian di praktikkan
 - c. dijelaskan, diberi contoh dan kemudian dipraktikkan
 - d. lainnya . . .
 12. Pada saat mengerjakan tugas, Anda lebih suka apabila:

- a. mengerjakan sendiri
 - b. mengerjakan dengan teman sebangku
 - c. mengerjakan dengan berkelompok
 - d. lainnya. . .
13. Dalam menambah penguasaan kosakata dalam *speaking* Anda lebih suka melakukan kegiatan:
- a. mencocokkan kata-kata atau ungkapan Bahasa Inggris dengan maknanya yang telah disediakan
 - b. mengartikan kalimat atau paragraf dengan kata-kata yang telah disediakan sebelumnya
 - c. mengartikan kalimat atau paragraf dengan kata-kata sendiri
 - d. mengartikan kalimat atau paragraf sesuai dengan konteks yang dibaca tanpa disediakan maknanya terlebih dahulu.
 - e. mengidentifikasi kelompok kata (kata benda, kata sifat, kata kerja, dll)
 - f. lainnya . . .
14. Dalam mengerjakan tugas dikelas, Anda lebih suka apabila guru:
- a. meminta siswa untuk langsung mengerjakan dan kemudian membahas jawaban siswa
 - b. membahas soal atau mengoreksi jawaban secara langsung
 - c. membahas soal apabila hanya jika ada siswa yang menemui kesulitan
 - d. lainnya . . .
15. Orang yang akan sering berinteraksi dengan Anda dengan menggunakan Bahasa Inggris adalah:
- a. teman kerja
 - b. teman sekelas dan guru
 - c. lingkungan tempat tinggal Anda
 - d. lainnya.....
16. Anda akan menggunakan Bahasa Inggris Anda di dalam interaksi sosial dalam bentuk:
- a. tulisan
 - b. lisan

Need analysis of grade x students of MAN 1 Salatiga

Conducted on : 11 february 2013

Corespondent : 30 students of grade X

Class : X.1

No.	Aspect	Question	Answer	Percentage
1 .	To identify the students perception of learning English	Menurut Anda mempelajari pelajaran Bahasa Inggris itu bagaimana?	a. sangat sulit	6.7 %
			b. sulit	73,3 %
			c. mudah	20 %
			d. sangat mudah	0 %
2.	To find out the students interest in learning English	Apakan menurut Anda belajar Bahasa Inggris itu penting?	a. sangat penting	93 %
			b. biasa saja	6,7 %
			c. tidak penting sama sekali	0 %
3,4	To find out the students' reason of learning English	Apa tujuan anda mempelajari Bahasa Inggris?	a. untuk mendapatkan nilai yang baik	3,3 %
			b. untuk bisa berkomunikasi dalam menggunakan bahasa inggris	89,,7 %
			c. untuk mendapatkan pekerjaan yang lebih baik.	10 %

		Anda menginginkan materi <i>speaking</i> yg bisa membantu anda dalam hal?	a.berbicara atau berkomunikasi dalam mrnggunakan bahasa inggris	76,7%
			b. dapat menguasai grammar bahasa inggris	6,7%
			c. menguasai kosakata bahasa inggggris	20%
			d. lainnya...	6,7%
5	To find out the students existing proficiency level of English	Menurut Anda kemampuan <i>speaking</i> Anda sekarang dalam tingkat apa?	a.tingkat persiapan (belum mampu membuat kalimat sederhana dengan benar)	13,3 %
			b. tingkat dasar (mampu membuat kalimat sederhana belum benar, contoh : I has car)	20 %
			c. tingkat menengah (mampu membuat kalimat sederhana dengan benar, tetapi belum bisa untuk kalimat kompleks)	66,7 %
			d. tingkat lanjut (mampu membuat kalimat sederhana dan kompleks degan benar)	0 %
6	To find out the students problems in learning	Kesulitan apa saja yang Anda temui dalam pelajaran Bahasa	a. menulis	0 %
			b. membaca	13,3 %

	English	Inggris?	c. berbicara	50 %
			d. kosakata	10 %
			e. grammar	56,7 %
			f. lainya...	33,3 %
7	To find out the students problems in learning speaking	Apa yang membuat Anda kesulitan dalam praktek berbicara dalam Bahasa Inggris?	a.malu dan takut salah	3,3 %
			b. banyak kosakata bahasa inggris yang tidak hafal	36,7 %
			c. tidak menguasai cara untuk membuat kalimat yang benar	40 %
			d. tidak menguasai pelafalan atau pengucapan kaa-kata bahasa inggris dengan benar	36,7 %
			e. lainya...	6,7 %
8	To find out the appropriate teaching techniques	Aktivitas pembelajaran <i>speaking</i> yang Anda sukai adalah?	a.monolog	13,3 %
			b. percakapan	13,3 %
			c. bermain peran	16,7 %
			d. permainan	40 %

			e. menyayi	36,7 %
			f. film	60 %
			g.lainya...	26,7%
9,10	To find out the suitable input of the materials	Berapakah durasi yang Anda inginkan untuk praktik berbicara bahasa inggris?	a. 1-2 menit	3,3 %
			b.2-3 menit	13,3 %
			c.3-4 menit	6,7 %
			d. diatas 4 menit	76,7 %
		Topik apakah yang Anda sukai dalam pembelajaran <i>speaking</i> ?	a.olahraga	16,7 %
			b.musik	36,7 %
			c.film	43,3 %
			d.pengalaman menarik	23,3 %
			e.kehidupan sehari-hari	30 %
			f.lainya...	0 %
11,12	To find out the students learning style	Ketrampilan materi dalam <i>speaking</i> yang Anda inginkan adalah?	a.langsung dipelajari sendiri kemudian dijelaskan oleh guru	3,3 %
			b.dijelaskan oleh guru kemudian dipraktikan oleh siswa	13,3 %
			c.dijelaskan,diberi contoh dan kemudian dipraktikan	83 %
			d.lainya...	0 %

		Dalam mengerjakan tugas <i>speaking</i> , Anda lebih suka apabila?	a.mengerjakan sendiri	26,7 %
			b.mengerjakan dengan teman sebangku	26,7 %
			c.mengerjakan dengan berkelompok	70 %
			d.lainya...	0 %
13,14	To find out teacher's role that the students interest	Dalam belajar untuk menambah kosa kata bahasa inggris didalam kelas, kegiatan apa yang lebih Anda sukai?	a.mencocokkan kata-kata atau ungkapan Bahasa Inggris dengan makna yang telah di sediakan	10 %
			b.mengartikan kalimat atau paragraf dengan kata-kata yang telah disediakan sebelumnya	20 %
			c.mengartikan kalimat atau paragraf dengan kata-kata sendiri	50 %
			d.mengartikan kalimat atau paragraf sesuai dengan konteks yang dibaca tanpa disediakan maknanya terlebih dahulu	13,3 %
			e.mengidentifikasi kelompok kata (kata benda,kata sifat,kata kerja,dll.)	30 %
			f.lainya...	06,7 %

		Dalam mengerjakan tugas di kelas, Anda lebih suka apabila guru melakukan: ?	a.meminta siswa untuk langsung mengerjakan dan kemudian membahas soal dan jawaban	30 %
			b.membahas soal dan jawaban secara langsung	40 %
			c.membahas soal apabila ada siswa yang menemui kesulitan	20 %
			d.lainya...	6,7 %
15	To find out who are the partner of using English in real-world	Orang yang akan sering berinteraksi dengan anda dalam menggunakan bahasa inggris adalah?	a.teman kerja	6,7 %
			b.teman sekelas dan guru	70 %
			c.lingkungan tempat tinggal	3,3 %
			d.lainya...	26,7 %

16	To find out the form of using English in the real world	Anda akan menggunakan keterampilan bahasa inggris anda dalam interaksi sosial dalam bentuk?	a.lisan	70 %
			b.tulisan	50 %

Angket Analisis Kebutuhan Belajar Siswa Kelas X MAN 1 Salatiga Dalam Mata Pelajaran Bahasa Inggris

Angket ini dimaksudkan untuk mengumpulkan data-data kebutuhan materi siswa dalam mata pelajaran Bahasa Inggris bagi siswa kelas X Madrasah Aliyah Negeri 1 Salatiga yang akan digunakan sebagai bahan untuk mengembangkan materi dalam penelitian yang berjudul *Developing Authentic Tasks for The Speaking Skill of Students Grade X of Madrasah Aliyah Negeri 1 Salatiga*.

A. Data Responden

1. Nama :
2. Umur :
3. Jenis kelamin :
4. Kelas :

B. Materi kebutuhan siswa

Jawablah pertanyaan-pertanyaan berikut dengan cara memberikan tanda silang (x) pada salah satu huruf atau lebih dalam pilihan jawaban yang telah tersedia.

1. Menurut Anda, belajar Bahasa Inggris itu bagaimana:
 - a. sangat Sulit
 - b. sulit
 - c. mudah
 - d. sangat mudah
2. Apakah menurut Anda Bahasa Inggris itu penting:
 - a. sangat penting
 - b. biasa saja
 - c. tidak penting sama sekali
3. Apa tujuan Anda mempelajari Bahasa Inggris:
 - a. untuk mendapatkan nilai yang baik.
 - b. untuk bisa berkomunikasi dalam menggunakan bahasa Inggris.
 - c. untuk mendapatkan pekerjaan yang lebih baik
 - d. lainnya...
4. Anda menginginkan materi *speaking* yang bisa membantu Anda dalam:
 - a. berbicara atau berkomunikasi dalam Bahasa Inggris
 - b. menguasai grammar Bahasa Inggris
 - c. menguasai kosakata Bahasa Inggris
 - d. lainnya . . .
5. Menurut Anda kemampuan *speaking* Anda sekarang adalah:
 - a. tingkat persiapan (belum mampu membuat kalimat sama sekali)
 - b. tingkat dasar (belum mampu membuat kalimat sederhana dengan benar, contoh: *I has car*)
 - c. tingkat menengah (mampu membuat kalimat sederhana dengan benar tapi belum untuk kompleks. contoh: *I have a car.*)

- d. tingkat lanjut (mampu membuat kalimat sederhana dan kompleks, contoh: *The car which has been stolen in the parking area is mine.*)
6. Kesulitan apa saja yang Anda temui dalam belajar Bahasa Inggris:
 - a. menulis
 - b. membaca
 - c. menyimak
 - d. berbicara
 - e. kosakata
 - f. grammar
 - g. lainnya . . .
 7. Apa yang membuat Anda merasa sulit untuk berbicara menggunakan Bahasa Inggris:
 - a. malu dan takut salah
 - b. tidak banyak kosakata bahasa Inggris yang hafal
 - c. tidak menguasai cara untuk membuat kalimat yang benar
 - d. tidak menguasai pelafalan atau pengucapan kata-kata dalam bahasa Inggris
 - e. lainnya . . .
 8. Aktivitas pengajaran *speaking* yang Anda sukai adalah:
 - a. *monologues* (berbicara sendiri)
 - b. *dialogues* (diskusi)
 - c. *role-plays* (bermain peran, contoh: Drama)
 - d. *games* (permainan)
 - e. *music*
 - f. *movies*
 - g. lainnya . . .
 9. Berapa lama durasi yang Anda inginkan untuk praktik berbicara menggunakan Bahasa Inggris:
 - a. 1-2 menit
 - b. 2-3 menit
 - c. 3-4 menit
 - d. Diatas 4 menit
 10. Topik apakah yang Anda inginkan dalam pembelajaran *speaking*:
 - a. olah raga
 - b. musik
 - c. film
 - d. pengalaman menarik
 - e. pengalaman dalam kehidupan sehari-hari
 - f. lainnya . . .
 11. Penyampaian materi dalam kemampuan *speaking* yang Anda inginkan adalah:
 - a. langsung dipelajari sendiri kemudian dijelaskan
 - b. dijelaskan kemudian di praktikkan
 - c. dijelaskan, diberi contoh dan kemudian dipraktikkan
 - d. lainnya . . .
 12. Pada saat mengerjakan tugas, Anda lebih suka apabila:

- a. mengerjakan sendiri
 - b. mengerjakan dengan teman sebangku
 - c. mengerjakan dengan berkelompok
 - d. lainnya. . .
13. Dalam menambah penguasaan kosakata dalam *speaking* Anda lebih suka melakukan kegiatan:
- a. mencocokkan kata-kata atau ungkapan Bahasa Inggris dengan maknanya yang telah disediakan
 - b. mengartikan kalimat atau paragraf dengan kata-kata yang telah disediakan sebelumnya
 - c. mengartikan kalimat atau paragraf dengan kata-kata sendiri
 - d. mengartikan kalimat atau paragraf sesuai dengan konteks yang dibaca tanpa disediakan maknanya terlebih dahulu.
 - e. mengidentifikasi kelompok kata (kata benda, kata sifat, kata kerja, dll)
 - f. lainnya . . .
14. Dalam mengerjakan tugas dikelas, Anda lebih suka apabila guru:
- a. meminta siswa untuk langsung mengerjakan dan kemudian membahas jawaban siswa
 - b. membahas soal atau mengoreksi jawaban secara langsung
 - c. membahas soal apabila hanya jika ada siswa yang menemui kesulitan
 - d. lainnya . . .
15. Orang yang akan sering berinteraksi dengan Anda dengan menggunakan Bahasa Inggris adalah:
- a. teman kerja
 - b. teman sekelas dan guru
 - c. lingkungan tempat tinggal Anda
 - d. lainnya.....
16. Anda akan menggunakan Bahasa Inggris Anda di dalam interaksi sosial dalam bentuk:
- a. tulisan
 - b. lisan

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COURSE GRID

Students : Senior High School Students Grade X

Standard of Competence :

9. To express transactional and interpersonal communication in the context of daily life

Basic Competency :

9.1 To express a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of thanking, praising/compliment, congratulation and invitation.

