DESIGNING A SET OF ENGLISH SPEAKING MATERIALS FOR THE EXTRACURRICULAR ACTIVITIES USING COOPERATIVE LEARNING ACTIVITIES FOR 6TH GRADE STUDENTS OF SD PERCOBAAN 3 PAKEM

A THESIS

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

By
ARDITA YULIA SAFITRI
Student Number: 041214134

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2010
DESIGNING A SET OF ENGLISH SPEAKING MATERIALS
FOR THE EXTRACURRICULAR ACTIVITIES USING
COOPERATIVE LEARNING ACTIVITIES FOR 6TH GRADE
STUDENTS OF SD PERCOBAAN 3 PAKEM

A THESIS

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

By
ARDITA YULIA SAFITRI
Student Number: 041214134

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2010
A Thesis on

DESIGNING A SET OF ENGLISH SPEAKING MATERIALS FOR THE EXTRACURRICULAR ACTIVITIES USING COOPERATIVE LEARNING ACTIVITIES FOR 6TH GRADE STUDENTS OF SD PERCOBAAN 3 PAKEM

By:
Ardita Yulia Safitri
Student Number: 041214134

Approved by
Drs. Y.B. Gunawan, M.A.
Sponsor

22 April 2010
A Thesis on

DESIGNING A SET OF ENGLISH SPEAKING MATERIALS FOR THE EXTRACURRICULAR ACTIVITIES USING COOPERATIVE LEARNING ACTIVITIES FOR 6TH GRADE STUDENTS OF SD PERCOBAAN 3 PAKEM

By:
Ardita Yulia Safitri
Student Number: 041214134

Defended before the Board of Examiners on 4 May 2010 and Declared Acceptable

Board of Examiners
Chairperson: C. Tutyandari, S.Pd., M.Pd.
Secretary: Made Frida Yulia, S.Pd., M.Pd.
Member: Dr. Y.B. Gunawan, S.Pd., M.A.
Member: Ag. Hardi Praseyo, S.Pd., M.A.
Member: V. Triprihatmini, S.Pd., M.Hum., M.A.

Yogyakarta, 4 May 2010
Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Drs. Tarsiastus Sarkim, M.Ed., Ph.D.
I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 22 April 2010

The Writer

Ardita Yulia Safitri
011214134
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Ardita Yulia Safitri
Nomor Mahasiswa : 0412141334

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

DESIGNING A SET OF ENGLISH SPEAKING MATERIALS FOR THE EXTRACURRICULAR ACTIVITIES USING COOPERATIVE LEARNING ACTIVITIES FOR 6TH GRADE STUDENTS OF SD PERCobaan 3 PAKEM

beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal : 22 April 2010

Yang menyatakan

( Ardita Yulia Safitri )
Because You Loved Me  
Artist: Celine Dion

For all those times you stood by me 
For all the truth that you made me see 
For all the joy you brought to my life 
For all the wrong that you made right 
For every dream you made come true 
For all the love I found in you 
I’ll be forever thankful baby 
You’re the one who held me up 
Never let me fall 
You’re the one who saw me through it all 
You were my strength when I was weak 
You were my voice when I couldn’t speak 
You were my eyes when I couldn’t see 
You saw the best there was in me 
Lifted me up when I couldn’t reach 
You gave me faith ’coz you believed 
I’m everything I am 
Because you loved me 
You gave me wings and made me fly 
You touched my hand I could touch the sky 
I lost my faith, you gave it back to me 
You said no star was out of reach 
You stood by me and I stood tall 
I had your love I had it all 
I’m grateful for each day you gave me 
Maybe I don’t know that much 
But I know this much is true 
I was blessed because I was loved by you 
You were always there for me 
The tender wind that carried me 
A light in the dark shining your love into my life 
You’ve been my inspiration 
Through the lies you were the truth 
My world is a better place because of you 
I’m everything I am 
Because you loved me

I dedicate this to my late father (H. Handoko Hartadi), my late mother (Dra. Hj. Dwiningsih), my brother’s small family (Mas Aji, Mbak Uniek, Reva and Neza), My sister and her husband (Mbak Rani and Mas Zainal), the big family of Sosrowiharjo and Mangundimejo, My true love and all my friends.
ACKNOWLEDGEMENTS

It would be wonderful opportunity for me to express my deepest gratitude to all those who have supported and facilitated me in accomplishing this thesis. First of all I would like to convey my greatest gratitude to Allah SWT. Due to His marvelous grace and guidance I was finally able to finish writing my thesis. Nevertheless, I am fully aware that I would not be able to complete this thesis without the help of others. In the process of writing this thesis, I had received enormous assistance and support from many people to whom I am obliged to express my gratitude.

I would like to sincerely thank to my sponsor Drs. J. B. Gunawan, M.A. who helped, guided and encouraged me by giving suggestions, corrections, criticisms, support and beneficial advice for my thesis. I thank him for giving me the chance to learn more.

I would like to say my deepest gratitude to my late parents, Bapak H. Handoko Hartadi and Bunda Hj. Dwiningsih thank for struggling very hard and always give their best for me so I can reach all my dreams. For my brother’s family, Mas Aji, Mbak Uniek, Reva and Neza and also Mbak Rani and Mas Zainal thank for the financial backing, everlasting support and love. All Partowiyono’s clan, thank for being such good parents and family after my parents died. The Sosrowiharjo and Mangundimejo, I am so lucky and proud to be part of these families. I thank God for sending me these amazing and lovely families. Thank for taking care, loving and protecting me all this time.

My deepest gratitude goes to Ibu Dra. Hj. Sudariatun, the principal of SD Percobaan 3 Pakem. All the 6th grade students of SD Percobaan 3 Pakem and also Pak
Bambang and Miss Wuri, who have given me chance and helps in conducting the research there.

Next, my gratitude goes to Miss Yuseva, Miss. Ken and also Mr. Andre for giving me opinions and suggestion to my designed materials. It is very useful to improve the materials. I also want to thank all the lecturers in English Language Education Study Program. I appreciate their guidance during my study here. I would also like to acknowledge all secretariat staff members, especially Mbak Danik and Mbak Tari. They have helped me with the administrative matters.

My gratitude also goes to all Carousel Production friends (Linda, Valen, Pepny, Mayora, Ayu, Etsa, Agnes, Esti, Mary, Ronny, Hebi, Rikko, Dikka and Seno), thank for all the experience that we shared during our study in English Language Study Program. My friends in KKN (Ci’ Ang, Aline, Martha, Nanda, Sempal, Steven, Tody, Yudi, Mita), thank for the unforgettable moments that we shared. For all my friend in PBI especially from 2004 thank for the very nice friendship. Every moment we share will be unforgettable.

Deeply from my heart I want to address my gratitude to my best friends (Retno, Maya and Tami) who are willing to give their time to share laugh, tears and to support one another. Thank to Dee, Erlin, Idjoel, Rangga, Udin, Hendra, Hadi, Sasi, and Ruri. Thank for being such very good friends these last twelve years in my life, thank for the unconditional friendship, support and help.

I also thanks to Dicky Maulana, for letting me use his computer and printer, he saves my life in the last minutes. Mas Rahmadi Wibowo, thank for being such a good brother, bestfriend, and supporter. Thank for sharing, mentoring and also for always
making me laugh when I am down. **Dimas Budi** for all the great stories that he shares to me. **Mas Koko Iryanto**, thank for being such a very nice brother and supporter, he lifts me up when I am down, his advice really works on me. He knows exactly how to encourage me. Next for **Rafael Ari Purnomo/ Bowo**, thank for being such a good listener and supporter for me.

At last but not the least, I would like to say thank to **Daru Herdito**. Thank for always giving me support, endless love, affection, encouragement, happiness, tears, laughter, and wonderful moments. I thank him for the patience and companion during the completion of my thesis and also in facing troubles between us. Thanks for always wipping my tears and trying to make me smile, thanks for being by my side during my hard times. I also thank to his family for the warmth and friendliness when I am at their home and for always keep asking me about the progress of my thesis.

Finally, I would like to say thank to everyone who helps me during the process of finishing my thesis.

Ardita Yulia Safitri
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xv</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>xvii</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>4</td>
</tr>
<tr>
<td>C. Problem Limitation</td>
<td>5</td>
</tr>
<tr>
<td>D. Research Objectives</td>
<td>5</td>
</tr>
<tr>
<td>E. Research Benefits</td>
<td>6</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>7</td>
</tr>
</tbody>
</table>
CHAPTER II. REVIEW OF RELATED LITERATURE  

A. Theoretical Description

1. Instructional Design Model
   a. Kemp’s Instructional Material Design Model
   b. Yalden’s Instructional Material Design Model

2. Teaching of Speaking
   a. Nature of Speaking
   b. Principles of Teaching Speaking
   c. Speaking Activities

3. Theories of Cooperative Learning
   a. Background
   b. The Nature of Cooperative Learning
   c. The Roles of Teachers, Learners and Materials in Cooperative Learning
   d. Types of Teaching & Learning Activities in Cooperative Classroom
   e. Relationship Between Cooperative Learning & CLT
   f. Teaching Speaking Based on Cooperative Learning

4. Syllabus

B. Theoretical Framework

CHAPTER III. METHODOLOGY

A. Research Method
B. Research Participants

C. Research Instruments

D. Data Gathering Technique

E. Data Analysis Technique

F. Research Procedure

CHAPTER IV. RESULT AND DISCUSSIONS

A. Elaboration of steps in designing the materials

B. Result of Survey Research

1. Results of the Needs Analysis

2. Result of the Survey on the Designed Materials

C. Discussions

D. Presentation of the designed Materials

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

B. Suggestions
LIST OF FIGURES

1. Kemp’s model..............................................................16
2. Yalden’s model............................................................17
3. Writer’s steps...............................................................45
4. Similarities between the writer’s model and R & D......54
LIST OF TABLES

1. Classification on each step.............................................................18
2. Respondents of the survey structure.............................................51
3. Data analysis technique.................................................................55
4. Basic competence.........................................................................60
5. Learning indicators.......................................................................62
6. Data respondent............................................................................73
7. Result on data analysis technique................................................73
ABSTRACT

Safitri, Ardita Yulia. Designing a Set of English Instructional Materials for the Extracurricular Activities using Cooperative Learning Activities for 6th Grade Students of SD Percobaan 3 Pakem. English Language Education Study Program. Sanata Dharma University, Yogyakarta

In these recent years, International schools growing rapidly in Indonesia. As one of RSDBI (International Based Elementary School) elementary school, SD Percobaan 3 Pakem prepares their students to be able to speak English fluently. The 6th grade students are prepared to enrol SBI (International Based School) junior highschool. The school holds English club to facilitate the students to practice and improve their speaking ability so that they can speak English fluently. This English club does not have materials that are suitable for the club. They took the materials from an English course in Jogja which are not appropriate for the students in the club because the materials are for adult learners. It was an opportunity to help them. This study is attempted to design a Set of English instructional materials for the extracurricular activities using the Principles of Cooperative Learning for 6th grade students of SD Percobaan 3 Pakem.

The purpose of designing the materials in this study was to help the club to provide the materials for the English club students and also to improve the speaking ability of the club’s students.

This study was aimed at answering two research question (1) how is a set of English instructional speaking materials for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem designed? and (2) how does the designed of a set of English instructional speaking material for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem look like?

In answering the first question the writer combined the instructional models from Kemp and Yalden to determine the step in designing the materials. There were seven step conducted in this study. Those steps were (1) needs analysis, (2) stating goals, topics and general purpose, (3) stating learning objectives, (4) selecting the syllabus type, (5) listing the subject content, (6) selecting teaching learning activities, (7) evaluation.

The answer of the second question was the presentation of design materials. The materials consisted of eight units. The activities of each unit were divided into five activities called subject content. The subject contents were Exploration, Let’s Talk, Language Focus, Practice and Have Fun.

The methodology used in this study was R & D. There were two kinds of survey conducted in this study. The first survey was needs analysis. It aimed to identify the students need and the students study background in order to design suitable materials. The second survey was a survey toward the design materials. The survey was conducted by distributing questionnaire to English lecturer, English teachers and also English instructors to evaluate the materials. The survey also aimed to get suggestions from the respondents in order to revise and improve the materials.
The result of the survey showed that the designed materials were accepted. It can be seen from the average points of agreements of the respondents’. The average point was 4.2 from the scale 5.

Due to the limited time, the writer did not implement the materials that had been made, so writer suggested for other researchers to implement the materials and find out whether the materials is suitable or not.
ABSTRAK


Tujuan dari pembuatan materi dalam studi ini adalah untuk membantu mempersiapkan materi untuk siswa ekstrakurikuler dan untuk meningkatkan kemampuan berbicara bahasa inggris peserta ekstrakurikuler. Studi ini bertujuan untuk menjawab pertanyaan penelitian 1) bagaimana materi speaking untuk kegiatan ekstrakurikuler siswa kelas 6 SD percobaan 3 Pakem disusun?, 2) seperti apakah materi pembelajaran speaking untuk siswa kelas 6 tersebut?

Untuk menjawab pertanyaan pertama penulis menggabungkan model pembelajaran Kemp dan Yalden untuk menentukan langkah-langkah dalam menyusun materi. Ada tujuh langkah yang dilakukan dalam studi ini. Langkah tersebut yaitu 1) analisis kebutuhan, 2) menentukan sasaran dan tujuan umum, 3) menentukan tujuan pembelajaran, 4) menentukan tipe silabus, 5) menyelesaikan materi, 6) menentukan aktivitas pembelajaran, 7) evaluasi.


Metode yang digunakan dalam studi ini adalah R & D. ada dua macam survey yang dilakukan dalam studi ini. Survey yang pertama adalah studi untuk mengetahui kebutuhan siswa. Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan dan latar belakang siswa agar dapat menyusun materi yang sesuai dengan siswa. Survey yang kedua berhubungan dengan materi yang sudah dibuat. Survey ini dilakukan dengan cara membagikan kuisiner kepada dosen dan guru bahasa inggris untuk mengevaluasi materi. Tujuan dari survey ini adalah untuk
mendapatkan masukan dari responden yang nantinya digunakan untuk memperbaiki dan meningkatkan materi.

Hasil survey menunjukkan bahwa materi yang dibuat dapat diterima. Hal ini bisa dilihat dari hasil angka yang diperoleh yaitu 4,2 dari total 5.

Karena keterbatasan waktu penulis tidak dapat mengimplementasikan materi yang sudah dibuat untuk itu penulis menyarankan kepada peneliti lain untuk dapat mengimplementasikan materi untuk mengetahui apakah materi tersebut sudah sesuai atau belum.
CHAPTER I
INTRODUCTION

This chapter explains the background of this research, problem identification, problem formulation, problem limitation, research objectives and research benefits as well as the definition of terms.

A. RESEARCH BACKGROUND

Language is a means of communication. Through one’s language one builds relationship with others. Language becomes very important in our society. One of the most important international languages is English. English as an international language is considered as one urgent subject to be taught in the education field.

In today's world, learning English is a vital skill that will help your children achieve their full potential in later life. The sooner they start learning, the better with the right methods, children can learn English quickly, effectively and enjoyable. Once they have this initial grasp of English in primary school, they will have a strong foundation which will be an advantage in their later studies. When children learn English, it is important that they learn the skill which is practical and useful.

Nowadays, teaching English in the elementary school is developing rapidly in Indonesia. In some elementary schools, English is treated as a compulsory subject. As the compulsory subject at the elementary school, English can be easily learned if the teacher uses an appropriate method, approach and
materials. Selecting an appropriate approach and method will help the teacher and students in the process of teaching and learning English in class. For the teacher, he/she can deliver the materials effectively. For the students, they can follow optimally.

Bailey and Savage (1994) as cited by Lazarton (2000:103) states that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills.” It means that speaking skills is very important to be mastered by the students. If the students can speak well without having fear to make mistakes, they would be able to utter their thoughts or feeling. According to Franke (1984) as cited by Richards (2001: 11), a language could best be taught by using it actively in the classroom. It means that the teachers should encourage students to try to speak in order to communicate with each other.

We all know that when we speak, we need to find partners to exchange our ideas and thoughts. In other words, speaking is conducted by numbers of people, which then is called a group. When they are learning with others rather than alone, they have the emotional and intelectual support that allows them to go beyond their present level of knowledge and skill (Silberman, 1998: 6). Jaques (1984: 13) states that “a group can be said to exist as more than a collection of people when it possesses the following qualities: collective perception, needs, shared aims, interdependence, social organization, interaction, cohesiveness, and memberships.”

In this study, the writer uses the theory of Cooperative Learning because it is an approach to teach that makes maximum use of cooperative activities
involving pairs and small groups of learners in the classroom. In Cooperative Learning, students are grouped so that they work together to maximize their own or each other’s learning. A group can achieve meaningful learning and work out problems better than an individual can. In other words, Cooperative Learning can also mean “working together.”

However, psychologists are aware that puberty is the time when difficulties in language learning begin, hence an early start to foreign language acquisition, before the onset of puberty, is recommended. Therefore, many people are aware that English should be introduced earlier to children. Children are in the appropriate age to be introduced and to be taught English. When children learn English they will acquire pronunciation, grammar and vocabulary easily because they are in the Critical Period, “a period during which language acquisition is easy and complete beyond which it is difficult and typically incomplete” Ellis (1997: 67). The critical period helps children to learn and to acquire a language, which is not only the first language but also second language.

Considering the importance of English, especially the speaking skill, now English has been taught to early-aged children at certain schools so that they will be able to learn English easier at a higher level later. When English is taught in class, some problems arise. Since there are a lot of materials to be covered and the number of students in class is big, it is difficult to conduct the activities to practice their English skill effectively. In other words, there are problems of limited time available and the large number of the students to conduct the activities. These two problems give the students few chances to practice their English through
communicative activities in the classroom. Because of this condition, many students decide to join the English speaking club in their school. In this club, speaking skill mastery is emphasized without ignoring other skills.

In *SD Percobaan 3 Pakem*, the speaking club is divided on the basis of their grades. Each grade has their own speaking club. The reason is to adjust the level to the students’ English achievement. In the English club the students are taught to improve their speaking skill. Besides that, the speaking club also aims to prepare the students to enrol themselves in *SBI (Sekolah Bertaraf International)* junior high school. The demand of the *SBI* itself is the students are able to communicate well using English and also using English as their second language in school. In order to be accepted in *SBI* school, the elementary schools students should have English skills, especially the speaking skill.

The English club of *SD Percobaan 3 Pakem* does not have their own materials to be taught in the club. The teacher uses materials from an English course in Yogyakarta which are sometimes do not match with their needs. It is important for the club to have their own materials so that they could learn the appropriate materials for them.

**B. PROBLEM FORMULATION**

Based on the background of the study, the problem can be formulated as follows:
1. How is a set of English speaking materials for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem designed?

2. How does the designed of a set of English speaking materials for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem look like?

C. PROBLEM LIMITATION

This study is limited to the discussion of designing a set of English instructional speaking materials for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem that is accountable according to the principles of instructional material design without conducting to see its effectiveness. The consideration of the writer is that the appropriate English skills and knowledge that are given to the 6th grade students of SD Percobaan 3 Pakem will support them to have better knowledge to communicate in English, so in future the students are able to be more proficient in communicating with others.

D. RESEARCH OBJECTIVES

The objectives of this study are mainly to answer the problems previously stated in the problems formulation, which are as follows:
1. To find out how to design a set of English speaking materials for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem.

2. To present the designed set of English materials for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem.

E. RESEARCH BENEFITS

The finding of this research hopefully will contribute a great deal of advantages for teachers, students and the writer.

1. Teacher

To help teachers teach speaking and also to provide materials for teachers.

2. Students

This well-developed English instructional speaking material is provided for the 6th grade students of SD Percobaan 3 Pakem based on the result of scientific research. So it will help the students to learn and also practice their English correctly.

3. Writer

The writer, who is a student of English Education Study Program, can gain more knowledge and experiences of designing the teaching materials. It will be the writer’s necessary skills for her future career.
F. DEFINITIONS OF TERMS

For this study, the writer would like to define some terms which are important to know.

