A SET OF SPEAKING MATERIALS
BASED ON COMMUNICATIVE LANGUAGE TEACHING
FOR THE EXTRACURRICULAR ENGLISH CLUB
OF SMP KANISIUS PAKEM YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

By
Jeni Fan Allen
Student Number: 081214108

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Sponsor
Dr. Retno Muljani, M.Pd.

Date
8 October 2012
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By
JENI FAN ALLEN
Student Number: 081214108

Defended before the Board of Examiners
on 8 November 2012
and Declared Acceptable

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Yogyakarta, 8 November 2012
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

iii
I dedicate this thesis to:

My Almighty Jesus Christ

My beloved husband and daughter

My big family

And all of my friends

When you feel you’re “drowning” in life’s situations, don’t worry. Your life guard walks on water.
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 8 November 2012

The Writer,

Jeni Fan Allen

081214108
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Dibuat di Yogyakarta

Pada tanggal: 15 Oktober 2012

Yang menyatakan

(Jeni Fan Allen)
ABSTRACT

Allen, Jeni Fan. 2012. A Set of Speaking Materials Based on Communicative Language Teaching for the Extracurricular English Club of SMP Kanisius Pakem Yogyakarta. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University

This research is aimed at designing a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club of SMP Kanisius Pakem Yogyakarta. The materials developed emphasize speaking skill advancement to help the students improve their speaking proficiency. The problems are, therefore, formulated as follows: 1) How is a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club of SMP Kanisius Pakem Yogyakarta designed? and 2) How does the designed set of speaking materials look like?

This is a Research and Development (R&D) study used for developing designed materials. The researcher employs the survey method by distributing questionnaires and conducting interviews to find the best design of the materials for the extracurricular English Club of SMP Kanisius Pakem, Yogyakarta. To solve the first problem, the researcher conducted the review of related theories. The purpose of the review of the related theories was to provide this study with the adequate basis and references. To solve the second problem; it is to design materials to advance speaking skill based on communicative language teaching approach, the researcher combined two models of instructional material design by Jerold Kemp and Janice Yalden.

Based on the analysis, the researcher found that a set of speaking materials for extracurricular English Club based on Communicative Language Teaching approach should be designed by following seven steps suggested by Kemp and Yalden. Those seven steps are: 1) conducting needs survey 2) formulating goals, topics, and general purposes 3) identifying the learning objectives 4) selecting the teaching-learning activities and instructional materials 5) selecting and developing the syllabus type 6) coordinating support services, and 7) revising. Underpinned by those criteria, the researcher designed a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club of SMP Kanisius Pakem Yogyakarta. These materials that focus on speaking activities consist of three topics, namely: “Tell Me about Your Family”, “What is Your Hobby”, and “I Want to Buy It”.

This thesis offers suggestions to the English teachers as well as to the future researchers who are interested in developing materials for speaking skill advancement or other skills as the object of study. The future researchers can further this study by, for instance, developing other aspects to perfect the previous study in the same topic. The other suggestion is that the materials developed in this study need some revisions to meet the utmost goal of teaching speaking to the students in general.

Keywords: communicative language teaching, speaking skill, material design
ABSTRAK

Allen, Jeni Fan. 2012. *A Set of Speaking Materials for Extracurricular English Club of SMP Kanisius Pakem Yogyakarta Based on Communicative Language Teaching*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University


Penelitian ini menggunakan metode *Research and Development (R&D)*, yaitu metode penelitian yang dapat digunakan untuk pengembangan bahan ajar. Penulis menggunakan metode survei dengan kuesioner dan wawancara untuk menemukan bentuk bahan ajar yang paling tepat. Untuk menjawab permasalahan pertama, penulis menganalisis teori-teori yang relevan sehingga teori-teori tersebut dapat menjadi dasar dan referensi yang memadai dalam penyusunan bahan ajar. Sedangkan untuk menjawab permasalahan yang kedua, penulis menggabungkan dua model perancangan bahan ajar yang dikemukakan oleh Jerold Kemp dan Janice Yalden.

Dari hasil analisis, ditemukan bahwa untuk merancang bahan ajar berdasar CLT harus melalui tujuh tahap, yaitu: 1) survei kebutuhan, 2) merumuskan sasaran, topik, dan tujuan secara umum, 3) menemukan tujuan pembelajaran, 4) memilih jenis kegiatan beserta materi ajarnya, 5) memilih dan mengembangkan jenis silabus, 6) mengumpulkan bahan-bahan pendukung lainnya, dan 7) merevisi bahan ajar. Dari ketujuh tahap di atas, penulis kemudian menyusun bahan ajar berdasar CLT ini. Bahan ajar yang perhatian utamanya adalah praktek berbicara ini terdiri dari tiga topik, yaitu: “Tell Me about Your Family,” “What is Your Hobby,” dan “I Want to Buy It.”

Terdapat beberapa saran, baik untuk guru mata pelajaran bahasa Inggris maupun peneliti selanjutnya yang berminat mengembangkan bahan ajar untuk peningkatan kemampuan berbicara para siswa sebagai objek kajian. Para peneliti yang akan datang dapat melanjutkan kajian ini, misalnya mengembangkan aspek lain untuk menyempurnakan penelitian ini dan juga penelitian sebelumnya dengan topik yang sama. Penulis menemukan bahwa bahan ajar yang dirancang dalam skripsi ini masih memerlukan revisi agar dapat sampai pada tujuan yang paling utama dari pengajaran keterampilan berbicara bagi para siswa secara umum.

Kata kunci: *communicative language teaching, keterampilan berbicara, perancangan bahan ajar.*
ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to the Lord Jesus Christ for blessing and giving me strengths to do things in life. I do thank God for giving me the opportunity to complete another chapter of my life in this great journey and to arrive at another milestone of my life.

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Jeni Fan Allen
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CHAPTER 1
INTRODUCTION

This chapter begins with the research background, problem formulation, problem limitation, objectives of the study, benefits of the study, and definition of terms based on relevant sources to help the readers understand the focus of this study. Each part is discussed as follows.

A. Research Background

Language is one tool used by people in this world to communicate between one and another. One of the languages used is English. Many countries consider English an important language. As stated by Hong (2006) that no one can deny the universality of English. Outside English-speaking countries, English has become a compulsory component of education in many countries. Indonesia is one of them. Many people are expected to be able to speak English. It is because of the fact that the need to communicate and interact with people from various countries increases from year to year. The reasons why English is an important language for communication are (1) through English, people can search information and (2) people can get information they want to know. People around the world can find information in many aspects of human life such as education, business, criminal, politics, technology, etc. As Hong (2006) states, English is chosen as a compulsory subject at many schools and universities because it is considered to be a useful tool to access world knowledge.
In Indonesia, English is now learned from the elementary school level to the university level. The curriculum in Indonesia emphasizes the four English language skills: listening, speaking, reading, and writing. The four skills are taught by teachers in the classroom by using the appropriate curriculum to students’ level (Depdikbud, 1994).

According to Noar (1953), although English is learned in elementary school, junior high school students can also be classified as beginners. As beginners, they cannot express their thoughts, feelings, and opinions to use the target language they have learned. Their inability to produce correct sentences and their fear of making mistakes can be two factors that affect them to be passive in their learning process. Another obstacle that hinders Junior high students in using the target language is that although English is required in Indonesia, it is not spoken by many people in their surroundings. These factors can decrease their motivation to speak English.

Some junior high schools in Indonesia provide extracurricular activities or English Clubs to give students extra time to learn English. These activities or programs are held to improve students’ English proficiency. It is usually done after the regular teaching and learning process. One of the junior high schools which has an extracurricular English Club is SMP Kanisius Pakem Yogyakarta.

The extracurricular English Club at SMP Kanisius Pakem Yogyakarta was started first on August 19th 2011. “The purpose is to help students in improving their speaking skill.” said the English teacher of this school. This program which was held out of regular school activity was an optional activity. Students may join
this program based on their willingness and interest. There were about forty five students joining the club at the beginning and about twenty to thirty at present. Therefore, the class was divided into two classes. The first was conducted every Thursday at one o’clock and the second class was conducted every Friday at half past eleven in the morning (see appendix 3). At the beginning, the researcher was one of the two teachers who taught the Friday class. The members of the English Club were seventh graders and eighth graders.

An extracurricular English Club is a place for language learners to use English in a casual setting. It is a club, not a class. The activities and materials in the extracurricular English Club, therefore, are designed to be natural and comfortable for students. Here, students will learn some materials deeper than they learn in the classroom. There will be some games, songs, pictures, movies, videos etc to facilitate students in learning and understanding English (http://www.englishclub.com/english-club/english-club.htm).

Based on the feedback collected through the questionnaire on August 19th 2011, two informal interviews with the classroom teacher on August 12th 2011 and August 24th 2011 (see appendix 2 and appendix 6), and daily teaching and learning process in the classroom, the researcher realized that although some students knew the correct grammar patterns, they could not express their ideas fluently when the teacher asked them to speak. From the observations and informal interviews, the researcher discovered that the school’s English teacher had not prepared the English Club’s materials before this program was initiated. At the beginning, the researcher conducted the teaching practicum at SMP
Kanisius Pakem Yogyakarta. Due to this situation, the school principal decided to open an extracurricular English Club. On the other hand, the English teacher had not prepared the materials for this new program. It was showed from the result of informal interview conducted by the researcher on August 12th 2011. In the interview, the English teacher said, “I haven’t designed any material for the extracurricular English Club, so that, I need your help in designing the materials”. Therefore, she asked the researcher to design some English materials which were suitable for extracurricular English Club at SMP Kanisius Pakem. This is why the researcher designs English speaking materials for the extracurricular English Club at SMP Kanisius Pakem Yogyakarta based on Communicative Language Teaching.

Finocchiaro and Brumfit (1983) as cited by Richards and Rodgers (2001) stated that Communicative Language Teaching or known as CLT is an approach that puts meanings as the most important element in learning a language. This approach is suitable for beginners, for instance junior high students, as this approach is able to provide the learners with more spaces for learning a new language based on what they experience in their daily lives.

Djiwantoro (2006; 359) stated that teachers should be able to encourage students’ interest in the subject materials and deliver the material attractively. It is applicable for all subjects taught to the students. Otherwise, monotonous activities would eventually discourage students to be actively involved in the learning activities. It means that the teachers need to combine various types of activities such as games, songs, pictures, video clips or even movies as media facilitating
the teaching and learning process. This combined activity can also be used by teachers to teach in extracurricular English Club since the combined activity can create more natural and comfortable teaching learning processes than the regular ones in the classroom.

Mulyasa in *Kurikulum Tingkat Satuan Pendidikan* (2008: 157) states that teachers should be creative in developing any teaching media which may improve the effectiveness of teaching learning activities. Moreover, Semiawan (2008: 79) also argues that teachers should be able to control the learning environment to encourage students’ interest in the subject materials and deliver the material attractively. All of the additional materials can be probably employed in extracurricular English Club. After knowing the learners’ need through the questionnaires, informal interviews with the classroom teacher, and daily teaching and learning process in the classroom, the researcher intends to design English speaking materials for extracurricular English Club based on Communicative Language Teaching at *SMP Kanisius Pakem Yogyakarta*.

### B. Research Problems

The problems of the research are formulated into the following two questions:

1. How is a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club students of *SMP Kanisius Pakem Yogyakarta* designed?
2. What does the designed set of speaking materials look like?
C. Problem Limitation

This study aims to design extracurricular English Club speaking materials at SMP Kanisius Pakem Yogyakarta. The researcher focuses only on materials for speaking skill. In the designed materials, the researcher will take three topics from the result of needs’ analysis of the students in order to give limitation and focus of the study. Therefore, the topics were chosen by the students and based on their needs and interests. The topics are ‘Tell Me about Your Family’, ’What is Your Hobby?’, and ‘I want to Buy It’. These three topics are similar to the topics in the curriculum for junior high school students. There are three meetings for the materials implementation and it takes ninety minutes for each meeting.

D. Research Objectives

This research aims to figure out the answers of the two research questions stated in the research problems. Below are the research objectives:

1. to design how a set of instructional speaking materials based on Communicative Language Teaching

2. to present the designed set of speaking materials for the extracurricular English Club students of SMP Kanisius Pakem Yogyakarta
E. Research Benefits

This study brings benefits to the English teacher of SMP Kanisius Pakem Yogyakarta, the students of SMP Kanisius Pakem Yogyakarta, the readers, and the researcher herself.

1. To the English Teacher of SMP Kanisius Pakem

Since the extracurricular English Club is new at SMP Kanisius Pakem Yogyakarta and the English teacher has not designed any materials before, the speaking materials designed by the researcher will be one contribution in creating the activities. The teacher may use the same activities designed by the researcher or create another activities related to the materials designed by the researcher.

2. To the Students of SMP Kanisius Pakem

The materials are designed by the researcher based on the data collected through a questionnaire and observations. The researcher expects that the materials are appropriate to the students’ needs and interest. Then the materials designed can make them more enthusiastic to take part in speaking activities. Students can learn English as an enjoyable course and they can improve their English proficiency without being bored and frustrated. Besides, the students can improve their speaking skills through frequent practices provided at their school. In this study, the designed materials provide frequently used expressions which will help students to communicate on daily topics in simple conversation using English.
3. To the Researcher

This study is a great opportunity to learn how to design a set of speaking materials. Besides, the result of this study can be one of sources for consideration in making another set of materials from the same or similar topics to this study. From this research, material designers will enrich their creativity and knowledge in designing English instructional materials especially speaking materials. The result of the study hopefully provides beneficial information and gives a stimulus for further studies. By using the adaptation of CLT approach, better and more interesting materials would be presented.

4. To the Readers

This research helps the readers to know the appropriate materials for extracurricular English Club based on students’ needs and interests. Hopefully, the materials designed by the researcher can also be used by the readers in this teaching and learning process.

E. Definition of Terms

In order to avoid misunderstanding and misinterpretation of the readers, the researcher needs to clarify the terms used in this study. These terms also help the readers to understand further the content of this study.
1. Design

Design has the same meaning as creating a new set of materials that fits the learning objectives and specific subject area of particular learners (Hutchinson and Waters, 1994: 106). Design is the general arrangement or planning and a developed plan to guide educational activity in a situation (Houle, 1978: 230). In this study, designing means the teacher creates a new set of materials in order to facilitate the students’ learning process. The design will be based on the students’ needs and interest.

2. Instructional Material

Instructional material refers to a set of units and a set of teaching-learning media, which is used by teachers and learners as the focus of discussion in teaching learning process which can help defining the goals of the syllabus and the roles of teacher and learners within the instructed process (Wright, 1987). In this study, instructional material refers to three units of topic of which each consists of the materials to be taught, media, and activities in the teaching and learning process.

3. Extracurricular English Club

Extracurricular activity is outside the regular course of work or study at school or college (Homby, 1987: 302). It is an activity that is carried out after formal class in order to provide an extra time as a complement of subjects (Thomas, 1978: 302). An extracurricular program is not a part of the required
curriculum, but still under the supervision of the school (Nevfelt, 1997: 482). It is supposed to give children the chance to experience new activities (Noar, 1953: 5). In this study, the extracurricular activity held at *SMP Kanisius Pakem Yogyakarta* is defined as an additional program to give the students chances to experience new additional learning, which is conducted out of regular school activities and it is still under the supervision of the school.

4. **Junior High School**

Junior high school is an intermediate level between elementary school and senior high school. Junior high school is a secondary school that is more advanced than primary or elementary school. Junior high school is a unit form of basic education that runs a three-year education program. The students who have graduated from elementary school have the right to join the basic education (Depdikbud, 1994)

Noar, (1953: 4) mentioned six basic principles of junior high school. One of them is ‘activity’ which means that a junior high school provides social and athletic experiences and giving the students a chance to participate in. These activities were organized into an “extra-curricular program” or club which is conducted out of regular school activities to give students chances to experience new additional learning. In this study, the junior high school refers to *SMP Kanisius Pakem Yogyakarta.*
5. Speaking

Speaking is an active and productive interaction that makes use of oral media, such as mouth, lips, tongue, and the oral activities. In other words, we can say that it is a verbal way to express feelings or ideas (Widdowson, 1979: 58-59). In this study, speaking is an activity the students will do mostly in their learning process. Students will express their feeling orally based on the topic discussed with the teacher. Every student will practice speaking more through this program than through regular activities in classrooms. The topics discussed were based on the combination from the curriculum and extra materials given by the teacher. The activities provided by the teacher were ones which helped students to practice and improve their speaking skill.

6. English Speaking Club

Noar (1953: 4) stated that a club is almost similar to an extracurricular activity. A “club” is informal offerings which are usually scheduled for the last period in the day (Noar, 1953: 11). A club is a place in which students are expected to implement the functions of exploration and socialization. In some schools, the clubs have been replaced by “special interest” group. They are organized only when a number of students ask for them.

Speaking, as discussed before, is a verbal way to express feelings or ideas. Therefore, the researcher concludes that an English Speaking Club is an additional program offered by a school which is usually scheduled after regular classroom or at the last period in the day. The purpose of this program is to give students a
chance to experience new activities; in this case speaking English. In this study, the term above refers to the extracurricular English speaking club held at SMP Kanisius Pakem Yogyakarta.
CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher divides this chapter into two major sub-headings, namely review of related literature and theoretical framework. Review of related theories provides relevant theories to the study, whereas the theoretical framework explains the contribution of the theories and reviews in solving the problem of the study, namely, how the theories are applied in the study to address the research problems.

A. Review of Related Theories

In this review of related theories, the researcher discusses instructional design models, Communicative Language Teaching (CLT), and speaking skill.

1. Instructional Design Model

Instructional system is the “package” of materials, tests, students’ guides, and teacher guides needed to teach the goals with all supporting activities and processes required to operate the system as it was designed to be operated (Briggs, 1977). Design is the level of method analysis in which we consider six important parts such as the objectives, the syllabus, the types of learning and teaching activities, the learner role, the teacher roles and the role of instructional materials (Richards, 2001). Model is a set of coherent procedures for actually carrying out a process, such as needs assessment, media selection and evaluation (Briggs, 1977).
In designing the instructional materials systematically, Hutchinson and Waters (1987:55-56) suggest three significant considerations. First, instructional materials design must be based on the target needs. They refer to what the learners have to know in order to function effectively in the target situation. Second, instructional materials design should pay attention to the significant potentialities such as experience, finance, facilities, competence, background, knowledge, and time, which exist in the learning situation in order to adjust what is possible and what is impossible to be done in the system. Third, instructional design is supposed to develop the language-centered approach, the skill-centered approach, or learning-centered approach. Although the researcher does not design English for Specific Purposes materials, the three considerations explained above need to be considered in designing a good design material.

There are a lot of instructional design models that can be used in developing materials. However, in this study the researcher refers to two instructional design models offered by Kemp and Yalden. Two of them will be adopted and modified to design the materials to enhance speaking skills for the extracurricular English Club at SMP Kanisius Pakem Yogyakarta. The researcher uses these two models because these models have the same characteristics in the process of analyzing learning needs, goals, and development the system to know the students’ needs. The models clearly describe all details and steps in designing a set of material in language teaching.
a. Jerrold S. Kemp’s Model

As Kemp (1977: 6) said, to build a successful program there is an approach which involves the development of an overall plan incorporating the interrelated parts of an instructional process in a sequential pattern. It is called a system approach. Kemp’s model starts by answering to four questions (Kemp, 1989). The first is the nature of the learners (for whom is the program being developed). Second is the objective (what must be learned). Third are the methods and activities with resources (how the subject content or skills best learned). Fourth is the evaluation of how to determine the achievement of the learning.

