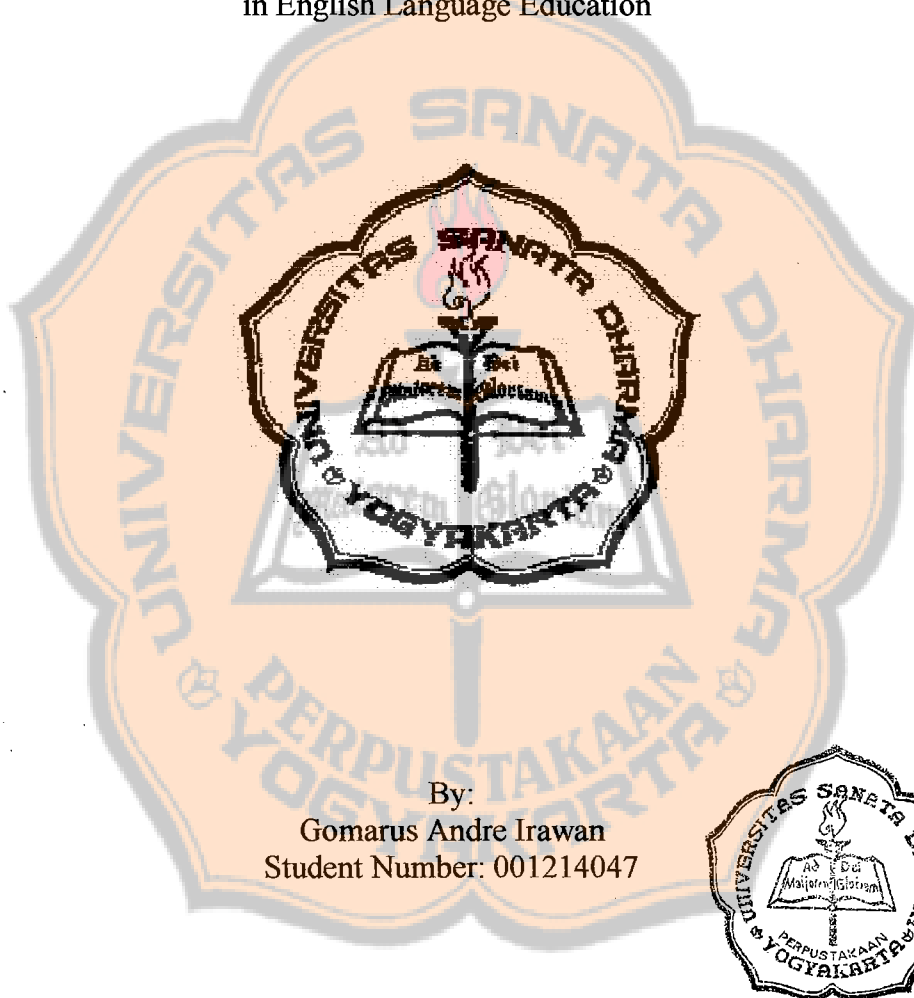


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

**DESIGNING A SET OF INSTRUCTIONAL
MATERIALS USING SONGS BY JOSH GROBAN
FOR THE SECOND YEAR STUDENTS
OF SMU SANG TIMUR YOGYAKARTA**

A THESIS

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



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

2004

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Defended before the Board of Examiners
on September 23rd 2004
and Declared Acceptable

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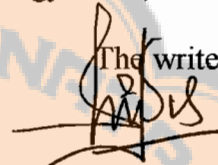
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STATEMENTS OF WORK'S ORIGINALITY

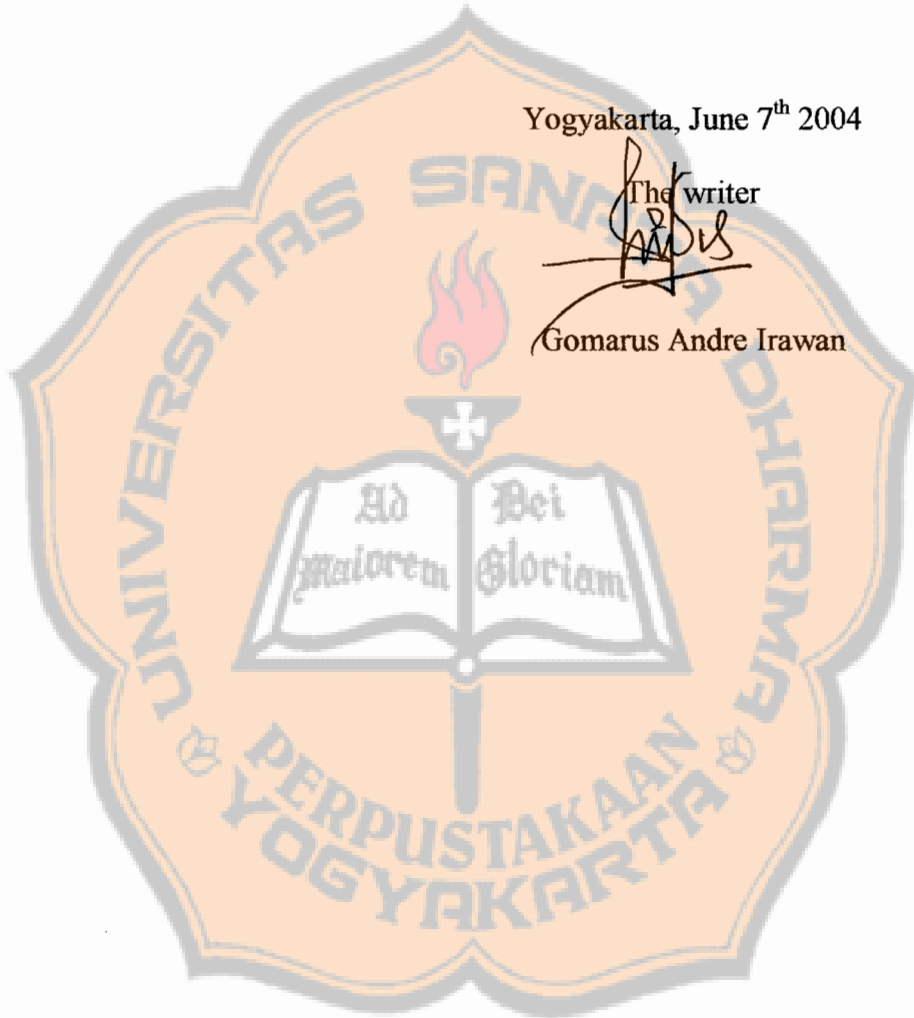
I honestly declare that the thesis I wrote does not contain the works or parts of the works of other people, except those cited in the quotations and the bibliography, as a scientific paper should.

Yogyakarta, June 7th 2004

The writer



Gomarus Andre Irawan



DONT QUIT

WHEN THINGS GO WRONG, AS THEY SOMETIMES WILL,
WHEN THE ROAD YOU'RE TRUDGING SEEMS ALL UP HILL,
WHEN THE FUNDS ARE LOW AND THE DEBTS ARE HIGH,
AND YOU WANT TO SMILE, BUT YOU HAVE TO SIGH,
WHEN CARE IS PRESSING YOU DOWN A BIT,
REST, IF YOU MUST, BUT DONT QUIT.

LIFE IS QUEER WITH ITS TWISTS AND TURNS,
AS EVERY ONE OF US SOMETIMES LEARNS,
AND MANY A FAILURE TURNS ABOUT
WHEN HE MIGHT HAVE WON HAD HE STUCK IT OUT,
DON'T GIVE UP, THOUGH THE PACE SEEMS SLOW,
YOU MIGHT SUCCEED WITH ANOTHER BLOW.

OFTEN THE GOAL IS NEARER THAN
IT SEEMS TO A FAINT AND FALTERING MAN
OFTEN THE STRUGGLER HAS GIVEN UP
WHEN HE MIGHT HAVE CAPTURED THE VICTORS CUP
AND HE LEARNED TOO LATE, WHEN THE NIGHT SLIPPED DOWN
HOW CLOSE HE WAS TO THE GOLDEN CROWN

SUCCESS IS FAILURE TURNED INSIDE OUT
THE SILVER TINT OF THE CLOUDS OF DOUBT
AND YOU NEVER CAN TELL HOW CLOSE YOU ARE
IT MAY BE NEAR WHEN IT SEEMS A FAR
SO STICK TO THE FIGHT WHEN YOU'RE HARDEST HIT
ITS WHEN THINGS SEEM WORST THAT YOU MUSTNT QUIT.

UNKNOWN

This work is dedicated to:

My lovely parents and brothers



My lovely girl

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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I would like to express my greatest gratitude to my Almighty Lord, **Jesus Christ**, who has been walking beside me along this journey. He guides me when I am in the dark, He sits beside me when I am down, and He encourages me when I stop hoping. His love has brought me out to finish this thesis.

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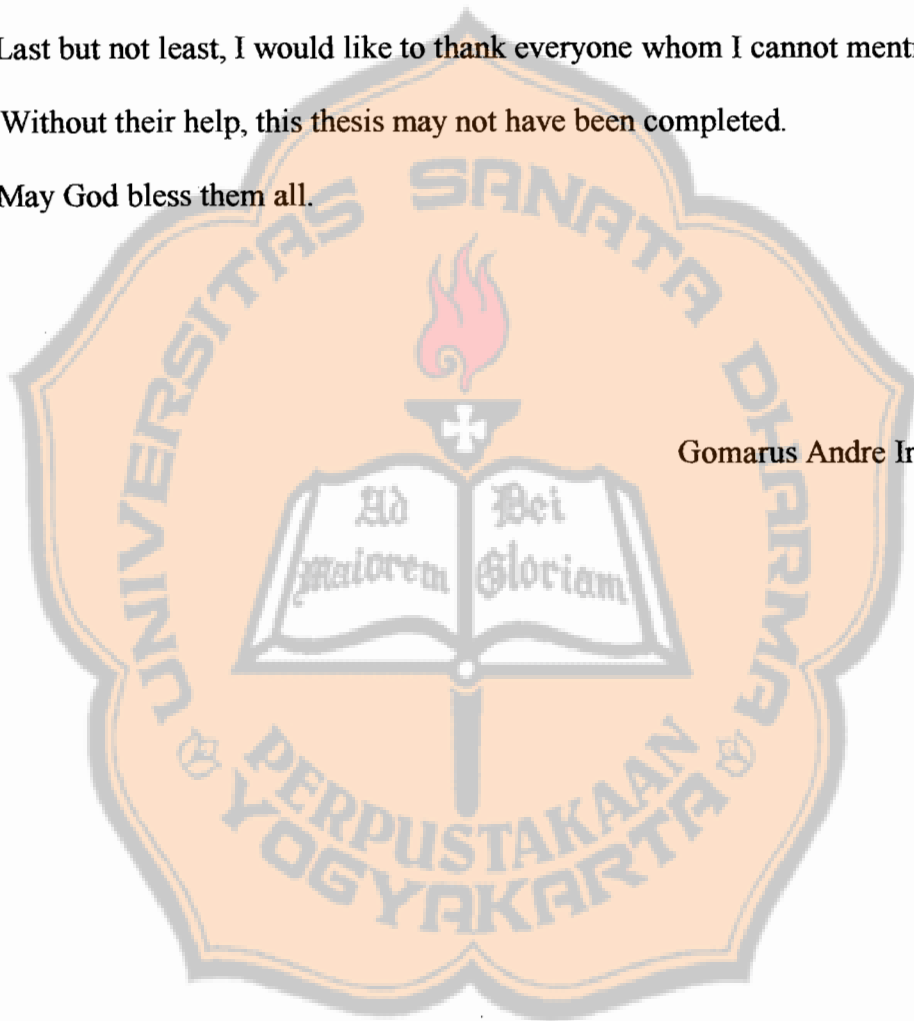
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May God bless them all.

Gomarus Andre Irawan



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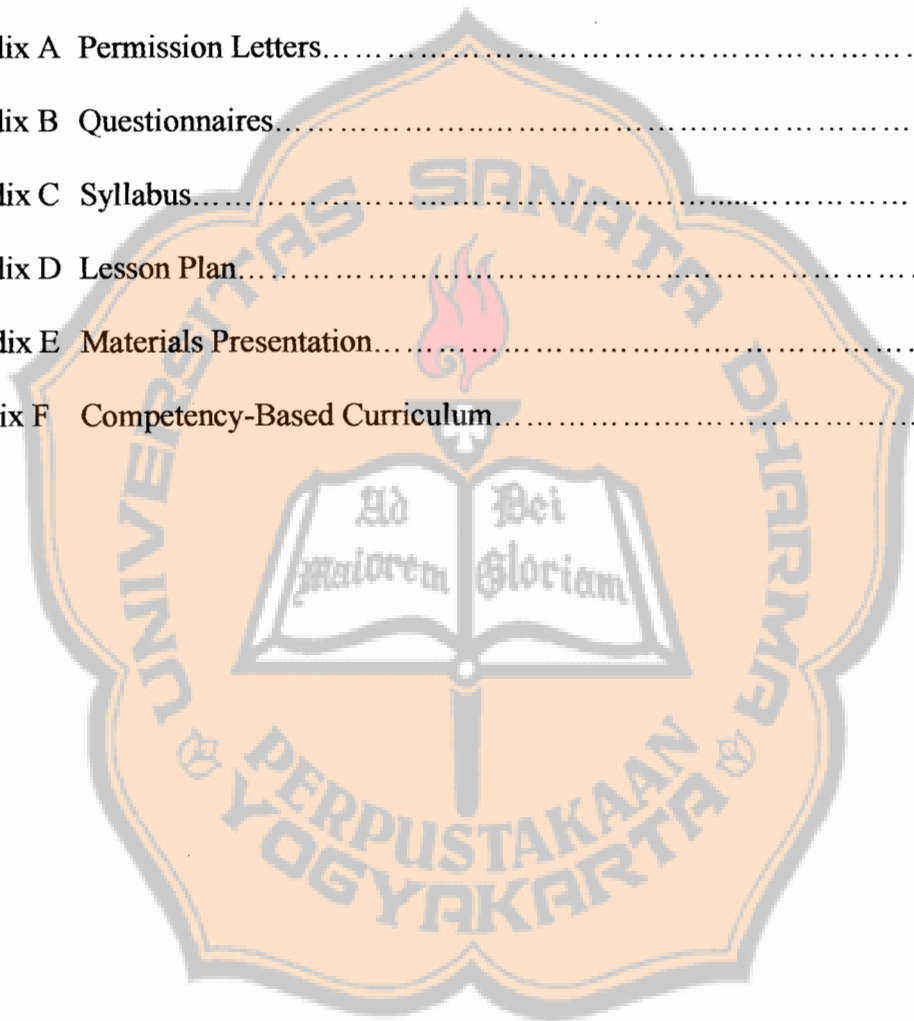


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ABSTRACT

Irawan, Gomarus Andre. 2004. *Designing a Set of Instructional Materials Using Songs by Josh Groban for The Second Year Students of SMU Sang Timur*. Yogyakarta: English Education Study Program. Sanata Dharma University.

This study dealt with *Designing a Set of Instructional Materials Using Songs by Josh Groban for The Second Year Students of SMU Sang Timur* Yogyakarta. The background of the issue of designing using songs was the role of songs in learning-teaching process is not formulated optimally. Songs are used for spending the rest time in class. The teacher is not aware of the fact that songs will improve the students' skills.

The research has two problems. The first problem is how a set of the instructional materials using songs is designed. The second problem is what kinds of set materials using song by Josh Groban can be provided to teach English to the second year students of Senior High School.

The researcher consulted some theories of instructional models to answer the problems. Theories of instructional design will help to answer the first problem. The researcher combines the Kemp's model and Yalden's model to find the appropriate framework. The framework consists of (1) Needs survey, (2) Goals, topics, and general purposes, (3) Learning objectives, (4) Subject contents, (5) learning-teaching activities, (6) Evaluation.

To answer the second problem, the researcher conducted a survey study. The instruments of survey study were the questionnaire and the interview. The respondents of the survey study were students and the English teachers of *SMU Sang Timur Yogyakarta*, and the lecturers of *Sanata Dharma University*. The second grade students of *SMU Sang Timur Yogyakarta* were the respondents of needs survey. The teachers and lecturers were involved to give feedback on the instructional materials. The final revision of instructional materials consisted of six parts, they were *Warming up, Read and Learn, Let's Learn Closer, Get Fun, Relaxation, and Homework*. The presenting materials using songs by Josh Groban for second year students of *SMU Sang Timur Yogyakarta*, which can be seen in Appendix E, is the answer of the second problem

Based on the results of the instructor questionnaire, the average points of agreement are 3.7. It means that the instructional design is generally well developed although it needs to be revised. The final revision of designed materials can be seen in Appendix E.

ABSTRAK

Irawan, Gomarus Andre. 2004. *Designing a Set of Instructional Materials Using Songs by Josh Groban for The Second Year Students of SMU Sang Timur*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris. Universitas Sanata Dharma.

Studi ini akan berbicara tentang penyusunan materi pembelajaran dengan menggunakan lagu dari Josh Groban untuk siswa kelas dua SMU Sang Timur Yogyakarta. Latar belakang munculnya ide dari penulisan ini adalah tidak optimalnya penggunaan lagu dalam proses pembelajaran. Lagu sering kali hanya digunakan untuk mengisi waktu luang di kelas. Guru kurang menyadari bahwa lagu dapat membantu perkembangan kemampuan siswa.

Penulisan ini memiliki dua rumusan masalah. Masalah yang pertama adalah bagaimana penyusunan materi menggunakan lagu akan dibuat. Masalah kedua adalah penyusunan materi menggunakan lagu dari Josh Groban untuk mengajarkan bahasa Inggris kepada siswa kelas dua SMU akan disusun seperti apa.

Penulis mencoba untuk menemukan teori-teori yang berhubungan dengan masalah. Teori tentang model instruksional akan menjawab permasalahan yang pertama. Penulis mencoba untuk mengkombinasikan model dari Kemp dan model dari Yalden untuk memperoleh sistem instruksional yang paling cocok. Sistem instruksional yang digunakan di dalam penulisan ini mempunyai enam langkah, yaitu (1) Menganalisis kebutuhan siswa, (2) menentukan sasaran, topik-topik, dan tujuan pembelajaran umum, (3) Merumuskan tujuan untuk tiap-tiap topik, (4) menentukan materi yang akan diberikan, (5) Menentukan kegiatan-kegiatan pembelajaran yang akan digunakan, (6) Evaluasi.

Penulis mengadakan penelitian untuk menjawab masalah yang kedua. Penelitian ini dilaksanakan dalam bentuk kuisioner dan wawancara. Responden dari penelitian ini adalah siswa dan guru SMU Sang Timur Yogyakarta, dan beberapa dosen Universitas Sanata Dharma. Para siswa kelas dua SMU Sang Timur Yogyakarta menjadi responden dalam penelitian kebutuhan. Para guru dan dosen berperan dalam memberikan masukan untuk penyusunan materi. Bentuk susunan materi yang paling akhir mempunyai enam bagian, yaitu *Warming up, Read and Learn, Let's Learn Closer, Get Fun, Relaxation, dan Homework*. Seperangkat materi menggunakan lagu dari Josh Groban bagi siswa kelas dua SMU Sang Timur Yogyakarta yang dapat dilihat pada lampiran E merupakan jawaban dari masalah yang kedua.

Berdasarkan hasil kuisioner untuk pendidik, mempunyai rata-rata nilai 3,7. Hal ini dapat disimpulkan bahwa secara umum susunan materi ini sudah baik walaupun masih membutuhkan perbaikan. Bentuk susunan materi yang telah diperbaiki dapat dilihat dalam lampiran E.

CHAPTER ONE

INTRODUCTION

A. BACKGROUND

Learning-teaching process in English classes should help every student to improve their four English skills. Teachers should use good methods to attract students' attention to the lesson. In fact, most of the students feel bored of invariant materials. Teachers are usually required to finish the materials without considering the students' understanding because the curriculum contains too many materials which are supposed to be completed in a short time. The condition does not give any spaces for the students to enjoy the lesson in the class.

The Competency-based Curriculum (CBC) provides an opportunity for the English teachers to be creative in the learning-teaching process. The teacher can create interesting methods in the class. Teachers can design different instructional materials, which puts forward to the students' understanding than gets across the materials over.

There are a lot of ways to create an interesting lesson. One of which is exposing songs in the lesson. Songs have the aspect of fun for the students in class. Songs can help the students to relax. Song with specific rhythm can even thicken the corpus callosum. Corpus callosum is a nerve, which is linking the two hemispheres so the two can communicate to each other. Through listening to songs the communication between the two hemispheres will go easier and faster.

Moreover, songs can serve to support the achievement of the students in the lesson. To improve English skills, English songs will be helpful. The music has the aspect of fun and the lyric supports the lesson. The instructional materials in this

study will try to combine fun and study in learning-teaching process in the classroom.

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 a while with me
 ("You Raise Me Up" by Josh Groban)

The lyric of Josh Groban's song above may bring about many imaginations and opinions. For some people, including the students, songs bring them back to their past experiences. The setting of the songs are usually not far from their daily life. When the students deal with the songs, the songs could inspire their life.

Senior High School students who are teenagers choose songs as one way to have fun in their life. Teenagers even use songs as the way to build a relationship. A student, sometimes, is impossibly accepted in relationship if he or she does not know about certain songs. Songs also become a life style. Songs have contributed in teenagers' life. In using songs, teachers can create the condition in the class so it is familiar with the students' daily life. Therefore, the teachers can understand the desire of their emotional development. Teenagers are sensitive to the way others pay attention to the emotional development (<http://www.englishraven.com>).

Teachers can use songs not only for teaching listening but also for teaching other skills. Songs can inspire students to write a story as well as songs can be a good topic to be discussed in class, or the curiosity of certain songs or singers encourage the students to read. Using songs as a part of instructional materials can also encourage the achievement of the students in reading, writing and speaking.

Many experiments have been done in many countries to prove the good effect of songs. The experts from many fields have proved that songs do not only give pleasure but also stimulate the work of brain. According to Dowling (in

Djohan.2003: 108), educational world has to give a place for music in learning-teaching process. A Song will be effective as long as a song can bring someone into his/her experiences.

Josh Groban is one of many popular singers. Many students know him. To activate the learning process, the important benefit of exposing song is not knowing the lyric but how the lyric can bring the listeners into their past experiences or their imagination of the future. The setting of the Josh Groban' songs are familiar to the teenagers' life.

B. PROBLEM FORMULATION

Using songs in the instructional materials is an effort to combine learning and having fun in the learning-teaching process. Two questions are formulated in this study. They are:

1. How is a set of the instructional materials using songs designed?
2. What kinds of materials using songs by Josh Groban can be provided to teach English to the second year students of Senior High School?

C. OBJECTIVES OF THE STUDY

Considering to the problems, which are stated in problem formulation, there are two main objectives of the study. They are:

1. to find out how a set of the instructional materials using songs by Josh Groban for the second year students of Senior High School is designed.
2. to present a set of the instructional materials using songs by Josh Groban for the second year students of Senior High School.

In order to obtain the objectives, there are some aspects which should be considered, i.e.,

Teachers do not usually use songs in reading, writing, and speaking class. This study will formulate the instructional materials using songs for the achievement of the students in four English skills.

This study provides the activities of using songs in learning-teaching process. The instructional materials will provide the activities based on the songs that are given. The activities encourage the students to explore their capabilities. They require the students to be proactive in class. The students do not only learn the language taken from one source, that is the teacher. However, they also need to explore other sources, such as Internet, magazines, or other entertainment means.

The learning-teaching process using songs in the class tries to combine between having fun and learning although it looks difficult. The difficult part in these activities is, the students have to be proactive. The class-activities should encourage the students to explore knowledge from other sources. Furthermore, the activities in these instructional materials not only activate the students but also give fun in class hours because the materials are not far from their daily life, or their hobbies.

D. PROBLEM LIMITATION

Songs are universal means of communication. Songs can be enjoyed by all ages, from babies to grandfathers. The problem is what kind of songs appropriate for certain ages. In this study, songs that are put in the instructional materials are idolized by the students of Senior High School.

The instructional materials in this study are intended for the second year students of senior high school. Songs which are chosen, are popular ones. Considering that students in the second year are teenagers, the instructional materials use some love songs to make it more interesting for the students. Love is familiar topic for teenagers.

Teachers have to choose which songs appropriate for the lesson. There are so many singers who sing love songs. Teachers choose the most favorite singers, whether the singer is a solo singer or a boysband. The design of the instructional materials in this study use songs sung by Josh Groban. The second year students of senior high schools are familiar with the singer. The students may have a special memory similar to the theme of songs, so that, the students can enjoy the lesson.

E. BENEFITS OF THE STUDY

Designing a set of instructional materials using songs is done because it contributes to the learning-teaching process significantly. Not only the students but many people also profit from the study. The following are those who are profiting from this study:

1. Students

The instructional materials using songs give an opportunity for students to have fun in their study. The instructional materials encourage the students to learn English because they learn through something they like. Hopefully, the students can be more successful in learning English, because the success can improve the self-confidence of the students that they can learn it (<http://www.englishraven.com>). It encourage the students to be proactive.

2. Teachers

According to Michael Huberman, teachers sequences are invariant, they do not always play out in the same progression (in Hargreaves and Fullan,1992:123). The instructional materials using songs become an exploration of the teachers' ability. They give an opportunity for the teachers to understand the desire of the teenagers by seeing the expression of the songs. If the materials were interesting, the students would listen and appreciate the teachers.

3. The instructional materials' designers

The instructional materials, which are formulated in this study, are deemed proper, that is, learning-teaching process can be the combination of having fun and study. Such instructional materials can be an alternative for the teachers to teach in the class.

4. Parents

Learning-teaching process which is interesting supports the students to study by their own will. Parents do not need to force their children to study. Parents may not need to worry that the children spend their time just for fun because they have to learn something from the entertainment.

F. DEFINITIONS OF TERMS

Some terms in this section are the key words. To avoid the different perception to these key words, here, some explanation related to some terms is discussed.

1. Instructional materials

According to Kemp (1977:7), instructional design is a method that focuses on learning outcomes, encompassing both the things we can specify and those we can only anticipate. The method will prepare teachers to any situations.

Banathy (1976) said, an instructional system is a system thus has a purpose, process, and content. The sequence of purpose, process, and content is important because it implies priorities.

The writer tries to combine these two opinions to get a complete definition. In this thesis, an instructional design is described as a method that focuses on both the thing we can specify in purpose, process, and content, and those we only anticipate.

2. Songs

Songs have four definitions according to *Longman Dictionary of Contemporary English* (1981:1066), but the writer will use two definitions. Firstly, a song is a short piece of music with words for singing. Secondly, a song is a poem suitable or prepared for singing to music. The song will be specified for teenagers' song especially Josh Groban's songs. He is one of modern classical singers.

3. Senior High School Students

Senior High School Students are teenagers who formally study in Senior High Schools. In Indonesia, the students aged between 16 to 19 years old. It can be public or private schools.

4. Second grade students of Senior High School

The design of instructional materials is made for the second grade students of Senior High School. They are teenagers who study in the second level of Senior High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will be divided into two subchapters - theoretical description and theoretical framework. Theoretical description describes some related literature that is needed to design the materials. Theoretical framework puts the concept of theoretical description as the basis to formulate process in designing materials using songs for the second grade students of Senior High School.

A. THEORETICAL DESCRIPTION

There are some theories involved in designing instructional materials. These theories try to give a general view, which can be used in real learning-teaching process. This section will be divided into three parts; they are instructional models, the psychological view of music, and skills view of English.