1. Design

Design is an overall plan to facilitate teaching and learning activities in the classroom. According to Cyril O Houle (1978: 230), a design is defined as a developed plan to guide educational activity in a situation. The plan in this case is the design that will be used in the classroom. It has something to do with the instruction given by the instructor to the learners. A design is purposeful and made firstly before one is doing something. In education, before a teacher teaches, s/he has to make lesson plan in order to facilitate the teaching learning processes. By doing this, s/he helps the students to obtain their learning objectives. By designing a lesson plan or teaching materials, s/he will reduce the difficulties that might probably arise during the teaching learning processes.

In this study design means creating a set of English Instructional Speaking Materials for the Extracurricular Activities using The Principles of Cooperative Learning for 6th Grade Students of SD Percobaan 3 Pakem.

2. Instructional Material

Gagne and Briggs (1974: 19) refer to instructional materials as a set of units used by the teachers or instructors and the learners as the focus of discussion in the teaching learning process. Each unit contains several activities which emphasizes their focus of the topic. Savignon (1983: 32) also states, “… a set of instructional materials can be a resource in pursuing language activities at hand.”
In this study, instructional materials are designed to help the learners to interact with their environment, in this case, other students of 6th grade students of SD Percobaan 3 Pakem.

3. Speaking

Speaking is a kind of active and productive interaction that makes use of aural medium (Widdowson, 1978: 59). Aural media mean mouth, lips, tongue and other oral cavities. In speaking, a message is transferred from the speaker to hearer. The speaker produces the message and the hearer receives it. Thus, speaking is a part of reciprocal exchange in which the reception and production play a part (Widdowson, 1978: 59). In this study the writer designs a set of materials for speaking English.

4. Extracurricular Activity

In this study, extracurricular activity is a program – additional program – carried out by the school outside the regular school time. Usually, it takes at least 1 hour for a meeting. The purpose of this program is to help students dig up more skills and knowledge that have not been obtained from the regular lesson and also to enrich their understanding about the lesson through various activities that attract them and conducted outside the school time.

5. Cooperative Learning

Cooperative learning essentially involves students learning from each other in group. But, it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important. (Larsen-Freeman, 2000:164)
In this study, Cooperative Learning means a way in which students work together with their partners, help each other, discuss and argue each other in order to achieve certain goal. Here, the students are responsible for their own learning with the guidance of their teacher, so that it would be beneficial for everybody in the classroom. The writer believes that the students learn best when they are involved in the process.

6. 6th Grade

In this study, 6th grade students have the beginner level in learning english. The age is between 11-12 years old. They learn English in order to communicate using English.

7. SDN Percobaan 3 Pakem

In this study, SDN Percobaan 3 Pakem is an Elementary school located in Jl. Kaliurang Km. 17, Pakem, Sleman, Yogyakarta. This school has 6 level classes which in every level has 2 pararel classes.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two sections. The first section is called theoretical description; the second section is the theoretical framework. In the theoretical description, the concepts discussed are those Instructional Design Model, Teaching Speaking and Cooperative Learning.

The theoretical framework discusses the design model for designing the materials. In the theoretical framework, the writer discusses the relation among concepts stated previously, on the theoretical description, as the basis of designing speaking materials for extracurricular activities using the principles of Cooperative Learning for 6th Grade students of SD Percobaan 3 Pakem.

A. Theoretical Description

In this section there are four concepts to be described. They are Instructional Design Models, Teaching Speaking, Cooperative Learning and syllabus Design. They will be described further as follows:

1. **Instructional Design Models**

The following is the definition of instructional system design model from Briggs’:

Instructional system design is a systematic approach to the planning and development of a mean to meet instructional needs and goals; all components of the system (objectives, instructional materials, tests etc) are considered in relation system and it is tried out and improved before widespread use is encouraged. (Briggs, 1976: glossary xxi)
Hutchinson and Waters (1987: 105) states that designing material is described as creating a set of materials that fit the specific subject area of particular learners. Thus, this study follows two experts of instructional design model namely Kemp and Yalden. The writer combines the two models because they have almost the same clear steps and characteristics in the process of learning, needs analysis, goals, and the designing materials. The model will be discussed as follows:

a. Kemp’s Model
Kemp proposes 8 cycles which are the main points in his model. The eight cycles are Consider goals, topics and general purpose, Enumerate the learners’ important characteristic, Specify the Learning Objectives, List the subject content that support each objective, Develop pre-assessment to determine to the students’ background, Select teaching/learning activities and instructional resources, Coordinate support services as budget, personnel, facilities equipment and schedules to carry out the instruction plan, and Evaluation.

1) Consider goals, topics and general purposes
Kemp (1977: 3) states that generally, instructional design planning starts with the goals of the schools system or institution. After stating the goals, the topics should be listed as the scope of the course and the basic for the instruction. Topics are usually sequences according to logical organization, from the simple or concrete level to complex or more abstract levels, from easy to difficult, familiar to unfamiliar and from intermediate use to later use. Then each topic should
express the general purposes as what learners generally expect to learn as a result of instructions.

Identifying goals may be the bases for the understandings and skills the society expects the institution to transmit. Listing the major topics within the content area may become the scope of the course program. The basis of instructional planning for instruction often starts with teacher-oriented statements of general purposes for topics (Kemp, 1977: 13).

In short, general purposes are what students generally are expected to learn as a result of instruction.

2) **Enumerate the learners’ important characteristic**

The second step to design an instructional plan suggested by Kemp (1977: 18) is enumerating learners’ important characteristics including the information about learners’ capabilities, needs and interests. Some factors are:

a. Academic factor: number of student; academic background; grade point average; level of intelligence; reading level; scores on standardized achievement and aptitude test; study habits, etc.

b. Social factor: age; maturity; attention span; special talents; physical and emotional handicaps; relations among students; socio emotional situation.

Much of this data can be obtained from the questionnaires, advisors, counselors, and as well as the interview.
3) **Specify the Learning Objectives**

Learning objectives concern with the outcome of instruction. Learning requires active effort by the learner. Thus, all objectives must be stated in terms of activities that will best promote learning.

The benefits of objectives are:

a. Objectives form the framework for any instructional program built on a competency based, where students’ mastery of learning is the hope for the outcome.

b. Objectives inform students what will be required of them.

c. Objectives help the planning team to think in specific terms and to organize and sequence the subject matter.

d. Objectives indicate the type and extent of activities that are required for successfully carrying out the learning.

e. Objectives provide a basis for evaluating both the students’ learning and effectiveness of the instructional program.

f. Objectives provide the best means for communicating to your colleagues, parents and others what is to be taught and learned. (Kemp, 1977: 34)

In short, objectives tell the students the goals that they have to attain, the types of behavior that is expected from them and the ideas and skills that are included in the upcoming instruction.
4) List the subject content that support each objective

After stating the goals and topics, the next step is filling the subject content. In details, subject content includes the organization of the content and organization of the task analysis which will be explained below (Kemp, 1977: 44):

Organizing the subject contents includes the selecting and the organization of the specific knowledge (facts and information), skills (step by step procedures, condition, requirement). There are some useful questions to guide the teacher to select the list of content for a topic:

1. What specifically must be taught or learned in the topic?
2. What facts, concepts, and principles relate to the topic?
3. What steps are involved in necessary procedures relating to the topic?
4. What techniques are required in performing the skills?

(Kemp, 1977: 45)

Task analysis refers to a logical, step by step description of a job or performance skill. To make a task analysis, either a person experienced in performing the skill list each element in the operation in the sequence, or someone else observed the experts performing the activity and makes the list as he or she watches (Kemp, 1977: 47). Both processes are important considerations for the teacher who will identify and design the subject content of certain topics for the learners.

5) Develop pre-assessment to determine to the students’ background

This step has two kinds of test. The first one is pre-requisite testing. It is done to determine whether the students already have the background or preparation for the topic or they have to start at a lower level. The second one is
pre-testing. It is aimed to determine which of the objectives, the students have already mastered or achieved (Kemp, 1977: 51-52).

Beside conducting a formal test, the use of questionnaire or even an informal, oral questioning and having the students reply can also indicate the level of the topics and objectives (Kemp, 1977: 52).

6) Select teaching/learning activities and instructional resources

Teachers have skill and right to decide what kind of activities and methods for their learning activities (Kemp, 1977: 56). Traditionally, teaching learning patterns are presentation to a group, individualized learning and teacher-student interactions as the basic methods of teaching learning. However, today teachers do not take the three patterns above.

First, it may be more efficient for certain purposes to present information to a group of students at one time than to have each student studies the materials independently. Besides saving time, this pattern can lessen the use and the damage on equipment and materials that is caused by repeated use.

Second, many students can learn quite satisfactorily on their own, at their own pace, whereas other students prefer highly structured teaching learning situations in which they are systematically guided through a lesson. These variations among students required that various methods of instruction be employed.

Third, in order to assure some opportunities for face to face teacher-student relationship, it is important to make use of small group interaction in learning (Kemp, 1977: 58). In this step, the importance of interaction and give-
and take discussion in the class are emphasized to provide opportunity as much as possible for students.

7) **Coordinate support services as budget, personnel, facilities equipment and schedules to carry out the instruction plan**

To support the instructional design planning, the determination of the support services as the additional sources is important. The identified support services which are identified are money, facilities, equipment and workers. These steps include funding, personal, facilities, equipment, tools, and time for schedule of the instructional plan (Kemp, 1977: 86). Support services should be well prepared to avoid any possible constraints in designing the plan.

8) **Evaluation**

The evaluation is used to test whether the materials are successfully implemented for the students or not, whether the materials are appropriate for the students or not (Kemp, 1977: 91). To measure the learning outcomes, teacher may refer to a certain testing criteria that is made by the teacher himself (see figure 1)

---

Figure 1: The steps of instructional design model suggested by Kemp (1977: 9)
b. Yalden’s Model

In order to understand the process of constructing this type of syllabus, it is by examining the overall process of planning a second language program. Yalden’s stages for the instructional plan can be divided into seven stages as presented in the following figure:

Figure 2: Language program development proposed by Yalden (1987: 88)

Table below presents the clarification of each stage.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Needs Survey</td>
</tr>
</tbody>
</table>
| II     | Description of purpose to be prepared in terms of:  
1. Student characteristics  
2. Students skills on entry to and exit from the program |
| III    | Selection or development of syllabus type in terms of IV and physical constrains in the program |
| IV     | The proto-syllabus:  
Description of language and language use to be covered in the program |
| V      | The pedagogical syllabus:  
Development of teaching, learning and testing approaches  
1. Development of teaching materials (as far as possible)  
2. Development of testing sequences and decision on teaching instruments |
| VI     | a. Development of classroom procedures  
1. selection of exercise types and teaching techniques  
2. Preparation of lesson plans  
3. preparation of weekly schedules |
b. Teacher training: briefings or workshop on:
   1. principles
   2. desired outcome
   3. exploitation/creation of teaching material

VII Evaluation
   1. of students
   2. of program
   3. of teaching

VIII Recycling stage
   1. congruence or ‘fit’ between goals set and students performance is determined
   2. content is reassessed
   3. materials and methodological procedures are revised

<table>
<thead>
<tr>
<th>Table 1: Clarification on each steps</th>
</tr>
</thead>
</table>

The explanation of each step is in the following:

1) Needs Survey

Yalden (1987: 101) gives a brief description that relates to the needs survey. When a needs survey is being undertaken there is a potentially a great deal of information to be gathered. The information includes communication requirements, personal needs and motivation, and relevant characteristics of learners as well as those of their “partners for learning.” The reason for this information gathering is to understand as much about the learners as possible prior to the beginning of the program, in order to establish realistic and acceptable objectives (Yalden, 1987: 101).

The needs survey can be applied in “survival course” it can be given to individuals who need a basic command of the language for immediate, everyday requirements. The teacher may make decision on behalf of the learners concerning what interests are general enough for them all, or in which situations the learners will have to survive (Yalden, 1987: 92).
One of the instruments that can be used in order to get specific information is face to face interview. In order to get a better understanding with variety of learners’ expectations, the writer uses this kind of interview.

2) Description of Purpose

After the information of the needs survey is collected, the next step is to get expected and specific purpose of the learners. By identifying the purpose of their needs, a writer could form the appropriate language content from simplest case to the wider scope. Robinson (1980), divides general purposes into two kinds of purposes, namely educational and occupational purposes (Yalden, 1987: 107). Understanding the learners’ purpose will guide the teacher to design the instructional materials that is suitable in the learners field.

3) Selection or Development of Syllabus Type

Yalden describes the syllabus as an instrument by which the teacher can achieve a degree of fit between the needs and aims of the learner and the activities that will take place in the classroom. Yalden also has classified a number of communicative syllabus types, such as notional or structural syllabus that focuses on the grammar understanding; functional syllabus that involves developing skill; and structural-functional syllabus that involves combination between grammar and skill development.

4) Production of Proto Syllabus

In the communicative syllabus types there would be a lot of elements to be considered. Those elements are general notions and specific topics,
communicative functions, discourse and rhetorical skills, variety of language, role sets and communicative events as well as grammar and lexis.

The work involved in selecting and combining items in each category is somewhat complicated. It is suggested for the teacher to start mapping out the syllabus content which is usually inventing a list of topics or functions (Yalden, 1987: 143-144). Such syllabus creates convenience in terms of the matched between the knowledge and appropriate content and teaching techniques, the learners’ actual purposes and needs in the classroom.

5) Development and Implementation of Classroom Procedure

Yalden (1987: 89) gives a brief description on the development and implementation of classroom procedures that can be divided into:

1) Selection of exercise types and teaching techniques.
2) Preparation of lesson plans.
3) Preparation of weekly schedules.

Those three procedures are meant to be weekly monitored for the teacher to see the classroom development.

6) Evaluation

Evaluation or recycling stage relates to the students, program, and teaching according to Yalden. These elements refer to the students’ performance reassessment of the content and revised of the materials and methodological procedures.

From the above points, Yalden’s stages are started from the importance of conducting communicative need survey from whom the program is prepared.
Those stages represent discrete operations for the sake of clarity in Yalden’s model.

2. Teaching of Speaking

This part discusses the basic theory of speaking skill. There are three parts that are going to be discussed in this section. Those are: the nature of speaking, principles of teaching speaking, and speaking activities.

a. Nature of Speaking

First of all, spoken language and written language are different basically. Brown and Yule as quoted by Nunan (1989:26-27) discuss the difference between them. Written language is characterized by well-formed sentences, which are integrated into highly structured paragraphs. On the other hand, spoken language consists of short, often fragmentary utterances, in a range of pronunciations. It is skill that generally has to be learned and practiced.

There are some types of questions that should be considered by teachers who are concerned with teaching the spoken language. The questions are as follows:

1) What is the appropriate form of spoken language to teach?

2) From the point of view of structure taught, is it all right to teach the spoken language as if it was exactly like the written language, hit with a view “spoken expressions” thrown in?
3) Is it appropriate to teach the same structures to all foreign language students, no matter what their age is or their intentions in learning the spoken language?

4) Are those structures that are described in standard grammars the structures which our students should be expected to produce when they speak English?

5) How is it possible to give students any sort of meaningful practice in producing spoken English? (Brown and Yule, 1983:3).

In short, they suggest that in teaching spoken language, teachers should be concerned with developing skill. By developing the skill, the students will be able to achieve more in teaching and learning activities.

b. Principles of Teaching Speaking

There are five principles of teaching speaking according to Bailey (1994:p54-56). The descriptions are as follows:

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

Speaking is learned in two broad contexts: foreign language and second language situation. A foreign language (FL) context is one where the target language is not the language of communication in the society. In other words, EFL means English as studied by people who live in place where English is not the first language of the people who live in the country, such as Italy, Saudi Arabia, Korea and Indonesia. Learning speaking skill is very challenging for students in FL context, because they have very few opportunities to use the
target language outside the classroom. A second language (SL) context is one where the target language is the language of communication in the society. By ESL we mean English as studied by people who speak other languages as their first language—such as Spanish, Arabic, or Chinese, but live in places where English is the first language such as in Australia, UK, New Zealand and US. Second language learners include refugees, international students, and immigrants.

2) **Give students practice with both fluency and accuracy**

Accuracy is the extent to which students’ speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lesson, especially at the beginning and intermediate levels, learners must be given opportunities to develop their fluency and accuracy.

3) **Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.**

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from conversation, the learners take on diverse speaking roles that are normally filled by the teacher.
4) Plan speaking tasks that involve negotiation for meaning.

It involves checking to see if you’re understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning by asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5) Design classroom activities that involved guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

c. Speaking Activities

According Lazarton (2004:104), in deciding how to structure and what to teach in an oral skills class, questions such as the following should be considered: Who are the students? Why are they there? What do they expect to learn? What am I expected to teach? One basic consideration is the level of the students and their perceived needs.
There are many ways to promote oral skills in the ESL/EFL classroom, such as discussion, role plays, conversation, etc. The writer will explain each activity bellow according to Lazarton (2000: 105)

1) Discussion

Discussions are probably the most commonly used activity in the oral skill class. typically, the students are introduced to a topic via reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. Green, Christoper, and Lam as cited by Lazarton (2000:106) believe that students will be more involved with and motivated to participate in discussions if they are allowed to select discussion topics and evaluate their peers’ performance; this idea is in line with the principle of students taking responsibility for their own learning. Organize an informal discussion on a topic of interest to the learners. Get them to propose or select the topic. It is often best to decide on the topic in the lesson before actual discussion.

2) Role Plays

A third major speaking activity type is the role-play, which is particularly suitable for practicing the sociocultural variations in speech
acts, such as complimenting, complaining and the like. Olshtain and Cohen as cited by Lazarton (2000:107) recommended several steps for teaching several steps for teaching speech acts. First, a diagnostic assessment is useful for determining what students already know about the act in the question. A model dialogue presented orally and in writing, serves as language input, after which the class is encouraged to evaluate the situation so as to understand the factors that affect the linguistic choices made in the dialogue.

3) Conversations

One of the more recent trends in oral skills is the emphasis on having students analyze and evaluate the language that they or others produce. One speaking activity which is suited to this is conversation, the most fundamental form of communication. Almost all ESL/EFL students can benefit from a unit on and practice with informal conversation, but few students report having either the opportunity or the confidence to engage in unplanned conversations with native speakers.

4) Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the contents of their talks.
In this study, the writer made use of the principle in speaking. The principle will be the main points in designing the materials. The principle will supply the basis to develop the materials and exercises. The designing materials will be based on: give students practise with both fluency and accuracy, provide opportunities for students to talk by using group work or pair work, plan speaking tasks and design classroom activities.

3. Theories of Cooperative Learning

In this part, the writer discusses some supporting information about Cooperative Learning, such as the background, the roles of teacher and student, types of activities and so on.

a. Background

The Cooperative Language Learning (CLL) is part of a more general instructional approach also known as Collaborative Learning (CL). It offers ways to organize group work to enhance learning and increase academic achievement. Educators were concerned that traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation, and favored majority students. They believe the minority students might fall behind higher achieving students in this kind of learning environment. (Richards & Rodgers, 2001: 192).

Richard and Rodgers (2001: 194) stated that cooperative learning advocates draw heavily on the theoretical work of developmental psychologists Jean Piaget and Lev Vygotsky, both of whom stress the central role of social
interaction in learning. The word cooperative in Cooperative Language Learning emphasizes another important dimension of Cooperative Language Learning: it seeks to develop classrooms that foster cooperation rather than competition in learning.

According to Slavin (1995:2), Cooperative Learning refers to variety of teaching methods in which students work in small groups to help one another learn academic content. From the explanation above, we can note that Cooperative Learning is a learning method which focuses on group work. Crandall (1998: 7) added, “One of the fundamental tenets of Cooperative Learning is that ‘none of us is as smart as all of us’. That is especially true matters of integrated instruction.”

Since the method used in this study is Cooperative Learning, the writer wants to find prove whether this method is appropriate or not to be applied in language teaching. Here is the answer to the problem:

Cooperative Language Learning (CLL) does not assume any particular form of language syllabus, since activities from a wide variety of curriculum orientations can be taught via cooperative learning. Thus, we find CLL used in teaching content classes, ESP, the four skills, grammar, pronunciation, and vocabulary. (Richard & Rodgers, 2001: 195)

From the supporting argument above, the writer is encouraged to use cooperative learning method since it can also be used to teach language at any level, especially English in this study. Furthermore, the four skills can also be supported by cooperative learning. In this context, the writer chooses speaking that is part of the four skills.

b. The Nature of Cooperative Learning
In this part the writer discusses the nature of Cooperative Learning. There are two parts discussed, namely the characteristic of Cooperative Learning and student's interaction in cooperative classroom.