There are eight steps in designing the program development in Kemp’s instructional design model (1977: 8-9). Considering goals, listing topics, and stating the general purposes as the first step require a designer to recognize the broad goals of the school system or institution. The educational program is then developed to serve these goals. Topics are chosen for studies based on the curriculum that is used to state the general purposes.

Enumerating the learner characteristic is the second step which each person should be assisted in pursuing learning at his or her own pace, on his or her schedule and with his or her selection of learning experiences and material. The planner should obtain information about the learners’ capabilities, needs, and interests.

Specifying the learning objective is the third step. Here, the learning objective is concerned with learning as the outcomes of instruction. Listing the subject content which has close relationship to the objectives and to the students’
needs is the fourth step. Subject content is the starting point for teaching that is usually in subject-centered teaching. Content in most subject areas is dynamic and is being recognized as traditional courses are combined around contemporary ‘theme topic’.

Developing pre-assessment is the fifth step which its purpose is to determine which of the objectives students may already have been achieved. It is called as ‘pre-test’ and the final evaluation is called a ‘post-test’.

Selecting teaching - learning activities and instructional resources that will treat the subject content so students will accomplish the objectives is the sixth step. Here, the designer determines the most efficient and effective methods and then select materials to provide learning experiences so the students will accomplish the objectives.

Coordinating such support services (budget, personnel, facilities, equipment, and schedules) to carry out the instructional plan is the seventh step. It is because there are many interrelated elements in any instructional situation and each needs careful consideration during the appropriate planning step.
Evaluating students’ learning is the last step. The evaluation is in terms of their accomplishment of objectives, with revision and reevaluation of any phases of the plan that need improvement.

The steps described on the previous page can be illustrated in the following figure:

Figure 1: The Diagram of Kemp’s Model
The researcher chose Kemp’s Model because of its interdependence among the eight elements. Damayanti (in Toeti Soekamto, 1993) stated that Kemp’s Model is flexible. The diagram is circular in format because not all designers will start their planning with the same element. One person might start with a consideration of the learner and another with one of the content or objectives. Another benefit of using this model is that it can be applied to all levels of education.

b. Janice Yalden’s Model

This model has been designed based on the difficulties in syllabus construction during the last decade and the “communicativeness” of learning outcomes expected. According to Yalden (1983: 7), after knowing the type of syllabus that will be applied, the teacher should prepare himself in constructing and developing the instructional materials. The language program development proposed by Yalden is as follows:

1) Needs survey

In this stage, the teacher should make surveys from the target learners before starting the purposes in order to find importance of the community or local needs. Need survey can be conducted by distributing questionnaires and interviews.
2) Description of purposes

After the need survey conducted, the next step is describing learning purposes. Learning purposes will be the bases for developing syllabus and content of the designed materials.

3) Selection and development of syllabus type.

This stage is selecting a syllabus type to be carried out in the program. The choice of syllabus type will consider the learners’ needs and the kind of teaching-learning activities.

4) The proto-syllabus production that describes the language itself and language use to be covered in the program.

5) The pedagogical production.

In this stage, the researcher specifies words and phrases which are suitable to support the language functions and the topics.

6) Development and implementation of classroom procedures

a) Development of classroom procedures which consists of three steps; selection of exercise types, teaching techniques, preparation of lesson plan, and preparation of weekly schedules

b) Teacher training: briefings and workshops on principles, desires outcomes and exploitation or creation of teaching materials

7) Evaluation

It describes the evaluation of the students, the evaluation of the program and the evaluation of teaching.
8) Recycling stage which consists of three steps. They are congruence or fit between goal set and student performance is determined, content is reassessed and materials and methodological procedures are revised.

2. Materials Development

To develop the materials, the combination of Kemp’s and Yalden’s adapted model needs materials development theory to ease the researcher in designing speaking materials. According to Tomlinson (1998), “Material is defined as anything which is used to help to teach language learners. Material can be in the form of a textbook, a workbook, a cassette, a CD room, a video, a photocopied handout, a newspaper, a paragraph written on a blackboard: anything which presents or informs about the language being learned.”

Since learners have various needs, lacks and wants, there is an importance to develop materials based on the learners’ needs. Tomlinson (1998: 2) states that “Materials development refers to anything which is done by the writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/ or experience of the language in ways designed to promote language learning.” And also, Tomlinson (1998) describes materials adaptation as ‘Making changes to materials in order to improve them or to make them more suitable for a particular type of learner.”
In developing the materials, the researcher does the materials adaptation. To adapt the materials, Tomlinson and Masuhara (2004: 15-16) present the techniques for materials adaptation which are divided into three main categories in terms of quantity: Plus (+), Minus (−), and Zero (0). The categories are described below:

a. Plus Category

**Table 2.1 Techniques and Examples of Plus Category in Materials Adaptation (Tomlinson and Masuhara, 2004: 15-16)**

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>Teachers may add different and/or activities</td>
</tr>
<tr>
<td>Expansion</td>
<td>Teachers may expand texts and activities by increasing the length, depth, difficulty, etc.</td>
</tr>
</tbody>
</table>

b. Minus Category

**Table 2.2 Techniques and Examples of Minus Category in Materials Adaptation (Tomlinson and Masuhara, 2004: 15-16)**

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deletion</td>
<td>Teachers may add different and/or activities altogether</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Teachers may decrease the number of sentences in a text or a part of activity</td>
</tr>
<tr>
<td>Reduction</td>
<td>Teachers may reduce texts and activities by decreasing the length, depth, difficulty, etc.</td>
</tr>
</tbody>
</table>
c. Zero Category

Table 2.3 Techniques and Examples of Minus Category in Materials Adaptation (Tomlinson and Masuhara, 2004: 15-16)

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modification</td>
<td>Teachers may make changes in instructions</td>
</tr>
<tr>
<td>Replacement</td>
<td>Teachers may swap one activity into another</td>
</tr>
<tr>
<td>Reorganization</td>
<td>Teachers may change the position of texts and illustrations</td>
</tr>
<tr>
<td>Resequencing</td>
<td>Teachers may change the sequence of activities</td>
</tr>
<tr>
<td>Conversion</td>
<td>Teachers may change the genre of text (from narrative to poem), or move the content from one medium to another (e.g. from print to a web)</td>
</tr>
</tbody>
</table>

3. Communicative Language Teaching (CLT)

a. Background

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating late 1960s. Wilkins (1972) proposed a functional or communication of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkin’s contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Furthermore, he described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (request, denial, offers, complaints).

Since 1970s the scope of Communicative Language Teaching has expanded. It was an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the
four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 2001: 155). Littlewood (1981: 1) states, “One of the most characteristic features of Communicative Language Teaching is that it pays systematic attention to functional aspect of language”. Finocchiaro and Brumfit (1983) contrast the major distinctive features of the Audiolingual Method and the Communicative Approach.

Audiolingual method attends to structure and form more than meaning. It demands memorization of structure-based dialogues. The linguistic competence is the desire goal. Accuracy, in terms of formal correctness, is a primary goal. The teacher controls the learners and prevents them from doing anything that conflict with the theory. The teacher is expected to specify the language that students are to use. Students are expected to interact with language system.

In contrast, Communicative Language Teaching puts meaning as the most important element in the learning process. Dialogues, if used, center around communicative functions and are not normally memorized. Communicative competence is the desire goal (i.e., the ability to use the linguistic system effectively and appropriately). Fluency and acceptable language is the primary goal; accuracy is judged not in the abstract but in context. Teachers help learners in any way that motivates them to work with the language. The teacher cannot know exactly what language the students will use. And the last is students are expected to interact with other people (pair and group work).
b. The Principles of CLT

This study was intended to activate the extracurricular English Club’s students of SMP Kanisius Pakem in their speaking activity. The researcher uses Communicative Language Teaching as the approach because this is suitable in teaching speaking. As Littlewood (1981) said that Communicative Language Teaching promotes to introduce the students to the authentic communicative situation. In other word, the learning process should really give the students enough chances to experience the situation that are closely similar to the communication activities.

Communicative Language Teaching is a theory of language that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, materials, teacher and learner roles and behaviors, classroom activities and techniques. The goal of Communicative Language Teaching as Hymes (1972) stated in Richards and Rodgers (2001: 159) is communicative competence. His theory about communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. As stated by Richards and Rodgers (2001:161), some of the characteristic of this communicative view of language as follows:

1) Language is a system for expression of meaning.

2) The primary function of language is to allow interaction and communication.
3) The structure of language reflects its functional and communicative uses.

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Beside the goal and language view, the language learning also takes part in principle of Communicative Language Teaching. There are three elements that can be discerned here. The first element is described as communication principle: activities that involve real communication promote learning. Teacher’s creativity is necessary to provide students’ speaking ability. The second element is described as task principle: activities in which language is used for carrying out meaningful tasks promote learning (Johnson, 1982). The third element is described as meaningfulness principle: language that is meaningful to the learner supports the learning process (Richards and Rodgers 2001: 161). In designing the materials, at least there are two principles used by the researcher.

By using a communicative approach, this study expected that the design of speaking materials could motivate and activate the language learners in speaking, could be applied in real communication and could provide useful activities.

c. Learner Roles

Communicative Language Teaching emphasizes on the processes of communication rather than mastery of language forms. It leads to different roles for learners from those found in more traditional second language classrooms.
Breen and Candlin as cited in Richards and Rodgers (2001:161), in describing the learner’s role within Communicative Language Teaching in the terms as follows:

The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of join negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an independent way. (1980:10)

d. Teacher Roles

The success of the study is not far from people who teach the lesson. In this case, teacher has many roles in teaching English by using Communicative language Teaching. As Bren and Candlin says as cited in Richards and Rodgers (2001:167) the teacher roles in Communicative Language Teaching are:

1) Facilitator
   Teacher should facilitate the communication process between all participants in the classroom and various activities and texts.

2) Participant
   Teacher is a guide and as a resource within the classroom.

3) Need Analyst
   Teacher assumes a responsibility for determining and responding to learner language needs.

4) Counselor
   Teacher is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention, hearer interpretation, through the use of paraphrase, confirmation and feedback.
5) Group Process Manager

Teacher’s responsibility is to organize the classroom as a setting for communication and communicative activities.

Bren and Candlin (1980: 99) as cited by Richards and Rodgers (1986: 77) stated that in Communicative Language Teaching, there are two main roles for the teacher. The first one is as facilitator and the second one is as independent participant. Therefore, the three other roles mentioned before are the additional roles for teacher.

e. The Role of Instructional Materials

Materials have the primary role of promoting communicative language use. There are three kinds of materials currently used in CLT:

1) Text-based materials

Text based materials use numerous textbooks that are designed to direct and support Communicative Language Teaching. The design materials based on Communicative approach such as: dialogue, drills, visual cues, taped cues, pictures, sentence fragments to initiate conversation.

2) Task-based materials

This refers to materials which are designed around a series of authentic tasks which give the learners experience of using the language in
ways in which it is used in the ‘real world’ outside the classroom. They have no pre-determined language syllabus and the aim is for learners to learn from the tasks the language that they need to participate successfully in them.

A variety of games, role plays, simulations and task based communication are the example of this materials. These typically are in the form of one-of a kind item: exercise handbooks, cue cards, activity cards, pair communication practice materials, and student-interaction practice booklets. Students have to communicate each other to complete the task.

3) Realia

Such kinds of realia are signs, magazines, advertisements, newspaper, graphic, and visual resources. These materials build the communicative activities.

In this study, the researcher uses task-based materials in designing speaking materials for students in extracurricular English Club at SMP Kanisius Pakem Yogyakarta. The activities in task-based materials are carried out as the result of processing and understanding a language. Moreover, in task-based materials, the tasks are interrelated to the things people do in daily routines. Junior high students, as they are characterized as beginners in their learning process, need more speaking practices based on the utterances of daily lives to advance
their speaking skill. It is match to the characteristic of the junior high school students in their learning process.

f. Syllabus

In designing the materials, teachers need syllabus as the measurement of the students needs. A syllabus is a document which says what will (or at least what should) be learnt (Hutchinson 1987: 80). Yalden (1983:110) provides six types of syllabus which are explained below:

Type 1: Structural-Functional

This syllabus is relatively easy to be implemented. Language forms are taught first before the teacher introduces the language functions.

Type 2: Structures and Functions

This type provides a structural progression in a communicative framework.

Type 3: Variable Focus

Variable emphasized the language program shifts according to the proficiency. Allan as cited by Yalden (1983: 114) lists three levels of communicative competence such as structural, functional and instrumental.

Type 4: Functional

The objectives determine the function needed, and the functions determine the selection and sequencing of grammatical materials.
Type 5: Fully-Notional

All components of this syllabus – socio cultural, semantic, linguistics as well as psycho-pedagogical - are united together.

Type 6: Fully Communicative

This type is also called as learner generated syllabus. The learners become the source of input. Communication is the primary objective and the linguistic competence should be a part of communicative competence.

In this study, the researcher uses functional syllabus. Finocchiaro and Brumfit as cited by Yalden (1983) suggest that functional syllabus has the ‘tremendous merit’ of placing the students and their communicative purposes at the centre of curriculum. It provides some benefits such as (1) it sets realistic learning task, (2) it provides for the everyday teaching by using real-world language and (3) communication will be intrinsically motivating because it expresses basic communicative functions.

g. Types of Learning and Teaching Activities

Littlewood (1981: 85) describes two types of communicative activity. Those two types are described on the next page:
1) **Pre-communicative Activities**

The pre-communicative activities are the activities in which the learners are being trained in the part-skills of communication rather than practicing the total skill to be acquired. In the pre-communicative activities, the learners practice certain language forms and functions, which lead to communicative work. Littlewood (1981: 89) states that the aim of pre-communicative activities is to give learners fluent control over linguistic forms with the main criterion for success, whether the learners produce acceptable language.

2) **Communicative Activities**

Communicative activities are the activities in which the learners activate and integrate their pre-communicative activities of knowledge and skills, in order to use them for the communication of meanings (Littlewood, 1981: 86). There are two main categories in communicative activities proposed by Littlewood (1981: 20), namely functional communication activities and social interaction activities. The main purpose of the functional activities is that learners are located in a circumstance where she or he has to perform a task by communicating the best she or he with some resources he or she has available. In the social interaction activities, the learners are also motivated to pay greater attention of the social context where the interaction takes place.
3) **Characteristic of Communicative Activities**

According to Harmer (1991: 50) there are six characteristics of communicative activities. They are: (1) a desire to communicate, (2) a communicative purpose, (3) context not form, (4) variety of language, (5) no teacher intervention, (6) and no materials control.

A desire to communicate means in communicative activities, the students should have a desire to communicate or want to be involved in communication; otherwise, the activities will not be effective. Here, the motivation of the students to be involved in the communication is the major factor needed. On the other hand, the teacher may help the students to encourage their motivation by providing interesting and motivating activities in the learning process. This first characteristic could be found in the extracurricular English Club students of *SMP Kanisius Pakem Yogyakarta*. It is showed that they were interested and motivated joining this course. Besides, they were also motivated to be able to communicate by speaking English.

A communicative purpose means the students should have some kinds of communicative purpose when they use the language. In other words, they should use the language some way to achieve an objective, and this objective (purpose) should be the most important part of the communication. Here, the students need something to be achieved to motivate them in the learning process. In this study, the communicative
purposes could be seen in the learning objectives stated in every unit of the
designed materials.

Context not form means after students have a communicative
purpose, their attention in learning a language should be centered on the
context. Context is defined as the text or speech that comes immediately
before and after a particular phrase or piece of text and helps to explain its
meaning (Cambridge Advance Learners Dictionary 3rd edition). In other
word, they should pay attention to the context of what is being said or
written and not the language form that is being used. Here, delivering and
accepting the meaning of the language based on the context is the most
important thing. Asking students to memorize the grammar and sentence is
not recommended in the teaching learning process. In the designed
materials, the researcher provides some expressions to be used in the
communication. These expressions are the guidance to help the students
while speaking English. These are not to be memorized. The most
important is students could deliver meaning in the communication. The
phrases, words, and sentences students used are based on the context of
communication.

Variety of language provides the students with comfortable means
as the students can use their language skill to express their minds rather
than use just one grammatical construction. The teacher gives opportunity
to the students to explore their knowledge to the variety of language.
Students will not memorize one pattern of grammatical construction to
communicate with others but use variety of language to deliver meanings in the communication. In this study, the teacher could use other expressions outside what have been provided by the teacher. The most important thing is students could deliver similar meaning which based on the context being talked.

In conducting communicative activities, an English teacher should not interfere while students are engage in. Specifically, to interfere means telling students that they are making mistakes, insisting on accuracy, asking for repetition, etc. However, the teacher may, of course, be involved in the activity as participants, listeners and observer towards the students’ activity in order to be able to conduct feedback. In this study, the researcher provides a lot of speaking activities in the designed materials. The researcher gives more opportunities to the students to practice speaking English. The activity used such as comparing sets of information.

It should be noted that the materials should not force the use of certain language or should not restrict the students’ choice of what are going to say and how to say while they work with the materials.

h. Communicative Language Teaching and The Postmethod Condition

Postmethod condition refers to the qualities of the contemporary era in English language teaching in which previously well trusted methods are put under serious scrutiny and in which a body of methods and techniques collected from all previous methods and approaches are used pragmatically with a belief that such
an eclectic practice lead to success. From the survey of approaches and methods, it could be seen that the history of language teaching in the last one year has been characterized by a search for more effective ways of teaching second or foreign language. Starting in the 1970s, teachers and researchers came to realize that no single research finding and no single method of language teaching would bring total success in teaching a second or foreign language especially as it was seen that certain learners seemed to be successful regardless of methods and techniques of teaching (Brown, 2000). The postmethod condition is characterized by leaving methods-only arguments to find effective strategies to teach in the most appropriate and effective way while considering the practitioner’s views and roles in preparing and teaching language materials. It is a state of affairs that compels us to refigure the relationship between the theorizers and the practitioners of method (Kumaravadivelu, 1994: 27-28). As Harmer (2001) articulates it is extremely difficult to come to conclusions about which approaches and methods are best/or most appropriate for our own teaching situations. Kumaravadivelu (2001) said that the best method in teaching was ungraspable and invisible. By the end of twentieth century, mainstream language teaching no longer regarded methods as the key factors in accounting for success or failure language teaching. In other words, in this era, teachers do not discuss or focus about certain method anymore. This newer understanding in the postmethod condition has brought newer forms of curricula at schools.

Mainstream language teaching, however, opted for Communicative Language Teaching as the recommended basis for language teaching
methodology in the 1980s and it continues to be considered the most plausible basis for language teaching today, although Communicative Language Teaching is today understood to mean little than a set of vary general principles that can be applied and interpreted in a variety of ways (Richards and Rodgers, 2001: 244).

In this study, Communicative Language Teaching is used to design speaking materials for the extracurricular English Club students of SMP Kanisius Pakem Yogyakarta. It is based on the consideration of the learners needs. Besides, based on Kurikulum Tingkat Satuan Pendidikan, teacher may use any methods to create effective learning. The method will be used should consider such factors: (1) the learning goal, (2) the subject content to be taught, (3) the facilities provided by the school, (4) the learners characteristics and (5) time allocation. Therefore, as Kumaravadivelu stated about postmethod condition and its effect to the use of language teaching method, the researcher uses Communicative approach in designing speaking materials for extracurricular English Club students of SMP Kanisius Pakem Yogyakarta. The researcher considers the goals, the subject content to be taught, the facilities provided by the school, the learners characteristics and the time allocation of the learning process as stated in the Kurikulum Tingkat Satuan Pendidikan (Depdikbud, 2006).