Objectives	Indicators	Input of materials	Activities	Teacher's role	Students' role	Setting
To express a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of congratulating	Students are able to identify the expressions of congratulating.	Pictures.	A. Building Knowledge of the Field Task 1 Students study the picture and answer the questions..	Instructor, facilitator	Participants	Whole class discussion
		A dialogue of congratulation	Task 2 Students study the dialogue and answer the questions.	Instructor	Participants	Groups
	Students are able to recognize the expressions of congratulating and its responses.	The expressions of congratulating	B. Modeling of the Text Task 3 Students find the meaning of the words.	Instructor, Facilitator	participants	Whole class discussion
		A dialogue which is related to the congratulation.	Task 4 The students learn the dialogue and find the expressions of congratulating.	Instructor, Facilitator Corrector, Monitor	Participants	Whole class discussion

Students are able to pronounce the expression of congratulating and the responses.	The expressions of congratulating	C. Join Construction of the Text Task 5 Students learn the expressions of congratulating and learn to pronounce the expressions.	Monitor, Corrector	Participants , Monitor	Individual	
	A dialogue Expressions of congratulation	Task 6 Students complete the dialogue by choosing provided expressions in the box.	Monitor, Corrector	Participants , Monitor	Groups	
	The expressions of congratulating	Task 7 Students pronounce the expressions of congratulating	Monitor, Evaluator	Participants	Groups	
	Some situation cards contain the expressions of congratulating.	Task 8 Students practice to congratulate based on the given situation.	Monitor, Evaluator	Participants	Groups	
	The role of <i>Take Me Out</i> game.	Task 9 Students play <i>Take Me Out</i> game in the class.	Evaluator	Participant, Evaluator	Whole class discussion	
	The guideline of the dialogue	Task 10 In pairs, students make a conversation based on the guideline.	Corrector, Facilitator	Participant	In pairs	

	Students are able to use the expressions of congratulating and its responses in the conversation	Some pictures and situations which are related to congratulation.	D. Independent Construction of the text Task 11 In pairs, students make conversation based on the given pictures. Task 12 Homework. Students find someone to congratulate.	Facilitator, Evaluator	Participant	In pairs
				Evaluator		Individual
To express a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of complimenting.	Students are able to identify the expressions of complimenting.	A dialogue.	A. Building Knowledge of the Field Task1. Students answer the questions related to the expressions of complimenting.	instructor for knowledge building, facilitator	Participants, recipients of outer stimuli	Whole class discussion
		A dialogue	Task 2 The students read a dialogue and share the topic with their friends and answer the questions.	explaining the topic, facilitator for the class discussion	Listeners who are responsible for their own learning, participants of class discussion	In pair and whole class discussion
	Students are able to identify the expressions of complimenting and its responses.	Some expressions of complimenting and the responses to the complimenting	B. Modeling of Text Task 3 The students study some expressions of complimenting and the responses to the complimenting and they discuss it with the other students.	explaining the expression of thanking, facilitator	correctors for the other students	whole class discussion
		Some dialogues	C. Joint Construction of Text Task 4 Students find the meaning of the words in the box and match the words with the pictures.	monitor, motivator	performers, correctors	in pairs

Students are able to pronounce the expressions of complimenting and the responses to the complimenting correctly.	Audio of uncompleted dialogue related to the expressions of complimenting.	Task 5 The students listen to their teacher and pronounce the expressions of complimenting correctly. They find the expressions of complimenting.	Facilitator, Monitor	participants, responsible for their own learning	individual
	Uncompleted dialogue and provided expressions	Task 6 The students complete the dialogue by choosing the expressions of complimenting in the box.	Monitor	Performers, correctors for the friend sitting next to them	individual, whole class discussion
	Recording of the dialogue.	Task 7 The students listen to the dialogue and then complete the dialogue.	Monitor	participants	individual
	Provided words and given pictures	Task 8 The students find the meaning of the words in the box and then use the words to comment the provided pictures.	Facilitator	participants, responsible for their learning	In pairs
Students are able to use the expressions of complimenting and the responses in dialogues.	An uncompleted dialogue	D. Independent Construction of Text Task 9 In pairs, the students complete a dialogue of complimenting. After that, they practice it in front of the class.	facilitator, monitor	performers	In pairs
	Instruction, Roles	Task 10 The students play survey game.	Facilitator,	Performers,	Groups

		of the Game		Evaluator	Evaluators	
			Task 11 The students in pairs make a dialogue by using the expressions of complimenting.	Evaluator	Performers	In pairs
			Task 12 Homework The students give compliment to some friends about their appearance, performance, and/or stuff.	Evaluator	Performers	Individual
To express a simple transactional and interpersonal communication both formally and informally in accurate, fluent, and acceptable way, in the context of daily life involving the functions of invitation and accepting invitation.	Students are able to identify the expressions of invitation.	An invitation card and questions.	A. Building Knowledge of the Text Task 1 Students answer the questions related to the topic.	Instructor for knowledge building, facilitator	Participants	The whole class discussion
		A dialogue and questions.	Task 2 Students study the dialogue and answer the questions	Instructor for knowledge building, facilitator, corrector, monitor	Participants	The whole class discussion
		A dialogue and questions	B. Modeling of the Text Task3 Students learn the dialogue and answer the question	Instructor, facilitator	Performers, Participants	In groups.

	Students are able to pronounce the expressions of invitation.	The expressions of invitation	C. Join Construction of the Text Task 4 Students learn and pronounce the expressions of invitation	Facilitator, Corrector, Evaluator	Participants	Individual
		Uncompleted dialogues	Task5 Students completing the dialogue and practicing the dialogue.	Facilitator, corrector, monitor	Performers	In groups
	Students are able to pronounce the expression of accepting invitation.	The expressions of accepting invitation	Task6 Students pronouncing the expressions of accepting invitation.	Facilitator, monitor, corrector	Performers	Individual
		Recording of accepting an invitation	Task7 Students listen to the recording and write down the expressions of accepting invitation.	Facilitator, monitor, corrector	Participants, performers	Individual

		The pictures and dialogue.	Task8 Students respond to the invitation and then practice the dialogue.	Facilitator, monitor, corrector	Participants	Individual
		The situation, information and questions.	Task 9 Students match the information and the questions.	Monitor, corrector	Participants	Individual
		The provided expressions to complete the dialogue	Tasks 10 Students Complete the dialogue by choosing provided expressions in the box.	Monitor, corrector	Participants, performers	Individual
		Uncompleted dialogue and some expressions	Task 11 Students complete the dialogue and practicing the dialogue.	Facilitator, corrector	Performers	In pairs

Students are able to invite someone and accepting an invitation.	The situation and guidelines to make dialogues	<p>D. Independent Construction of the Text</p> <p>Task 12 Students make a conversation based on the given situation.</p>	Monitor, evaluator	Performers	In groups
	Provided words	<p>Task13 Students find the meaning of some words.</p>	Monitor, corrector	Performers	Individual
	Some pictures of invitation cards	<p>Task14 Students invite their friends based on the provided pictures.</p>	Monitor, evaluator	Performers	In groups
		<p>Task 15 Homework. Students invite and accept the invitation for the forum group discussion.</p>	Evaluator	Performers	In group

The Champion



In our social relationship, we experience some moments in which we need to show our care, love, and happiness to those who make achievements by congratulating them.

So, in this unit you will learn how to congratulate someone and the responses to the congratulation.



A. Warming Up

TASK 1

See the picture and try to answer the following questions.



1. What do you think about the picture above?
2. Why do they look happy?
3. What will you say to the team who wins a competition?

Winning a championship is a good achievement in someone's life. Then, what do you say to those who win?

In this unit, you will learn and practice how to congratulate someone.

B. Main Activities

TASK 2

Study the dialogue about congratulation below and then answer the questions.

The coach : Finally, you win the game. You played well guys.

The captain : This is all because of your help, Coach.

The coach : I must congratulate you on your good achievement. You are now the champion and I'm proud of it.

The captain : Thank you, Sir!

1. Based on the dialogue above, what did the team achieve?
2. What did the coach say to congratulate the team?
3. Underline the expression of congratulating in the dialogue above.
4. Can you give more examples of how to congratulate someone?

TASK 3

Find the meanings of the words in the box.

win (*verb*)

champion (*noun*)

match (*noun*)

competition (*noun*)

practice (*verb*)

game (*noun*)

play (*verb*)

congratulate (*verb*)

sparing (*noun*)

TASK 4

Read the dialogue and then answer the following questions.

Mr. Alan :Hi,Taufik, it was a great play.

Taufik : Yes, Sir, I think I got much lucky.

Mr. Alan : No, you deserve this winning. You have practiced well.

Taufik : I've learnt so much from you of how to face this competition, Sir!

Mr. Alan : Well, then I must congratulate you on your winning the competition.
Now, you are the world's champion.

Taufik : Thank you so much for saying so, Sir!

1. Underline the expression of congratulating found in the dialogue above.
2. What did Taufik say to respond to the expression of congratulating delivered by Mr. Alan?
3. Can you give more examples of expressions to congratulate someone?

TASK 5

Study the expressions of congratulation and the responses to the congratulation carefully.

Congratulating		Responding
<p>I'd like to congratulate you on...</p> <p>Please accept my warmest congratulations.</p> <p>May I congratulate you on ...</p> <p>I must congratulate you.</p> <p>Congratulations.</p> <p>Congratulations on ...</p> <p>Well done</p> <p>Nice done, congratulations!</p> <p>Fantastic!</p>	<p>formal</p> <p>↓</p> <p>informal</p>	<p>It's very good of you to say so.</p> <p>How nice of you to say</p> <p>Thank you very much for saying so.</p> <p>I'm glad you think so.</p> <p>Oh, it's nothing special actually.</p> <p>Oh, I have a lot to learn yet.</p> <p>Thank you.</p> <p>Oh, not really.</p> <p>Oh, nothing to it, actually.</p> <p>Oh, thanks.</p>

TASK 6

Complete the dialogue below by using the most appropriate expressions in the box and then practice the dialogue with your partner in front of the class.

May I congratulate you	nothing is special
I'd like to congratulate you	Congratulation
Please accept my warmest congratulation	Thank you

Situation 1. Rose has just received a scholarship and Andy is going to congratulate her.

Andy : Hi, Rose. Good morning.

Rose : Good morning, Andy. What are you doing here?

Andy : Oh, I need to meet the headmaster. Rose, I heard that you got a scholarship. That's great.

Rose : Yeah, I must be grateful of it.

Andy : (1)

Rose : (2)

Situation 2. Mr. Smith and Mr. Bond are partners. Mr. Smith has a kind of great presentation.

Mr. Bond : Hello, Mr. Smith. That was a really great presentation.

Mr. Smith : Thank you for saying so, Mr. Bond. I'm trying my best as I can do.

Mr. Bond : Well, (3) on your great concept. The company accepts it.

Mr. Sam : Thank you very much, Mr. Bond.

Situation 3. Raffal just opens his new café and Tina is a visitor.

Raffal : Welcome to the new place to hang out.

Tina : Wow is this new? I didn't see it before.