1) Characteristics of Cooperative Learning

In this part, the writer discusses the characteristics of cooperative learning. The characteristics here also mean the key elements that support the success of cooperative learning. According to Richard and Rodgers (2001: 196), there are five main key elements of cooperative learning. The descriptions are as follows:

1. Positive Interdependence

It occurs when the group members feel that what helps one member helps all and what hurts one member hurts all. Here we can see that all members of the group are responsible for the sake of the group. Students’ role, materials and rule provide means for structuring positive interdependence. Role-structured interdependence involves assigning different roles to each student within a group, such as ‘explainer’ or ‘checker’, so that each has specific responsibility. Materials-structured interdependence can include limiting resources, such as having only one pencil or worksheet for everyone in the group to use.

An example of rule-structured interdependence is having a rule that a group cannot progress to a new learning center or project until all students have completed the assignment. Both materials and rule-structured interdependence stimulate students to interact.
2. **Group or Team Formulation**

   It supports the creation of Positive Interdependence and includes:

   a) Deciding on the size of the group. Typical group size is from two to four.

   b) Assigning students to group: can be teacher selected, random, or student-selected.

   c) Student roles in groups. The roles are: noise monitor, turn-taker monitor, recorder, or summarizer.

3. **Individual Accountability**

   It involves both group and individual performance by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, group members, or another group. Students may be made individually accountable by the rule that the group may not go on to the next activity until all team members finish the task. A primary way to ensure accountability is through testing.

4. **Social Skills**

   Social skills determine the ways students interact with each other as teammates (e.g., praising and recognizing) and the ways students interact with each other to achieve activity or task objectives (e.g., asking and explaining).

5. **Structures and Structuring**
They refer to ways of recognizing students’ interaction and different ways students are to interact; ex: Three steps interview or Round Robin.

2) Students interaction in the cooperative classroom

According to Olsen and Kagan (1992:37), lack of proficiency in the language of instruction is an important factor in the lower achievement of minority students whose language is often identified by teachers as “deficient” in some way. An interaction model, on the other hand, develops higher level cognitive skills and meaningful, communicative language skills. A primary requirement for second language acquisition is the provision of opportunities for frequent and extended interaction in the target language.

To see that cooperative learning has benefits to the second language learners, there are some notes described as follows:

In the situation where the language of instruction is English and English is a second language for some or all of the students in the class, there is great value in providing the ESL students with opportunities for interaction with native or more proficient speakers in English. In heterogenous groups where a range of proficiency in English is represented, from fluent speaker to beginning learners of English, the ESL students interact with peers who serve as language models. (Olsen and Kagan, 1992: 37)

From the information above, we notice that the fluent speakers adapt their own language to afford comprehensible effort, and the English language learners form their own language on that of their peers in order to create comprehensible production. All students are learning and extending their language while using it.
They become successful communicators because they have a real need to convey. The more opportunities students have for talk, practice or experience, the better is the retention of new information and ideas. (Olsen and Kagan, 1992: 37)

c. The Roles of Teachers, Learners and Materials in Cooperative Learning

In cooperative learning, teachers, learners, and materials play essential roles. The role of teacher, learners and materials are elaborated in this section.

1) Roles of the teachers in the cooperative classroom

Teacher, as we all experience, has many significant roles that confirm our study. Some students reveal that good teacher is the one who can be our good companion in learning; others say that teacher is our parent at school. In cooperative learning, teacher has its own roles that will be discussed one by one by the writer.

a) Teacher as inquirer

In order to establish a successful learning, a teacher should understand everything about his or her students. The teachers should attempt to see every single change that happens to his pupils. According to River (1987) as cited by Mc. Donell (1992:164), the teacher must inquire the following questions about the learners: What is the age of the learner? What is the language proficiency level? What are previous learning experiences, interests, abilities, and needs?. By knowing such questions, the teacher can manage his class based on the
circumstances and condition that he really knows. So, it means that learner and teacher have the same responsibility that is to learn something.

b) **Teacher as creator**

We know that in the classroom, teacher himself who knows what kind of class he will manage. The excellence of the students, what kind of activities, and what kinds of atmosphere in the class, all depend on the teacher as the creator. In the cooperative classroom, the teacher's duty as creator lies on creating social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. (Johnson et al., 1984) as cited by Mc. Donell (1992:165)

c) **Teacher as observer**

Mc. Donell (1992:167) states, “Observation is the basis of decision making about learners progress.” By observing the students, the teacher will know and recognize his students’ feelings, strengths, weaknesses, interests, needs, and understanding about the materials. We can see how far they catch the lessons we have given.

d) **Teacher as facilitator**

Facilitator here means teacher that can facilitate, support, and encourage students to learn. The roles of teacher as facilitator can be done by giving feedback, redirecting the group with questions, encouraging the group to solve its
own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources. Therefore, it is the students who learn and it is the teacher’s duty to help them learning. (Mc. Donell, 1992:167)

e) **Teacher as change agent**

Teacher has rights to change the classroom in order to adjust it with the circumstances. Teacher has a key role in reforming the classroom. Bissex and Bullock (1987) as cited by Mc. Donell (1992:170) states that “when teachers allow the classroom to become a place of inquiry, where questions are explored in meaningful context and teachers and students collaborate to seek answers, then teachers have a redefined role as teacher-researcher.” It means that teachers take over control of their classrooms and become skilled themselves.

2) **Learners roles in Cooperative Classroom**

Richard and Rodgers (2001:199) states that, the primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. As a group member, every learner has the responsibility to support other members in the group in order to attain its goal. Learners also have another role that is to be directors of their own learning. They are educated to plan, monitor, and evaluate their own learning, which is viewed as a collection of lifelong learning skills.

3) **Role of instructional materials**
Materials play an important part in creating opportunities for students to work cooperatively. (Richard and Rodgers, 2001:200) The same materials can be used as are used in other types of lesson but variations are required in how the materials are used. Materials may be specifically designed for Cooperative Language Learning (such as jigsaw and information-gap activities), modified from existing materials, or borrowed from other discipline.

d. Types of learning and teaching activities in Cooperative Classroom

This part discusses the types of learning and also the teaching activities used in Cooperative Learning. In the types of learning, the writer will inform about the formation of groups that promote the learning, and in the next part, the writer will discuss some cooperative activities that can be applied.

1. Types of learning

Johnson et al., (1994:4-5) as cited by Richard and Rodgers (2001:196) describes three types of cooperative learning groups:

a) Formal cooperative learning groups. These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared learning goals.

b) Informal cooperative learning groups. These are ad-hoc groups that last from a few minutes to a class period and are used to focus students’ attention or to facilitate learning during direct teaching.
c) Cooperative base groups. These are long term, lasting for at least one year and consist of heterogenous learning groups with stable membership whose primary purpose is to allow members to give each other to support, help, encouragement, and assistance they need to succeed academically.

2. Types of teaching activities in Cooperative Learning

There are many activities based on Cooperative Learning in Language learning, for example Student Teams-Achievement Division (STAD), Teams-Games-Tournaments (TGT), Jigsaw, etc. In this study, the writer only uses Jigsaw which is considered suitable for the materials. Below is the descriptions about the Jigsaw activity based on Slavin’s theory (1995:6).

a) Jigsaw

In Jigsaw, students work in the same four-member, heterogenous teams as in STAD and TGT. Jigsaw II is an adaptation of Elliot Aronson’s (1978). His main intent in developing Jigsaw was to provide opportunities for students to work in racially and culturally mixed groupings in a way facilitating interracial and intercultural trust and acceptance while promoting the academic achievement of minority students. Because it offers an interactive learning experience, the Jigsaw strategy supports the communicative approach in language teaching.

In the Jigsaw classroom, students in small groups are dependent on the others in the group for the information they need in order to learn a topic or
complete a task. The students are assigned chapters, short books, or other materials to read, usually social studies, biographies, or other expository material.

Besides cooperative learning activities mentioned above, there are still many more proposed by Olsen and Kagan (1992:88).

1. Three-step interview: each member of a team chooses another member to be partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner’s response with the team.

2. Think-Pair-Share: (1) teacher poses a question (usually a low consensus question). (2) students think of a response. (3) students discuss their responses with a partner. (4) students share their partner’s response with the class.

3. Team Pair Solo: students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their abilities. It is based on a simple notion of mediated learning. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
4. Cooperative review: cooperative review is any type of game which used by groups to review material.

5. Partners: students work in pairs to create or master content. Each pair may then join with another pair to expand mastery as in think pair share.

e. Relationship between Cooperative Learning and Communicative Language Teaching

Cooperative Learning is a way to promote communicative interaction in the classroom and is seen as an expansion of the principles of Communicative Language Teaching. In Communicative Language Teaching, students are expected to interact with other people, either in the flesh, through pair and group work, or in the writhings. (Richards and Rodgers, 2001: 157). In other words, Cooperative Language Learning and Communicative Language Teaching have the same idea and they are related to each other.

Students learn how to communicate effectively in the second-language, rather than learn about the language. (Olsen and Kagan, 1992: 38). The focus is on the communicative function of the language; how to use the language in order to do specific interactions, such as apologizing, persuading, and to indicate the organization of ideas by using rhetorical patterns, such as classification, comparison, or sequence.
From the point of view of language teaching, McGroarthy (1989) as cited by Richards and Rodgers (2001:195), offers six learning advantages for ESL students in Cooperative Classrooms. They are as follows:

1) Increased frequency and variety of second language practice through different types of interaction.

2) Possibility for development or use of language in ways that support cognitive development and increased language skills.

3) Opportunities to integrate language with content-based instruction.

4) Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.

5) Freedom for teachers to master new professional skills, particularly those emphasizing communication.

6) Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

In this study, both Cooperative Learning and Communicative Language Teaching will be used as the basis in designed materials, there will be many activities that promote Communicative Language Teaching and also Cooperative Learning.

f) Teaching of Speaking based on Cooperative Learning
We have discussed some relevant theories about teaching speaking in the previous paragraphs. In the paragraphs above, we have been familiar with some principles in teaching speaking, examples of speaking activities, and also activities used in cooperative learning classroom. In this section, the writer wants to combine those theories all together to construct a new idea about teaching speaking in the cooperative classroom.

Tasks that can be used in teaching speaking cooperatively are many, including role-play, group discussion, conversation, jigsaw, and some theories mentioned before. In the design, the writer might create her own version of materials, but still she uses those kinds of activities in different ways or might be in different names. Later, in the design, the writer uses those activities as the methods or the ways the writer conveys the information and materials to the learners. Of course, the materials would not be so far way from the principles of cooperative learning. In other words, the writer wants to create cooperative classroom where the speaking activities are done cooperatively. The writer wants to underline that most of the activities in the designed materials will be based on the cooperative learning methods or activities.

In this study, cooperative learning used as the basis in designing and selecting teaching learning activities.

4. Syllabus

Hutchinson and Waters (1994: 80) defines a syllabus as a document or statement of what will (or at least what should) be learned and taught. Syllabus is
very crucial for teachers because syllabus is a plan of work as well as guideline and content for class content. For students, syllabus can be “a route map” of the course. The effect may be similar to that of using a published textbook for the course (rather than a series of handout) that is the students can see that there is a plan and how the individual lesson fit together (Hutchinson and Waters, 1994: 81)

a. Types of syllabus

Krahmke (1987) stated that there are six types of syllabus. The types of the syllabus are clarified as follows:

1). A Structural (or Formal) syllabus.

A structural (or Formal) syllabus is a syllabus in which the content of language teaching is a collection of the forms and structures, usually grammatical of the language being taught. Examples of language structures: nouns, verbs, adjectives, statement, questions, subordinate clauses, complex sentences, past tenses, and so on. They may include other aspects of language from such pronunciation and morphology.

2). A Notional (functional) syllabus

A Notional (functional) syllabus is a syllabus in which the content of language teaching is a collection of function as those are performed when language is used, or of the notions that language is used to express. Examples of functions include informing, agreeing, apologizing, requesting, promising, and so on. Examples of notions include size, age, color, comparison, and so on.

3). A Situational syllabus.
A situational syllabus is a syllabus in which the content of language teaching is a collection of real or imaginary situation in which language occurs or used. A situation usually involves several participants who are engaged in some activities in a specific setting. The primary of a situational language teaching syllabus is to teach the language that occurs in the situations. Examples of situations include: seeing the dentist, complaining to the landlord, buying a book at the bookstore, meeting a new student, asking direction in a new town, and so on.

4). A Skill-Based Syllabus.

A skill-Based syllabus is a syllabus in which the content of language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be competent in language, relatively independently of the situation of setting in which the language use can occur. The primary purpose of skill-based introduction is to learn the specific language skills. A possible secondary purpose is to develop more general competence in language learning incidentally only information that may be available while applying the language skills. Skill-based syllabus group teaches linguistic competencies (pronunciation, vocabulary, grammar, socio linguistics, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing the well-performed paragraph, giving effective oral presentations, reading texts for main ideas or supporting details, and so on.

5). A Task-Based Syllabus
A Task-Based syllabus is a syllabus in which the content of language teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. Task-based teaching has the goal of teaching students to draw on a variety of language forms, functions, and skills, often in an individual and predictable way in completing the tasks. Tasks then can be used for language learning are generally tasks that the learners actually have to perform in any case. Examples are applying for a job, taking with a social worker, getting housing information over the telephone, completing bureaucratic forms, collecting information about preschool to decide which to send a child to, preparing a paper for another course, reading a textbook for another course, and so on.

6). Content-Based Syllabus

Content-Based syllabus is not really a language teaching syllabus at all. In content-based language teaching, the primary purpose of the instructions to teach some content or information using the language whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language learning, but vice versa. Content-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class, which is taught in the language that students need or want to learn. It is possibly with linguistics adjustments to make the science more comprehensible.
From the elaborations of the syllabus types above the writer would like to choose the most appropriate one. Since the content of the language teaching in this study is a collection of functions, the writer would apply a notional (functional) syllabus as the syllabus type in this study.

**B. Theoretical Framework**

There are some theories which the writer works with in this study. The theories such as instructional design, speaking skills and cooperative learning become the basis for the writer to conduct the steps in designing a set of speaking instructional materials. Certainly, not all theories can be applied to this study.

Designing a set of instructional materials involves a number of procedures to conduct. Therefore, the writer adapts the combination of two instructional design models from Kemp’s model (1977) and Yalden’s model (1983). The designed materials for the sixth grade English club students at *SD Percobaan 3 Pakem* provide several teaching and learning activities which aim at motivating the students to learn and practice English more actively as a target language. The framework of this study can be expressed below:

1. **Conducting need survey (Yalden)**

   First, the writer conducts need survey. In this step, the writer distributes questionnaires to the sixth grade English club student of SD Percobaan 3 Pakem to gain the data for the designed materials.

2. **Stating goals, topic and general purpose (Kemp)**
This step is aimed to determine the goals of instructional material design. After stating the goals, the topics should be listed as the scope of the course and the basic needs of instruction. The topics in the instructional materials should be selected based on the situation.

The topics should express the general purpose as to what the learners’ expect as a result of instruction. So topics, goals, and general purpose are an important aspect in making instructional material.

3. **Specifying learning objectives (Kemp)**

Third, the writer specifies learning objectives. In this stage, the writer identifies what should be learned by the sixth grade English club students at SD Percobaan 3 Pakem in terms of learning objective.

4. **Selecting syllabus type (Yalden)**

Selecting the syllabus type used in this study is the next step after stating learning objectives. Since the basis of these instructional materials is speaking, so the appropriate syllabus type is notional (functional) syllabus. The content of the language teaching in this study is a collection of function.

5. **Listing the subject content (Kemp)**

Fifth, in order to organize the content of the material product, the writer lists the subject content after specifying the objectives of learning.

6. **Selecting teaching/ learning activities and resources (Kemp)**
Sixth, the writer adapts Kemp’s model, it is selecting teaching/learning activities and resources. The resources of the designed materials can be formulated from the questionnaires. The writer conducts the observation in the classroom to get the information about the media used in teaching and learning activities.

7. Evaluation (Kemp)

This step measures the overall outcomes of the instructional materials design. So, the evaluation is expected to be a consideration to improve and develop the instructional material design. The writer will conduct opinion and feedback survey from the learners, colleagues, and expert on the designed materials.

The focus of this study is to design speaking materials. The writer applies the theory of speaking in order to know the basic principles of speaking so that later the designed materials can help the learners to achieve the goals. The theory of speaking in designing the materials is supported by Cooperative Language Teaching. Cooperative Language Teaching established when people learned languages by interacting. Learners should interact during the lesson. In this method, teachers often downplay accuracy and emphasize how students communicate when they speak the target language. The application of this theory in designing the materials is the materials should consist of opportunities to communicate in the target language.

In the study the writer made use six steps of Kemp’s and Yalden’s model to design the material as seen in figure 3:
Figure 3: Stages to design a set of English Instructional Speaking Materials for Extracurricular Activities using Cooperative Learning Activities for 6th Grade Students of SD Percobaan 3 Pakem developed by the writer.

1. Conducting Need Survey (Yalden)
2. Stating goals, Topics and General Purpose
3. Specifying Learning Objectives (Kemp)
4. Selecting Syllabus Type (Yalden)
5. Listing The Subject Content (Kemp)
6. Selecting Teaching or Learning Activities and Resources (Kemp)
7. Evaluating (Kemp)
CHAPTER III

METHODOLOGY

In this chapter, the writer presents the discussion of the methods used in this study. They are Research Methods, Research Participants, Research Instruments, Data Gathering Technique, Data Analysis Technique and Research Procedure.

A. Research Method

This research was aimed at answering the two problems as stated in Problem Formulation is Chapter I. Since this study concerned with designing instructional materials, the writer then employed Research and Material Development (R&D) to be used as the research method.

“Educational Research and Development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to develop, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. (Borg and Gall, 1983, p.772)”

In accordance with this study, the word product refers to designing a set of English instructional speaking materials for extracurricular activities using cooperative learning activities for the 6th grade students of SD Percobaan 3 Pakem. R&D develops findings obtained from needs analysis necessary for developing the designed set materials. There are several steps used in the process
of designing instructional materials. The steps are usually called as R&D cycle. They are elaborated as follows:

1. Research and information collecting.

   This step was about collecting information from many sources which was related to the research. According to R & D, this step included review of literature, classroom observation, and preparation of report of state of the art. The researcher tries to collect information about the learners by distributing questionnaires and interviewing the learners. The researcher collected information for two things:

   a. Collecting information about related theory

      The writer collected information about related theories by doing library study. Library study was done in order to get any information about the theory as the basic of the research. The writer found the information in book, theses, and internet. The writer tried to find information about designing materials, theory of speaking, and theory of Cooperative Learning.

   b. Collecting information about the learners

      To collect information about the learners, the writer distribute questionnaire and conduct interview to the students. It is done to find what the students exactly need, the students’ background knowledge, and the students’ interests toward English. It’s very important for the writer to determine the suitable materials, the topic, the teaching learning technique, and the media.
In the writer’s step, this step is called needs analysis. In this step the writer conducted a survey to find out the students’ need. The results of the survey will be used as Planning

2. Planning

After collecting the information related to the research, the writer should make a plan for developing materials. According to R & D theory, the planning referred to the statement of specific objectives that would be achieved after the course. In this step, the writer focused on determining the goals that would be achieved. The writer also prepared the syllabus and developed the materials based on the result of the information gathering.

In the writer’s step the writer broke down this step into three steps. Those were stating goals, topics and general purposes, stating learning objectives and selecting syllabus. After analyzing the results of the needs survey, the writer stated the goals, topics, general purposes, learning objectives and also the syllabus type in order to fulfill the learners’ needs.

3. Development the Preliminary Form of Product

This step followed on from the previous step. In this step the writer prepared the materials, handbook and evaluation. In designing the materials, the writer referred to the principles by Waters and Hutchinson (1987). The designed materials will be based on the result of the needs analysis.

