DEVELOPING ENGLISH SPEAKING MATERIALS BASED ON TASK-BASED LEARNING FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, Tanggal 10 Oktober 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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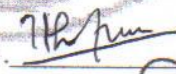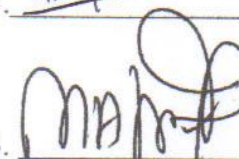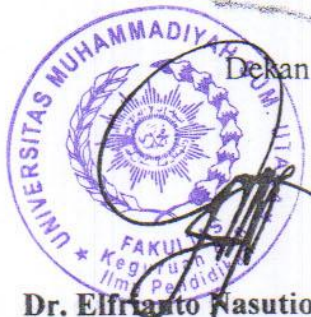
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ABSTRACT

SinagaDebySriwani, 140205347. Developing English Speaking Materials Based on Task-Based Learning for Eighth Grade of Junior High School. Thesis English Faculty of Teacher's Training and Education, English Education Program, University Muhammadiyah North Sumatra, 2018.

Thisresearh was aimed to develop speaking materials based on Task-Based Learning of eight grade student of Junior High School. It found that the speaking materials provide in the student' textbook were not enough for classroom use. This research was conducted based on educational Research and Development (R & D) by applying the six phases of educational researh and development of Gall and Borg was consist: 1) Gathering ionformation and Data, 2) Analyzing Data. 3)Designing speaking materials based on task-based learning , 4) Validating new speaking materials based on task-based learning by expert, 5) Revising speaking materials based on task-based learning , and final 6) Final Products (speaking materials based on task based learning). The subject of this research was VIII-5 students and the English teacher of SMP Negeri 4 PematangSiantar. The data was taken from interviewing the English teacher and distributing questionnaire for 38 students. Based on the need analysis conducted the students need speaking materials which related to their daily life and could support their learning activity to practice English. Thus, developing material was based on task-based learning. The learning materials were developed into 4 units of speaking materials. The products have been validated by a expert, namely English teacher in SMP Negeri 4 PematangSiantar. The average score are 4,3 from English teacher. It is categories good, It means that be developed speaking materials are suitable, relevant and feasible for the eighth grade students of Junior High School.

Keyword: Research and Development (R&D), Task-Based Learning, Speaking Materials, Developing English Speaking Materials based on task-based learning for Eight Grade of Junior High School.

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This skripsi is entitled "**Developing English Speaking Materials Based on Task-Based Learning for Eighth of Junior High School ".** In writing this skripsi, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this skripsi.

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Therefore, the writer would like to express her thanks to the people who have given

Therefore, the writer would like to express her thanks to the people who have given guidance, support and spirit during the completion of this research, they are:

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Medan, September 2018
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CHAPTER 1

INTRODUCTION

A. **The Background of Study**

English as an international language becomes a reason why the people learn English language. English is very useful for many situations, for example is entertaiment, technology, business and educational context. The importance of learning English becomes one of the significant reasons why English language is included as a leasson in the curriculum 2013.

In Indonesia, English is a foreign language that is taught in every school from elementary to the university level. Based on curriculum 2013, students of Junior High School should master four skills as states in standart competence, namely speaking, reading, writting, and listening. Speaking becomes one of the most important aspects in learning and getting information. Brown (2001) states that speaking is an inteactive process of constructing meaning that involves producing, receiving and processing information. Based on the definiton, it can be said that the poeple can give the ideas and exchange the information with others through interactive process.

Based on curriculum 2013, the eight grade of Junior High School are expected to be able to express meaning in simple transactional and interpersonal conversation to intact with the immediate environment. In fact, based on the preliminary observation in eight grade of SMP Negeri 4 Pematang Siantar, the researcher found that many students had low score in speaking skill. There are fourty students in the class, there were 40% of the students had got 1-69, 10% of

the students got 70-790, 30% of the studentrs got 80-89, and 20% of the students got 90-100. It indicates that most of them had low motivates to speak English and their speaking skill was also poor. It means that the students can't fulfill the curriculum expectation.

The researcher found some problems that make some students had low score in speaking skill. The first problem was related to the students. There were many students that are not confident to use English. For instance, when the teacher asks them to come forward to have a conversation with friends and act the dialogue, they refuse it. They were too shy and felt worry if their friends would laugh at them.

The second problem is related to the material, the students rarely practice speaking, because the teacher did not teach speaking in the same portion as the other language skills. There are not enough speaking materials which are ready for classroom use. Based on curriculum 2013, the students should develop the four language skills in a balance, but the materials in a course book "*When English Ring a Bell*" (2013) which use in grade eighth of SMP Negeri 4 Pematang Siantar focus more on writtingand reading. Whereas, there are some conversation texts that can be used as speaking materials but the instructions do not ask the students to do a task which can make them practice using English in speaking. Most lesson of English are carried out through teacher-centered approaches (Nunan, 2004). Where the conversation read by the teacher and followed by the students by seeing the conversation. It does not practice by students,the students only follow the teacher by read the conversation.

The other problem is the material in When English 'Ring a Bell' (2013) did not completely fulfil the students' needs. The materials already use local content and familiar for students but it's still simple, there are not many explanation in each material so that students just get little knowledge from it.Schoenbach, et al 2012:39). The topic should relate to their daily life to make the students easily to represent it into their daily activities.

The student need interesting activities, tasks and material to stimulate them in learning speaking. Language learning materials that can function properly Are those that are presented in the form of tasks. Ellis (2003 in Nunan, 2004: 3-4) states that a task is intended to result in language use that is similar to the way language is used in the real world, in real everyday life situation. It will be more active and enjoyable if the teacher use task speaking material and activity based on task based learning. The task instructs the students to do and complete their task. Every task has a clear purpose and contains what trhe teacher and students must do.

Kesda (2012) found that task based learning activities supported language learning and speaking of the students in the classroom. The variet activities in speaking material for the students were helpful and encouraging. Ruso (2007) also found that task-based learning was helpful in students' motivation and learning. It was encouraged the students's practice opportunities of the target language receptivity in the elssons as a result of presenting various tasks. Based on the findings, it is important to develop a speaking material based on task based learning. Therefore, the research will be focused on developing speaking material

based on task-based learning for the eighth grade students in SMP Negeri 4 Pematang Siantar.

A. Identification of the Study

Based on the background state above, the problem of this research can be identified as : Development English speaking materials based on task-based learning for eighth grade students of SMP Negeri 4 Pematang Siantar.

B. The Objective of the Study

The objective of this study was aimed at :

1. To develop English speaking material in based on task-based learning for the eDighth grade students of SMP Negeri 4 Pematang Siantar.

2. To create more efficient English speaking material for eighth grade students of SMP Negeri 4 Pematang Siantar.

3. To developing students' speaking ability through developing english speaking based on task-based learning.

C. The Scope and Limitation

Based on the background of the study, this research focused on the development of speaking materials based on task-based learning that limited in transactional, interpersonal and short functional oral text in the text book "*When English Rings a Bell*" curriculum 2013.

D. Formulation of the study

Based on the background of the research, identification of the problem and limitation of the problem, the problem was formulated as "How was the speaking materials developed based on task-based learning for eighth grade students of SMP Negeri 4 Pematang Siantar.

E. The Significance of Study

Finding of researcher were expected to be useful theoretically and practically. Theoretically, this research was hoped be useful in the afford to develop the science, especially in the development of theories of task-based.

The findings of this research were useful for:

1. English teacher, this research can be used as a supplementary materials for teaching and learning process of speaking.
2. Students, the materials can be used for practice in developing their speaking ability.
3. Other researcher, as a reference for conducting for conducting research in relation to materials development.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, there are some theories needed to explain some concept in the research concern. The following is considered important to be discussed for clarifying the concept used or will be discussed, so that the reader can get the point clearly.

1. Speaking

A. Speaking Skill

Nunan (1991) states that speaking skill is an essential process for learning English. Performance through speaking is an indicator of success in careers. Of the four language skills (listening, speaking, reading, and writting), speaking seems intuitively the most important. People who knows a language are reffered to as speakers of that language, as if speaking included all othe types of skills. If not most foreigh language learners are primarily interestes in learning to speak.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The speaking skill, when it is mastered, helps individuals promote their feeling of self esteem and realixation as thet feel happy when they realize that their message have gone through . The speaking skill is also considered the most important tool to get information and knowledge. How often our students like and tend to the lecture or teacher who

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speaks fluently and accurately with his/her students. Speaking, perhaps, is the most important language skill because from which skills such as dialogues, lecturing, presentation, radio talks, TV programm erupt. Thus, if language is tool of expressing all purpose, the speaking skill is concerned with all these purposes such as expressing feelings, sensation, ideas, and beliefs. This skill is so important that we do many of our actions thought it. It is true that most language activities are done orally. It can be inferred that speaking is expressing ideas, opinitons, or feelings to others by using words and sound of articulation in order to inform, to persuade, and to entertain that can be laernt by using some teaching and learning methodologies.

B. Types of Speaking Performance

Brown (2004:271) describes six categories of sepaking skill area. Those six categories are as follows :

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronounciation. The teacher uses drilling in the teaching lerning process. The reason is by using drilling , students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspect of language. It is usually places students doing the task in pair (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and test comprehensive, but at the somewhat limited level of very short conversation, standart getting and small talk, simple request and comments.

4. Transactional (dialogue)

It is carries out for the purpose of conveying of exchanging specific information. For example here is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaing social relationship than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

2. Speaking Materials in Curriculum 2013

A. The Learning Process

In curriculum 2013, the learning process are observing, questioning, exploring, analyzing, communicating.

1. Observing activities

Students read/observe/listen to develop patience, sincerity, to differentiate general and specific information/feature/character, think analytically, critically, deductive, and comprehensive. In history, they observe historical account(s) or text, document, artifacts (physical, cultural, social).

2. Questioning Activities

Students ask questions from what is observed, to develop ability to formulate questions, creativity, curiosity, and critical minds. They formulate questions concerning an historical account.

3. Exploring Avtivities

Students explore or collect information through experiment, read from other sources of information, observe from environment, interview human resources to develop sincerity, honesty, respect other opinions, communication skills, ways to determine valid resources, work cooperatively and collaboratively.

4. Analyzing activities

Students analyze information available from exploring activities to develop honesty, discipline, rule obedient attitudes, hardworking, skills in applying scientific procedures, analytical thinking, In history, students reconstruct information collected from data collection activity and make their own history account.

5.   Communicating Activities

Students communicate the result of analysis they made, to develop honesty, sincerity, systematic thinking, the use of proper terms and language. In history, they communicate what they have constructed as their own history in analyzing activity that may take the format of writing historical account, video, photos, or other communication formats.

B.   The Problem of Speaking

The problem of speaking There are some characteristics can make speaking difficult. As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1.   Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2.   Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

3.   Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5. Colloquial language

Make sure your students reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

3. The Speaking Assesment

Assess the students' speaking abilities is neccesary and the teacher should have the criteria. In generally, assessing speaking assesment include grammar, pronounciation, fluency, contents, organization and vocabulary.

1. Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication.

3. Pronounciation

Pronounciation is the way the students produce clearer language when they speak.

4. Fluency

Fluency in speaking is the aim of many language learners. It is the ability to speak fluently and accurately.

4. Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching.Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

What is meant by "teaching speaking" is to teach EFL learners to:

a. Produce the English speech sounds and sound patterns.

b. Use word and sentence stress, intonation patterns and therhythm of the second language.

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

The material to be developed is about speaking skill. there are several explanations for developing this speaking ability. Include, Goals and Techniques for Teaching Speaking, Strategies for Developing SpeakingSkills, developing speaking skill.

A. Principles for Teaching Speaking

According to Nunan (2003), there are some principles for teaching speaking. Some of which are described below:

1. Give students practice with both fluency and accuracy At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work To improve students" speaking, they should be given enough opportunities to speak in class.. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learnersget to speak in the target languageduring lesson." In this way, the

students will get chance to interact and practice the language with other students.

B. Goals and Techniques for Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

1. *Language input* comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

a. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic.

b. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence).