Raffal : Yes, it is. We just open today.

Tina : Well, (4)

Raffal : Thank you and all beverages are free for today.

Tina : Amazing!

TASK 7



Listen carefully how to pronounce the expressions of congratulation and then repeat after your teacher.

- I'd be the first to congratulate you on your graduation.
- Please accept my warmest congratulations.
- May I congratulate you on winning the singing contest?
- It was great to hear about your new job.
- Nice done, congratulations!

TASK 8

When you congratulate someone, what do you usually say to them? In pairs, try to congratulate someone using your own words based on the situations below. See the example.

1. *Passing the final examination*

Ida: Rani, i heard that you just pass the final examination.
Congratulation.

Rani: Thank you. I hope you graduate from UNY soon.

2. *Being promoted to the better position*

3. *Just getting married*

4. *Publishing a new book*

5. *Winning a sport competition*

6. *Celebrating birthday*

7. *Getting a scholarship*

8. *Opening a new boutique*

9. *Graduating from senior high school*

10. *Having a new house*

TASK 9

In groups, play "Take me out" game. Follow the instructions below.

Instructions :

1. Make a group which consists of eight to ten members.
2. Each group stands in a line.
3. Your teacher provides some stationery stuffs on the table in front of the class.
4. Your teacher will describe the characteristics of the chosen stuff.
5. One of your group members should take the stuff that your teacher described out of the box in front of the class. (each member only has one chance to take the stuff)
6. The group who can take the identified stuff fastest will be the winner.

How was the game? Did you win? Congratulate the member of the team that win in this game.

TASK 10

In pairs, make conversations based on the guidelines below.

Situation 1	
A	B
- Greet B.	- Greet A.
- Tell that you win a contest.	- Congratulate A.
- Thank B.	- Asking about the details of the contest.
- Tell about the contest at glance.	- Ask for permission to leave.
- Saying goodbye.	- Saying goodbye.
Situation 2	
A	B
- Greet B.	- Greet A.
- Congratulate B for his/her birthday.	- Thank A.
- Asking B about special gift she/he might get.	- Tell about the gifts you got and invite A to your party.
- Accept B's invitation.	- Say goodbye.

- Say goodbye.	
Situation 3	
A	B
- Greet B.	- Greet A.
- Tell B that you'll graduate next month.	- Congratulate A.
- Thank B and tell that B can come to the graduation ceremony.	- Tell that you can come and say goodbye.
- Say goodbye.	
Situation 4	
A	B
- Greet B.	- Greet A.
- Ask about the interview B had a week ago.	- Tell that you get the job.
- Congratulate B.	- Thank A.
- Ask B for treating.	- Suggest a date.
- Say you agree.	- Say goodbye.
- Say goodbye.	

TASK 11

Make dialogues with your partner based on the pictures provided and practice in front of the class.

1.



The people just had a great presentation.

2.



The girl just got the gold medal of math Olympic.

3.



Indonesian football team U-19 just won AFF U-19 competition. Congratulate Evan Dimas as the captain of the team.

4.



Your friends just had their graduation.

5.



Your brother gets a wedding party.

C. Homework

Find someone who has got an achievement and congratulate him/her. You must record it and present your works in front of the class.

D. Your Reflection

How much did you learn from this unit? Put a tick on the right column.

Aspects	Very much	Much	Little
1. Expressions of congratulation.			
2. The situation you congratulate someone.			
3. The pronunciation of the expressions of congratulation.			

E. Summary

In this unit you have learnt...

Congratulating		Responding
<p>I'd like to congratulate you on...</p> <p>Please accept my warmest congratulations.</p> <p>May I congratulate you on ...</p> <p>I must congratulate you.</p> <p>Congratulations.</p> <p>Congratulations on ...</p> <p>Well done</p> <p>Nice done, congratulations!</p> <p>Fantastic!</p>	<p>formal</p> <p>↓</p> <p>informal</p>	<p>It's very good of you to say so.</p> <p>How nice of you to say</p> <p>Thank you very much for saying so.</p> <p>I'm glad you think so.</p> <p>Oh, it's nothing special actually.</p> <p>Oh, I have a lot to learn yet.</p> <p>Thank you.</p> <p>Oh, not really.</p> <p>Oh, nothing to it, actually.</p> <p>Oh, thanks.</p>

F. Unfamiliar Words

achievement (<i>noun</i>)	: prestasi
beverages (<i>noun</i>)	: minuman
coach (<i>noun</i>)	: pelatih
face (<i>verb</i>)	: menghadapi
grateful (<i>adjective</i>)	: berterimakasih
head master (<i>noun</i>)	: kepala sekolah
medal(<i>noun</i>)	: medali
stationery (<i>noun</i>)	: alat tulis-menulis
stuff (<i>noun</i>)	: barang
treat (<i>verb</i>)	: traktir
boutique (<i>noun</i>)	: butik
scholarship (<i>noun</i>)	: beasiswa

UNIT 2

GOING TO THE CINEMA



**You must have experiences related to invitation.
You must have ever invited someone to join your event.**

In this unit you will learn how to invite and accept invitations.



A. Warming Up

TASK 1



1. What invitation is in the picture above?
2. Do you like going to the cinema?
3. How do you ask your friends to join you to go to cinema?
4. If there is someone inviting you to go to the cinema, what would you say to accept the invitation?

B. Main Activities

TASK 2

Learn the dialogue below. Then, answer the following questions.

Luna invites Maya to go to a movie.

Luna : Hi, Maya. There will be a great film tonight. It's about vampires. Do you want to go to the movie with me?

Maya : Yes, I'd like to go very much. When will you pick me up?

Luna : I'll pick you at 7.00. Be ready, OK!

Maya : Alright.

1. What is the dialogue about?
2. What expressions do you find in the dialogue?
3. What did Luna say to ask May?
4. What did May say to respond Luna?

TASK 3

Read the dialogue below and answer the following questions.

Afif is very busy doing his homework. Sheila, his friend, asks him to come to her party.

Sheila : Hello, this is Sheila. May I speak to Afif?

Afif : This is Afif speaking.

Sheila : Oh, hi Afif. I'm wondering if you can come to my house right now. We're having a great party.

Afif : I don't think I can. I'm doing my homework. My parents won't let me out before I finish my homework.

Sheila : That's alright.

Afif : I hope you enjoy your party. Bye.

Sheila : Bye.

1. What is the dialogue talking about?
2. Where is the dialogue taking place?
3. What expressions that you find in the dialogue?
4. What did Sheila say to ask Afif?
5. What did Afif say to respond Sheila?

In this step, we will learn about how to invite someone and how to respond some invitations from others. In responding invitation we have two kinds of response; they are accepting and refusing the invitation appropriately. Now we start from how to invite someone properly.

TASK 4

Learn the expressions of invitation below and repeat after your teacher.

- *Would you like to?*
- *Could you come to?*
- *Would you care to ?*
- *I'll be really happy if you come to....*
- *Let's go....*
- *What about...?*
- *What if...?*
- *Do you want to...?*

TASK 5

Complete the dialogue below and then practice it with your partner.

1. *Nikita will have a birthday party on Saturday. She is up to invite her friend, Laura.*

- Nikita : Hi Laura. Do you have any free time on Saturday?
Laura : I think so. Why?
Nikita : _____? (1)
Laura : Oh... Certainly!
Nikita : You can invite someone else to come.
Laura : I want to invite Sarah to come to your birthday party.
Nikita : OK. See you on Saturday at 3 p.m.
Laura : See you.

2. *Tiara and Wulan have the same homework. Tiara asks Wulan to study together.*

- Tiara : Hi Wulan? Do you have any homework for math?
Wulan : I think so. Why?
Tiara : _____ ? (2)
Wulan : Yes, I will.
Tiara : OK. See you tomorrow at my house at 10 a.m.
Wulan : Oh, unfortunately I have something to do at that time.
Tiara : What about 13.00 p.m.?
Wulan : I think that's great time. See u then.

3. *Vera and Rosy just have a test. Vera intends to ask Rosy to watch a movie.*

- Vera : Hi Rosy, finally we have finished the test?
Rosy : Yes, I'm so tired of the test.
Vera : So am I, if you don't have any plan right now, _____ ? (3)
Rosy : Oh, I'm so sorry. I have to pick up my brother at his school now.
Vera : Ok! It's fine. _____ (4) hang out with me on Sunday?
Rosi : It sounds good. Ok, then.
Vera : OK. See you on Sunday at 10 a.m.
Rosi : See you.

TASK 6

Study the following notes. Then, repeat after your teacher. Pay attention to the stress and intonation.

Accepting Invitation

When someone invites you to go to cinema or to do anything else, you might accept it by saying:

- Thank you, I'd love to.
- Yes, that would be wonderful.
- Yes, I'd really like to go.
- Yes, thank you. What time?
 - Oh, that'll be great.
 - All right.

Remember, when you get an invitation you have to make sure about some information, e.g. what event it is, when and where it will be, it is formal or not, etc.

Formal



Less formal

TASK 7



Listen to the recording. Who accepts the invitation? You may write down what he/she says to accept it in the bubbles.

Would you like to go to the cinema with me?



Response



.....
.....



.....
.....



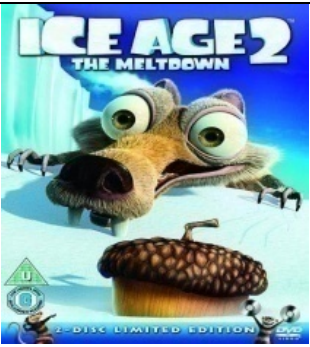



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<http://www.kapanlagi.com>

TASK 8

Respond to the following invitations by using the expression on tasks 6. Then, practice with your partner.

1.		<p>A: I have a ticket of "Harry Potter" newest movie on Saturday. Would you like to go? B:</p>
2.		<p>A: Would you like to go to cinema with me at 4 p.m. tomorrow? I plan to watch "Emak Ingin Naik Haji". B:</p>
3.		<p>A: I am thinking of watching "Ice Age 2" at 21 cinemas. You want to come over? B:</p>
4.		<p>A: There's a great movie on theater; it's "Laskar Pelangi". Would you like to watch it with me? B:</p>

<http://www.galerifilm.com>

TASK 9

You have accepted your friend's invitation to go to the movie. However, you don't know the following information. Match the information with the appropriate question by drawing an arrow.

No 1. Is done as the example.

movie title	When does the movie begin?
time	Is the movie title interesting?
place	When will we hang out?
	What movie will we watch?
	Where is the movie made?

TASK 10

Complete the dialogue below by using the provided expressions in the box.

a. Great	b. It doesn't matter
c. I'd love to	d. Would you like to join me
e. It's a good idea	

Dave : I have two tickets to the Phantom of the Opera on Friday night.
 (1)?

Susan : Thanks..... (2)
 What time is the show?

Dave : It's at 8.00

Susan : That sounds (3). So, do you want to have dinner at 6.00?

Dave : Uhh..... (4), but I have to work late.

Susan : Oh, (5).
 Let's just meet at the theater before the show, around 7.30.

Dave : That sounds fine.

TASK 11

Complete the dialogue below by choosing the most appropriate expressions in the box. Then, practice the dialogue with your partner.

a. It's going to be at Jay's apartment building	d. Will you come together
b. I'm sorry I don't think I can	e. I don't have any plan
c. When will be the party held	f. Thanks so much

Eddy : Robert, do you have plans for the weekend?
 Robert : (1)
 Eddy : Saturday is Mary's birthday, and we are throwing her a party.
 ? (2)
 Robert : Sure, I will. ? (3)
 Eddy : We plan to make it at 8 o'clock.
 Robert : That would be great. Where is the venue?
 Eddy : (4)
 Robert : By the way, can you pick me up?
 Eddy : Sure. You can bring some surprise for her too, if you want.
 Robert : Okay, (5)
 I can think of some. The dress will be casual then?
 Eddy : Yes, make sure to bring your swimming suit, and dress casually.
 Robert : Sounds great.

TASK 12

After studying each situation below, discuss with your partner(s) the relationship between the speakers to decide the formality. Then, have a conversation with your partner based on the situation. Use formal expressions if needed.

Situation 1

B is a senior high teacher. He/she wants to go to cinema together with his/her students. He/she invites the captain of the class, B, first.

A

1. Greet B.
2. Invite B to go to the cinema.
3. Give time and say the location.
4. Ask B to invite their friends.

B

1. Return greeting.
2. Accepts invitation and asks the time.
3. Expresses pleasure and thanks A.

Situation 2

A and B are good friends. They study in the same school. A wants to invite B to watch their favorite movie, Hatchiko.