There are three instructional models used in this study, they are Kemp's model, Yalden's model, and Language art's model. The explanation of the models will be presented in the instructional models section. The psychological view of music describes how to formulate songs in learning process. The last part, that is the skills view of English, describes the activities that can be provided in materials using songs.

1. Instructional Models

There are some instructional models used in this study. The brief explanation of the theories will be elaborated in the following.

a. Kemp's Model (1977:3-92)

Kemp considers eight parts in processing an instructional design. The eight parts are flexible processes. The teachers can start from any parts that are ready then move back or forth to other parts. Eventually, however, teachers should do most of the eight parts in instructional design.

Teachers should know the needs and situations they will encounter before designing instructional materials. Kemp reminds the designer to get the details of the instructional design. They are, a method to use, the personnel's capabilities, the techniques for working, the ways to measure the effectiveness and efficiency and suggestions which are useful for your movement.

Kemp defines the instructional materials as follows:

Step 1. Goals, Topics, General Purposes

Instructional design planning starts with the recognition of the board goals of the school system or institution. The goals may be derived from society, students and subject areas. After the recognition of its goals, the teacher should list the major topics to be treated within the content area. The teacher expresses explicitly the general purposes for the chosen topics.

Step 2. Learner Characteristic

In learning-teaching process, students are regarded as individuals and groups. To serve both groups and individuals, we must obtain information about learners' capabilities, needs and interest.

Step 3. Learning Objectives

Learning objectives must be stated in terms of activities that will best promote learning. The objective states what we want to teach and we can later determine whether we have accomplished it.

Step 4. Subject Content

A student’s learning experiences must involve subject content. The content, in turn, must closely relate with the objectives and to the students’ needs.

Step 5. Pre-Assessment

Pre-Assessment will answer these questions: (1) is the student prepared to study the topic or unit? And (2) is the student competent in some of the stated objectives?

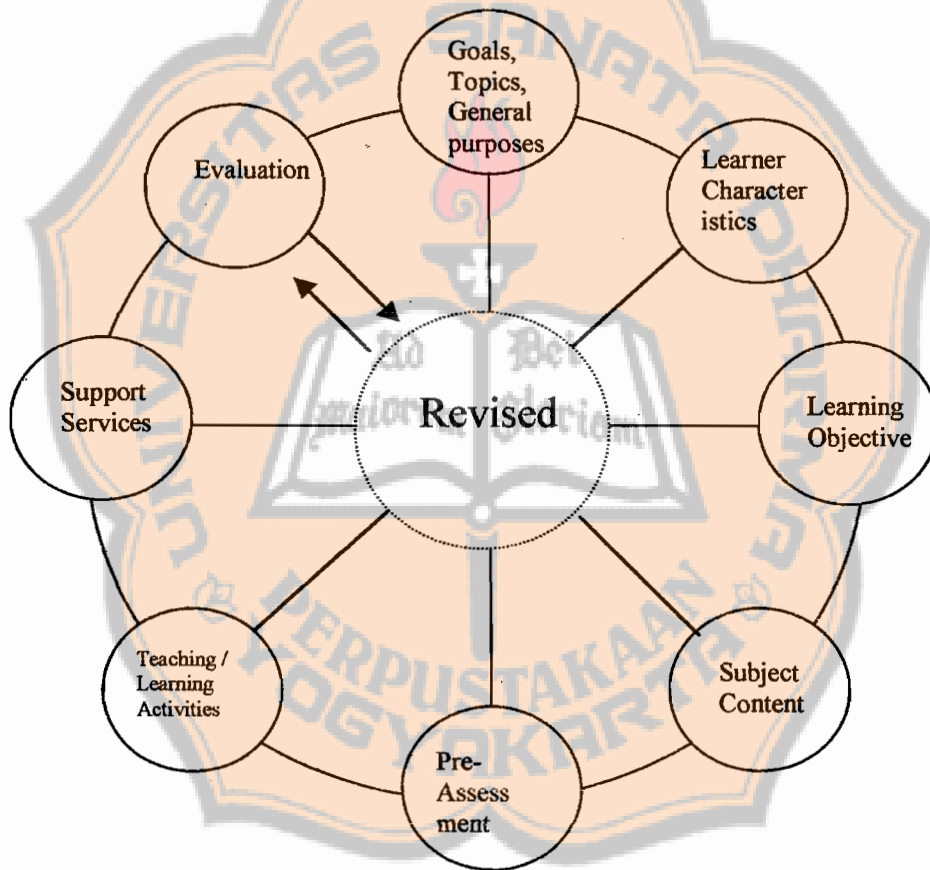


Figure 1. Kemp’s Model (1977:8)

Step 6. Teaching/Learning Activities and Resources

Teacher must determine the most efficient and effective methods and then select materials to provide learning experiences that will utilize the content associated with each objective.

Step 7. Support Services

These services include funds, facilities, equipment, and personnel whose time should be scheduled for participation in instructional plan.

Step 8. Evaluation

In this step teacher is ready to measure the learning outcomes relating to the objectives. The evaluation goes to the teacher and the students.

Kemp has given important information in constructing the instructional materials. However, the researcher will not stick to one kind of instructional materials model. The next section will describe the design instructional model by Yalden.

b. Yalden's Model (1987:88-149)

Yalden offers seven stages in designing materials. The stages will be described in the following diagram:

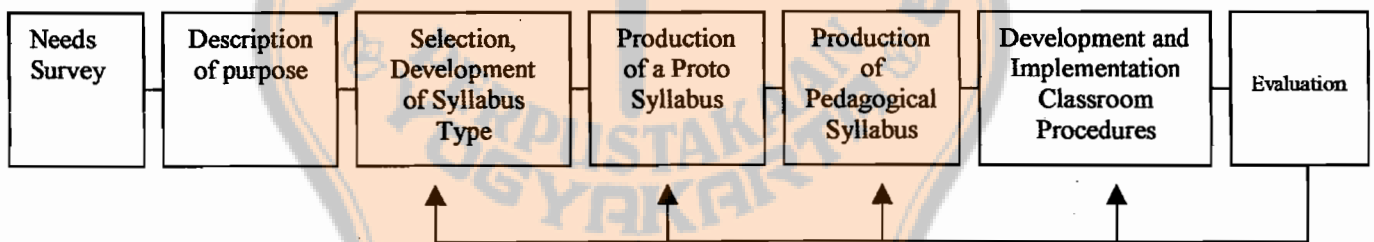


Figure 2. Yalden's Model (1987:88)

The seven stages will be elaborated in this following explanation. The explanation will be given for each step.

Step 1. Needs Survey

Needs survey is done to identify as much as possible of the learners' needs in the beginning of the program in order to establish realistic and acceptable objectives.

Step 2. Description of Purpose

This stage will be done if the needs survey is completed or at least well under way, in order to clarify the purpose of the language program.

Step 3. Selection or Development of Syllabus Type

There is no single model of syllabus design that is universally agreed upon. A modification of existing structural syllabuses to a completely learner-centered approach is one of the solutions.

Step 4. Production of Proto Syllabus

This stage gives information of the description of the content that the syllabus will have. However, to gain the description of the syllabus content, the researcher should work to select the most effective syllabus

Step 5. Production of Pedagogical Syllabus

The fifth step describes the pedagogical syllabus, which is providing a chosen repertoire of words and phrases based on the function and the topics, which are important for the learners. The teacher's role is to make the repertoire interesting.

Stage 6. Development and Implementation of Classroom Procedure

In the sixth step, the researcher selects the exercise type and teaching techniques, prepares the lesson plan, and prepares weekly schedules. This will be implemented in the learning-teaching process in the classroom.

Step 7. Evaluation

The evaluation has two broad aspects; those are the students in the program and the teaching as well as the over-all design. Then, this is labeled as the recycling stage because the whole cycle can be begun again at this point.

In order to find the most effective instructional design model, the researcher tries to find models as many as possible. The next instructional model may give different information to support the researcher's framework of this study.

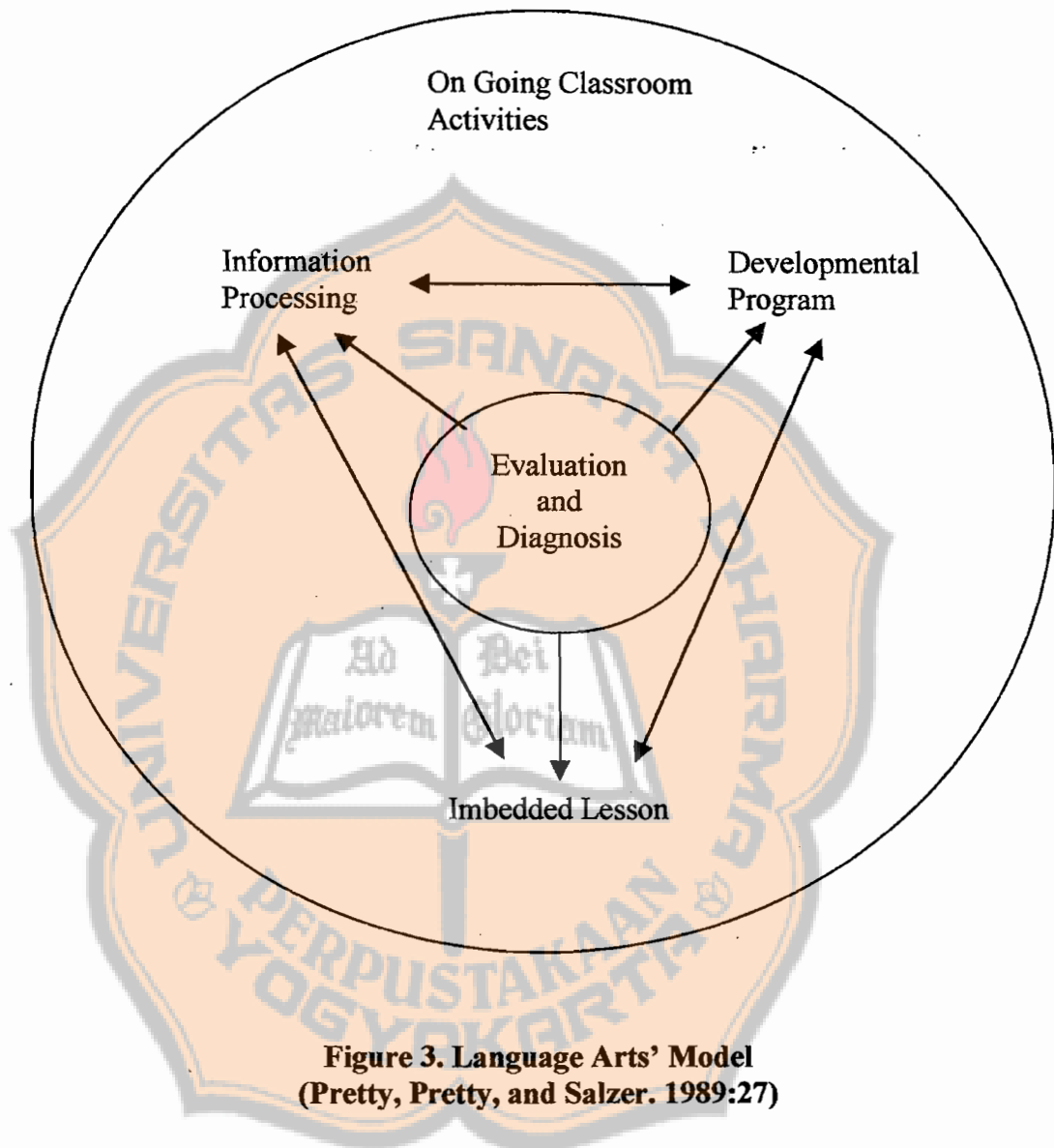
c. Language Arts Model (Petty, Petty, and Salzer.1989: 22-29)

Language Arts' model emphasizes on experiences. The students are exposed with many experiences in learning-teaching process. There are three questions to be followed in designing Language Arts Instructional, they are whom you are teaching, what it is that they should learn, and how you want to go about helping them learn (Petty, Petty, and Salzer 1989:22). These questions will be the basis for gathering content of teaching and how to teach.

The teacher has to consider some aspects to get the content of teaching. The teacher will be helped to get the content by answering some essential questions honestly. The teachers should know how frequently the materials are needed for the students' life, how important they are, how universally these skills and abilities are, whether they will meet a permanent needs or not, and whether the children are ready for these or not.

Language Arts' model asks teachers to think how to teach as well as what they teach. Moreover, teachers should realize some facts. Learning is a complex act; so, teachers must heed to some principles. Their learning is individual, learning is an active process, learning is developmental, learning is motivated, learning requires

reinforcement, and learning may be transferred. However, the next question that should arise is how we use our findings above to build an instructional design.



The figure above will be elaborated in the following explanation:

Ongoing Classroom Activities represent instructions as they move along from day to day. The setting goes not only the curriculum requirements and the children but also external influences such as state-required, local testing, community preferences and district policies.

The small circle represents the evaluation and diagnosis. The teachers have to evaluate the classroom activities, the progress of students, the success of activities, etc. However, it is important to give opportunities to the students to evaluate their own daily works and academic progress.

The analysis goes to find materials. The materials should be based on the result of ongoing classroom activities, evaluation, and diagnosis. The teachers can refer to some textbooks, duplicated sheets, games and simulation, etc. It is important to remember that textbooks are sources, so that, the teachers should make their own plan in teaching, depending on the students' needs. The processes to make their own plan after some experiences in using textbooks are called developmental program.

The materials should support the information processing that is activities, which students express themselves in some skills. The way of the teachers to bring students in expressing skills will give experiences for the students to improve their abilities. The plan of teaching should give many benefits for the students.

The implementation of all above is by imbedded lessons. Here, the teachers usually involve only a single or small group of the students. The teachers guide every student or group. This attention will contribute to the teachers' knowledge about the real situation of each student.

The theories to construct an instructional material are elaborated above; however, to emerge good instructional materials there are some other theories related to the study. The theories will support the formulation of the materials. They are the psychology view of music and the skills view of English.

2. The Psychological View of Music

Nowadays, psychology of music is one of the most interesting phenomena discussed among the experts. It raises after new invention that describes about the effect of the classical music for the development of baby's brain. Some experts from some fields try to dig out deeper the effect of the music related to our intelligence. Gardner develops the Multiple Intelligence which performs the reformation for education field by giving places for music (in Djohan.2003: 98). The University of Konstanz German proves that there is a close relationship between music and brain (Djohan.2003: 99). Hearing Educational Centre in the United States uses Mozart's music as the media to cure audiologist and neurologist patients (Djohan.2003:99-100).

Gardner' theory about Multiple Intelligence, explains how music can develop human's brain. Gardner classifies the intelligence into eight parts. They are linguistic intelligence, logical-mathematics intelligence, spatial intelligence, kinetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence (Djohan.2003:101). The eight intelligence is used by Gardner to test the relationship between music and other fields besides music (Djohan.2003:102).

Considering the beneficial effects of music, learning-teaching process should give a place to the implementation of music. Using songs is a way to improve the students' intelligence for English learning-teaching process. However, the teachers have to choose the most appropriate songs because the tempo of every song has different effect to the students' brain. Songs which have the average tempo for about 0.8 seconds have the same tempo as the nature does (Djohan.2003: 107). Some

modern songs of which tempo faster than nature's one usually do not bring a good effect.

Listening to music often brings people into their past experiences. This fact becomes one consideration in choosing songs in learning-teaching process. Some cognitive and neurosis experts divide memorization into two - declarative (explicit) and procedure (implicit). Dowling (1984) stated that learning-teaching process performs more declaratively than procedurally (in Djohan.2003:108-109). To bring the students' past experiences the teachers should provide songs procedurally.

Lazanov divides his learning-teaching process into two types called active concert and passive concert. The active concert brings the students to get the words in the music and to understand the meaning. The passive concert brings the students to go back into their past experiences. These exercises give the students opportunities to keep the learning in their mind. By taking the students into their own experiences, the information will be put into their pre-conscious' mind. Lozanov believes that most learning process takes place in the pre-conscious' mind (Dryden and Vos,1999: 320-321).

The explanation above brings an understanding in formulating songs in learning process. The researcher provides the appropriate songs in designing instructional materials. Using songs in instructional materials can encourage the achievement of the students.

In order to find the supported activities in instructional materials using songs, the next section will explain some activities that can be done in the class. There are many kinds of activities to avoid the boredom of the students. The activities cover all skills.

3. The skills view of English

The instructional materials using songs improve the four skills of English. They are speaking, listening, reading and writing. The concept is the same with what Kline said that the school should be the most enjoyable place to have learning activities in every town (in Dryden and Vos, 1999:338). The activities used in this learning process will inform many experienced activities. The materials challenge the students to own many experiences to get better.

The experiences can be provided in the class activities. The following explanation will describe the activities that may be used in the study. The explanation will be divided into four points; they are speaking, listening, reading, and writing.

a. Speaking

This section should bring out the entire situation that may occur in their daily life. The students should have experiences to speak in many kinds of situations as many as possible. Speaking will increase the students' confidence in facing people. Many students are shy to speak of something because they are not common with the situation (Petty, Petty, and Salzer, 1989:116)

The teachers in order to help the students should consider some expected aspects in speaking. They are control and use of vocal mechanism, use of facial and bodily expression, and the development of audience/speaker rapport (Petty, Petty, and Salzer, 1989:117-120). Those aspects help the teachers to control the students in their speaking process.

The students sometimes have difficulties to organize their vocal mechanism. They cannot speak with enough volume so that the audience

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

cannot hear them. The articulations sometimes are not clear and incur different perception. The teacher should help the students to evaluate them. However, the main purpose is bringing the students to learn from many situations, so the teachers are the facilitators to recognize the mistakes. The students learn the mistakes and correct by themselves.

Gesture expression can make the meaning of the words clearer if the audiences cannot catch the sound of the speaker. The exercises that are followed must support the students to move their body while they are speaking to others. It will help the audience to catch the conversation if the word is not clear.

The students usually do not care with the listener's responses. To build up the sensitivity of the students as speakers, the teachers can perform situation as many as possible, which usually happen to the students' life. The experiences in the class give a description for the students how to response others in daily communication.

In this case, speaking activities are formulated in conversation, discussion, report, sharing and interview. To bring fun in these activities, the topics are chosen from teenagers' world. The actual topics in teenagers' world determine the flow of activities.

b. Listening

The students usually have difficulties to catch some words when listening to someone's speech. The difficulties arise because the students are not used to listen to the words or the words have similar sound when they are pronounced. To avoid misunderstanding, the students should be introduced to

how to differentiate the similar words. The effective way are exposing experiences to the students to differentiate the words by their own feeling

Listening, actually, has a close relationship to reading. Both are required as the first step readiness for reception (Petty, Petty, and Salzer, 1989:153). Although both reading and listening are receptive acts, they need high concentration, because different way in pronouncing words can change the content of the sentence.

Listening will encourage the students to be a good listener. Being a good listener is not only seeking for self but also appreciating others. A Bulletin Board shows the criteria of being a good listener. That is someone who has a purpose for listening, thinks while listening, is not distracted from listening, controls the emotion, recognizes the responsibility to the speaker, and prepares to react to what is heard (in Petty, Petty, and Salzer. 1989:161). Storing experiences in listening as many as possible will encourage the students to be a good listener in their society.

While the students are listening to songs, the teachers can provide some activities, such as, recognizing important information, appreciating the tone in the song, getting the missing words, telling the story of the lyric of the songs, etc. These activities support the students to open their mind to new information coming from the song. The mind of human being is usually open widely so it is receptive to new information and knowledge while people are listening to the music or song. Charles Schmid, the inventor of learning fast in California, calls this condition as relaxed alertness (in Dryden and Vos, 1999: 309).

c. Reading

Reading for some people is the way to get the world. Reading is one of the sources of knowledge. Information in the world has written in books or website. Reading can do searching something we would like to know. However, for some people reading is a burden.

Reading deals with two concerns that prevail in teaching. They are, the students should understand what they read and they should have the desire to read (Petty, Petty, and Salzer, 1989: 323). Reading is an easy task if the students are ready, but it is a hard task when the teachers do not encourage the readiness of the students.

Reading is not an overnight process. To improve ability in reading comprehension needs longer time. For example Edward Fry forms ten weeks course to help students in reading skills in both speed and comprehension (1965: vii). The experiences may help the students to achieve the reading skill.

Concerning the desire to read the teachers can motivate the students through activating them to search their desired texts, or ask them to search the texts that are close to their life. In this case, the students read the text related to the songs, it can be the lyrics, the singers, or the histories of the songs, and their life, it can be actual phenomenon, love, or entertainment.

Reading sometimes brings people in an emotional atmosphere. In teenagers, the emotional stories are preferred than other stories. Reading texts evoking the students' emotion will be understood better than other ones. Emotional atmosphere cannot be separated from the imagination of the teenagers students.

The reading activities that give the experiences for the students can be designed through three ways. The first is whole-class activities. The students share the same texts and read in the same time. There will be different levels of comprehension for each student. Some may have no difficulty in reading the given texts; some may fail to conceive it. In this of situation, the teacher's roles are necessary. The second is reading-group. The class is divided into groups that consist of three or four students. The students are grouped based on the level of each student's reading ability. Every group will be exposed with different instruction and different text. The highest are given more independent work than the lower. The purpose is the teachers' attention can be focused on the lower group. By guiding them more than the high groups, the lower can step faster to achieve the same level with the others. The third is individual reading experiences. Here, the teacher serves the students individually. The students may get more information. However, it usually happens to the independent students (Petty, Petty, and Salzer, 1989: 330-334).

Reading is no longer only a receptive act but can be an active act. The students who are active to decide the desired materials will be more enthusiastic to gain the lesson. Sometimes, it is necessary to let the students replace the teachers (Dryden and Vos, 1999: 325).

d. Writing

Writing may be the most difficult skill of all ones. The students need not only express their ideas but also arrange the appropriate words into a good sentence. There are some kinds of writing following the instructional materials using songs:

- 1) Personal writing. The students try to express their past experiences which may be similar to the story in the song. These experiences are the topic of the writing and the students learn grammar and vocabulary in process of writing.
- 2) Story writing. The students encourage themselves to create their fiction world representing their imagination. Here, the students are presented with unlimited world. The better or the worse world depends on their own choice.
- 3) Letter writing. The students express their feelings more freely in a letter. They seem to speak to their close friend. The students can replace the feeling of the singer that is shown in the lyric of the song.
- 4) Reporting. The students should get information about everything related to the song and the singer. They should report in a formal composition. It will not be a burden because they search for something that is not far from their daily life.

There may be other techniques to present writing skill in learning-teaching process. The important point to remember is that the technique should provide a big chance for the students to profit from their experiences. Trial and error are common in this processes. The teachers are not only the evaluators but also the models. The students may be interested to know the experiences of the teachers. These activities involve the close relationship among the students and the teachers.

Those activities aim to expose the students' real experiences. The instructional materials will not place the teachers as the boss of the class. The

students provide their own choices. The instructional will work to improve not only the brain but also the mental of the students. The activities try to scope all type of learning of the students.

The researcher tries to develop a framework to construct the instructional materials in this study. The framework covers the theories above. The next section will elaborate it in more detail in terms of how the instructional materials will be designed.

C. THEORETICAL FRAMEWORK

In this study, the process of designing the instructional materials will be dominated by Kemp's model. Kemp offers eight steps in designing the instructional materials. It is not necessary to follow the eight steps in order. Kemp provides the flexibility to where the teachers will begin. Kemp offers to revise in each step to get better performance in the next chances. Yalden's instructional model will complete and support Kemp's model. The modification of Kemp's model in combination with Yalden's model can provide more applicable and appropriate instructional model for this study. Not only Yalden's model and Kemp's model will involve in designing materials but also Language Art's model. Language Art's model will support especially in the learning-teaching activities.

Kemp proposes eight stages in his instructional design model, however, for some reasons the researcher excludes or replaces some stages. The second stage on Kemp, that is learner characteristics, excludes and replaces with needs survey which is adopted from Yalden's model. The first stage of Kemp's is reordered. Formulating goals, topics and general purposes are put after needs survey. Stage five, that is pre-assessment, is omitted because needs survey has covered the data of learners'

background. The researcher only formulates the instructional materials, so that, the researcher does not need any support services, that is stage seven of Kemp's model.

The explanation of the six steps is as follows:

Step 1. Needs Survey (adopted from Yalden's model)

The data are gathered by conducting needs survey. The researcher distributes a questionnaire to the second grade students of Senior High School. The questionnaire contains not only the students' interest, problems, and needs in learning-teaching process in class but also the topics, media, and activities which are preferred by students. The materials developing consider the result of questionnaire.

Step 2. Goal, Topics, and General Purposes.

The goals may be derived from needs survey. The topics are sequenced according to a logical order - from simple levels to complex. The topics are built on the consideration of the students' preference. The general purposes are the responsibility of the teachers or the teaching team. The general purposes will specify into specific objectives in every topic.

Step 3. Learning objectives.

The objectives are the indicator of what the students must achieve. The researcher performs the objectives for each meeting.

Step 4. Subject Content.

The subject content is always related closely to the objectives. The subject content does not mean only based on textbook, but it should be reorganized.

Step 5. Teaching/Learning Activities and Resources.

The learning-teaching process will deal with how the teachers conduct the class to encourage the students to learn actively. In other words, the learning-



teaching process should be prepared to get maximum result, including providing rules.

Step 6. Evaluation.

It becomes tools to measure the learning outcomes which are related to the objectives. There are some methods can be used to evaluate the learning-teaching process during the whole course. The adjustment and revision of the instructional design materials can be made in any stages as far as it is necessary.