In the writer’s step this step was broken down into two steps. Those were listing subject contents and selecting teaching learning activities. The learners of this study
were people who are suppose to speak English at school, so the topic and the materials will be related to the situation. The writer developed materials which provide exercises that enable the students to practice their speaking ability.

4. Preliminary Field Testing

This step included the evaluation of the designed materials. In this step the writer distributed the questionnaires to some English teachers and lectures to evaluate the materials. This was included as one of the R&D cycles especially in the preliminary field testing and product revision step which stated that it was important to establish field sites similar to those in which the product would be used when it is fully developed (Borg and Gall 1983: 782). The result of the questionnaire would be used to improve the designed materials.

5. Main Product Revision

In this step the writer revised and improved the designed materials based on the result of the questionnaire distributed in preliminary field testing. Then the last version of the materials was presented.

In the writer’s step, the writer combined Preliminary Field Testing and Main Product Revision into one step called evaluation. In this step the writer conducted a survey by distributing questionnaires to an English teacher, English lecturers, and English instructors to evaluate the materials. The writer used the results of the survey to make a final revision.
In designing the materials, the writer combined Kemp’s model and Yalden’s model to determine the writer’s model. The writer’s steps are still in accordance with R & D. It can be seen in figure 4 on page.

**The writer’s model**

**R & D**

![Diagram showing the similarities between the writer's model and R & D](image)

**Figure 4:** The similarities between the writer’s model and R & D
B. Research Participants

This study involved two main groups of participants. The first group was involved in the pre-design survey, and the second was involved in the post-design survey.

The first group of the participants was twenty of 6th grade students of SD Percobaan 3 Pakem. The second group of the participants involved two English teacher of SD Percobaan 3, one lecturer of English Education Study Program of Sanata Dharma University, and two English instructors from other English institution. They were involved in this study because they gave a great deal of contribution to the designed materials. Besides, they also have a lot of experience in teaching speaking. The table below is the description of the research participants:

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Sex</th>
<th>Educational background</th>
<th>Teaching experience in years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teachers</td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English Lecturers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Respondents of the Survey Structure
C. Research Instruments

Before designing the materials, the writer conducted needs analysis to get any information about the students. The instruments were used in Research and information collecting to gather data about the students and in preliminary field testing to evaluate the designed materials. The instruments were explained as follows:

1. Research and information collecting

In the first step the writer conducted needs survey to collect information about the students to obtain the information, the students used instrument as follows:

a. Questionnaire

The questionnaires were distributed to twenty of 6th grade students of SD Pencobaan 3 Pakem. The questionnaire was used to get information from the students about the student’s background knowledge, the materials they need, the suitable technique, and the media to support the learning activities. There were two types of question in the questionnaire. They are open-ended questions and close-ended questions. For open-ended questions, the respondents can freely answer the questions. In other word, the respondents can give their opinion, suggestion freely based on their understanding. While in close-ended questions, the researcher provided some options, and the respondents were to choose one or two of the answers.
b. Interview

The other instruments that the writer used to gather information about the students was interviewing the teachers. The writer needed to get further information about the students. Besides, the interview was done to get additional information of the students and the problems that occur related to study of speaking English in the club. The writer also interviewed the students in order to gather information about the topics that they wanted to learn.

2. Preliminary field testing

The writer distributed questionnaires to English lecturer. Preliminary field testing questionnaire was used to evaluate the designed materials whether the materials had fulfilled the student’s needs, whether the topics were suitable with the real situation, whether the activities provided opportunities to practice the student’s ability to speak. The result of this questionnaire was very important to improve the materials before it was really applied.

D. Data Gathering Technique

In this first step the writer distributed questionnaires to the 6th grade students. This aimed to find out the students’ need. The questionnaire consisted of some questions related to the situation that faced by the students. The result of the questionnaire would help the writer to consider the appropriate topic. Besides, the writer would know the students’s background knowledge and students’s difficulties in learning English so later the writer could apply suitable teaching learning activities.
The second step was conducting interview. The writer interviewed some students randomly to clarify their answer in the questionnaire. The writer also interviewed the English Club teacher since the teacher knew better about the students.

The next step was preliminary field testing. This step aimed to evaluate the designed materials. In this step the writer distributed questionnaire to some English lecturers in English Education Study Program of Sanata Dharma University. The questionnaire was about the relevance between the materials and the objectives. The questionnaires was also used to know whether the materials have fulfilled the students’ need.

E. Data Analysis Technique

Techniques used to calculate the data were explained in this section. The data obtained was presented and analyzed in the table of raw data. There are two ways in analyzing the data obtained from the first questionnaire. The first step is to calculate the data to calculate the percentage of respondents’ opinions. The second way is listing the respondents’ suggestions. The formulation to calculate the percentage was presented as follows:

\[
\frac{N}{\sum N} \times 100\% = \text{the percentage of the data obtained}
\]

Note:

\( N \): The number of students who choose certain answers.

\( \sum N \): The total number of students.
The second questionnaire which was distributed in the post-design were analyzed and presented in the statistical description. Descriptive statistics are used to characterize or describe a set of numbers in terms of central tendency and to show how the numbers disperse, or vary, around the center. In order to calculate the data, the designer uses central tendency measurement (mean, median, modus). Mean (Mn) is the average of all points in a distribution. Median (Mdn) is the midpoint in a distribution. Mode (Md) is the most frequent point in a distribution.

The formulation to find out the mean is presented as follows:

\[ Mn = \frac{\sum X}{N} \]

- \( Mn \) = Mean
- \( \sum \) = Sum of
- \( X \) = Values
- \( N \) = Number of values

In the descriptive statistic, the data was analyzed through the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion</th>
<th>Frequency of Occurrence</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Table 3: Descriptive Statistics of the Respondents’ Opinion**

**Abbreviations:**

- \( N \) = Number of respondents
- \( Mn \) = Mean
F. Research Procedure

The procedures of this research are:

1. Conducting library research

   In library research, the writer read books, theses and other sources to understand the underlying theories related to the research.

2. Conducting need analysis

   Before designing the materials, the writer gathered information from the students through needs survey. It was important to determine the method, topic, and media, for the teaching learning activities so that the materials will be applicable and suitable with the real situation.

3. Designing the speaking materials for extracurricular activities for 6th grade students of SD Percobaan 3 Pakem.

   After conducting needs survey, the researcher designed materials based on the result of the need analysis.

4. Distributing questionnaires to evaluate the designed materials.

   In order to have good materials, the researcher distributed the designed materials and questionnaire to some English lecturer to evaluate the materials. The questions of the questionnaire were asking about the lecturer’s opinion whether the materials had been relevant to the situation.

5. Revising and improving the designed materials.

   The writer used the obtained data to improve and to revise the materials.

6. Making the final design of speaking instructional materials

   The writer made the final revision, and it was ready to publish.
CHAPTER IV
RESULT AND DISCUSSIONS

This chapter tries to answer the two questions presented in the problem formulation. The first question is how is a set of English instructional speaking materials for extracurricular activities using the Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem designed? This part is divided into two parts, the first part deals with the elaboration of the steps in designing the materials, the second part deals with the needs analysis.

The second question is How does the designed of a set of English instructional speaking material for the 6th grade students of SD Percobaan 3 Pakem look like? In this part, the study tries to present the final version of the designed materials.

A. Elaboration of Steps in Designing the Materials

In this research the writer adapted Kemp’s and Yalden’s instructional model but the writer did not apply all the steps in Kemp’s and Yalden’s instructional model to make the designed materials simpler and more applicable. The writer only applies some steps and here are the writer’s steps:

1. Needs survey
2. Specifying goals, topics and purposes
3. Stating Learning objectives
4. Selecting the syllabus type
5. Listing the subject content

6. Selecting Teaching Learning Activities.

7. Evaluation

The writer writes the result of those steps as follow:

1. Needs survey

In order to know what the students need, the writer distributed the questionnaires to the 6th grade students of SD Percobaan 3 Pakem. The questionnaires were distributed to know the learner’s characteristics. The writer also did interview and also class observation. The writer had prepared some guidelines questions for the interview. The answers to the questions were expected to provide grounds to design English materials which were appropriate to the learners’ needs. The class observation was to figure out the class’s activity including student’s behaviour and also the teaching learning activity. The face to face interview was carried out by the writer to figure out what method(s) applied by the teacher in the teaching learning process. Beside that, the writer also interviewed the students to figure out what topic that they want to learn in the club. The results of the needs analysis will be presented in the result of survey study.

Through questionnaires and interview, the writer obtained data that most of the learners had ever joined English courses outside school for sometimes. In other words, they had already mastered the basic knowledge of English. However, the writer should select the topics which were simple and interesting.
2. Stating goals, topics, and general purposes

The second step after conducting the needs survey was stating the goal, topics, and objectives, both general and specific.

a. Goals

Goal is the expected behavior of the learners after they have finished learning English using the designed materials. The goal of this study was to develop students’ speaking ability related to their need, through teaching-learning activities based on a set of English instructional speaking materials designed by the writer.

b. Topics

After stating the goal, the writer selected and listed the topics which were preferred by the subjects on the needs analysis. The topics were:

1. My name is Shanty
2. Can I help you?
3. Close the door
4. What should I do?
5. Go straight ahead
6. I agree completely
7. What time is it now?
8. What is your phone number?

In order to lead the teaching-learning process, the objectives should be specified in advance. The writer formulated the competence standard and basic competence. The competence standard covering to all units were presented below:
At the end of the course, the students are able to:

1) Comprehend spoken English.

2) Express their ideas, thoughts and opinions through simple English.

3) Use the language functions in their daily lives.

4) Acquire better speaking skill.

c. General Purpose

In this study, the writer uses the term Basic Competence to refer to the general purpose. Basic competence is the competency that the students have to achieve after learning the topics.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPICS</th>
<th>LANGUAGE FUNCTIONS</th>
<th>BASIC COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>My name is Shanty</td>
<td>• Self introduction</td>
<td>• The students are able to greet their friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introducing others</td>
<td>• The students are able to respond to the greeting from their friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are able to introduce themselves and others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are able to ask personal question to their friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Can I help you?</td>
<td>• Asking and offering help</td>
<td>• The students are able to ask help from their friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students are able to offering help for their friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>Close the door</td>
<td>• Command</td>
<td>• the students are able to use the expressions of command</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• request</td>
<td>• the students are able to response to command</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• the students are able to use the expression of request</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• the students are able to response to request</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• students are able to practice</td>
</tr>
<tr>
<td>Four</td>
<td>What should I do?</td>
<td>Asking for advice</td>
<td>The students are able to use the expression of asking for advice</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>-------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving advice</td>
<td>The students are able to use the expressions of giving advice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are able to understand the expression of asking for advice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are able to understand the expressions of giving advice</td>
</tr>
<tr>
<td>Five</td>
<td>Go straight ahead</td>
<td>Asking place</td>
<td>The students are able to use the expressions of asking place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving direction</td>
<td>The students are able to use the expressions of giving direction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are able to follow their friend’s direction</td>
</tr>
<tr>
<td>Six</td>
<td>I agree completely</td>
<td>Agreement</td>
<td>The students are able to express agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreement</td>
<td>The students are able to express disagreement</td>
</tr>
<tr>
<td>Seven</td>
<td>What time is it?</td>
<td>Asking time</td>
<td>The students are able to use the expression of asking time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telling time</td>
<td>The students are able to use the expression of telling time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are able to ask time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are able to telling time</td>
</tr>
<tr>
<td>Eight</td>
<td>What is your phone number?</td>
<td>Asking phone number</td>
<td>The students are able to use the expression of asking phone number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telling phone</td>
<td>The students are able to use the expression of telling phone number</td>
</tr>
</tbody>
</table>
3. Specifying learning objectives

In this study, the writer used the term learning indicator to refer to learning objectives. Learning indicator is the competency that the learners have to achieve after doing every activity in each unit. In table 4, the writer elaborates the learning indicators of every activity in each unit.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introducing oneself and other</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td>- have the idea about the materials</td>
</tr>
<tr>
<td></td>
<td>- understand the topic</td>
</tr>
<tr>
<td></td>
<td>- pronounce the words correctly</td>
</tr>
<tr>
<td></td>
<td>- understand the meaning of the difficult words</td>
</tr>
<tr>
<td></td>
<td>- retell the story of the text</td>
</tr>
<tr>
<td></td>
<td>- Understand expressions used in introducing self and others</td>
</tr>
<tr>
<td></td>
<td>- complete the crossword</td>
</tr>
<tr>
<td></td>
<td>- complete the exercises</td>
</tr>
<tr>
<td></td>
<td>- practice introducing oneself and other orally</td>
</tr>
<tr>
<td>2. Asking and offering help</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td>- have the idea about the materials</td>
</tr>
<tr>
<td></td>
<td>- understand the topic</td>
</tr>
<tr>
<td></td>
<td>- pronounce the word correctly</td>
</tr>
<tr>
<td></td>
<td>- understand the meaning of the difficult words</td>
</tr>
<tr>
<td></td>
<td>- retell the story of the text</td>
</tr>
<tr>
<td></td>
<td>- understand the expression used in asking and offering help</td>
</tr>
<tr>
<td></td>
<td>- complete the crossword</td>
</tr>
<tr>
<td></td>
<td>- make conversation based on the situation</td>
</tr>
<tr>
<td></td>
<td>- practice asking and offering help orally</td>
</tr>
</tbody>
</table>
### 3. Giving command and request

Students are able to:
- have the idea about the materials
- understand the topic
- pronounce the words correctly
- understand the meaning of the difficult words
- retell the story of the text
- understand the expression in giving command and request
- complete the crossword
- make conversation based on the situation
- practice giving command and request

### 4. Asking and giving advice

Students are able to:
- have the idea about the topic
- understand the topic
- pronounce the words correctly
- understand the meaning of the difficult words
- students are able to retell the story of the text
- understand the expression in asking and giving suggestion
- complete the crossword
- make conversation based on the situation
- practice asking and giving suggestion

### 5. Asking and giving direction

Students are able to:
- have the idea about the topic
- understand the topic
- pronounce the word correctly
- understand the meaning of the difficult words
- retell the story of the text
- understand the expression about asking and giving direction
- complete the crossword
- make conversation based on the situation
- practice asking and giving direction

### 6. Agreeing and disagreeing

Students are able to:
- have the idea about the topic
- understand the topic
- pronounce the word correctly
- understand the meaning of the difficult words
- retell the story of the text
- understand the expression about agreement and disagreement
- complete the crossword
- make conversation based on the situation
- practice agreement and disagreement

| 7. Asking and telling time | Students are able to:
- have the idea about the topic
- understand the topic
- pronounce the word correctly
- understand the meaning of the difficult words
- retell the story of the text
- understand the expression about asking and telling time
- complete the crossword
- make conversation based on the situation
- practice asking and telling time |

| 8. Asking and telling phone number | Students are able to:
- have the idea about the topic
- understand the topic
- pronounce the word correctly
- understand the meaning of the difficult words
- retell the story of the text
- understand the expression about asking and telling phone number
- complete the crossword
- make conversation based on the situation
- practice asking and telling phone number |

Table 4: Learning Indicators

4. Selecting the syllabus type

The materials were constructed based on the language functions frequently used by 6th grade students. Since the goal of the materials constructed was to acquire communicative competence, functional-syllabus was chosen in this study. This syllabus was chosen because it emphasized on the objectives in terms of communicative functions not in terms of content. The writer considered that this type of syllabus was suitable for designing the set of instructional materials to teach conversation to 6th grade students because it provided communicative
function. Besides it would become guidance for giving direction of the whole language use and language form learning throughout the course.

5. Listing the subject contents

In this step, the writer listed the subject contents to support the objectives. The subject contents contain theories that support teaching speaking in English using cooperative learning activities. There are 8 units in the design and each unit is divided into 5 sections.

a) Exploration

This sections contain picture and questions related to the topics. Through this ‘Warm Up’ the students are expected to be more ready by having enough comprehension about the topic being discussed.

b) Let’s Talk

This section provides conversations which are related to the topics in every unit. Every unit has two different conversations that contain some difficult vocabularies. Those two conversation will be read and practiced by different groups and the members of the group are expected the content of the conversation by using the instruction given.

c) Language focus

This section contain useful expressions which are related to the topics in every unit. The students could use these expressions in their speaking practice. It also contains a crossword, the words were taken from the dialogues. it is important for the writer to enrich students’ vocabulary.
d) Practice

In this section, the students are given some exercises to deepen the students’ speaking ability. Students practice speaking English through many activities such as role play and cued dialogue. The students are expected to show their creativity orally based on their comprehension about the situation given by the teacher. This section is aimed to measure how far the students master the lesson.

e) Have Fun

In this section the students practice to speak English through some activities in a communicative situation such as role-plays (pair work or group work), group communicative games and discussion. These activities involve the learners to be active in practicing the conversation.

6. Selecting Teaching Learning Activities

In selecting the teaching learning activities, the writer selected simple activities, so the students will not be confused with the activities given. Since the learners were beginners, simple activities like reading and understanding useful expressions shown in the dialogue practice and language focus, doing exercise and doing communicative tasks such as role-play and game were used.

The writers gathered the materials from English textbooks. The materials were modified based on the context and the students’ need.

7. Evaluation
The next step was conducting evaluation. By doing this, the writer knew whether the objectives were accomplished or not. In doing the evaluation, the writer distributed the designed materials and the questionnaires to one Sanata Dharma University lecture of English Education Study Program and some English instructors as the respondents. The characteristics of the evaluation included the topics, objectives, vocabularies, exercises and activities in each unit.

B. Result of Survey Research

In this part the writer presents the result of the two types of needs surveys. The first type was taken from the 6th grade students and teacher in SD Percobaan 3 Pakem. The survey was conducted to assess the students’ needs. The second result was taken from the responses given by teachers, lecturer and instructors who evaluated the designed materials. The result from the survey are elaborated bellow.

1. The Result of Needs Analysis

There were some questions on the questionnaire that had to be answered by the subjects of this study. The answers were given by circling to the choices which were suitable or the closest to their conditions at that time, or by writing down choices or opinions on the provided spaces. The details data are presented as follow:

Questionnaire was used to gather information needed by the writer in order to design the material design from the students and interview was used to gather information from the English teacher. The questionnaire was conducted to 20
English club members. They were 8 boys and 12 girls used as respondents and they were between 11-12 years old, all of them are the sixth grade in SD Percobaan 3 Pakem. The interview was conducted to one English teacher of SD Percobaan 3 Pakem.

The writer asked 6 questions in the questionnaire. The first question was the students’ difficulty in learning English. The result was that 16 respondents (80%) answered Yes and 4 (20%) answered No. It shows that most of them find English is difficult for them. The next question of the first part was about the students’ fluency. The result was that 20 students (100%) answered that they are not fluent when they speak English with their friends, teacher or foreigner. In the designed materials the writer tries to provide activities that give them more opportunity to speak.

The second question was about vocabulary mastering. The result was that all of the students (100%) answered that vocabulary is important in order to help them speak English fluently. The result shows that the students are still lack of vocabulary so they are limited to produce a sentence. In the designed materials, the writer tries to overcome this problem by providing list of related vocabulary in each of the unit.

The third question was about the students’ difficulty in speaking English. The result was that 16 students (80%) answered Yes and 4 students (20%) answered No. In the designed materials, the writer provide some activities that encourage the students to practice their speaking ability. The second part of the third question was what kind of problems that the students faced in speaking. The
results showed that most of the students have problem with vocabulary. for 60% (12 students chose this) for the Yes answer and 40 % (8 students chose this) for the No answer, for arranging sentences they answered Yes 20 % (4 students) and No 80% (16 students), and the last was about memorizing irregular verbs, the students answered Yes for 40% (8 students) and No for 60% (12 students). So, the students’ biggest problem in speaking is about vocabulary. As explained previously the writer provide list of vocabulary in each topic. It will enrich the students’ vocabulary mastery.