A

1. Greet B.
2. Invites B to go to watch a movie.
3. Says the title and offer to pick up B.

B

1. Greet A.
2. Ask about the movie title.
3. Accept the offering and invitation.
4. Thank A.

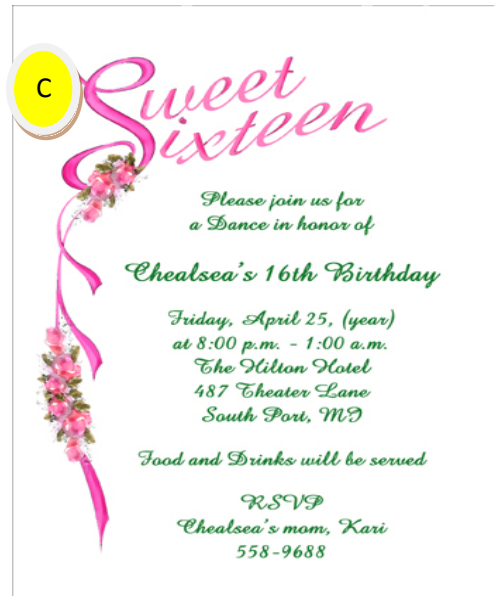
TASK 13

Find the meaning, part of speech and also phonetic transcript of the words below in the dictionary.

- | | |
|------------------------|----------------------|
| 1. Venue | 9. Midnight |
| 2. VIP | 10. Punctual |
| 3. Dress code | 11. Garden party |
| 4. Invited | 12. Direction |
| 5. Open house party | 13. Graduation party |
| 6. Farewell | 14. Till drop |
| 7. Warming house party | 15. Guest |
| 8. Gathering | |

TASK 14

Pretend that you have party and you want to invite your friend. Make dialogues based on the provided pictures. Consider the content of the invitation.



C. Homework

Find some friends and invite them to join your group discussion. Record your inviting speech and their responses. Then, practice it in front of the class.

D. Your Reflection

How much did you learn from this unit? Put a tick on the right column.

Aspects	Very much	Much	Little
1. Expressions of invitation			
2. The expressions of accepting invitations			
3. The expressions of refusing invitations			
4. The pronunciation of expressions of invitations, accepting invitation and declining invitation.			

E. Evaluation

In this chapter you have learnt:

Inviting someone

- Would you like to
- Could you come to....
- I'd very much like
- Would you care to
- I'll really happy if you come to....
- I'm sure that you won't be disappointed to come to....

Accepting an Invitation

- Thank you for inviting me.
- I would/will
- That would be very nice.
- I'd like to love to come.
- That's fine.
- Sure. Why not?

F. Unfamiliar Words

casual (<i>adjective</i>)	: sederhana
cinema (<i>noun</i>)	: gedung bioskop
consider (<i>verb</i>)	: mempertimbangkan
hang out (<i>verb</i>)	: nongkrong
honor (<i>noun</i>)	: kehormatan
hope (<i>noun/ verb</i>)	: harapan/ mengharapkan
offer (<i>noun/ verb</i>)	: tawaran/ menawarkan
pleasure (<i>noun</i>)	: kesenangan
pretend (<i>verb</i>)	: menganggap diri/ berlaku/ berpura-pura
refuse (<i>verb</i>)	: menolak
throw a party (<i>verb</i>)	: mengadakan pesta
venue (<i>noun</i>)	: tempat kejadian penting
wonder (<i>verb</i>)	: penasaran

WHAT A GOOD PERFORMANCE!



<http://www.buzzsugar.com/1>

Each of you must have some experiences when someone praises you. It may be because of your good appearance, performances or stuff. Can you remember how do they praise you, and how do you praise them?

In this unit you will learn how to compliment someone.



A. Warming Up

TASK 1



<http://www.istockphoto.com>

With your friends, discuss the picture below by answering the following questions.

1. What is the first thing that you usually notice in a wedding ceremony?
2. What can you say about your own style? Do you wear your best dress?
3. Is there anyone complimenting you?
4. What was your response?
5. What will you say when you see your friend wearing a kind of beautiful dress?

TASK 2

Read the dialogue and answer the questions below.

Yoko and Mako are old friends. They did not meet for long time. Then they meet at their friend's wedding party. They have a conversation as follow.

Yoko : Hi, is that you Mako?

Mako : Hello, yes this is me, Mako. Are you... Yoko? Wow, how are you?

Yoko : I'm fine, how are you, Mako? Wow, look at you, you look so good with that dress.

Mako : Arghhh come on, it is just my old dress.

Yoko : No, I'm serious; you are so nice with it.

Mako : Thanks for saying so. Well, what a great party right?

Yoko : Yeah, I really enjoy the meals. They are so good.

Mako : Yup, but I think the most admiring thing here is the bride's wedding dress. That is wonderful dress.

Yoko : Yup, but unfortunately I'm not good in fashion.

Mako : Yeah, just grab some snacks.

Yoko : OK!

1. Where is the conversation taking place?
2. What is the most impressive thing for Mako?
3. What does Mako say to express her impression?
4. What makes Yoko so interested in that wedding party?
5. What did Yoko say to praise that?
6. How many expressions related to the complimenting that you find in the dialogue?
7. What are they?

B. Main Activity

TASK 3



Listen carefully to your teacher pronouncing the following expressions. Repeat after him/her.

Expressing Compliments	Responding to Compliments
<ul style="list-style-type: none">• That's a lovely cake.• That was a nice dress you wear.• You look so nice.• You look good with that t-shirt.• You're really a good tourist guide.• What a lovely garden.• What a wonderful party.	<ul style="list-style-type: none">• I'm glad you like it.• Thanks.• Thank you very much.• Thank you for saying so.• Thanks a lot. I like gardening very much.• I'm glad you enjoy it.

You can use the expressions of compliment to praise someone who have something which is nice, good or attractive.

You can also use these phrases to compliment to someone is wearing.

- What a charming dress it is.
- What a cool jacket it is.
- What a nice shirt it is.

To respond to a compliment, you can add some extra information after saying thank you.

- A: Nice shirt.
B: Thanks. It was a present from my aunt.
- A: Wow. It is a cute sweater.
B: Thank you. It's just my old sweater.

TASK 4

Let's have fun! Find a guitar to play this song below. The song is entitled "you rise me up" by Josh Grobman. Let's sing together.

You Raise Me Up"

When I am down and, oh my soul, so weary;
When troubles come and my heart burdened be;
Then, I am still and wait here in the silence,
Until you come and sit awhile with me.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

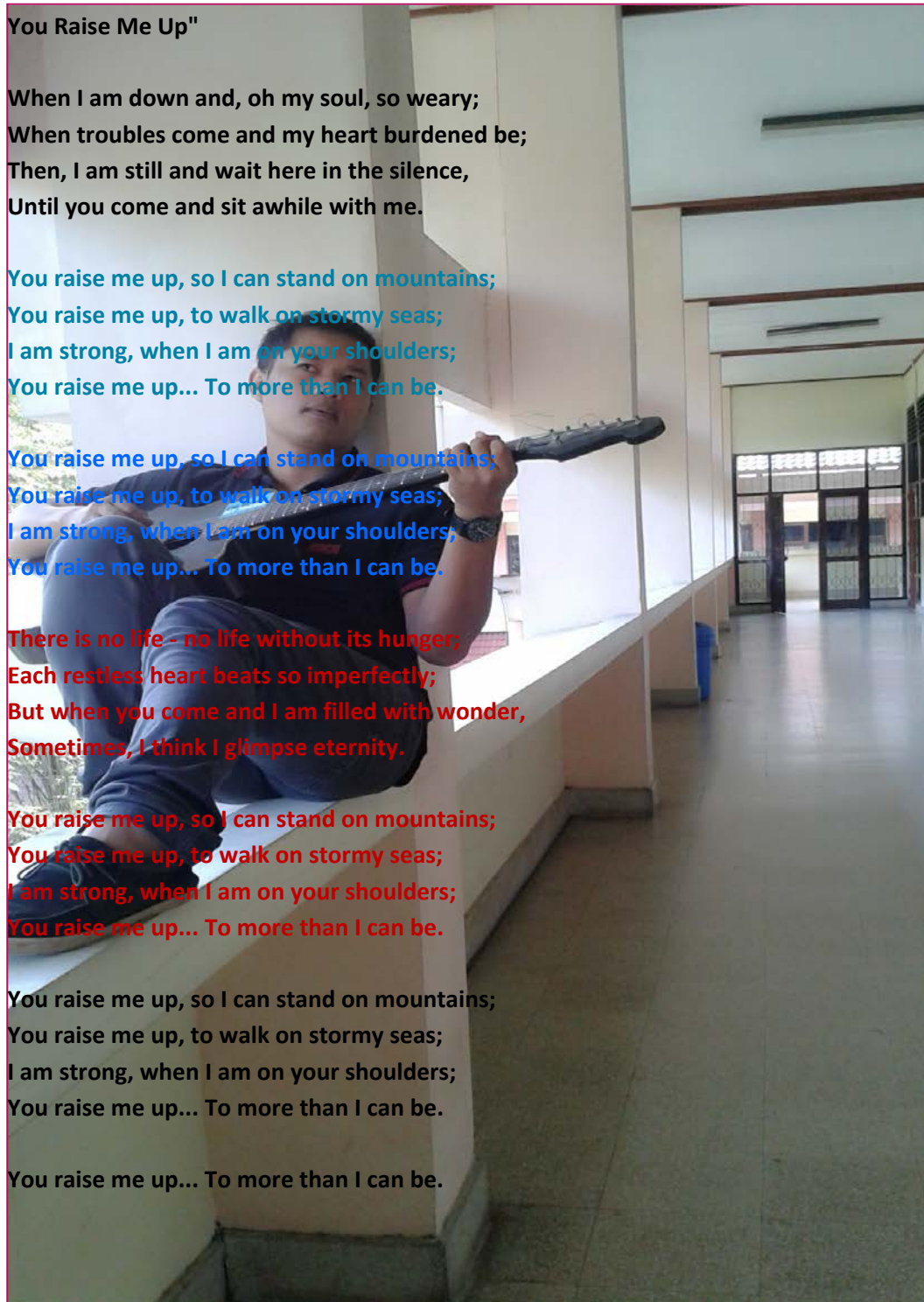
You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

There is no life - no life without its hunger;
Each restless heart beats so imperfectly;
But when you come and I am filled with wonder,
Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

You raise me up... To more than I can be.



TASK 5 

Listen to the recording. How many expressions of compliment and the responses to compliment you find? Write them down in the following spaces. Then, pronounce them correctly.



Expressions of compliment	Responses

<http://www.listeningaudio.com>

TASK 6

Listen to your teacher and complete the dialogue by choosing the expressions of compliment in the box.

- Don't mind it
- It is amazing
- What a wonderful Bike you have
- Great job
- Thank you for saying so

Marsya : (1), Dany.
 Dany : (2). I just finished modifying it.
 Marsya : What? You modified it?
 Dany : Yes, this is the old motorcycle that I used to drive to school.
 Marsya : (3). It looks much different. What did you do then?
 Dany : Not really much. I had it paint with a brighter color and added some new accessories.
 Marsya : (4) Dany.
 Dany : Thank a lots.

TASK 7



Listen to the audio and complete the following dialogues based on what you hear.




When Jane gets a holiday in Bali, she meet her friend, named Andrew atKuta beach. Then, they have dinner in Kucala restaurant.

Jane	: It is the first time I visit this place.	a.	What a big restaurant you have.
Andrew	: What do you think about this place?	b.	It's the most beautiful beach I have ever seen.
Jane	: (1)	c.	It's really delicious. You are really good at cooking
Andrew	: You are right. Kuta is beautiful with its sunset. (2) when they visit Bali.	d.	What about the price
Jane	: How many times have you visited this place?	e.	You may take anything you want.
Andrew	: Almost every holiday because my family has a restaurant nearby. (3)	f.	That sounds great!
Jane	: Wow, (4)	g.	Don't mind it.
Andrew	: Thank you. Do you want to visit our restaurant?	h.	Look! That is our restaurant.
Jane	: Absolutely.	i.	I'm happy you enjoy it.
Andrew	: Sometimes I cook the food by myself. Do you want to try?	j.	Kuta is the place that everybody must see
Jane	:(5). I want to taste your foods.		
<i>at Kucala restaurant</i>			
Jane	:Hmmmmm (6). I like it.		
Andrew	: (7)		
Jane	: What's the name of this food?		
Andrew	: This is steamed clams. It's just served in certain season like summer.		
Jane	: ? (8)		
Andrew	: Don't worry. It's free for you, (9)		
Jane	: How kind of you.		
Andrew	: (10)		

TASK 8

Work in pairs. Find the meanings of the adjectives in box below. Use them to comment on the following objects. Then practice it in the front of the class. Number one is the example.