4. Speaking

a. The nature of Speaking

Brown and Yule (1983) as quoted by Nunan (1989:26) stated that language teaching has been concerned with the teaching of written
language that the language is characterized by well-formed sentences. Speaking is one way for students to communicate. Speaking makes easy the understanding of all the information delivered. Through speech, man expresses his emotions, communicates his intentions, reacts to other persons and situations, as well as influences other human being (Rivers 1968: 162). In other word, speaking activities can express students own ideas, wishes, opinions, attitudes, information, etc. Speaking is usually done by two or more speakers, facing each other and paying attention and responding to what is said rather than how correctly it is said (Nunan 1989: 31).

Bygate as cited by Luoma (2004: 104) considers the special features of speaking to result from two sets of conditions under which people speak; these are processing and reciprocity. Processing means speaking requires simultaneous actions. The words are being spoken as they are being decided and as they are being understood. Reciprocity conditions mean that speakers have to adapt to their listeners and adjust what they say according to the listeners’ reactions. Speaking as spoken language used as interaction and as social and situation-base.

b. Teaching Speaking

Learning speaking skill is very challenging for students in foreign language context (Nunan, 2003: 54). According to Bushman (1986: 25) the general purpose for speech study in English class is to develop students
who can participate satisfactorily in everyday situations that demand oral work. Luoma (2004) stated, speaking as spoken language is used as interaction and as a social and situation-based activity. Nowadays, people are expected to speak English fluently. That is why advancing speaking proficiency cannot be separated from the idea of teaching how to communicate.

According to Rivers (1968: 160-163), in teaching skill, there are four things to be considered:

1) The teaching of speaking skill is more demanding on the teacher than the teaching of any other language skill.

2) The teacher needs to give the students many opportunities to practice the speaking skill.

3) It is necessary for the teacher to have clear understanding of the processes involved in speech.

4) In the teaching of the speaking skill, we are engaged in two processes: forging an instrument and giving students guided practice in its use.

In teaching speaking, teachers have many techniques that are frequently used. They are conversation, guessing things, getting information, sharing, and group work experiences. These techniques will allow students to participate in speaking activity. Technique also should concern about effective aspect of the students and have some relevance to interesting topics.
In teaching speaking, both accuracy and fluency are needed. (Nunan, 2003). “Accuracy is the extent to which the students’ speech matches what people actually say when they use the target language.” (Nunan, 2003: 55). On the other hand, “fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc” (Nunan, 2003: 55).

The principles of speaking help teachers to set the track for teaching and learning activities. Since speaking is active and productive skill which ends at the fluency of the students, teachers need to pay attention much on students’ speaking activities. Each students has different peaking proficiency so that teachers need to help learners in any way that motivates them to work with the language (Richards and Rodgers, 2001).

B. Theoretical Framework

The researcher employed some theories to address the two research problems, namely 1). How is a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club Students of SMP Kanisius Pakem Yogyakarta designed; and 2). What does the designed set of speaking materials look like? First, the researcher combined the two models of instructional design suggested by Kemp (1977) and Yalden (1983) discussed previously in the Review of Related Theories. Afterwards, this framework will be the underlying theories to design the material for extracurricular English Club.
The framework consists of seven stages which are considered valid to design speaking instructional materials. The following is the elaboration of each stage.

Stage 1: Conducting needs survey

In conducting the needs survey, the researcher uses questionnaires and interviews to gather data from respondents who are the students of the extracurricular English Club and the English teacher of *SMP Kanisius Pakem Yogyakarta*. The collected data is to discover the target needs and the learning needs. The result of this pre-design survey becomes a basis in knowing students’ characteristics, developing the materials especially for formulating the goal and constructing the syllabus.

Stage 2: Formulating goals, topics and general purposes

In this step, after needs survey is completed, the researcher sets the goals of the instructional materials. The goal of this study is to help the language learners of extracurricular English Club at *SMP Kanisius Pakem* to practice English speaking by using Communicative Approach. This program aims to help students in improving their speaking skill in order to prepare them to be able to communicate in a real life communication. This aim is based on the curriculum for junior high school students. Then the researcher decides the topics which are suitable for the students’ needs and interests. Last, the researcherformulates the objectives that the students are expected to accomplish.
Stage 3: Identifying the learning objectives

In this step, after setting the goals and topics, the researcher formulates the general purposes and continues to make the indicators for each material designed.

Stage 4: Selecting the teaching-learning activities and instructional resources

In this step, the researcher chooses appropriate learning activities based on the theories from Kemp and Yalden and which will be crosschecked with the data collected after distributing the pre-design (need) survey, the result from interviewing the English teacher of the school, and the researcher’s observation during the teaching learning process. The selection of the teaching-learning activities and instructional resources are based on the student’s characteristics and needs. The researcher determines the most efficient and effective method and select suitable materials so that the students can accomplish the objectives.

Stage 5: Selecting and developing the syllabus type

In this step, after knowing the learner’s characteristics, formulating the goals and the topic, making the general purposes, and selecting teaching-learning activities, the researcher selects the appropriate syllabus type for the designed materials. The selection of the syllabus type will consider the learners’ needs and the kind of teaching-learning activities. In this study, the researcher uses functional syllabus as the appropriate one to teach speaking in extracurricular English Club at SMP Kanisius Pakem Yogyakarta. By using functional syllabus, it
is hoped that the learning would be meaningful and experiential for learners through communicative activities.

Stage 6: Coordinating support service

In order to design the speaking materials, some support service such as budget, personnel, facilities, equipments and schedules are required. In this step, the researcher chooses the appropriate teaching equipments which will attract the students in learning English such as pictures, cards and forms.

Stage 7: Revising

In this step, the revisions of the materials are made after the researcher obtained feedbacks from the participants and respondents. In this study, there are two revisions done by the researcher. The first revision of the designed materials is done after the researcher distributed the questionnaires together with the designed materials to the English teacher of the school to judge whether the designed materials have fulfilled the students’ needs. The second revision of the designed materials is done after the researcher done the field testing. The researcher distributes the questionnaire to the English teacher of SMP Kanisius Pakem and two lecturers from Sanata Dharma University to get feedback from the materials designed. Besides, the researcher also interviewed some extracurricular English Club students. The data from questionnaires and interviews is used to evaluate the designed materials and as a feedback to improve the materials as the final product.
The framework of the designing the speaking instructional materials is shown in the figure on the next page.
Conducting need survey

- Formulating goals, topics and general purposes
- Identifying the learning objectives
- Selecting the teaching-learning activities and instructional resources
- Selecting and developing the syllabus type
- Coordinate support services
- Revising

Figure 2: Framework of the designing of English instructional materials

Therefore, to apply the designed materials, the researcher uses Research and Development which will be discussed in Chapter III. The diagram of the relationship between R & D and Instructional Design can be seen in figure on the next page:
Figure 3: The diagram of the relationship between R&D and Instructional Design

The relationship between R&D and underlying theories on instructional design.
CHAPTER III

METHODOLOGY

The purpose of this chapter is to present the research method used to answer the questions stated in Chapter 1. The presentation will be divided into six major parts, namely the research method, research participants, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

The research conducted by the researcher was a research and development (R&D) studies in which the research process was used for developing the designed materials. Borg and Gall (1983: 772) stated that a research and development (R&D) study was a process used to develop and validate educational products. Borg and Gall (1983: 775) proposed ten steps to be followed, they are: research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. The steps can be seen in figure on the next page.
In order not to consume much time and money, the researcher only employed seven steps which have been represented and covered the whole steps. Those seven steps are:

1. **Research and Information Gathering**

   Research and information gathering was conducted to obtain necessary information for planning what to design. The researcher used related theories such as Kemp’s and Yalden’s Instructional Designs, the theory of Material Development, theories of speaking and theories of Communicative Language Teaching. The researcher also discovered the learning needs and learners’ characteristics by distributing questionnaires to the students, by interviewing the English teacher of SMP Kanisius Pakem and by observing classroom activities.
2. **Planning**

Planning was the essential stage for the researcher to develop the materials. Planning is the step to describe learning purposes and syllabuses for the designed materials. Since the syllabus derived from *Kurikulum Tingkat Satuan Pendidikan 2006*, the researcher developed the Standard Competence and Basic Competences generated from it. Then, the design materials were from the results of need analysis.

3. **Preliminary Field Testing**

The preliminary field testing is the fourth cycle of R & D steps which included trying out the designed materials to respondents, collecting data for the designed materials evaluation from respondents and analyzing the data. The respondent was the English teacher of *SMP Kanisius Pakem Yogyakarta*.

4. **Main Product Revision**

This was the step for the researcher to revise the preliminary designed materials based on the result of preliminary field testing. This step was also the ninth step of Yalden’s adapted model; revising. The revision of the materials designed would be tried out again in the field testing.
5. Field Testing

In this stage, the researcher tried out the designed materials to the wider scope. The respondents were not only the English teacher of the school but also some extracurricular English Club’s students and two lecturers of Sanata Dharma University. Then, the researcher collected and analyzed the feedback from the distributed questionnaires and interviews to the respondents. The feedback employed to revise the designed materials.

6. Final Product Revision

This was the step for the researcher to make the final product revision of the designed materials based on the result from field testing. After collecting results from field testing, evaluation and expert validation, the researcher made the final version of the designed materials.

7. Implementation

The last step was implementing the designed materials to the students of extracurricular English Club at SMP Kanisius Pakem Yogyakarta. To this step, the researcher will know whether the product meets its behaviorally defined objectives.
B. Research Participants

1. Participants in Research and Information Gathering

The research participants were students of the extracurricular English Club at *SMP Kanisius Pakem Yogyakarta*. The researcher distributed questionnaires at the first meeting of the extracurricular English Club. The first meeting was held on August 19th 2011. The aim of the distribution of the questionnaire was to collect information which was useful in designing the materials, such as students’ characteristics, students’ ability, methods used and the class activities. Some questions stated in the questionnaire were: (1) What is your reason joining this extracurricular English Club? (2) What are the difficulties you find in learning English? (3) What topics do you like to learn English? (4) What activities do you like? etc (see appendix 2). The researcher used the combination of open-ended and closed-ended questionnaire. The researcher provided items to be chosen by the students and a blank space below the options for students to give another answer. These kinds of answer would help the researcher in calculating and concluding the results.

The researcher also conducted two informal interviews to the English teacher in order to know the learners’ characteristics. The questions used in the interviews such as (1) What is the goal of this extracurricular English Club in this school? (2) How about students’ competence? Are they in the same level and skill? (3) What kind of English skills need to be learnt by the students? (4) What materials given to the students in this extracurricular English Club? Are the materials based on the curriculum or not? (5) What activities you use to teach
English in extracurricular English Club? etc (see appendix 6). The interviews were conducted on August 12\textsuperscript{th} 2011 and August 24\textsuperscript{th} 2011.

2. Participants in Preliminary Field Testing

In preliminary testing, the research participant was the English teacher of the school. The English teacher was a woman which had been teaching for four years in SMP Kanisius Pakem Yogyakarta. In this study, the teacher evaluated the designed product and gave suggestion to the researcher. It was done on September 10\textsuperscript{th} 2011. Through this step, the researcher could collect information about appropriate activities for the extracurricular English Club students of SMP Kanisius Pakem Yogyakarta.

3. Participants in Field Testing

The research participants in field testing were the English teacher of SMP Kanisius Pakem Yogyakarta, the students of the extracurricular English Club at SMP Kanisius Pakem Yogyakarta and two lecturers from Sanata Dharma University. The researcher distributed questionnaires to the English teacher and the two lecturers. The questions given were in the form of close-ended questionnaires. The choices are: 1 = strongly disagree, 2 = disagree, 3 = doubt, 4 = agree, 5 = strongly agree. Besides, the researcher also interviewed the students to gain feedback of the designed materials.
C. Research Instruments

Instrument of the study is used to gather the data needed. There were two kinds of instruments used in this study. Each is described as follow:

1. Instruments in the Needs Survey

According to Ary, Jacobs, and Razavieh (1990: 418) as cited in Hanani (2005), a questionnaire is an instrument of a study to gather information through the respondents’ written responses to a list of questions. The questionnaire was written in Bahasa Indonesia in order to avoid misunderstanding of the students.

According to Wiersma (1995), questionnaire is divided into two different types, namely open-ended and closed-ended questionnaire. The open-ended type gives the participants the opportunity to answer in their own words. In close-ended type, the participants select the answer based on the choice items provided (Wiersma, 1995). In this research, the researcher used the combination of open-ended and closed-ended questionnaire. The researcher provided items to be chosen by the students and a blank space below the options for students to give another answer (see appendix 2). The table on the next page shows some questions used in the needs survey.
<table>
<thead>
<tr>
<th>No</th>
<th>Questions and Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Why do you join this extracurricular English Club?</td>
</tr>
<tr>
<td></td>
<td>a. I like English</td>
</tr>
<tr>
<td></td>
<td>b. I follow my friend</td>
</tr>
<tr>
<td></td>
<td>c. I am suggested by my parents</td>
</tr>
<tr>
<td>2.</td>
<td>What difficulties do you find in learning English?</td>
</tr>
<tr>
<td></td>
<td>a. Vocabulary</td>
</tr>
<tr>
<td></td>
<td>b. Speaking</td>
</tr>
<tr>
<td></td>
<td>c. Others: …</td>
</tr>
<tr>
<td>3.</td>
<td>Do you find difficulties in speaking English?</td>
</tr>
<tr>
<td></td>
<td>a. Yes</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
</tr>
<tr>
<td>4.</td>
<td>What media do you like in learning English?</td>
</tr>
<tr>
<td></td>
<td>a. Text</td>
</tr>
<tr>
<td></td>
<td>b. Pictures</td>
</tr>
<tr>
<td></td>
<td>c. Songs</td>
</tr>
<tr>
<td></td>
<td>d. Games</td>
</tr>
</tbody>
</table>

The answers from the questionnaire in the previous page would help the researcher in calculating and concluding the results. This questionnaire was made to gain data about the students’ characteristics and the teaching learning activities. Then, the research problem could be solved accurately.
The second instrument was an interview. According to Best (1983: 164), the interview is, in a sense, an oral questionnaire instead of writing the response. The participants will give the needed information verbally in a face-to-face relationship. This interview provided information about the goal of English Club and the students’ needs in joining extracurricular English Club. Therefore, the questions were basically based on participants’ opinion about the designed materials which would be implemented in the extracurricular English Club. The researcher conducted two informal interviews to the English teacher on August 12\textsuperscript{th} 2011 and August 24\textsuperscript{th} 2011 (see appendix 6). The table on the next page shows some questions used in the needs survey.
2. **Instrument in Preliminary Field Testing**

The instrument used in preliminary testing was questionnaire which was distributed to the English teacher of *SMP Kanisius Pakem Yogyakarta*. The questionnaire type used in this step is a closed-ended questionnaire. Here, the researcher provided multiple choice questions and rating scales. “Rating scales are widely used in research, and rightly so, for they combine the opportunity for a flexible response with the ability to determine frequencies, correlations and other forms of qualitative analysis (Cohen, Manion & Morrison, 2000).” It shows that rating scales are one of the flexible ways to obtain data from respondents. This is one example of a range of responses in rating scales (Cohen et al., 2000). The question is: The basic competences are well formulated, the choices are:
1 = strongly disagree, 2 = disagree, 3 = doubt, 4 = agree, 5 = strongly agree (see appendix 5). The following table shows some questions used in the preliminary testing.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.</td>
<td>The basic competences are well formulated</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The materials match the basic competences and indicators</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The topics are suitable to teach speaking for extracurricular English Club in junior high school</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The tasks are well elaborated and sufficiently varied to facilitate the students to understand the topic being discussed</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Communicative language Teaching is well developed in the materials</td>
<td></td>
</tr>
</tbody>
</table>
3. **Instrument in Field Testing**

In this study, the researcher used two kinds of instrument: questionnaire and interview. A questionnaire is an instrument to gather information through the respondent’s written responses to a list of questions. According to Ary (1990: 424), there are two types of questionnaires, “structures or closed questionnaire” and “constructed or open questionnaires”. In this study the researcher used both close-ended and open-ended questions. The researcher provided choice items to be chosen by the respondents and a blank space below the options for them to give another answer (see appendix 5). These kinds of answer would help the researcher in calculating and concluding the result. The respondents were the English teacher and two lecturers from Sanata Dharma University. The table on next page shows some questions used in the field testing.
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The basic competences are well formulated</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>The materials match the basic competences and indicators</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The topics are suitable to teach speaking for extracurricular English Club in junior high school</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The tasks are well elaborated and sufficiently varied to facilitate the students to understand the topic being discussed</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Communicative language Teaching is well developed in the materials</td>
<td></td>
</tr>
</tbody>
</table>

Besides using questionnaire, the researcher also used interview (see appendix 6). The interview was used to obtain some information from the extracurricular English Club students. The table on the next page shows some questions used to interview students in the field testing.
<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you speak English in your daily conversation (even though in a short time)?</td>
</tr>
<tr>
<td>2.</td>
<td>In your opinion, do you speak English well?</td>
</tr>
<tr>
<td>3.</td>
<td>In your opinion, are the activities interesting?</td>
</tr>
</tbody>
</table>

Finally, the researcher revised the product based on the English teacher, students’ and lecturers’ feedback to produce the final product.

D. Data Analysis Technique

Data analysis is a process to shift, organize, summarize and synthesize the data to arrive at some results and conclusion of the research (Selinger and Shohamy, 1989:201). Data from questionnaire and interview were analyzed to find the activity the students’ need of this course. The conclusion was drawn based on the data gathering. The result from the questionnaire distributed in research and information gathering was analyzed by using percentage. According to Ary (2002: 125), “The percentage is calculated by dividing the total number in one category by the total number in all categories and multiplying the result by 100.” The formula used to calculate the percentage is presented on the next page:
\[ \frac{\sum x}{N} \times 100\% \]

where 
- \( N \): the number in one category
- \( X' \): the total number in all categories
- \( P \): number of percentage

The estimation of the participants’ opinions on the designed materials used five points of agreement and disagreement namely:

1: if the participants strongly disagree with the statement
2: if the participants disagree with the statement
3: if the participants neither agree nor disagree with the statement
4: if the participants agree with the statement
5: if the participants strongly agree with the statement

The data were presented in the form of table based on the participants’ opinions, statement, and the mean. The table is presented as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Participants opinion</th>
<th>Statements</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I enjoy joining extracurricular English Club</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The researcher made all list about the participants’ comments and suggestions. The researcher revised the designed materials in order to make the better form.

E. Research Procedure

From the ten R&D steps proposed by Borg and Gall (1983), the researcher only followed seven steps of them in the study as previously mentioned. The steps are:

1. Research and Information Gathering

In this step, the researcher began the research by preparing and distributing questionnaires to the students on August 19th, 2011. The questionnaires for the students were collected to get the data of students’ characteristic and students’ needs. Besides, the researcher conducted two informal interviews to the teacher to get the data of the goal (which English skills to be taught in the course) and students’ characteristics in the teaching and learning activity. Those data helped the researcher in designing the materials.

2. Planning

After collecting the data, the researcher analyzed the data and made a preparation of the materials and evaluation devices. This stage consists of the goals, topics, and general purposes formulation, the learning objectives identification, the teaching activities selection, syllabus type development and coordinates the support services.
3. **Conducting Preliminary Field Testing**

This step required expert verification to analyze the product. Because the researcher provided materials for extracurricular English Club at SMP Kanisius Pakem since August 2011, the designed materials were firstly given to the teachers to be analyzed. The researcher gave the questionnaire to the teacher so that she could give comments and suggestions about the first designed materials.