The next question was related to the activities. 12 students (60%) answered that they like to do role-play and 8 students (40%) answered that they do not like. For conversation with friends, 16 students (80%) answered Yes and 4 students (40%) answered No. 4 students (20%) answered that they like to have question and answer with their teacher, while 16 (80%) answered that they do not like to do the activity. For games as the activity for English lesson, all students (100%) saya Yes. To have a class discussion 8 students (40%) answered Yes while 12 students (60%) answered No. The next activity is working in pair, the students answered Yes 40% (8 students) they like the activity, while 60% (12 students) answered No. Doing a group discussion as the activity in learning English received 60% (12 students) answered Yes and 40% (8 students) answered No. The last activity in the questionnaire was debate, the students answered that they like the activity for 50% (10 students) and the do not like the activity for 50% (10 students). The writer applys roleplay, conversation, games, pair work and group discussion as the activities in the designed materials. These activities are
based on the activities chosen by most of the students. These activities are also in line with the activities in the Cooperative Learning. Since the learners are beginner learners, the writer considers that these activities can help the learners understand the materials more easily since the process of learning is fun.

The fifth question was related to the media. The students answered that they like using pictures 100% (20 students). Using story as a media the students answered Yes for 80% (16 students) and 20% (4 students). The use of song as the media in teaching English, the students answered Yes for 20% (4 students) and 80% (16 students) for No answer. Using magazine received 60% (12 students) for Yes answer and 40% (8 students) for No answer. The students also give their personal idea of using video, they answered 20% (4 students) for Yes answer and 80% (16 students) for No answer. The writer use some media such as pictures and story to support the learning process.

The last question in the questionnaire was about the topic that the students’ wanted to learn. The students answered introducing oneself as the topic for 90% (18 students), giving and receiving help for 80% (16 students), giving direction for 50% (10 students), giving suggestion to friends for 70% (14 students), stating warning for 40% (8 students), agree and disagree for 80% (16 students), asking politely to a friend for 30% (6 students), giving order to friends for 70% (14 students), asking about time for 60% (12 students), asking phone number for 60% (12 students), inviting friends for 20% (4 students), showing sympathy for 40% (8 students) and the last is giving direction for 60% (12 students).
Next is the result taken from the interview to the English teacher of Sekolah Dasar Percobaan 3 Pakem. There are 7 questions in the interview session. The first question was about the existence of speaking club in the school. The teacher answered that there was an English club on every grade starting from third grade up to sixth grade. The most active club is the sixth grade English club since the objective of the club is to prepare the students to enter the international school where English used as a daily language.

The second question was about the contact hour for the speaking club. The answer was that the speaking club was conducted for 90 minutes on Wednesday to Friday for the third grade up to the fifth grade, while for the sixth grade was conducted every Thursday for 90 minutes on each meeting. It was done after the school hour in order not to distract the other learning activities during the school hour.

Question number three was about the students’ interest in the English speaking club. The teacher answered that Yes they are interested in joining the club since they want to be able to speak English properly.

Fourth question was about the students’ level proficiency. The teacher answered that the students were not in the same proficiency, from 21 members of the club, some students are above level while the others are just average.

Next, the fifth question was about the activities that the teacher used to improve students speaking skill. The teacher answered that he usually use handout for the teaching and learning activities. He just hand in the handout to students
and explained the materials to the students, then he asked the students to practice through games and individual activities.

The sixth question was about the effectiveness about the activities. The teacher then added that the activity of using handout was not really effective because whenever the students were told to do individual activities, they seemed lack of confidence to do it.

The last question was about the development of the materials for the speaking club. The teacher answered that the club did not have the materials of their own because the materials which were taught in the club were different from the one they have in class. The other reason was because that the teacher did not have much time to develop the materials for the club, that was why the club is using the materials from one of the English courses in Yogyakarta.

2. The result of the Survey Research on the Designed materials

The second survey was intended to evaluate the designed materials and the result would be used to revise the designed materials and to find out a recommendation from the respondents. The survey was conducted by distributing and gathering questionnaires to the respondents.

There were 5 respondents consisting of one English lecturers of English Education Study Program of Sanata Dharma University, two English teachers of SD Percobaan 3 Pakem and two English instructors of various English courses in Yogyakarta. The detailed descriptions of the respondents can be seen in table below:
The questionnaire was divided into two parts. In the first part the respondents gave points to each statement related to the design materials. The range was from 1 to 5 and each score. The score indicated their degree of agreement. Each score was elaborated as follows:

1: strongly disagree with the statement
2: disagree with the statement
3: doubtful with the statement
4: agree with the statement
5: strongly agree with the statement.

After the questionnaire had been filled, the writer calculated the result to find the mean, median and Modus. The result of the questionnaire was presented bellow:

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion</th>
<th>Frequency of Occurance</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 N Mn</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The materials are appropriate for the learners</td>
<td>3 2 5</td>
<td>4.4</td>
</tr>
<tr>
<td>2.</td>
<td>The topics are well organized</td>
<td>3 2 5</td>
<td>4.4</td>
</tr>
<tr>
<td>3.</td>
<td>The level of difficulties is appropriate with the students</td>
<td>1 4 5</td>
<td>3.8</td>
</tr>
<tr>
<td>4.</td>
<td>The activities of the materials are suitable with the students’</td>
<td>3 2 5</td>
<td>4.4</td>
</tr>
</tbody>
</table>
Table 5: Result of data analysis technique

<table>
<thead>
<tr>
<th></th>
<th>need</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The activities are quite varied</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The page layout is suitable with the topics</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The use of pictures is effective</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The materials are interesting</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The font is readable</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The materials are easy to comprehend</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The subject content has fulfilled the learners’ need</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The instructions are clear enough</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

N : The number of respondent
Mn : The average points, resulted from total scores divided by the number of the respondents

In the second part, the respondents gave their opinions. The points of the suggestion are stated below:

a. Layout and font

Five of the respondent said that the layout and were good and the font were readable. But there was one respondent said that the font was not really attractive for 6th grade students and she suggested to change the font.

b. Content of the materials

Most of the respondents said that the materials were good enough. One of the respondents said that the materials were attractive and suitable with the students’ need. The other respondents said that the contents of the material were interesting and understandable. The other respondent said that the materials
could improve student’s knowledge. One of the respondents said that the choice of words were too Indonesian.

c. Vocabulary list

The respondents suggested to add the vocabulary list, not only giving the activity (crosswords).

d. Grammar

Some of the respondents found some grammatical mistakes in the designed materials. The writer should pay attention to minimum requirements and also spelling.

e. Other suggestion

One of the respondents said that the material in unit 8 was too easy. The respondent suggest to change the material about cardinal and ordinal number, but the writer did not change the material in unit 8 because the material was based on the students’ need.

C. Discussions

The discussion section concerns with two processes. The first one is about the process of designing a set of English instructional speaking materials for extracurricular activities for 6th grade students. The second process deals with the process of making revisions and improvement on the instructional materials based on the results of survey research. Before designing the materials the writer distributed pre-design questionnaire or also known as the needs analysis. The aim of needs analysis was to find out what the students’ need. The questionnaire was
distributed to the members of the English club students. The writer also conducted interview to some of the respondents and also to the English Club teacher. The result of the needs analysis showed that the students need English in order to enrol International schools for their future education. They needed to be able to communicate using English when they are accepted in International schools. The writer proposed some topics to learn.

The writer used the pre-design result to design the suitable materials. The writer developed the topics by considering what the students needed. The writer tried to fulfill the students need by providing communicative activities where the students have lots of chances to practice their speaking ability. By the end of the course, the students were expected to be able to communicate with friends and teachers using target language.

After designing the materials the writer distributed some questionnaires to two English teachers, one English lecturer and also two English instructors. The questionnaire was about the evaluations of the designed materials. The questionnaire consisted of two parts. In the first part the respondents gave their score based on their degree of agreements. The writer calculated the result of the questionnaire to find the mean, median and mode. The result of the survey was presented in table 4. The results showed that the average points were above 4.2. It meant that the materials were acceptable.

From the suggestions and inputs given by the respondents, the writer finally revised and improved the designed materials based on the evaluation given. The improvements were:
1. Correcting any misspelling, incorrect punctuation or unacceptable construction especially in the conversation so as the design materials were absolutely acceptable and correct.

2. Adding vocabulary list, not only put activity, but also put the vocabulary list in the language focus, especially in the vocabulary part.

3. Revising the dialogues’s expressions to be more natural by consulting to a native speaker.

4. Revising the font in order to be more interesting for young learners.

5. Adding pictures in “Exploration” section.

D. Presentation of the Design Materials

To answer the second question in the problem formulation, that was what the designed materials look like. The writer, therefore, presented the final version of the set of English instructional speaking materials for extracurricular activities based on the principles of Cooperative Learning for 6th grade students of SD Percobaan 3 Pakem after the designed materials underwent the revision process. In brief, the designed materials presented of the topic as stated below:

1. my name is Shanty

2. Can I help you?

3. Close the door

4. What should I do?

5. Go straight ahead

6. I agree completely
7. What time is it now?

8. What is your phone number?

In general, the subject content of the designed materials consists of five sections of activities as mentioned below:

1. Exploration
2. Let’s Talk
3. Language Focus
   - Useful Expressions
   - Vocabulary
4. Language Practice
5. Let’s Play

As mentioned above, the materials include communicative activities for the students to practice their speaking ability and so they can communicate with other students and teachers in English. Because the large number of pages in the designed materials, the writer presented the designed material in Appendix.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

It is important to have conclusions and suggestions to confirm the answer of the two main problems in this study. This chapter presents two parts, they are conclusions and suggestions. The first one deals with the presentation of the conclusions in this study, the second part deals with some suggestions gathered by the writer as the follow up of the study. The suggestions are not only for the English Club students who will use these materials, but also for other writer who plan to conduct the similar study.

A. Conclusions

In this part the writer tried to answer the problem formulation stated in chapter I. The two questions were:

1. How is a set of English instructional speaking materials for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem designed?

2. How does the designed of a set of English instructional speaking material for extracurricular activities using Cooperative Learning activities for 6th grade students of SD Percobaan 3 Pakem look like?

In order to answer those questions, the writer conducted a research. The methodology used in this study was R & D. There were two kinds of research. The first research was conducted to collect any information about the learners’
needs. Since the writer designs the materials for extracurricular activities for 6th grade students in SD Percobaan 3 Pakem, the respondents of this research were the 6th grade students in SD Percobaan 3 Pakem. The result of the research was used as the basic consideration to design the materials. The second research was conducted after designing the materials. The research aimed to get feedback to evaluate and to improve the designed materials. That is why the writer chose an experienced English teacher, English lecturers and English instructors as the respondents. The writer expected that the respondents could evaluate and give suggestions to improve the materials.

In answering the first question the writer used some steps. The writer made the steps by combining the steps in Kemp’s and Yalden’s model, which are in accordance with the steps in R & D and here are the writer’s steps:

1. Conducting needs survey
2. Stating the goals, topic and general purposes
3. Stating learning objectives
4. Selecting syllabus type
5. Listing the subject content
6. Selecting teaching learning activities

After completing the design of the materials, the writer conducted a survey study or also known as post design by distributing questionnaires to obtain opinions, suggestions and comments on the designed materials. The questionnaires were distributed to two English teachers of SD Percobaan 3
Pakem, one Lecturer of Sanata Dharma University, and two English instructors of English course in Jogjakarta.

To answer the second problem, the writer presented the designed materials. There were eight units developed in this materials design. They were as follow:

1. My name is Shanty
2. Can I help you?
3. Close the door
4. What should I do?
5. Go straight ahead
6. I agree completely
7. What time is it now?
8. What is your phone number?

The content of the unit consists of five parts, namely:

a. Exploration
b. Let’s Talk
c. Language Focus
   - Useful Expressions
   - Vocabulary
d. Practice
e. Have Fun

Having answered the two questions above, finally the writer came to a conclusion, with the results of the evaluation from the respondents, the set of
instructional speaking materials for extracurricular activities using the principles of Cooperative Learning for 6th grade students and the designed materials had suited the student’s needs survey. The content and performance of the materials correspond to the 6th grade students needs in learning English. The kinds of activities in the units would enable the students to be able to communicate in English in their daily life. The writer believes that the designed materials would encourage the students to master English speaking ability. Other writer will be welcomed to continue this study to find out the effectiveness of this design.

B. Suggestions

1. For teachers/ instructors:
   a. In order to make the teaching learning process successful, the teachers need to motivate the students to be active in learning activities and encourage the students to speak in target language bravely and confidently.
   b. The teacher should understand the students’ background in order to be able to manage the class well.
   c. The teacher need to be creative and well prepared in conducting the teaching learning activities.

2. For other researchers:

   From this study, the writer expect that this study will encourage other researchers to conduct similar research because this study still far from perfect. Because of the limited of time, the designed set of speaking materials has not been
able to be implemented. Therefore, some studies on the implementation of the materials for the improvement were recommended.

As the last part of this study, hopefully these materials could be an applicable and helpful means of learning English effectively and efficiently for 6th grade English Club students. Secondly, this may provide corrective inputs and inspirations for those who will use these designed materials.
REFERENCES


APPENDICES
APPENDIX A

RESEARCH PERMISSION LETTER
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B

PRE-DESIGN QUESTIONNAIRE
KUESIONER

guna menyelesaikan tugas akhir yang dilakukan oleh kakak mahasiswa yang sedang melakukan penelitian, maka adik-adik kelas 6 peserta ekstrakulikuler Bahasa Inggris/Speaking club dimohon dapat membantu kakak mahasiswa dengan menisi kuesioner dibawah ini dengan sejujur-jujurnya.

A. Data Diri

| Nama  |
| Usia  |
| Kelas  |
| Jenis kelamin |

B. Pertanyaan

Isilah pertanyaan-pertanyaan di bawah ini dengan memberi tanda silang (X) pada kolom jawaban.

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
</table>
| 1. | a. apakah adik-adik mengalami kesulitan dalam belajar bahasa Inggris?  
    b. apakah adik-adik lancar berbicara dalam bahasa Inggris ketika menjawab pertanyaan bapak/ Ibu guru atau orang asing? | | |
| 2. | Apakah kata-kata asing/ kosakata diperlukan ketika berbicara dalam bahasa Inggris? | | |
| 3. | a. apakah adik-adik mendapat kesulitan ketika berbicara Bahasa Inggris?  
    b. kesulitan apa yang adik-adik jumpai saat belajar bahasa Inggris? Sebutkan:  
    1.  
    2.  
    3. | | |
| 4. | Kegiatan yang disukai saat belajar bahasa Inggris yaitu:  
    a. Bermain peran secara bergantian (roleplay)  
    b. Percakapan dengan teman (conversation)  
    c. Tanya jawab dengan bapak/ ibu guru (conversation)  
    d. Permainan dalam bahasa Inggris (games)  
    e. Diskusi kelas (class discussion)  
    f. Bekerja berdua denggan teman | | |
### 5. Media dalam belajar bahasa Inggris yang adik suka yaitu:
- Gambar (picture)
- Cerita (story)
- Lagu (song)
- Majalah (news)
- Lain-lain, sebutkan:
  1. _______________
  2. _______________
  3. _______________

### 6. Topik apa yang ingin adik pelajari dalam bahasa Inggris khususnya dalam speaking?
- Memperkenalkan diri dengan teman (contoh: My name is Budi)
- Memberi dan meminta bantuan (contoh: can I help you?)
- Memberi petunjuk kepada teman (contoh: your book is on the table)
- Memberi pendapat kepada teman (contoh: you should go to the doctor, Anni)
- Melarang teman melakukan sesuatu (contoh: do not open the window)
- Menyetujui dan tidak menyetujui ucapan teman (contoh: I agree with you Dinda)
- Meminta sesuatu kepada teman dengan sopan (contoh: do you mind lending me your book, Myra?)
- Memberi perintah kepada teman untuk melakukan sesuatu (contoh: open the window!)
- Menawarkan dan meminta bantuan (contoh: what can i do for you?)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>j.</td>
<td>Menanyakan waktu (contoh: what time is it now?)</td>
</tr>
<tr>
<td>k.</td>
<td>Menanyakan nomor telepon (contoh: what is your phone number?)</td>
</tr>
<tr>
<td>l.</td>
<td>Memberitahu arah (contoh: turn left at the corner.)</td>
</tr>
<tr>
<td>M.</td>
<td>Menyatakan simpati (contoh: I’m sorry to hear that)</td>
</tr>
</tbody>
</table>
APPENDIX C

PRE-DESIGN RESULT
<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Do you usually meet difficulties when you learn English?</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>b. Do you speak fluently when you answer questions from your English Club teacher or foreigner perhaps?</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Is vocabulary needed when you speaking English?</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>a. Do you have difficulties when you speak English?</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>b. What difficulties you meet when you learn English? Mention it!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. vocabulary</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>2. structure</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>3. memorizing irregular verb</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>The activity(ies) that you like when you learn English:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Roleplay</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>b. Conversation</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>c. Question and answer</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>d. Games</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>e. Class discussion</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>f. Pairwork</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>g. Group discussion</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>h. Debate</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>i. Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>What media that you like in learning English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Picture</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b. Story</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>c. Song</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>d. News</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Others, mention:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Video</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

For question number 6, you have to circle the answer. You are allowed to choose more than 1 option.
<table>
<thead>
<tr>
<th></th>
<th>What topic do you want to learn in English, especially for speaking?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Introducing</td>
<td>90%</td>
</tr>
<tr>
<td>b.</td>
<td>Asking and offering help</td>
<td>80%</td>
</tr>
<tr>
<td>c.</td>
<td>Giving information to friends</td>
<td>50%</td>
</tr>
<tr>
<td>d.</td>
<td>Giving suggestion to friend</td>
<td>70%</td>
</tr>
<tr>
<td>e.</td>
<td>Giving order to friend not to do something</td>
<td>40%</td>
</tr>
<tr>
<td>f.</td>
<td>Agreeing and disagreeing</td>
<td>80%</td>
</tr>
<tr>
<td>g.</td>
<td>Asking for something in a good manner</td>
<td>30%</td>
</tr>
<tr>
<td>h.</td>
<td>Giving command to friend to do something</td>
<td>70%</td>
</tr>
<tr>
<td>i.</td>
<td>Asking time</td>
<td>60%</td>
</tr>
<tr>
<td>j.</td>
<td>Asking phone number</td>
<td>60%</td>
</tr>
<tr>
<td>k.</td>
<td>Inviting friend</td>
<td>20%</td>
</tr>
<tr>
<td>l.</td>
<td>Showing sympathy</td>
<td>40%</td>
</tr>
<tr>
<td>m.</td>
<td>Giving direction</td>
<td>60%</td>
</tr>
</tbody>
</table>
APPENDIX D
POST- DESIGN QUESTIONNAIRE
Questionnaire

Name : 
Sex : 
Education Background : 
Teaching Experience in year : 

Put cross (X) on the column under the number you choose

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ opinion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The materials are appropriate for the students</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The topics are well organized</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>The level of difficulties is appropriate with the students</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>The activities of the materials are suitable with the students’ need</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>The activities are quite varied</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>The page lay out is suitable with the topics</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The use of pictures is effective</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The materials are interesting</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The font is readable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The materials are easy to comprehend</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>The subject content has fulfilled the learners need</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The instructions are clear enough</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

1: Strongly disagree
2: Disagree
3: Doubtful
4: Agree
5: Strongly agree
Respondent’s suggestion

a. Goals and objectives
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

b. Lay out and font
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

c. The content of the materials
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

d. Vocabulary list
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

e. Grammar
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

f. Other suggestions
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

_________________
APPENDIX E

INTERVIEW QUESTIONS AND RESULT
Interview result

1. Is there any speaking club in this school?

Yes, this school has speaking club, English speaking club. From the 3rd grade to the 6th grade. Every level has their own class according to their grade. The most active level is the 6th grade class because they are prepared to be able to enter International school when they graduated from this school. In international school, English is used as their first language as their daily language.

2. How many contact hour do the school has for the speaking club?

The club is from Wednesday to Friday. For the 6th grade students, the club are being held every Thursday from 2pm to 3.30pm for 90 minutes. This club held after school time.

3. Are the students interested in English Speaking club?

Yes, they are very enthusiastic in joining this club. They are willing to be able to speak English fluently.