The six stages are described in this following figure:

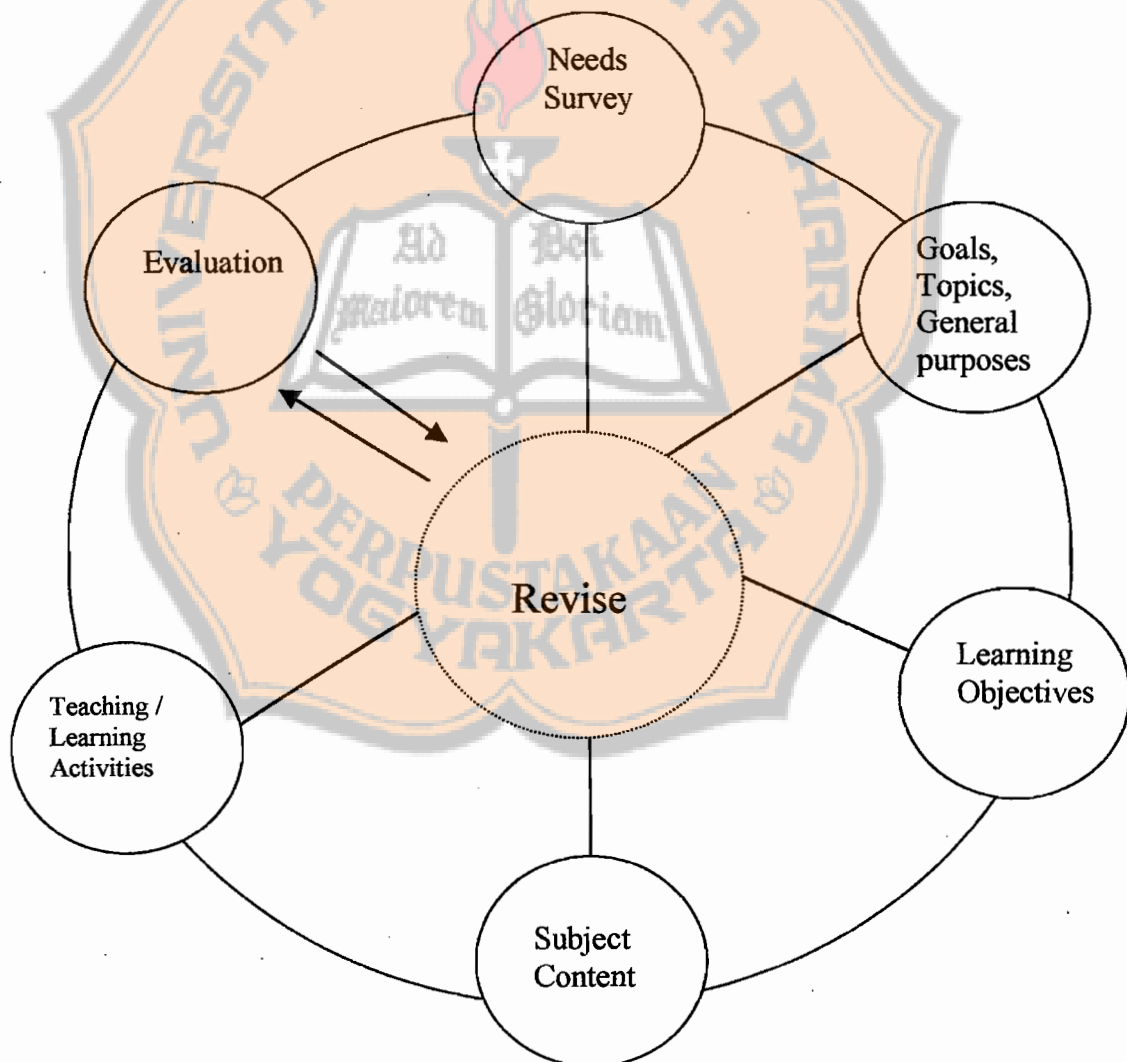


Figure 4. The Instructional Framework' Model

The theoretical framework is the orientation of designing the instructional materials. By following the framework, the researcher formulates the most appropriate and effective instructional materials using songs. The next chapters will describe the methodology of designing materials using songs for the second year students of *SMU Sang Timur Yogyakarta*.



CHAPTER III

METHODOLOGY

This chapter concerns with the methodology employed in this study. The methodology includes research methods, research respondents, setting, data gathering, and data analysis. This chapter attempts to describe the way of analyzing data.

A. RESEARCH METHODS

The study needed data collecting to support the ideas. The data should give enough contribution for designing materials. The method is focused on:

Survey study

The survey was given to the students and the teachers. The students were conducted to answer twelve questions in the form of questionnaire. This survey was aimed to analyze the students' needs. The answers of the students would be used to design the instructional materials. The teachers and lecturers gave some comments and suggestions related to the design in order to judge whether the design was applicable or not.

Considering that the research had a close relationship to the realities of learning-teaching process, the writer gathered some information from people who had experiences in learning-teaching process to complete the data. The way of the observation would be carried out in the form of informal interview to the teachers and the students. The interview brought essential information about necessities, wants, and lacks (Hutchinson and Waters,1994:5). The interview was focused on:

- a. The class atmospheres came out of listening activities.

- b. The instruction, objectives and goals, which were usually practiced among the senior high school students.
- c. The activities usually attracted the students' attention.
- d. The class condition would like to be built by the authority of the school.

The data were collected from the interview would involve in designing the instructional materials after the needs analysis had been done.

B. RESEARCH RESPONDENTS

The target respondents for gathering data were the students, teachers and lecturers. The research was a descriptive research. The aim was to collect what the existed situations in the time of the research (Ary, Jacobs, and Razavieh.1979: 295).

1. Students

The responses of the students through answering the questionnaire were expected in order to obtain the data for the needs analysis. The respondents answered the questions based on their experiences. The students were the second year of Senior High School.

2. Teachers and Lecturers

The next respondents were the teachers and lecturers. They were classified on their education background and teaching experiences. Their experiences in learning – teaching process in the class hours were involved to develop the design.

Group of the respondents	M/F	Education Background			Teaching Experience		
		D-3	S-1	S-2	1-5 years	6-10 years	> 10 years
English Teachers							
English Lecturers							

Table 1. The classification of respondents

C. INSTRUMENTS

The instruments were used as the procedures in collecting data. Some books were used to find the theories. They supported the theoretical data.

In order to identify the actual data, the survey used two kinds of instruments, e.i: questionnaire and interview.

1. Questionnaire

In this study, there were two kinds of questionnaires. The first questionnaire was distributed to the students. This questionnaire discussed the students' experiences, opinions, and suggestions related to the study. The second questionnaire was distributed to English teachers and lecturers. The purpose of the second questionnaire was to get opinions and suggestions from the teachers and lecturers. The set of materials would be attached to the second questionnaire. The grade of the answer would be scored in the following rate:

Point Agree	Meaning
5	Totally Agree
4	Agree
3	Uncertain
2	Disagree
1	Totally Disagree

Table 2. The rate of the answer

2. Interview

The interview could add more information, which were not found from the questionnaire. Through interviewing the respondents, the writer could obtain

truthful information (Ary, Jacobs, and Razavieh.1979: 174). The respondents for the interview were the English teachers of Senior High School where the survey was conducted.

D. SUBJECT

The subject of this study was the second years of Senior High School students. The survey would be held in *SMU Sang Timur Yogyakarta*. It was conducted from March to April 2004. The needs analysis was done in two classes of the second grade. The respondents of the interview were two English teachers in *SMU Sang Timur Yogyakarta*.

E. DATA GATHERING

The study should have the data needed. There was a process in gathering the data. To make the step in gathering data easier, these steps could be followed.

Step 1. Try to identify the target of the survey, so that, the data to complete the study could be obtained. The researcher asked the second year students of *SMU Sang Timur Yogyakarta*.

Step 2. Make an informal meeting to the authority and the English teachers of the target school to get permission to do the survey. First, the researcher met the English teacher informally to get permission to do the research. There were two English teachers. Then, the researcher met the headmistress of *SMU Sang Timur Yogyakarta* to get permission.

Step 3. Send the permission letter of doing survey from the University authority of the school.

Step 4. Discuss the best time to distribute the questionnaire to the students and decide which class would be conducted to answer the questionnaire.

Step 5; Distribute the questionnaire and treat the results. The questionnaire was distributed in two classes; they are Class 2.1 and 2.3. Further information of the result would be elaborated in Chapter VI.

Step 6. Distribute the second questionnaire to two teachers and three lecturers.

F. DATA ANALYSIS

The writer did not use statistical data because the study was a descriptive study. Therefore, the writer directly identified the needs of the learners after obtaining the data from the questionnaire and the interview. The result of the data analysis would be revised in every step of designing the instructional materials to get the most accurate data. Those data were organized and developed to design a syllabus, objectives, topics and activities. The set of instructional materials was distributed among teachers and lecturers to get some suggestions. Furthermore, the design was revised.

The following table explained the step of data analysis.

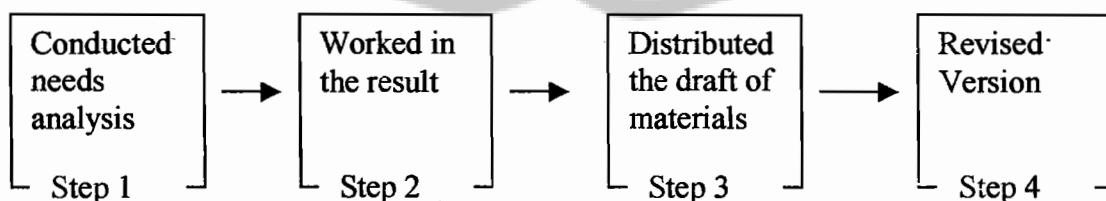


Table 3. The Steps of Analyzing

The result of the second questionnaire would be processed in three main parts; they were mean, median, and mode. Mean is the most widely used of the

central tendency (Ary, Jacobs, and Razavieh.1979:103). The median is the point defined as the middle number of the case. The mode is the most frequent number, which is occurred. To count the mean the following formula would be used:

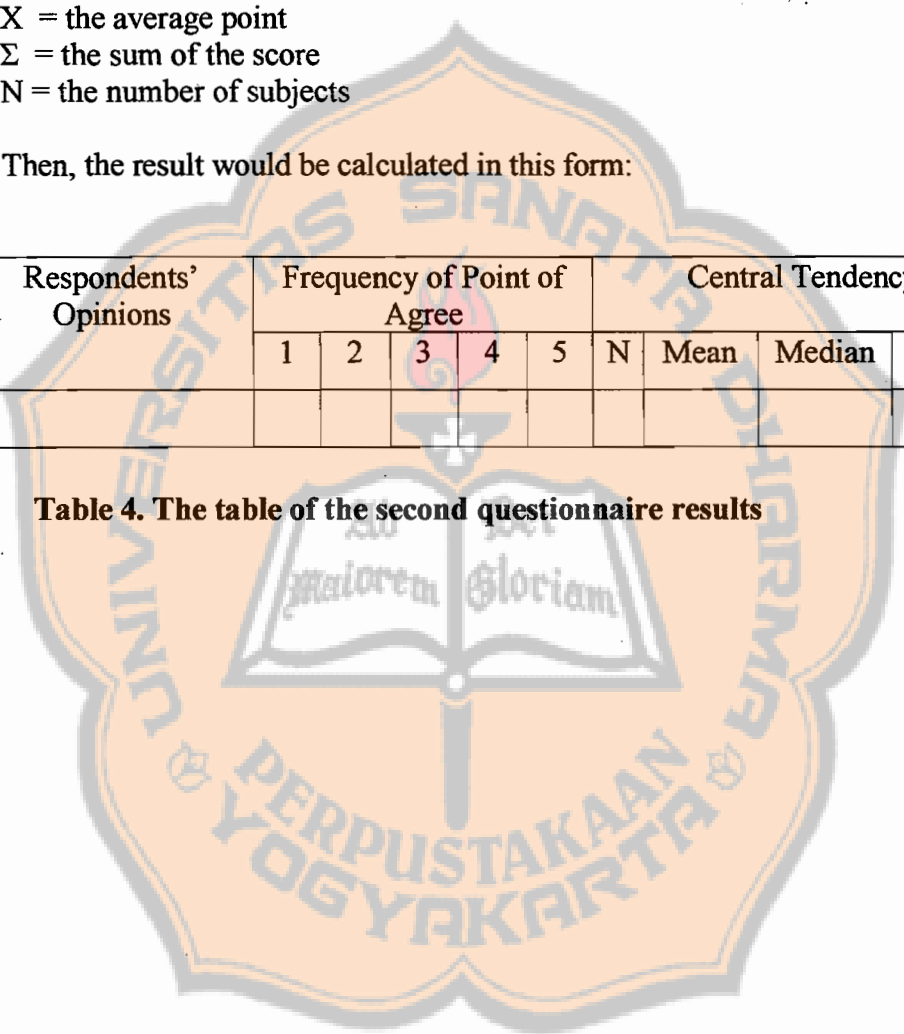
$$\bar{X} = \frac{\Sigma}{N}$$

\bar{X} = the average point
 Σ = the sum of the score
 N = the number of subjects

Then, the result would be calculated in this form:

No	Respondents' Opinions	Frequency of Point of Agree					Central Tendency			
		1	2	3	4	5	N	Mean	Median	Mode

Table 4. The table of the second questionnaire results



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The data for this study were already obtained. In this chapter, the data will be analyzed and interpreted. The analysis tries to find the answers of the problem formulations, those are, how a set of instructional materials using songs is designed and what kinds of materials using song by Josh Groban can be provided to teach English to the second year students of Senior High School. Therefore, the analysis is divided into four parts, e. i: results of consulting related literature, results of survey, discussion and presentation of materials.

The process of designing materials using songs by Josh Groban, which is based on the theoretical framework, is explained in results of consulting related literature. The second part is results of survey. It describes the respondents and the results of the questionnaire and the interview. The third part discusses the whole process of research. The last part illustrates the materials and the activities which are provided in the instructional materials using songs by Josh Groban.

A. RESULTS OF CONSULTING RELATED LITERATURE

There are some theories explained in the previous chapters. The theories contain the information needed in this study. The information about the instructional design model, the psychology music, learning-teaching skills, and many more used in this research.

Some theories of instructional design are applied to formulate a framework of the study. The framework illustrates the process of designing materials using Josh Groban's songs. The framework of this study has six stages. The six stages are

adopted from Kemp's model and Yalden's model. The first stage is needs survey. The second is goals, topics, and general purposes. The third is learning objectives. The fourth is subject content. The fifth is learning-teaching activities and the last stage is evaluation. The detail information is explained as follows:

Stage 1. Needs survey

A needs survey was conducted to obtain the information about the students' needs, interest, and difficulties in English learning-teaching process. The data helped the researcher to develop appropriate materials for the students. The complete version of the questionnaire can be seen in appendix B. Here are some examples of the questions:

1. Do you like to memorize or write down some lyrics of western songs?
 - a. Yes
 - b. No
2. Are there any western songs which are inspiring your life?
 - a. Yes
 - b. No
3. How often do you listen to western songs?
 - a. every day
 - b. sometimes
 - c. often
 - d. never
 - e.
4. What are the difficulties usually found to understand a western song?
 - a. How to pronounce the word
 - b. How to figure out the meaning
 - c. How to write the lyric
 - d. How to sing the song
 - e.

Stage 2. Goals, Topics and General Purposes

The second stage proposes goals, topics, and general purposes to the instructional materials based on the results of the needs survey. The following is the formulation of goals, topics, and general purposes.

a. Goals

The goal of English learning teaching is to prepare the students to be able to communicate and interact actively in the target language.

b. Topics

According to the results of the needs survey, there are ten topics suggested by the researcher and six topics suggested by the students. However, the researcher only formulates the materials for the top eight. The complete information of all topics and the percentage can be seen in table 10 page 46.

There are the eight topics in the instructional materials:

- | | |
|---------------|---------------|
| 1. My Dream | 5. Travelling |
| 2. Friendship | 6. Jobs |
| 3. Movies | 7. Horoscope |
| 4. Holiday | 8. News |

The arrangement of the topics is made based on the frequency of occurrence.

The first topic is the most frequent topics appeared. The second is more preferred than the third and so forth.

c. General Purposes

The general purposes in this study are called standard competencies. Therefore, the standard competencies of the learning-teaching process are:

1. Learn daily expression in communication with others.

2. Learn a lot of factual information, which is usually experienced in the daily life.
3. Appreciate certain songs and interpret the meaning of the lyrics.

The following table describes the goals, topics, and general purposes:

Unit	Goals	Topics	General Purposes
1.	The goal of English learning teaching is to prepare the students to be able to communicate and interact actively in target language.	My Dream	At the end of the course, the students are able to: 1. Learn daily expression in communication with others. 2. Learn a lot of factual information, which is usually faced in daily life. 3. Appreciate certain songs and interpret the meaning of the lyrics.
2.		Friendship	
3.		Movies	
4.		Holiday	
5.		Travelling	
6.		Jobs	
7.		Horoscope	
8.		News	

Table 5. The Goals, Topics, and General Purposes

Stage 4. Learning Objectives

The objectives are the indicator of what must be achieved by the students.

The table below presents the indicators of the competencies for each meeting or unit.

Unit	Topics	Indicators
1	My Dream	At the end of the meeting, the students are able to: 1. Analyze a short story and answer the questions. 2. Write a short composition 3. Practice to express hope in the social context.
2.	Friendship	At the end of the meeting, the students are able to: 1. Mention the situation in the song 2. Analyze the comics and answer the questions 3. Practice how to encourage someone else.
3	Movies	At the end of the meeting, the students are able to: 1. Analyze some cartoons 2. Practice how to praise 3. Analyze a synopsis of one movie and answer the questions

4	Holiday	At the end of the meeting, the students are able to: 1. Analyze the reading text and answer the questions 2. Practice how to persuade someone else 3. Analyze the meaning of the lyric of the song
5	Travelling	At the end of the meeting, the students are able to: 1. Retell their past-experiences 2. Practice how to request for something 3. Analyze the reading text and answer the questions 4. Write a short story
6	Jobs	At the end of the meeting, the students are able to: 1. Analyze the information text and answer the questions 2. Practice how to seek information especially about jobs 3. Make an interview 4. Present the result of the interview
7	Horoscope	At the end of the meeting, the students are able to: 1. Analyze the fortune telling reading text and answer the questions 2. Practice how to give suggestion for others 3. Write an argumentation
8	News	At the end of the meeting, the students are able to: 1. Practice how to seek information 2. Analyze news and rewrite the news 3. Talk about the meaning of the Josh's song

Table 6. Learning Objectives

Stage 5. Subject Content

The subject content consists of six types of activities, i.e.; *warming up, read and learn, let's learn closer, get fun, relaxation, and homework*. The sequence of the activities in each unit is different. The following are the detailed information

a. Warming up

In this activity, the teacher attracts the students' attention through giving funny stories, pictures, cartoons, and short news. There are some questions to stimulate the students' schemata. Warming up also gives general view to the topic of the unit.

b. Read and Learn

This activity is related to reading skills. In Read and Learn section, the students have a reading text. The reading text gives actual readings. The exercises are given after the students read the texts. The exercises can be answering questions, true-false statements, matching, or multiple choice. The reading texts will improve not only the students' knowledge but also their pronunciation and vocabulary. Reading texts are taken from various sources, such as magazines, articles, short stories, etc.

c. Let's Learn Closer

This section provides the language focus of the unit. Let's Learn Closer performs some expressions, which are emphasized. The students can learn the expressions then practice them in the exercises. The exercises give the actual situation in daily life. They can be in a dialogue, a case study, or giving a response.

d. Get Fun

Get fun is section of having fun in the class. There is a game in this section. The game is capable of serving the objectives of language focus. The game brings the students in a discussion. The discussion talks about the result of the game. Every student should take part in the game.

e. Relaxation

Josh Groban’s song is played in this section. The basic activity in this section is listening. While listening to the song, the students should fill the blanks. However, the exercise after listening to music is more important. Therefore the students should catch the missing words otherwise they cannot do the exercise. The exercise may be done as an individual work or a group work.

f. Homework

Homework is given in the last section. The homework tries to emphasize what the students have learnt. Most of the homework is writing activities. The homework can be discussed for next meeting, in daily meeting, because the meeting using songs is suggested only once a week. It is based on the result of needs survey. The teacher can also give personal note on the assignment.

The information of subject content has been given above. There is also stated that the sequence of the activities for each unit is different, except warming up and homework. Warming up is always put in the beginning of the handout. Afterward, homework is put in the end of handout.

Unit	Topics	Subject Contents
1	My Dream	<ul style="list-style-type: none"> - Warming up - Read and Learn - Let’s Learn Closer - Get Fun - Relaxation - Homework
2	Friendship	<ul style="list-style-type: none"> - Warming up - Relaxation - Read and Learn

		<ul style="list-style-type: none"> - Let's Learn Closer - Get Fun - Homework
3	Movies	<ul style="list-style-type: none"> - Warming up - Relaxation - Let's Learn Closer - Read and Learn - Homework
4	Holiday	<ul style="list-style-type: none"> - Warming up - Read and Learn - Let's Learn Closer - Relaxation - Homework
5	Travelling	<ul style="list-style-type: none"> - Warming up - Get Fun - Let's Learn Closer - Read and Learn - Relaxation - Homework
6	Jobs	<ul style="list-style-type: none"> - Warming up - Read and Learn - Let's Learn Closer - Get Fun - Relaxation - Homework
7	Horoscope	<ul style="list-style-type: none"> - Warming up - Read and Learn - Let's Learn Closer - Relaxation - Homework
8	News	<ul style="list-style-type: none"> - Warming up - Get Fun - Let's Learn Closer - Read and Learn - Relaxation

Table 7. Subject Contents

Stage 5. Teaching/Learning Activities and Resources

The learning teaching activities and resources are selected from a variety of books and literature. Some activities are taken from a web-site. The learning activities are formulated to encourage the participation of the students. The activities

can be done in speaking, listening, reading and writing. Students can do the learning activities in pairs, groups, or the whole class.

The teaching activities are formulated to guide the learning process. Teaching activities try to decrease teacher's roles and try to increase students' participation in the class. Then, the resources of the materials are taken from many kinds of books.

The materials come from magazines, articles, news, and formal textbooks.

The learning-teaching activities in instructional materials are described in the following table:

Unit	Topics	Activities
1.	My Dream	<ul style="list-style-type: none"> - Teacher (T) reads the warming up text - Students (Ss) read short story and answer the questions - T explains the expression of hope - T conducts the circle game - Ss listen to the song - Ss discuss the feeling of the song - T gives a homework
2	Friendship	<ul style="list-style-type: none"> - T distributes the warming up text - Ss answer the questions and write it on the blackboard - Ss listen to the song and discuss it - Ss read the comic - T explains the expression of encouraging - T conducts the intern psychology game - Ss discuss the results - T gives homework
3.	Movies	<ul style="list-style-type: none"> - Ss read warming up text - Ss discuss a cartoon - Ss listen to the song - T explains the expression of praising - Ss read aloud the reading text - T discusses the exercises - T discusses some new movies - T gives a homework
4	Holiday	<ul style="list-style-type: none"> - T stimulates students to answer warming up questions - Ss read the reading text - T discusses the difficult words

		<ul style="list-style-type: none"> - T explains the expression of persuading - Ss listen to the song and answer the questions - T gives a homework
5	Travelling	<ul style="list-style-type: none"> - Ss discuss the warming up text - Ss discuss their homework in group of three - T discusses the expression of requesting - Ss make a conversation - Ss listen to the song - T gives a homework
6	Jobs	<ul style="list-style-type: none"> - Ss discuss the cartoon in warming up section - Ss read the reading text - T explains the expression of seeking information - T conducts a journalist game - T discusses the result - Ss listen to the song - T gives a homework
7	Horoscope	<ul style="list-style-type: none"> - Ss give a comment to the cartoon in warming up section - Ss read horoscope text - Ss do the exercise in pairs - T explains the expression of giving suggestion - Ss listen to the song - T gives a homework
8	News	<ul style="list-style-type: none"> - T discusses the warming up text - T conduct Yes/No game - T explains the expression of seeking information - Ss do the exercise - Ss read the news - Ss do the exercise in pairs - Ss listen to the song - T discusses the lyric of the song

Table 8. Learning-teaching Activities

Stage 6. Evaluation

In this step, the researcher distributed the instructional design materials to English teachers of *SMU Sang Timur Yogyakarta* and lecturers of *Sanata Dharma University*. The researcher tries to obtain the feedback from them. Based on their

experiences, they gave some corrections, suggestions, and recommendations about the design. This evaluation is used to revise the instructional materials. The revision was done not only in the last stage but also in all stages. The feedback was used to improve the instructional materials so that the instructional materials can be applied.

B. RESULTS OF SURVEY

The researcher conducted a survey to obtain the data. The researcher distributed the questionnaires to fifty-four respondents. The researcher also conducted an interview to complete the data. The questionnaires were given to two groups of respondents. The first questionnaire was distributed to the second year students of Senior High School. The results of the first questionnaire were used to formulate the instructional materials. The second questionnaire was distributed to English teachers and lecturers to obtain feedback on the instructional materials. The results were used to revise the instructional materials.

The researcher tried to clarify the results of the survey by dividing this section into two parts, i.e.; the description of respondents and data presentation.

1. The Description of Respondents

The researcher made two kinds of questionnaires. The first questionnaire was the student questionnaire and the second one was the instructor questionnaire. First, the researcher would like to describe the respondents of the student questionnaire. The researcher distributed the student questionnaire to the second year students of *SMU Sang Timur Yogyakarta*. There are three classes of second grade. The questionnaires were distributed only in two classes - Class 2.1 and Class 2.2. Each class consisted of 27 students.

Second, the researcher distributed the instructor questionnaire to the teachers and lecturers. The researcher gathered the feedback from two groups of respondents. They were two English teachers of *SMU Sang Timur Yogyakarta* and three lecturers of *Sanata Dharma University*. The description can be seen in this table:

Group of the respondents	M	F	Education Background			Teaching Experience		
			D-3	S-1	S-2	1-5 years	6-10 years	> 10 years
English Teachers		2		2		1		1
English Lecturers	1	2		3		1	2	

Table 9. The Respondents of Instructor questionnaire

2. Data Presentation

The data presentation describes the results of the questionnaires and the interview. There are the results of student questionnaire, the instructor questionnaire, and interview. The interview was done with the English teachers of *SMU Sang Timur Yogyakarta*

a. The Results of Student Questionnaire

The researcher classified the results of the questionnaire. The results of student questionnaire revealed some important information, i.e.;

1. Most of the students like western songs.

This conclusion was derived from the results of the student questionnaire. Almost 100% students like western songs. Only one student does not like western songs. There are more or less 48 % students who listen to western songs every day. Some students sometimes listen to western songs. And only

one student says that he never listen to western songs. They have different reasons why they like western songs.

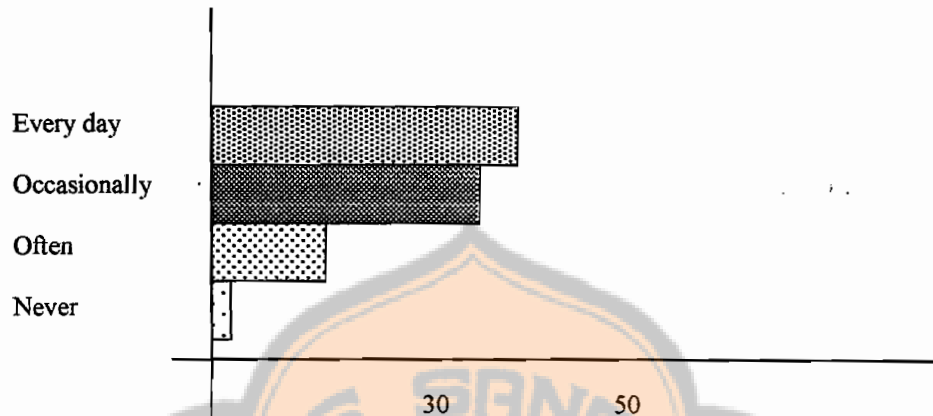


Diagram 1. The frequency of listening western songs

2. The difficulty of students

The difficulty in understanding a western song, which most frequently happens, is how to write the lyrics. There are 26 students or more or less 48 % have difficulty on writing the lyric of songs. The next difficulty usually happens is how to pronounce the words.

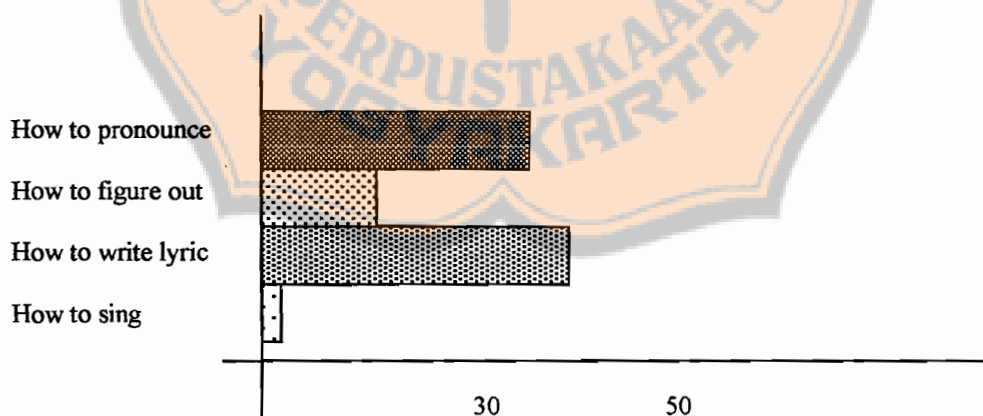


Diagram 2. The difficulties of the students

3. The topics

There are ten topics as the options and one option to note down the suggested topic. The students should choose only eight topics. The following table describes the result.