- | | | | |
|-------------|---------|-------------|---------|
| fashionable | : | sweet | : |
| elegant | : | comfortable | : |
| casual | : | cool | : |
| beautiful | : | cute | : |
| delicious | : | kind | : |
| futuristic | : | nice | : |

 <p>1. What a fashionable shirt!</p>	 <p>2.</p>	 <p>3.</p>	 <p>4.</p>
 <p>5.</p>	 <p>6.</p>	 <p>7.</p>	 <p>8.</p>
 <p>9.</p>	 <p>10.</p>	 <p>11.</p>	 <p>12.</p>

TASK 9

In pairs, complete the dialogue below and then practice it in front of the class.

Desi and Andy are friends, they are talking about the test and the score.

- Desi : Andi. today! (1) I love your new hair style.
- Andi : Thank you very much, Desi. You look great, too.
- Desi : Thanks, Andi. By the way, how was your test? Have you got the result?
- Andi : Yes, I've got it. You know what? I have passed the final test. I'm so happy right now.
- Desi : (2). Congratulations! How's the score?
- Andi : Thanks God. I got the highest score for the test.
- Desi : Wow,(3). I know you are very smart, Andi. Well done!
- Andi : (4), Desi. You are so kind.
- Desi : Never mind, Andi. You deserve it.

TASK 10

Survey Game

Choose five of your friends and find something interesting from them that you can compliment. You can complement their physical appearance, good stuff or their achievement. Write down in the box provided as the example below.

Name	Appearance	Achievement	Stuff
Jamil	nice hairstyle	great in math	hi-tech hand phone

TASK 11

Work in pairs. After you collect the data from the survey game at the previous task (task 10), then make a dialogue based on the data you have collected. Practice it in the front of the class.

C. Homework

Find someone whose appearance, performance, or stuff attracts you to compliment. Then, make a dialog about it and record it. At least, you should give five different things to compliment, including the responses.

D. Reflection

How much did you learn from this unit? Put a tick on the right column.

Aspects	Very much	Much	Little
1. Expressions of compliment			
2. The situation you compliment someone			
3. The pronunciation of the expressions of compliment			
4. Responses of compliment			
5. The pronunciations of responses of compliment			

E. Summary

In this unit you have learnt...

Expressing Compliment

- That's a lovely cake.
- That was a nice dress you wear.
- You look so nice.
- You look good with that t-shirt.
- You're really a good tourist guide.
- What a lovely garden.
- What a wonderful party.

Responding Compliments

- I'm glad you like it.
- Thanks.
- Thank you very much.
- Thank you for saying so.
- Thanks a lot. I like gardening very much.
- I'm glad you enjoy it.

F. Unfamiliar Vocabulary

admire/əd' maɪ ə/ (<i>verb</i>)	: mengagumi
beautiful/'bjʊ: tɪ f(ə)l/ (<i>adjective</i>)	: cantik
charming/'tʃɑ: .mɪ ŋ/ (<i>adjective</i>)	: mempesona, luwes
clinch/klɪntʃ/ (<i>verb</i>)	: memenangkan
compliment/'kɒmplɪ mənt/ (<i>noun</i>)	: memuji
cool/ku:l/ (<i>adjective</i>)	: keren
elegant/'elɪ gənt/ (<i>adjective</i>)	: elegan
fashionable	

**EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)
UNIT 1
THE CHAMPION**

a) Respondent Identity

Name :
Sex :
Education : () S1
 () S2
 () S3

b) Materials Evaluation

Give checklist in the following column.

SA : if you strongly agree with the statement
A : if you agree with the statement
U : if you are neutral with the statement
D : if you disagree with the statement
SD : if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A. Goal					
1.	The develop materials match with the standard of competence and basic competence of senior high school.					
2.	The developed materials will accomplish the objective of the teaching and learning process of speaking to help students to improve the speaking skills.					
3.	The developed materials help the students of senior high school to improve their speaking skill.					
	B. Format					
4.	The general layout is comfortable and interesting.					
5.	The type setting is suitable.					
6.	The illustration (pictures) is clear, attractive, and understandable.					
	C. Instruction					
7.	The instructions in every task are understandable and clear for both the teacher and the students.					
	D. Content					
8.	The topics of the developed materials are suitable with the educational background of the students.					
9.	There are various input text included in the developed					

	materials (expressions of congratulation and its responses, expressions of invitation and the expressions of giving compliment and the responses).					
10.	The input texts are interesting and appropriate to the students' level.					
11.	The explanation of the expressions of congratulation is understandable.					
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.					
13.	The developed materials provide the vocabulary list of unfamiliar words.					
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.					
15.	The tasks in the developed materials are sequenced from comprehension to production					
	G. Activities					
16.	The developed materials apply various activities.					
17.	The activities of the developed materials represent students' daily life.					
18.	The activities in the developed materials improve students' speaking skill.					
	H. Setting					
19.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.					
	I. Teacher and Learner Role					
20.	The teacher role (guiding, explaining, or monitoring and evaluating) in each tasks expressed through the instruction is clear.					
21.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.					

c) Write your opinion towards the developed materials.

1. What is your opinion about the developed materials of Unit 1?

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2. What are the weaknesses of the developed materials?

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3. Would you like to give me some suggestions to improve the developed materials?

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Evaluator,

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**EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)
UNIT 2
GOING TO THE CINEMA**

a) Respondent Identity

Name :
Sex :
Education : () S1
 () S2
 () S3

b) Materials Evaluation

Give checklist in the following column.

SA : if you strongly agree with the statement
A : if you agree with the statement
U : if you are neutral with the statement
D : if you disagree with the statement
SD : if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A. Goal					
1.	The develop materials match with the standard of competence and basic competence of senior high school.					
2.	The developed materials will accomplish the objective of the teaching and learning process of speaking to help students to improve the speaking skills.					
3.	The developed materials help the students of senior high school to improve their speaking skill.					
	B. Format					
4.	The general layout is comfortable and interesting.					
5.	The type setting is suitable.					
6.	The illustration (pictures) is clear, attractive, and understandable.					
	C. Instruction					
7.	The instructions in every task are understandable and clear for both the teacher and the students.					
	D. Content					
8.	The topics of the developed materials are suitable with the educational background of the students.					
9.	There are various input text included in the developed					

	materials.					
10.	The input texts are interesting and appropriate to the students' level.					
11.	The explanation of the expressions of invitation is understandable.					
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.					
13.	The developed materials provide the vocabulary list of unfamiliar words.					
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.					
15.	The tasks in the developed materials are sequenced from comprehension to production					
	G. Activities					
16.	The developed materials apply various activities.					
17.	The activities of the developed materials represent students' daily life.					
18.	The activities in the developed materials improve students' speaking skill.					
	H. Setting					
19.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.					
	I. Teacher and Learner Role					
20.	The teacher role (guiding, explaining, or monitoring and evaluating) in each tasks expressed through the instruction is clear.					
21.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.					

c) Write your opinion towards the developed materials.

1. What is your opinion about the developed materials of Unit 2?

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2. What are the weaknesses of the developed materials?

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3. Would you like to give me some suggestions to improve the developed materials?

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Evaluator,

.....

**EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)
UNIT 3
WHAT A GOOD PERFORMANCE!**

a) Respondent Identity

Name :
Sex :
Education : () S1
 () S2
 () S3

b) Materials Evaluation

Give checklist in the following column.

SA : if you strongly agree with the statement
A : if you agree with the statement
U : if you are neutral with the statement
D : if you disagree with the statement
SD : if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A. Goal					
1.	The develop materials match with the standard of competence and basic competence of senior high school.					
2.	The developed materials will accomplish the objective of the teaching and learning process of speaking to help students to improve the speaking skills.					
3.	The developed materials help the students of senior high school to improve their speaking skill.					
	B. Format					
4.	The general layout is comfortable and interesting.					
5.	The type setting is suitable.					
6.	The illustration (pictures) is clear, attractive, and understandable.					
	C. Instruction					
7.	The instructions in every task are understandable and clear for both the teacher and the students.					
	D. Content					
8.	The topics of the developed materials are suitable with the educational background of the students.					
9.	There are various input text included in the developed					

	materials (expressions of congratulation and its responses, expressions of invitation and the expressions of giving compliment and the responses).					
10.	The input texts are interesting and appropriate to the students' level.					
11.	The explanation of the expressions of complimenting is understandable.					
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.					
13.	The developed materials provide the vocabulary list of unfamiliar words.					
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.					
15.	The tasks in the developed materials are sequenced from comprehension to production					
	G. Activities					
16.	The developed materials apply various activities.					
17.	The activities of the developed materials represent students' daily life.					
18.	The activities in the developed materials improve students' speaking skill.					
	H. Setting					
19.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.					
	I. Teacher and Learner Role					
20.	The teacher role (guiding, explaining, or monitoring and evaluating) in each tasks expressed through the instruction is clear.					
21.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.					

c) Write your opinion towards the developed materials.

1. What is your opinion about the developed materials of Unit 3?

.....
.....
.....
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2. What are the weaknesses of the developed materials?

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3. Would you like to give me some suggestions to improve the developed materials?

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Evaluator,

.....

Table 13: The Statistical Data of Expert Judgment Unit 1 of the First Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Good
Goal 3	5	very good
Format 1	4	Good
Format 2	4	Good
Format 3	5	very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	3	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	4	Good
Teacher's role	3	Good
Learner's role	4	Good
TOTAL SCORE		80
MEAN		3.809523
CATEGORY		Good

Table 14: The Statistical Data of Expert Judgment Unit II of the First Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	2	Bad
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	5	very good
Sequence 1	5	very good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	5	very good
Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE		82
MEAN		3.904761
CATEGORY		Good

Table 15: The Statistical Data of Expert Judgment Unit III of the First Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Fair
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	Very Good
Instruction	3	Good
Content 1	4	Good
Content 2	5	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	3	Good
Sequence 1	4	Good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	4	Good
Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE		84
MEAN		4.00
CATEGORY		Good

The Champion



In our social relationship, we experience some moments in which we need to show our care, love, and happiness to those who make achievements by congratulating them.

So, in this unit you will learn how to congratulate someone and the responses to the congratulation.



A. Warming Up

TASK 1

See the picture and try to answer the following questions.



1. What do you think about the picture above?
2. Why do they look happy?
3. What will you say to the team who wins a competition?

Winning a championship is a good achievement in someone's life. Then, what do you say to those who win?

In this unit, you will learn and practice how to congratulate someone.

B. Main Activities

TASK 2

Study the dialogue about congratulation below and then answer the questions.

The coach : Finally, you win the game. You played well guys.

The captain : This is all because of your help, Coach.

The coach : I must congratulate you on your good achievement. You are now the champion and I'm proud of it.

The captain : Thank you, Sir!

1. Based on the dialogue above, what did the team achieve?
2. What did the coach say to congratulate the team?
3. Underline the expression of congratulating in the dialogue above.
4. Can you give more examples of how to congratulate someone?

TASK 3

Find the meanings of the words in the box.

win (*verb*)

champion (*noun*)

match (*noun*)

competition (*noun*)

practice (*verb*)

game (*noun*)

play (*verb*)

congratulate (*verb*)

sparing (*noun*)

TASK 4

Read the dialogue and then answer the following questions.

Mr. Alan :Hi,Taufik, it was a great play.

Taufik : Yes, Sir, I think I got much lucky.

Mr. Alan : No, you deserve this winning. You have practiced well.

Taufik : I've learnt so much from you of how to face this competition, Sir!

Mr. Alan : Well, then I must congratulate you on your winning the competition.
Now, you are the world's champion.

Taufik : Thank you so much for saying so, Sir!

1. Underline the expression of congratulating found in the dialogue above.
2. What did Taufik say to respond to the expression of congratulating delivered by Mr. Alan?
3. Can you give more examples of expressions to congratulate someone?

TASK 5

Study the expressions of congratulation and the responses to the congratulation carefully.