4. Are the students on the same level of proficiency?

Of course not, from 21 students who join this club, they have different level of proficiency. There are some students whose proficiency are above average, who are able to speak English fluently but there also some students whose proficiency are below average.
5. What kind of activities do you use to improve students’ speaking skills?

I usually use handout. I distribute the handout to the students and asked them to learn it. And then I explain the materials to the students, I provide activities to enable the students to practice the material individually or in group.

6. Are they effective?

It’s not really effective especially for individual practice.

7. How is the materials for the speaking club develop?

We do not develop our materials. We use materials from other English course in Jogja.
APPENDIX F

GAMBARAN UMUM
GAMBARAN UMUM

MATERI SPEAKING UNTUK KEGIATAN EKSTRAKURIKULER BERDASARKAN PRINSIP-PRINSIP PEMBELAJARAN KOOPERATIF UNTUK SISWA KELAS 6 SD PERCOBAAN 3 PAKEM

Studi ini berjudul “Designing a Set of English Instructional Speaking Materials for the Ekstracurricular Activities using Cooperative Learning activities for 6th grade Students of SD Percobaan 3 Pakem.” Inti dari studi ini adalah membuat materi untuk panduan belajar bagi para siswa anggota speaking club. Materi ini disusun sedemikian rupa agar dapat memenuhi kebutuhan para siswa speaking club dalam berkomunikasi menggunakan Bahasa Inggris, baik kepada guru maupun kepada teman.

A. Latar Belakang

Penulis mempunyai beberapa alasan dalam menyusun materi pegajaran Bahasa Inggris bagi siswa speaking club SD Percobaan 3 Pakem. Alasan itu antara lain adalah, pertama penguasaan Bahasa Inggris sebagai bahasa Internasional yang digunakan sebagai bahasa komunikasi antar bangsa harus semakin dikuasai oleh semua orang. Dalam hal ini, sebagai salah satu Rintisan Sekolah Dasar Bertaraf Internasional (RSDBI) mengharapkan siswanya agar dapat berbicara menggunakan bahasa Inggris dengan lancar.

Alasan kedua adalah sekolah ini mencoba memfasilitasi dan membekali anak-anak dengan kemampuan bahasa Inggris yang memadai dengan alasan untuk menyiapkan sumber daya manusia yang dapat bersaing dalam memperoleh pendidikan lanjut bagi para siswanya terutama agar dapat menembus sekolah menengah pertama bertaraf internasional.

Alasan ketiga adalah belum tersedianya materi pengajaran Bahasa Inggris yang dapat membantu meningkatkan kemampuan para siswa English Club dalam berkomunikasi menggunakan Bahasa Inggris.
Berdasarkan ketiga alasan tersebut diatas maka penulis memiliki dasar untuk menyusun materi pengajaran Bahasa Inggris yang memenuhi kebutuhan mereka.

B. Tujuan Pengajaran

Tujuan penyusunan materi pengajaran Bahasa Inggris untuk para siswa English speaking club ini adalah untuk membantu para siswa berkomunikasi dalam Bahasa Inggris. Selain itu juga agar membantu mereka untuk dapat menggunakan kata-kata yang sesuai dalam berkomunikasi dalam Bahasa Inggris.

C. Penyusunan Materi, Topik dan Isi


Berikut ini adalah topic-topik yang sudah dipilih dan akan dikembangkan sebagai materi pengajaran.

Unit One : My name is Shanty
Unit Two : What can I do for you?
Unit Three : Close the door
Unit Four : What should I do?
Unit Five : Go straight ahead
Unit Six : I agree completely
Unit Seven : What time is it now?
Unit Eight : What is your phone number?
Setiap unit terbagi menjadi lima bagian, yaitu Exploration, Let’s Talk, Language Focus, exercise dan Have Fun. Exploration bertujuan mengenalkan dan memberikan gambaran kepada siswa pada topic yang akan dipelajari pada setiap unitnya. Bagian ini berupa gambar yang diikuti dengan pertanyaan-pertanyaan yang menyangkut dengan topik.

Let’s Talk berisi beberapa contoh percakapan yang berhubungan dengan fungsi bahasa yang ditekankan pada setiap unit.

Language Focus terdiri dari Useful Expressions yang berisi beberapa ungkapan dan ekspresi yang dapat digunakan sesuai dengan topik dan Vocabulary, berupa teka-teki silang yang sesuai dengan topik.

Practice ditampilkan untuk membantu siswa dalam memahami dan memperdalam penggunaan ungkapan-ungkapan, ekspresi dan kosakata.

Have Fun terdiri dari beberapa aktivitas, seperti Pairwork, Game dan Role-Play, yang menuntut dan mendorong siswa untuk aktif menggunakan Bahasa Inggris dalam kegiatan-kegiatannya.

D. Kegiatan

Latihan-latihan yang terdapat dalam materi pengajaran ini ditekankan pada latihan-latihan yang komunikatif, seperti Pair Work, Games dan Role Play. Hal ini dimaksudkan untuk membantu pemahaman topic yang sedang dibahas dan memberikan kesempatan kepada semua siswa untuk mempraktekkan kemampuannya dalam berkomunikasi menggunakan Bahasa Inggris.
SYLABUS

Competence Standard:

1. Comprehend spoken English.
2. Express their ideas, thoughts and opinions through simple English.
3. Use the language functions in their daily lives.
4. Acquire better speaking skill.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Unit</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Time</th>
<th>Media&amp; Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce oneself</td>
<td>1. My name is Shanty</td>
<td>● Exploration - Picture about introducing self and other - question about introducing self and other ● Let’s Talk - 2 different dialogues related to introduce oneself and other</td>
<td>1. Students answer the questions silently and then share the answer with the other students 2. Students practice the dialogue in their group. Every group has different situation. 3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. 4. Students form new group and tell the story from the conversation 5. Students listen to the teacher’s explanation about introducing oneself and other 6. students do the crossword in group related to the vocabulary from the</td>
<td>The students are able to: ▶ have the idea about the materials ▶ recognize the topic ▶ pronounce the word correctly ▶ define the meaning of the difficult words ▶ retell the story of the text ▶ use expressions used in introducing self and others ▶ complete the crossword</td>
<td>1x90'</td>
<td>Media: White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Unit</td>
<td>Materials</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Time</td>
<td>Media &amp; Source</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>
|                  | ▶ Practice  | ● Practice  
- Complete the exercise  
- Have Fun  
- Game about introducing self and others | • conversation  
7. students practice the exercise  
8. students play the game in group | ▶ complete the exercises  
▶ practice introducing oneself and other orally |                                 |
|                  | ▶ Practice  | • Practice  
- Complete the exercise  
- Have Fun  
- Game about asking and offering | • Language Focus  
- Expression related to ask and offer help  
- Crossword related to the dialogues | • students are able to:  
▶ have the idea about the materials  
▶ recognize the topic  
▶ pronounce the word correctly  
▶ define the meaning of the difficult words | 1x90’ | Media: White/blackboard  
Boardmarker/chalk  
Source: Handout |
|                  | ▶ Practice  | • Exploration  
- Picture about asking and offering help  
- question related to ask and offer help  
- Let’s Talk  
- 2 different dialogues related to ask and offer help | 1. Students answer the questions silently and then share the answer with the other students  
2. Students practice the dialogue in their group. Every group has different situation.  
3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary.  
4. Students form new group and tell the story from the conversation | The students are able to:  
▶ students are able to retell the story of the text  
▶ Use expressions used in asking and offering help  
▶ complete the crossword  
▶ make conversation based on situation  
▶ practice asking and offering help orally |                                 |
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Unit</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Time</th>
<th>Media &amp; Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>give command</td>
<td>1.</td>
<td>help</td>
<td>help</td>
<td>1. Students answer the questions silently and then share the answer with the other students 2. Students practice the dialogue in their group. Every group has different situation. 3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. 4. Students form new group and tell the story from the conversation 5. Students listen to the teacher’s explanation about giving command and request 6. Students do the crossword in group related to the vocabulary from the conversation 7. Students practice the exercise 8. Students play the game in group 9. Students are able to retell the story of the text 10. Students are able to make conversation based on situation 11. Students practice giving command and request orally</td>
<td>1x90’</td>
<td>White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td>give request</td>
<td>2.</td>
<td>help</td>
<td>help</td>
<td>1. Students answer the questions silently and then share the answer with the other students 2. Students practice the dialogue in their group. Every group has different situation. 3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. 4. Students form new group and tell the story from the conversation 5. Students listen to the teacher’s explanation about giving command and request 6. Students do the crossword in group related to the vocabulary from the conversation 7. Students practice the exercise 8. Students play the game in group 9. Students are able to retell the story of the text 10. Students are able to make conversation based on situation 11. Students practice giving command and request orally</td>
<td>1x90’</td>
<td>White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td>Ask Advice</td>
<td>3.</td>
<td>Close the door help</td>
<td>help</td>
<td>1. Students answer the questions silently and then share the answer with the other students 2. Students practice the dialogue in their group. Every group has different situation. 3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. 4. Students form new group and tell the story from the conversation 5. Students listen to the teacher’s explanation about giving command and request 6. Students do the crossword in group related to the vocabulary from the conversation 7. Students practice the exercise 8. Students play the game in group 9. Students are able to retell the story of the text 10. Students are able to make conversation based on situation 11. Students practice giving command and request orally</td>
<td>1x90’</td>
<td>White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td>Give Advice</td>
<td>4.</td>
<td>What should I do? help</td>
<td>help</td>
<td>1. Students answer the questions silently and then share the answer with the other students 2. Students practice the dialogue in their group. Every group has different situation. 3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. 4. Students form new group and tell the story from the conversation 5. Students listen to the teacher’s explanation about giving command and request 6. Students do the crossword in group related to the vocabulary from the conversation 7. Students practice the exercise 8. Students play the game in group 9. Students are able to retell the story of the text 10. Students are able to make conversation based on situation 11. Students practice giving command and request orally</td>
<td>1x90’</td>
<td>White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Unit</td>
<td>Materials</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Time</td>
<td>Media &amp; Source</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>-----------</td>
<td>--------------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>1. Ask direction</td>
<td>2. Give direction</td>
<td>- 2 different dialogues related to ask and give advice</td>
<td>Every group has different situation. 3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. 4. Students form new group and tell the story from the conversation. 5. Students listen to the teacher’s explanation about asking and giving advice. 6. Students do the crossword in group related to the vocabulary from the conversation. 7. Students practice the exercise. 8. Students play the game in group.</td>
<td>▶ define the meaning of the difficult words ▶ students are able to retell the story of the text ▶ Use expressions used in asking and giving advice ▶ complete the crossword ▶ make conversation based on situation ▶ practice asking and giving advice orally</td>
<td>1x90’</td>
<td>Media: White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td></td>
<td>1. Ask direction</td>
<td>- Picture about asking and giving direction - question related to ask and give direction</td>
<td>Students answer the questions silently and then share the answer with the other students. Students practice the dialogue in their group. Every group has different situation. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. 4. Students form new group.</td>
<td>The students are able to: ▶ have the idea about the materials ▶ recognize the topic ▶ pronounce the word correctly ▶ define the meaning of the difficult words ▶ students are able to retell the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Unit</td>
<td>Materials</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Time</td>
<td>Media &amp; Source</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>-----------</td>
<td>---------------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>1. agreement</td>
<td>6.1</td>
<td>1. Students answer the questions silently and then share the answer with the other students.</td>
<td>The students are able to:</td>
<td>1x90'</td>
<td>Media: White/blackboard Boardmarker/chalk Source: Handout</td>
<td></td>
</tr>
<tr>
<td>2. disagreement</td>
<td>6.1</td>
<td>2. Students practice the dialogue in their group. Every group has different situation.</td>
<td>have the idea about the materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary.</td>
<td>recognize the topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>4. Students form new group and tell the story from the conversation</td>
<td>pronounce the word correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>5. students listen to the teacher’s explanation about agreement and disagreement</td>
<td>define the meaning of the difficult words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>6. students do the crossword in group related to the vocabulary from the conversation</td>
<td>students are able to retell the story of the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>7. students practice the exercise</td>
<td>Use expressions used in agreement and disagreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>8. students play the game in group</td>
<td>complete the crossword</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Unit</td>
<td>Materials</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Time</td>
<td>Media &amp; Source</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dialogues</td>
<td>• Practice</td>
<td>• make conversation based on situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Complete the exercise</td>
<td>• practice agreement and disagreement orally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Have Fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Game about agreeing and disagreeing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ask time</td>
<td>2. Tell time</td>
<td>7. What time is it now?</td>
<td>1. Students answer the questions silently and then share the answer with the other students</td>
<td>The students are able to:</td>
<td>1x90’</td>
<td>Media: White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Students practice the dialogue in their group. Every group has different situation.</td>
<td>• have the idea about the materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary.</td>
<td>• recognize the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Students form new group and tell the story from the conversation</td>
<td>• pronounce the word correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Students listen to the teacher’s explanation about asking and telling time</td>
<td>• define the meaning of the difficult words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Students do the crossword in group related to the vocabulary from the conversation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Students practice the exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Students play the game in group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Language Focus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Expression related to ask and tell time</td>
<td>• students are able to retell the story of the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Crossword related to the dialogues</td>
<td>• Use expressions used in asking and telling time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Practice</td>
<td>• complete the crossword</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Complete the exercise</td>
<td>• make conversation based on situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Have Fun</td>
<td>• practice asking and telling time orally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Game about asking and telling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Unit</td>
<td>Materials</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Time</td>
<td>Media &amp; Source</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>-----------</td>
<td>---------------------</td>
<td>------------</td>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>1. Ask phone number</td>
<td>8. What is your phone number?</td>
<td>1. Exploration - Picture about asking and telling phone number - question related to ask and tell phone number - Let’s Talk - 2 different dialogues related to ask and tell phone number</td>
<td>1. Students answer the questions silently and then share the answer with the other students 2. Students practice the dialogue in their group. Every group has different situation. 3. Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting the dictionary. 4. Students form new group and tell the story from the conversation 5. Students listen to the teacher’s explanation about asking and telling phone number 6. Students do the crossword in group related to the vocabulary from the conversation 7. Students practice the exercise 8. Students play the game in group</td>
<td>The students are able to: ► have the idea about the materials ► recognize the topic ► pronounce the word correctly ► define the meaning of the difficult words ► students are able to retell the story of the text ► Use expressions used in asking and telling phone number ► complete the crossword ► make conversation based on situation ► practice asking and telling phone number orally</td>
<td>1x90’</td>
<td>Media: White/blackboard Boardmarker/chalk Source: Handout</td>
</tr>
<tr>
<td>2. Tell phone number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students are able to:
► have the idea about the materials
► recognize the topic
► pronounce the word correctly
APPENDIX H

LESSON PLAN
UNIT 1

My Name is Shanty

Meeting : 1

Topic : Greeting and Introduction

Time allocation : 90'

Students : 6th grade students

A. Standards Competence

1. Comprehend spoken English.
2. Express their ideas, thoughts and opinions through simple English.
3. Use the language functions in their daily lives.
4. Acquire better speaking skill.

B. Basic Competence:

- The students are able to greet their friends
- The students are able to respond to the greeting from their friends
- The students are able to ask personal question to their friends

C. Indicators:

The students are able to:

- have the idea about the materials
- use the topic
- pronounce the words correctly
- use the meaning of the difficult words
- retell the story of the text
- Use expressions used in introducing self and others
- complete the crossword
- complete the exercises
• practice introducing oneself and other orally

D. Media:
• hand out
• cards
• whiteboard
• board marker

E. Teaching Learning activities:

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Pre Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Teacher greets the students</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>• The teacher introduces him/herself</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>Whilst Activity</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>• Students answer the questions silently and then share the answer with the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other students</td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td>• Students practice the dialogue in their group. Every group has different</td>
<td></td>
</tr>
<tr>
<td></td>
<td>situation.</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>• Students find out some difficult vocabulary from the dialogue and figure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>out the meaning by asking the teacher or consulting to the dictionary.</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>• Students form new group and tell the story from the conversation</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>• Students listen to the teacher’s explanation about introducing oneself and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>• Students do the crossword in group related to the vocabulary from the</td>
<td>Cards</td>
</tr>
<tr>
<td></td>
<td>conversation</td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td>• Students practice the exercise</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>• Students play the game in group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post Activity</td>
<td></td>
</tr>
<tr>
<td>• The teacher and the students sum up today’s material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4

What Should I Do?

Meeting : 4

Topic : Asking and Giving Advice

Time allocation : 90'

Students : 6th grade students

A. Competence Standard

1. Comprehend spoken English.
2. Express their ideas, thoughts and opinions through simple English.
3. Use the language functions in their daily lives.
4. Acquire better speaking skill.

B. Basic Competence:

- The students are able to use the expression of asking for advice
- The students are able to use the expressions of giving advice
- The students are able to use the expression of asking for advice
- The students are able to use the expressions of giving advice

C. Indicators:

The students are able to:

- have the idea about the topic
- use the topic
- pronounce the word correctly
- use the meaning of the difficult words
- students are able to retell the story of the text
- use the expression in asking and giving suggestion
- complete the crossword
• make conversation based on the situation
• practice asking and giving suggestion

D. Media
• hand out
• cards
• whiteboard
• board marker

E. Learning Activities

<table>
<thead>
<tr>
<th>Time Allotment</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
</table>
| 5’            | Pre Activity  
• the teacher explains the topic | ▶ Handout |
| 5’            | Whilst Activity  
• Students answer the questions silently and then share the answer with the other students | ▶ Handout |
<p>| 10’           | • Students practice the dialogue in their group. Every group has different situation. | ▶ Cards |
| 15’           | • Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary. | |
| 10’           | • Students form new group and tell the story from the conversation | |
| 10’           | • Students listen to the teacher’s explanation about asking and giving advice | |
| 5’            | • Students do the crossword in group | |</p>
<table>
<thead>
<tr>
<th>5’</th>
<th>related to the vocabulary from the conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Students practice the exercise</td>
</tr>
<tr>
<td></td>
<td>• Students play the game in group</td>
</tr>
</tbody>
</table>

Post activity

The teacher and the students sum up today’s materials
UNIT 8

What is your Phone Number?

Meeting : 8

Topic : Asking and Telling Numbers

Time allocation : 90’

Students : 6th grade students

A. Competence Standard

1. Comprehend spoken English.
2. Express their ideas, thoughts and opinions through simple English.
3. Use the language functions in their daily lives.
4. Acquire better speaking skill.

B. Basic Competence

• The students are able to use the expression of asking phone number
• The students are able to use the expression of telling phone number
• The students are able to asking phone number
• The students are able to telling phone numbers

C. Indicators

The students are able to:

• have the idea about the topic
• use the topic
• pronounce the word correctly
• use the meaning of the difficult words
• retell the story of the text
• use the expression about asking and telling phone number
• complete the crossword
• make conversation based on the situation
• practice asking and telling phone numbers
D. Media

- hand out
- cards
- whiteboard
- board marker

E. Learning Activities

<table>
<thead>
<tr>
<th>Time allotment</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>2’</td>
<td>Pre Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- the teacher mention some numbers and asks the students to write down the number</td>
<td></td>
</tr>
<tr>
<td>3’</td>
<td>Whilst activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students answer the questions silently and then share the answer with the other students</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>- Students practice the dialogue in their group. Every group has different situation.</td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td>- Students find out some difficult vocabulary from the dialogue and figure out the meaning by asking the teacher or consulting to the dictionary.</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>- Students form new group and tell the story from the conversation</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>- students listen to the teacher’s explanation about asking and telling phone number</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>- students do the crossword in group related to the vocabulary from the conversation</td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td>- students practice the exercise</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td>students play the game in group</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher and the students sum up today’s materials</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I

DESIGNED MATERIALS
Unit 1    My name is Shanty...
A. Exploration

Instructions (think Pair Share)

Each student answers the questions silently, exchanges the ideas and thoughts with a partner and then the pairs share their responses with other pairs.

- What do you say when you meet your friend?
- While you are walking with your friend named Tuti, you meet Shanty. Shanty does not know Tuti. Will you introduce them?
- What do you say when you introduce yourself or your friend?

B. Let's Talk

Instructions (Jigsaw Activities)

Practice these conversations in a group. Each of group consists of four students and given a situation. Each group reads their own part and do not allowed to read other's part. The group may use the dictionary or ask the teacher to figure out the meaning of a word.