2. In *communicative output*, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

C. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

1. Using minimal responses

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

2. Recognizing Script

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and

other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them.

5. Task Based Learning

Richard (1986) states that language teaching and learning are changing from teacher-centred to learner-centered instruction. The use of variety of different kinds of tasks in language teaching is said to promote languag learning more communicative language ability. Nunan (2002) states that many countries in Asia-Pacific region revealed that task based teaching was an effective.

Task Based is a different way to teach language. It can help the student by placing her in a situation like in real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage getting the student to use her skill at her current level. To help develop language

through its use. It has the advantage of getting the focus of the student toward achieving a goal where language become a tool, making the use of language a necessity. One clear purpose of choosing. TBL is to increase learner activity. TBL is concerned with learner and not teacher activity. Produce and supply different tasks will give the learner the opportunity to experiment spontaneously, individually, and originally with the foreigh language. Each task will provide the learner with new proposal experience with the foreigh language and at this point teh teacher has a very important part to play.

A. **The Principles of Task-Based Learning**

According to Nunan (2004), there are seven principles for task based language teaching as follows.

1. Scaffolding

Lesson and materials should provide supporting frameworks within which the learning takes place.

2. Task Dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3. Recycling

Recycling language maximizes opportunities for learning and activates the 'organic' learning principles.

4. Active Learning

Learners learn best by actively using the language they are learning.

5. Integration

Learners should be taught in ways that make clear the relationships between linguisitic form, communicative function and semantic meaning.

6. Reproduction to creation

Learner should be encouraged to move from reproductive to creative language use.

B. The component of Tasks

Task are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome "As defined by Willis, Nunan (2004) presents a graphic guideline tha indicates of goals, input, activities, teacher role, student role and setting as shown in figure 2.1

Goal				Teacher Role
Input	→	TASKS	←	Students Role
Activities				Settings
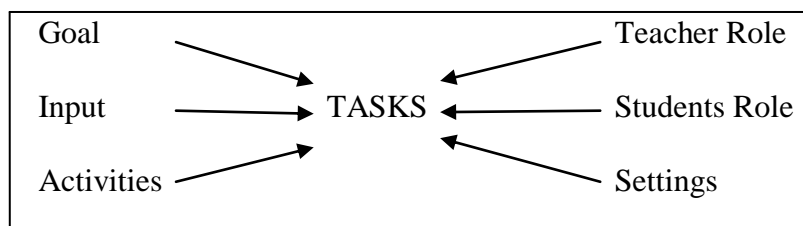
1. Goal refer to the general intention for learning the task. They may related to a range of general outcomes (communicative, affective, or cognitive) of directly describe teacher or learner behavior.

2. Input refers to the data forms the point of the departure for the task.

3. Activities indicate what students will actually perform with the input, what learners will actually do with the input that forms the point of departure for the learning task. Procedure should mirror communicative performance in the real world situation so that learners can apply them in real life.

4. Teacher's role and student's role refer to the social and interpersonal relationship between the students and teacher in tasks.

C. The Types of Tasks

Richard (2001 : 162) proposes the following typology of pedagogical tasks:

1. Jigsaw tasks

These tasks involve learners in combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of story and have to piece the story together

2. Information-gap tasks

There are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information.

3. Problem-solving tasks

Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

D. The Speaking Tasks

Ellis (2003) in Kesda (2012) devides the process in task-based learning framework in three phases, pre-task, during task, and post-task. The three phases were collaborated with the learning process in curriculum 2013, Exploration, Elaboration, and Confirmation. The process of speaking task presented in the table below.

Table 2.1. Process of speaking task

No	Phases of Task-Based Learning	Learning Process of Curriculum 2013
1	Pre-task	Observation
2	During-task	Exploring and questioning
3	Post-task	Communicating

The following farmework explained the process of task based learning

Pre Task: introducing to subject and task

During Task : working with and using the target language

Post Task: follow up the task based learning. The students practice the language in the classroom.
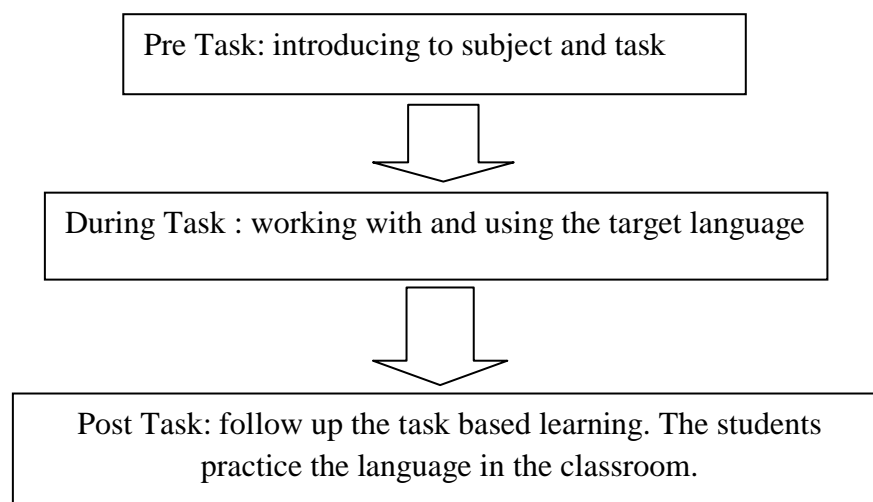
Figure 2.1 above the framework of the Task-Based Learning Process

1. Pre Task of Speaking

The pre task refers to explanation actrivities. It is prepare the students for the task. The teacher introduces the topic and task by using picture, posters, and demonstration.

2. During the task of Speaking

It is refers to elaboration activities that are used in the learning process like pair work, exercise like information gap activities gradual increase in the importance of planning, report, presentation.In this task stage the students complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps to correct the completed tasks in oral or written form. One of the pairs performs their dialogue in front of the class and once the task has been complete the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own dialogue.

3. Post Task of Speaking

Post task refers to confirmation activity. It involves procedures to follow up the task performance. The students select, identify and classify common words and phrases. The students practice the language and phrases in the classroom.

6. The Advantage and Disanvantage of Tased-Based Learning

A. Advantage of Task-Based Learning :

a. Task-Based learning is useful for moving the focus of the learning process from the teacher to the student.

b. It gives the student a different way of understanding language as a tool instead of as a specific goal.

c. It can bring teaching from abstract knowledge to real world application.

d. A task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs.

e. Task based learning gives language learners opportunity to learn vocabulary.

f. Provides essential conditions for language learning.Task based language learning encourages learners to use language purposefully and in cooperation.

g. Maximises scope for communication: Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task.

B.Disadvantage of Task-Based Learning

There are some disadvantage accordinf Broadly (2006) :

a. There is no acquicition or new grammar or vocabulary features

b. Everything is left to the teacher

c. Not all students are or will be motivated by Task-Based Learning

d. Some students need more guidance and will not or cannot 'notice' language form (grammar) or other elements of accuracy.

7. English Learning Material

Tomlinson (1998 : 2) defines material as anything which can be used by the teacher or learners to increase the learners' knowledge and/or experience of the language. They could be cassettes, videos,CD-room, dictionaries, newspaper, grammar book, etc. He also adds that material must provide exposure to authentic use of English through spoken and written texts with the potential engage the lerners cognitively and effectively. By helping learners to notice authentic language, they are expose to facilitate and accelerate language acquisition.

The teacher uses materials as a devise which is help the teacher for preparing task, managing class, and guiding the strudents in learning process to achieve the goal learning. Teacher can develop their own materials for their students which reflect the learners' nees as well as the teacher. Methodological practices. Makes changes to materials in order to improve them or make them more suitable for a particular type or learner. Adaptation can include reducing, adding, omitting, modifying and suplementing. Most teacher adapt materials every time they use a textbook in order to maximes the value of the book for their particular learners.

Richards (2001 : 51) states that teacher can select the text and practices that are correlated with the students' life or needs, garde and organize it to be appropriate with the level of the students. Procedures used to collect information about learners' need are known as need analysis criteria of a Good Material.

Criteria of good materials are proposed by Hutchinson and Waters (1987 : 107) as a guideline in writting the materials.

a. Material provide a stimulus to learning. To encourage the larners to learn. Good material will contai enjoyable activities, oppurtunities for learners to use their existing knowledge and skills.

b. Materials help to organize the teaching leartning process by providing easily understandable knowledge of language to be learnt. Good material should provide a clear and coherent unit structure which will guide teacher and learners through various activities in such a way as to maximize the chances of learning.

c. Material embody a view of the nature of language and learning. The materials should reflect the writer think about what language learning consist of.

d. Material reflect nature or learning task. Material should try to create a balances outlook which both reflect to complexity of the task, yet makes it appear manageable.

8. Material Development

Tomlinson (2001:66) notes that materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedure of the design, implemention and evaluation of language teaching materials. As an undertaking it involves the production , evaluation and adaptation of language teaching materials, by teacher for their own classroom and by materials writers for sale and distribution. These are some principlrd that

Tomlinson summarizes of what he thinks many Second Language Acquisition researcher would agree to be the basic principles of Second Language Acquisition relevant to the materials development for the teaching of language. These principles are briefly outlined in this section :

a. Material should achieve impact; attract students' curiousity, interest, and attention.

b. Materials should help learners to feel at case; for instance presenting illustration rather than a text only

c. Materials should help learners to develop confidence; materials are not too difficult.

d. Materials shouls be relevant and useful in their field or study

e. Materials should require and facilitate learners self-investment

f. Materials should provide the learners with opportunities to use the target.

g. Material should Provide opportunities for outcome feedback

h. Material shoul Stimulate intellectual, aesthetic and emotional involvement

Based on Tomlinson's summary above, it is needes to develop the English speaking material for expressing attention by providing them a relevant material.It will help the learners to be interested in expressing attention and master the skill in speaking/interaction.

Developing materials for ELT (English Language Teaching) has some adventages compared with using the commercial course books. Richards

(2001:261) coins four adventages of developing materials which are presented as follows :

A. Relevance : The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns.

B. Develop expertise : Developing materials benefit the other staffs language course to improve their expertise, giving them a greater understanding of the characteristic of effective materials.

C. Reputation : It will show the commitment to the language teaching because of providing relevant, specialized, and contextualized materials for the students.

D. Flexibility : The produced material can be revised or adapted as needed, giving them greater flexibility than a course book.

However, materials development is, in short, about putting teaching principles into practice. The products of materials development are clearly influenced by the beliefs and understanding about the teaching and the learning. Material development refer to all the processes made use of by practioners who produce and use material for language learning, including, their adaptation, design, priduction and research. Ideally, all of these processes should be given consideration and should interact in the making of language learning.

A. Material Design

According to Nunan (1991), the way materials are organizes and presented as well as the types of the contents and the activities helps to facilitate students'

view of the target language. One of used material writting model was proposed by Jolly and Bolitho (in Tomlinson : 1998).

a. Identification of need for materials

In the step, the amrial developer identifies the students's need the problem that must be solved.

b. Explanation of need

In the second step, material developer needs to explore the area of problem in the case of language forms and function. The material developer has to think how the material can help students in their learning process.

c. Contextual realization of material

The third step in preparing the contextual realization of the materials. The materials should be suitable with the culture, needs, and students's daily knowledge or activity.

d. Pedagogical realization of material

The fourth step, pedagogical realization involves the use of instruction and appropriate exercise and activities to enable the achievement of the goals using materials that have been identified and selected.

e. Production of material

The physical production of the material in the form of course books including content of speaking material, the layout, visual, and size of the books.

f. Students' use of material

g. The next step in optional, it can be do or not. The materials are used by the students in the classroom followed by the assignment given to be done at home or outside classroom. It is to know the impression of the students.

h. Evaluation of the material

i. In the last step is the evaluation. There are two kinds of evaluation, expert judgement and try out. The expert will be evaluated the materiat that is developed. In try out, the materials will be used in the teaching and learning process. Students give comments and difficulties in the use of material. In thhis step, the material developer needs to know whether the goal of learning that have been determined.