Note:

The list of Topics:

- A = Horoscope
- B = Holidays
- C = Jobs
- D = My Dream
- E = Jealousy

- F = Travelling
- G = Movies
- H = A Date
- I = News
- J = Friendship

K = suggested topics

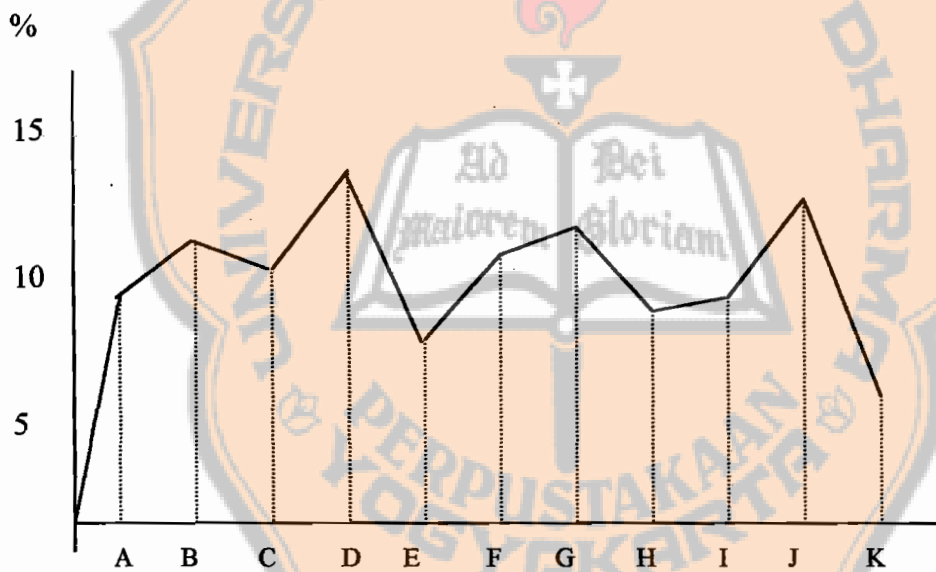


Diagram 2. The Students' Preference of Topics

The topic	Percentage
My Dream	12,9%
Friendship	12,6%
Movies	11.8%
Holidays	11.3%
Travelling	10.8
Jobs	9.5%

Horoscope	8.5%
News	8.01%

Table 10. The Percentage of the Top Eight of Topics

Table 10 shows the eight developed topics in the instructional materials. The students propose some new topics, such as school, sex, psychology, entertainment, and sport. Those topics are not developed because the difficulty in adapting to the theme of Josh Groban's songs.

4. The frequency of learning-teaching using songs

The students prefer to have learning-teaching using songs once or twice a week. There are 19 students or more or less 35% agree to have class activities using songs once a week. And, there are 17 or more or less 31% students agree to have class activities using songs twice a week. There are three students agree to have class activities using songs every day. Therefore, most of the students agree to have class activities using songs at least once a week. They think that learning-teaching activities using song are interesting, and fun (related to the question number 8 in the questionnaire).

5. The activities

Most students like games. The results of the student questionnaire reveal that more than 80% students like games. The students also propose other activities, such as play performance, interview, sharing, and presentation.

The data gathered from the respondents are the basis to design the materials.

The answer of the students on questionnaire determines the materials in the class meeting.

b. Results of Instructor Questionnaire

The second questionnaire was distributed to English teachers and English Department lecturers. The purpose of the instructor questionnaire is to obtain feedback of the instructional materials. The feedback is used to revise the instructional materials. In the questionnaire, the respondents should choose one out of five options. The options are totally agree, agree, uncertain, disagree, and totally disagree. There are 10 statements that are measured. The respondents should put a tick in the column of number. The following is the result:

No	Respondents' Opinions	Frequency of Point of Agree					Central Tendency			
		1	2	3	4	5	N	Mean	Median	Mode
1.	The topic is interesting for the second year students of SMU			1	4		5	3.8	4	4
2.	The topic is appropriate for the second year students of SMU		1		4		5	3.6	4	4
3.	The difficulties of materials are appropriate for the second year students of SMU		1	1	3		5	3.4	4	4
4.	The materials are interesting and actual			1	4		5	3.8	4	4
5.	The materials improve the skills to communicate actively of the second year students of SMU			1	4		5	3.8	4	4
6.	Songs of Josh Groban support the learning process			3	2		5	3.4	3	3
7.	The exercises vary			2	3		5	3.6	4	4

8.	The pictures in the materials support the learning process				5		5	4	4	4
9.	The instructions are clear enough to be understood			1	4		5	3.8	4	4
10.	The materials, generally, are varying, interesting and supporting to gain the competencies			3	2		5	3.4	3	3

Table 11. The results of Instructor Questionnaire

The respondents can contribute their opinions in the next questions in the questionnaire. The suggestions, impressions, and opinions are used to revise and improve the design materials. The following is the suggestions, impressions, and opinions of the respondents:

1. The instructional materials are interesting. The materials are innovative and arranged in good composition however it seems that the materials are monotone.
2. One respondent gives an opinion that the song may not be interesting for students.
3. The other respondents think that the song is interesting, however it may bring boredom because it comes from one singer.
4. There are a lot of grammar errors.
5. The instructional materials should be implemented in CBC class.
6. There is a suggestion to consider the title of the study, because it seems that Josh Groban's songs do not play important role in the lesson unit.



7. The good arrangement of the materials is sequenced from the simple to the complex, from easy to difficult, and from controlled to uncontrolled.

The contributions of respondents are considered to improve the instructional materials. The researcher considers all reasonable suggestions to be acceptable.

c. Results of interview

The researcher conducted interview twice. The first interview was done after distributing the student questionnaire. The second interview was done after distributing the instructor questionnaire.

The researcher conducted the interview with the English teachers. There are two English teachers in *SMU Sang Timur*. The purpose of the first interview is to obtain information as much as possible about the situation of learning-teaching in general, and the students' background. Although some information was obtained by distributing the questionnaire, the interview can complete the information that cannot be gained by questionnaire.

The purpose of the second interview is to clarify the feedback and get more detailed information to improve the instructional materials. There is a lot of additional information that is obtained by interviewing the English teachers of *SMU Sang Timur Yogyakarta*.

1. The interview was about the general situation in *SMU Sang Timur Yogyakarta* which might influence the achievement of the students. The second grade students were divided into three class based on the intellectual background. Therefore, each class needs different number of meetings to accomplish the same materials.

2. There are two teachers who teach the second grade students. One teacher teaches structure and the other teaches reading. Thus, the instructional materials using songs are interesting and new for the students.

3. If there is a listening activity, teacher will play the tape recorder three times. Students usually have difficulties to catch words from the native speaker.

4. The monotonous activities can make the students bored. There are many kinds of questions and activities can be used in the instructional materials.

5. It will be better if the materials can be implemented in class so that we can see the effectiveness

6. Teacher should manage the time limitation when conducting the instructional materials because there are many activities.

The researcher asked one more question to the teachers. The question was why no respondent gives score 5 in the instructor questionnaire. Was it because the instructional materials are not deserved? The reason is culture background. The culture background of the teachers are Javanese. Javanese does not usually score something in the maximal or minimal score.

C. DISCUSSION

The researcher dealt with two processes in this section. They are the process of designing the instructional materials using Josh Groban's songs to the second year students of *SMU Sang Timur Yogyakarta* and the process of revising and improving the designed materials.

The first process dealt with the procedures in the framework. The instructional framework of this study has six stages. The six stages are derived from Kemp's model and Yalden's model. The six stages are:

1. Conducting needs survey
2. Formulating goals, topics, and general purposes
3. Specifying learning objectives
4. Listing Subject contents
5. Selecting learning-teaching activities
6. Evaluating

The researcher was conducting needs survey to get the basic data in designing the materials. Distributing student questionnaire was done to gain the data for the need analysis. The results of the questionnaire were developed into a set of materials, syllabus, and lesson plans.

The set of materials performed the top eight topics. The activities were formulated on the students' preferences. The activities were games, play performance, discussion, presentation, interview, and sharing. There was a Josh Groban's song in every unit. The song was used not only to give a fun but also to support the topics or the language function of unit or both.

The researcher also analyzed the results of needs survey and designed a syllabus and lesson plan. The syllabus and lesson plans can help the teacher in conducting the materials. The syllabus and lesson plans could be seen in Appendix C and Appendix D.

The researcher dealt with revising and improving the designed materials as the next process. The process of revising and improving the designed materials was based on the results of the instructor questionnaire and the interview contribution.

There is a range of agreement in the questionnaire to help the respondents in measuring the designed materials. The complete data of instructor questionnaire can be seen in Table 12 on page 48. Based on the results, the average points of agreement is 3.74, the median is 4, and the mode is 4. The numbers are shown that the materials are generally acceptable to be applied in the second grade of Senior High School. However, the designed materials need to be improved. The researcher conducted an interview to obtain more information to revise and improve the materials.

The revisions and improvement are based on the suggestions and opinions gathered from the instructor questionnaire and interview. The following lists are the revisions and improvement done by researcher. The list refers to that on page 50.

1. Revised. See page 105, 111, and 118
2. Not revised. The subject of the study is designing materials using songs by Josh Groban. Therefore, the researcher does not change the songs.
3. Revised. See page 106 and 116 To decrease the boredom of the students, researcher provides different activities
4. Revised. See page 110, 104, and 118
5. Not Revised
6. Not Revised. The researcher tries to make the activities in listening to songs can take more part.
7. Not Revised. The sequence of materials has arranged from easy to difficult, from simple to complex.

D. PRESENTATION OF MATERIALS

The presentation of the designed materials deals with the second question of problem formulation of this study. There is a long process to get the final version of

the designed materials using songs. It was began with needs survey to obtain data. The data were processed to formulate a set of materials. The materials should be revised and improved to produce the better designed materials. The researcher presented the final version of designed materials using Josh Groban's songs for the second year students of *SMU Sang Timur Yogyakarta* in the following eight units:

Unit1 My Dream (Expressing Hope)

Unit 2 Friendship (Encouraging)

Unit 3 Movies (Praising)

Unit 4 Holiday (Persuading)

Unit 5 Travelling (Requesting)

Unit 6 Jobs (Seeking Information)

Unit 7 Horoscope (Giving Suggestion)

Unit 8 News (Seeking Information)

Each unit has a limitation of time. The given time is ninety minutes. In ninety minutes, the materials should be conducted. However, as the previous information that the students are divided in three classes based on the intellectual, teacher should manage time carefully. The designed materials cannot consider all type of class. Generally, ninety minutes are the most suitable duration. The complete designed materials would be presented in Appendix E.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first is the conclusion of the study. The conclusion is related to the related literature and the survey study. The second section is suggestions for the environment especially the world of education.

A. CONCLUSIONS

The study focuses on designing the materials using Josh Groban's songs for the second year students of *SMU Sang Timur Yogyakarta*. By consulting related literature, the researcher defines the instructional design. By combining two instructional models, the researcher formulates the framework of the study.

The steps of designing materials began with the needs survey. The results of needs survey give the information needed in this study. The data describe the ability of the students, the difficulty of the students and the preference topics and activities of the students.

The designed materials are revised and improved after the results of the instructor questionnaire and the interview contribution are in hand. The revision and improvement make the designed materials better. The number of agreement is up to 3.5, meaning to say that the designed materials are already well designed.

The process of designing materials using Josh Groban's songs for the second year students of *SMU Sang Timur Yogyakarta* still goes on. The last version of the designed materials formulates the most appropriate and acceptable instructional materials

This study has two problems. In order to answer the first problem of the study, the researcher adopted Kemp's instructional model and Yalden's instructional model. The instructional framework, deriving from the adopted models, has six steps. The six steps describe how the instructional materials using Josh Groban's songs for the second year students of *SMU Sang Timur Yogyakarta* are designed.

In order to answer the second problem, the researcher formulates the designed materials. The final version of the designed materials can be seen in Appendix E. The instructional materials consist of eight units. In every unit there are some sections, e. i:

- a. Warming up. The purpose of warming up is to stimulate the students' schemata.
- b. Read and Learn. This section provides the actual reading for the students. The reading text is always followed with comprehension activities.
- c. Let's Learn Closer. The students are asked to learn some expressions.
- d. Get Fun. Games are given in this section. The student can learn the language functions through the games.
- e. Relaxation. Josh Groban's songs are played in this activity. The students should analyse the song and share to other friends.
- f. Homework. The homework is the way to review what students have learnt.

In each meeting, students can improve their skills in reading, speaking, listening, and writing. There are reading texts in every meeting to improve students' reading skills. There are some activities supporting listening and speaking skills; they are discussion, sharing, or presentation. The students also have to write a composition, letter, or report. The integrated skills are given through the activities.

The six activities above are performed in the designed materials. This is the answer of second problem, that is what kinds of materials using Josh Groban's songs can be provided to teach English to the second year students of Senior High School.

B. SUGGESTIONS

Designing a set of materials is a long process. The designer has to take into account many materials, the subjects, the theories, etc. Designing a set of instructional materials forces our mind to produce innovative and creative materials.

Competency Based Curriculum gives big opportunities to explore in designing the materials. This thesis tries to use those opportunities. The designed materials perform innovative materials especially for the second year students of *SMU Sang Timur Yogyakarta*.

Based on the experiences and the conclusions above, there are some suggestions for English teachers, students and people who would like to conduct further study. They are:

1. English Teachers

The designed materials expose circumstances for students to learn English with fun. There are many activities in one unit. The teachers should make sure that the students take part in the activities. With designed materials, the students will be more active than the teacher will. The teacher's role is a facilitator. The exercises lead the students to explore knowledge behind the topics as much as possible. The materials are taken from actual resources, such as newspapers, magazines, short stories, tips, etc. The designed materials provide the materials that are common in daily life. They also give opportunities to the students to

work individually, in pairs or in groups. Homework usually becomes a burden for the students; however, the homework in this designed material is made based on interesting topics and activities. Homework can be used as a control system. The teacher can predict the understanding of the students by correcting their homework. However, the teacher needs to comment the homework in other occasions because the designed materials do not give time to comment the homework.

2. Students.

The designed materials give big opportunities to students to practice their skills. During class meeting the students should be active in the activities. The teacher only takes a few minutes to explain the materials; the rest time is for the students. The important suggestion to the students is to bring a dictionary during class meeting. The students do not have many chances to ask difficult words. However, the designed materials perform many kinds of activities, such as play-performance, presentation, sharing, etc. There are games as one of the activities. The students have time to relax when listening to the songs. Although the students can relax, they should keep the concentration because the songs are part of the exercises.

3. Other Researchers

The designed materials are designed through many stages to get the effective materials. The researcher has consulted to related literature, distributing two kinds of questionnaire, and doing an interview. All processes are done to formulate the effective instructional materials. However, to measure the effectiveness of the designed materials, the designer should implement them in the class. The implementation can

describe whether the students are interested to the learning-teaching process. The implementation can measure whether the time duration is proper. The most important one is that the implementation can measure whether the designed materials truly improve the students' skills. In this study, the researcher does not have a chance to implement the designed materials in class meeting.

Furthermore, next researcher who would like to design the instructional materials using songs may consider two other suggestions, they are:

- a. Discussing more humanistic values in the activities. The humanistic alertness encourages students to be able to contribute in the world of works, plays, families, and relationship (Kaufman and English, 1981: 67).
- b. Using different point of view in discussion. Songs have many aspects. The researcher has tried to discuss the songs from the emotional and personal aspects. The next designer may discuss the other aspects, for example from social and cultural aspects.

Designing instructional materials is a long process. The process is begun by analysing factual phenomenon happened in the field of education. The analysis focuses in how to learn English as foreign language. In other words, it relates to learning-teaching process.

In this study, the researcher deals with how to learn English using songs especially Josh Groban's songs. Consulting to some related literature is done in order to design the instructional materials using songs by Josh Groban. The subject has been decided that is the second year students of *SMU Sang Timur Yogyakarta*. All

the process has been discussed in previous chapters. In chapter V, the researcher concludes the process of research. Finally, the design of instructional materials using Josh Groban's songs for the second year students of *SMU Sang Timur* is completed.



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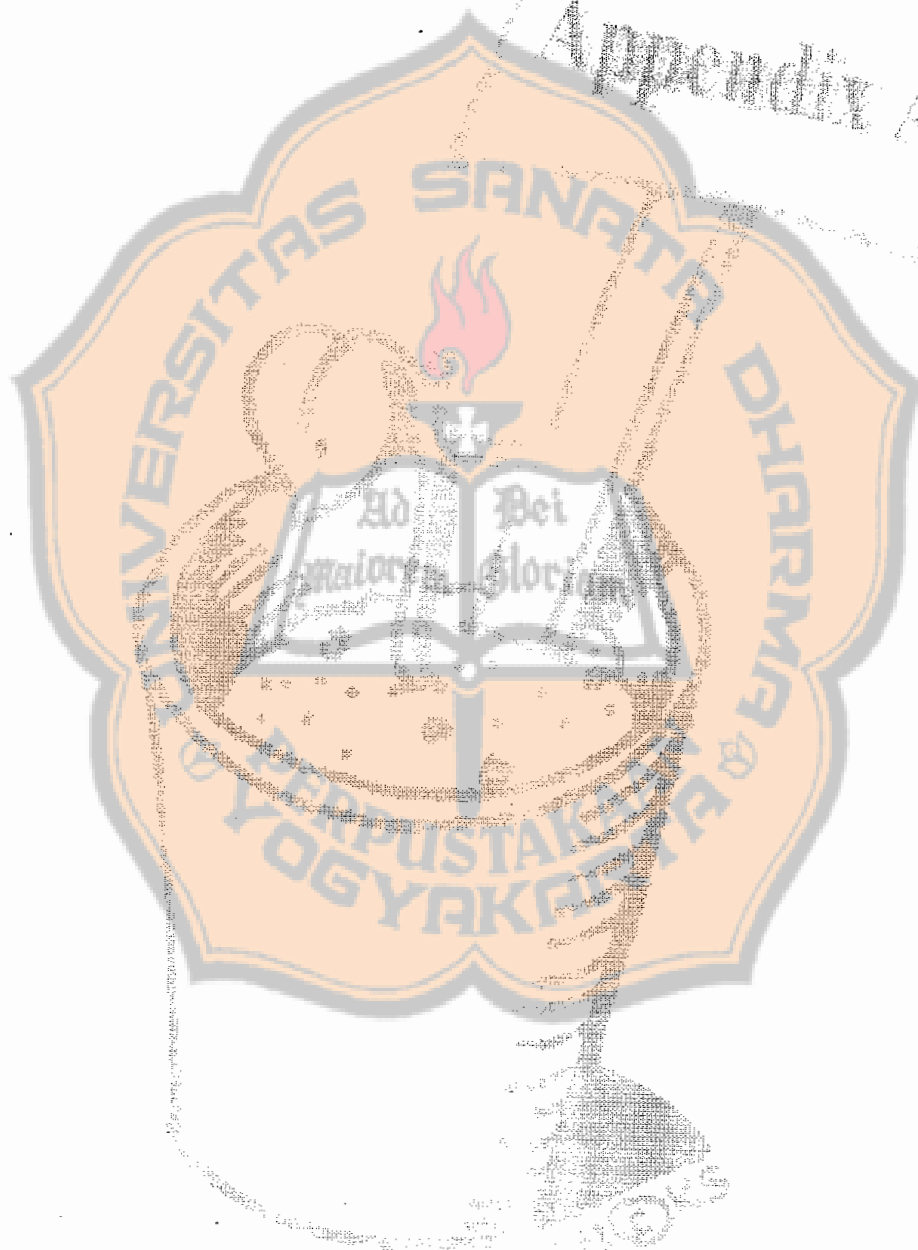
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 Hal : Permohonan Ijin Penelitian

Kepada Yth. Kepala Sekolah
SMU Sang Timur
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

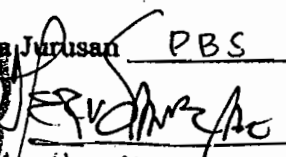
Nama Gomarus Andre Irawan
 No. Mhs 001214047
 Program Studi Pendidikan Bahasa Inggris
 Jurusan pendidikan Bahasa dan Seni
 Semester 8 (delapan)

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

Lokasi SMU Sang Timur
 Waktu Maret - April 2004
 Topik / Judul Designing A Set of Instructional Material
Using Songs by Josh Groban for The Second
Year Students of Senior High School

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

Yogyakarta, 5 Maret 2004

Dekan
 D.b. Ketua Jurusan PBS

 (Drs. A. Herujianto, MA, Ph.D.)
 NIP/NPP : 1.1203.....

Tembusan Yth:

1.
2. Dekan FKIP



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

YAYASAN KARYA SANG TIMUR
SEKOLAH MENENGAH UMUM
SMU KATOLIK SANG TIMUR

Jenjang Akreditasi : Disamakan
Alamat : Jl. Batikan No. 7 Yogyakarta 55161 Telp. (0274) 380782

SURAT KETERANGAN

Nomor : 241/SK.I/SMK.ST/V/2004

Yang bertanda tangan di bawah ini Kepala SMAK Sang Timur Yogyakarta menerangkan bahwa :

N a m a : GOMARUS ANDRE IRAWAN
N I M : 001214047
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
: Universitas Sanata Dharma

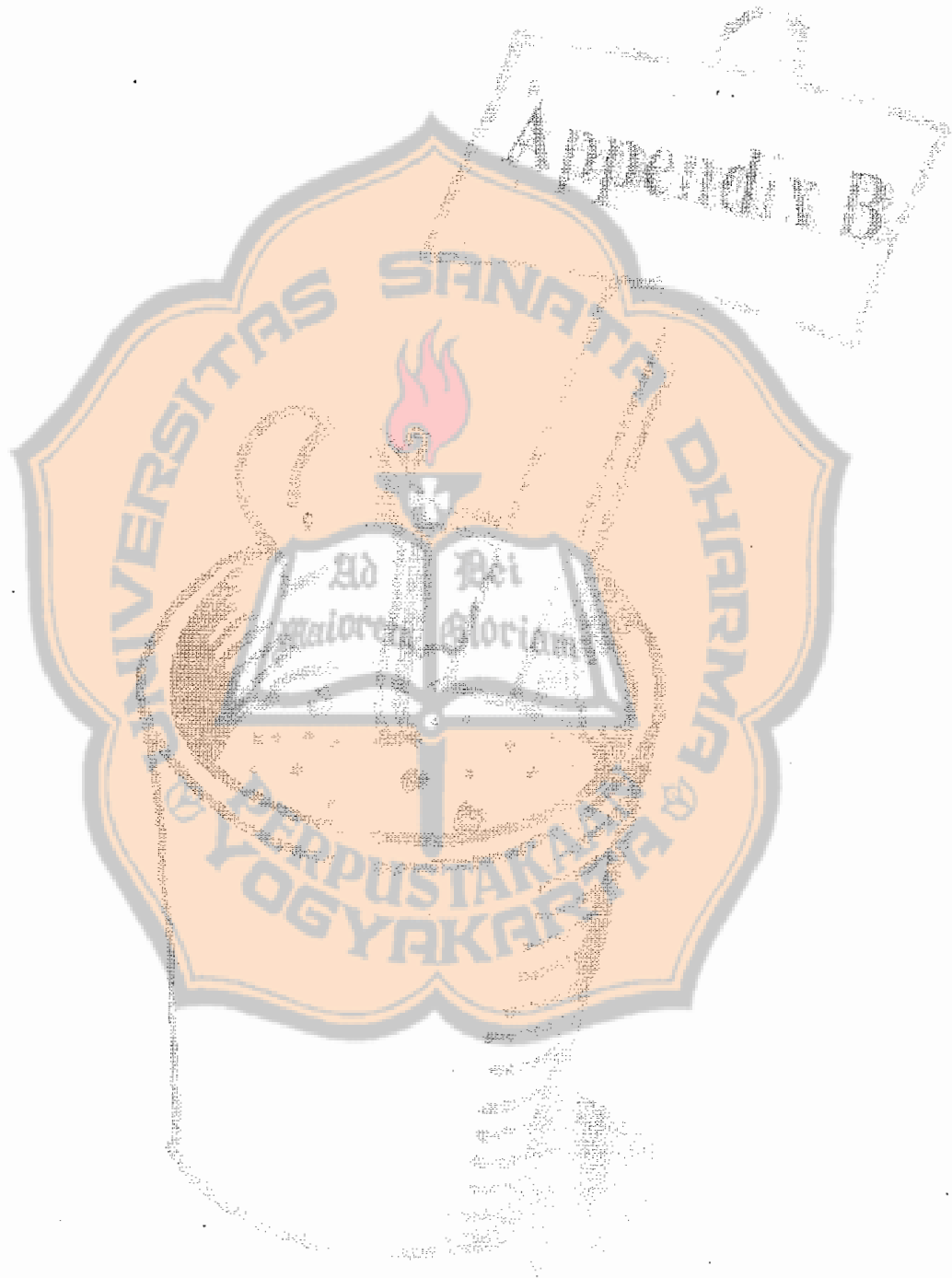
telah menyelesaikan penelitian skripsi pada bulan Maret s.d. Mei 2004.

Judul Penelitian Skripsi : *"Designing a Set of Instructional Materials Using Songs by Josh Groban for The Second Year Students of SMU Sang Timur Yogyakarta"*

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI



Questionnaire

Choose the appropriate option! You can choose more than one option. If your answer is not available, you can write down on the blank option.

1. Do you have a favorite song?
 - a. Yes
 - b. No
2. What are the reasons you like to certain song?
 - a. having the same experiences with the song
 - b. Interesting video clip
 - c. the music
 - d. the singer
 - e.
3. Do you like some western songs?
 - a. Yes
 - b. No
4. Do you like to memorize or write down some lyrics of western songs?
 - a. Yes
 - b. No
5. Are there any western songs which are inspiring your life?
 - a. Yes
 - b. No
6. How often do you listen to the western songs?
 - a. every day
 - b. sometimes
 - c. often
 - d. never
 - e.
7. What are the difficulties usually found to understand a western song?
 - a. How to pronounce the word
 - b. How to figure out the meaning
 - c. How to write the lyric
 - d. How to sing the song
 - e.
8. What do you think if the learning-teaching process provides listening songs activities?
 - a. interesting and exciting
 - b. fun

- c. disturbing
 - d. boring
 - e.
9. What do you think if the topic of English lesson taken from the theme of songs?
- a. a great idea
 - b. interesting
 - c. not so good
 - d. terrible
 - e.
10. There are some topics used in English hours. Choose eight the most interesting topics for you:
- a. Horoscope (Function: Giving suggestion)
 - b. Holidays (Function: Persuading)
 - c. Jobs (Function: Seeking information)
 - d. My Dream (Function: Expressing hope)
 - e. Jealousy (Function: Expressing certainty/uncertainty)
 - f. Traveling (Function: Requesting)
 - g. Movies (Function: Praising)
 - h. A Date (Function: Offering)
 - i. News (Function: Seeking information)
 - j. Friendship (Function: Encouraging)
 - k.
11. How often should we use songs in English class?
- a. once a week
 - b. twice a week
 - c. once a month
 - d. after insertive test
 - e.
12. What kinds of activities do you like the most in your English class?
- a. games
 - b. play performance
 - c. drill
 - d. interview

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

- e. sharing
- f. presentation
- g.