4. **Revising the Designed Materials to Produce the New Product**

After collecting data, feedback, and suggestions from the English teacher of SMP Kanisius Pakem Yogyakarta, the researcher made a revision of the product.

5. **Conducting Field Testing**

In this stage, the researcher tried out the designed materials to the wider scope. The respondents were not only the English teacher of the school but also the extracurricular English Club’s students and two lecturers of Sanata Dharma University. Then, the researcher collected and analyzed the data from the distributed questionnaires and interviews to the respondents. The feedback was employed to revise the designed materials.

6. **Final Product Revision**

This was the step for the researcher to make the final product revision of the designed materials based on the data from field testing. After collecting data
from field testing, evaluation and expert validation, the researcher made the final version of the designed materials.

7. Implementation

The last step was implementing the designed materials to the students of extracurricular English Club at SMP Kanisius Pakem Yogyakarta. In this step, the researcher will know whether the product meets its behaviorally defined objectives.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the answers of the questions in the Research Problems presented in Chapter 1. Those include how to design a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club students at SMP Kanisius Pakem Yogyakarta. This chapter is divided into two parts, namely, The Steps of Designing Speaking Materials based on Communicative Language Teaching for the Extracurricular English Club Students of SMP Kanisius Pakem Yogyakarta and The Brief Description of The Designed Materials.

A. The Steps of Designing Speaking Materials Based on Communicative Language Teaching for the Extracurricular English Club Students of SMP Kanisius Pakem Yogyakarta

This first part presents the steps in designing the materials based on the review of related literature used. The researcher combined two models adapted by Kemp and Yalden to answer the first question in the problem formulation. The combination was considered simple and applicable in designing materials. The researcher also adapted R & D steps to be combined to the instructional design models used. There were eighth steps in designing speaking materials for extracurricular English Club students of SMP Kanisius Pakem Yogyakarta, namely, Conducting Need Survey, Formulating Goals, Topics and General
Purposes, Identifying the Learning Objectives, Selecting the Teaching Learning Activities, Selecting and Developing the Syllabus Type, Coordinate Support Services, Revising, and Implementing the Designed Materials. The steps are elaborated as follows.

1. **Conducting Need Survey**

The researcher conducted the need survey in order to gather the data from the participants. The need survey was done to know the students’ needs so that it was called pre-design survey. The researcher distributed the questionnaire to the students of this extracurricular activity in order to get the data needed. It was distributed on August 19th, 2011. There were seventeen students who joined this activity. The class was a mixture of seventh and eighth graders. The result of the needs survey is presented in the table on the next page:
Table 4.1: The Result of Pre-Design Survey from Students

(Question no 1-5)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students’ reasons to join extracurricular English Club</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. they like English</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>c. they were suggested by their parents</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>The students started to learn English since they were in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. kindergarten</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>b. elementary school</td>
<td>58%</td>
</tr>
<tr>
<td>3</td>
<td>The students have joined English course outside the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. yes</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>b. no</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The difficulties found by the students in learning English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. vocabulary</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>b. speaking</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>c. other reasons</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>- reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- invitation</td>
<td>1.5%</td>
</tr>
<tr>
<td>5</td>
<td>The obstacle in learning English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. there is no supporting book to learn English</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>b. there is no enough time to practice</td>
<td>69%</td>
</tr>
</tbody>
</table>
From the data of the questionnaire distributed to the students, fifteen students (88%) joined extracurricular English Club because they loved English. Ten students (58%) had got English lesson when they were in elementary school. Nine students (53%) had never joined English course outside the school and the difficulties students faced in learning English were in varied. Ten students (47%) found difficulties in English vocabularies. Ten students (47%) found difficulties in speaking English. The other two students found difficulties in reading (1.5%) and learning the topic about ‘Invitation’ (1.5%). Thirteen students (69%) found difficulties in learning English because they did not practice it.

It could be seen that most students had learnt English when they were in elementary school. Most of them loved English so that they would enjoy learning English. There were some students had joined English course before and some were not. Therefore, it could be seen that their competence and knowledge were different one to another. Then, the researcher gave the materials in the level of less difficulty. If the researcher gives the materials based on the students who are expert in English, other students will find difficulties in the learning activity. Other characteristic of the students was they did not practice English. In this case, the teacher should be a good motivator so that the students were interested in learning English. Students said that their obstacle in learning English were because they did not know the meaning of English vocabularies and how to spell it so that they less confident to speak English.
### Table 4.2: The Result of Pre-Design Survey from Students

(Question no 11-15)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>English speaking mastery for communication is important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. yes</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>b. no</td>
<td>6%</td>
</tr>
<tr>
<td>12</td>
<td>The students face difficulties in speaking English</td>
<td>100%</td>
</tr>
<tr>
<td>13</td>
<td>The students’ reasons why speaking English is difficult:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. they are afraid of making mistakes</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>b. they are ashamed to speak English</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>c. they do not master English vocabulary</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>d. they do not master English grammar</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>e. they are not interested in the materials</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>f. they do not practice</td>
<td>25%</td>
</tr>
<tr>
<td>14</td>
<td>The English knowledge students got from the elementary school and English course help them in improving their speaking skill</td>
<td>100%</td>
</tr>
<tr>
<td>15</td>
<td>The students want to be able to speak English</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table as shown above explains that sixteen students (94%) agreed that the mastery of speaking English is important. All the students (100%) found difficulties in speaking English while joining the extracurricular English Club.
because of some reasons. Eleven students (21%) said that they were afraid of making mistakes. People cannot learn without make any mistake. This was the problem the researcher wanted to solve. Thirteen students (25%) said that they did not practice it. All students (100%) agreed that the English knowledge they had got from the elementary school and English course help them in improving their speaking skill. All students (100%) wanted to be able to speak English.

From the data above, the researcher knows the students’ characteristic toward speaking English. Therefore, the difficulties the students faced in speaking English should be solved by the researcher. Knowing the students’ characteristics and needs help the researcher to design the appropriate materials for the students.

From the previous discussion, it can be concluded that the students’ characteristics and needs are:

1. They like English so they are motivated to join this extracurricular English Club
2. They start to learn English when they are in elementary school.
3. Their English competences are different one to another.
4. They want to be able to speak in English.
5. They need more vocabulary to know the meaning and how to spell it correctly.
6. They need more practice in order to make them more confident.
7. They need more practices so that they will be more fluent in speaking English.
2. Formulating Goals, Topics, and General Purposes

After conducting the need survey, the researcher decided the goal. The goal was identified first from informal interviews with the English teacher. The goal of this course is to give chances to the students to speak English. It is because the regular classroom activities do not give enough spaces to students to speak English as the school must follow the curriculum that has been decided by the government.

The purpose of this study was to help the students to improve their speaking skills through extracurricular English Club based on a materials employing the Communicative Language Teaching approach.

After deciding the goal, the researcher selected the topics. The topics selection was based on the students’ needs which are identified from the questionnaire in the pre-design survey. The identification of the students’ needs was conducted by measuring or calculating the percentage through the formula presented in Chapter III.

The table on the next page (table 4.3) shows the result of Pre-Design Survey based on the distributed questionnaire.
Table 4.3: The Result of Pre-Design Survey from Students

(Question no.6)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The topics the students liked the most</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Describing people</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>b. Direction</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>c. Describing Place</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>d. Shopping</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>e. Family</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>f. Hobbies</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>g. Giving procedures</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>h. Telling about oneself</td>
<td>11%</td>
</tr>
</tbody>
</table>

In the questionnaire, there were many topics proposed by the researcher. The topics provided should be chosen by students. There were eight topics to be used, namely (1) Family, (2) Hobbies, (3) Shopping, (4) Describing people, (5) Direction, (6) Describing Place, (7) Giving procedure and (8) Telling about oneself. Out of the eight topics, some will be presented in the extracurricular English Club. There were three topics the most selected by the students. Based on the data, thirteen students (21%) chose ‘Family’ as the most interesting topic. There are 12 students (20%) chose ‘Hobbies’ and ten students (16%) chose
‘Shopping’ as the next topics to discuss. The researcher then developed these three selected topics by stating the general purposes.

**Table 4.4: The General Purposes of the Designed Materials**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>General Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tell Me about Your Family</td>
<td>❖ Students are able to understand the family relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Students are able to talk about family and family relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Students are able to use the expression of asking for information</td>
</tr>
<tr>
<td>2</td>
<td>What is Your Hobby?</td>
<td>❖ Students are able to express about hobby appropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Students are able to communicate about hobby</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Students are able use the adverb of frequency correctly.</td>
</tr>
<tr>
<td>3</td>
<td>I Want to Buy It</td>
<td>❖ Students are able to express buying and selling activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Students are able to communicate about selling and buying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Students are mention some terms of asking and giving opinion.</td>
</tr>
</tbody>
</table>
3. Identifying the Learning Objectives

After formulating the General Purposes, it needs to specify the learning objectives. The table on the next page shows the learning objectives of the designed materials.
### Table 4.5: The Learning Objectives of the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tell Me about Your Family</td>
<td>At the end of the meeting students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention the members of family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pronounce some words in the dialogue correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention the relationship between family members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identify others family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention W-H questions in asking about family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use the expression of asking and giving information correctly (e.g. asking about job, age, etc)</td>
</tr>
<tr>
<td>2</td>
<td>What is Your Hobby?</td>
<td>At the end of the meeting students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention the kinds of hobby</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pronounce some words in the dialogue correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention the adverb of frequency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention other hobbies</td>
</tr>
<tr>
<td>3</td>
<td>I Want to Buy It</td>
<td>At the end of the meeting students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention things in shopping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention some places to go shopping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention the expression of selling and buying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention the expression of giving opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pronounce some words in the dialogue correctly</td>
</tr>
</tbody>
</table>
4. Selecting the Teaching-Learning Activities and Instructional Materials

The learning activities are the integral part of learning materials. It affected the learning objectives. A material developer can select the learning activities based on the data obtained from the questionnaire, which activities the students like and which activities the students do not like. The presentation of the data gathered can be seen on the next page:
Table 4.6: The Result of Pre-Design Survey from Students (Question 7-10)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Activities the students liked:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Reading</td>
<td>22.5%</td>
</tr>
<tr>
<td></td>
<td>b. Telling story</td>
<td>17.5%</td>
</tr>
<tr>
<td></td>
<td>c. Playing roles</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>d. Games</td>
<td>22.5%</td>
</tr>
<tr>
<td></td>
<td>e. Singing</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>Boring activities for students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Teacher talks too much</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>b. Read long texts</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>c. Too long discussion</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>d. Others: (reading and writing)</td>
<td>10%</td>
</tr>
<tr>
<td>9</td>
<td>The learning media the students liked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Texts</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>b. Pictures</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>c. Songs</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>d. Games</td>
<td>36%</td>
</tr>
<tr>
<td>10</td>
<td>The learning method the students liked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Learning individually</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>b. Learning in small groups</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>c. Learning in pairs</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>d. Learning outside the class</td>
<td>36%</td>
</tr>
</tbody>
</table>
From the questionnaire, it could be seen that students mostly liked reading activity and playing games. Nine students (22.5%) liked reading activity equal with the students who liked playing games. However, the researcher tried to combine those activities based on the students’ interest so that students became more enthusiastic. The researcher avoided to give too long discussion because seven students (35%) said that this is one kind of boring activity. Although most students (72%) liked using pictures and games as the media in learning process, the researcher chose Task-Based materials which would use some other media to encourage students’ motivation in learning English. Twelve students (36%) liked learning outside the class. The other ten students (30%) liked studying in the small groups that might consist of three to four students each.

The focus of this study was speaking skill because this skill has the biggest percentage on the pre-design survey. Besides, from the informal interview with the English teacher, it could be seen that speaking skill is the focus skill need to be taught to the students in extracurricular English skill at SMP Kanisius Pakem Yogyakarta. By doing more practice, students would be more fluent and confident in speaking English. Other English skills such as listening, reading and writing also given by the researcher in order to complete the speaking materials and prepare the students for the National Final Examination. Therefore, the researcher would also give these three skill but in small portion. The summary of the English teacher’s interview in the pre-design survey is presented in table on the next page:
Table 4.7: The Summary of the English Teacher’s Interview

in the Pre-Design Survey on August 12th, 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The purpose of the extracurricular English Club</td>
<td>This extracurricular English Club was held because of students’ interest to English, especially to speak English. Therefore, this program aims to help students in improving their speaking skill.</td>
</tr>
<tr>
<td>2</td>
<td>The extracurricular English Club at SMP <em>Kanisius Pakem</em> Yogyakarta</td>
<td>This program is done twice in a week; on Thursday and Friday after the regular classroom. There were about forty students registered themselves to join this new school program. They joined this program because they are interested in it.</td>
</tr>
<tr>
<td>3</td>
<td>Students Competences</td>
<td>The students have mixed ability toward English.</td>
</tr>
<tr>
<td>4</td>
<td>Skill to be taught</td>
<td>The school focuses this program for English speaking skill. It is because the other English skills, especially reading and writing, have been taught in the regular classroom.</td>
</tr>
</tbody>
</table>
In English Club students will have more time to practice speaking English than in the regular classroom. It will help them to be more confident and fluent in speaking English.

<table>
<thead>
<tr>
<th>5</th>
<th>Speaking skill</th>
<th>Basically, the materials used are based on the curriculum of the school but the teacher only focuses on the speaking activities.</th>
</tr>
</thead>
</table>

The result of the first interview showed in the table above help the researcher to know the needs characteristic of the extracurricular English Club. To know deeper about the activities and topics used, the researcher conducted second interview to the English teacher on August 24th, 2011. The summary is presented in the table on the next page.
Table 4.8: The Summary of the English Teacher’s Interview

in the Pre-Design Survey on August 24th, 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Extracurricular English Club’s activities</td>
<td>The class usually started by singing a song, playing a game then focus on the speaking skill itself. It is effective enough in teaching and learning process.</td>
</tr>
<tr>
<td>2</td>
<td>Topics to be taught</td>
<td>Familiar topics will help students to practice speaking English.</td>
</tr>
<tr>
<td>3</td>
<td>School Achievement toward English competition</td>
<td>So far, <em>SMP Kanisius Pakem Yogyakarta</em> has never been involved in any competition (e.g. English debate and storytelling)</td>
</tr>
<tr>
<td>4</td>
<td>Teaching speaking</td>
<td>To teach speaking skill in the extracurricular English Club is appropriate since it is done in more natural and comfortable situation.</td>
</tr>
<tr>
<td>5</td>
<td>Communicative Language Teaching approach</td>
<td>It is appropriate to use Communicative Language Teaching in designing materials for the extracurricular English Club’s students.</td>
</tr>
</tbody>
</table>
The result of the second interview showed in the table above help the researcher to know deeper about the activities and topics used. The researcher then will use the appropriate activities and topics to design the materials.

There were three elements of each unit of the learning process, namely (1) Pre-activity, Main-activity and Post-activity. In the Pre-activity, the students are prepared to the topic they will learn. The activity in this section is still simple because it will encourage students’ motivation to the learning process. In the Main-activity, students will learn deeper about English. Students will learn some English expressions related to the topic being discussed. In this section, the students have a big chance to practice speaking more. In the Post activity, students together with the teacher will conclude the materials had been discussed. Sometimes, the teacher would give homework in a written form. The activities of the designed materials are presented in table on the next page:
Table 4.9: The Topics and Activities of the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tell Me about Your Family</td>
<td><strong>a. Pre-activity</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Listening section (fill in the blanks)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guess the pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading passage and warm-up comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>b. Main-activity</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Explanation from the teacher (W-H questions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Game: Fill the table and share the result</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Game: Finding family members</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>c. Post-activity</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Conclusion of the material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Homework: make a family tree</td>
</tr>
<tr>
<td>2</td>
<td>What is Your Hobby?</td>
<td><strong>a. Pre-activity</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guess pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading a short conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Game: Making gestures</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>b. Main-activity</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Explanation from the teacher (expressions of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>asking about hobbies and adverb of frequency)</td>
</tr>
</tbody>
</table>
5. Selecting and Developing the Syllabus Type

The selection and development of syllabus type were based on the consideration of the learners’ needs and the kind of teaching-learning activities. From the need survey, the researcher found that the students in extracurricular English Club at SMP Kanisius Pakem Yogyakarta needed the following aspects on the next page:
1. more vocabularies to know the meaning of English words and how to spell them correctly.

2. more expressions used in daily life conversation so they are confident to speak.

3. more practices in order to make them more confident.

4. more practices so that they will be more fluent in speaking English.

The teaching-learning activities were mostly focus on the speaking materials. It was based on the consideration of the students’ need and the goal of the extracurricular English Club at *SMP Kanisius Pakem Yogyakarta*. Therefore, the researcher would use the combination of functional syllabus to ease students practice the language.

6. **Coordinate Support Services**

The support services were budget, personal facilities, equipments, and schedule to carry out the instructional plan. Budget was necessary during the program development to purchase equipment, to prepare the materials and for others administrative costs. The facilities that were used to support the teaching learning activities were pictures, cards, and forms. The schedule to carry out the designed set of materials was during the first semester for students grade seventh and eighth in extracurricular English Club at *SMP Kanisius Pakem Yogyakarta*. There will be eight topics proposed by the researcher but only three topics were developed. The three topics were used in three meetings which each was held in 90 minutes (2x45 minutes) once a week.
7. Revising

The researcher realizes that the designed materials needed to be improved. Then, the researcher distributed questionnaires in the preliminary testing and field testing. These questionnaires were distributed to the English teacher of *SMP Kanisius Pakem Yogyakarta*, and two lecturers from Sanata Dharma University for expert validation. Besides, the researcher also interviewed some students related to the designed materials. The purpose of the questionnaires and interviews were to get comments and suggestions about the designed materials. Then, the feedback from the respondents was used to revise the product.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Educational Background</th>
<th>Teaching Experience (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>The lecturer of Sanata Dharma University</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>The teacher of <em>SMP Kanisius Pakem Yogyakarta</em></td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 4.11: The Result of Post-Design Survey Conducted in the Preliminary Testing

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The basic competences are well formulated</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>The indicators are well formulated</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>The materials match the basic competences and indicators</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well arranged</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>5</td>
<td>The topics are suitable to teach speaking for extracurricular English Club in junior high school</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>6</td>
<td>The content of materials is relevant to the theory of Communicative language Teaching</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>7</td>
<td>The tasks are well elaborated and sufficiently varied to facilitate the students to understand the topic being discussed</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>8</td>
<td>The media are interesting enough to attract students’ attention</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>9</td>
<td>The level of difficulty suits the students’ level</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td>10</td>
<td>Communicative language Teaching is well developed in the materials</td>
<td>1</td>
<td>80%</td>
</tr>
</tbody>
</table>
Table 4.12: The Result of Post-Design Survey Conducted in the Field Testing

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The basic competences are well formulated</td>
<td>3</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>The indicators are well formulated</td>
<td>3</td>
<td>93%</td>
</tr>
<tr>
<td>3</td>
<td>The materials match the basic competences and indicators</td>
<td>3</td>
<td>93%</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well arranged</td>
<td>3</td>
<td>93%</td>
</tr>
<tr>
<td>5</td>
<td>The topics are suitable to teach speaking for extracurricular English Club in junior high school</td>
<td>3</td>
<td>87%</td>
</tr>
<tr>
<td>6</td>
<td>The content of materials is relevant to the theory of Communicative language Teaching</td>
<td>3</td>
<td>93%</td>
</tr>
<tr>
<td>7</td>
<td>The tasks are well elaborated and sufficiently varied to facilitate the students to understand the topic being discussed</td>
<td>3</td>
<td>80%</td>
</tr>
<tr>
<td>8</td>
<td>The media are interesting enough to attract students’ attention</td>
<td>3</td>
<td>80%</td>
</tr>
<tr>
<td>9</td>
<td>The level of difficulty suits the students’ level</td>
<td>3</td>
<td>73%</td>
</tr>
<tr>
<td>10</td>
<td>Communicative language Teaching is well developed in the materials</td>
<td>3</td>
<td>87%</td>
</tr>
</tbody>
</table>
Answering the close-ended questions, the participants also gave comments and suggestions for the improvement of the designed materials. The researcher, as the material developer, needs to make sure whether the design is for the teacher or the students or both. The researcher also must comprehend well the term ‘media’ and to what the media refer to. Basically, the designed materials have met the desired competences and objectives but the researcher needs to add some more tasks. Reading passage is suitable to be included as one of the speaking materials. The topics presented in the materials are good as they are relevant to the students’ daily routines. Various games are suitable to be put in each material designed. The researcher only needs to paraphrase the instructions in order to make them more understandable by the students.