B. Basic Principle of Teaching Materials Development

It has been mentioned in the previous section that the purpose of the English language teaching materials is to facilitate teachers and students in the learning process. To achieve these objective Tomlinson (1998) promotes the element. There are eleven basic principles second language acquisition relevant to developing a material.

Teaching material prepared should :

1. Have a positive impact

2. Makes students feel comfortable

3. Help students develop confidence

4. The students is seen as something relevant and useful

5. The students willing to strive for benefit

6. Correspond to preparedness or provision that has been owned by the students.

7. Contains language features that should be a concern of students.

B. Relevant Studies

To support the research, there were researchers who had done research studies related to the topic. Based on Kesda (2012) found that Task-Based Learning activities supported language learning and speaking of the students in the classroom. The variety activities in speaking material for the students were helpful and encouraging. The students could speak and interact in English. He also added that in task based learning, group or pair activities are appropriate for learning the targets language because these activities helped students in brainstroming while doing task based activities with their partners ofr group discuss and the students had plentiful opportunities to express their opinions and ideas that were given in the designed task-based learning activities.

Ruso (2007) found that Task-Based Learning was helpful in students motivation and learning. It encourage the students practice opportunities of the atrget language receptivity in the lessons as a result of presenting various tasks and emphasized that students do not like their teachers talking too much. They did not want to be passive while the teacher dominated the class activity or teacher centered classroom. The students admitted that their teacher has presented various tasks in class and an enjoyable classroom atmosphere has developed as a result of the tasks, and the nature of this enyoable classroom learning situation has affected their learning.

C. Conceptual Framework

Speaking is productive skill that is important and need to master by the students, especially Junior High School students. Providing a good material through task-based learning can help students to improve their English profiency especially in speaking skill. The material should represent the students' need. So that they will enjoy the teaching learning activities. Based on the theories, the bases of the researcher to develop the materials is the procedure in developing the materials themselves. The researcher needs to understand and comprehend the curriculum and the theories of developing the materials. The theories of developing materials and gathering information and data through analysis of students' need and interests are used as a basis in developing speaking materials, and designing the tasks and activities.

The students will enjoy the teaching learning activities by providing appropriate materials and activities. The developing materials are designed to provide knowledge and activities to the students to improve their speaking abilities. Language learning material that can function properly are the materials which are presented in the form of tasks clear instruction. The tasks are stimulating if they are related to the real life situations. The students work to complete the task and at the same time they actually also develop their speaking ability.

In this research the English speaking materials were developed for eighth grade students of SMP Negeri 4 Pematang Siantar based on Task-Based Learning

and hopefully this research can support students' needs and motivate them in learning English competency and speaking skill by using the appropriate materials which was suitable with the students' need.

The conceptual framework of English speaking material through task-based learning development was presented in a diagram of conceptual framework as follows:

```
        ┌─────────────────┐
        │    Syllabus     │
        └─────────────────┘
                 ⇓
  ┌────────────────────────────────┐
  │ Gathering information and data │
  │                                │
  │   (Need Analysis of students   │
  │   and interview of English     │
  │           teacher)             │
  └────────────────────────────────┘
                 ⇓
  ┌────────────────────────────────┐
  │ Developing English Speaking    │
  │ Materials Through Task-Based   │
  │          Learning              │
  └────────────────────────────────┘
                 ⇓
  ┌────────────────────────────────┐
  │            R & D               │
  │ (Research & Development (Borg   │
  │      & Gall ; 2003)            │
  └────────────────────────────────┘
                 ⇓
  ┌────────────────────────────────┐
  │ English Speaking Materials     │
  │ Through Task-Based Learning    │
  │ for Eighth Grade of Junior     │
  │ High School                    │
  │ (for example: (asking and      │
  │ giving attention, commanding   │
  │ and prohibiting, simple        │
  │ present tense, and comperative │
  │ and superlative degree)        │
  └────────────────────────────────┘
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Figure 2.2 Diagram of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was conducted by using the Research and Development (R & D) is using the Research and Development (R & D). Educational R & D is a development model in which the findings of research are used to design new products and procedures, which are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standard Borg & Gall (2003 : 569). Borg and Gall (2003 : 572) states that if you plant to do and R & D project that involves a limited amount of original intructional design. So, in this research, the ten stages of R & Dwere simplified into six stages below :

1. Gathering information and data

2. Analyzing data

3. Designing new materials

4. Validating new materials by expert

5. Revising reading materials

6. Final product

B. Subject of Research

The subject of this research were a English teacher of SMP Negeri 4 Pematang Siantar and38 students of eighth grade students in SMP Negeri 4 Pematang Siantar.

C. The Instrument of Data Collection

The data of this research were collected by using questionnaires, interviews and documents. Interview, questionnaire and the documents were administered to gather information about students' needs, problems and interesting in learning English, especially speaking materials, and to find out the appropriate speaking materials to the eighth grade of SMP Negeri 4 Pematang Siantar.

1. Questionnaire

This questionnaire was administered to the students to gather data about students' needs in terms of their necessities, lacks and wants, the questionnaire was developed based on the theory proposed by Hutchinson and Waters (1986: 55). The questionnaire helped to develop suitable English speaking materials.From the questionnaire the writer got data about the students' need of English, the themes of then conversation that the students need, the existing materials, the students' expectation of the task which was used in the teaching and learning process.

2. Interview

The interview techniques was administered to the English teacher to gather data about the existing materials including the textbook and the examples of conversation, and students difficulties in pronouncing the conversations , and the teachers' idea about the suitable of English speaking materials for the students of

SMP Negeri 4 Pematang Siantar. It was done to support the data from the questionnaire.

3. Documents

The documents used in this research were the existing textbook used from the grade eight of SMP Negeri 4 Pematang Siantar, and the syllabus as that function as the tools to collect the data.

D. Techniques of Data Analysis

The data of this study were students' need analysis and existing materials. The data were analyzed to get the solution of students' problem and to find the appropriate speaking materials based on students' need. Later, this data were used to develop new speaking materials. The data were analyzed through these following steps:

1. Analyzing students' need as data of study which was taken from interview and questionnaire. From the data, the appropriate speaking materials were found in order to enchance their speaking skill.

2. Matching the existing materials to core competence and basec competence of curriculum and analysing the appropriateness to the students' needs.

3. Developing materials based on needs analysis, core competence and basec competence.

E. Research Procedure

Drog and Gall (2003 : 572) states that if you plant to do and R & D project for a thesis or dissertation, it is best to undertake a small-scale project that

involves a limited amount of orig   inal intructional design. So, in this research, the ten stages of R & D were simplified into six stages below:

1. Gathering information from eighth grade students at SMP Negeri 4 Pematang Siantar about the learning activity and environment and the data taken from questionnaire, interview, and documentation.

2. Analyzing the students needs and existing materials based on the data and information.

3. Designing speaking materials through task-based learning based on the students' needs.

4. Evaluating or validating new material by expert. There is one expert or validator in this case. She is a English teacher in SMP Negeri 4 Pematang Siantar. The English teacher helped to check the information in conversation to avoid misleading and also checked the language function, grammar and vocabulary in each task. This way was used to see whether the materials created by the writer and had completely covered the students' need and were appropriate for the students level.

5. Revising Speaking material through Task-Based learning based on expert's suggestion.

6. Revising-developing speaking materials based on Task-Based Learning (final products).

The figure of developing speaking materials based on task-based learning:

```
┌─────────────────────────┐
│ Gathering infromation and│
│          data           │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Analysing the data    │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   Designing speaking     │
│  materials based on Task-│
│     Based Learning       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   Validating speaking    │
│  materials based on Task-│
│  Based Learning by expert│
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Speaking materials based│
│  on Task-Based Learning  │
│      (Final Product)     │
└─────────────────────────┘
```
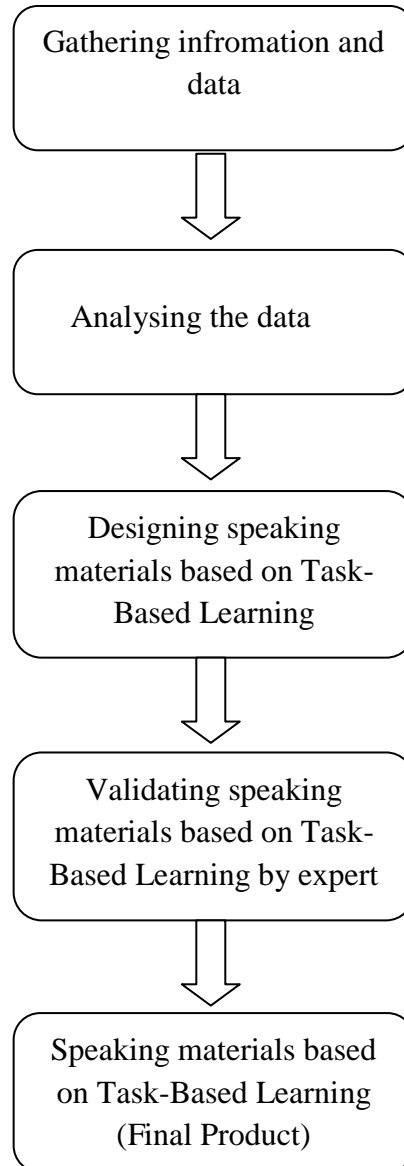
Figure 3.1 Speaking materials Based on Task-Based Development Procedure

CHAPTER IV

DATA ANALYSIS AND MATERIALS DEVELOPMENT

The speaking materials were developed by using Borg & Gall's Theory that consist of six phases; 1) Gathering information and data, 2) Analyzing data, 3) Designing new materials, 4) Validating new materials by expert, 5) Revising materials, and the last 6) Designing final products (English Speaking materials).

A. Data Collection

Data collection was the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. Datacollection enables a person or organization to answer relevant questions, evaluate outcomes and make predictions about future probabilities and trends. The data in this research was collected by three techniques, yaitu questionnaire, interview, document.

1. Gathering information and Data

The first stage in developing appropriate English speaking materials of eighth grade of Junior High School was gathering data. The data in this study was gathering by using some instructions, namely : documents, questionnaire, and interview.

a. Questionnaire

This questionnaire was administered to the students to gather data about students' needs in terms of their necessities, lacks and wants, the questionnaire was developed based on the theory proposed by Hutchinson and Waters (1986).

The questionnaire helped to develop suitable English speaking materials.From the questionnaire the writer got data about the students' need of English, the themes of then conversation that the students need, the existing materials, the students' expectation of the task which was used in the teaching and learning process. For further information it can be seen in Appendix A.

b. Interview

The interview techniques was administered to the English teacher to gather data about the existing materials including the textbook and the examples of conversation, and students difficulties in pronouncing the conversations , and the teachers' idea about the suitable of English speaking materials for the students of SMP Negeri 4 Pematang Siantar. It was done to support the data from the questionnaire. It can be seen in Appendix B.

c. Documents

The document was administered to gather data, such as : syllabus, lesson plan (Appendix E) and existing materials including the students textbook given by Educational goverment and the transactional, interpersonal and short functional oral text in the textbook. English speaking materials , and relevant studies about materials development also gathered. All of this data were gathered to find out the problem of the research or as the preliminary data of the research.

After administrating the documents, the researcher conducted the need analysis. It was done by administrating the questionnaire to the students and the

teacher.The writer conducted the need analysis before developing the material. The purpose of conducting need analysis was to get information about the target needs and the learning needs. Interview the teacher to gather more detail data about the needs of eighth grade students of SMP Negeri 4 Pematang Siantar, so that the appropriate English speaking materials could be identified. The result will be discussed in the next stage (Appendix D).

B. Data Analysis

The main data in this study were the existing materials and the students' needs. The existing materials were match to the students' need to identify whether the existing materials fitted to the students' need or not. After that the analysis of the students ' needs became the guidance for the researcher in developing appropriate English speaking materials based on Task-Based Learning.

The data analysis was conducted on Februari 12th, 2018. The writer distributed questionnaire for 38 students in class 8-5 of SMP Negeri 4 Pematang Siantar . The questionnaire consists of 18 questions which aim to get information about the target needs and the learning needs. The complete need analysis questionnaire can be seen on Appendix C.

In order to identify the needs of eighth grade students in SMP Negeri 4 Pematang Siantar, the reseacrher administrated the questionnaire to the students and the interview to the English teacher (Appendix D).

1. **Questionnaire Analysis**

There were 18 questions that were answered by the students. It contented the target need (students' background, goal, necessities, lack and want), and learning need (input, procedure, setting). All of the view can be seen in Appendix C.

a. **Target Need**

Target need was defined as learners' view about the target situation (Hutchinson & Water, 1987). There were three aspect in analyzing the target needs; necessities, lack and wants of the students.

The target needs presented in the table below.

Table 4.1. The target Needs of the Students

Aspect of the Questions	The purpose of the Questions
Necessities	To find the students' requirements related to the materials.
Wants	To find the students' wants related to the materials.
Lacks	To find the students'lacks related to the material.

Morever, in order to know the target of learning the goal of the students also needed to find out. The results will explain clearly in the following paragraph.

1. Background of the Students

The background of the students is also important thing to know before knowing the target needs and learning needs of the students.

Table 4.2 Students' background

Questions	Items	N	F	P
When did you learn English for the first time?	a.Kindergarten	38	2	5,26%
	b.Elementary school	38	36	95%
	c.Junior High School	38	0%	0%
	d.Senior High School	38	0%	0%
Have you ever got another English course outside the school	a.Yes, I have	38	7	18,42%
	b.no, I have not	38	31	81,58%

By seeing the table above the most of the students got English lesson since they were elementary school while the other students started to learn English when they were in the kindergarten level. Futhermore, the number of students who do not take English course in higher that took the English course than who take English course.

2. Goal

Goals are used to find out the students' reasons in learning English. The goals of the most students studied English was to communicating with foreign

people. While the other, they studied English was to communicating in daily activities. The result can be seen in the following table.

Table 4.3 Students' goal

Questions	Items	N	F	P
The use of study English in the future is?	a.Communicating in daily activities	38	13	34,21%
	b.communicating with colleagues	38	3	8%
	c.Communicating with foreign people	38	22	58%

3. Necessities

Necessities belong to what the learners have to know in order to function effectively in the target situation. The following table presented about the demand of the target situation of eighth grade of SMP Negeri 4 Pematang Siantar, from all the total of the students chose teachers' ecplanation using texts from the textbook.

While the other choise teacher explanation using text and kind of media (video, picture, audio). But at the school do not provided in focus so media could not used in learning process. Ang the topic that students like when they are studying English is holiday. The following table is the persentage.

Table 4.4 Students' necessities

Questions	Items	N	F	P
How do you want English speaking skill to be taught?	a.Teachers' explanation using texts from the text book	38	17	45%
	b.Teachers explanation	38	11	29

	using texts and kinds of media (picture,video,audio)			
	c.Direct practice with the teacher	38	8	21,05%
	d.Direct practice with friends	38	2	5,26%
What are the topics that you like if you are studying English?	a.holiday	38	17	45%
	b.education	38	4	10%
	c.history	38	2	5,26%
	d.animal	38	10	26,31%

Lack is the gap between the students' existing knowledge and agreed objectives they have to achieve (Hutchinson & Water, 1987). From the following table the students said that they cannot speak English, they other said they can speak english but a little and the rest of them said they can speak English. And than there was some reason why the students had problem in speaking. The most problem were difficult in vocabulary, they lack of vocabularies in English. The other problem were about grammar. They were so difficult to pronounce the wor well and the rest of them were faced difficultty in understood the grammatical in English. Look at the persentage of the table below.

Table 4.5 Students' Lack

Questions	Items	N	F	P
Can you speak English	a.Yes, I can	38	8	12,5%
	b.No, I can't	38	20	65%
	c.a little	38	10	30%
The difficulties that you usually face in speaking	a.vocabulary	38	24	63,15%
	b.grammar	38	5	13,15%

English are?	c.pronounciation	38	9	24%

From the persentage of lack, it can conclude that the most of the students can not speak English because they lack of vocabularies in daily life. So, they can be easy to understand and practice to speak English.

4. Wants

Wants related to what the learners' need from an ESP course. Wants refer to what the learners wish to learn. The students want during the lesson all of the students be active in all activities. And in the process of learning and teaching , the teacher must guide the students and correct the students' work. To make the students be active the task in the textbook should stimulate students to practice English. So that they can melatih their speaking skill.And the task that wanted by the students consist 12-15 in each unit. The following table explain about the Students' want.

Table 4.6 Students Wants

Questions	Items	N	F	P
What the message that you want during the learning process?	a. Be a passive students' in all activities	38	5	13,15%
	b.Be an active students in all activities	38	20	53%
	c. c.Be an obedient student in all activities	38	7	18,42&
	d.Be a creative student in all activities	38	6	16%
In the process of learning and teaching you prefer	a. Guide you and correct your work	38	25	66%

that the teacher plays the role as...	b.Walk around in the class and control the students	38	0	0%
	c.Walk around in the class and help the students doing task	38	9	24%
	d.Direct the students in front of the class	38	4	10,52%
how many task of the material in one unit?	a.12-15 tasks		7	76,31%
	b.15-18		2	5,26%
	c.more than 18 tasks		29	18,42%

b. Learning Need

1. Input

Input is the learning source that will be include in the development of material that will be written letter on. The writer needs to know what the most students like in speaking materials so students' achievement will improve.

Table 4.7 Students' Learning Input

Question	Items	N	F	P
Types of task / activities related to the speaking skills that you want is..	a.storytelling	38	7	18,42%
	b.dialogues	38	14	26,3%
	c.games	38	10	%
	d.discussion	38	2	5,26%
The activities which are related to the input that you want are...	a.Listening the recording	38	1	3%
	b.watching movie	38	10	26,3%
	c.reading text	38	16	42,10%
	d.Listening to the teacher	38	11	29%
In your opinion, the existence of picture in the materials is...	a.very helpful	38	35	92%
	b.no effect	38	3	8%
	c.not helpful	38	0	0%

Dialogues were the most chosen by the students to be written in the material letter on while the other chosen game and story telling to be input in speaking materials. It can conclude the input of material will be dialogues.

While the reading text is the dominant choice by the students. The other students chose watching movie and listening to the teacher. And the student think that existence of picture in materials is important and very helpful for them in speaking materials.

2. **Procedure**

Procedure is the activities which students want in process of learning English speaking that will be included in the speaking materials. The most of the students chose role play to help them to improve their speaking skill , while the other chose the activity to memorize the vocabulary and the rest chose information gaps. It can be concluded that role play will become the activity that will design in the materials to improve the speaking skill. And than, to help the students to improve their speaking skill, vocabularies are the important to be master.

Table 4.8 Type of Learning Activity

Questions	Items	N	F	P
Types of task or activities which are related to speaking skills that can improve the vocabulary mastery	a. Always read the dictionary	38	23	60%
	b. Fill in the blank after watching video	38	8	24%