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

GAMBARAN UMUM

Mengajar bukanlah sebuah proses mentransfer ilmu seorang guru kepada murid atau sebuah usaha untuk menyelesaikan materi yang telah digariskan dalam Kurikulum. Begitu juga dalam pengajaran Bahasa Inggris, pengajaran bukan hanya memberikan *grammar* saja. Siswa diajak berlutut dalam memahami *grammar* dan melupakan sisi kesenangan dalam belajar. Melalui tulisan yang berjudul "Designing A Set of Instructional Materials Using Songs by Josh Groban for The Second Year Students of SMU Sang Timur Yogyakarta" penulis menawarkan *lesson unit* yang variatif, tidak melulu *grammar*.

Latar Belakang

Berkembangnya penerapan Kurikulum Berbasis Kompetensi, mendorong guru untuk menciptakan pengajaran yang menarik dan variatif. Banyak jalan yang dapat diciptakan guru untuk menciptakan suasana menarik yang peningkatan kompetensi siswa. Ilmu yang diperoleh siswa hendaknya dapat diterapkan dalam kehidupan sehari-hari.

Banyak alternatif dalam pengajaran, termasuk pengajaran Bahasa Inggris, untuk menciptakan suasana yang mendukung di dalam kelas. Salah satu cara yang penulis tawarkan adalah menciptakan pengajaran dengan materi yang biasa mereka temui dalam kehidupan mereka sehari-hari. Sebagai contohnya, menggunakan lagu yang sedang digemari.

Lagu dalam pengajaran Bahasa Inggris selama ini digunakan untuk *Listening*. Akan tetapi dalam tulisan ini, penulis memberikan lagu untuk mendukung semua keahlian baik itu *listening*, *reading*, *speaking*, maupun *writing*. Lagu yang digunakan adalah lagu yang tidak terlalu asing bagi para siswa. Dalam hal ini, karena siswa yang dituju adalah siswa SMU kelas dua, maka lagu dari Josh Groban yang akan digunakan.

Isi

Materi disajikan dalam delapan topik. Setiap topik akan membutuhkan durasi waktu 90 menit. Selama 90 menit siswa akan diajak aktif dalam proses pembelajaran.

Delapan topik itu adalah: *My Dream, Friendship, Movies, Holidays, Travelling, Jobs, Horoscope* dan *News*.

Materi pembelajaran diberikan dalam:

1. *Warming Up*. Memberikan sesuatu yang ringan yang akan menggugah keinginan siswa untuk mengikuti pelajaran selain juga untuk memberikan gambaran awal tentang apa yang akan mereka pelajari.
2. *Read and Learn*. Dalam *Read and Learn* siswa akan dihadapkan dengan berbagai macam bacaan. Bacaan itu dapat berupa cerita pendek, komik, berita, maupun informasi aktual.
3. *Let's Learn Closer*. Selama 90 menit, siswa akan mempelajari salah satu ungkapan komunikatif yang sering digunakan dalam percakapan sehari-hari. *Let's Learn Closer* akan mengajak siswa untuk mencermati lebih dalam tentang *language function* yang dipelajari.
4. *Relaxation*. Lagu dari penyanyi Josh Groban akan diperdengarkan di bagian ini. Siswa tidak hanya melengkapi kata-kata yang hilang, tetapi akan diajak untuk menganalisis lirik lagu tersebut.
5. *Get fun*. Disini akan diberikan bermacam-macam permainan untuk mendukung topik atau *language function* yang dipelajari.
6. *Homework*. Untuk mendukung kesinambungan pembelajaran, di setiap akhir pertemuan siswa akan diberi pekerjaan rumah.

Kegiatan yang ditawarkan dengan pengelompokkan di atas diharapkan membantu siswa untuk belajar dengan senang. Bahan-bahan materi lebih banyak diambil dari majalah remaja dan internet daripada buku pelajaran.

Tujuan

Penyusunan materi ini mempunyai tujuan sebagai berikut:

1. Menggunakan lagu bukan hanya untuk kegiatan *listening* saja tetapi juga untuk keahlian-keahlian yang lain. Lagu tidak lagi sebagai selingan tetapi mempunyai peran penting dalam pengajaran.
2. Mengkombinasikan belajar dan kesenangan. Materi yang beragam dan aktual akan menarik perhatian siswa untuk belajar.

3. Memberikan pembelajaran dengan konteks kehidupan sehari-hari. Lagu yang dinyanyikan oleh Josh Groban menjadi wakil perasaan-perasaan yang sering muncul dalam hati remaja SMU.



KUISIONER

Tujuan dari kuisisioner ini untuk mengetahui pendapat Anda mengenai seberapa efektif dan menarik pengajaran dengan lagu yang dinyanyikan oleh Josh Groban bagi siswa Sekolah Menengah Umum (SMU) kelas dua. Pendapat, masukan, dan kritik Anda untuk peningkatan bahan pembelajaran ini sangatlah berarti. Atas kesediaan dan kerjasamanya, penulis ucapkan terima kasih.

Identitas

- Pekerjaan : Guru Dosen
- Jenis Kelamin : Perempuan Laki-laki
- Pendidikan Terakhir : Diploma (D1, D2, D3)
- S1
- S2
- S3
-
- Lama mengajar : [] tahun

Petunjuk pengisian kuisisioner

Berilah tanda cek (✓) pada pilihan yang tersedia!

Pendapat Anda akan dikategorikan dalam:

- 1 = sangat tidak setuju (Totally Disagree)
- 2 = tidak setuju (Disagree)
- 3 = ragu-ragu (Uncertain)
- 4 = setuju (Agree)
- 5 = sangat setuju (Totally Agree)

No	Pendapat Anda	1	2	3	4	5
1.	Topik yang disusun sudah menarik bagi siswa SMU kelas dua					

2.	Topik yang diberikan sesuai dengan kebutuhan siswa SMU kelas dua				
3.	Materi yang disajikan memiliki tingkat kesulitan yang sesuai bagi siswa SMU kelas dua				
4.	Materi yang disajikan menarik dan aktual				
5.	Materi yang diberikan mendukung pengembangan kemampuan siswa SMU kelas dua dalam berkomunikasi secara aktif				
6.	Lagu dari Josh Groban telah mengambil peran yang membantu penguasaan materi				
7.	Latihan-latihan sudah cukup bervariasi				
8.	Gambar-gambar yang digunakan mendukung pembelajaran				
9.	Instruksi yang diberikan jelas				
10.	Secara umum, materi sudah bervariasi, menarik dan mendukung tercapainya kompetensi-kompetensi yang diharapkan.				

Jawablah beberapa pertanyaan di bawah ini!

1. Apa kesan Anda ketika mempelajari materi ini?

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2. Apa kekurangan dari materi pembelajaran ini?

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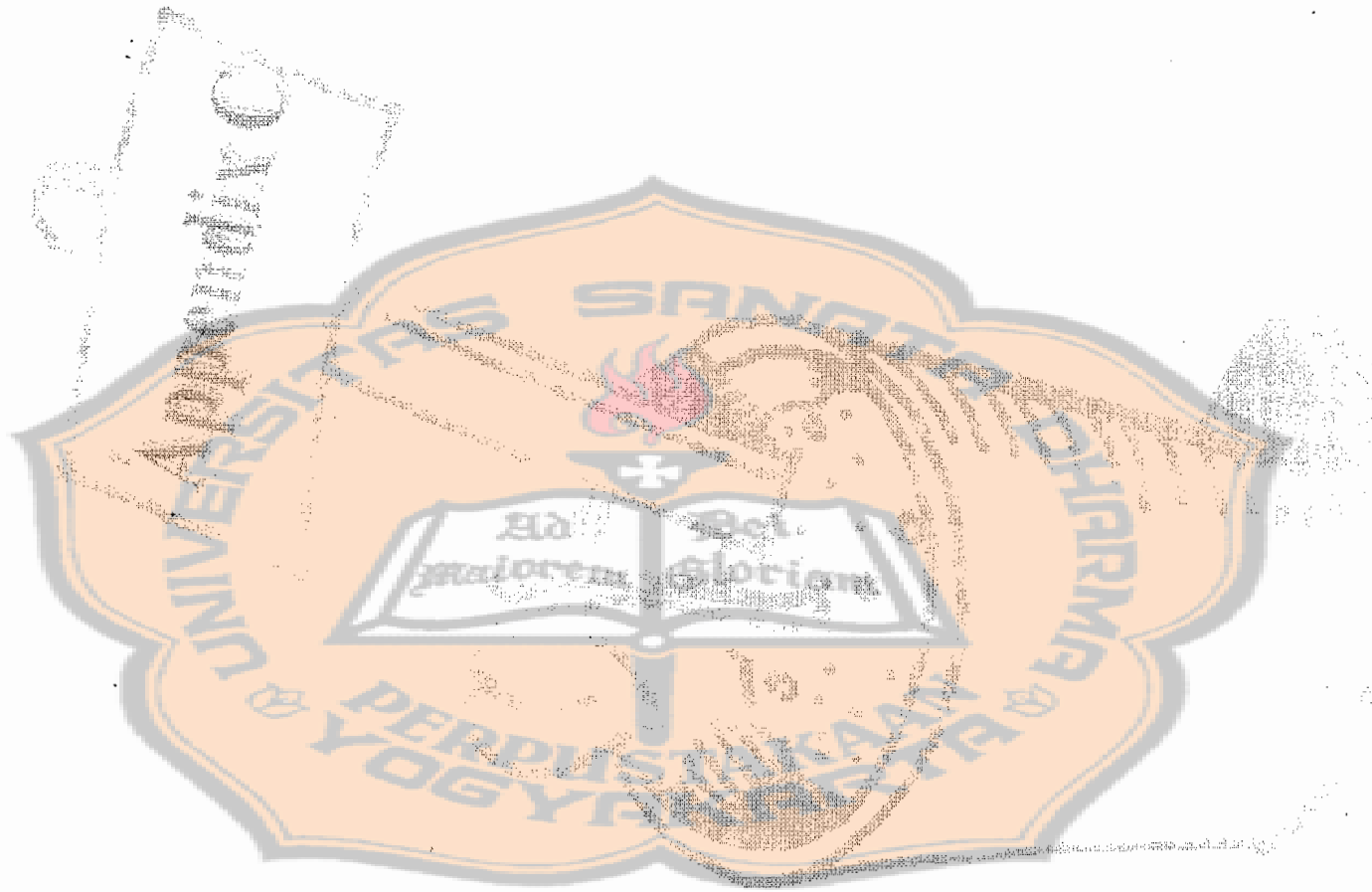
3. Apa saran atau masukan Anda untuk peningkatan kualitas materi pembelajaran ini?

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☒ TERIMA KASIH ☒



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI



SYLLABUS

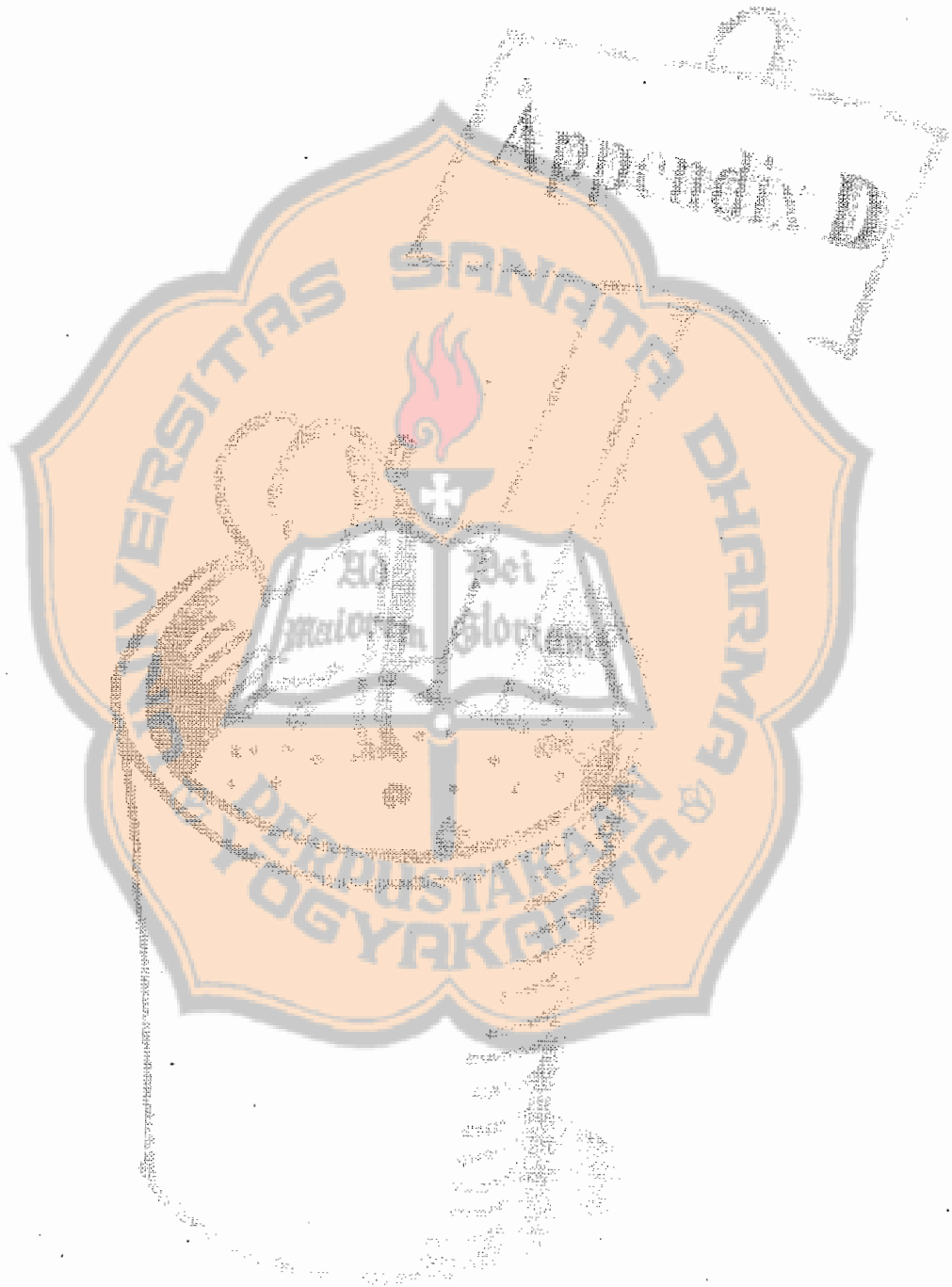
Unit	Title	Indicators	Function	Examples	Activities
1.	My Dream	<ol style="list-style-type: none"> Analyze a short story and answer the questions. Write a short composition Practise to express hope in the social context. 	Expressing hope	<ul style="list-style-type: none"> I hope my plane leaves on time Let's hope he will survive I'm hoping she gets the job 	Warming up Discussion Practice Game Listening song
2	Friendship	<ol style="list-style-type: none"> Mention the situation in the song Analyze the comics and answer the questions Practise how to encourage someone else. 	Encouraging	<ul style="list-style-type: none"> You're doing well I'm right behind you We feel you should go ahead 	Warming up Discussion Practice Game Listening song
3.	Movies	<ol style="list-style-type: none"> Analyze some cartoons Practise how to praise Analyze a synopsis of one movie and answer the questions 	Praising	<ul style="list-style-type: none"> All the thumbs in the world are not enough for him! Her voice is like an angel 	Warming up Discussion Practice Listening song
4	Holiday	<ol style="list-style-type: none"> Analyze the reading text and answer the questions Practise how to persuade someone else Analyze the meaning of the lyric of the song 	Persuading	<ul style="list-style-type: none"> Won't you let me on the bus, please? Why don't you try it first? Can't I persuade you to help me? 	Warming up Discussion Practice Listening song
5	Travelling	<ol style="list-style-type: none"> Retell their past-experiences Practise how to request for something 	Requesting	<ul style="list-style-type: none"> Can you wrap it for me, please? If you could do it 	Warming up Discussion Practice



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

		<ol style="list-style-type: none"> Analyze the reading text and answer the questions Write a short story 		<p>for me I'll be very grateful</p> <ul style="list-style-type: none"> Excuse me. Could you move back a little, please? 	Listening song
6	Jobs	<ol style="list-style-type: none"> Analyze the information text and answer the questions Practise how to seek information especially about jobs Make an interview Present the result of the interview 	Seeking information	<ul style="list-style-type: none"> Do you have a part-time job? How do you like your work? What do you do? 	Warming up Discussion Practice Game Listening song
7	Horoscope	<ol style="list-style-type: none"> Analyze the fortune telling reading text and answer the questions Practise how to give suggestion for others Write an argumentation 	Giving Suggestion	<ul style="list-style-type: none"> I know! Let's go to seaside Well, perhaps you'd care to outline your requirements? I suggest you to apologize him 	Warming up Discussion Practice Listening song
8	News	<ol style="list-style-type: none"> Practise how to seek information Analyze news and rewrite the news Talk about the meaning of the Josh's song 	Seeking Information	<ul style="list-style-type: none"> Do you know about bus tours to Bali? Have you got any ideas about batteries? Are you aware of the wrong rules? 	Warming up Discussion Practice Game Listening song

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI



LESSON PLAN

Unit: 1

Title: My Dream

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics.

II. Indicators

At the end of the first meeting, the students are able to:

1. analyze a short story and answer the questions.
2. write a short composition
3. practise to express hope in the social context.

III. Media

1. Handout
2. Blackboard
3. Worksheet 1A
4. The cassette of Josh Groban and a tape-recorder

IV. Learning teaching Activities

	Teacher's activities	Time
Pre-teaching	1. Teacher greets the students	1'
	2. Teacher distributes the handout to the students	1'
	3. Teacher reads <i>the warming up</i> text and asks questions to the students	4'
	4. Teacher asks the students to read the short story	10'
	5. Teacher guides the students to compare the	3'

	<p>situation between warming up text and the short story.</p> <p>6. Teacher asks the students to answer the questions.</p>	5'
Whilst-teaching	<p>7. Teacher reads the example of expressing hope in <i>Let's Learn Closer</i> section then; asks the students to guess the context of the expression.</p> <p>8. Teacher asks the students to work in the exercises.</p> <p>9. Teacher conducts the discussion talking about the answers.</p> <p>10. Teacher asks the students to make one big circle.</p> <p>11. Teacher conducts the circle game to learn deeper how to express hope.</p>	<p>8'</p> <p>8'</p> <p>5'</p> <p>2'</p> <p>18'</p>
Post-teaching	<p>12. Teacher distributes worksheet 1A.</p> <p>13. Teacher plays a song entitled <i>Home to Stay</i> by Josh Groban twice.</p> <p>14. Teacher discusses the feeling in the song.</p> <p>15. Teacher gives the students homework to write a letter.</p> <p>16. Teacher says good bye</p>	<p>1'</p> <p>15'</p> <p>5'</p> <p>3'</p> <p>1'</p>

LESSON PLAN

Unit: 2

Title: Friendship

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics.

II. Indicators

At the end of the second meeting, the students are able to:

1. mention the situation in the song
2. analyze the comics and answer the questions
3. practise how to encourage someone else.

III. Media

1. Handout
2. Blackboard
3. Cassette and tape-recorder
4. Worksheet 2A for song of *Never Let Go*
Worksheet 2B and 2C for the comics
Worksheet 2D and 2E for *Intern Psychology* game

IV. Learning Teaching Activities

	Teacher's activities	Time
Pre- teaching	1. Teacher greets the students	1'
	2. Teacher distributes handout and reads the <i>warming up</i> text.	3'
	3. Teacher asks the students to answer the questions and write the answer on the blackboard.	8'

	4. Teacher distributes worksheet 2A	1'
	5. Teacher plays the song of <i>Never Let Go</i> twice	15'
	6. Teacher asks the students to discuss the song in pairs	5'
Whilst-teaching	7. Teacher distributes worksheet 2B and 2C, and asks the students to read it.	10'
	8. Teacher conducts discussion to compare the situation in the comic and the song	3'
	9. Teacher asks the students to answer the questions.	5'
	10. Teacher explains how to encourage someone else.	5'
Post-teaching	11. Teacher distributes worksheet 2D and 2E	2'
	12. Teacher conducts <i>the intern psychology</i> game.	15'
	13. Teacher gives the example to interpret the result	5'
	14. Teacher asks the students to discuss the result in pairs.	8'
	15. Teacher asks the students to write a letter for their partner based on the result of the game as homework.	3'
	16. Teacher says good bye	1'

LESSON PLAN

Unit: 3

Title: Movies

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics

II. Indicators

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

1. analyze some cartoons
2. practise how to praise
3. analyze a synopsis of one movie and answer the questions

III. Media

1. Handout
2. Blackboard
3. Cassette and tape-recorder
4. Worksheet 3

IV. Learning Teaching Activities

	Teacher's Activities	Time
Pre-Teaching	1. Teacher greets the students	1'
	2. Teacher distributes the handout	2'
	3. Teacher reads the <i>warming up</i> text and discusses it	5'
	4. Teacher asks the students to analyse the cartoons and answer the questions	8'
	5. Teacher discusses the answer	8'
	6. Teacher distributes worksheet 3	1'

	7. Teacher plays a song entitled <i>Starry, Starry Night</i> twice. Then, teacher discusses it.	25'
Whilst-teaching	8. Teacher explains the expression of praising and asks the students to guess the context	8'
	9. Teacher asks the students to do the exercise	3'
	10. Teacher discusses the answers	3'
	11. Teacher asks all the students to read, then asks one of them to read aloud	8'
	12. Teacher asks the students to do the exercise	5'
	13. Teacher guides the discussion of the answer	5'
Post-teaching	14. Teacher discusses some new films in the Box Office	4'
	15. Teacher explains the homework	3'
	16. Teacher says good bye	1'

LESSON PLAN

Unit: 4

Title: Holiday

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics

II. Indicators

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

1. analyze the reading text and answer the questions
2. practise how to persuade someone else
3. analyze the meaning of the lyric of the song

III. Media

1. Handout
2. Blackboard
3. Cassette and a tape-recorder
4. Worksheet 4

IV. Learning Teaching Activities

	Teacher's activities	Time
Pre-teaching	1. Teacher greets the students	1'
	2. Teacher distributes the handout.	1'
	3. Teacher stimulates the students to answer the warming up questions	5'

Whilst-teaching	4. Teacher asks the students to read the reading text.	10'	
	5. Teacher asks for some difficult words and discusses to get the answer	8'	
	6. Teacher asks the students to answer the questions.	8'	
	7. Teacher discusses the answers	8'	
	8. Teacher explains the expression by providing the situation.	10'	
	9. Teacher asks the students to work on the exercises	5'	
	10. Teachers discusses the answers	5'	
	Post-teaching	11. Teacher distributes worksheet 4	1'
		12. Teacher asks the students to read the questions	1'
		13. Teacher plays the song, entitled <i>Remember When It Rained</i> twice.	15'
14. Teacher asks the students to answer the questions and collects the answers.		10'	
15. Teacher gives homework		1'	
16. Teacher says good bye		1'	

LESSON PLAN

Unit: 5

Topic: Travelling

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics

II. Indicators

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

1. retell their past-experiences
2. practise how to request something
3. analyze the reading text and answer the questions
4. write a short story

III. Media

1. Handout
2. Blackboard
3. Cassette and a tape-recorder
4. Worksheet 5

IV. Learning Teaching Activities

	Teacher's activities	Time
Pre-teaching	1. Teacher greets the students	1'
	2. Teacher discusses the questions in the warming up	8'
	3. Teacher makes a group of three students	3'
	4. Teacher asks the students to share what they had written on their homework in a group	5'

Whilst-teaching	5. Teacher makes some examples in requesting something when they are travelling	5'
	6. Teacher distributes the handout	1'
	7. Teacher explains some expressions in requesting	8'
	8. Teacher asks the students to do the exercise in pairs	8'
	9. Teacher asks some group to read their conversation	10'
	10. Teacher asks the students to read the text and answer the questions	15'
	11. Teacher leads to discuss the answers	8'
Post-teaching	12. Teacher plays a song, entitled <i>Broken Vow</i> twice	15'
	13. Teacher gives homework for the students to make a short story	6'
	14. Teacher says good bye	1'

LESSON PLAN

Unit: 6

Topic: Jobs

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics

II. Indicators

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

1. analyze the information text and answer the questions
2. practise how to seek information especially about jobs
3. make an interview
4. present the result of the interview

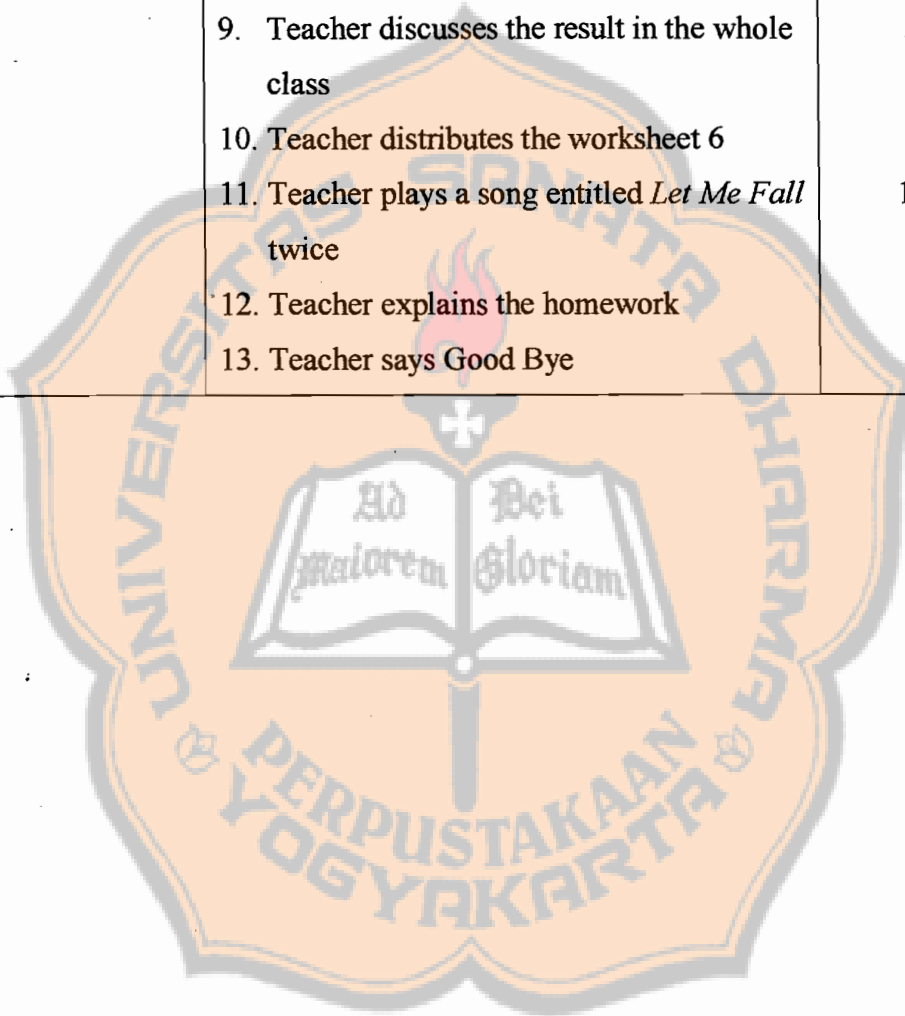
III. Media

1. Handout
2. Blackboard
3. Cassette and a tape-recorder
4. Worksheet 6

IV. Learning Teaching Activities

	Teacher's Activities	Time
Pre-Teaching	1. Teacher greets the students	1'
	2. Teacher distributes the handout	2'
	3. Teacher asks the students to read the comic and discusses it to them	5'
Whilst-teaching	4. Teacher asks the students to read the reading text.	5'
	5. Teacher asks the students to do the	10'

	exercise and discusses the answers	
	6. Teacher explains the expression and asks the students to work on the exercises	10'
	7. The teacher collects their work and discusses some of the students' answers	8'
Post-teaching	8. Teacher conducts the game	22'
	9. Teacher discusses the result in the whole class	5'
	10. Teacher distributes the worksheet 6	1'
	11. Teacher plays a song entitled <i>Let Me Fall</i> twice	17'
	12. Teacher explains the homework	3'
	13. Teacher says Good Bye	1'