Besides the comments, the participants also give some suggestions regarding to the materials developed. Related to the materials, the researcher needs to explain well whether they are teacher’s book or student’s book. It is found that some instructions seem to be addressed to the teacher and some of them are for students. The researcher also needs to provide some reasons why the material organization is not similar in every unit. Related to the lesson plan, the researcher needs to have the complete versions when she develops a lesson plan. It is also important that the researcher needs to give questions to encourage students’ speaking and analytical skill. It is also acceptable if the researcher adds reading and writing activities as an addition to the main activity. Such a provision is important for students to make them more prepared for the National Final Examination.
From data of the participants’ opinion, it was found that 93% of the participants agreed that the basic competences and the indicators of the designed materials were well formulated. The materials matched the basic competences and the indicators. Besides, they also agreed that the topics were well arranged and the content of materials was relevant to the theory of Communicative Language Teaching. It was also found that 87% of the participants agreed that the materials are suitable for the students of SMP Kanisius Pakem Yogyakarta and the theory of Communicative Language Teaching was well arranged in the designed materials. 80% of the participants agreed that the tasks were varied and well elaborated. Besides, the media used by the researcher were interesting to attract students attention. 73% of the participants agreed that the level of difficulty suited the students’ level.

Besides distributing questionnaires for the experts’ validation, the researcher also interviewed some students related to the designed materials. The interviews were conducted three times, first was on September 23rd, 2011, second was on October 28th, 2011 and the last was on November 11th, 2011. There were five participants randomly chosen by the researcher to be interviewed. The table on the next page shows the summary of the students’ interview conducted in the field-testing.
Table 4.13: The Summary of Students’ Interview

Conducted in the Field Testing

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of English</td>
<td>Most of the students tried to speak English in their daily live. They did not use English only in the school but also outside the daily teaching-learning activities. It is showed that they were motivated to be able to speak English.</td>
</tr>
<tr>
<td>2</td>
<td>The importance of the ability to speak English</td>
<td>All students agreed that to be fluent in speaking English is important. They realized that English is an International language used in the world.</td>
</tr>
<tr>
<td>3</td>
<td>Students awareness toward their speaking skill</td>
<td>Most of the students felt that they were not good enough in speaking English. Therefore, they joined the English Club to have more practice in speaking English.</td>
</tr>
<tr>
<td>4</td>
<td>Students awareness toward practicing English outside the school</td>
<td>Most of the students practiced to use English outside the regular school. Some borrowed some books from their brothers and sisters, practiced to speak English and translated some English sentences into Bahasa Indonesia.</td>
</tr>
<tr>
<td></td>
<td><strong>Students’ responds</strong></td>
<td><strong>All students agreed that the materials they have learned in the previous levels helped them to practice speaking English.</strong></td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Students awareness toward the importance of the previous materials they have learned</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students’ responds to the extracurricular activities</td>
<td>Most of the students felt happy to join extracurricular English Club. It was because the other students had similar interest toward speaking English. It made them to be motivated in practicing speaking English.</td>
</tr>
<tr>
<td>7</td>
<td>Students’ responds toward the designed materials</td>
<td>All students said that the designed materials were interesting enough to learn. They were enjoyable and appropriate to be taught in the extracurricular English Club. The designed materials really helped them to practice speaking English.</td>
</tr>
<tr>
<td>8</td>
<td>Students’ responds toward teacher’s instructions</td>
<td>All students agreed that there were some understandable and confusing instructions used by the teacher. It was not a big problem since they could ask to the teacher to repeat or to explain the instructions given.</td>
</tr>
</tbody>
</table>
Students’ opinion about an interesting extracurricular English Club. Some students suggested the teacher to provide some games, watch movies and divide the class into some groups to make a role play to be performed.

From the result gathered through distributing questionnaire and conducting interview, it could be seen that most of the participants agreed that the designed materials were acceptable for the extracurricular English Club students of SMP Kanisius Pakem Yogyaakarta. Although the materials designed were acceptable, the researcher realized that the materials need to be revised based on the comments and suggestions given by the participants.

8. Implementation

After the researcher revised the materials based on the post design survey, the researcher implement the designed materials to extracurricular English Club’s students. The implementations were held three times, the first was on April 6th, 2012, the second was on April 13th, 2012 and the last was on April 20th, 2012. After implemented the designed materials, the researcher distributed questionnaires to the students in order to get their responds toward the designed materials. Through students’ responds, the researcher knew whether the designed materials were suitable and acceptable for them. The results of the students responds toward the designed materials are presented on the three tables below.
There are three tables, the first table is the result of students responds toward unit 1 “Tell Me about Your Family”, the second table is for unit 2 ‘What is Your Hobby” and the third table is for unit three “I Want to Buy It”.

Table 4.14: The Result of the Materials’ Implementation

b(Unit1- Tell Me about Your Family)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy joining extracurricular English Club</td>
<td>18</td>
<td>83.2%</td>
</tr>
<tr>
<td>2</td>
<td>I like the topic explained</td>
<td>18</td>
<td>83.2%</td>
</tr>
<tr>
<td>3</td>
<td>I was more enthusiastic to the learning activity</td>
<td>18</td>
<td>72.2%</td>
</tr>
<tr>
<td>4</td>
<td>The materials suited the students’ understanding</td>
<td>18</td>
<td>77.7%</td>
</tr>
<tr>
<td>5</td>
<td>The teaching learning activities were so vary</td>
<td>18</td>
<td>66.6%</td>
</tr>
<tr>
<td>6</td>
<td>The learning processes were so enjoyable</td>
<td>18</td>
<td>88.8%</td>
</tr>
<tr>
<td>7</td>
<td>I was no feel bored in the extracurricular</td>
<td>18</td>
<td>72.1%</td>
</tr>
<tr>
<td>8</td>
<td>I became more confident to this learning activity</td>
<td>18</td>
<td>66.1%</td>
</tr>
<tr>
<td>9</td>
<td>The language used was understandable</td>
<td>18</td>
<td>77.6%</td>
</tr>
<tr>
<td>10</td>
<td>I was more motivated to join this course</td>
<td>18</td>
<td>72.2%</td>
</tr>
</tbody>
</table>
Table 4.15: The Result of the Materials’ Implementation

(Unit2- What is Your Hobby?)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy joining extracurricular English Club</td>
<td>12</td>
<td>83.2%</td>
</tr>
<tr>
<td>2</td>
<td>I like the topic explained</td>
<td>12</td>
<td>74.9%</td>
</tr>
<tr>
<td>3</td>
<td>I was more enthusiastic to the learning activity</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>The materials suited the students’ understanding</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>The teaching learning activities were so vary</td>
<td>12</td>
<td>83.2%</td>
</tr>
<tr>
<td>6</td>
<td>The learning processes were so enjoyable</td>
<td>12</td>
<td>99.9%</td>
</tr>
<tr>
<td>7</td>
<td>I was no feel bored in the extracurricular</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>8</td>
<td>I became more confident to this learning activity</td>
<td>12</td>
<td>99.9%</td>
</tr>
<tr>
<td>9</td>
<td>The language used was understandable</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>10</td>
<td>I was more motivated to join this course</td>
<td>12</td>
<td>91.6%</td>
</tr>
</tbody>
</table>
Table 4.16: The Result of the Materials’ Implementation
(Unit 3 - I Want to Buy It)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy joining extracurricular English Club</td>
<td>13</td>
<td>92.2%</td>
</tr>
<tr>
<td>2</td>
<td>I like the topic explained</td>
<td>13</td>
<td>94.2%</td>
</tr>
<tr>
<td>3</td>
<td>I was more enthusiastic to the learning activity</td>
<td>13</td>
<td>76.8%</td>
</tr>
<tr>
<td>4</td>
<td>The materials suited the students’ understanding</td>
<td>13</td>
<td>78.8%</td>
</tr>
<tr>
<td>5</td>
<td>The teaching learning activities were so vary</td>
<td>13</td>
<td>84.5%</td>
</tr>
<tr>
<td>6</td>
<td>The learning processes were so enjoyable</td>
<td>13</td>
<td>92.2%</td>
</tr>
<tr>
<td>7</td>
<td>I was no feel bored in the extracurricular</td>
<td>13</td>
<td>71.7%</td>
</tr>
<tr>
<td>8</td>
<td>I became more confident to this learning activity</td>
<td>13</td>
<td>56.3%</td>
</tr>
<tr>
<td>9</td>
<td>The language used was understandable</td>
<td>13</td>
<td>70%</td>
</tr>
<tr>
<td>10</td>
<td>I was more motivated to join this course</td>
<td>13</td>
<td>76.8%</td>
</tr>
</tbody>
</table>

From the data above, it can be said that most of the students enjoy joining extracurricular English Club. There was only one student who did not enjoy joining the extracurricular English Club while the class discussed about ‘Shopping’. They liked the topics being discussed because the learning activities were so vary. There was only one student who said that the activities were monotonous. It was happened while the class discussed about ‘Family’. All the materials designed were suited the students’ understanding so that the learning processes were enjoyable for them. Only one student who got bored whiles the class discussing about ‘Family’. Most of them became more confident to this kind
of learning activities. There was only one student who felt diffident enough while the class discussed ‘Family’. The language was understandable by the students. Only one student said that the language was difficult to be understood while the researcher explained about ‘Shopping’. Therefore, this student unmotivated to join this course.

There were some opinions given by the students related to the implementation of the designed materials. Some students are interested in the presentation of the materials but sometimes the researcher, as the teacher, uses difficult language that makes the students unable to get the meanings easily. This English Club is fun as a lot of games are provided. This extracurricular lesson also benefits the students as they feel a better progress occurs and they are more motivated to attend the English language lesson. Facilitated with the English Club, English is more understandable and the students can learn it better.

Some students commented that they felt bored and little bit confused with the activities because the instructions given were not clear enough for them. The teacher always asked the students whether they understood the instructions or not. When the students had not understood the instruction yet, then the teacher explained it again. Some students also suggested to add a relaxing activity such as watching a movie in the extracurricular English Club.

From the data of the participants’ opinion, it was found that 86.2% of the participants enjoy joining extracurricular English Club. 84.1% of the participants like the topic explained. 67% of the participants felt more enthusiastic to the learning activity. 77.2% of the participants agreed that the materials suitable to
them. 78.1% of the participants agreed that the activities were varied. 93.6% of the participants agreed that the learning process was so enjoyable. 73% of the participants did not feel bored in the extracurricular activity. 74.1% of the participants became more confident to this learning activity. 74.2% of the participants agreed that the language used was understandable. 80.2% of the participants were more motivated joining this course.

B. The Brief Description of the Designed Materials

This section is aimed at answering the second problem formulation in this study. The presentation of the speaking materials based on Communicative Language Teaching for the extracurricular English Club students at SMP Kanisius Pakem Yogyakarta would be described briefly. The final version of the designed materials can be seen in the Appendix 9.

The designed materials consist of three units for three meetings and each meeting lasts for 90 minutes. The designed materials consisted of three units as follows:

1. Tell Me about Your Family
2. What is Your Hobby?
3. I Want to Buy It

Each unit is divided into three sections, namely pre-activities, main-activities, and post-activities. The basis of designing these materials is based on Communicative Language Teaching (Richards and Rodgers, 2001).
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section is to present the conclusion of the study, and the second section is to give some suggestions for the English teacher and future researcher.

A. Conclusions

This study aimed at designing and presenting a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club students of SMP Kanisius Pakem Yogyakarta. To accomplish the purposes, the researcher formulated two research problems. They were how a set of speaking materials based on Communicative Language Teaching for the extracurricular English Club Students of SMP Kanisius Pakem Yogyakarta was designed and what the designed set of materials looked like.

To answer the first problem, the researcher carried out eight steps to follow in the study. The eight steps were gathering the need survey, planning, conducting preliminary testing, revising the designed materials, conducting field testing, revising the final product revision, and implementing the materials to the extracurricular English Club’s students of SMP Kanisius Pakem Yogyakarta.

Having designed the materials, the researcher requested two lecturers of English Language Education Program to evaluate the designed materials. Besides the researcher also requested the English teacher of SMP Kanisius Pakem
Yogyakarta to give suggestions and feedback toward the designed materials. The results of the evaluation which conducted to both English lecturers and English teacher were analyzed and presented as quantitative data analysis. The results showed that the designed materials acceptable for the extracurricular English Club’s students of SMP Kanisius Pakem Yogyakarta. Although the materials designed were acceptable, the researcher realized that the materials need to be revised based on the comments and suggestions given by the participants.

The revised version of the designed materials was the answer to the second question, which was what the designed speaking materials looked like. The designed materials contained three units. They were Tell Me about Your Family, What is Your Hobby and I Want to Buy It. Each unit of the designed materials consisted of three main sections, namely, pre-activities, main activities and post-activities.
B. Suggestions

After all the eight steps were carried out, the researcher would like to give some suggestions for English teachers and future researchers who might be interested in conducting such a study.

1. Suggestions for the English Teacher

There are three suggestions to be considered by the English teacher of SMP Kanisius Pakem Yogyakarta. The first was the English teacher need to comprehend the importance of speaking skill. Since there is a curriculum to be followed, the English teacher tended to teach English only the theories rather than practice it in the spoken way. Second, the teacher needs to pay attention to the students’ desires toward speaking activities. Here, the teacher needs to know the appropriate topics, activities, and media which are interesting to the students. Therefore, students will enjoy the speaking activities in the extracurricular English Club. Third, the teacher should encourage valuable, meaningful and experiential learning to the students through the Communicative Language Teaching activities. The teacher should give more chances to the students to explore themselves in practicing speaking English. Comments and suggestions are allowed but these are better to be given after students have practiced speaking English.
2. Suggestions for Future Researchers

There are two points addressed to future researchers. The first is that the future researchers should improve the existing designed materials in SMP Kanisius Pakem Yogyakarta. Since these designed materials have not perfect yet and still need improvements to be better. Second, the future researchers may expand the study to other skill which needs such designed materials. Since Communicative approach is not only be used only for speaking skill but also the other three English skills.
REFERENCES


APPENDICES
APPENDIX 1

- Letter of Permission to the Headmaster of SMP Kanisius Yogyakarta
- Letter of Permission from the Headmaster of SMP Kanisius Yogyakarta
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mrican, Temno Pos 29 Yogyakarta 55002. Tel.: (0274) 513 101, 513352, Fax: (0274) 562233

Nomor : 074 / Fak/Kajur/IV/2012
Hal : Permohonan Ijin Pemilihan

Kepada
Yth. Kunjungi Sekolah Pemuda Gajah Mada,
A. Yuwono, Kec. Ogan, Agustus 2000,

di tempat.

Dengan hormat,

Dengan ini kami memohonkan izin bagi mahasiswa kami,

Nama : Jon Fle Alun
No. Mahasiswa : 08.139.14.58
Program Studi : Pendidikan Bahasa dan Seni
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

untuk melaksanakan penelitian dan mengikuti persyaratan untuk perpindahan status / draf, dengan ketentuan sebagai berikut:

Lokasi : SMP Kencana Peloro
Waktu : April-Mei 2012
Topik/Isu : Desain Smaebah Multimedia untuk Pemahaman

Atas perhatian dan bimbingannya, kami ucapkan terima kasih.

Yogyakarta, 31 Maret 2012

[Signature]

Perpanjangan Ijin Pemilihan, 5 Pa., W.P.
NIP: 2610

Tembusan Yth.:
1. 
2. Delan/MP
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

YAYASAN KANISIUS CABANG YOGYAKARTA
SMP KANISIUS PAKEM
Terakreditasi B (Baik)
Alamat : Sukun, Pakembinangun, Pakem, Sleman, Yogyakarta. Telp : (0274) 897709

KETERANGAN PENELITIAN
No. 011/SMP K PAKEM/ YK/ A072

Yang bertanda tangan di bawah ini, Kepala SMP Kanisius Pakem menerangkan dengan sesungguhnya bahwa:

Nama : DENI PAN ALELU
NIM : 1816160025
Instansi : Fakultas Bahasa Inggris Universitas Gadjah Mada
Alamat mahasiswa : JL. RONSOLO No. 72, Beton, Kabupaten Pakem, Bantul

Benar-benar telah melaksanakan penelitian di SMP Kanisius Pakem dengan judul penelitian:
"A Level Mathematics Students' Attitudes towards the Extra-curricular English Club Based on Communication Language Teacher in the Kanisius Pakem Jakarta"

Penelitian tersebut dilaksanakan pada tanggal ....... s.d. .......