	c.playing vocabulary games	38	6	16%
Kinds of activities that I want to improve my speaking skill?	a.role play	38	19	78%
	b.games	38	0	0%
	c.information gap	38	7	18,42 %
	d.memorizing vocabulary	38	12	
Task types of activities which are related to	a Repeat after the teacher	38	19	50%
	b. Imitate the native speaker	38	2	5,26%

speaking skills that can improve the pronounciation mastery	in the audio			
	c. Imitate the native speaker in the video	38	3	8%
	d. Read the pronounciation list in the text book	38	14	37%
Task types or activities which are related to the speaking skills that can improve the grammar mastery	a. Listening and understanding teacher's explanation	38	29	76,31 %
	b.Reading the materials which have been given in	38	9	24%

By seeing the table above the most students chose always read the dictionary to improve their vocabulary while the other chose fill in the blank after watching video. And the rest chose playing vocabulary game to improve their vocabulary. And then, for pronounciation task, repeating after the teacher can improve their pronounciation. For example repeat difficult words . and to improve their grammar student wish the type of the task is listening and understanding teacher's explanation.

3. **Setting**

Setting is the classroom arrangements specified or implied in the task, whether the task will do in the class or the other place and the way to do the task by individual, pair, or group.

Table 4.9 Setting

Questions	Items	N	F	P
What is your favorite place when studying English?	a.in the classroom	38	22	58%
	b.in the library	38	6	16%
	c.in the language laboratory	38	10	26,31 %
In the process of learning and teaching activities you prefer to work	a.indivudually	38	6	16%
	b.in pairs	38	7	18,42 %
	c.small group	38	18	47,36 %
	d.large group	38	7	18,42 %

The percentage of the table above showed that in the class as the students' favorite place when studying English. While to work the task, small group activity as the most chosen by the students and the place to do the task, they like to do in the class. So, the development materials had to be based on the setting that the students chose.

2. Interview Analysis

The researcher administered the interview to a English teacher in SMP Negeri 4 Pematang Siantar (Appendix B). It was conducted to support the result of the questionnaire analysis and also to get the accurate data. The teacher's responses to the questions given by the researcher was described in the following explanation.

The first question the researcher asked about how long the teacher had taught in SMP Negeri 4 Pematang Siantar. The teacher has taught in the school

about 20 years ago after she moved to the Pematang Siantar. The next question was about the textbook that used by the students in learning English. The textbook that students used from Educational Department with the tittle "*When English Ring a Bell*". Then the researcher asked about the students' anthusiastic when learning English in the class. The teacher answered some of the students were interested to learn English but some of them do not, because the students still lack of vocabulary.

The other question was about the biggest problem that the students face in English lesson. The teacher found the biggest problem was about vocabulary and grammar, they still lack of the both. The reseacrher asked the students' skill in speaking English. The teacher assumed that the students cannot English fluently, but some of the students can speak English a little and the most of them cannot speak English. And the solution to help the students to improve students' speaking skill was the teacher if entered the classroom to taught she always ask the students to mention the vocabularies of the object in the class. The next question was the researcher asked what speaking materials that the teacher taught were in line with students' need in daily life. The teacher tought based on the lesson plan. And the teacher feel that develop speaking materials based on students' need was needed. The last the teacher hoped that all the materials in eighth grade in Junior High School should developed so that can improve students' speaking skill. The detail explanation can be seen in Appendix D.

By analyzing the data taken including the questionnaire and interview administered to the English teacher and the students of Eighth grade Junior High

School. The researcher could identify that the existing speaking materials were not appropriate to the students in eighth grade of Junior High School. It caused the students become less motivation to speak English.

Thus, the result of need analysis were used by the researcher as guidance in developing appropriate English speaking materials based on Task-Based Learning for eighth grade of Junior High School. (Appendix C & D).

C. MATERIALS DEVELOPMENT

Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedure of the design, implemention and evaluation of language teaching materials. As an undertaking it involves the production , evaluation and adaptation of language teaching materials, by teacher for their own classroom and by materials writers for sale and distribution.

After analyzing the data has been known the appropriate material used by the students. The materials would be developed the materials to be developed were compiled according to the result of the data that has been collected.

In this research developing English speaking materials were done by several steps, namely; 1) existing the speaking materials, it was to know the materials had been material that already existed and studied by the students from the textbook (*When English Ring a Bell),* 2) Designing the new materials, 3) Validating the materials by the expert, 4) Revising the materials, the last 5) Final Product.

1. Existing the Materials

By administered the documents, and interview to the English teacher, the researcher identified the existing materials used by students of eighth grade in SMP Negeri 4 Pematang Siantar . The students used English textbook , namely "*When English Ring a Bell"*. The researcher identified that there was no specific English textbook given to the eighth grade student at SMP Negeri 4 Pematang Siantar.

After reading the textbook, the researcher found that English speaking materials in that textbook "*When English Ring a Bell"* was not relevant. The researcher found the English speaking materials in the textbook were less relevant. That's because less explanation about the materials and the lack of tasks that make students practice English.So the students difficult to understand the materials. Actually each material has followed the learning activities according to curriculum 2013, namely : observation, questionning, exploring, associating, communicating but the activity in each unit still too local and simple so that students do not have a broad knowledge. And every unit provided a little task and the task focus more writting and reading, so the student rarely to practice English.

It was supported by the results of the questionnaire administered to the 38 students of Eight grade of Junior High School. There were more explanation about the speaking materials. First, the researcher gave the questionnaire to the eight grade students and then the students fulfill the questionnaire by giving checklist whether the existing English speaking materials provided in the textbook is easy understanding and what are the materials stimulate the students to practice

English. The students responses to the existing English speaking material were analyzed, as mentioned below (Appendix F).

Table 4.1 Students' responses to the existing English Speaking Materials

No	English speaking materials	What are the materials provided in the textbook is easy to understand?		What are the materials stimulate you to practice English?	
		Easy	Difficult	Yes	No
1.	Asking and giving attention	7	31	5	33
2.	Commanding and prohibiting	4	34	5	33
3.	Simple present tense	6	32	6	32
4.	Comperative degree	3	35	3	35

From the data above we can see that all of the eighth grade students of Junior High school (38 students) difficult to understand about the material. For example the material "asking and giving attention" , there were thirty one student stated that the materials provided in the textbook is difficult to understand. And just seven students stated that the material in the textbook is easy to understand. Same as other material that many students stated that the materials provided in the textbook were difficult to understand. And the materials did not motivated the students to practice English. The existing of english speaking materials can be seen in Appendix F.

The speaking materials would be developed were:

a.   The Title

2.   The title for unit 1 is *"May I Have Your Attention, Please....."* It emphasizes the topic about asking attention of someone/ listener, and giving attention to someone, also checking understanding of someone.

3.   The title for unit 2 is *"Commanding and Prohibiting Someone to do Something"* It emphasizes the topic about intruck or ask someone to do something and not to do something.

4.   The title for unit 4 is *"What do You Usually Do?"* It emphasizes the topic about things are true general and tell about things that happen regularly.

5.   The title for unit 3 is *"Bigger Is Not Always Better!"* It emphasizes the topic about compare of two or more things like animals, peoples or something in around daily life.

b.   Input

There are four inputs for each unit. The inputs are the same as those in unit 1, they are: pictures, short dialogs, text, and videos.

c.   Language

The language was based on the syllabus. All of unit focus on language focuses on grammar ,vocabulary (alphabet) and pronounciation (sound).

d.   Activities

The steps of activities in all units are the same. The steps of the activities follow the learning process of curriculum 2013 that was combined with the

process task-based learning. The step are: observation activities (pre-task), questioning   activities (during task), exploring, associating (post-task), communicating. Each unit consist of 15 tasks.

e.   Media

The media that were used in each unit are pictures and videos.

2.   Designing New English Speaking Materials

After administering the needs analysis, the appropriate English speaking materials based on Task-Based Learning for eighth grade student of Junior High School were identified. The main point were the English speaking materials given detail explanation and provided tasks that motivated the students to practice English. It was done not only focus on reading and writting but also should focus on speaking so that the basic competence and core competence in syllabus could be achieved.

Design the materials, the researcher concluded that the English speaking materials should motivated the students to practice English in the class and their daily life. These are three unit were developed by selected English materials that can motivated to practice English in the textbook. In this development some original ideas of the researcher were included. The researcher design the layout of the text, added some picture and make the vocabularies to make English speaking materials would be more interesting and also the researcher developed some question in English speaking materials (Appendix G).
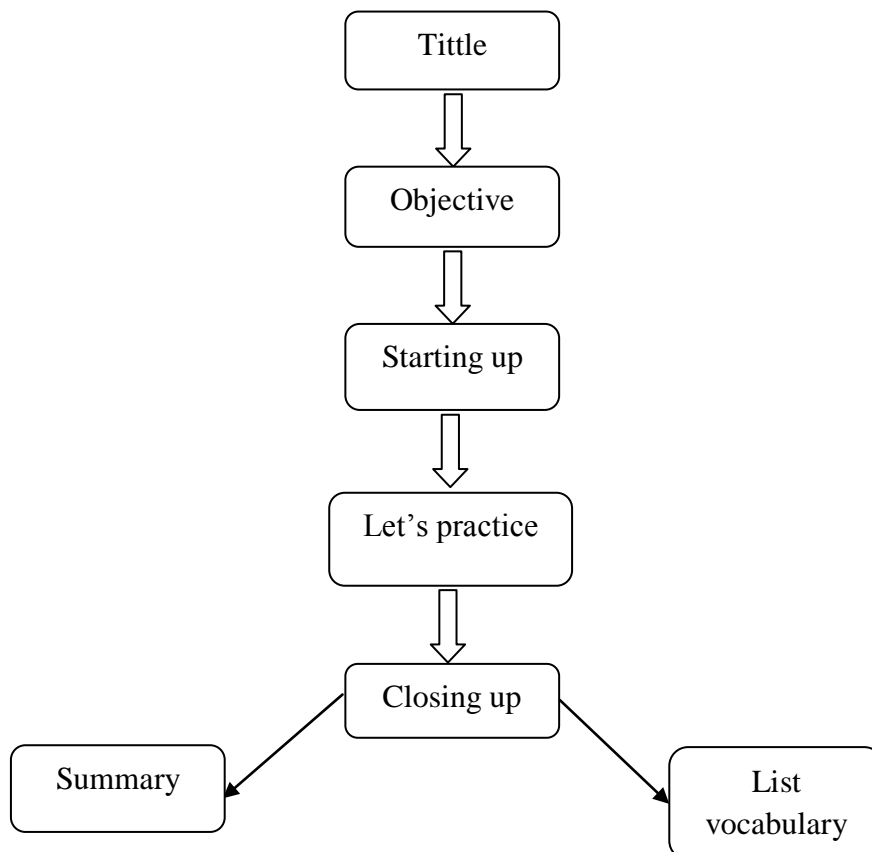
Table 4.11 Developing English Speaking Materials

No.	Existing English Speaking Materials	No.	Developed English Speaking Materials
1.	It's English time	1.	May I have you attention, please!
2.	Would you like to come	2.	Intructing and prohibiting someone to do something
3.	My uncle is a Zookeeper	3.	What do you usually do?
4.	Bigger is nor always better	4.	He is old but strong

As Hutchinson and Water (1987) say that goos materials shouls cover; input, language content, language focus and task. So, the structure of the course book wil be organized by combining those elements and the task framework. The task framework are consists of three main phase (Willis, 1996) :

a. Pre-task: introducing topic and task prepares learners to perform tasks in ways that promote acquistion. It can be done through: picture, brainstrom words, associated with the topic, they are useful to activate students' knowledge and direct the students to the task.

b. Task cycle : offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. There are three component of a task cycle:

c. Task: learners use whatever language they can master, working simultaneously, in pairs or small group to achieve goials of the task.

d. Post-task language focus: provies an opportunity for students to reflect on their task and encourages attention to from, in particular to problematic forms

which demonstrate when learners have accomplished the task.Then, the structure of the Eglish speaking materials are formulated as follows:

Figure 4.1 Course Book Structure for English Speaking Materials