LESSON PLAN

Unit: 7

Topic: Horoscope

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics

II. Indicators

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

1. analyze the fortune telling reading text and answer the questions
2. practise how to give suggestion for others
3. write an argumentation

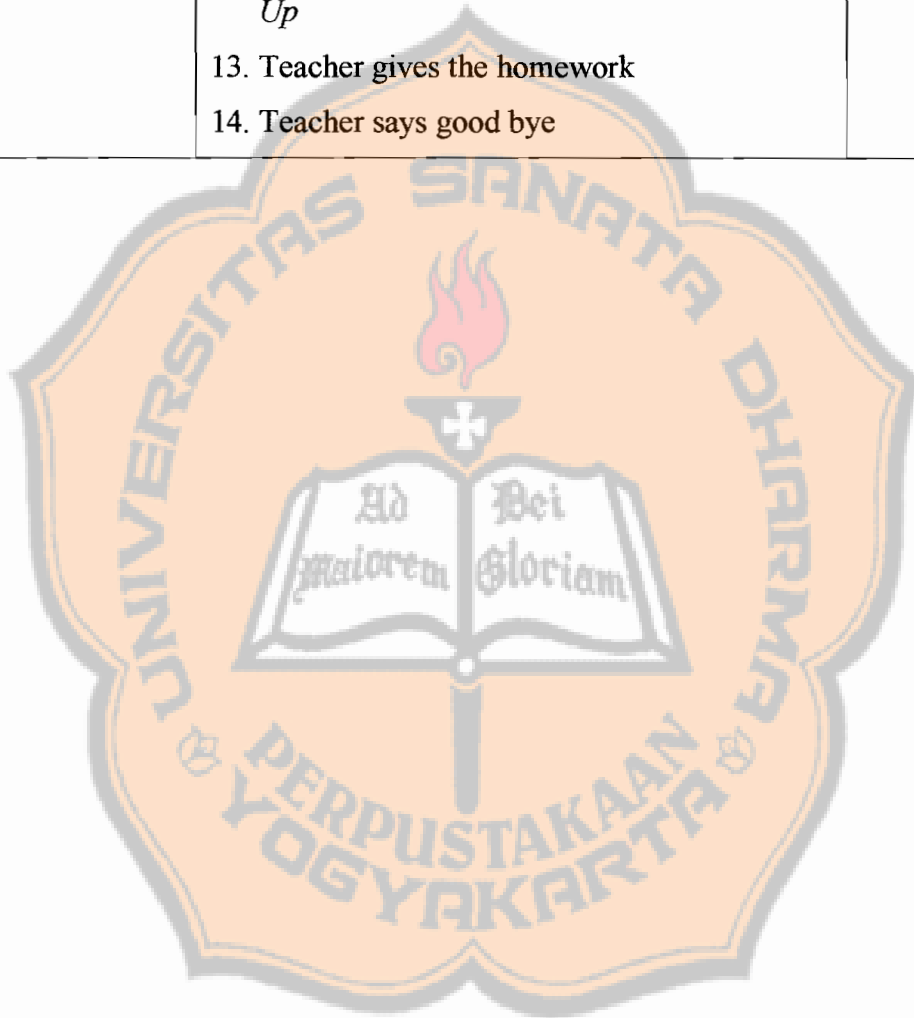
III. Media

1. Handout
2. Blackboard
3. Cassette and a tape-recorder
4. Worksheet 7

IV. Learning Teaching Activities

	Teacher's Activities	Time
Pre-teaching	1. Teacher greets the students	1'
	2. Teacher distributes the handout	1'
	3. Teacher asks the comment of the students to the comic in <i>Warming Up</i>	8'
Whilst-teaching	4. Teacher asks the students to read the text	8'
	5. Teacher discusses the content of the reading	8'
	6. Teacher divides the students in pairs	2'
	7. Teacher asks the students to do the exercise	10'
	8. Teacher asks some students to share their	10'

	discussion in the class	
	9. Teacher explains the expression	8'
	10. Teacher asks the students to work on the exercises	5' 5'
	11. Teacher leads to discuss the answer	
Post-teaching	12. Teacher plays a song, entitled <i>You raise Me Up</i>	15'
	13. Teacher gives the homework	8'
	14. Teacher says good bye	1'



LESSON PLAN

Unit: 8

Topic: News

Time: 90'

I. Standard Competencies

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

1. learn daily expression in communication with others.
2. learn a lot of factual information familiar with their life.
3. appreciate certain songs and interpret the meaning of the lyrics

II. Indicators

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

1. practise how to seek information
2. analyze news and rewrite the news
3. talk about the meaning of the Josh's song

III. Media

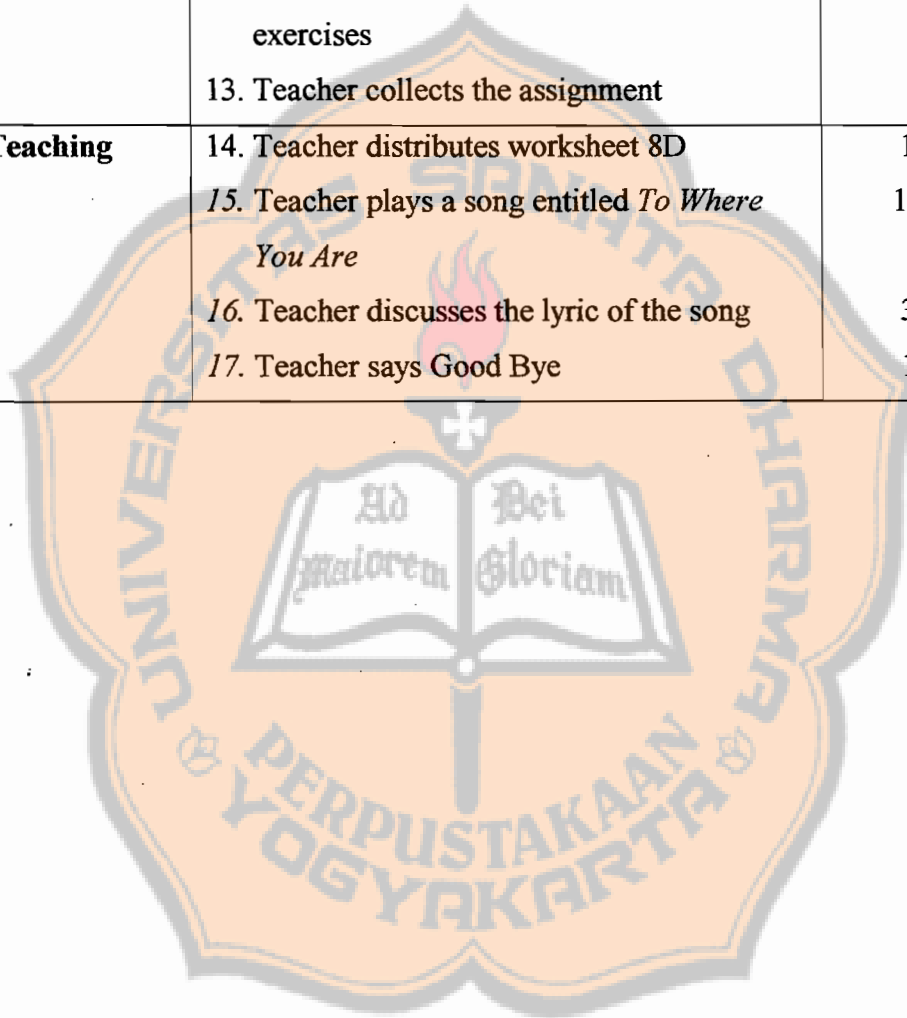
1. Handout
2. Blackboard
3. Cassette and a tape-recorder
4. Worksheet 8A, 8B, 8C for the news
5. Worksheet 8D for the song

IV. Learning Teaching Activities

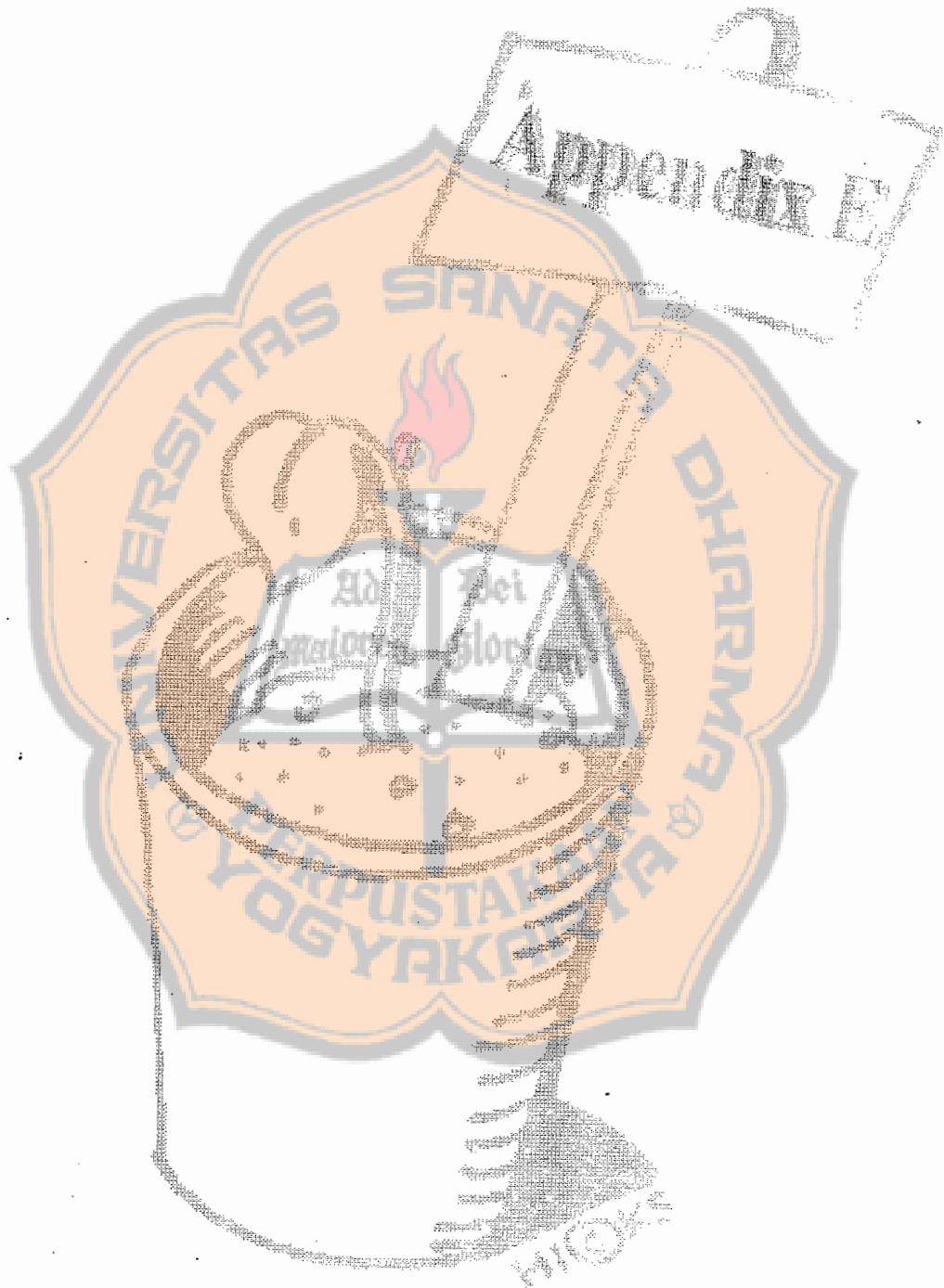
	Teacher's Activities	Time
Pre-Teaching	1. Teacher greets the students	1'
	2. Teacher distributes the handout	1'
	3. Teacher discusses the news in <i>Warming Up</i>	5'
	4. Teacher conducts "Yes/No" game	15'
Whilst-teaching	5. Teacher explains the expression	6'
	6. Teacher asks the students to do the	3'

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

	exercises	5'
	7. Teacher discusses the answers	2'
	8. Teacher distributes worksheet 8A, 8B, 8C	8'
	9. Teacher asks the students to read the news	5'
	10. Teacher asks for difficult words	1'
	11. Teacher divide the students in pairs	15'
	12. Teacher asks the students to do the exercises	3'
	13. Teacher collects the assignment	
Post-Teaching	14. Teacher distributes worksheet 8D	1'
	15. Teacher plays a song entitled <i>To Where You Are</i>	15'
	16. Teacher discusses the lyric of the song	3'
	17. Teacher says Good Bye	1'



PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI



Composed by

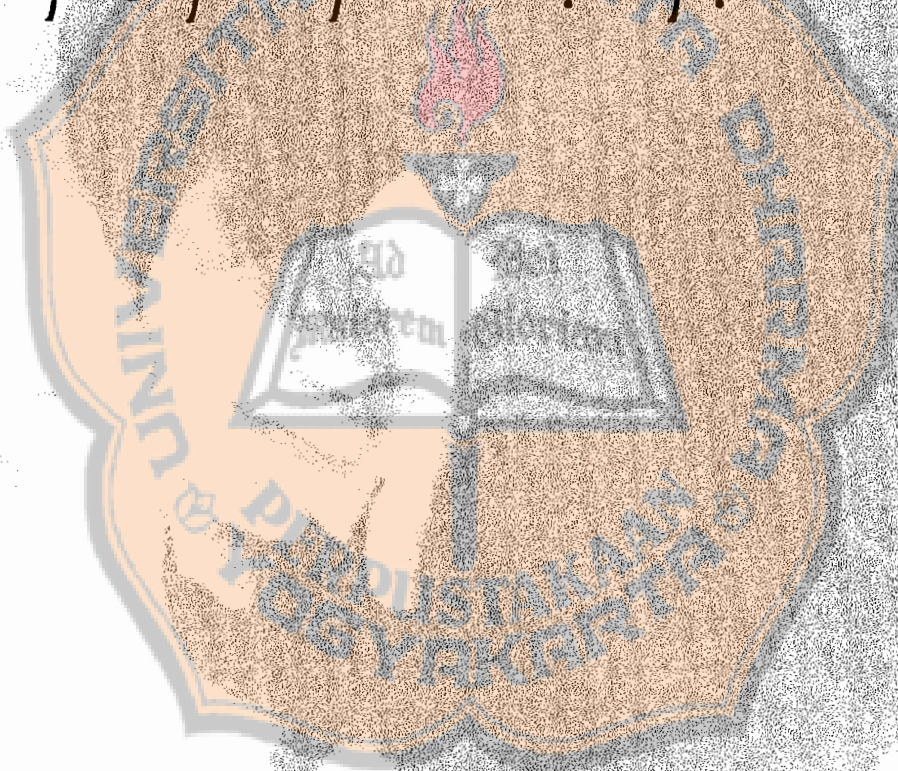
Boy

Composed

of SMU Sang Timur Yogyakarta

for the second year students

The materials using songs by Josh Groban



Unit 1

MY DREAM

(Expressing Hope)

Warming Up

Read this small information!

Do you know Josh Groban? He is the one of many singers whom *The New York Times* crowned "The New Boy Wonder of the Voice." He got accepted at Carnegie Mellon's prestigious musical theater department, but he decided to put school on hold to pursue his singing career.

(Taken from C 'n S English Teen Magazine Vol.3)

What do you think of Josh' dream on his life? Do you think Josh has tried hard to achieve his dream?

Read and Learn

Read this short story and answer the questions below!

1. What does the writer's father hope her to be?
2. What does the writer want to be?
3. Could you tell us what you wanted to be when you were a child?

Write your story at least on 75 words!

Hut-Hut

Jericho J. Mused

The game was simple enough to lay and the rules were changed to fit the needs of whatever circumstance arose. Dad would grab a throw pillow from the couch, press it into my tiny arm and say, "Your ball." All I had to do then was find a way to run past my father and touch the wall behind him and I would score.

Of course, I never took a direct route to the wall. I would run from room to room, go backwards, hide behind things (especially Mother's protective arms) and generally run, my dad ragged as he tried to catch me from his self imposed handicap of always having to remain on all fours.

Dad will sometimes close enough to grab me but he would often times just bang his huge hands on carpet, yelling Hut-hut, and off I'd go, believing myself about to be tackled.

As time passed the game I shared with my Dad and once thought was invented just for us ceased to be played. He was busy making a living and I was busy growing up. When I turned fourteen and began to embrace the feminine nature of my genes and consequently drifted farther from my dad and the need for his attention, I found myself trying out for my school's soccer team.

Soccer was new to America and few people were lining to play this sport that the rest of the world had long embraced as the only sport.

We were a terrible soccer team. Not only had we managed to lose every game, we were also the only team in the league not to have scored so much as one goal. Our last game would be with the team that had already won the championship of our conference.

The bleacher seats nearly empty for this contest and most of the parents had shelter in their cars or vans except for the lone figure who stood at the very top of the stands and shouted, Hut-hut when we took the field. My dad makes it to the game! I guess you could say I was glad and maybe even slightly proud that he had come. So what if we were the worst team in our league, maybe in the entire country for that matter, tonight my dad would see me play!

Near the end of the game most of the other parents had come to stands to offer some show of support for this rag tag outfit of inept young girls who were about to finish the season winless and goal-less. Amazingly my dad had turned a miserable crowd into a very involved fan mass. Even the mood on the field had changed.

Maybe our attention should have been focused on the game still being played on the field instead of comments from the stands. I smothered the ball with my left foot and sent it back to our goalkeeper with my right. We watch in stunned disbelief as the ball rolled into the center of the net while she busily waved to her father in the stands.

I heard the whistle of the official the cheers of the crowd as my father hoisted me as high as he could and shouted, " You scored! Hut-hut!" He carried me all over that muddy field laughing and shouting to everyone who would listen.

Fourteen years have passed since my father saw me play soccer for the first time.

‘ I hope you married a man who plays Hut-hut.

Love Dad.’

(www.localentertainment.t2s.com)

Let's Learn Closer!

Expressing Hope

These are some examples to express hope:

1. I hope my plane leaves on time.
2. I'm hoping she gets the job
3. I'm hoping for his healthy
4. Let's hope he will survive
5. Hopefully, I can finish the duty

Small Exercise:

How will you express hope in these cases?

1. You are expecting an important letter from your family.
2. You drive very old car in the middle of a deep forest
3. Your friend goes to the mountain alone.
4. Your brother has to go to the war.
5. Your friend goes to study abroad.

Get Fun

Circle Game

Preparation: Make one circle of all students in class.

Procedures:

1. The teacher begins with a sentence, for example; “Today I have much money, I hope I can buy soft drinks for my friends.”
2. The next student must use the end of the previous sentence to begin their own sentence which is expressing hope, for example; “After I buy soft-drink for them, I hope they invite me to their house.”
3. Give 2 minutes for each student to think.

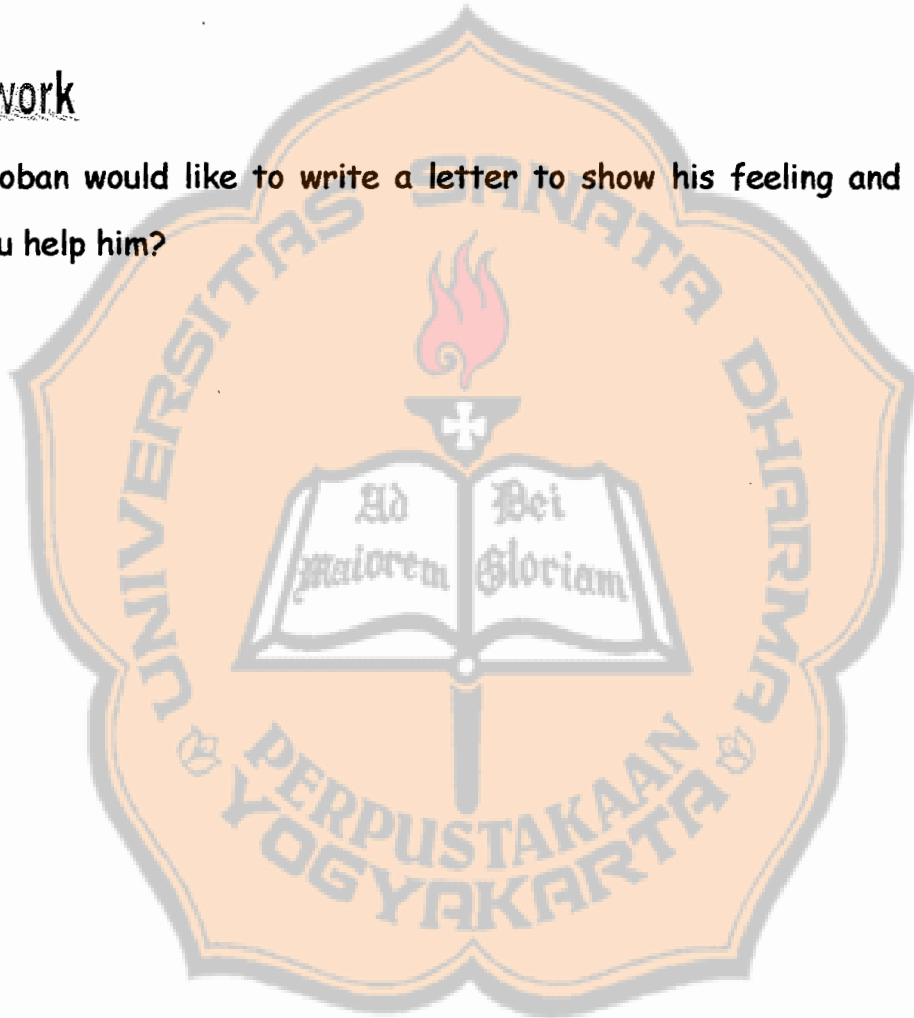
4. The students who cannot continue the game should be out of the circle and get a punishment.

Relaxation

Listen to the songs and figure out the Josh's feeling!
(see worksheet 1A)

Homework

Josh Groban would like to write a letter to show his feeling and hope, could you help him?



Home to Stay

Josh Groban

I know you're gone
I watched you leave
I always thought
That it was me
You made it clear
With that last kiss
You couldn't live a life
With maybe's and what if's

Reff:

When every boat has sailed away
And every path is marked and paved
When every town has had its say
Then I'll be bringing you back
Home to stay

I have the cards you sent to me
You wrote of trains and Paris galleries
This spring you'll draw
Canals and frescoed walls
Look how far your dreaming's gone

When every town looks just the same
When every choice gets hard to make
When every map is put away
Then I'll be bringing you back
Home to stay

And now I know why you had to go alone
Isn't there a place between. Reff

Reach out to me
Call out my name
And bring you back again
Today

1

FRIENDSHIP (ENCOURAGING)

Warming Up

“Of course, I felt tremendous pressure to repeat the success of my first album. My hammering question was ‘Can I top that (*Closer* album)?’ Joshua Winslow Groban confessed

(Taken from C ’n S English Teen Magazine Vol.3)

Have you ever experienced the same feeling as Josh’s of being discouraguous? Maybe, one of your friends ever told you that she/he felt discouraged? What do you do?

Relaxation

Listen to the beautiful song by Josh Groban. Fill the blanks in the lyric!
(see worksheet 2A)

Then, discuss in pairs the situation shown in the song and how the singer tries to encourage his friends!

Read and Learn

Read the comics (see worksheet 2B and 2C) and answer these questions:

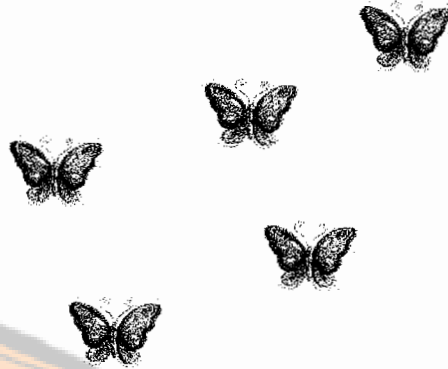
1. Why did Suz look sad?
2. Was Marcel going to Timbuktu? Why?
3. What is the title of the song that is touching Suz’s? Why?
4. What was Marcel trying to do to encourage Suz?
5. If someday, what Suz worried happens to you, what will you do?

Let's Learn Closer!

Encouraging

Learn this expression:

1. Well done!
2. You're doing very well
3. Come on!
4. I'm right behind you!
5. Great! Lovely!
6. We feel you should go ahead.



Get Fun

Intern Psychology

Preparation: Explain that the students will be led through a mental journey

Procedure:

1. The teacher distributes the worksheet 2D and 2E to the students. Then, the students close their eyes to help in detailing the situation will be given. The details will be written in the worksheet.
2. The teacher begins by saying, "You are walking down a long, long road." At this point, the teacher gives enough time for the students to imagine the road on their mind. Then, the teacher asks to write down the situation in their imagination in the sheet on the first box.
3. After they finished, the students close their eyes and the teacher can continue the story.



You walk for a long time and suddenly you see a key on the road.

You continue walking down the road for a long time. Suddenly the road stops.

You walk past the end of the road and suddenly you see an animal.

You walk past the animal and keep on walking. Then you see some water.

You continue walking and you go up a small hill. Standing on the top you see a person.