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Sekian dan terima kasih

Dikeluarkan di : Pakem
Tanggal : 11 April 2019

Nama : Dedi Andi F. Noo

Andi F. Noo, S.T., S.Pd.
APPENDIX 2

Questionnaire for Needs Survey
Kuesioner
(Jawablah pertanyaan ini dengan sejujurnya, dan pilihlah salah satu jawaban yang paling sesuai dengan Anda)

Nama: 
Kelas: 

1. Apa alasan Anda mengikuti ekstrakurikuler Bahasa Inggris/English Club?
   a. Karena senang dengan Bahasa Inggris
   b. Karena ikut teman
   c. Karena disuruh orangtua

2. Kapan Anda mulai belajar Bahasa Inggris?
   a. TK/playgroup
   b. SD
   c. SMP

3. Pernahkah mengikuti kursus bahasa Inggris? Kalau pernah, kapan?
   a. Ya pernah, ……………
   b. Belum pernah

4. Kesulitan apa yang Anda alami dalam belajar Bahasa Inggris? (pilihan boleh lebih dari satu)
   a. Kosakata (menghafal arti dan ejaan)
   b. Berbicara
   c. Lain lain……………………

5. Hambatan apa yang Anda alami dalam belajar bahasa Inggris?
   a. Tidak adanya buku penunjang
   b. Tidak ada latihan/praktek yang memadai
   c. Lain-lain………………

6. Apa topic yang menarik untuk dipelajari di English Club Bahasa Inggris? (pilihan boleh lebih dari satu)
   a. Describing people
   b. Direction
   c. Describing place
   d. Shopping
   e. Family
   f. Hobbies
   g. Giving Procedure
   h. Telling about Oneself
   i. Lain-lain:………………

7. Kegiatan apa yang Anda sukai dalam belajar bahasa Inggris? (pilihan boleh lebih dari satu)
   a. Membaca
   b. Bercerita
   c. Bermain peran
   d. Permainan
   e. Bernyanyi (dengan lagu dan irama)
   f. Lain-lain:………………
8. Kegiatan apa yang membuat Anda bosan dalam belajar bahasa Inggris? (pilihan boleh lebih dari satu)
   a. Guru menjelaskan terlalu banyak
   b. Membaca teks yang panjang
   c. Diskusi yang lama
   d. Lain-lain: 

9. Media apa yang Anda senangi dalam belajar bahasa Inggris?
   a. Teks cerita
   b. Gambar
   c. Lagu
   d. Permainan

10. Metode belajar yang bagaimana yang Anda senangi dalam belajar bahasa Inggris? (pilihan boleh lebih dari satu)
    a. Belajar mandiri (sendiri)
    b. Diskusi dengan kelompok kelompok kecil
    c. Diskusi secara berpasangan
    d. Belajar di luar kelas
    e. Lain-lain: 

11. Apakah menurut Anda penguasaan keterampilan berbicara untuk berkomunikasi dalam Bahasa Inggris sangat penting?
    a. Ya
    b. Tidak

12. Apakah Anda mengalami kesulitan dalam mengeluarkan kata-kata dalam bahasa Inggris saat mengikuti kegiatan “Extracurricular English Club” di sekolah?
    a. Ya
    b. Tidak

13. Jika Anda menjawab “ya” mengapa? (boleh memilih lebih dari satu jawaban)
    a. Takut salah
    b. Masih merasa malu berbicara bahasa inggris
    c. Tidak menguasai kosakata
    d. Tidak menguasai grammar/ tata bahasa
    e. Materi yang diberikan tidak menarik untuk dibahas
    f. Kurang berlatih
    g. Alasan lain. Sebutkan: 

14. Menurutmu, apakah pengetahuan tentang bahasa inggris yang telah diperoleh sejak sekolah dasar, sekolah menengah pertama dan kedua serta lembaga atau kursus bahasa inggris membantumu mempelajari pengetahuan baru tentang bahasa inggris dan membantumu meningkatkan kemampuan berbicara dalam bahasa Inggris?
    a. Ya
    b. Tidak

15. Apakah Anda ingin dapat terampil berbicara dalam Bahasa Inggris?
    a. Ya
    b. Tidak
APPENDIX 3

- The Attendance List of the Extracurricular English Club
- The Attendance List in the Implementation
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Evaluasi: Agustus - September

DAPUR HADIR

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
116

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</tbody>
</table>
APPENDIX 4

- Evaluation Questionnaire (Unit 1)
- Evaluation Questionnaire (Unit 2)
- Evaluation Questionnaire (Unit 3)
**Kuesioner 1**  
*(Unit 1: Tell Me about Your Family)*

Nama:

Kelas:

Berilah tanda silang ( ×) pada pernyataan di bawah ini!

1: bila anda sangat tidak setuju
2: bila anda tidak setuju
3: bila anda netral
4: bila anda setuju
5: bila anda sangat setuju

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<td>Saya senang mengikuti ekstrakurikular English Club</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Saya suka dengan topic yang diajarkan</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya semakin semangat dengan pembelajaran tersebut</td>
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<tr>
<td>4</td>
<td>Materi yang diajarkan sesuai dengan tingkat pemahaman siswa</td>
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<tr>
<td>5</td>
<td>Kegiatan pembelajaran sangat variatif</td>
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<tr>
<td>6</td>
<td>Kegiatan yang diajarkan menyenangkan</td>
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<tr>
<td>7</td>
<td>Saya tidak cepat bosan dalam mengikuti ekstrakurikuler</td>
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<td>8</td>
<td>Saya semakin percaya diri berbicara bahasa Inggris dengan pembelajaran seperti ini</td>
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<tr>
<td>9</td>
<td>Bahasa yang dipakai mudah dipahami</td>
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<tr>
<td>10</td>
<td>Saya semakin termotivasi untuk mengikuti ekstrakurikuler English Club</td>
<td></td>
</tr>
</tbody>
</table>

Bagaimana tanggapan Anda dengan pembelajaran seperti ini?

Terima Kasih
Kuesioner 2  
(*Unit 2: What is Your Hobby?)

Nama: 

Kelas: 

Berilah tanda silang ( ×) pada pernyataan di bawah ini!
1: bila anda sangat tidak setuju
2: bila anda tidak setuju
3: bila anda netral
4: bila anda setuju
5: bila anda sangat setuju

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<td>Saya suka dengan topic yang diajarkan</td>
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<td>Saya semakin semangat dengan pembelajaran tersebut</td>
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<td>Kegiatan yang diajarkan menyenangkan</td>
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<td>Saya semakin termotivasi untuk mengikuti ekstrakurikuler <em>English Club</em></td>
<td></td>
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</tbody>
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Bagaimana tanggapan Anda dengan pembelajaran seperti ini?

Terima Kasih
**Kuesioner 3**  
*(Unit 3: I Want to Buy It)*

Nama:  
Kelas:  

Berilah tanda silang (×) pada pernyataan di bawah ini!  
1: bila anda sangat tidak setuju  
2: bila anda tidak setuju  
3: bila anda netral  
4: bila anda setuju  
5: bila anda sangat setuju  

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<td>Saya senang mengikuti ekstrakurikular <em>English Club</em></td>
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<td>10</td>
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Bagaimana tanggapan Anda dengan pembelajaran seperti ini?

Terima Kasih
APPENDIX 5

- Questionnaire for Expert Validation
Questionnaire

This questionnaire is purposely to get feedback, comments from respondents to improve the designed materials of the study titled Designing a Set of Speaking Materials based on Communicative Language Teaching for the Extracurricular English Club of SMP Kanisius Pakem Yogyakarta. I am certainly grateful for the evaluation, feedback and comments.

Please fill the respondent’s identity below:
Name: 
Occupation: Lecturer/ Teacher
Educational background: S1/ S2/ S3
Teaching experience: years

Put a thick (√) in the boxes
1: if the participants strongly disagree with the statement
2: if the participants disagree with the statement
3: if the participants neither agree nor disagree with the statement
4: if the participants agree with the statement
5: if the participants strongly agree with the statement

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<td>The basic competences are well formulated</td>
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<td>The indicators are well formulated</td>
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</tr>
<tr>
<td>3</td>
<td>The materials match the basic competences and indicators</td>
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</tr>
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<td>The topics are well arranged</td>
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<td>The topics are suitable to teach speaking for extracurricular English Club in Junior High School</td>
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<tr>
<td>6</td>
<td>The content of materials is relevant to the theory of Communicative language Teaching</td>
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<td>7</td>
<td>The tasks are well elaborated and sufficiently varied to facilitate the students to understand the topic being discussed</td>
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<td>8</td>
<td>The media are interesting enough to attract students’ attention</td>
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<td>9</td>
<td>The level of difficulty suits the students’ level</td>
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<tr>
<td>10</td>
<td>Communicative language Teaching is well developed in the materials</td>
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1. Please give your comments on the designed materials!

2. What are your suggestions to improve the material design?
APPENDIX 6

Interview Guidelines and Transcripts
Interview Guideline 1

Participant: The English teacher of SMP Kanisius Pakem Yogyakarta

Time: August 12, 2011

Conducted in the Pre-Design Survey

1. Apa tujuan dari diadakannya E.C di sekolah ini? Mengapa E.C ditawarkan di sekolah ini?
2. Berapa kali E.C diadakan dalam seminggu?
3. Ada berapa kelas E.C?
4. Ada berapa siswa yang terdaftar/tergabung dalam E.C?
5. Apakah siswa mengikuti E.C karena pilihan mereka sendiri?
6. Bagaimana dengan kompetensi siswa? Apa mereka di level yang sama (kelas dan skill)?
7. Skill apa yang diajarkan dalam E.C? (Semua atau skill tertentu)?
8. Bagaimana dengan Speaking Skill? Apa menurut Anda ini benar bahwa melalui E.C siswa memiliki waktu lebih untuk praktek berbicara dalam bahasa Inggris daripada di kelas regular?
9. Materi seperti apa yang diberikan di E.C? (sesuai kurikulum atau tidak atau kombinasi keduanya)?
Interview Guideline 2

Participant: The English teacher of SMP Kanisius Pakem Yogyakarta
Time: August 24, 2011
Conducted in the Pre-Design Survey

10. Apakah siswa tertarik dengan aktivitas berbicara dalam E.C ini?
11. Aktivitas seperti apa yang Anda pakai dalam mengajar E.C untuk improve kemampuan berbahasa Inggris para siswa? Apakah efektif?
12. Apakah topic-topik menarik dan topic-topik yang familiar bagi siswa (yang sudah diajarkan di kelas) membuat kegiatan speaking di E.C lebih efektif?
   - Kalau iya, kapan dan apakah kemampuan speaking siswa sudah baik? Apakah menang?
   - Kalau tidak, mengapa? Apa karena factor kemampuan berbicara para siswa?
14. Menurut Anda, apakah mengajar speaking di E.C itu tepat?
15. Kalau iya, apakah penggunaan CLT tepat?
   - Kalau tidak, kenapa?
Interview Guideline 3

Participant : Some extracurricular English Club’s students of SMP Kanisius Pakem Yogyakarta
Conducted in the Field-Testing

1. Dalam sehari apakah kamu menggunakan bahasa Inggris dalam sebuah percakapan walaupun hanya singkat?
2. Menurutmu, apakah kemampuan berbicara dengan lancar menggunakan bahasa Inggris itu penting? Mengapa?
3. Menurutmu, kemampuanmu berbicara dalam bahasa Inggris sudah baik?
4. Apakah kamu belajar berbicara bahasa Inggris hanya sewaktu di sekolah atau English club? Atau kamu mempunyai waktu luang untuk membaca buku-buku bahasa Inggris serta berlatih berbicara dalam bahasa Inggris ketika berada di rumah?
5. Apakah pengetahuanmu tentang bahasa Inggris yang telah kamu peroleh sebelumnya membantumu ketika melakukan percakapan atau membuat dialog menggunakan bahasa Inggris?
6. Perasaan apa yang kamu rasakan ketika belajar speaking English bersama teman di E.C?
7. Menurutmu, materi yang diajarkan menarik atau tidak? Apakah membantumu praktek berbicara dalam Bahasa Inggris?
8. Apakah kegiatan dalam E.C menarik?
9. Apakah instruksi guru jelas dan bahasanya mudah dipahami?
10. Menurutmu, E.C yang menarik itu seperti apa?
Transcript 1

Time of Interview : August 12, 2011
Conducted in Pre-Design Survey

Researcher : “Ya mungkin, tujuan diadakannya English Club di sekolah ini apa ya Miss ya?”
Teacher : “Ya kalau tujuan awalnya sih untuk apa ya...me...memberi lingkup ya buat beberapa anak yang pengen lebih tertarik lah sama Bahasa Inggris, karena beberapa anak merasa kalau di kelas tuh butuh ke speakingnya dilebihin, padahal kalau di kelas pagi kan kita punya kurikulum ya yang harus diikuti, jadi kalau cuma mikirin speaking-speaking aja ya...c...gak cukup kalau kelas pagi. Makanya diadain English Club”

Researcher : “O..ya...terus berapa kali English Club diadakan dalam seminggu?”
Teacher : “Dalam seminggu diadakan dua kali.”
Researcher : “Dua kali?”
Teacher : “Ya, dua kali”
Researcher : “Itu ada berapa kelas?”
Teacher : “Satu kelas satu kelas”
Researcher : “Berarti satu kelas satu kelas itu seminggu sekali gitu?”
Teacher : “Iya”
Researcher : “Ada berapa siswa yang tergabung terdaftar di awalnya itu?”
Teacher : “E...sekitar empat puluh lebih.
Researcher : “Apakah siswa mengikuti English Club itu karena pilihan mereka sendiri atau ditentukan oleh pihak guru?”
Teacher : “E..mereka milih sendiri mau ikut ekskul apa,”
Researcher : “Terus, bagaimana dengan kompetensinya para siswa? Apa mereka itu di level yang sama, maksudnya di kelas yang sama dengan skill yang sama?”
Teacher : “Nah, itulah susahnya. Karena yang ikut English Club itu skill nya beda-beda ya, ada yang rendah ada yang tinggi.”
Researcher : “Itu dijadikan satu kelas tu?”
Teacher : “Iya, dijadikan satu kelas.”
Researcher : “Terus, skill apa yang diadakan di English Kel…eh..English Club? Apakah satu skill tertentu atau semua skill?”
Teacher : “E..pada prinsipnya semua skill, tapi lebih diutamakan speakingnya.”
Researcher : “Hmn..terus…bagaimana dengan speaking skill? Apakah menurut Miss Rika nih bener kalau melalui English Club siswa mampu memiliki waktu yang lebih untuk praktek berbicara dalam Bahasa Inggris daripada di kelas regular?”
Teacher : “Ya, jelas, karena waktunya lebih lama, lalu anaknya lebih sedikit, ha itu lebih…mereka kalau speaking mungkin, e…tidak malu-malu lah kalau melakukan speaking activity.”
Researcher : “Hahahaha…e…materi apa yang diberikan di English Club? Apakah itu materi extra, tambahan, atau sesuai kurikulum atau campuran keduanya?”
Teacher : “Ya, e,…materinya pada prinsipnya ya sesuai kurikulum, cuma ditambah-tambahin sedikit lah, saya ambil speaking-speakingnya aja”
Researcher : “Hmn..”
Teacher : “Lebih ke sehari-hari lah.”
Researcher : “Hmn…daily live nya ya?”
Teacher : “Daily live”
Researcher : “Oh ya..ya ya…saya kira gitu saja Miss.
Terima kasih buat waktunya.
Transcript 2

Time of Interview : August 24, 2011
Conducted in Pre-Design Survey

Researcher : “Apakah siswa tertarik dengan aktivitas berbicara dalam English Club ini?”
Teacher : “Emm...kebanyakan tertarik tapi ada beberapa anak yang kurang tertarik karena tidak...memang anaknya tidak aktif di kelas pagi, jadi English Club yo tidak aktif, hehe...”
Researcher : “Oh gitu?”
Teacher : “Iya.”
Researcher : “Tapi mereka tertarik untuk ikut English Club nya?”
Teacher : “Ya, ikut, tertarik.”
Researcher : “Terus, di awal awal, aktivitas seperti apa yang Miss Rika pake untuk mengajar English Club untuk mengimprove kemampuan berbahasa Inggris para siswa?”
Teacher : “O...mungkin, saya lebih mengutamakan ini sih, rasa tertarik mereka dulu biar mereka betah English Club jadi saya pasti ada nyanyinya dulu, lalu sedikit permainan, baru fokus speakingnya.”
Researcher : “O...baru fokus speaking. Trus, apa itu efektif?”
Teacher : “Hmm...untuk beberapa anak efektif tapi untuk beberapa anak belum menunjukkan kemajuan. Jadi saya mengambil kesimpulan ya efektif lah, hihiii...”
Researcher : “Hmm...trus...apakah topik-topik menarik dan topik-topik yang sudah familiar bagi siswa yang sudah dipelajari di kelas itu membuat kegiatan speaking di English Club lebih efektif? Maksudnya kan di kelas siswa mungkin belajar tentang giving opinion, trus asking for information...”
Teacher : “Em..di kelas pagi?”
Researcher: “He em…nah waktu di English Clubnya karena mereka sudah familiar jadi mereka ‘wah aku mau ngomong nih lebih gampang nih’ karena udah diajarin.”

Teacher: “Iya, tentu soalnya kalau di kelas pagi kan lebih ke teori ya ‘oo..kalau mau mempelajari tentang memberi dan mengungkapkan opini ungkapan-ungkapannya ini aja. Nah, di speaking Club nya lebih ke… apa…prakteknya, seperti itu.”

Researcher: “Mungkin kan kalau di English Clubnya mungkin kita kasih topik tentang shopping gitu kan? Sedangkan di ‘shopping’ kan ada asking price, terus ada giving opinion yang mungkin menanyakan ‘gimana nih menurutmu baju yang warna ungu atau warna pink? Itu kan mungkin bisa digabungin ya Miss ya?”

Teacher: “Iya iya…He eh…”

Researcher: “Oh ya…Terus…apakah sekolah ini pernah mengikuti kompetisi debat atau story telling gitu, Miss?”

Teacher: “Belum pernah, tapi akan.”

Researcher: “Berarti kalau gak pernah itu, apa pernah ditawarkan sebelumnya?”

Teacher: “Hmm..kalau selama saya di sini belum pernah.”

Researcher: “Oh…ya sudah…eee….apa menurut Miss Rika mengajar speaking di English Club itu moment yang tepat Miss?”

Teacher: “Hmmn…tepat kalau menurut saya.”

Researcher: “Hmmn…karena lebih nyaman ya…lebih santai…”

Teacher: “He…em…”

Researcher: “Nah ini sekarang tentang CLT (Communicative Language Teaching), jadi metode yang digunakan untuk mengajar ini apakah tepat untuk mengajar speaking?”

Teacher: “Emm…Pada prinsipnya semua teori tepat kok.”

Researcher: “CLT? Tepat juga?”

Teacher: “Tepat…tepat…Cuma butuh improvisasi dari teori-teori yang lain.”

Researcher: “Oh ya..ya ya…saya kira gitu saja Miss. Terima kasih buat Waktunya.
Transcript 3

Time of Interview : September, 23rd 2011
Conducted in Post-Design Survey (Field Testing)

Researcher : “Eee...Andri, selamat siang. Ini aku mau tanya beberapa hal. Eee...dalam sehari apakah kamu menggunakan Bahasa Inggris dalam sebuah percakapan walaupun hanya singkat? Pake bahasa Inggris gak sehari-harinya?”
Andri : “Tidak.”
Researcher : “Menurutmu apakah kemampuan berbicara dengan lancar menggunakan Bahasa Inggris itu penting?”
Andri : “Iya.”
Researcher : “Kenapa?”
Andri : “Ya...Penting aja...hehehe..”
Researcher : “Penting aja? Menurutmu, skill berbahasa Inggrismu sudah bagus belum?”
Andri : “Kurang.”
Andri : “Ya di luar juga.”
Researcher : “Juga belajar? Atau kamu punya waktu luang untuk membaca buku-buku bahasa Inggris?”
Andri : “Banyak.”
Researcher : “Terus berlatih... berlatih sendiri di rumah itu?”
Andri : “Banyak.”
Researcher : “Latihan juga?”
Andri : “Jarang. Hehehe...”
Researcher : “Jarang juga?”
Andri : “Hehehehe...”
Researcher: “Apakah pengetahuanmu tentang Bahasa Inggris yang telah kamu peroleh sebelumnya waktu di SD itu membantu kamu untuk melakukan percakapan dan membuat dialog menggunakan Bahasa Inggris?”

Andri: “Pasti.”

Researcher: “Pasti, membantu ya? Perasaan apa yang kamu rasakan ketika belajar berbicara dalam Bahasa Inggris dengan teman-teman di English Club?”

Andri: “Senang.”


Andri: “Hehehe..betul.”

Researcher: “Menurutmu, materi yang diajarkan menarik atau tidak?”

Andri: “Menarik.”

Researcher: “Menarik ya, karena apa? Bervariasi?”

Andri: “Eee.. banyak variasinya, banyak gamenya.”

Researcher: “Dan apakah membantumu untuk belajar untuk berbahasa Inggris?”

Andri: “Yes yes.”