```
                    ┌─────────────┐
                    │    Tittle   │
                    └─────────────┘
                           ⇓
                    ┌─────────────┐
                    │  Objective  │
                    └─────────────┘
                           ⇓
                    ┌─────────────┐
                    │ Starting up │
                    └─────────────┘
                           ⇓
                    ┌─────────────┐
                    │Let's practice│
                    └─────────────┘
                           ⇓
                    ┌─────────────┐
                    │  Closing up │
                    └─────────────┘
                   ↙               ↘
        ┌─────────────┐         ┌─────────────┐
        │   Summary   │         │    List     │
        └─────────────┘         │  vocabulary │
                                └─────────────┘
```

a. Tittle, it was a label of information that described in the content of materials.

b. Objective, it was goals that the student should achieved when using the speaking materials as source of learning. By describing the goals the students motivated in teaching and learning process.

c. Starting up, was played a number of role.It created a context of knowledge for the competence of the input. It also activated the students' minds and gets them thingking and it revealed what the students already know in terms of knowledge and content.

d. Let's practice, this section contains several tasks that need to be done by the students, the tasks were designed in order to help and case the students to promote their speaking skill.

e. Closing up (language focus and language reference), this section contains information about the language from that relate with the grammar and vocabulary language function and sentence contruction (Appendix G).

3. **Validating by the Expert**

After designed the new materials was developed, the materials were evaluated by the experts to know if it had been appropriate or not. It was an activity to validate the design. The evaluation was conducted by giving questionnaire to the expert. There was a expert who evaluate the new English speaking materials based on the Task-Based Learning, She is a English in SMP Negeri 4 Pematang Siantar. Her name is Juliana Simanungkalit, S.Pd. The experts determined whether it has been proper or not.

The questionnaire adapted from *Badan Standard Nasioal Pendidikan* and consist four aspect. They are content appropriateness., language appropriateness, and layout appropriateness (Appendix H).

a. **Product and content**

She categorizes the product and content were good enough. It was based on the basic competence and syllabus.

b. Process

She categorizes the process was good anough to used by the students in learning process. Caude included 5 learning process according curriculum 2013 namely : observation, questionning, exploring, associting and communicating.

c. Linguistic

She recommended to check the grammar and the decision in writting the speaking materials based on Task-Based Learning.

d. Layout

She categories the layout was good, it is interesting.

4. Revising the Materials

The new speaking materials based on task-based learning have been checked by the expert. That was a English teacher in SMP Negeri 4 Pematang Siantar. There are some suggestions and revision from the expert. The English teacher suggested to add the meaning of vocabulary and the picture in each of unit, spaced between words repaired and repair images and video so as not to blur burn video into a VCD (Appendix I).

Table 4.12 Revision of the product

Parts of the Unit	Points to be Revised	Revision
Unit 1	The blur on video in task 3 and picture in task 7	Changing picture into the good picture
	Label the pictures in each task	Labeling the pictures in each task
Unit 2	The blur picture in task 1 should be revised	
Unit 3	The blur picture in task 2 should be revised	Changing picture into the good picture
Unit 4	Video on task 2 is blur	Provide the better video

5. Final Product

The last step of this research was writting the final product of the materials. After validating and revising the materials, the researcher designed the final Product of the materials. The final product of the materials was the revised based on the suggestion from the expert. After the material validated by expert, the result showed that the materials are appropriate to be used by the eighth grade students of SMP Negeri 4 Pematang Siantar. It can be seen in Appendix J.

There were three speaking materials that developed appropriate with syllabus.There were some criterions in developing English Speaking Materials based on Task-Based Learning .It consisted of five option: 5(very good/very relevant), 4(good), 3 (fair). 2(poor), 1(very poor). The scores of each scale are presented below:

Table 4.13. The score of each scale

No	Categories	Interval	Score
1	Very good	$4,5 < X < 5$	5
2	Good	$3,25 < X < 4,5$	4
3	Fair	$2,5 < X < 3,25$	3
4	Poor	$1,75 < X < 2,5$	2
5	Very poor	$0 < X < 1,75$	1

Table 4.14 The Expert's Validation Score

No.	Items	The number of criteria	Maximum score	Score
1	Language	5	20	20
2	Content	6	30	26
3	Presentation	10	50	43
4	Layout	9	45	40
	Total	30	145	129
	Average	$117/30 = 4.3$ (good)		

The average score of the validation was 4,3 and it was categorized as relevant. It means that the materials were valid and appropriate to use for students of Eighth grade of Junior High School.

Finally, The final product called as *"Speaking Materials Based on Task-Based Learning for the Eighth students of Junior High School".(*Appendix J)

6. Discussion

This researcher was focused on developing English speaking materials based on Task-Based learning for eighth grade of Junior High School. The Borg & Gall's theory was used in this research.

The needs analysis was conducted during three weeks, it was 12 February-02 Maret 2018. The questionnaire were administered to the students and interview was administered to the teacher. There are 18 questions were distributed to 38 students and 10 questions belong to the teacher in interview section. Those were used to get the information about students' needs. The needs analysis is divided in two parts, those are target needs and learning needs.

Target needs are what the learners need to do in the target situation it was consisted the term of necessities, lack, and wants. The lacks, most of the students were weak i speaking skill because they were lack of vocabulary and pronounciation. In the term wants most of the students wanted English can help to communicate fluently by using English. Based on this result, the writer decided to make a topic in each unit more interesting and motivated the students to practice English.

The next part is learning needs. The students' learning needs were found in the items which are categorizes as input, procedure and setting.The need analysis result showed that the students preffered sialogue as the input of speaking, in term of procedure, role play was chosed as speaking activity. Futhermore to improve

their vocabulary, filling dialogue or monogue with the provided vocabulary. For pronounciation activity, repeating the teacher's is the most chosen.

After the need analysis had been conducted, the next step was formulating a course grid and writes the first draft of the speaking materials. The results of need analysis were used as a basis to develop the course grid. The speaking materials based on Task-Based learning contains of four units, those are : *May I have your attention, please! , Commanding and Prohibiting someone, What do you usually do? , He is old but strong.*Each unit consist of 5 learning process of curriculum 2013, namely : observation, questioning, exploring, associating, and communicating.

After the materials developed, the next step was expert judgment process. The materials were evaluated by a expert in the field. The expert is a English teacher in the school that used as a place of research. The criteria of expert judgment were based on the *BSNP* standard (Content, language use, methodology and layout). In the process of expert judgment, there are some mistake should be replace, such as grammatical, spelling and the vocabularies. Therefore, the revision was needed to improve the quality of the material in order to make it more appropriate.

Based on the expert judgment result, the product of the research got the average score are 4,3 from English teacher. Finnaly after revising the first draft, final product can be seen in the (Appendix H & I).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The materials in the textbook *"When English 'Ring a Bell"* that used in grade eighth of SMP Negeri 4 Pematang Siantar focus more on writting and reading. The speaking materials are not enough for classroom use. Therefore the objective of the study was to develop the speaking material in transactional, interpersonal and short functional text based on task-based learning. The eighth grade students of SMP Negeri 4 Pematangsiantar needed speaking materials which could support their learning activity.

The English speaking material should be developed through 6 phases, they were; 1) Gathering information and data, 2) Analyzing the data, 3) designing speaking materials based on Task-Based Learning, 4) Validation speaking materials based on task-based learning by expert, 5) Speaking materials based on Task-Based Learning (Final Product).

Based on the result of the expert judgment, these developed speaking materials are appropriate for the eighth grade students of Junior High School.

B. Suggestion

Based on the conclusion above, the write suggestion the English teachers, students and other researchers.

For the English teachers, they should analyze the target and learning needs for students to choose the mostr appropriate and best materials for the students. The appropriate materials make the students interested to achieve the goal of learning. The learning process can be succesful if the speaking materials were useful for the students' daily life.

For the students, they can use the developed speaking material for practice in developing their speaking ability.

For other researchers, they can develop the speaking materials based on task-based learning for other grades of students so that teacher will have more speaking materials ready for the students. Other researcher should find many references to support in developing speaking materials.

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APPENDIX A

Questionniare

Appendix A

The need analysis questionnaire

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS
SISWA KELAS VIII MTs NEGERI 3 MEDAN

A. Nama Lengkap   :

    Nomor Induk   :

    Jenis Kelamin   : L/P

    Usia   :

B. Jawablah pertanyaan dibawah ini dengan cara melingkari jawaban yang adik-adik pilih

1. Sejak kapan kamu mulai belajar Bahasa Inggris untuk pertama kalinya...
   a. Taman kanak-kanak
   b. Sekolah dasar
   c. Sekolah menengah pertama
   d. Sekolah Menengah Atas

2. Pernahkah Anda kursus bahasa Inggris lain di luar sekolah...
   a. Pernah
   b. Tidak pernah

3. Menurut Adik, kegunaan berbahasa Inggris dalam kehidupan mendatang adalah...
   a. Berkomunikasi dalam kehidupan sehari-hari
   b. Berkomunikasi dengan atasan dan rekan kerja
   c. Berkomunikasi dengan orang asing

4. Secara umum tingkat kemampuan berbicara dalam bahasa Inggris adik sekarang ini adalah...
   a. Beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana
   b. Intermediate (menengah), mampu menggunakan Bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar
   c. Advance (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi disemua situasi dengan lancar dan benar

5. Kesulitan yang adik temui ketika berbicara dalam bahasa Inggris adalah...
   a. Menyusun kalimat yang baik dan benar
   b. Memahami arti dari pembicaraan orang
   c. Mengucapkan kata dengan benar

6. Kegiatan yang adik inginkan ketika berbicara bahasa Inggris adalah...
   a. Penjelasan oleh guru menggunakan teks dalam buku pelajaran bahasa Inggris
   b. Penjelasan oleh guru menggunakan teks disertai berbagai macam media (gambar, video)
   c. Melakukan praktik secara langsung dengan guru
   d. Melakukan praktik secara langsung dengan teman
7. Topik apa yang adik-adik sukai jika belajar bahasa inggris...
   a. Liburan (holiday)
   b. Pendidikan (aducatioon)
   c. Binatang (animals)
   d. Keluarga (family)
8. Manurut adik-adik, tersedianya gambar dalam materi adalah...
   a. Sangat membantu
   b. Tidak berpengaruh
   c. Tidak membantu
9. Kegiatan yang adik inginkan sesuai dengan input adalah...
   a. Mendengarkan rekaman
   b. Menonton film
   c. Membaca teks
   d. Listening to the teacher
10. Jenis tugas/kegiatan yang adik inginkan dalam pembelajaran keterampilan berbicara bahasa Inggris adalah...
    a. Bercerita
    b. Berdialog
    c. Berdiskusi
    d. Guessing game