Wina is a 6th grade student of SD Harapan Bangsa and Shanty is a new student in SD Harapan Bangsa.

Wina : Hello, good morning.
Shanty : Good morning.
Wina : My name is Wina, What is your name?
Shanty : My name is Shanty, I am a new student.
Wina : Where are you from Shanty?
Shanty: I am from Bandung.

Wina: Are you Sundanesse?

Shanty: Yes I am. Are you Javanese?

Wina: Yes, I am. Nice to meet you Shanty.

Shanty: Nice to meet you too, Wina.

Budi and Rangga are visiting the zoo. At the zoo, they meet Bayu, Budi’s neighbour.

Bayu: Hi Budi, nice to meet you here.

Budi: Oh, hi Bayu. Bayu this is my friend Rangga, Rangga this is my neighbour, Bayu.

Bayu: How do you do Rangga?

Rangga: How do you do.

Bayu: Where are you from Rangga?

Rangga: I am from Bantul.

Bayu: Is this your first time visiting the zoo rangga?

Rangga: Yes it is. And I am very amazed.

Bayu: I hope you enjoy it.

Rangga: Yes, of course.

Bayu: Ok, I have to go now Budi, Rangga. Nice to meet you Rangga.

Rangga: Nice to meet you too, Bayu.

C. Language Focus

Instructions (Three Minute Review)

The teacher reads these language expressions and the students repeat after him/her then the teacher stops anytime during a lecture or discussion and gives teams three minutes to review what has been said. Asks clarifying questions or answer questions.
The following are some expressions that you can use to introduce yourself or someone else and to respond them.

### Self Introduction

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello. I am Laila</td>
<td>How do you do. I'm Harjo.</td>
</tr>
<tr>
<td>Hello. My name is Endang.</td>
<td>Pleased to meet you. I'm Indah.</td>
</tr>
<tr>
<td>I don’t think we’ve met. I’m Riyanto.</td>
<td>Nice to meet you. I’m Siti.</td>
</tr>
<tr>
<td>Hi, my name’s Susi.</td>
<td>Hi, my name’s Ana. Nice meeting you.</td>
</tr>
<tr>
<td>Hi, I'm Taufiq. What’s your name?</td>
<td>Hi, I'm Mulyono, but everyone calls me Yono.</td>
</tr>
</tbody>
</table>

### Introducing Others

<table>
<thead>
<tr>
<th>Introducer</th>
<th>Response A</th>
<th>Response B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'd like to introduce Dewi.</td>
<td>How do you do.</td>
<td>How do you do.</td>
</tr>
<tr>
<td>I'd like you to meet Ana.</td>
<td>Glad to meet you.</td>
<td>The pleasure is mine.</td>
</tr>
<tr>
<td>I'd like you to see Chanif.</td>
<td>Nice meeting you.</td>
<td>Nice to meet you too.</td>
</tr>
<tr>
<td>I want you to meet Wahyu.</td>
<td>Pleased to meet you.</td>
<td>I've heard so much about you.</td>
</tr>
</tbody>
</table>
Instructions (Jigsaw Activities)

After practicing the conversation, form a new group. Two of you will move to another group and two of you will stay where you are and other will join you. In each new group tell your story in the conversation and teach your new group the meaning of any vocabulary that the new group members don’t know. Listen to their story. Learn the meaning of the vocabulary, then do the crossword in group.

first (adverb) Sundanesse (noun) zoo (noun)
friend (noun) enjoy (verb) visit (verb)
student (noun) neighbour (noun) Javanesse (noun)
Instructions (Partners)

Make a group of two, and then make a conversation based on the situation given. Each pair may join with another pair to expand mastery or to compare their product.

Complete these dialogues with correct expressions and then practice with your partner.

1. A: What is your name?
   B: .............................................................

2. A: .............................................................?
   B: My address is Jl. Pramuka 13, Yogyakarta

3. A: Where are you from?
   B: .............................................................

4. A: Where does she work?
B: .................................................................

5. A: .................................................................?

B: She is a secretary.

6 A: .................................................................?

B: I was born on November 27th 1987.

7. A: What is her name?

B: .................................................................

8. A: .................................................................

B: I’m 16 years old.

9. A: Where were you born?

B: .................................................................

10. A: .................................................................

B: My hobbies are listening to music and singing.

11. A: What are you?

B: .................................................................

12. A: What is her address?

B: .................................................................

13. A: How old is she?

B: .................................................................

14. A: .................................................................

B: His name is Harjo
Complete the conversations below with correct expressions and then practice with your partner.

**Siti:** Hi, good morning. ........................................... Siti.

**Susi:** Hello Siti. ........................................... Susi.

**Siti:** How do you do.

**Susi:** .............................................

**Siti:** Hi, good morning. I’d like you to meet our new academic staff, Susi.

**Susi:** Hello, .............................................

**Wahyu:** Hi Susi, ............................................. Nice to meet you.

**Susi:** .............................................

**Chanif:** Hi I’m chanif, .............................................

**Susi:** Oh, hi, my name is Susi.

**Chanif:** .............................................

**Susi:** I’m from semarang.

**Chanif:** Where do you live?

**Susi:** .............................................

**Chanif:** What is your phone number?

**Susi:** .............................................

---

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
E. Have Fun
Unit 2  What Can I do For You?
A. Exploration

Instructions (think Pair Share)

Look at the picture below. Each student answers the questions silently, exchanges the ideas and thoughts with a partner and then the pairs share their responses with other pairs.

1. Where is probably that old woman?
2. Why do you think she is using walking stick?
3. If you see that old woman what will you do?

B. Let’s Talk

Instructions (Jigsaw Activities)

Practice these conversations in a group. Each of group consists of four students and given a situation. Each group reads their own part and do not allowed to read other's part. The group may use the dictionary or ask the teacher to figure out the meaning of a word.
Susy and Ana are bestfriend. They always study together once a week.

**Situation 1**

Susy : Do you want me to clean the table?
Ana : No, Don’t worry about it. I don’t mind cleaning it.
Susy : No, really! You’re always the one who cleans the table. Let me, for a change.
Ana : Okay. Thanks. I appreciate it.

**Situation 2**

Lina is a class leader, she tried to prepare the class for group discussion.

Rian : Good morning lin. You come so early.
Lina : Yes, I’d like to move this table since we’re going to have group discussion this morning.
Rian : Would you like me to help you move that table?
Lina : No, it’s okay. I can move it myself.
Rian : Oh, come on! Let me give you a hand. You shouldn’t have to move it yourself if I’m here to help.
Lina : Really. It’s nice of you to offer, but ...
Rian : Look! I insist! You’re not moving that table by yourself!
Lina : Well, okay. But really don’t want to trouble you.
Rian : No trouble at all! Honestly! I’m happy to lend you a hand.
Lina : Thanks.
Rian : My pleasure.
C. Language Focus

Instructions (Three Minute Review)

The teacher reads these language expressions and the students repeat after him/her then the teacher stops anytime during a lecture or discussion and gives teams three minutes to review what has been said. Asks clarifying questions or answer questions.

Useful Expressions

The following are some expressions that you can use in offering a help and response to an offer.

<table>
<thead>
<tr>
<th>Offering help</th>
<th>Response to an offering</th>
<th>Further assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want me to …….?</td>
<td>I appreciate that.</td>
<td>Please let me know if I can be of any further assistance.</td>
</tr>
<tr>
<td>Would you like me to …….?</td>
<td>I’d appreciate it.</td>
<td>Please feel free to call on me if I can be of any further assistance.</td>
</tr>
<tr>
<td>I’ll be happy/glad to ……………… if you’d like.</td>
<td>It’s very nice/kind of you.</td>
<td>If I can be of any further assistance, please don’t hesitate to ask/let me know.</td>
</tr>
<tr>
<td>Would you like me to help you …………..?</td>
<td>That very nice/kind of you.</td>
<td>Is there anything I can help you?</td>
</tr>
<tr>
<td>Do you want me to help you ………………?</td>
<td>That would be nice.</td>
<td>Is there anything you’re looking for in particular?</td>
</tr>
<tr>
<td>I’d be happy/glad to help you ………………</td>
<td>It’s nice of you to offer.</td>
<td></td>
</tr>
<tr>
<td>What can I do for you?</td>
<td>Thanks for offering.</td>
<td></td>
</tr>
<tr>
<td>Let me help you ………………</td>
<td>I appreciate your offering.</td>
<td></td>
</tr>
<tr>
<td>Would you like any help ………………..?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May I help you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can I help you?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Instructions (Jigsaw Activities)**

After practicing the conversation, form a new group. Two of you will move to another group and two of you will stay where you are and other will join you. In each new group tell your story in the conversation and teach your new group the meaning of any vocabulary that the new group members don’t know. Listen to their story. Learn the meaning of the vocabulary, then do the crossword in group.

- early (adjective)
- honestly (adverb)
- discussion (noun)
- insist (verb)
- look (verb)
- help (verb)
- offer (verb)
- appreciate (verb)
- trouble (noun)
- clean (adjective)
- move (verb)
- table (noun)
D. Practice

Instructions (Partners)

Make a group of two, and then make a conversation based on the situation given. Each pair may join with another pair to expand mastery or to compare their product.

Choose one of the situations below then make a conversation with your partner.

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You are walking on the street. Then, you see an old lady bringing a lot of luggages. You want to help her.</td>
</tr>
<tr>
<td>2.</td>
<td>Tonight, there will be a party in your house. Your mom is preparing the food and the table. Your father is still working and your sister is studying abroad. You see that she needs a hand. You want to help her.</td>
</tr>
<tr>
<td>3.</td>
<td>You are in the school library. You see your teacher brings a lot of books.</td>
</tr>
</tbody>
</table>
# E. Have Fun

Nice activity to practice "making requests"; "offering help" and "asking for permission".

## Direction

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
</table>
| 1.  | Teacher divides the class into two big groups. Students from group A get the cards with the pictures. Students from group B get the cards with the sentences. They walk around the class, students A say the situation, students B have to find their pairs.  
For example:  
A: I can't buy new clothes.  
B: Can I give you some water?  
(doesn't match, so he has to find the correct partner)  
A: I can't buy new clothes.  
B: Can I lend you some clothes?  
(sentence and situation match, students sit down) |
| 2.  | Students get the cards with the pictures; they have to create a request.  
For example:  
I can’t buy new clothes.  
Can I borrow some clothes?  
Can you lend me some clothes? |
| 3.  | Students get the cards with the sentences. They have to create a dialogue.  
For example:  
A: Can I lend you some clothes?  
B: Why? Because your clothes are very dirty. |
4. Class is split into two groups. Group A gets the cards with pictures. They say the situation and the other group had to create the request.

For example:

Group A: I can’t buy new clothes
Group B: Can you lend me some money to buy clothes?
A. Exploration

Instructions (think Pair Share)

Look at the picture below. Each student answers the questions silently, exchanges the ideas and thoughts with a partner and then the pairs share their responses with other pairs.

1. Is the teacher angry?
2. In your opinion, why is the teacher angry?
3. What will probably the teacher say?

B. Let's Talk

Instructions (Jigsaw Activities)

Practice these conversations in a group. Each of group consists of four students and given a situation. Each group reads their own part and do not allowed to read other’s part. The group may use the dictionary or ask the teacher to figure out the meaning of a word.
Situation 1

Today is my first day at school. I have met some new friends. They are really kind and friendly. Suddenly the door opens, our teacher comes to the class.

Nina : attention! Greet the teacher!
Students : Good morning Mr. Andy.
Mr. Andy : Good morning. How are you today?
Students : We are fine, thank you.
Nina : Sit down please.

Situation 2

Mr. Andy is our English teacher. He is friendly and always smiles. He sits on his chair at the front of the class.

Mr. Andy : Ok, today we will learn English. Prepare your book!
Students : Ok, Sir!
Mr. Andy : Budi, close the door, please!
Budi : All right Mr. Andy.
Budi walks to the door and close it.

Mr. Andy : Open the book and look at page 36!
Students : All right Mr. Andy.
C. Language Focus

Instructions (Three Minute Review)

The teacher reads these language expressions and the students repeat after him/her then the teacher stops anytime during a lecture or discussion and gives teams three minutes to review what has been said. Asks clarifying questions or answer questions.

1. Useful Expressions

The following are some expressions that you can use in giving command and request and responses to it.

<table>
<thead>
<tr>
<th>Command</th>
<th>Request</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet the teacher!</td>
<td>Please have a drink!</td>
<td>Certainly, I will</td>
</tr>
<tr>
<td>Sit down!</td>
<td>Come in, please!</td>
<td>Okay, I will</td>
</tr>
<tr>
<td>Open your book!</td>
<td>Please get me a cab!</td>
<td>Sure</td>
</tr>
<tr>
<td>Don’t come late!</td>
<td>Don’t be noisy, please!</td>
<td>Of course</td>
</tr>
<tr>
<td>Be careful!</td>
<td></td>
<td>All right</td>
</tr>
<tr>
<td>Don’t be angry!</td>
<td></td>
<td>Negative response:</td>
</tr>
</tbody>
</table>

Unit 3 Close the door...
Instructions (Jigsaw Activities)

After practicing the conversation, form a new group. Two of you will move to another group and two of you will stay where you are and other will join you. In each new group tell your story in the conversation and teach your new group the meaning of any vocabulary that the new group members don’t know. Listen to their story. Learn the meaning of the vocabulary, then do the crossword in group.

class (noun)  prepare (verb)  friendly (adjective)
school (noun)  chair (noun)  teacher (noun)
door (noun)  greet (verb)  attention (noun)
learn (verb)  day (noun)  kind (adjective)
Across
2. The ..(kelas) is very clean
4. What...(hari) is it today?
7. We always ...(menyapa) our teacher
9. My favourite ...(guru) is Mr. Hambali
10. Thank you for your ...(perhatian)
11. Please open the...(pintu)
12. She goes to ...(sekolah) everyday

Down
1. Please ...(tutup) the door
2. I have a new...(kursi)
3. Siska and Bayu will ...(menyiapkan) the snack
5. Mary is a ...(bersahabat) girl
6. We will ...(mempelajari) about animals
8. She is very...(ramah)

D. Practice

Instructions (Partners)
Make a group of two, and then make a conversation based on the situation given. Each pair may join with another pair to expand mastery or to compare their product.

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher is explaining a material but the class is so noisy.</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher wants students to do task 2 on page 31. But, the students have to do the task in 30 minutes.</td>
</tr>
<tr>
<td>3.</td>
<td>One student comes late and asks for permission to come in.</td>
</tr>
</tbody>
</table>
‘Do as I say not as I do’

1. In order to do this game, students should find their partner. So, 1 group consists of two students. Student A stands in front of student B. Student A will ask student B to touch his/her part body. Then, student B should do as student A say, and vice versa. While giving instruction, student A may touch another part of his/her body different from what he/she say to trick student B.

For example:

A: Touch your head! (while giving the instruction, student A touch his/her nose).
B: Touches his/her nose.
(incorrect, because student B touches his/her nose. Student A asks student B to touch his/her head. So student B should touch his/her head)

A: Touch your mouth (while giving instruction, student A touch his/her nose).
B: Touches his/her mouth.
(correct, student B do as student A say)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
A. Exploration

Instructions (think Pair Share)

Look at the picture below. Each student answers the questions silently, exchanges the ideas and thoughts with a partner and then the pairs share their responses with other pairs.

1. What is the man’s problem?
2. Can you help him?
3. What will you say to him?

B. Let’s Talk

Instructions (Jigsaw Activities)

Practice these conversations in a group. Each of group consists of four students and given a situation. Each group reads their own part and do not allowed to read other’s part. The group may use the dictionary or ask the teacher to figure out the meaning of a word.
Yoyok and Dede are friends. One day, Yoyok saw Dede was not in a good condition.

Yoyok : Hi, good morning Dede. You seem troubled. What’s wrong with you?
Dede : Yes, as a matter of fact, I’ve been having this pain in my stomach lately.
Yoyok : Well, can I offer you some advice?
Dede : Sure. What?
Yoyok : I think you should see a doctor.
Dede : Hmm. You’re probably right.

Enggar and Herman are planning to go to the beach, but something wrong with Herman’s camera.

Enggar : Good morning Herman, how are you?
Herman : Not bad. Yourself?
Enggar : Great! You seem upset. Is there anything wrong?
Herman : Last week my camera was broken. Then, I brought it to a technician. The technician promised that it would be ready in two days. It has been six day.
Enggar : Have you contacted the person today?
Herman : Yes, and he just said sorry. What should I do then?
Enggar : If I were you, I would take my camera and ask different technician to repair it.
Herman : I think you’re right. Thanks for your suggestion.
C. Language Focus

Instructions (Three Minute Review)

The teacher reads these language expressions and the students repeat after him/her then the teacher stops anytime during a lecture or discussion and gives teams three minutes to review what has been said. Asks clarifying questions or answer questions.

1. Useful Expressions

The following are some expressions that you can use in asking for and giving an advice.

<table>
<thead>
<tr>
<th>Asking for an Advice</th>
<th>Giving an Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any suggestions / recommendations?</td>
<td>How about .........................?</td>
</tr>
<tr>
<td>What do you think I should do?</td>
<td>What about .........................?</td>
</tr>
<tr>
<td>What do you suggest should be done?</td>
<td>I suggest .........................</td>
</tr>
<tr>
<td>What should I do in that case?</td>
<td>I'd suggest .........................</td>
</tr>
<tr>
<td>What should I do then?</td>
<td>I recommend .........................</td>
</tr>
<tr>
<td>What should I do?</td>
<td>I'd recommend .........................</td>
</tr>
<tr>
<td>I (strongly) advise you to .........................</td>
<td>I urge you to .........................</td>
</tr>
<tr>
<td>I recommend that you .........................</td>
<td>I recommend .........................ing</td>
</tr>
</tbody>
</table>
### Giving an Advice

<table>
<thead>
<tr>
<th></th>
<th>You might ............................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You could (possible) ............................................</td>
</tr>
<tr>
<td></td>
<td>There’s a chance you might ............................................</td>
</tr>
<tr>
<td></td>
<td>There’s a chance you could ............................................</td>
</tr>
<tr>
<td></td>
<td>I think you should/ought to ............................................</td>
</tr>
<tr>
<td></td>
<td>I/I’d suggest that you ............................................</td>
</tr>
<tr>
<td></td>
<td>I/I’d suggest ............................................ ing</td>
</tr>
<tr>
<td></td>
<td>If I were you, I’d ............................................</td>
</tr>
<tr>
<td></td>
<td>It seems to me (that) you should ............................................</td>
</tr>
<tr>
<td></td>
<td>Don’t you think you should ............................................</td>
</tr>
<tr>
<td></td>
<td>Don’t you think it might be a good idea to …</td>
</tr>
<tr>
<td></td>
<td>Personally, I’d advise you to ............................................</td>
</tr>
<tr>
<td></td>
<td>Well, you could ............................................</td>
</tr>
</tbody>
</table>

### 2. Vocabulary

**Instructions (Jigsaw Activities)**

*After practicing the conversation, form a new group. Two of you will move to another group and two of you will stay where you are and other will join you. In each new group tell your story in the conversation and teach your new group the meaning of any vocabulary that the new group members don't know. Listen to their story. Learn the meaning of the vocabulary, then do the crossword in group.*

<table>
<thead>
<tr>
<th>beach (noun)</th>
<th>stomach (noun)</th>
<th>seem (verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>broken (adjective)</td>
<td>technician (noun)</td>
<td>suggestion (noun)</td>
</tr>
<tr>
<td>doctor (noun)</td>
<td>trouble (noun)</td>
<td>plan (noun)</td>
</tr>
<tr>
<td>pain (noun)</td>
<td>camera (noun)</td>
<td></td>
</tr>
</tbody>
</table>
Across
4. Mr. Smith is a ...(dokter)
8. I need your ...(saran)
9. I have a back...(sakit)
10. they...(tampak) so happy
11. I need your ...(saran)

Down
1. we will go to the ...(pantai) next week
2. my father is a...(teknisi)
3. he is in ...(masalah)
5. the television is ...(rusak)
6. do you have a ...(reneana) for today?
7. do you bring your ...(kamera)
8. my...(perut) is full

Across
1. we will go to the ...(pantai) next week
2. my father is a...(teknisi)
3. he is in ...(masalah)
5. the television is ...(rusak)
6. do you have a ...(reneana) for today?
7. do you bring your ...(kamera)
8. my...(perut) is full
D. Practice

Instructions (Partners)

Make a group of two, and then make a conversation based on the situation given. Each pair may join with another pair to expand mastery or to compare their product.