Congratulating		Responding
<p>I'd like to congratulate you on...</p> <p>Please accept my warmest congratulations.</p> <p>May I congratulate you on ...</p> <p>I must congratulate you.</p> <p>Congratulations.</p> <p>Congratulations on ...</p> <p>Well done</p> <p>Nice done, congratulations!</p> <p>Fantastic!</p>	<p>formal</p> <p>↓</p> <p>informal</p>	<p>It's very good of you to say so.</p> <p>How nice of you to say</p> <p>Thank you very much for saying so.</p> <p>I'm glad you think so.</p> <p>Oh, it's nothing special actually.</p> <p>Oh, I have a lot to learn yet.</p> <p>Thank you.</p> <p>Oh, not really.</p> <p>Oh, nothing to it, actually.</p> <p>Oh, thanks.</p>

TASK 6

Complete the dialogue below by using the most appropriate expressions in the box and then practice the dialogue with your partner in front of the class.

May I congratulate you	nothing is special
I'd like to congratulate you	Congratulation
Please accept my warmest congratulation	Thank you

Situation 1. Rose has just received a scholarship and Andy is going to congratulate her.

Andy : Hi, Rose. Good morning.

Rose : Good morning, Andy. What are you doing here?

Andy : Oh, I need to meet the headmaster. Rose, I heard that you got a scholarship.

That's great.

Rose : Yeah, I must be grateful of it.

Andy : (1)

Rose : (2)

Situation 2. Mr. Smith and Mr. Bond are partners. Mr. Smith has a kind of great presentation.

Mr. Bond : Hello, Mr. Smith. That was a really great presentation.

Mr. Smith : Thank you for saying so, Mr. Bond. I'm trying my best as I can do.

Mr. Bond : Well, (3) on your great concept. The company accepts it.

Mr. Sam : Thank you very much, Mr. Bond.

Situation 3. Raffal just opens his new café and Tina is a visitor.

Raffal : Welcome to the new place to hang out.

Tina : Wow is this new? I didn't see it before.

Raffal : Yes, it is. We just open today.

Tina : Well, (4)

Raffal : Thank you and all beverages are free for today.

Tina : Amazing!

TASK 7



Listen carefully how to pronounce the expressions of congratulation and then repeat after your teacher.

- I'd be the first to congratulate you on your graduation.
- Please accept my warmest congratulations.
- May I congratulate you on winning the singing contest?
- It was great to hear about your new job.
- Nice done, congratulations!

TASK 8

When you congratulate someone, what do you usually say to them? In pairs, try to congratulate someone using your own words based on the situations below. See the example.

1. *Passing the final examination*

Ida: Rani, i heard that you just pass the final examination.
Congratulation.

Rani: Thank you. I hope you graduate from UNY soon.

2. *Being promoted to the better position*

3. *Just getting married*

4. *Publishing a new book*

5. *Winning a sport competition*

6. *Celebrating birthday*

7. *Getting a scholarship*

8. *Opening a new boutique*

9. *Graduating from senior high school*

10. *Having a new house*

TASK 9

In groups, play “Take me out” game. Follow the instructions below.

Instructions :

1. Make a group which consists of eight to ten members.
2. Each group stands in a line.
3. Your teacher provides some stationery stuffs on the table in front of the class.
4. Your teacher will describe the characteristics of the chosen stuff.
5. One of your group members should take the stuff that your teacher described out of the box in front of the class. (each member only has one chance to take the stuff)
6. The group who can take the identified stuff fastest will be the winner.

How was the game? Did you win? Congratulate the member of the team that win in this game.

TASK 10

In pairs, make conversations based on the guidelines below.

Situation 1	
A	B
- Greet B.	- Greet A.
- Tell that you win a contest.	- Congratulate A.
- Thank B.	- Asking about the details of the contest.
- Tell about the contest at glance.	- Ask for permission to leave.
- Saying goodbye.	- Saying goodbye.
Situation 2	
A	B
- Greet B.	- Greet A.
- Congratulate B for his/her birthday.	- Thank A.
- Asking B about special gift she/he might get.	- Tell about the gifts you got and invite A to your party.
- Accept B's invitation.	- Say goodbye.

- Say goodbye.	
Situation 3	
A	B
- Greet B.	- Greet A.
- Tell B that you'll graduate next month.	- Congratulate A.
- Thank B and tell that B can come to the graduation ceremony.	- Tell that you can come and say goodbye.
- Say goodbye.	
Situation 4	
A	B
- Greet B.	- Greet A.
- Ask about the interview B had a week ago.	- Tell that you get the job.
- Congratulate B.	- Thank A.
- Ask B for treating.	- Suggest a date.
- Say you agree.	- Say goodbye.
- Say goodbye.	

TASK 11

Make dialogues with your partner based on the pictures provided and practice in front of the class.

1.



The people just had a great presentation.

2.



The girl just got the gold medal of math Olympic.

3.



Indonesian football team U-19 just won AFF U-19 competition. Congratulate Evan Dimas as the captain of the team.

4.



Your friends just had their graduation.

5.



Your brother gets a wedding party.

C. Homework

Find someone who has got an achievement and congratulate him/her. You must record it and present your works in front of the class.

D. Your Reflection

How much did you learn from this unit? Put a tick on the right column.

Aspects	Very much	Much	Little
1. Expressions of congratulation.			
2. The situation you congratulate someone.			
3. The pronunciation of the expressions of congratulation.			

E. Summary

In this unit you have learnt...

Congratulating		Responding
I'd like to congratulate you on... Please accept my warmest congratulations. May I congratulate you on ... I must congratulate you. Congratulations. Congratulations on ... Well done Nice done, congratulations! Fantastic!	formal ↓ informal	It's very good of you to say so. How nice of you to say Thank you very much for saying so. I'm glad you think so. Oh, it's nothing special actually. Oh, I have a lot to learn yet. Thank you. Oh, not really. Oh, nothing to it, actually. Oh, thanks.

F. Unfamiliar Words

achievement (<i>noun</i>)	: prestasi
beverages (<i>noun</i>)	: minuman
coach (<i>noun</i>)	: pelatih
face (<i>verb</i>)	: menghadapi
grateful (<i>adjective</i>)	: berterimakasih
head master (<i>noun</i>)	: kepala sekolah
medal(<i>noun</i>)	: medali
stationery (<i>noun</i>)	: alat tulis-menulis
stuff (<i>noun</i>)	: barang
treat (<i>verb</i>)	: traktir
boutique (<i>noun</i>)	: butik
scholarship (<i>noun</i>)	: beasiswa

UNIT 2

GOING TO THE CINEMA



**You must have experiences related to invitation.
You must have ever invited someone to join your event.**

In this unit you will learn how to invite and accept invitations.



A. Warming Up

TASK 1



1. What invitation is in the picture above?
2. Do you like going to the cinema?
3. How do you ask your friends to join you to go to cinema?
4. If there is someone inviting you to go to the cinema, what would you say to accept the invitation?

B. Main Activities

TASK 2

Learn the dialogue below. Then, answer the following questions.

Luna invites Maya to go to a movie.

Luna : Hi, Maya. There will be a great film tonight. It's about vampires. Do you want to go to the movie with me?

Maya : Yes, I'd like to go very much. When will you pick me up?

Luna : I'll pick you at 7.00. Be ready, OK!

Maya : Alright.

1. What is the dialogue about?
2. What expressions do you find in the dialogue?
3. What did Luna say to ask May?
4. What did May say to respond Luna?

TASK 3

Read the dialogue below and answer the following questions.

Afif is very busy doing his homework. Sheila, his friend, asks him to come to her party.

Sheila : Hello, this is Sheila. May I speak to Afif?

Afif : This is Afif speaking.

Sheila : Oh, hi Afif. I'm wondering if you can come to my house right now. We're having a great party.

Afif : I don't think I can. I'm doing my homework. My parents won't let me out before I finish my homework.

Sheila : That's alright.

Afif : I hope you enjoy your party. Bye.

Sheila : Bye.

1. What is the dialogue talking about?
2. Where is the dialogue taking place?
3. What expressions that you find in the dialogue?
4. What did Sheila say to ask Afif?
5. What did Afif say to respond Sheila?

In this step, we will learn about how to invite someone and how to respond some invitations from others. In responding invitation we have two kinds of response; they are accepting and refusing the invitation appropriately. Now we start from how to invite someone properly.

TASK 4

Learn the expressions of invitation below and repeat after your teacher.

- *Would you like to?*
- *Could you come to?*
- *Would you care to ?*
- *I'll be really happy if you come to....*
- *Let's go....*
- *What about...?*
- *What if...?*
- *Do you want to...?*

TASK 5

Complete the dialogue below and then practice it with your partner.

1. *Nikita will have a birthday party on Saturday. She is up to invite her friend, Laura.*

- Nikita : Hi Laura. Do you have any free time on Saturday?
Laura : I think so. Why?
Nikita : _____? (1)
Laura : Oh... Certainly!
Nikita : You can invite someone else to come.
Laura : I want to invite Sarah to come to your birthday party.
Nikita : OK. See you on Saturday at 3 p.m.
Laura : See you.

2. *Tiara and Wulan have the same homework. Tiara asks Wulan to study together.*

- Tiara : Hi Wulan? Do you have any homework for math?
Wulan : I think so. Why?
Tiara : _____ ? (2)
Wulan : Yes, I will.
Tiara : OK. See you tomorrow at my house at 10 a.m.
Wulan : Oh, unfortunately I have something to do at that time.
Tiara : What about 13.00 p.m.?
Wulan : I think that's great time. See u then.

3. *Vera and Rosy just have a test. Vera intends to ask Rosy to watch a movie.*

- Vera : Hi Rosy, finally we have finished the test?
Rosy : Yes, I'm so tired of the test.
Vera : So am I, if you don't have any plan right now, _____ ? (3)
Rosy : Oh, I'm so sorry. I have to pick up my brother at his school now.
Vera : Ok! It's fine. _____ (4) hang out with me on Sunday?
Rosi : It sounds good. Ok, then.
Vera : OK. See you on Sunday at 10 a.m.
Rosi : See you.

TASK 6

Study the following notes. Then, repeat after your teacher. Pay attention to the stress and intonation.

Accepting Invitation

When someone invites you to go to cinema or to do anything else, you might accept it by saying:

- Thank you, I'd love to.
- Yes, that would be wonderful.
- Yes, I'd really like to go.
- Yes, thank you. What time?
 - Oh, that'll be great.
 - All right.

Remember, when you get an invitation you have to make sure about some information, e.g. what event it is, when and where it will be, it is formal or not, etc.

Formal



Less formal

TASK 7



Listen to the recording. Who accepts the invitation? You may write down what he/she says to accept it in the bubbles.

Would you like to go to the cinema with me?



Response



.....
.....



.....
.....



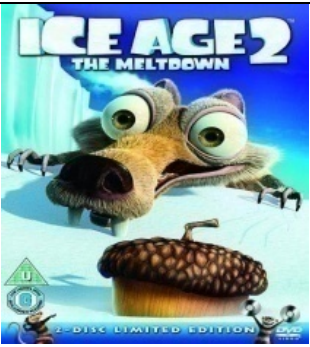



.....
.....

<http://www.kapanlagi.com>

TASK 8

Respond to the following invitations by using the expression on tasks 6. Then, practice with your partner.

1.		<p>A: I have a ticket of "Harry Potter" newest movie on Saturday. Would you like to go? B:</p>
2.		<p>A: Would you like to go to cinema with me at 4 p.m. tomorrow? I plan to watch "Emak Ingin Naik Haji". B:</p>
3.		<p>A: I am thinking of watching "Ice Age 2" at 21 cinemas. You want to come over? B:</p>
4.		<p>A: There's a great movie on theater; it's "Laskar Pelangi". Would you like to watch it with me? B:</p>

<http://www.galerifilm.com>

TASK 9

You have accepted your friend's invitation to go to the movie. However, you don't know the following information. Match the information with the appropriate question by drawing an arrow.

No 1. Is done as the example.

movie title	When does the movie begin?
time	Is the movie title interesting?
place	When will we hang out?
	What movie will we watch?
	Where is the movie made?

TASK 10

Complete the dialogue below by using the provided expressions in the box.

a. Great	b. It doesn't matter
c. I'd love to	d. Would you like to join me
e. It's a good idea	

Dave : I have two tickets to the Phantom of the Opera on Friday night.
 (1)?

Susan : Thanks..... (2)
 What time is the show?

Dave : It's at 8.00

Susan : That sounds (3). So, do you want to have dinner at 6.00?

Dave : Uhh..... (4), but I have to work late.