11. Menurut adik, tugas atau kegiatan dalam pembelajaran keterampilan berbicara bahasa Inggris yang dapat meningkatkan penguasaan tata bahasa (grammar) adalah...
    a. Mendengarkan dan memahami penjelasan guru
    b. Membaca materi yang sudah disediakan pada buku ajar
12. Menurut adik, tugas atau kegiatan dalam pembelajaran keterampilan berbicara bahasa Inggris yang dapat meningkatkan penguasaan bahasa pengucapan (pronounciation) adalah...
    a. Menirukan ucapan guru
    b. Menirukan ucapan native speaker dalam media audio
    c. Membaca bantuan cara membaca yang terdapat pada bahan ajar

13. Menurut adik, tugas atau kegiatan dalam pembelajaran keterampilan berbicara bahasa Inggris yang dapat meningkatkan penguasaan kosa-kata (vocabulary) adalah...
    a. Melihat kamus secara terus-menerus
    b. Melengkapi kalimat rumpang setelah ditayangkan video
    c. Bermain games kosa kata

14. Menurut adik, jumlah tugas (tasks) yang efektif dalam 1 unit materi adalah...
    a. 12-15 tugas
    b. 15-18 tugas
    c. Lebih dari 18 tugas

15. Pesan apa yang ingin adik inginkan saat kegiatan belajar mengajar berlangsung adalah...
    a. Peserta didik yang pasif (siswa kurang memberi respon pada penjelasan guru dan kurang berinteraksi dengan teman sekelas terhadap materi yang sedang dipelajari)
    b. Peserta didik yang aktif (siswa mampu menerima penjelasan, berkomunikasi dengan berinteraksi baik dengan guru maupun dengan teman sekelas terhadap materi yang sedang dipelajari)
    c. Peserta didik yang taat (mendengarkan penjelasan dan melaksanakan instruksi guru)
    d. Peserta didik yang kreatif mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan
    e. Lainnya....

16. Saat kegiatan belajar-mengajar berlangsung, adik-adik lebih suka guru untuk...
    a. Memandu dan mengoreksi pekerjaan siswa
    b. Berjalan memutari kelas dan mengawasi siswa
    c. Berjalan memutari siswa dan membantu siswa mengerjakan tugas
    d. Mengarahkan siswa di depan kelas

17. Tempat favorit adik-adik untuk belajar bahasa Inggris adalah...
    a. Di dalam kelas
    b. Di perpustakaan
    c. Dilaboratorium bahasa
    d. Lainnya....

18. Dalam kegiatan proses belajar mengajar bahasa Inggris khususnya keterampilan speaking, adik-adik suka menegrjakan tugas secara...
    a. Individu
    b. Berpasangan
    c. Kelompok kecil

APPENDIX B

Interview

APPENDIX B

INTERVIEW

Pertanyaan untuk guru bahasa Inggris kelas VIII SMP Negeri 4 Pematang Siantar.

1. Sudah berapa lama Ibu mengajar sebagai guru Bahasa Inggris?

2. Buku apa yang digunakan oleh siswa kelas VIII SMP Negeri 4 Pematang Siantar dalam pembelajaran Bahasa Inggris?

3. Menurut anda bagaimana antusias siswa kelas VIII dalam mengikuti pelajaran Bahasa Inggris dikelas?

4. Apa masalah yang mereka hadapi dalam mengikuti pelajaran Bahasa Inggris?

5. Apakah siswa/i mampu berbicara Bahasa Inggris?

6. Bagaimana cara Ibu untuk membantu mereka dalam mengasah kemampuan berbicara mereka?

7. Apakah anda mengetahui tentang Task-Based Learning?

8. Apakah materi berbicara yang Ibu ajarkan sesuai dengan proces belajar mengajar kurikulum 2013?

9. Apakah pengembangan materi berbicara tersebut sesuai dengan yang mereka butuhkan?

10. Jika iya, materi apa saja Bu?

APPENDIX C

The Result of Analysis
Questionnaire

APPENDIX C

The Result of Analysis Questionnaire

Question	Item	N	F	Percentage
1.When did you learn English for the first time?	a.Kindergarten	38	2	5,26%
	b.Elementary school	38	36	95%
	c.Junior high school	38	0	0%
	d.Senior High School	38	0	0%
2.Have you ever got another English course outside the school	a. Ever	38	7	18,42%
	b.Never	38	32	81,58%
3.The use of English in the future iss	a.Communicating in the daily activities	38	13	34,21%
	b.Communicating with colleagues	38	3	8%
	c.Communicating with foreign people	38	22	58%
4.Gennerally, your ability in speaking skill currently is on the level of...	a.Beginner	38	24	63,15%
	b. Intermediate	38	11	29%
	c.Advance	38	3	8%
5.The difficulties that you usually face in speaking English are...	a.vocabulary	38	9	24%
	b.Grammar	38	24	63,15%
	c.Pronounciation	38	5	13,15%
6.How do you want English speaking skill to be taught?	a.Teachers' explanation using texts from the text book	38	17	45%
	b.Teachers explanation using texts and kinds of media (picture,video,audio)	38	11	29%
	c.Direct practice with the teacher	38	8	21.05%
	d.Direct practice with friends	38	2	5,26%
7.What are the topics that you like if you are studying English?	a.Holiday	38	17	11%
	b.Education	38	4	26,31%
	c.History	38	2	5,26%
	d.Animals	38	10	11%
	e.Plants	38	1	2%
	f.Family	38	4	45%
	g.Politic	38	0	0%
8.In your opinion, the existence of picture in the materials is...	a.Very helpful	38	35	92%
	b.No effect	38	3	8%
	c.Not helpful	38	0	0%
9.The activities which	a.Listening the recording	38	1	3%

are related to the input that you want are...	b.Watching movie	38	10	26,3%
	c.Reading text	38	16	4210%
	d.Listening to the teacher	38	11	29%
10.Typesof task / activities related to the speaking skills that you want is...	a.Story telling	38	14	18,42%
	b.Dialogue	38	7	37%
	c.Giving opinion	38	2	5,26%
	d.discussion	38	2	5,26%
	e.problem solving	38	1	3%
	f.game	38	10	26,3%
	g.guessing game	38	2	5,26%
11.In your opinion, task types or activities which are related to the speaking skills that can improve the grammar mastery are...	a. Listening and understanding teacher's explanation	38	29	76,31%
	b.Reading the materials which have been given in the text book	38	9	24%
12.In your opinion, task types of activities which are related to speaking skills that can improve the pronounciation mastery are...	a. Repeat after the teacher	38	19	50%
	b. Imitate the native speaker in the audio	38	2	5,26%
	c. Imitate the native speaker in the video	38	3	8%
	d. Read the pronounciation list in the text book	38	14	37%
13. In your opinion, task types or activities which are related to speaking skills that can improve the vocabulary mastery are...	a. Always read the dictionary	38	23	60%
	b. Fill in the blank after watching video	38	9	24%
	c.playing vocabulary games	38	6	16%
14. In your opinion, how many task of the material in one unit?	a. 12-15 tasks	38	7	76,31%
	b.15-18 tasks	38	2	5,26%
	c.more than 18 tasks	38	29	18,42%
15. In your opinion, task types or activities which are related to speaking skills that can improve the vocabularu mastery are...	a. Be a passive students' in all activities	38	5	13,15%
	b.Be an active students in all activities	38	20	53%
	c.Be an obedient student in all activities	38	7	18,42%
	d.Be a creative student in all activities	38	6	16%
16. In the process of learning and teaching you prefer that the teacher plays the role as...	a. Guide you and correct your work	38	25	66%
	b.Walk around in the class and control the students	38	0	0%
	c.Walk around in the class	38	9	24%

	and help the students doing task			
	d.Direct the students in front of the class	38	4	10,52%
17. What is your favorite place when studying English?	a. In the clasroom	38	22	58%
	b.In the library	38	6	16%
	c.In the language laboratory	38	10	26,31%
18.In the process of learning and teaching activities you prefer to work...	a. Individually	38	18	47,36%
	B.In pairs	38	7	18,42%
	c.Small group	38	7	18,42%
	d.Large group	38	6	16%

APPENDIX D

The Result of Interview of
English Teacher

APPENDIX D

RESULT OF INTERVIEW OF ENGLISH TEACHER

No.	Questions	Answers
1.	How long has Ma'am taught in this school (SMP Negeri 4 Pematang Siantar)?	I have been teaching here about 15 year ago since I moved to Siantar
2.	What kind of book that used by the eighth grade students in learning English Ma'am?	They used English textbook by *"When English Ring a Bell"*
3.	According Ma'am how the students' enthusiastic when they are learning English in the class?	Some of the students are interested to learn English but some of them do not, because they still lack of vocabulary.
4.	What is the biggest problem that the students face in English lesson?	The biggest problem is about vocabulary and grammar, they still lack of the both.
5.	Can they speak English?	They cannot speak English fluently, but some of them can speak English a little bit, and the most of them cannot.
6.	How do you help the students to improve their speaking skill?	When I am entering the classroom to teach I always ask the students to mention the vocabularies of the object in the class
7.	Do you know about Task-Based Learning?	I don't know know much but to my knowledge TBL is learning English based on tasks
8.	Do the speaking materials that you teach are in line with their need in daily life?	Yes, I do. I teach base on the lesson plan.
9.	Is it needed to develop speaking materials based on their need?	Yes, it is. It is based on their needs.
10.	If yes, what kind the materials is it?	All the materials in eighth grade in Junior High School.

APPENDIX F

Existing English Speaking
Materials

Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.

1
Everybody, may I have your attention, please?
Yes, Ma'am.

2
What do you think if we use English in our English class. We will use English in our class. Do you understand me? Siti, what did I say?
We will use English in our English class.

3
Everybody, are you ready to learn English now?
Yes, Ma'am.

4
What about you, Edo? What do you think if we use English in our English class?
Yes, we will use English in our English class.

Observing and Questioning

5
Attention, please! Attention please!
Yes, Ma'am.

6
Dayu, please look at me! Would you stop doing that please? Are you ready to learn?
I'm so sorry, Ma'am. Yes, I am.

7
Attention, please. Are we all ready to learn English ?
Yes, Ma'am.

8
Edo, Is English easy or difficult?
It is easy Ma'am.
Good.

Observing and Questioning

Please complete these following sentences. Write them in neat and accurate handwriting on your notebook.

To get her students' attention, Mrs. Tina says several expressions to her students.

1. To get her students' attention in picture 1, she says,
"Everybody, may I have your attention, please."
2. To get Siti's attention in picture 2, she says,
"Siti, ...' and '... Siti?"
3. To get her students' attention in picture 3, she says,
"Everybody, ..."
4. To get Edo's attention in picture 4, she says,

5. To get her students' attention in picture 5, she says,

6. To get Dayu's attention in picture 6, she says,

7. To get her students' attention in picture 7, she says,

8. To get Edo's attention in picture 8, she says,

To get our teachers' attention, we can use several expressions.

1. To get Mrs. Tina's attention in picture 9, Lina says,

2. To get Mr. Adron's attention in picture 10, Beni says,

To get our friends' attention we can use also several expressions.

1. To get attention of Edo's friends in picture 11, Edo says,

---

Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.

1. Yes, she said that we should speak English in our English class.
Don't you understand of what she said?

2. Do you know what I mean?
Yes, Sir.

3. Do you understand the text?
I'm trying Ma'am. How do you say this word? What is it in Bahasa?

4. Do you understand of what our teacher ask to do?
We should use English in our English class. It is difficult.

Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.

1. Come in please!
Thank you.

2. Please put the book on the table!
All right.

3. Clean the whiteboard, please!
Yes, Ma'am.

4. Please open the window!
Of course!

Students' responses to the existing English Speaking Materials

No	English speaking materials	What are the materials provided in the textbook is easy to understand?		What are the materials stimulate you to practice English?	
		Easy	Difficult	Yes	No
1.	Asking and giving attention	7	31	5	33
2.	Commanding and prohibiting	4	34	5	33
3.	Simple present tense	6	32	6	32
4.	Comperative and superlative degree	3	35	3	35

APPENDIX G

Designing New Speaking
Materials

APPENDIX H

Validating New Materials by Expert

ANGKET EVALUASI
MATERI BERBICARA BAHASA INGGRIS
BERBASIS TUGAS UNTUK SISWA KELAS VIII SMP

I. **IDENTITAS AHLI**
    NAMA   : Juliana Simanungkalit S.Pd
    JENIS KELAMIN   : Perempuan
    JENIS KEAHLIAN   : Guru Bahasa Inggris

II. **PENGANTAR**

> Angket ini digunakan untuk mengumpulkan data dan infromasi mengenai kelayakan pengembangan materi berbicara bahasa Inggris berbasis tugas bagi siswa/ 1 kelas VIII SMP Negeri 4 Pematang Siantar

III. **PETUNJUK**
1. Mohon Bapak/ Ibu membaca angket in dengan cermat dan seksama.
2. Isilah identitas Bapak/Ibu dengan benar sebelum mengisi angket ini.
3. Bacalah dengan seksama setiap pernyataan atau pertanyaan angket sebelum Bapak/Ibu menjawab.
4. Berikut ini adalah kriteria tingkat kelayakan pengembangan materi pembelajaran. Berilah tanda centang pada salah satu angka pada kolom yang menyatakan tingkat kelayakan materi pembelajaran speaking berbasis tugas dengan skor 5,4,3,2, dan 1. Bapak/Ibu juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

    Keterangan :

    Nilai 5   : Sangat baik/ relevan/ sesuai