Researcher: “Apakah kegiatan dalam English Club ini menarik?”

Andri: “Ya.”

Researcher: “Apakah instruksi guru jelas dan bahasannya mudah dipahami?”

Andri: “Ya.”

Researcher: “Menurutmu, English Club yang menarik itu seperti apa sih?”

Andri: “Ya yang…banyak yang mengikuti.”

Researcher: “He em.”

Andri: “Diselingi dengan game, bervariasi.”

Researcher: “Game, bervariasi. Itu aja? Ya udah, makasih ya Andri.”

Andri: “Oke.”

Researcher: “Selamat siang.”
Transcript 4

Time of Interview : October, 28th 2011
Conducted in Post-Design Survey (Field Testing)

Researcher : “Selamat siang Dita.”
Dita : “Siang Miss.”
Researcher : “Aduh…mau tanya beberapa hal nih, mengambil waktunya sebentar. Eee… yang pertama, dalam sehari, apakah Dita menggunakan Bahasa Inggris dalam sebuah percakapan walaupun hanya singkat?”
Dita : “Kadang-kadang sih.”
Researcher : “Kadang-kadang?” Eee…menurut Dita apakah kemampuan berbicara dengan lancar menggunakan Bahasa Inggris itu penting?”
Dita : “Penting.”
Researcher : “Kenapa?”
Dita : “Jadi kalo bisa ketemu orang bule kan bisa bercakap-cakapan gitu Miss.”
Researcher : “Menurutmu, kemampuanmu dalam Bahasa Inggris, berbicara khususnya, apakah sudah baik?
Dita : “Belum.”
Dita : “Enggak.”
Researcher : “Enggak ada? Jadi Cuma di English Club sama di sekolah aja?”
Dita : “Iya.”
Researcher : “Apakah pengetahuan Dita yang sudah dipelajari sebelum-sebelumnya itu membantumu ketika melakukan percakapan atau membuat dialog menggunakan Bahasa Inggris?”
Dita : “Iya”
Researcher : “Iya? Perasaan apa yang Dita rasakan ketika belajar berbicara atau speaking English bersama teman-teman di English Club?”
Dita : “Senang, terus merasa bisa gitu Miss.”
Dita : “Sedikit sih.”
Researcher : “Sedikit ya? Beberapa aja berarti?”
Dita : (Mengangguk)
Researcher : “Apakah materi-materi itu membantu Dita untuk langsung praktek berbicara dalam Bahasa Inggris?”
Dita : “Ya.”
Researcher : “Ya. Apakah kegiatan dalam English Club ini menarik?”
Dita : “Ya.”
Researcher : “Apakah instruksi guru jelas dan bahasanya mudah dipahami?”
Dita : “Ada yang jelas ada yang enggak?”
Researcher : “Kadang-kadang blur ya, bingung? Yah…yang terakhir, menurut Dita, English Club yang menarik itu seperti apa sih?”
Dita : “Main game,”
Researcher : “Main game,”
Dita : “Trus nonton film,”
Dita : “Sama-sama.”
Researcher : “Selamat siang.”
Transcript 5

Time of Interview  : October, 28th 2011
Conducted in Post-Design Survey (Field Testing)

Researcher : “Selamat siang Nara.”
Nara : “Siang Miss.”
Researcher : “Ini mau tanya, nih. Eee...dalam sehari apakah Nara menggunakan Bahasa Inggris dalam sebuah percakapan walaupun hanya sedikit-sedikit atau singkat gitu gak?”
Nara : “Ya, kadang-kadang.”
Researcher : “Kadang-kadang ya? Menurut Nara, apakah kemampuan berbicara dengan lancar menggunakan Bahasa Inggris itu penting?”
Nara : “Ya penting, kan itu Bahasa International.”
Researcher : “He em... e...menurut Nara kemampuan Nara dalam berbicara Bahasa Inggris sudah baik apa belum?”
Nara : “Kurang-kurang.”
Researcher : “Kurang? Tapi sudah lumayan?”
Nara : (mengangguk)
Researcher : “Bagus. Eee... apakah Nara belajar berbicara bahasa Inggris hanya sewaktu di sekolah atau di English Club , atau punya waktu luang untuk membaca buku-buku Bahasa Inggris dan praktek sendiri di rumah?”
Nara : “Kadang-kadang tu pinjem buku punya kakak terus dibukak-bukak baca sendiri sambil tanya-tanya artinya apa itu.”
Researcher : “Praktek ngomongnya juga gak?”
Nara : “Iya.”
Researcher : “E...apakah pengetahuan Nara tentang Bahasa Inggris yang sudah dipelajari sebelumnya kayak di SD sama di kelas satu itu membantu Nara ketika melakukan dialog atau percakapan dengan Bahasa Inggris?
Nara : “Membantu banget.”
Researcher: “Membantu banget ya? Perasaan apa yang Nara rasakan ketika belajar speaking atau berbicara dalam Bahasa Inggris bersama teman di English Club?”

Nara: “Ya seneng walaupun kadang-kadang gak ngerti, hehehehe…”

Researcher: “Seneng walopun kadang-kadang gak ngerti ya, hehehe…. Menurut Nara, materi yang diajarkan, yang sudah saya ajarkan itu tadi menarik atau enggak?”

Nara: “Menarik.”

Researcher: “Eee…apakah materi-materi itu membantu Nara untuk bisa langsung praktek berbicara dalam Bahasa Inggris?”

Nara: “Ya, sambil diinget-inget Miss.”

Researcher: “Sambil diinget-inget ya? Em… apakah kegiatan dalam English Club itu menaruiik?”

Nara: “Menarik.”

Researcher: “Menarik ya? Apakah instruksi guru jelas dan bahasanya mudah dipahami?”

Nara: “Kadang-kadang mudah.”

Researcher: “Kadang-kadang gampang ya? Tapi banyakan yang mana?”

Nara: “Banyak yang mudah.”

Researcher: “Banyak yang gampang ya? Nah yang terakhir nih Nara, menurut Nara, English Club yang menarik tuh seperti apa sih?”

Nara: “Ya..temennya banyak.”

Researcher: “Temennya banyak.”

Nara: “Trus game nya dibanyakin.”

Researcher: “Gamennya dibanyakin,”

Nara: “Ada pembelajarannya tapi gak monotone belajar terus.”

Researcher: “Oh ya, bagus lho…ide yang bagus…Nah, kayaknya itu aja Nara. Terima kasih buat waktunya. Selama siang.”

Nara: “Siang Miss.”
Transcript 6

Time of Interview : November, 11th 2011
Conducted in Post-Design Survey (Field Testing)

Researcher : “Selamat siang Audia.”
Audia : “Siang…”
Researcher : “Ini aku mau tanya beberapa hal tentang English Club dan materi yang sudah diajarkan tadi, e…mau tanya, dalam sehari apakah kamu menggunakan Bahasa Inggris dalam sebuah percakapan walaupun hanya singkat?”
Audia : “Pernah.”
Researcher : “Pernah? Tapi sering gak?”
Audia : “Sering juga.”
Researcher : “Sering? Menurutmu apakah berbicara bahasa Inggris itu penting?”
Audia : “Penting.”
Researcher : “Karena seluruh dunia diharuskan wajib memakai Bahasa Inggris.”
Audia : “Hmmn…Bahasa Internasional?”
Researcher : “He…ehm.”
Researcher : “Menurutmu, kemampuanmu berbicara dalam Bahasa Inggris itu sudah baik atau belum?”
Audia : “Lumayan.”
Researcher : “Lumayan? Apakah kamu belajar berbicara bahasa Inggris hanya sewaktu di sekolah atau di English Club, atau kamu punya waktu luang untuk membaca buku-buku Bahasa Inggris serta berbicara bahasa Inggris sendiri sewaktu ada di rumah?”
Audia : “Sering.”
Researcher : “Sering juga? Pakai buku-buku terus latihan sendiri gitu?”
Audia : “Iya, diartiin.”
Researcher : “Bagus. Apakah pengetahuanmu tentang Bahasa Inggris yang telah kamu peroleh sebelumnya, waktu di SD atau di kelas satu ini,
membantumu ketika melakukan ber..berbicara atau membuat dialog menggunakan bahasa Inggris?”

Audia : “Ehm…hehehe…bingung…hehehe…”

Researcher : “Jadi, kan dulu waktu SD juga diajarin Bahasa Inggris, kelas satu juga diajarin bahasa Inggris, karena kamu sudah tau banyak hal tentang bahasa Inggris, jadi kamu lebih gampang untuk ngomong Bahasa Inggris.”

Audia : “Iya.”

Researcher : “Iya? Terus perasaan apa yang kamu rasakan ketika belajar berbicara dalam Bahasa Inggris bersama teman-teman di English Club?”

Audia : “Senang karena mem…memperluas arti Bahasa Inggrisnya.”

Researcher : “Menurutmu, materi yang diajarkan tadi menarik atau enggak?”

Audia : “Menarik.”

Researcher : “Terus, apakah membantumu untuk praktek langsung untuk ngomong Bahasa Inggris?

Audia : “Sangat membantu.”

Researcher : “Sangat membantu ya? Apakah kegiatan dalam English Club ini menarik?”

Audia : “Menarik sekali.”

Researcher : “Apakah instruksi guru jelas dan Bahasanya mudah dipahami?”

Audia : “Kadang-kadang.”

Researcher : “Kadang-kadang. Kadang-kadang susah ya?”

Audia : “He em…”

Researcher : “Harus diulang?”

Audia : “(Mengangguk)”

Researcher : “Menurutmu, English Club yang menarik tuh seperti apa sih?”

Audia : “Hmmn…misalnya kalo…apa…kayak berdialog tapi lebih dari…berapa ya…dua orang jadi percakapan kayak drama gitu?”


Audia : “Enggak.”

Researcher : “Ya uda, itu aja Audia. Makasih buat waktunya, selamat siang.”

Audia : “Makasi…”
Transcript 7

Time of Interview : November, 11th 2011
Conducted in Post-Design Survey (Field Testing)

Researcher : “Selamat siang Bona.”
Bona : “Selamat siang.”
Researcher : “Aduh…minta waktunya bentar ya.”
Bona : “Ya.”
Researcher : “Mau tanya banyak hal, aduh banyak hal, sedikit aja
ding…Emm….dalam sehari, apakah Bona menggunakan Bahasa
Inggris dalam sebuah percakapan walaupun hanya singkat?”
Bona : “Eee…pernah…waktu….di sekolah.”
Researcher : “Pernah, di sekolah?”
Bona : “Pas pelajaran.”
Researcher : “Hmmm…tapi sehari-harinya?”
Bona : “Enggak.”
Researcher : “Enggak? Kadang-kadang aja ya?”
Bona : “Iya.”
Reseacher : “Menurut Bona, apakah kemampuan berbicara dengan lancar
menggunakan Bahasa Inggris itu penting?”
Bona : “Penting.”
Researcher : “Kenapa?”
Bona : “Karena itu bahasa pengantar dunia, Bahasa Internasional.”
Researcher : “Menurut Bona, kemampuan Bona berbicara Bahasa Inggris itu
sudah baik apa belum?”
Bona : “Lumayan, Miss.”
Researcher : “Lumayan. Apakah Bona belajar berbicara Bahasa Inggris hanya
sewaktu di sekolah atau di English Club, atau Bona punya waktu
luang untuk baca buku-buku Bahasa Inggris terus latihan berbicara
dalam bahasa Inggris sendiri ketika ada di rumah?”
Bona: “Emmm... kalo di luar tu selain di English Club sama di sekolah, buku Bahasa Inggris.”
Researcher: “Buku Bahasa Inggris?”
Bona: “Ya, tapi jarang.”
Researcher: “Bahasa Inggris sekolah apa buku luar?”
Bona: “Buku... buku luar.”
Researcher: “O.. buku luar.”
Bona: “Tapi sedikit lho Miss, yo jarang, tapi yo an, hehehe…”
Researcher: “Tapi ada waktu ya?”
Bona: “Ada.”
Researcher: “Apakah pengetahuanmu yang sudah Bona pelajari sebelumnya di SD atau di kelas satu kemaren itu membantu Bona ketika melakukan percakapan atau berdialog menggunakan Bahasa Inggris?”
Bona: “Membantu.”
Researcher: “Membantu ya?”
Bona: “Ya.”
Researcher: “Terus perasaan apa yang Bona rasain ketika belajar speaking English bersama temen-temen di English Club?”
Bona: “Yo opo yo… yo…”
Researcher: “Ini jujur nih.”
Bona: “Yo, biasa Miss.”
Researcher: “Biasa aja?”
Bona: “Ho o… hehehehe…”
Researcher: “Karena banyak temennya ben…jadi kegiatan English Club itu fungsinya untuk apa tuh?”
Bona: “Yo.. supaya la… opo… supaya la… opo… bisa lancar Bahasa Inggris.”
Researcher: “Terus, menurut Bona, materi yang diajarkan dengan aktivitas seperti tadi itu menarik apa enggak?”
Bona: “Yo, lumayan menarik Miss.”
Researcher: “Lumayan. Apakah ma... apa.. aktivitasnya itu membantu Bona untuk praktek bas... Bahasa Inggris khususnya bicara?”
Bona : “Membantu.”
Reseracher : “Membantu ya. E…apakah kegiatan dalam English Club ini menarik?”
Bona : “Menarik.”
Reseacher : “Dan…apakah instruksi guru jelas dan bahasanya mudah dipahami?”
Bona : “Ya jelas…ya kadang-kadang jelas kadang-kadang gak jelas.”
Researc;her : “Kalo gak jelas, Bona tanya gak?”
Bona : “Yo enggak, hahahahaha…”
Researcher : “Diem aja? Hakakakaka…”
Bona : “Yo tanya lah Miss, yo kadang-kadang tanya gitu lho Miss. Kalo lagi males yo enggak tapi kalo lagi gak dong ya tanya.”
Researcher : “Hahaha…he em. Nah, menurut Bona, English Club yang menarik itu seperti apa sih?”
Bona : “Yang menarik tu diklat kreatif itu lho Miss.”
Researcher : “Diklat kreatif?”
Bona : “Ho o…yo terserah diklat opo.”
Researcher : “He em…trus?”
Bona : “Trus abis itu em…nonton film”.
Researcher : ” Nonton film.”
Bona : “Terus sering dibuat kelompok itu lho Miss, kelompok-kelompok apa gitu.”
Researcher : “He em.”
Bona : “Trus game,”
Researcher : “Game. Emm…kelompok-kelompoknya itu cuma kelompok-kelompok bersama atau nanti terus tampil ke depan kayak drama itu?”
Researcher : “Oh ya, drama singkat gitu?”
Bona : “He em.”
Researcher : “Dah, gitu aja Bona. Terima kasih buat waktunya, selamat siang.”
Bona : “Siang.”
APPENDIX 7

General Description
A SET OF SPEAKING MATERIALS

BASED ON COMMUNICATIVE LANGUAGE TEACHING

FOR THE EXTRACURRICULAR ENGLISH CLUB

OF SMP KANISIUS PAKEM YOGYAKARTA

OVERVIEW

This research entitled A Set of Speaking Materials Based on Communicative Language Teaching for the Extracurricular English Club of SMP Kanisius Pakem Yogyakarta. This research is aimed at providing the extracurricular English Club’s students of SMP Kanisius Pakem Yogyakarta with speaking materials based on Communicative language Teaching that could help them to develop their speaking skill and enhance their awareness of the learning process especially English. The Extracurricular English Club’s students are from the seventh and eighth graders.

A. Background

*SMP Kanisius Pakem Yogyakarta* is located at Sukunan, Pakembinangun, Pakem, Sleman, Yogyakarta. The facilities used for the learning process are good enough. Its place is also appropriate for the students to study.
SMP Kanisius Pakem Yogyakarta has a lot of extracurricular activities which can help the students to be more active and creative. One of the extracurricular activities is related to English. It is called Extracurricular English Club. It was held first at August 19th 2011. It is considered as a new program in this school. It aims to improve their English. Students are expected to be able to use basic communication skills in the form of spoken in their daily live and more fluent through extracurricular English Club program.

The students of SMP Kanisius Pakem Yogyakarta have mixed ability. Some of them are good in their learning capacity and some are not. The students mostly have high motivation and interest in learning English. It could be seen that they choose extracurricular English Club to improve their English especially their speaking proficiency. They mostly come from “grass root” community who live around the school. Even though they come from such a community, they have known how to operate computer and internet in a basic way. It will help them to independently learn English outside the school.

The four Basic English skills are taught in it but the main purpose is to give chance for students to practice speaking English more than in the regular school activity. The result of the needs survey showed that students need and want to be able to speak English. Besides, the school principle stated that this extracurricular English Club aims to give students more chances to practice English in order to improve their speaking proficiency.
It shows that the school really considers the importance of English. Unfortunately, the English teacher of this school had not ready with the materials to be taught in the Extracurricular English Club. Therefore the researcher helped the English teacher by designing some speaking materials to be used in Extracurricular English Club. The speaking materials were designed based on the Communicative Language Teaching since the Extracurricular English Club’s students of SMP Kanisius Pakem Yogyakarta need to practice speaking English. Therefore, the researcher designed the speaking materials based on Communicative Language Teaching which might help the students to be more fluent by the learning process and interesting activities in learning English.

This set of speaking instructional materials based on Communicative Language Teaching aimed at improving the extracurricular English Club students’ speaking skill by giving a chance to practice speaking English rather than in the regular classroom.

The speaking materials consist of three units. Each unit contains three activities as described below:

1) **Pre-activities**

The first section presents the students what exactly the purpose of their speaking activities on that day. Pre-activities also set clear instructions for each activity and what students are going to learn. This part enables the students to comprehend the lesson easier. Some activities do in this section such as guessing pictures, answering warming-up
questions and listening to a short conversation related to the topic being discussed on that day. In addition, this first step enables students to draw their prior knowledge of what are to learn.

2) Main-activities

In the second section, there are two main activities. Students firstly listen to the teacher’s explanation about the topic to be learned. The second part of main-activities is practicing speaking. This part gives students a chance to take an action based on the explanation given; they practice to speak English. It could be in the form of pair-work or group-work. Here, besides students learn the knowledge, they are also expected to develop their social skill. Students learn to appreciate, respect, cooperate, contribute and give respond one to another. Later at the end of the lesson, students are to perform their speaking activity in front of the class.