Susan : Oh, (5).
 Let's just meet at the theater before the show, around 7.30.

Dave : That sounds fine.

TASK 11

Complete the dialogue below by choosing the most appropriate expressions in the box. Then, practice the dialogue with your partner.

a. It's going to be at Jay's apartment building	d. Will you come together
b. I'm sorry I don't think I can	e. I don't have any plan
c. When will be the party held	f. Thanks so much

Eddy : Robert, do you have plans for the weekend?
 Robert : (1)
 Eddy : Saturday is Mary's birthday, and we are throwing her a party.
 ? (2)
 Robert : Sure, I will. ? (3)
 Eddy : We plan to make it at 8 o'clock.
 Robert : That would be great. Where is the venue?
 Eddy : (4)
 Robert : By the way, can you pick me up?
 Eddy : Sure. You can bring some surprise for her too, if you want.
 Robert : Okay, (5)
 I can think of some. The dress will be casual then?
 Eddy : Yes, make sure to bring your swimming suit, and dress casually.
 Robert : Sounds great.

TASK 12

After studying each situation below, discuss with your partner(s) the relationship between the speakers to decide the formality. Then, have a conversation with your partner based on the situation. Use formal expressions if needed.

Situation 1

B is a senior high teacher. He/she wants to go to cinema together with his/her students. He/she invites the captain of the class, B, first.

A

1. Greet B.
2. Invite B to go to the cinema.
3. Give time and say the location.
4. Ask B to invite their friends.

B

1. Return greeting.
2. Accepts invitation and asks the time.
3. Expresses pleasure and thanks A.

Situation 2

A and B are good friends. They study in the same school. A wants to invite B to watch their favorite movie, Hatchiko.

A

1. Greet B.
2. Invites B to go to watch a movie.
3. Says the title and offer to pick up B.

B

1. Greet A.
2. Ask about the movie title.
3. Accept the offering and invitation.
4. Thank A.

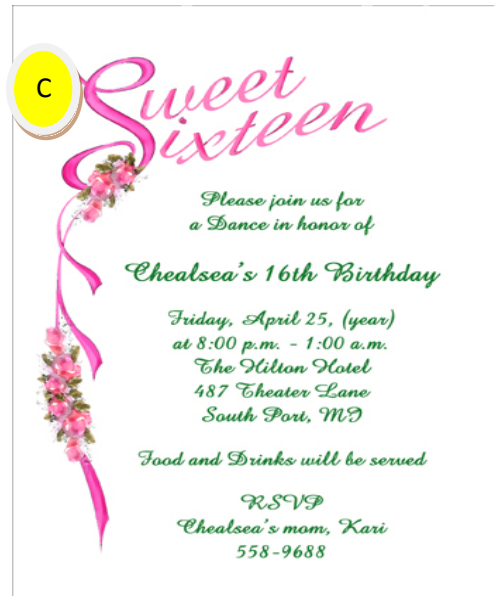
TASK 13

Find the meaning, part of speech and also phonetic transcript of the words below in the dictionary.

- | | |
|------------------------|----------------------|
| 1. Venue | 9. Midnight |
| 2. VIP | 10. Punctual |
| 3. Dress code | 11. Garden party |
| 4. Invited | 12. Direction |
| 5. Open house party | 13. Graduation party |
| 6. Farewell | 14. Till drop |
| 7. Warming house party | 15. Guest |
| 8. Gathering | |

TASK 14

Pretend that you have party and you want to invite your friend. Make dialogues based on the provided pictures. Consider the content of the invitation.



C. Homework

Find some friends and invite them to join your group discussion. Record your inviting speech and their responses. Then, practice it in front of the class.

D. Your Reflection

How much did you learn from this unit? Put a tick on the right column.

Aspects	Very much	Much	Little
1. Expressions of invitation			
2. The expressions of accepting invitations			
3. The expressions of refusing invitations			
4. The pronunciation of expressions of invitations, accepting invitation and declining invitation.			

E. Evaluation

In this chapter you have learnt:

Inviting someone

- Would you like to
- Could you come to....
- I'd very much like
- Would you care to
- I'll really happy if you come to....
- I'm sure that you won't be disappointed to come to....

Accepting an Invitation

- Thank you for inviting me.
- I would/will
- That would be very nice.
- I'd like to love to come.
- That's fine.
- Sure. Why not?

F. Unfamiliar Words

casual (<i>adjective</i>)	: sederhana
cinema (<i>noun</i>)	: gedung bioskop
consider (<i>verb</i>)	: mempertimbangkan
hang out (<i>verb</i>)	: nongkrong
honor (<i>noun</i>)	: kehormatan
hope (<i>noun/ verb</i>)	: harapan/ mengharapkan
offer (<i>noun/ verb</i>)	: tawaran/ menawarkan
pleasure (<i>noun</i>)	: kesenangan
pretend (<i>verb</i>)	: menganggap diri/ berlaku/ berpura-pura
refuse (<i>verb</i>)	: menolak
throw a party (<i>verb</i>)	: mengadakan pesta
venue (<i>noun</i>)	: tempat kejadian penting
wonder (<i>verb</i>)	: penasaran

WHAT A GOOD PERFORMANCE!



<http://www.buzzsugar.com/1>

Each of you must have some experiences when someone praises you. It may be because of your good appearance, performances or stuff. Can you remember how do they praise you, and how do you praise them?

In this unit you will learn how to compliment someone.



A. Warming Up

TASK 1



<http://www.istockphoto.com>

With your friends, discuss the picture below by answering the following questions.

1. What is the first thing that you usually notice in a wedding ceremony?
2. What can you say about your own style? Do you wear your best dress?
3. Is there anyone complimenting you?
4. What was your response?
5. What will you say when you see your friend wearing a kind of beautiful dress?

TASK 2

Read the dialogue and answer the questions below.

Yoko and Mako are old friends. They did not meet for long time. Then they meet at their friend's wedding party. They have a conversation as follow.

Yoko : Hi, is that you Mako?

Mako : Hello, yes this is me, Mako. Are you... Yoko? Wow, how are you?

Yoko : I'm fine, how are you, Mako? Wow, look at you, you look so good with that dress.

Mako : Arghhh come on, it is just my old dress.

Yoko : No, I'm serious; you are so nice with it.

Mako : Thanks for saying so. Well, what a great party right?

Yoko : Yeah, I really enjoy the meals. They are so good.

Mako : Yup, but I think the most admiring thing here is the bride's wedding dress. That is wonderful dress.

Yoko : Yup, but unfortunately I'm not good in fashion.

Mako : Yeah, just grab some snacks.

Yoko : OK!

1. Where is the conversation taking place?
2. What is the most impressive thing for Mako?
3. What does Mako say to express her impression?
4. What makes Yoko so interested in that wedding party?
5. What did Yoko say to praise that?
6. How many expressions related to the complimenting that you find in the dialogue?
7. What are they?

B. Main Activity

TASK 3



Listen carefully to your teacher pronouncing the following expressions. Repeat after him/her.

Expressing Compliments	Responding to Compliments
<ul style="list-style-type: none">• That's a lovely cake.• That was a nice dress you wear.• You look so nice.• You look good with that t-shirt.• You're really a good tourist guide.• What a lovely garden.• What a wonderful party.	<ul style="list-style-type: none">• I'm glad you like it.• Thanks.• Thank you very much.• Thank you for saying so.• Thanks a lot. I like gardening very much.• I'm glad you enjoy it.

You can use the expressions of compliment to praise someone who have something which is nice, good or attractive.

You can also use these phrases to compliment to someone is wearing.

- What a charming dress it is.
- What a cool jacket it is.
- What a nice shirt it is.

To respond to a compliment, you can add some extra information after saying thank you.

- A: Nice shirt.
B: Thanks. It was a present from my aunt.
- A: Wow. It is a cute sweater.
B: Thank you. It's just my old sweater.

TASK 4

Let's have fun! Find a guitar to play this song below. The song is entitled "you rise me up" by Josh Grobman. Let's sing together.

You Raise Me Up"

When I am down and, oh my soul, so weary;
When troubles come and my heart burdened be;
Then, I am still and wait here in the silence,
Until you come and sit awhile with me.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

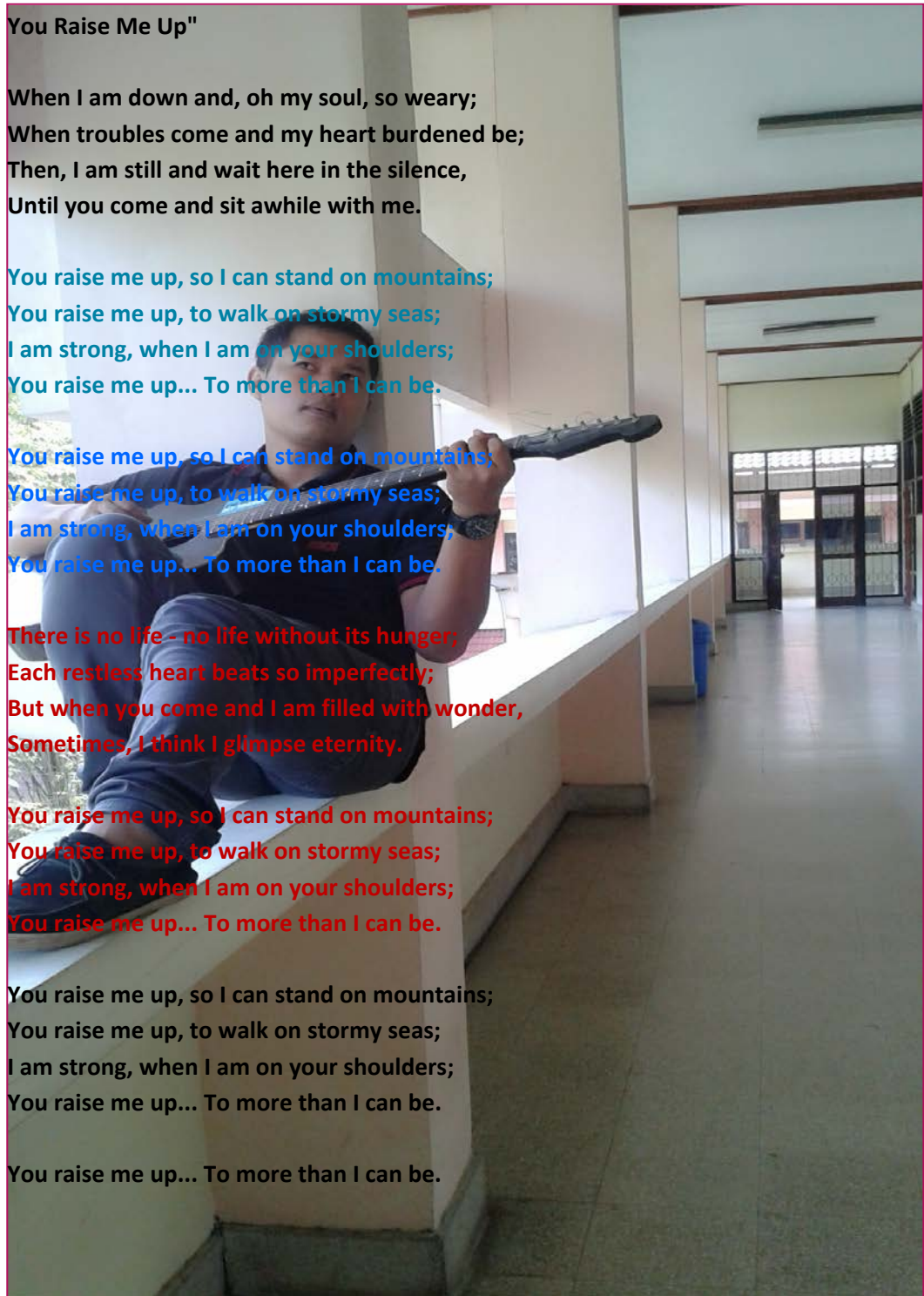
You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

There is no life - no life without its hunger;
Each restless heart beats so imperfectly;
But when you come and I am filled with wonder,
Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up... To more than I can be.

You raise me up... To more than I can be.



TASK 5 

Listen to the recording. How many expressions of compliment and the responses to compliment you find? Write them down in the following spaces. Then, pronounce them correctly.



Expressions of compliment	Responses

<http://www.listeningaudio.com>

TASK 6

Listen to your teacher and complete the dialogue by choosing the expressions of compliment in the box.