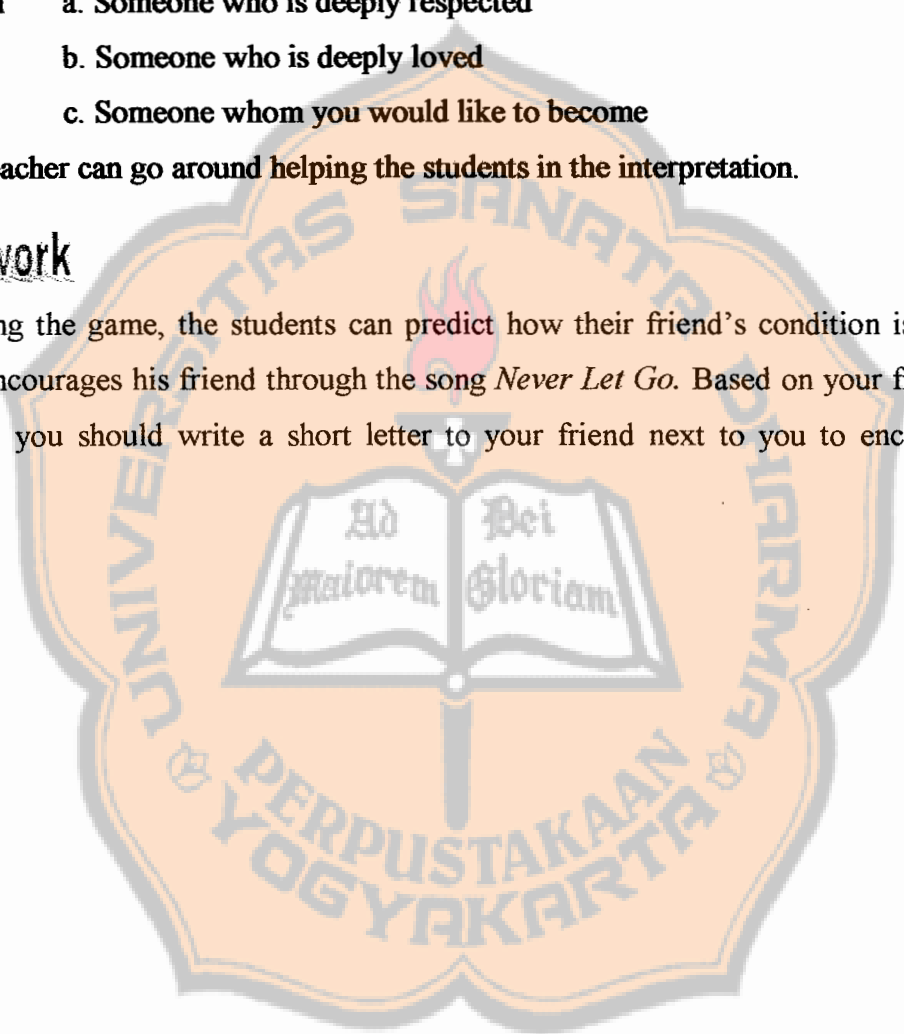
4. After finished, teacher asks students to interpret their work with their partner. To help them teacher gives this interpretation:

- Road how you think of your life right now
Key how you think of your intelligence
Barrier how you think of your destiny
Animal how you deal with the problem in your life
Water your dream of love
Person a. Someone who is deeply respected
 b. Someone who is deeply loved
 c. Someone whom you would like to become

5. The teacher can go around helping the students in the interpretation.

Homework

After doing the game, the students can predict how their friend's condition is. Josh Groban encourages his friend through the song *Never Let Go*. Based on your friend's condition, you should write a short letter to your friend next to you to encourage him/her.



NEVER LET GO
JO NEVER LET GO
JOSH GROBAN

Worksheet 2A

I can't understand it
The search for an answer is met with a darker day
And we've been handed these moments forever
But I'm reassured there's another way

You don't have to close your eyes
There is room for love again
Ease the pain to realize all that love can be
Forced apart by time and sand
Take a step and take my hand
And don't let it go
Never let go

Broken, once connected
We were so strong and so blessed in a simple way
So don't let me go it alone

Turn your head up to the sky
Nothing down below but me
Face the truth to realize all that we would be
Turn apart by rage and fear
Hold on to what brought you here
Don't let it go
Never let go

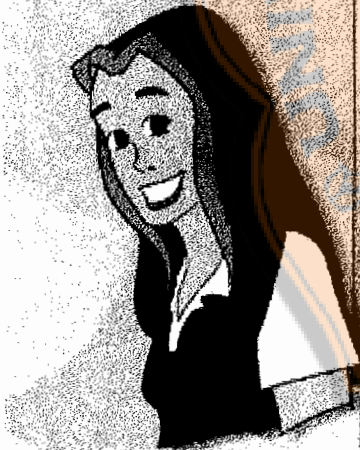


Chit Chat

Tekst: Ramualda Nunk
Ilustrasi: Budi Utomo



NO, YOU GUYS! RELAX!



Intern Psychologist

Condition :

Made of :

Width :

Surroundings :

Time of day :

General feeling:

Road

Key

Size :

Made of:

Age:

Condition:

Action:

What:

Size:

Made of:

Action:

General feeling:

Barrier

Animal

Kind:

Number of:

Mood:

Animal's action:

My action:

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Worksheet 2E

What:	
Size:	
Condition:	
Depth:	
My Action:	

water

	Who:
	Appearance:
	My feeling:
	My Action:

Person

(Taken from Heinemann English Language Teaching)

Unit 3
MOVIES
 (PRAISING)

Warming Up

Miss...Miss...Mister?

I like to wear my hair long. Several months ago, I was walking from my school and a car pulled over right next to me. Then I heard a guy's voice asking me. "Hey, sexy! What's your phone number?" I continued walking with my head down. Then he said, "Please babe, I want you to be my girlfriend." I looked up, pulled over my hair away my face, and said, "What?" The guy looked horrified and said to his friend in the car, "Gosh! It's a guy!"

What is the man doing? Why?

Relaxation

© 1998 Randy Glasbergen. www.glasbergen.com



"He's my new boyfriend. I know he's cold and unemotional, but on the other hand, he never criticizes me, he doesn't complain about my friends, and if things don't work out, he'll be gone in the Spring!"



The girl in the cartoon above tries to praise her new boyfriend. You are loud to praise your boyfriend or your girlfriend if:

(If you don't have any boy or girlfriend, just imagine that you do!)

Now listen to Josh song. Find the reason why Josh praises someone named Vincent!

(see worksheet 3)

Let's Learn Closer!

Praising

Learn the expression below!

1. Wow, wonderful!
2. Yeah, he is a saint for us.
3. All the thumbs in the world are not enough for him!
4. Her voice is like an angel.
5. That is the most luxury car I've ever seen.

Exercises

What would you say?

1.



2.



3.



Read and Learn

The Last Samurai

Captain Nathan Algren (tom Cruise) is a Civil War veteran who has gone adrift. He's hired by Americans who supply mercenaries to train an army for Japanese emperor (Shichinosuke Nakamura). The emperor wants to move his country into modern world and is faced with a samurai rebellion. The respected samurai troop is lead by Katsumoto (Ken Watanabe).

With Algren leading the untried, inexperienced emperor's army, the two men come face to face in the battle which is easily won by the samurai. Algren is captured and faces death, but is spared by Katsumoto's word. The latter returns to his hostage in tow. In this village, Algren lodged in the house of Taka (Koyuki), the widow of a man he has killed in the battle, and although she complains bitterly to Katsumoto, she maintains a smiling façade in Algren's presence.

It turns out that Katsumoto's intention to keep Algren alive is to know his enemy. At first Algren refuses to talk. But as the long winter drags on, he begins to have a philosophical conversation with Katsumoto.

Katsumoto has pledged his life to defending the dying code of the samurai. Algren finds himself gradually shifting allegiance, away from the mercenaries and toward the samurai. However, his shift is instinctive, not ideological. He bonds with Katsumoto, respect him wants to find respect in his eyes. The movie illustrates the universal military truth that men in battle are motivated not by loyalty to their comrades.

(Taken from C 'n S English Teen Magazine Vol.3)

Write TRUE when the statement is true or FALSE when it is false according to the reading!

- _____ 1. Algren is an American Army who is hired by Japanese emperor.
- _____ 2. In the village, Algren lives in Taka's house.

- _____ 3. The king of Japan is Shichinosuke Nakamurai.
- _____ 4. Algren sells many weapons to Katsumoto.
- _____ 5. Katsumoto is a samurai trop leader.

Homework

You have to write a synopsis of one movie for your school magazine. Search the information about the movie. You have to choose one of new movies. Don't forget to write about the reasons why you choose the film! Write a good composition at least 100 words.



WESPAK
STARRY STARRY NIGHT
JUSI GRAMIN

Starry, starry night
Paint your palette blue and gray
Look out on a summer's day
With eyes, that know the darkness in my soul
Shadows on the hills
Sketch the trees and daffodils
Catch the breeze and the winter chills
In colours on the snowy linen land

Reff:

Now I understand
What you tried to say to me
And how you suffered for your sanity
And how you tried to set them free
They would not listen
They did not know how
Perhaps they'll listen now

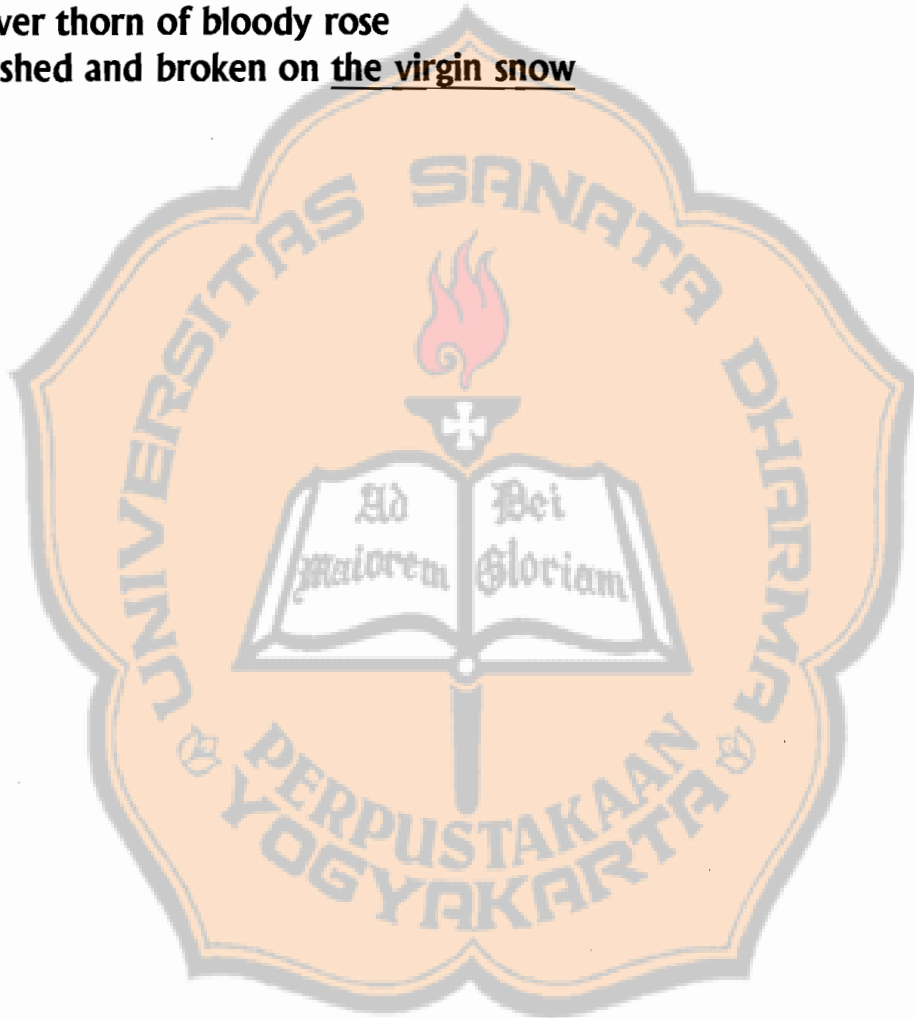
Starry, starry night
Flaming flowers that brightly blaze
Swirling clouds and violet haze
Reflect in Vincent's eyes of china blue
Colours changing hue
Morning fields of amber grain
Weathered faces lined in pain
Are soothed beneath the artists' loving hand. Reff

For they could not love you

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

But still your love was true
And when no hope was left inside
On that starry, starry night
You took your life as lovers often do
But I could have told you Vincent
This world was never meant for one as beautiful as you

Like the strangers that you've met
The ragged men in ragged clothes
The silver thorn of bloody rose
Lie crushed and broken on the virgin snow



Unit 4
HOLIDAY
 (PERSUADING)

Warming Up



(Taken from National Geographic Traveler. November/December 1991)

Have you ever heard about the grandest tour on the luxurious ship? How is your feeling if you have a chance to have tour on that ship?

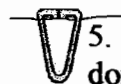
Read and Learn

Save the best for the last

Here are a couple of pointers on saving money:



1. Get to know your spending style. For a week or two keep track of what you use your money for. By doing this you get an idea of how you usually spend your money.



5. Home theater? You bet! Why don't you bring the theater home? Invite some friends, rent some movies, pop some corn in the kitchen and get some bottles of soft drink.....voila!

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI



2. List your basic needs like money for bus, lunch and other necessities. Other not so important things should be put as lower priorities.



6. It's great to have your own collection of books. But these things cost a lot. Arrange for one friend to buy the next book in the series. Then you can hang out at your friend's house and share the magazines and the books.



3. Put aside some money for saving at the beginning. Then divide the rest.



7. Consider low cost dating. You can go jogging or baking together, play basketball or badminton.



4. Plan your spending. If your friends are going to celebrate their birthdays next month and you want to give them a present, then you can do without going to cinema or eating out for a month.

Match the statements in column A to the correct number of suggestions according to the reading text above! Put a tick on the correct number of suggestion!

Column A	Column B						
	1	2	3	4	5	6	7
1. You spend your money for the most important needs first.							
2. I make an anniversary card for my parents by myself.							
3. I like to go jogging with my girlfriend							
4. For one week, I identify the way I usually spend my money.							
5. We like to share our music magazine							

Let's Learn Closer!

Persuading

Learn these expressions:

1. Won't you let me on the car, please?
2. Please let me try I think I know how it works.
3. Why don't you try it first?
4. Oh, come on Ted! It's not as bad as that!
5. Can't I persuade you to help me?

Complete these conversations:

A. Customer: Could I try that one please?

Shopkeeper: I'm sorry but we have closed the shop.

Customer:

B. Your friend, Frans, wants to go to the cinema, but you want to go to the theatre.

Frans: It's good film you know, better than the play!

You:.....

Frans: But we went to the theatre last week!

You:.....

Frans: I still think you'd enjoy the film more!

You:.....

Frans: All right then. Hey, look! Last performance on Friday 17th. But it's the 18th today.

Relaxation

Listen to the song and do the exercise! (See worksheet 4)

Someone says his opinion that Josh Groban, in *Remember When It Rained*, tries to persuade someone he loves not to forget their sweet memories. Do you agree? Why?

Write your answer in a sheet of paper!

Homework

Write a composition on the most interesting travel you ever had!

Remember When It Rained
Josh Groban

Wash away the thought inside
That keep my mind away from you
No more love no more pride
And thoughts are all I have to do

Reff:

Remember when it rained
I felt the ground and looked up high and called your name
Remember when it rained
In the darkness I remain

Tears of hope run down my skin
Tears for you that will not dry
They magnify the one within
And let the outside slowly die. Reff

Running down.....

Unit 5
TRAVELLING
(Requesting)

Warming Up



Where did you ever travel? Is it fun? What did you do to prepare the journey? Did you need much equipment? Where did you get all the stuffs?

Get Fun

Make a group of three and share what you have written on your homework. When one student tells his/her story, the others can ask some questions.

Let's Learn Closer!

Requesting

Learn the expression below:

1. Could you wrap it for me, please?
2. Excuse me. Do you think you could move back a little, please?
3. Could you tell me who she is?
4. If you could do it for me I'd be very grateful.
5. Could I ask you to take that stuff for me?

Exercises:

You plan to go to camping in Merbabu Mountain for a week. You need to prepare your stuffs. You go to a mountaineering shop and buy some supplies. Make a short conversation when you are in the shop.



Read and Learn

Hidden Pearls in South Bandung

By: Dedy Rumawan

Bored? Exhausted? Tired? Leave the hustle and bustle of the big city for a while and head for the tranquil area of South Bandung where you can relax, breathe fresh air and enjoy a stunning view. Not many non-Bandung dwellers are familiar with this exotic area since it is quite far from downtown Bandung. They usually prefer North Bandung which more reachable. However, those who have been to South Bandung say that this refreshing place is a hidden pearl with thousands of enchantments. Let me show you some attractive sites in South Bandung.

Amazing Resort Situ Patenggang

The attraction offered at Situ Patenggang is the mountain range covered with tea plantations and gorgeous lake. Fishing, water cycling, observing wildlife and trekking are the most common activities.

Kawah Putih

This place offers the natural beauty and the uniqueness of Kawah Putih Lake. The uniqueness of this lake lies in the color of its water which change s frequently to white, apple green, and brown.

Ranca Upas

This site was developed especially for camping. However, visitors who are not interested in camping can do wildlife research, photo hunting, bird watching, and hot water bathing.

To reach these tourist resorts, you can use public transportation. From Leuwipanjang bus station, take the public car to Ciwidey. Then tale another public car passing through the resorts. However, it is recommended that you drive your own car or hire one if you intend to visit several sites in South Bandung.

(Summarize from C' n S English Teen Magazine Vol. 2No. 10)

Broken Vow

Tell me his name

I want to know

The way he looks

And where you go

I need to see his face

I need to understand

Why you and I come to an end

Tell me again

I want to hear

Who broke my faith in all these
years

Who lays with you at night

While I'm here all alone

Remembering when I was your
own

Reff.

I let you go

I let you fly

Why do I keep on asking why

I let you go

Now that I found

A way to keep somehow

More than a broken vow

Tell me the words I never said

Show me the tears you never
shed

Give me the touch

The one you promised to be
mine

Or has it vanished for all time.

Reff.

I close my eyes

And dream of you and I

And then I realize

There's more to love than only
Bitterness and lies

I close eyes

I'd give away my soul

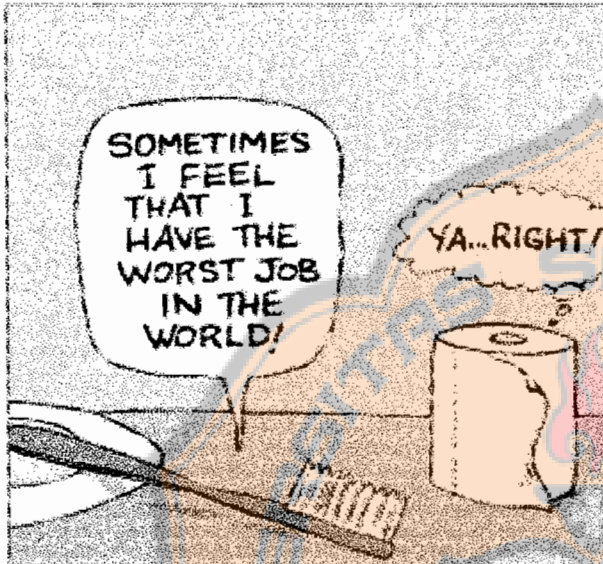
To hold you once again

And never let this promised
end

Unit 6
JOBS

(Seeking information)

Warming Up



Have you ever had the same feeling as a toothbrush?

Read and Learn

The Editor's World

So, do you like reading magazines? If you do, you might want to know who makes the articles enjoyable to read. That's the editor. But that's not all. To give you a better idea of the work of the editor, we have interviewed Witri Wijanarko from cosmoGIRL! Read on!

'Actually I prefer the title journalist to editor, because we don't have any editors in cosmoGIRL at the moment.' Witri explains at the beginning of the interview. But basically, she continues, the workload of an editor is not very different from that of the journalist. The difference between them is that the main responsibility of a journalist is to write an article while an editor main responsibility is to edit the article and make it interesting to read.

Although the main job of an editor is editing articles, according to Witri, sometimes editors can cover an event and also write the report about the event. As far the career path, generally, the editors start as reporters. After they get the hang reporting, their superior may give bigger responsibilities by assigning them one or more regular columns. If everything goes well, the next step is becoming an editor who is responsible for several columns.

An editor doesn't necessarily have to have a degree in journalism. However, it will be advantageous to have attended informal courses, which can be useful doing an editor's job. Such courses are courses in journalism, photography, English, etc.

Answer the questions below!

1. Who is Witri?
2. What is the main difference between an editor and a journalist?
3. Can an editor write a report? Why?
4. Is it necessary to have a degree in journalism to be an editor?
5. Do you think the editor needs to learn English? Why? Give an example!

Let's Learn Closer!

Seeking information

Learn the expression below!

1. Do you have a part-time job?
2. How do you like your work?
3. How much money do you make?
4. What are common occupations in your country?
5. What do you do?

Exercise:

Which of the following benefits is the most important to you in a job and why?

- High salary
- Good working conditions
- Co-workers you like
- Little or no overtime
- The opportunity for travel
- Good opportunities for advancement
- Flexible working hours

**Get Fun**

Pre-activity: The students think their desired job for their future. Then, they will make an interview to seek information about their friend's job next to them. For example, student A will interview student B (who is next to him/her) and student B will interview student A.

Case: You are a reporter and you want to write your friend's job.

Time: Every student has 5 minutes to interview.

Post-activity: Make a group of 8 students. Every student reports the result of the interview.

Relaxation

Listen to the song carefully!

Homework

What do you think of the singer's job? Why does he say, "Let me fall." ?

Write down your answer on a piece of paper with the evidences in the lyric.



Let Me Fall
Let Me Fall
Josh Groban
Josh Groban

Worksheet 6

Let me fall
Let me climb
There's a moment when fear and dreams must collide

Reff:
Someone I am
Is waiting for courage
The one I wait
The one I will become
Will catch me

So let me fall if I must fall
I won't heed your warnings
I won't hear them

Let me fall
If I fall
Though the phoenix may or may not rise
I will dance so freely
Holding on to no one
You can hold me only
If you too will fall
Away from all these
Useless fears and chains. Reff.

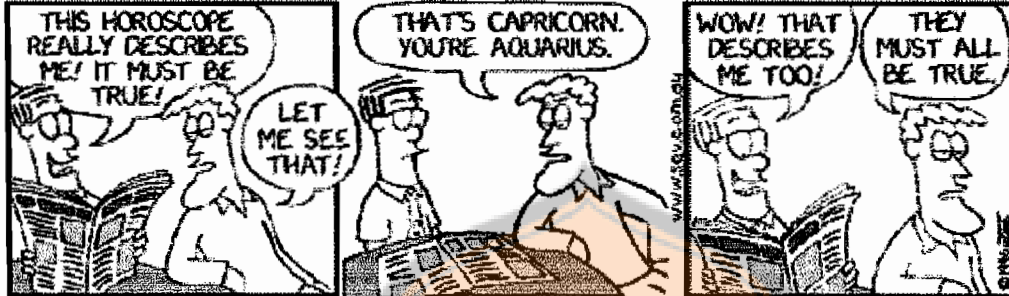
Let me fall if I fall
There's no reason
To miss this one chance
This perfect moment
Just let me fall

Unit 7

HOROSCOPE

(Giving Suggestion)

Warming Up



What is your comment of it?

Read and Learn



Starscope: In the period when star shines brightly on you, why don't you go out and get closer at the world.
Starbucks: You need always to consult your organizer to recheck whether the stuff is in your list.
Starstruck: You have plenty time to decide your choices.



Starscope: Despite the good stuff, you've been having, you're feeling kind a low. Cheer up! Share it with your pals. You know you can count on them
Starbucks: You're still doing well in this department. Right on! Nothing is in your way when you mean business.
Starstruck: Your heartthrob is in need of your support. Your optimism and continuous attention will boost the spirit.



Starscope: You've managed to eat the right stuff to keep you up and kicking. If there's something you haven't done successfully, it's working out. So, start now!
Starbucks: It has been a rough year, but you know what to do to have a brighter shade of green on you.
Starstruck: You've found out that your hopes on that special someone have gone up in the air



Starscope: You've been thinking about going for a new environment. And the very opportunity to experience new stuff in coming your way! Are you up to it?
Starbucks: You've amazed your pals. Now they are turning to you for coming gigs.
Starstruck: Pals aren't the only ones astonished by you. You've kept Cupid busy shooting arrows all around



Starscope: Learn your lesson from your last resolutions. Instead of setting supreme goals and being chatty about them, Just take it easy and do one at the time.
Starbucks: A rain of bucks is coming on your way. But no sitting back or relaxing yet.
Starstruck: You think you don't really have time for this. But hey, a little bit of love can really spice up your life!



Starscope: You're loaded with tons of activities, but now you're getting the hang of it. Keep up the spirit.
Starbucks: Family comes first, the expenses you're making during this moth are for that purpose only
Starstruck: In this last week of this moth you'll be wondering why you could ever have been so jealous of someone.



Starscope: You wanna start over with a clean state. Last year was not so bad. Open your mind!
Starbucks: You promise yourself you're gonna be extra careful this time. You know that opportunity doesn't knock on your door twice.
Starstruck: You are so proud of your partner.



Starscope: Your-end-of-year trip didn't really do you any good. Lighten up!
Starbucks: Enough with the splurge and start with the thrift
Starstruck: You're losing the excitement you used to feel being with your girl. Spending time away from each other may do you good.



Starscope: There is so little time yet so many things to do. If you keep stalling for time you won't get the stuff done in time.
Starbucks: Being good to others really pays off. When you are down this period they gladly offer you a hand.
Starstruck: The old sparks are coming back to you. The one you haven't met for some time will surprisingly capture your heart



Starscope: There are always ups and downs in the life. Be ready for some surprises.
Starbucks: You need to really make a good plan to manage your cashflow.
Starstruck: You've shared all the things, good and bad, with your partner. This brings you two closer than ever.



Starscope: You are more than ready to work on the big project that you've planned for quite some time now. Roll the ball!
Starbucks: You have decided to be stern about your cashflow, although you can effort a little splurge here and there.
Starstruck: You're falling for a new person who's been having an eye on you. Why worry?



Starscope: You are fully recharged with the enegy to roar this whole year. Go have a blast!
Starbucks: The sweat you've lost is not really compensated by what you get. Let it go!
Starstruck: You find out that having no girl or boyfriend is not all that bad.

Taken from C'nS vol.3 no.21

Discussion: In pairs, talk about the horoscope above, don't you believe it?

Share with you partner about the fortune telling of your horoscope!

Give a comment and a suggestion for your partner!

Let's Learn Closer!

Giving Suggestion

Learn the expressions below:

1. You could leave it here and come with me to the nearest town.
2. I know! Let's go to the seaside.
3. Well, perhaps you'd care to outline your requirements?
4. Why don't you take the opportunity, then?
5. I suggest you apologise to him.

Exercises:

What would you say?

1. You have been out with your friend. You're returning with him to his house.
However, he lost his key.
2. Your teacher has come to the class. When he is ready to teach, his mobile phone rings.

3. Your friend looks sad because her boyfriend has to go abroad.
4. Your brother wants to buy a toy, but you don't have any money.
5. Your classmate looks sick.