3) Post-activities

The last section brings students to reflect their activities for grasping meaningful experiences in their learning. Teacher reinforces the achievement made in the day. Also, teacher and students give comments or suggestion about the day’s activities in order to make the next meetings better.
APPENDIX 8

Syllabus and Lesson Plans
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>Learning Evaluation</th>
<th>Indicators</th>
<th>Learning Indicators</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>About family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Family members</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communication about family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students are able to use expressions of the family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students are able to talk about the family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students understand the family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>People's family</td>
</tr>
</tbody>
</table>

About through expression of family (child, parent, grandparent) with daily life. Students are expected to use some basic expressions in communication in their daily life and be more

SYLLABUS
<table>
<thead>
<tr>
<th>2</th>
<th>Students are able to communicate about the adverb of frequency correctly. Students are able to ask about hobby and frequency. - Students are able to express about hobby and frequency. - Students are able to use the adverb of frequency. - Students are able to express about hobby and frequency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Guessing through pictures. Students in pairs the same hobby. - Game of asking questions based on the dialogue read by the teacher. - Comprehension adverb of frequency. - Mention the power of the dialogue. - Mention other hobbies. - Group task.</td>
</tr>
<tr>
<td>3</td>
<td>- Mention individual task. - Students fill the asking and giving information correctly (e.g. finding family members, asking about their friends, finding job, age, etc.).</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Focus in</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Shopping - Read option in English</td>
</tr>
<tr>
<td></td>
<td>Shopping - Shopping for things to buy</td>
</tr>
<tr>
<td></td>
<td>Shopping - Choosing things to buy</td>
</tr>
<tr>
<td></td>
<td>Shopping - Buying things in the store</td>
</tr>
<tr>
<td></td>
<td>Shopping - Taking things home</td>
</tr>
<tr>
<td></td>
<td>Shopping - Picking things up</td>
</tr>
<tr>
<td></td>
<td>Shopping - Checking things in every store</td>
</tr>
<tr>
<td></td>
<td>Shopping - Kitchen assistant</td>
</tr>
<tr>
<td></td>
<td>Shopping - Two students are able to express opinions and communication about selecting activity and buying and selling assistant.</td>
</tr>
<tr>
<td></td>
<td>Shopping - Two students are able to express opinions and communication about selecting activity and buying and selling assistant.</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>Shopping - Two students are able to express opinions and communication about selecting activity and buying and selling assistant.</td>
</tr>
</tbody>
</table>
A. LESSON IDENTITY
Subject: Speaking Material for extracurricular English Club’s Students
School: SMP Kanisius Pakem Yogyakarta
Topic: Tell Me about Your Family
Time Allotment: 2 x 45 minutes

B. COMPETENCE STANDARD
Students are expected to use some basic expressions to communicate in their daily live and be more fluent through extracurricular English Club based on Communicative Language Teaching.

C. BASIC COMPETENCE
1. Students are able to understand the family relationship
2. Students are able to talk about family and family relationship
3. Students are able to use the expressions of asking for information about family and other people’s family

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Mention the members of family
2. Pronounce some words in the dialogue correctly
3. Mention the relationship between family members
4. Identify other family
5. Use W-H questions in asking about family
6. Use the expression of asking and giving information correctly (e.g. asking about job, age, etc)

E. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Activity</td>
<td>25’</td>
</tr>
<tr>
<td>- Students see the pictures showed by using power point and guess his/her position in the family</td>
<td></td>
</tr>
<tr>
<td>- Students listen to the listening passage and fill the blanks</td>
<td></td>
</tr>
<tr>
<td>- Students orally answer the warming-up questions showed in the power point</td>
<td></td>
</tr>
<tr>
<td>- Students see pictures showed by using power point and guess his/her job</td>
<td></td>
</tr>
</tbody>
</table>

| Main Activity     | 55’            |
| - Students listen to teacher’s explanation about W-H questions) |
| - Students play a game about family (students move around, ask their friends and fill the table distributed by the teacher) |
| - Students share the result of their findings |
| - Games in finding family member |

| Post Activity     | 10’            |
| - Students and the teacher conclude the material discussed |
| - Students see the example of family tree showed in the power point |
| - Students are asked to make a simple family tree and should be submitted in the next meeting |

F. TEACHING LEARNING STRATEGIES

Discussion (teacher-students/ students-students)
Pairs work and group work
Individual task

G. TEACHING MEDIA
Handouts
English-Indonesian Dictionary
Indonesian-English Dictionary
Power Point

H. EVALUATION TOOLS
Students’ individual task
Group task

I. REFERENCES
Wardiman, et al. 2008. English in Focus for Grade VII. Jakarta: Pusat
Perbukuan Departemen Pendidikan Nasional
(http://www.googleimages.com/)
A. LESSON IDENTITY

Subject : Speaking Material for extracurricular English Club’s Students
School : SMP Kanisius Pakem Yogyakarta
Topic : What is Your Hobby?
Time Allotment: 2 x 45 minutes

B. COMPETENCE STANDARD

Students are expected to use some basic expressions to communicate in their daily live and be more fluent through extracurricular English Club based on Communicative Language Teaching.

C. BASIC COMPETENCE

1. Students are able to express about hobby appropriately
2. Students are able to communicate about hobby
3. Students are able use the adverb of frequency correctly.

D. INDICATORS

At the end of the teaching and learning activities, students are able to perform the following achievements:
- Mention the kinds of hobby
- Pronounce some words in the dialogue correctly
- Mention the adverb of frequency
- Mention other hobbies
E. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activity</strong></td>
<td>35’</td>
</tr>
<tr>
<td>- Students guess the activities through pictures showed in the power point</td>
<td></td>
</tr>
<tr>
<td>- Students work in pairs and they are asked to read the conversation</td>
<td></td>
</tr>
<tr>
<td>- Students orally answer the questions</td>
<td></td>
</tr>
<tr>
<td>- Students differentiate indoor and outdoor activities</td>
<td></td>
</tr>
<tr>
<td>- Students play a game about hobby (students make gestures based on their hobbies, they move around and find friends who have the same hobby with them)</td>
<td></td>
</tr>
<tr>
<td>- In groups, students mention the hobby and its type.</td>
<td></td>
</tr>
<tr>
<td><strong>Main Activity</strong></td>
<td>50’</td>
</tr>
<tr>
<td>- Students listen to teacher’s explanation of asking about hobby and adverb of frequency</td>
<td></td>
</tr>
<tr>
<td>- Games about hobby (students are asked to fill the table by asking their friends’ hobbies. They are expected to use the expressions of asking about hobby and adverb of frequency)</td>
<td></td>
</tr>
<tr>
<td>- Some of the students are asked to come in front and practice the conversation</td>
<td></td>
</tr>
<tr>
<td><strong>Post Activity</strong></td>
<td>5’</td>
</tr>
<tr>
<td>- Students and the teacher conclude the material discussed</td>
<td></td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

Discussion (teacher-students/ students-students)
Pairs work and group work
Individual task

G. TEACHING MEDIA
Handouts
English-Indonesian Dictionary
Indonesian-English Dictionary
Power Point

H. EVALUATION TOOLS
Students’ individual task
Group task

I. REFERENCES
(http://www.googleimages.com/)
A. LESSON IDENTITY

Subject: Speaking Material for extracurricular English Club’s Students
School: SMP Kanisius Pakem Yogyakarta
Topic: I Want to Buy It
Time Allotment: 2 x 45 minutes

B. COMPETENCE STANDARD

Students are expected to use some basic expressions to communicate in their daily live and be more fluent through extracurricular English Club based on Communicative Language Teaching.

C. BASIC COMPETENCE

1. Students are able to express buying and selling activity
2. Students are able to communicate about selling and buying
3. Students are mention and use some terms of asking and giving opinion

D. INDICATORS

At the end of the teaching and learning activities, students are able to perform the following achievements:

- Mention things in shopping
- Mention some places to go shopping
- Mention and use the expression of selling and buying
- Mention and use the expression of giving opinion
- Pronounce some words in the dialogue correctly
### E. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre Activity</strong></td>
<td>20’</td>
</tr>
<tr>
<td>- Some pointed students orally answer the warm-up questions given by the teacher</td>
<td></td>
</tr>
<tr>
<td>- Students work in pairs; one is reading the dialogue, the other is filling the blanks</td>
<td></td>
</tr>
<tr>
<td>- Students orally answer the questions based on the dialogue</td>
<td></td>
</tr>
<tr>
<td>- Students guess the name of the pictures showed in the power point</td>
<td></td>
</tr>
<tr>
<td>- Students guess the name of places they can find the things showed in the power point</td>
<td></td>
</tr>
<tr>
<td><strong>Main Activity</strong></td>
<td>65’</td>
</tr>
<tr>
<td>- Students listen to teacher’s explanation related to selling and buying.</td>
<td></td>
</tr>
<tr>
<td>- Students listen to teacher’s explanation related to asking and giving opinion.</td>
<td></td>
</tr>
<tr>
<td>- Students work in a group of four and make a conversation about shopping based on the situation they get from the cue cards delivered by the teacher.</td>
<td></td>
</tr>
<tr>
<td>- Students perform in front of the class</td>
<td></td>
</tr>
<tr>
<td><strong>Post Activity</strong></td>
<td>5’</td>
</tr>
<tr>
<td>- Students and the teacher conclude the material discussed</td>
<td></td>
</tr>
</tbody>
</table>

### F. TEACHING LEARNING STRATEGIES

Discussion (teacher-students/ students-students)
Pairs work and group work
Individual task

G. TEACHING MEDIA
Handouts
English-Indonesian Dictionary
Indonesian-English Dictionary
Power Point

H. EVALUATION TOOLS
Group task

I. REFERENCES
(http://www.googleimages.com/)
APPENDIX 9

- Overview of the Designed Materials
- The Designed Materials
These Communicative Language Teaching-based materials for speaking skill advancement aims at improving students' speaking skill through the extracurricular English Club. The materials designed for this extracurricular activity provides the students with more chances to practice speaking English.

This speaking materials consist of three units. Each unit contains three activities as described below:

1) Pre-activities
The first section discloses the purpose of speaking activities of that day. Pre-activities also set clear instructions for each activity and what students are going to learn. This part enables the students to comprehend the lesson easier. Some activities done in this section are guessing pictures, answering warming-up questions, and listening to a short conversation related to the topic being discussed on that day. In addition, this first step enables students to draw their prior knowledge of what are to learn.

2) Main-activities
In the second section, there are two main activities. Students firstly listen to the teacher's explanation about the topic to be learned. The second part of main-activities is practicing speaking. This part gives students a chance to take an action based on the explanation given; they practice to speak English. It could be in the form of pair-work or group-work. Here, besides students learn the knowledge, they are also expected to develop their social skill. Students learn to appreciate, to respect, to cooperate, to contribute, and to give respond one
another. Later at the end of the lesson, the students are to perform their speaking activity in front of the class.

3) Post-activities
The last section takes the students to reflect their activities for grasping meaningful experiences in their learning. Teacher reinforces the achievement made during the lesson. In addition, teacher and students give comments or suggestions about the day’s activities in order to make the next meetings better.
TELL ME ABOUT YOUR FAMILY

GAMES: While listening to the teacher, look at the pictures showed in the power point. Guess “Who am I”!

1. I am a man. You and your sister are my children. Who am I?
2. I am a woman. You and your sister are my children. Who am I?
3. I am a man. I have a father and a mother. Who am I?
4. I am a woman. I have a father and a mother. Who am I?
5. He is my father’s and mother’s son. Who is he?
6. She is my father’s and mother’s daughter. Who is she?
7. She is my father’s sister. Who is she?
8. He is my mother’s brother. Who is he?
9. He is the eldest in my family. He is my father’s and mother’s father. Who is he?
10. She is the eldest in my family. She is my father’s and mother’s father. Who is she?
Listen to your teacher and fill in the blanks.

**Dona**: Tell me about your ________ and ________.

**Vera**: Well, my sister is a ________.

**Dona**: Really? Does she live here, in Jogjakarta?

**Vera**: Yes, she does. But she ________ in Singapore right now, in _______ Hospital.

**Dona**: Wow! That’s great. And what does your brother do?

**Vera**: He is a _________. He is working in Bandung this month. He has an _________ there.

**Dona**: What an ________ family!

**Question:**

1. How many members does Vera have?
2. Where does Vera’s sister live?
3. What is Vera’s brother?
4. Why is Vera’s family interesting?
They are Vera's family members. What are their jobs?

Grammar Time

The common type of question usually use is 5W + 1H

<table>
<thead>
<tr>
<th>Question</th>
<th>Type of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What (is he)?</td>
<td>asking about occupation</td>
</tr>
<tr>
<td>When (were you born)?</td>
<td>asking about time</td>
</tr>
<tr>
<td>Where (do you live)?</td>
<td>asking about place</td>
</tr>
<tr>
<td>Who (is Mr. Robert)?</td>
<td>asking about someone</td>
</tr>
<tr>
<td>Why (do you call me)?</td>
<td>asking about reason</td>
</tr>
<tr>
<td>How (do you make it)?</td>
<td>asking about manner of doing something</td>
</tr>
</tbody>
</table>
Here is the example of a conversation to ask about family member.

A: Hi! Tell me about your family. What does your father do?
B: He is a teacher.
A: When did he become a teacher?
B: He has been a teacher since 1990.
A: Where does he teach?
B: In SD Pelita Harapan, Jakarta.
A: Why doesn’t he teach in Jogjakarta?
B: Because SD Pelita Harapan is one of the favorite elementary school in Indonesia.
A: Wow, that’s great. So, who accompany your father there?
B: My brother lives with him there.
A: Then, how does your father usually go to school?
B: He usually go to school by riding motorcycle.
A: That’s great.

**Speaking Time**
Find and ask your friends about their brother and sister. Try to complete the table.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Brother</th>
<th>Sister</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Age</td>
</tr>
<tr>
<td>1</td>
<td>Ruth</td>
<td>1</td>
<td>17</td>
</tr>
</tbody>
</table>
**GAME: “Uniting Family”**

**Game type**: card and movement game

**Aim**: understanding family relationship

**Materials**: cards with names of family member. One family has four members.

**Procedure**:

1. Mix the cards and give one to each student. Explain to them that each card is a member of a family.
2. Students move through the room. Each student introduces the card he/she has (without showing it to their friends)
   
   For example:
   
   A: Who are you?
   B: I am Bertha’s father.

3. When the students think they have found all the members of their family, they sit down and shout “Happy Family”

<table>
<thead>
<tr>
<th>MR. HERMAN</th>
<th>MRS. SARAH</th>
<th>STELLA</th>
<th>ALAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah’s husband</td>
<td>Herman’s wife</td>
<td>The daughter</td>
<td>The son of</td>
</tr>
<tr>
<td>Stella and</td>
<td>Stella and</td>
<td>of Herman and</td>
<td>Herman and</td>
</tr>
<tr>
<td>Alan’s father</td>
<td>Alan’s mother</td>
<td>Sarah</td>
<td>Sarah</td>
</tr>
<tr>
<td>MR. DANUR</td>
<td>MRS. PIPIT</td>
<td>DIO</td>
<td>NETTA</td>
</tr>
<tr>
<td>Pipit’s husband</td>
<td>Danur’s wife</td>
<td>The son of</td>
<td>The daughter</td>
</tr>
<tr>
<td>Dio and</td>
<td>Dio and</td>
<td>Danur and</td>
<td>of Danur and</td>
</tr>
<tr>
<td>Netta’s father</td>
<td>Netta’s mother</td>
<td>Pipit</td>
<td>Pipit</td>
</tr>
<tr>
<td>MR. EDO</td>
<td>MRS. NELMA</td>
<td>HIZKIA</td>
<td>KEZIA</td>
</tr>
<tr>
<td>Nelma’s husband</td>
<td>Edo’s wife</td>
<td>The son of</td>
<td>The daughter</td>
</tr>
<tr>
<td>Hizkia and</td>
<td>Hizkia and</td>
<td>Edo and Nelma</td>
<td>of Edo and</td>
</tr>
<tr>
<td>Kezia’s father</td>
<td>Kezia’s mother</td>
<td></td>
<td>Nelma</td>
</tr>
</tbody>
</table>
MR. JIM
Sinta’s husband
Jizrel and Linda’s father

MRS. SINTA
Jim’s wife
Jizrel and Linda’s mother

JIZREL
The son of Jim and Sinta

LINDA
The daughter of Jim and Sinta

MR. PAUL
Fanny’s husband
Jessica and Ronald’s father

MRS. FANNY
Paul’s wife
Jessica and Ronald’s mother.

JESSICA
The daughter of Paul and Fanny

RONALD
The son of Paul and Fanny

HOMEWORK: Look at the example of family tree below. Make it by yourself.

MY FAMILY TREE
WHAT IS YOUR HOBBY

Look at the pictures and guess the activity.
Work in pairs and read the conversation below.

Rean: Hi La! Where are you going?
Stella: Oh, hi Rean! I'm going to go to my small garden behind my house. I will plant roses there.
Rean: Is it your hobby?
Stella: Yes. I love gardening since I was in Junior High School. I really like planting flowers such as roses and sunflowers.
Rean: Do you enjoy this outdoor activity?
Stella: Of course! I always come here every afternoon. Will you join it?
Rean: Sure! That's a good idea. Next time I will come and bring another flower.
Stella: Oh thank you and see you.

Question:
1. Where will Stella go?
2. What is Stella's hobby?
3. Give examples of outdoor activity!

GAME
Find friends who have the same hobby as yours by moving around and making gestures without saying anything.

1. Think about your hobby and find an appropriate gesture to be guessed by your friends.
2. Without saying anything, find friends who have the same hobby as yours.
3. Present the result in front of the class.
GRAMMAR TIME

Here are some expressions of asking about hobby

What is your hobby? → My hobby is...
What are your hobbies? → My hobbies are...
How much do you spend in the garden? → Around one hour a day
How well do you play badminton? → Pretty well
   About average, I guess.
How do you do it? → Once a week
How often do you do it? → Everyday

Adverb of frequency: always, usually, often, seldom, never.
This frequency shows how often you do your hobby.
Example: I always plant a new flower every week.
   I often cook with my mother.

SPEAKING TIME

Find your friends as many as you can. Ask their hobbies by using
adverb of frequency always, usually, often, seldom, never. Use
the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Hobby</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Ruhut</td>
<td>Playing basketball</td>
<td>✓</td>
</tr>
</tbody>
</table>


I WANT TO BUY IT

**Listen to your teacher and fill in the blanks.**

Ms Wati: Excuse me.
Assistant: Yes, Miss. Can I _____ you?
Ms Wati: Yes, I'm looking for a _______.
Assistant: We've got some sweaters over here. What _____ are you looking for?
Ms Wati: The _____ one is nice.
Assistant: Pardon me?
Ms Wati: I said the blue one is nice.
Assistant: Yes it is. Is it for yourself?
Ms Wati: Yes, it is. Can I _____ it on, where is the fitting room?
Assistant: Yes, certainly, Miss. The _________ is behind the cashier.
Ms Wati: Wait, I think it is _____ small. It doesn't fit me. Have you got one in a _______ size?
Assistant: No, I'm afraid not. What about the yellow one?
Ms Wati: No, I don't like the color. Yellow doesn't suit me. OK, I'll leave it. _______
Assistant: My __________ Miss.

*(Taken from English in Focus for Grade VII, page 58)*
Question:

1. What does Ms. Wati want to buy?
2. What color is she looking for?
3. Does she buy the sweater?

What kind of shops will you find them?

Which shop will you go if:

1. You are hungry
2. You want to buy pencil, pen and ruler
3. You want to buy vegetables and fruits
4. You need dress to go to a party
5. You want to buy books
Grammar Time

Here are some useful expressions that can be used to mention price.

**To ask price:**
- How much does it cost?
- How much is it/this?
- How much should I pay?
- What is the price of this?

**To mention price:**
- It costs five dollars
- Five dollars.
- It is five dollars.

Here are the expressions of bargaining:

**Expressions of bargaining**
- Can/may I bargain it?
- What is the fixed price?
- Can I get lower price?

**Responses**
- Yes, you can.
- Sorry, you can’t.
- It is the fixed price.

Here are the expression of asking and giving opinion:

**Asking for an opinion**
- What is your opinion about…
- What do you think of…
- How about…?

**Giving opinion**
- In my opinion, ....
- I think....
Speaking Time

In group of 4 or 5, please make role play as sellers and buyers.
You may use these situations below.

1. You want to buy a special gift for your mother’s/father’s/brother’s/sister’s birthday. You go to a gift shop with your friend(s) and meet a shopkeeper.
2. Your mom and you want to buy some vegetables in a market and you need to bargain the price.
3. You want to go to a party and you need to buy a dress/suit.