Make a conversation based on the situation below with your partner. Choose one situation below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You are in a shop with your friends. You want to buy a dress for your mom. You see some nice dresses. You ask your friend to choose one dress.</td>
</tr>
<tr>
<td>2.</td>
<td>You heard that your partner wants to do a dangerous activity. You suggest your friend to make up his/her mind.</td>
</tr>
<tr>
<td>3.</td>
<td>You and your family will have a vacation together. Suggest your father some interesting places to visit.</td>
</tr>
</tbody>
</table>
E. Have Fun

Nice activity to practice "giving" and "asking for advice".

**Direction**

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
</table>
| 1.  | Teacher divides the class into two big groups. Students from group A get the cards with the pictures. Students from group B get the cards with the sentences. They walk around the class, students A say the situation, students B have to find their pairs.  
  **For example:**  
  A: I have a headache.  
  B: You should call your father.  
  (doesn’t match, so he has to find the correct partner)  
  A: I have a headache.  
  B: You should see the doctor.  
  (sentence and situation match, students sit down) |
| 2.  | Students get the cards with the pictures; they have to create a request.  
  **For example:**  
  I can’t buy new clothes.  
  Can I borrow some clothes?  
  Can you lend me some clothes? |
A. Exploration

Instructions (think Pair Share)

Look at the picture below. Each student answers the questions silently, exchanges the ideas and thoughts with a partner and then the pairs share their responses with other pairs.

What will you do if you meet a tourist who is lost in the middle of his way back to his hotel?

B. Let's Talk

Instructions (Jigsaw Activities)

Practice these conversations in a group. Each of group consists of four students and given a situation. Each group reads their own part and do not allowed to read other's part. The group may use the dictionary or ask the teacher to figure out the meaning of a word.

Situation 1

John was fixing his bicycle when someone came to him. His name is Purwo. He doesn’t know how to get to the bank.

Purwo : Could you please tell me how to get to the bank?

John : Go straight ahead, then turn right in the T-junction. The bank is on your left.
Purwo : Is it far from here?
John : It’s not really far from here.
Purwo : Ok. Thank you very much for your information.
John : You’re welcome.

A police was standing not far from road when suddenly a tourist came to him and asked him the nearest hotel.

Tourist : Excuse me Sir! Where can I find the nearest hotel around here?
Policeman : Is this the first time you come to Jogja?
Tourist : Yes, Sir!
Policeman : The hotel is not far from here.
Tourist : How could I get there?
Policeman : Go straight along this street, then turn left at the traffic light.
When you get to the intersection, turn right.
There are many hotels along the street.

Tourist : Thank you very much Sir! Are there money changers?
Policeman : I think so because it’s a bussiness area.
Tourist : How long can I get there on foot?
Policeman : Ten – minute - walk more or less.
Tourist : Thank you for the information, Sir.
Policeman : You’re welcome. Hope you will enjoy staying in Jogja.
C. Language Focus

Instructions (Three Minute Review)

The teacher reads these language expressions and the students repeat after him/her then the teacher stops anytime during a lecture or discussion and give teams three minutes to review what has been said. Asks clarifying questions or answer questions.

The following are some expressions that you can use in asking for and giving direction.

<table>
<thead>
<tr>
<th>Asking place</th>
<th>Excuse me, could you tell me where...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can you tell me where...?</td>
</tr>
<tr>
<td></td>
<td>Would you mind telling me the way to...?</td>
</tr>
<tr>
<td></td>
<td>How can I get to...?</td>
</tr>
<tr>
<td></td>
<td>Is this the way to...?</td>
</tr>
<tr>
<td></td>
<td>Do you know where...?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giving direction</th>
<th>Go straight along this street.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Turn left/ right at the traffic light.</td>
</tr>
<tr>
<td></td>
<td>The hospital is on the right/ left side.</td>
</tr>
<tr>
<td></td>
<td>Turn left/ right at the crossroad (intersection).</td>
</tr>
<tr>
<td></td>
<td>It’s not far from here, just ten minutes walk.</td>
</tr>
<tr>
<td></td>
<td>The post office is two blocks from here.</td>
</tr>
</tbody>
</table>
**Vocabulary**

**Instructions (Jigsaw Activities)**

After practicing the conversation, form a new group. Two of you will move to another group and two of you will stay where you are and other will join you. In each new group tell your story in the conversation and teach your new group the meaning of any vocabulary that the new group members don't know. Listen to their story. Learn the meaning of the vocabulary, then do the crossword in group.

- tourist (noun)
- street (noun)
- bank (noun)
- intersection (noun)
- turn (verb)
- bicycle (noun)
- straight (adjective)
- traffic light (noun)
- left (adjective)
- lost (adjective)
Across
1. the post office is on my ... (kiri)  
5. he has ...(lurus) hair  
8. turn left in the ...(persimpangan)  
9. now is your ...(giliran)  
10. the ...(jalan) is very busy

Down
1. I...(kehilangan) my book  
2. the ...(lampu lalulintas) turns green  
3. Mark is a ...(wisatawan) from England  
4. my house is on the ...(kanan) side  
6. Rina go to the ...(bank)  
7. Ryan bought new ...(sepeda)

D. Practice

Instructions (Partners)

Make a group of two, and then make a conversation based on the situation given. Each pair may join with another pair to expand mastery or to compare their product.

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You are in the gate. You want to go to the music room.</td>
</tr>
<tr>
<td>2.</td>
<td>You are in the school lab. You want to see the principle.</td>
</tr>
<tr>
<td>3.</td>
<td>You are a ninth grader. You are in 3B now. You want to go to the library.</td>
</tr>
</tbody>
</table>

Note

1. Hall  
2. Library  
3. Classroom 1 A  
4. Classroom 1 B  
5. Music room  
6. Classroom 2 A  
7. Classroom 2 B  
8. Gym  
9. Classroom 3 A  
10. Classroom 3 B  
11. Principle’s room  
12. Language lab  
13. School lab  
14. Toilet  
15. Gate
E. Have Fun

School Map
In order to do this game, students should find their partner. So, 1 group consists of two students. Student A will give direction or clues to student B based on the map. Then, student B should guess where student A is now and vice versa.

For example:

A: I am in front of Principle Room, go to the right, go straight, turn left, go straight.
   Where am I now?
B: You are in front of 1 B.
   (incorrect, student A is in front of mosque)

A: I am in front of Principle Room, and head to the field, across the field, turn right till you find garden, turn right. I am in the first room on your left. Where am I now?
B: Aha! You are in front of 4 A.
   (correct)
I agree completely...
A. Exploration

Instructions (think Pair Share)

Look at the announcement below. Each student answers the questions silently, exchanges the ideas and thoughts with a partner and then the pairs share their responses with other pairs.

SCHOOL ANNOUNCEMENT BOARD

**Students are not allowed to bring mobile phone at school.**

**Principle**

1. Where do we usually find such announcement?
2. Do you agree or disagree with that announcement?
3. Why?

B. Let’s Talk

Instructions (Jigsaw Activities)

Practice these conversations in a group. Each of group consists of four students and given a situation. Each group reads their own part and do not allowed to read other’s part. The group may use the dictionary or ask the teacher to figure out the meaning of a word.
Mirna : Do you take an English course Maya?
Maya : Yes, I do.
Mirna : What for?
Maya : English is important, isn’t it?
Mirna : Yes you’re right. English is an international language.
Maya : I agree with you. If we want to enter an International school, we must master English.
Mirna : Yeah, that’s right. But in my opinion English is difficult.
Maya : Perhaps you’re right because all begining is difficult. But I don’t think English is so difficult as we think.
Mirna : Are you sure?
Maya : Of course, I am.
Mirna : I have been studying English for a long time but still I can’t speak English fluently.
Maya : You need to practice it everyday.
Mirna : I think you’re right.

Doni : How do you like this canteen?
Bara : I love it. It’s clean and big. What do you think of the food?
Doni : Not bad, I think. Especially the fried rice. The taste is very delicious.
Bara : I don’t think so. The fried rice is too spicy. I don’t like it.
Doni : What do you like then? what is your favourite food here?
Bara : I like the meatball very much, it’s so yummy.
Doni : I agree competely with you. I like meatball also.
C. Language Focus

Instructions (Three Minute Review)

The teacher reads these language expressions and the students repeat after him/her then the teacher stops anytime during a lecture or discussion and gives teams three minutes to review what has been said. Asks clarifying questions or answer questions.

The following are some expressions that you can use in agreeing and disagreeing opinion

<table>
<thead>
<tr>
<th>Agreement</th>
<th>I agree completely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>That’s what just I think, of course</td>
</tr>
<tr>
<td></td>
<td>In my opinion, you’re right</td>
</tr>
<tr>
<td></td>
<td>You’re right</td>
</tr>
<tr>
<td></td>
<td>Yeah, that’s right</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disagreement</th>
<th>I couldn’t agree less</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I don’t think so</td>
</tr>
<tr>
<td></td>
<td>I refuse to believe that...</td>
</tr>
<tr>
<td></td>
<td>No, that’s wrong</td>
</tr>
<tr>
<td></td>
<td>You’re completely wrong</td>
</tr>
<tr>
<td></td>
<td>No way</td>
</tr>
<tr>
<td></td>
<td>You’re dead wrong</td>
</tr>
</tbody>
</table>
2. Vocabulary

Instructions (Jigsaw Activities)

After practicing the conversation, form a new group. Two of you will move to another group and two of you will stay where you are and other will join you. In each new group tell your story in the conversation and teach your new group the meaning of any vocabulary that the new group members don’t know. Listen to their story. Learn the meaning of the vocabulary, then do the crossword in group.

Across

2. the fried chicken tastes ...(pedas)
6. meatball is my favourite ...(makanan)
8. I like English ...(bahasa)
10. I have my lunch at the ...(kantin)
12. the cake is ...(enak)
15. the fried rice and the gado-gado ...(berasa) good
16. I am an ...(penting) person

Down

1. my father sells ...(bakso)
3. I join English ...(kursus)
4. we ...(membersihkan) our classroom
5. we ...(berlatih) soccer everyday
7. math is a ...(sulit) subject
9. Sari always comes late...(setiap hari)
11. he goes to ...(sekolah) everyday
13. Bowo and Kiki can ...(berbicara) English fluently
14. the class is very ...(besar)

meatball (noun) big (adjective) clean (adjective)

food (noun) practice (verb) language (noun)
canteen (noun) course (noun) spicy (adjective)
difficult (adjective) delicious (adjective) speak (verb)
important (adjective) school (noun) everyday (adverb)
taste (verb)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
D. Practice

Instructions (Partners)

Make a group of two, and then make a conversation based on the situation given. Each pair may join with another pair to expand mastery or to compare their product.

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Public buses should operate 24 hours a day.</td>
</tr>
<tr>
<td>2.</td>
<td>Traditional language should be taught at school.</td>
</tr>
<tr>
<td>3.</td>
<td>Smoking in public places is not polite.</td>
</tr>
<tr>
<td>4.</td>
<td>TV station should include education program.</td>
</tr>
</tbody>
</table>

E. Have Fun

<table>
<thead>
<tr>
<th>No.</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Make a group consist of 4 students. Each group will get a set of situational card. The situational cards consists of statements. Your job is to respond to the cards. Player 1 take a card. He/ she has to respond to the statement, whether he/she agree or disagree to the statement. Give reason why you agree or disagree. Take turns. Example:</td>
</tr>
<tr>
<td>Statement   : Ipin Upin is Funny cartoon</td>
<td></td>
</tr>
<tr>
<td>Player respond : I don’t think so. I think Ipin Upin is an educative cartoon</td>
<td></td>
</tr>
</tbody>
</table>
Unit 6
What Time Is It Now?

What time is it?
A. Exploration

Instructions (think Pair Share)

Look at the picture below. Each student answers the questions silently, exchanges the ideas and thoughts with a partner and then the pairs share their responses with other pairs.

1. Have you ever been late to school?
2. What time do you start your first lesson at school?
3. What time does the school end every Friday?
4. Do you have extra-curricular program? What time does it start? How long does it take?
5. What time are those below.
B. Let’s Talk

Instructions (Jigsaw Activities)

Practice these conversations in a group. Each of group consists of four students and given a situation. Each group reads their own part and do not allowed to read other’s part. The group may use the dictionary or ask the teacher to figure out the meaning of a word.

Situation 1

Rosa is at the bus halt waiting for a bus to her school.

Rosa : Excuse me, Sir. What time it is?
Man : Oh, it’s ten to seven.
Rosa : I think I will be late... Anyway, thank you, Sir.
Man : You are welcome. (A bus coming) I think that is the bus you are waiting for.
Rosa : Ooh.. thanks God! Bye-bye, Sir.
Man : Take care of your self girl, bye!

Situation 2

Nicholas and Sebastian are classmate. They meet in school canteen during recess.

Nicholas : Sebastian, do you have the time?
Sebastian : Yes, it’s five to twelve.
Nicholas : We still have five minutes before we have to go back to class.
Sebastian : Yes, still have time to finish our meat ball.

Hey, do you know what time is Lysia’s birthday party?
Nicholas : At 5p.m in KFC. My mom will take me there. You can join me if you want to. We can pick you up on our way to KFC.
Sebastian : Sure. I will be waiting at my home then.
Nicholas : Be ready at 4.30.
Sebastian : Okay. Oh, I forgot to tell you. We will have football match with 5th graders tomorrow.
Nicholas : Oh yeah? At what time?
Sebastian : I think it will be at 7.30 am.

C. Language Focus

Instructions (Three Minute Review)

The teacher reads these language expressions and the students repeat after him/her then the teacher stops anytime during a lecture or discussion and gives teams three minutes to review what has been said. Asks clarifying questions or answer questions.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time is it?</td>
<td>It's ten o'clock.</td>
</tr>
<tr>
<td>Can you tell me the time, please?</td>
<td>It's ten fifteen.</td>
</tr>
<tr>
<td>Have you got the time?</td>
<td>It's quarter to eleven.</td>
</tr>
<tr>
<td>Do you have the time?</td>
<td>It's 7 o'clock sharp.</td>
</tr>
<tr>
<td>What time is your train leave?</td>
<td>At half past nine.</td>
</tr>
<tr>
<td>What time does it finish?</td>
<td>At ten to five.</td>
</tr>
<tr>
<td>What time is the math lesson finish?</td>
<td>It's at twelve noon.</td>
</tr>
</tbody>
</table>
Instructions (Jigsaw Activities)
After practicing the conversation, form a new group. Two of you will move to another group and two of you will stay where you are and other will join you. In each new group tell your story in the conversation and teach your new group the meaning of any vocabulary that the new group members don't know. Listen to their story. Learn the meaning of the vocabulary, then do the crossword in group.

party (noun)  girl (noun)  classmate (noun)
join (verb)  canteen (noun)  birthday (noun)
halt (noun)  break (noun)  bus (noun)
meet (verb)  school (noun)  finish (verb)
late (adjective)
Across
4. We have ...(pesta) at a restaurant
5. He goes to ...(sekolah) everyday
7. You are ...(terlambat)
9. I have my lunch at school ...(kantin)
10. The school will ..(usai) at 13 p.m
13. Today is Lisa's ...(ulang tahun)

Down
1. Sinta and Budi ...(bertemu) Maria in the library
2. We are waiting for the bus in the ...(halte)
3. We go to school by ...(bus)
6. I go to school with my ...(teman sekelas)
8. We ...(ikut) English club
11. It's time to ... (istirahat)
12. There is a ...(perempuan) in the classroom

D. Practice

Instructions (Partners)
Make a group of two, and then make a conversation based on the situation given. Each pair may join with another pair to expand mastery or to compare their product.

You have to see your Math teacher for a make up test at 10 a.m. You are now in the library and you do not know the time.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the time</td>
<td>Tell the time</td>
</tr>
<tr>
<td>Say that you are late to see your teacher</td>
<td>Ask what time he/she has to see your teacher</td>
</tr>
<tr>
<td>Tell the time you should see your teacher</td>
<td>Ask your friend to hurry and say good luck</td>
</tr>
<tr>
<td>Thank your friend</td>
<td></td>
</tr>
</tbody>
</table>
E. Have Fun

Task 1

A: You are at the station. A foreign tourist wants to go to Solo and ask if you know the train schedule. Answer his/her questions.

B: You are a foreign tourist and want to go Solo. You could not see the train schedule around you. Ask the train shedule to a student that you see in the station.

<table>
<thead>
<tr>
<th>TUGU STATION - SOLO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOLO</strong></td>
</tr>
<tr>
<td>PRAMBANAN EKSPRES</td>
</tr>
<tr>
<td>Executive 06.00 Solo 07.00</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>PRAMBANAN EKSPRES</td>
</tr>
<tr>
<td>Executive 09.00 Solo 11.00</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>SANCABA</td>
</tr>
<tr>
<td>Executive 10.47 Solo 11.36</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>PRAMBANAN EKSPRES</td>
</tr>
<tr>
<td>Executive 12.00 Solo 15.10</td>
</tr>
<tr>
<td>PRAMBANAN EKSPRES</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>SENJ A UTAMA</td>
</tr>
<tr>
<td>Business 18.00 Solo 19.00</td>
</tr>
<tr>
<td>SRI TANJUNG</td>
</tr>
<tr>
<td>Economy 19.00 Solo 20.35</td>
</tr>
<tr>
<td>MATARAM</td>
</tr>
<tr>
<td>Economy 20.15 Solo 21.15</td>
</tr>
</tbody>
</table>

Task 2

Make your own daily schedule and make conversation based on your schedule, with your friend.
<table>
<thead>
<tr>
<th>RHOMA IRAMA</th>
<th>BAIM WONG</th>
<th>ARIEL PETERPAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLGA SYAHPUTRA</td>
<td>RUBEN ONSU</td>
<td>SANDRA DEWI</td>
</tr>
<tr>
<td>OKI LUKMAN</td>
<td>LUNA MAYA</td>
<td>RAFFI AHMAD</td>
</tr>
<tr>
<td>AFGAN</td>
<td>VIDI ALDIANO</td>
<td>SHERINA</td>
</tr>
<tr>
<td>DERBY ROMERO</td>
<td>CHELSEA OLIVIA</td>
<td>GLENN ALINSKY</td>
</tr>
<tr>
<td>INUL DARATIST</td>
<td>DEWI PERSIK</td>
<td>MULAN JAMEELA</td>
</tr>
<tr>
<td>TAUFIK HIDAYAT</td>
<td>AHMAD DANI</td>
<td>DHEA IMUT</td>
</tr>
</tbody>
</table>

**Supplementary Games Unit 1**

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Situation Cards

I want to draw some pictures

I’m very thirsty

I hurt my finger

The books are very heavy

The class is run out of chalks

The class is very dirty

I’m very hungry

I forgot to bring my Math book

I’m not feeling well

I lost my pen
Solution Cards

- Do you need a drawing book?
- Can I get you a glass of water?
- Let me help you to clean the wound.
- Can I help you to bring the book?
- Do you want me to get the chalk?
- Let me help you to sweep the floor.
- Let’s go to the canteen.
- I can share my Math book with you.
- You better go to the doctor.
- Do you want to borrow my pen?
I got 5 for my English test.

I’m free on my holiday.

I lost my colouring pencils.

My camera is broken.

I broke Rara’s pencil.

I forget to do the homework.

I forget to bring the book.

I get stomachache.

My camera is broken.

I don’t have drawing book.

I lost my colouring pencils.
You should study hard.

What about going to the zoo?

I suggest you to call your parents.

I advise you to do it now.

I recommend you to borrow the book from the library.

I suggest you to ask for apologize.

I think you should see a doctor.

I think you should buy a drawing book.

You should go to the service center to fix it.

I suggest you to borrow the color pencils from another class student.