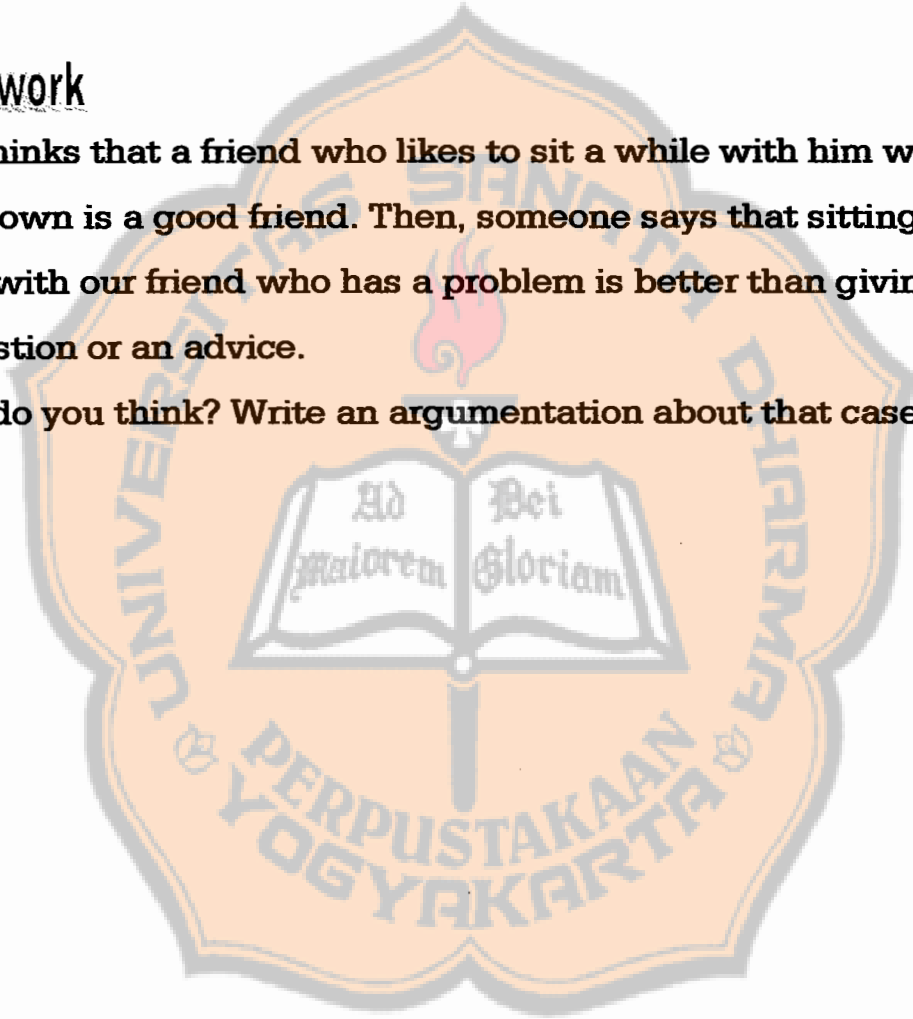
Relaxation

Listen to the song and fill in the blank!

Homework

Josh thinks that a friend who likes to sit a while with him when he is down is a good friend. Then, someone says that sitting for a while with our friend who has a problem is better than giving a suggestion or an advice.

What do you think? Write an argumentation about that case!

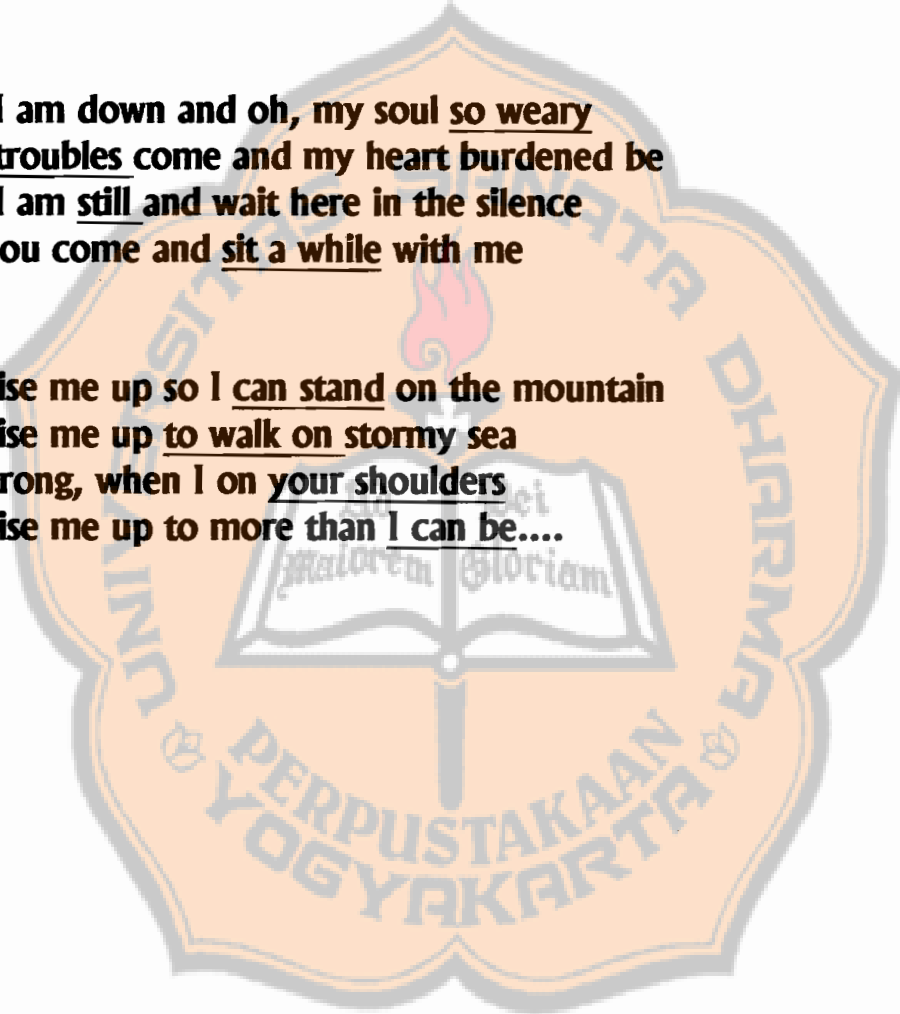


YOU RAISE ME UP
YOU RAISE ME UP

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 a while with me

Reff

You raise me up so I can stand on the mountain
You raise me up to walk on stormy sea
I am strong, when I on your shoulders
You raise me up to more than I can be....



News (Seeking information)

Warming Up

Chinese Money

PEOPLE NEVER THOUGHT OF USING PAPER FOR MONEY. THE FIRST BANK NOTES WERE MADE IN CHINA IN 7TH CENTURY. WHEN MOST COUNTRIES STILL PUT THEIR TRUST IN METAL COINS SUCH AS GOLD OR SILVER, CHINESE HAS BEEN USING PAPER MONEY AS A LEGAL PAYMENT SINCE THE REIGN OF EMPEROR HIEN TSUNG (806-821). THE IDEA OF USING PAPER WAS ALSO TRIGGERED BY THE SHORTAGE OF COOPER TO MAKE COINS

WHAT IS THE INFORMATION WRITTEN IN THE TEXT?

Get Fun

Yes/ No Game

Preparation:

One seat as the hot seat

Procedures:

Nominate one student to be in the hot seat, slightly apart from the rest of the students. The rest of the group must think of questions to ask the student in the hot seat. They can seek anything they want to know. The only rule is that the students in the hot seat must answer the question without using the words "yes" or "no". Also ban "yeah" head nod and shakes! For example a student asks, "Are you wearing jeans today?" The student in the hot seat could reply, "I am" or "you can see that they're jeans!"

(www.teachingenglish.org.uk)

Let's Learn Closer!

Seeking information

Learn the expressions:

1. Do you know anything about bus tours to Bali?
2. Could you give me any information about the institution?
3. Have you got any ideas about batteries?

4. **I wonder if you could let me know the problem in this class?**
5. **Are you aware of the wrong rules?**

Exercises:

What do you say in these situations?

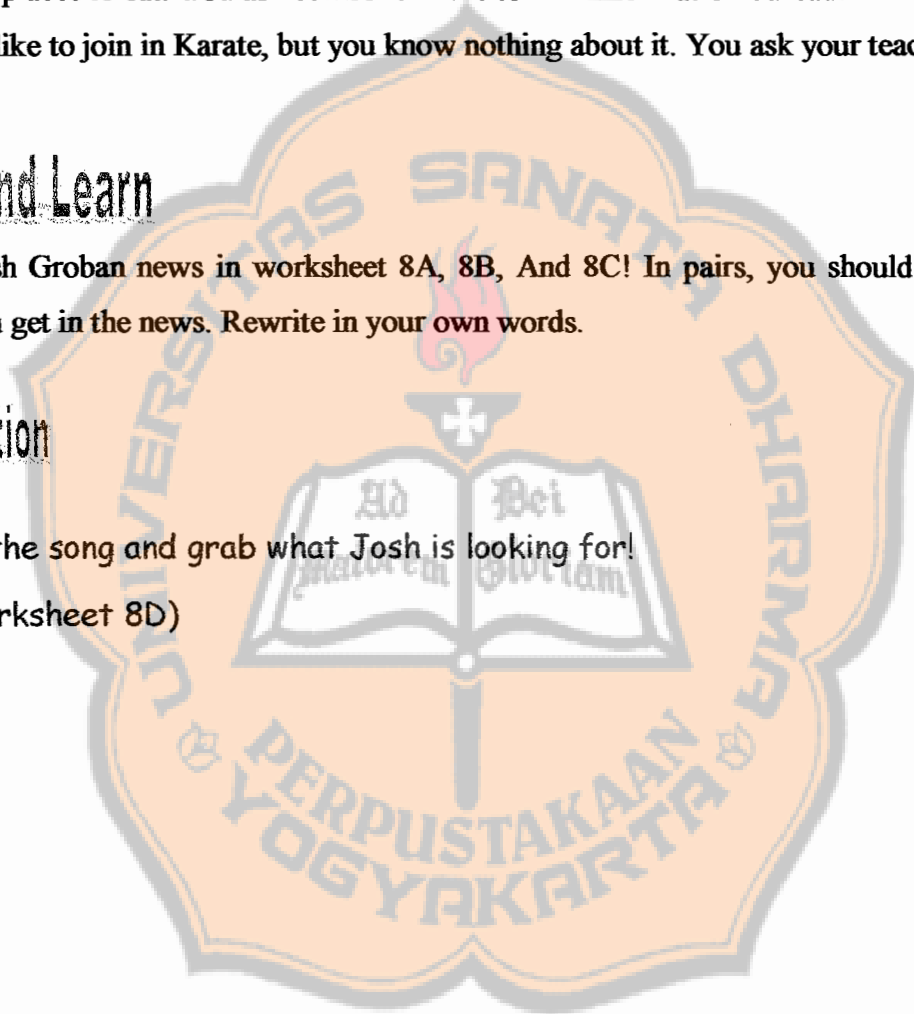
1. You ask a policeman to find out the way from Yogyakarta to Magelang.
2. You are visiting Yogyakarta for the first time. You want some information on good places to eat. You ask someone in the tourist information bureau.
3. You like to join in Karate, but you know nothing about it. You ask your teacher.

Read and Learn

Read Josh Groban news in worksheet 8A, 8B, And 8C! In pairs, you should report what you get in the news. Rewrite in your own words.

Relaxation

Enjoy the song and grab what Josh is looking for!
(see worksheet 8D)



Josh Groban News

Groban's Rock Star Dreams Take Pop-Classical Route

Friday, June 07, 2002

MTV - He's been on Rosie O'Donnell's talk show and "Ally McBeal," twice. He's sung with Celine Dion, the Corrs and teen classical sensation Charlotte Church.

He performed at the closing ceremonies of the Winter Olympics for an audience of 2 billion, and his platinum debut recently broke into the Billboard top 10.

But don't feel bad if the name Josh Groban doesn't immediately ring a bell. It's not like you're going to hear a Neptunes remix of his latest hit. Not yet, anyway.

"Everybody has those dreams of being a rock star when they stand in front of the mirror," the 20-year-old Los Angeles native said of his unlikely ascent to pop stardom. "My parents exposed me to all kinds of music when I was a kid. I had this love of telling a story with music. But when I realized that I could sing I knew I had this kind of voice that was not a grunge-rock voice."

Turns out his voice is better suited to opera, though Groban prefers to call his self-titled CD, released in November, a "pop album with classical influences." With the Richard Marx-penned power ballad "To Where You Are" charting at adult radio, a lush version of the Johann Sebastian Bach wedding staple "Jesu, Joy of Man's Desiring" and a handful of contemporary and classical pieces sung in Italian and Spanish, Groban might be the most unlikely pop star since those chanting Benedictine monks. Certainly the smoldering eyes, the carefully coifed head of curly dark hair and a serious set of pipes haven't hurt.

The graduate of the Los Angeles County High School for the Arts is just as comfortable wrapping that polished, rich voice around the sweeping title theme to "Cinema Paradiso" or a cover of one of his favorite songs from childhood, Don McLean's "Vincent (Starry Starry Night)."

"I knew that I had to use my influences in all those genres and incorporate that into the music I wanted to make," said Groban, who was discovered by Grammy-winning "Popstars" Svengali David Foster after performing at a 1999 inauguration party for California governor Gray Davis. That gig led to Groban's career-making opportunity to fill in for famed Italian tenor Andrea Bocelli when the opera star was unable to rehearse his 1999 Grammy

duet of "The Prayer" with Dion due to a delayed flight. Once Rosie, who was in the audience for the rehearsal, witnessed the singer she would later dub "opera boy" (recently bumped up to Cruise-worthy "cutie patootie" status, he noted), it was on.

"It's hard to find edgy stuff that doesn't sound cheesy in English," Groban said about the challenge of appealing to the Rosie-ites and young, contemporary pop fans while not coming off like a Gen Y Michael Bolton. "And as a new artist there's always outside influences trying to tell you how to make a song better for radio, how to do your hair."

Those attempts at molding him into a more traditional pop star didn't last long. "I realized those things weren't right for me," he said. "I'm not a good enough liar to look comfortable when I'm not. And, while it's always flattering to be compared to someone [like Michael Bolton] who has sold millions of records, he's a rock blues singer, which I'm not. Being compared to Andrea Bocelli is also flattering, but I'm really not going to touch that classical stuff for now."

While everyone was trying to make the well-rounded Groban fit into a square peg, a weird thing happened – his audience found him. He said he's been amazed at the breadth of ages and backgrounds of the thousands who've weighed in on everything Josh at the forums on his Web site. Like him, they listen to everything from System of a Down and Linkin Park to classical pop singer Sarah Brightman and Luciano Pavarotti.

They range from a 58-year old Delaware housewife to a 20-something-male Wal-Mart employee and a skateboarder from rural New York. Recently, a 13-year-old Korean girl from the Philippines, Veronica, waded into the land fans call "Grobania" for the first time. She explained that while she loves hip-hop, she has fallen for Groban's "cute surfer style" and has learned to love opera, even though she used to "easily get headaches from loud opera singers."

Working with the "pop, pop, pop"-leaning Foster clearly helped Groban avoid some of the sticky pitfalls of being a young man in middle-aged diva's game. From reprising the Dion/Bocelli duet on "The Prayer" with Church to hooking up with Rhys Fulber of techno duo Delirium for a pair of ambient pop ballads, Groban's album offers a little something for the entire rainbow coalition of fans posting on his site.

To Where You Are
Josh Groban

Who can say for certain
Maybe you're still here
I feel you all around me
Your memories so clear
Deep in the stillness
I can hear you speak
You're still an inspiration
can it be
That you are mine
Forever love
And you are watching over me
from up above

Reff.
Fly me up to where you are
Beyond the distant star
I wish upon tonight
To see you smile
If only for awhile to know you're
there

A breathe aways not far
To where you are
Are you gently sleeping
Here inside my dream
And isn't faith believing
All power can't be seen
As my heart holds you
Just one beat away
I cherish all you gave me every
day
Cause you are mine
Forever love
Watching me from up above
And I believe
That angels breathe
And that love will live on and
never leave. Reff.

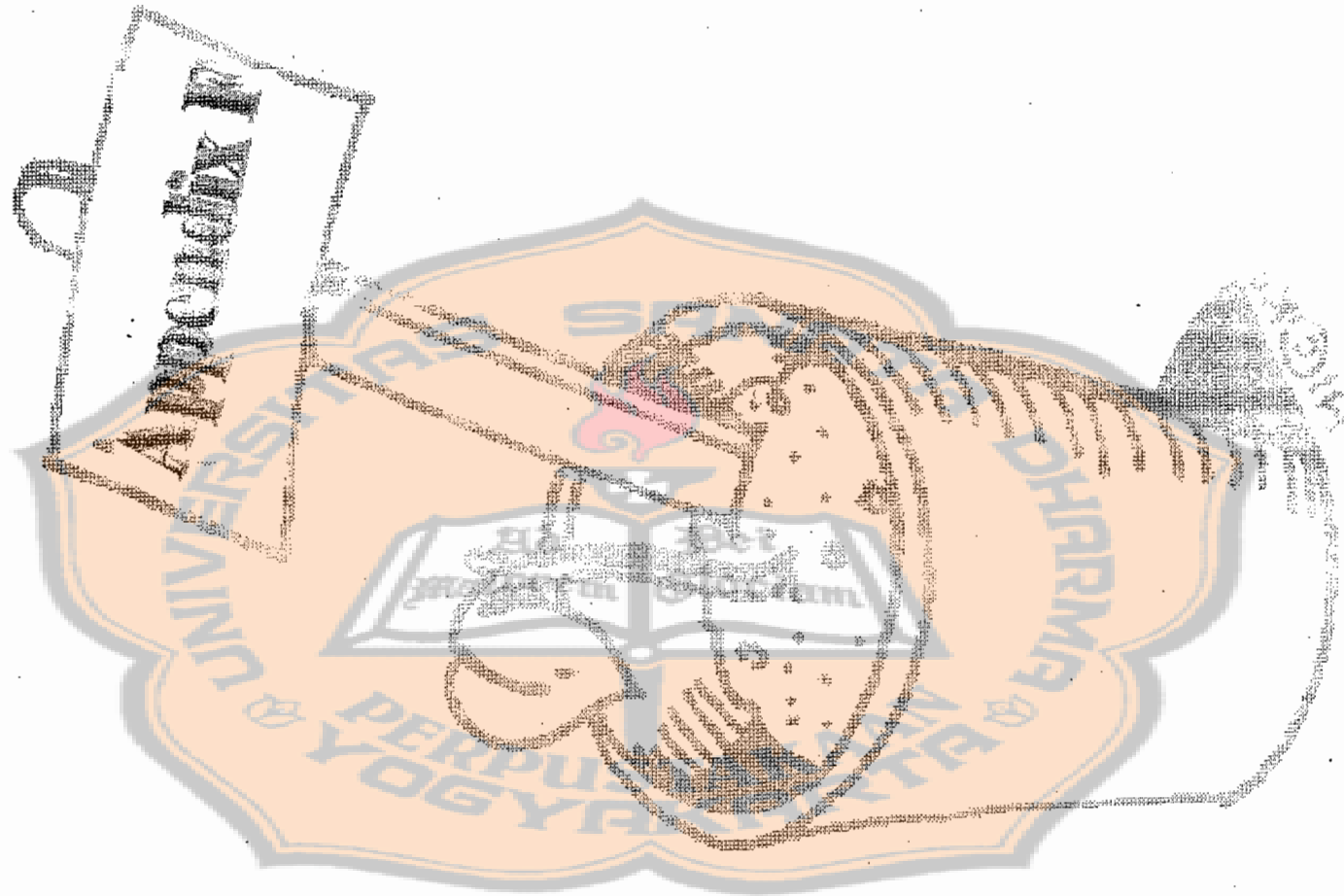
"I was completely shocked when it entered the top 10," Groban said shortly after his ascent. "After the 'Ally McBeal' appearance it was peaking around #41 for a while and I was getting a lot of pats on the back. Then, it trickled back down and I thought, 'Okay, this is where it probably belongs.' I mean, how do I compete with the Pink's and Goo Goo Dolls of the world? Now, to be up there with them is incredible. I guess that shows that there must be an audience for this music."

For now, despite Rosie's nickname, Groban said he will avoid singing opera because it's not where his heart is. "I'm just really interested in pushing the boundaries of what pop music is now



(Taken on April 15th, 2004. www.warnermusic.com.au)

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI




Kelas : XI

Standar Kompetensi : 2. Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog, terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi *hortatory* yang mengarah kepada variasi makna interpersonal.
(Tema disesuaikan dengan jenis teks yang sedang dibahas dan tingkat kemampuan linguistik siswa)

KOMPETENSI DASAR	INDIKATOR	MATERI POKOK
<p>A. Kompetensi Tindak Bahasa (Actional Competence) dalam:</p> <p>2.1 MENDENGARKAN Memahami wacana transaksional dan obrolan yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan, terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi <i>hortatory</i>.</p>	<p>Bereaksi atau merespon dengan benar terhadap tindak tutur:</p> <p>Meminta/memberi pendapat:</p> <ul style="list-style-type: none"> • Mengungkapkan pendapat • Meminta pendapat • Menyetujui pendapat • Tidak menyetujui pendapat • Meluluskan pendapat • Tidak meluluskan pendapat • Menyatakan puas • Menyatakan tidak puas <p>Menyatakan perasaan:</p> <ul style="list-style-type: none"> • love 	<p>Contoh ungkapan RESPON interpersonal (yang mengindikasikan sikap terhadap sebuah isu/berita)</p> <ul style="list-style-type: none"> • I think so too. • I think... I reckon... • Thank you for the approval. • Well, if you say so. • I really appreciate your consent. • I understand your decision. • Thank you, Sir. • What else do you think I should do? • I love you too.

KOMPETENSI DASAR	INDIKATOR	MATERI POKOK
	<ul style="list-style-type: none"> • sadness • pleasure • anxiety • anger • embarrassment • pain • relief • fear • annoyance <p>Merespon wacana monolog berikut:</p> <ul style="list-style-type: none"> • Naratif (orientasi > evaluasi > komplikasi > resolusi > reorientasi) • Deskriptif (identifikasi > deskripsi) • Anekdot (abstrak > orientasi > krisis > reaksi > <i>koda</i>) • eksposisi analitis (tesis > argumen > reiterasi) • eksposisi <i>hortatory</i> sederhana (tesis > argumen > rekomendasi) <p>dengan mendemonstrasikan keterampilan seperti:</p> <ul style="list-style-type: none"> • melengkapi <i>cloze passages</i>. 	<p>Contoh monolog dapat di lihat pada lampiran, dan harus dibaca dengan intonasi yang benar ketika diperdengarkan kepada siswa sebagai bahan listening</p> <ul style="list-style-type: none"> • I can see why you're so sad..., but... • I'm glad you like it • Take it easy • Calm down • I don't think it's a big deal • Oh, you pool thing • good for you • Don't be scared • Sorry about that

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

KOMPETENSI DASAR	INDIKATOR	MATERI POKOK	KOMPETENSI DASAR	INDIKATOR	MATERI POKOK
	<ul style="list-style-type: none"> menebak makna kata dalam konteks menebak isi berdasarkan judul mengidentifikasi <i>key points</i> membuat catatan (<i>note taking</i>) 				Lihat lampiran disertai dengan ciri-ciri dan ungkapan ragam bahasa lisan.
2.2. BERBICARA Mengungkapkan makna yang terkait dengan wacana transaksional yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory.	Melakukan berbagai tindak tutur dalam wacana lisan transaksional/interpersonal seperti: Meminta/memberi informasi/pendapat: <ul style="list-style-type: none"> Mengungkapkan pendapat Meminta pendapat Menyetujui Tidak menyetujui Meluluskan Tidak meluluskan Menyatakan puas Menyatakan tidak puas Menyatakan perasaan: <ul style="list-style-type: none"> <i>love</i> <i>sadness</i> <i>pleasure</i> <i>anxiety</i>, <i>anger</i> <i>embarrassment</i> <i>pain</i> <i>relief</i> <i>fear</i> <i>annoyance</i> 	contoh ungkapan interpersonal <ul style="list-style-type: none"> <i>I reckon...</i> <i>What do you think of...</i> <i>I give you my blessing.</i> <i>Sorry. I have to say "No".</i> <i>I think I can approve that.</i> <i>I regret to announce that...</i> <i>I'm so happy about this.</i> <i>It's difficult to appreciate...</i> <i>I love you...</i> <i>Please leave me alone.</i> <i>Isn't this great?</i> <i>God... What is this?</i> <i>You're such a pain in the neck!</i> <i>I was so embarrassed.</i> <i>Ouch!!!</i> <i>Oh, I'm glad it's done!</i> <i>I'm so scared...</i> <i>I can't take this anymore...</i> 		Melakukan monolog dalam bentuk ceritera sehari-hari terutama yang berbentuk <ul style="list-style-type: none"> naratif deskriptif anekdot (abstrak > orientasi > krisis > reaksi > koda) eksposisi analitis (tesis > argumen > reiterasi) eksposisi hortatory sederhana (tesis > argumen > rekomendasi). dengan menggunakan <ul style="list-style-type: none"> <i>stress pattern</i> dan <i>rhythm</i> bahasa Inggris yang tepat. ucapan yang berterima <i>register</i> yang tepat variasi <i>pitch, tone, pace</i> yang diperlukan tata bahasa dan kosa kata yang berterima untuk bahasa lisan dan topik yang dibicarakan piranti kohesif: penanda waktu, urutan, kontras, tempat, kondisi, sebab, efek, dan tujuan 	
			2.3. MEMBACA Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis yang berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory dengan	Mengidentifikasi makna gagasan (Ideasional) dalam teks <ul style="list-style-type: none"> Main ideas Supporting ideas Details 	Contoh teks ragam tulis dapat di lihat pada lampiran dengan memperhatikan jenis dan susunan kalimat yang digunakan untuk memberikan identifikasi, deskripsi dll.



KOMPETENSI DASAR	INDIKATOR	MATERI POKOK
penekanan pada makna ideasional (gagasan) dan makna tekstual (yang diungkapkan pada susunan kalimat dan teks).	<p>Mengidentifikasi langkah-langkah retorika (interpersonal) di dalam wacana-wacana berikut ini:</p> <ul style="list-style-type: none"> • naratif (orientasi > evaluasi > komplikasi > resolusi > reorientasi) • deskriptif (identifikasi > deskripsi) • anekdot (abstrak > orientasi > krisis > reaksi > coda) • eksposisi analitis (tesis > argumen > reiterasi) • eksposisi hortatory sederhana (tesis > argumen > rekomendasi). <p>Membaca nyaring secara bermakna wacana berikut:</p> <ul style="list-style-type: none"> • naratif • deskriptif (identifikasi dan deskripsi) • anekdot (abstrak, orientasi, krisis, reaksi dan coda) • eksposisi analitis (tesis, argumen, reiterasi) • eksposisi hortatory sederhana (tesis, argumen, rekomendasi). 	

KOMPETENSI DASAR	INDIKATOR	MATERI POKOK
2.4. MENULIS Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory sederhana dengan penekanan pada makna ideasional dan makna tekstual.	<p>Menulis berbagai teks untuk komunikasi sehari-hari seperti pesan e-mail (<i>joint construction</i>), pengumuman dll.</p> <p>Mendemonstrasikan keterampilan dasar:</p> <ul style="list-style-type: none"> • Menggunakan tata bahasa, tanda baca, ejaan dan tanda tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Menggunakan register yang tepat • Membuat <i>draft</i>, merevisi, menyunting <p>Menghasilkan teks-teks berbentuk:</p> <ul style="list-style-type: none"> • naratif (orientasi > evaluasi > komplikasi > resolusi > reorientasi) • factual recount (orientasi > kejadian > orientasi) • deskriptif (identifikasi > deskripsi) • Anekdot (abstrak > orientasi > krisis > reaksi > coda) • eksposisi analitis (tesis > argumen > reiterasi) • eksposisi hortatory sederhana (tesis > argumen > rekomendasi). 	<p>Contoh ciri-ciri realisasi linguistik Naratif / personal recount:</p> <ul style="list-style-type: none"> • <i>Adjectives, adjectival phrases and adjectival clauses</i> • <i>Adverbs and averbials</i> • <i>Connectors dealing with time, sequences</i> • <i>Direct and indirect speeches</i> • <i>Nouns, noun phrases and noun clauses</i> • <i>Pronouns</i> • <i>Tenses: a range of tenses</i> • <i>Verbs and verb phrases</i> <p>Exposisi:</p> <ul style="list-style-type: none"> • <i>Connectors dealing with reason, cause and effect, condition, choice</i> • <i>Modal auxiliaries</i> • <i>The Passive voice</i> • <i>The Simple present tense</i> • <i>Verbs and verb phrases</i>