- Don't mind it
- It is amazing
- What a wonderful Bike you have
- Great job
- Thank you for saying so

Marsya : (1), Dany.
 Dany : (2). I just finished modifying it.
 Marsya : What? You modified it?
 Dany : Yes, this is the old motorcycle that I used to drive to school.
 Marsya : (3). It looks much different. What did you do then?
 Dany : Not really much. I had it paint with a brighter color and added some new accessories.
 Marsya : (4) Dany.
 Dany : Thank a lots.

TASK 7



Listen to the audio and complete the following dialogues based on what you hear.

When Jane gets a holiday in Bali, she meet her friend, named Andrew atKuta beach. Then, they have dinner in Kucala restaurant.

Jane	: It is the first time I visit this place.	a.	What a big restaurant you have.
Andrew	: What do you think about this place?	b.	It's the most beautiful beach I have ever seen.
Jane	: (1)	c.	It's really delicious. You are really good at cooking
Andrew	: You are right. Kuta is beautiful with its sunset. (2) when they visit Bali.	d.	What about the price
Jane	: How many times have you visited this place?	e.	You may take anything you want.
Andrew	: Almost every holiday because my family has a restaurant nearby. (3)	f.	That sounds great!
Jane	: Wow, (4)	g.	Don't mind it.
Andrew	: Thank you. Do you want to visit our restaurant?	h.	Look! That is our restaurant.
Jane	: Absolutely.	i.	I'm happy you enjoy it.
Andrew	: Sometimes I cook the food by myself. Do you want to try?	j.	Kuta is the place that everybody must see
Jane	:(5). I want to taste your foods.		
<i>at Kucala restaurant</i>			
Jane	:Hmmmm (6). I like it.		
Andrew	: (7)		
Jane	: What's the name of this food?		
Andrew	: This is steamed clams. It's just served in certain season like summer.		
Jane	: ? (8)		
Andrew	: Don't worry. It's free for you, (9)		
Jane	: How kind of you.		
Andrew	: (10)		

TASK 8

Work in pairs. Find the meanings of the adjectives in box below. Use them to comment on the following objects. Then practice it in the front of the class. Number one is the example.

- | | | | | | |
|-------------|---|-------|-------------|---|-------|
| fashionable | : | ..... | sweet | : | ..... |
| elegant | : | ..... | comfortable | : | ..... |
| casual | : | ..... | cool | : | ..... |
| beautiful | : | ..... | cute | : | ..... |
| delicious | : | ..... | kind | : | ..... |
| futuristic | : | ..... | nice | : | ..... |

 <p>1. What a fashionable shirt!</p>	 <p>2.</p>	 <p>3.</p>	 <p>4.</p>
 <p>5.</p>	 <p>6.</p>	 <p>7.</p>	 <p>8.</p>
 <p>9.</p>	 <p>10.</p>	 <p>11.</p>	 <p>12.</p>

TASK 9

In pairs, complete the dialogue below and then practice it in front of the class.

Desi and Andy are friends, they are talking about the test and the score.

- Desi : Andi. today! (1) I love your new hair style.
- Andi : Thank you very much, Desi. You look great, too.
- Desi : Thanks, Andi. By the way, how was your test? Have you got the result?
- Andi : Yes, I've got it. You know what? I have passed the final test. I'm so happy right now.
- Desi : (2). Congratulations! How's the score?
- Andi : Thanks God. I got the highest score for the test.
- Desi : Wow,(3). I know you are very smart, Andi. Well done!
- Andi : (4), Desi. You are so kind.
- Desi : Never mind, Andi. You deserve it.

TASK 10

Survey Game

Choose five of your friends and find something interesting from them that you can compliment. You can complement their physical appearance, good stuff or their achievement. Write down in the box provided as the example below.

Name	Appearance	Achievement	Stuff
Jamil	nice hairstyle	great in math	hi-tech hand phone

TASK 11

Work in pairs. After you collect the data from the survey game at the previous task (task 10), then make a dialogue based on the data you have collected. Practice it in the front of the class.

C. Homework

Find someone whose appearance, performance, or stuff attracts you to compliment. Then, make a dialog about it and record it. At least, you should give five different things to compliment, including the responses.

D. Reflection

How much did you learn from this unit? Put a tick on the right column.

Aspects	Very much	Much	Little
1. Expressions of compliment			
2. The situation you compliment someone			
3. The pronunciation of the expressions of compliment			
4. Responses of compliment			
5. The pronunciations of responses of compliment			

E. Summary

In this unit you have learnt...

Expressing Compliment

- That's a lovely cake.
- That was a nice dress you wear.
- You look so nice.
- You look good with that t-shirt.
- You're really a good tourist guide.
- What a lovely garden.
- What a wonderful party.

Responding Compliments

- I'm glad you like it.
- Thanks.
- Thank you very much.
- Thank you for saying so.
- Thanks a lot. I like gardening very much.
- I'm glad you enjoy it.

F. Unfamiliar Vocabulary

admire/əd' maɪ ə/ (<i>verb</i>)	: mengagumi
beautiful/'bjʊ: tɪ f(ə)l/ (<i>adjective</i>)	: cantik
charming/'tʃɑ: .mɪ ŋ/ (<i>adjective</i>)	: mempesona, luwes
clinch/klɪntʃ/ (<i>verb</i>)	: memenangkan
compliment/'kɒmplɪ mənt/ (<i>noun</i>)	: memuji
cool/ku:l/ (<i>adjective</i>)	: keren
elegant/'elɪ gənt/ (<i>adjective</i>)	: elegan
fashionable	

**EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)
UNIT 1
THE CHAMPION**

a) Respondent Identity

Name :
Sex :
Education : () S1
 () S2
 () S3

b) Materials Evaluation

Give checklist in the following column.

SA : if you strongly agree with the statement
A : if you agree with the statement
U : if you are neutral with the statement
D : if you disagree with the statement
SD : if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A. Goal					
1.	The develop materials match with the standard of competence and basic competence of senior high school.					
2.	The developed materials will accomplish the objective of the teaching and learning process of speaking to help students to improve the speaking skills.					
3.	The developed materials help the students of senior high school to improve their speaking skill.					
	B. Format					
4.	The general layout is comfortable and interesting.					
5.	The type setting is suitable.					
6.	The illustration (pictures) is clear, attractive, and understandable.					
	C. Instruction					
7.	The instructions in every task are understandable and clear for both the teacher and the students.					
	D. Content					
8.	The topics of the developed materials are suitable with the educational background of the students.					
9.	There are various input text included in the developed					

	materials (expressions of congratulation and its responses, expressions of invitation and the expressions of giving compliment and the responses).					
10.	The input texts are interesting and appropriate to the students' level.					
11.	The explanation of the expressions of congratulation is understandable.					
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.					
13.	The developed materials provide the vocabulary list of unfamiliar words.					
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.					
15.	The tasks in the developed materials are sequenced from comprehension to production					
	G. Activities					
16.	The developed materials apply various activities.					
17.	The activities of the developed materials represent students' daily life.					
18.	The activities in the developed materials improve students' speaking skill.					
	H. Setting					
19.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.					
	I. Teacher and Learner Role					
20.	The teacher role (guiding, explaining, or monitoring and evaluating) in each tasks expressed through the instruction is clear.					
21.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.					

c) Write your opinion towards the developed materials.

1. What is your opinion about the developed materials of Unit 1?

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2. What are the weaknesses of the developed materials?

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3. Would you like to give me some suggestions to improve the developed materials?

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Evaluator,

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**EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)
UNIT 2
GOING TO THE CINEMA**

a) Respondent Identity

Name :
Sex :
Education : () S1
 () S2
 () S3

b) Materials Evaluation

Give checklist in the following column.

SA : if you strongly agree with the statement
A : if you agree with the statement
U : if you are neutral with the statement
D : if you disagree with the statement
SD : if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A. Goal					
1.	The develop materials match with the standard of competence and basic competence of senior high school.					
2.	The developed materials will accomplish the objective of the teaching and learning process of speaking to help students to improve the speaking skills.					
3.	The developed materials help the students of senior high school to improve their speaking skill.					
	B. Format					
4.	The general layout is comfortable and interesting.					
5.	The type setting is suitable.					
6.	The illustration (pictures) is clear, attractive, and understandable.					
	C. Instruction					
7.	The instructions in every task are understandable and clear for both the teacher and the students.					
	D. Content					
8.	The topics of the developed materials are suitable with the educational background of the students.					
9.	There are various input text included in the developed					

	materials.					
10.	The input texts are interesting and appropriate to the students' level.					
11.	The explanation of the expressions of invitation is understandable.					
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.					
13.	The developed materials provide the vocabulary list of unfamiliar words.					
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.					
15.	The tasks in the developed materials are sequenced from comprehension to production					
	G. Activities					
16.	The developed materials apply various activities.					
17.	The activities of the developed materials represent students' daily life.					
18.	The activities in the developed materials improve students' speaking skill.					
	H. Setting					
19.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.					
	I. Teacher and Learner Role					
20.	The teacher role (guiding, explaining, or monitoring and evaluating) in each tasks expressed through the instruction is clear.					
21.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.					

c) Write your opinion towards the developed materials.

1. What is your opinion about the developed materials of Unit 2?

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2. What are the weaknesses of the developed materials?

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3. Would you like to give me some suggestions to improve the developed materials?

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Evaluator,

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**EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)
UNIT 3
WHAT A GOOD PERFORMANCE!**

a) Respondent Identity

Name :
Sex :
Education : () S1
 () S2
 () S3

b) Materials Evaluation

Give checklist in the following column.

SA : if you strongly agree with the statement
A : if you agree with the statement
U : if you are neutral with the statement
D : if you disagree with the statement
SD : if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A. Goal					
1.	The develop materials match with the standard of competence and basic competence of senior high school.					
2.	The developed materials will accomplish the objective of the teaching and learning process of speaking to help students to improve the speaking skills.					
3.	The developed materials help the students of senior high school to improve their speaking skill.					
	B. Format					
4.	The general layout is comfortable and interesting.					
5.	The type setting is suitable.					
6.	The illustration (pictures) is clear, attractive, and understandable.					
	C. Instruction					
7.	The instructions in every task are understandable and clear for both the teacher and the students.					
	D. Content					
8.	The topics of the developed materials are suitable with the educational background of the students.					
9.	There are various input text included in the developed					

	materials (expressions of congratulation and its responses, expressions of invitation and the expressions of giving compliment and the responses).					
10.	The input texts are interesting and appropriate to the students' level.					
11.	The explanation of the expressions of complimenting is understandable.					
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.					
13.	The developed materials provide the vocabulary list of unfamiliar words.					
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.					
15.	The tasks in the developed materials are sequenced from comprehension to production					
	G. Activities					
16.	The developed materials apply various activities.					
17.	The activities of the developed materials represent students' daily life.					
18.	The activities in the developed materials improve students' speaking skill.					
	H. Setting					
19.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.					
	I. Teacher and Learner Role					
20.	The teacher role (guiding, explaining, or monitoring and evaluating) in each tasks expressed through the instruction is clear.					
21.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.					

c) Write your opinion towards the developed materials.

1. What is your opinion about the developed materials of Unit 3?

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2. What are the weaknesses of the developed materials?

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3. Would you like to give me some suggestions to improve the developed materials?

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Evaluator,

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Table 22: The Statistical Data of Expert Judgment Unit 1 of the Second Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Good
Goal 3	5	Very good
Format 1	4	Good
Format 2	4	Good
Format 3	5	Very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities 3	4	Good
Setting	4	Good
Teacher's role	3	Good
Learner's role	4	Good
TOTAL SCORE		85
MEAN		4.047
CATEGORY		Good

Table 23: The Statistical Data of Expert Judgment Unit II of the Second Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Good
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	Very good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	5	Very good
Sequence 1	5	Very good
Sequence 2	4	Good
Activities 1	5	Good
Activities 2	4	Good
Activities 3	4	Good
\Setting	5	Very good
Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE		89
MEAN		4.2380
CATEGORY		Very Good

Table 24: The Statistical Data of Expert Judgment Unit III of the Second Draft

Component	Mean	Category
Goal 1	4	Good
Goal 2	4	Bad
Goal 3	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	5	Very Good
Instruction	4	Good
Content 1	4	Good
Content 2	5	Good
Content 3	4	Good
Content 4	4	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good
Activities 1	4	Good
Activities 2	4	Good
Activities3	4	Good
Setting	4	Good
Teacher's role	4	Good
Learner's role	4	Good
TOTAL SCORE		84
MEAN		4.0095
CATEGORY		Good