    Nilai 4   : Baik/ relevan/ sesuai
    Nilai 3   : Cukup
    Nilai 2   : Kurang
    Nilai 1   : Sangat kurang baik/ relevan/sesuai

IV. MEDIA EVALUASI

1. Kelayakan Isi

No.	PERNYATAAN	Rentang Nilai				
		5	4	3	2	1
1.	Materi sesuai dengan standar kompetensi dan kompetensi dasar bahasa Inggris SMP kurikulum 2013 SK 3,4 dan KD 3.1, 3.2, 3.4					
2.	Materi pembelajaran dikembangkan sesuai silabus					
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa					
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa					
5.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa					
6.	Materi yang dikembangkan mencakup bimbingan yang membantu siswa menangkap makna teks untuk mencapai fungsi sosial sebuah teks					

2. Kelayakan Bahasa

No.	PERNYATAAN	Rentang Nilai				
		5	4	3	2	1
7.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.					
8.	Materi yang dikembangkan menggunakan satu variasi bahasa Inggris secara konsisten					
9.	Materi yang dikembangkan menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar					
10.	Materi yang dikembangkan menggunakan ejaan bahasa Inggris yang benar dan tepat					
11.	Bahasa yang digunakan dalam materi yang dikembangkan sangat jelas dan mudah dimengerti oleh siswa					

3. Kelayakan Penyajian

No.	PERNYATAAN	Rentang Nilai				
		5	4	3	2	1
12.	Materi disajikan secara runtut dan berkesinambungan dimulai dari *warmup, lesson proper, evaluation, dan reflection.*					
13.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran dan gambar yang seimbang					
14.	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungannya yang lebih luas dalam bahasa Inggris.					
15.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan.					
16.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris					
17.	Materi yang disajikan mencakup kegiatan pembelajaran (task) yang mendukung siswa untuk berkomunikasi secara lisan.					
18.	Kegiatan pembelajaran (task) disusun secara sistematis, berurutan dari yang paling mudah hingga paling sulit.					
19.	Kegiatan pembelajaran (task) disusun sesuai dengan urutan yang ada pada aturan learning process yakni mulai ekplorasi hingga konfirmasi.					
20.	Teks dan gambar memiliki identitas seperti judul, nomor dan referensi.					
21.	Materi dilengkapi dengan penjelasan dan daftar kosa-kata yang cukup dan sesuai.					

4. Kelayakan Grafis

No.	PERNYATAAN	Rentang Nilai				
		5	4	3	2	1
22.	Tampilan materi menarik.					
23.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.					
24.	Penggunaan variasi huruf tidak berlebihan.					
25.	Tidak menggunakan terlalu banyak jenis huruf.					
26.	Spasi antar baris susunan teks normal.					
27.	Gambar/ ilustrasi yang digunakan relevan dengan topic dan isi materi.					
28.	Penggunaan gambar atau ilustrasi bersifat estetik dan fungsional.					
29.	Penggunaan gambar atau ilustrasi proporsional dan menggambarkan isi/materi buku.					
30.	='uruhan design visual menarik.					

The result of expert judgment and revision.

1) The result of the first expert judgment and revision.

    a. The result of the first expert judgment

No.	Items	The number of criteria	Maximum score	Score
1	Language	5	20	20
2	Content	6	30	26
3	Presentation	10	50	43
4	Layout	9	45	40
	Total	30	145	129
	Average	117/30 = 4.3 (good)		

    b. Revision of the product

Parts of the Unit	Points to be Revised	Revision
Unit 1	The blur on video in task 3 and picture in task 7	Changing picture into the good picture
	Label the pictures in each task	Labeling the pictures in each task
Unit 2	The blur picture in task 1 should be revised	
Unit 3	The blur picture in task 2 should be revised	Changing picture into the good picture
Unit 4	Video on task 2 is blur	Provide the better video

The score of each scale

No	Categories	Interval	Score
1	Very good	$4,5 < X < 5$	5
2	Good	$3,25 < X < 4,5$	4
3	Fair	$2,5 < X < 3,25$	3
4	Poor	$1,75 < X < 2,5$	2
5	Very poor	$0 < X < 1,75$	1

Table 4.13 The Expert's Validation Score

No	Items	The number of criteria	Maximum score	Score
1	Language	5	20	20
2	Content	6	30	26
3	Presentation	10	50	43
4	Layout	9	45	40
	Total	30	145	129
	Average	$117/30 = 4,3$ (good)		

APPENDIX I

Revising speaking
materials

The question adapted from Badan Standart Nasional Pendidikan and consist four aspect. They are content appropriateness, language appropriateness, and layout appropriateness.

a. **Product and content**

She categorizes the product and content were good enough. It was based on the basic competence and syllabus.

b. **Process**

She categorizes the process was good enough to used by the students in learning process. Cause include 5 learning process according curriculum 2013 namely : observation, questionning, exploring, associating and communicating.

c. **Lingustic**

She recommended to check the grammar and the decision in writting the speaking materials based on Task-Based Learning.

d. **Layout**

She categories the layout was good, it is interesting.

Revising the Materials

The new speaking materials based on task-based learning have been checked by the expert. That was a English teacher. There are some suggestion and revision from the expert. The English teacher suggestion to add the meaning of vocabulary

and the picture in each of unit, spaced between words repaired and repait images and video so as not to blur video into a VCD.

No	Item	The number of criteria	Maximum score	Score
1	Language	5	20	20
2	Content	6	30	**26**
3	Presentation	10	50	43
4	Layout	9	45	40
	Total	30	145	129
	Average	117/30 = 4,3 (good)		

Revision of the product

Part of the Unit	Points to be Revised	Revision
Unit 1	The blur on video in task 3 and picture in task 7	Changing picture into the good picture
Unit 2	Labeling the picture in each task	Labeling the pictures in each task
	The blur picture in task 1 and 2 should be revised	Changing into the good pictures
Unit 3	The blur picture in task 2 should be revised	Changing picture into the good picture
Unit 4	Video on task 2 is blur	Provide the better video

APPENDIX J

Final Product

TASK

Listen to the dialogue and repeat againafter your teacher, and underline the expression of asking and giving attention!

Dialogue 1

Teacher : Don't be noise please! Attention please!
Students: Yes, mam
Teacher: Okay, next week we will do middle examination.
Students: (Students are silent)
Teacher: The material that should be learned by you are begin from chapter 1 until Chapter 4.
Don't forget to enrich your vocabularies with exercise!
Students: Yes, mam.
Teacher: Okay, that's all for today. Good luck then!

Dialogue 2

Rendy : <u>May I have your attention, please?</u>
          We have to collect the assignment on our teacher's table now, have you finished it yet?
Andy : Yes, I have.
Giselle: off course yes.
Ester : Unfortunately, I haven't.
Rendy : What's up with you, what did you do?
Ester : Sorry, I have lied, I did not bring my assignment. It was left at home.
Rendy : You have to write again, there will be enough time
Ester : Do you want to wait me?
Rendy : Of course, hurry up, guys.
Ester : Thank you so much.

TASK 2

Study the expression of asking and giving attention below and repeat after your teacher!

Asking for Attention	Responding	Showing Attention
• Excuse me.	• Yes, please	• I see.
• Attention, please!	• Alright	• Well...
• Can I have your attention, please?	• Sure.	• Tell me more.
	• What is it?	• Really?

May I have your attention, please? • Sorry to bother you • Sorry to trouble you • Look what I've got here. • Look here • Lokk! • Hey!	• Is she? Have you? • What happended next?

TASK 3

Watch the video then identify the expression of asking and giving attention !
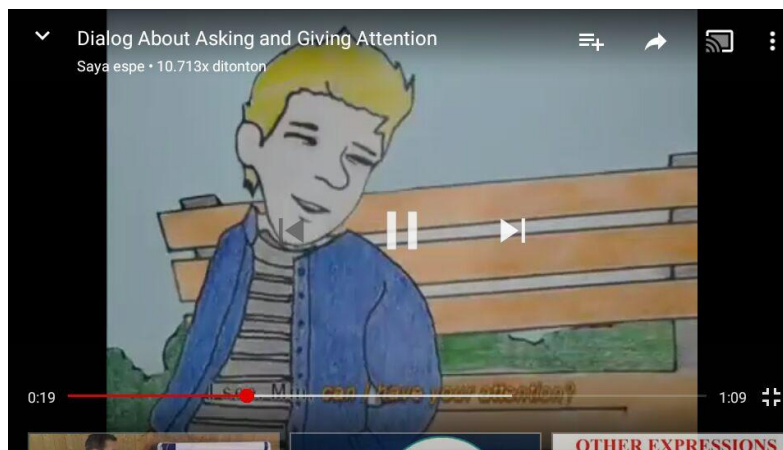
TASK 4

Work in pairs read the dialogue and act out the dialogue!

Anisa   : Will you hear my story?

Nadine : Yes, I will. What's about?

Anisa   : It is about our friend Dina. <u>Listen to me!</u>

Nadine : Okay!

Anisa   : Dina asked me to join her to Batam

     next Sunday.

Nadine : And then?

Anisa   : I confused because next week I will

     have my first test in my course.

Nadine : I see. Then?

Anisa : How to say to Dina if I can't join her?

Nadine: Just say the true.

Anisa : Okay I will try.

Nadine: <u>Look what I've got here.</u>

Anisa : Why?

Nadine: What do you think about my new book?

Anisa : Wow! That's a nice book. Next time I will borrow it with you.

Nadine: Yes, sure.

TASK 5 — **Pay attention to the expressions printed in bold in the dialogue you have just listened. The expressions are used to ask for   attention.**

TASK 6 — **Listen to the complete version of the dialogue in Activity 1. practice them with your friend!**

TASK 7 — **Look at the picture and study the dialogue!**

TASK 8   Study the following expression of checking understand of someone/ listener!

You Should Know

Ckecking for understanding	Responses indicating understanding	Responses indicating misunderstanding
▪ Do you understand what I'm saying? ▪ Do you know what I mean? ▪ Do you know what I am talking about? ▪ Does that make any sense? ▪ Do you follow me? ▪ Are you with me? ▪ You know? ▪ You see? ▪ Right?	▪ I see what you're saying ▪ I see what you mean ▪ I know what you mean ▪ I understand what you are saying ▪ I am with you ▪ I hear you ▪ I hear what you are saying ▪ I know	▪ I don't get it ▪ I don't follow you ▪ I am not sure I get your point ▪ I am not sure I know what you mean

TASK 9   Read and learn about the dialogue of checking understanding of someone!

Viona : 'Can you help me with my homework?'

Rino   : 'Sure. Let's see what you have here...'

Viona : 'I need help on this question.'

Rino   : 'Creating a synopsis?'

Viona : 'Yes.'

Rino   : 'Okay, first, you'll have to read the text

that you will turn to a synopsis.'

Rino   : 'Then, write the points of each paragraph you have read, 'After that, you can combine all points of all the paragraphs to create a synopsis, **do you understand?'**

Viona : **'Yes, thank you for your help**.

TASK 10   **Listen to your teacher and pronounce the following alphabets twice or three times!**

Attention /əˈtenCHən/	Bother /ˈbäTHər/	Trouble /ˈtrəbəl/	Happen hapən	Understand əndərˈstand	Sure SHŏor	Homework hōm͜wərk
Follow ˈfälō	Assigment əˈsīnmənt	Enough iˈnəf	Hurry ˈhə-rē, ˈhərē	Really ˈrē(ə)lē	Sense sens	Paragraph parəˌgraf
Question kwesCHən	Help help	Point point	Course kôrs	Confuse kənˈfyo͞oz	True tro͞o	Write rīt

TASK 11   **Listen carefully to your teacher to complete the dialogue.Then, perform the dialogue with your partner!**

Ethan is studying in his <u>room</u>. *Then, his brother Lucas comes in*
Lucas : Sorry to bother you
Ethan : It's Okay. What's up?
Lucas : Can you tell me how *to* answer *these*
      questions*?*
Ethan : Let me see. First, you <u>must</u> <u>read</u> *the* <u>text</u>.
      Then, you read the questions, and <u>focus</u> *on*
      the paragraph. _____**?**
Lucas : what do you mean by focusing on the
      paragraph?
Ethan : Well, to find the answer to question
      number *3, you must focus on paragraph two.*
Lucas : I see. _____. *Thanks*

EXPLORING

TASK 13   **Work in pairs. Read the situations. Create and act out dialogue and monologue based on the situations.**

Situations:

Students B is reading. Student A would like to talk to him/her.

Asking for an excuse for interrupting	Saying it's alright
Asking for help how to do/to make something	Telling Student A how to do/to make something, checking Student A's understanding
Saying that you understand	Continuing and finishing the explanation
Thanking Student B for the explanation	Responding to student A's thanks
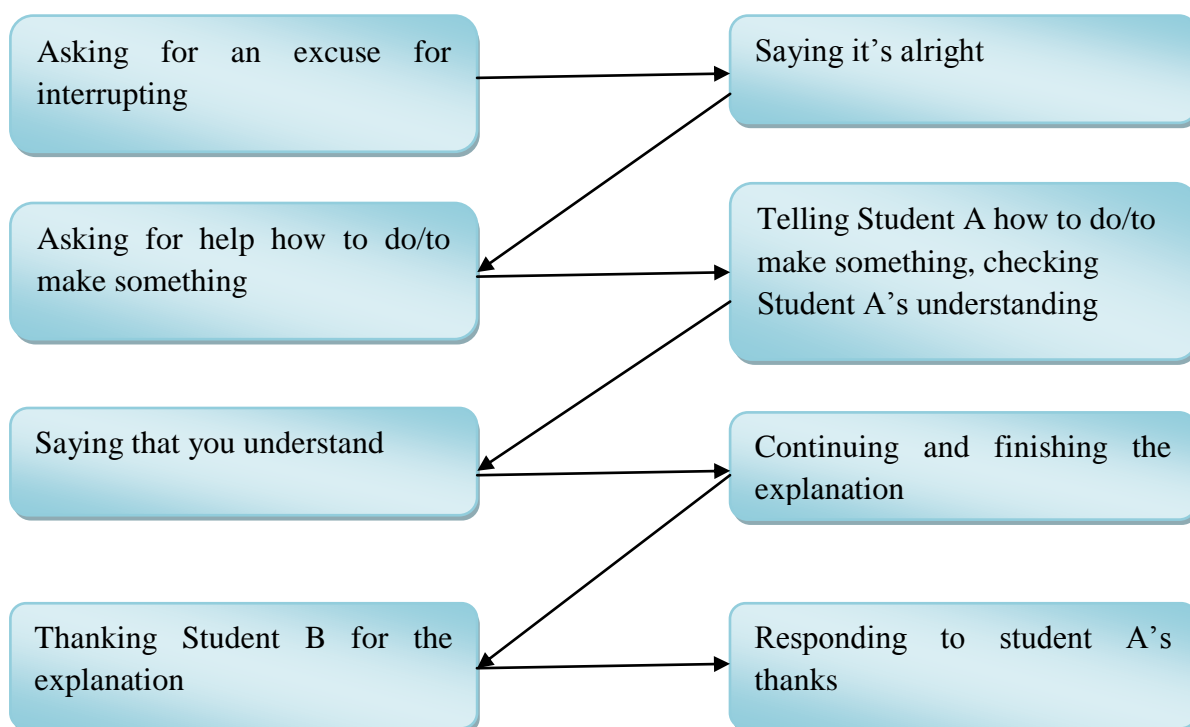
ASSOCIATING

TASK 14   **Work in pairs. Answer the following questions.**

1. What is advantages of asking attention from someone/listener?
2. Why is it important to check for the listener's understanding ?
3. Without looking at the examples, mention the expressions you can use to check the listener's understanding.

TASK 15   **Read the dialogue and answer the questions!**

Donny   : Why did you ask me to meet you, Sir?

Teacher : Please, give this task to your class .

Donny   : Ok, Sir. But where will you go, Sir?

Teacher : I have terrible stomachache, do at page 23 point B.

Donny   : Hope better soon, Sir. I will announce it .

————————-**After at class**————————————

The classroom is so crowded, the students are busy to talk with their partners. Donny has tried to speak up in front of the class but it is useless.

Donny   : Attention please!

Mella   : Yes, I will.

Donny   : We have to do the task on page 23 point B.

Helen   : Donny, please speak louder. I can not listen to your voice!

Donny   : Every body, please give me your attention!

——————**All the students are giving their attention to him**————
Donny : Please do the task page 23 point B because our teacher gets terrible stomachache.

Question :

   1) Why did the teacher ask Donny to meet him ?

   2) What is the test that teacher give to Donny to do all the students?

   3) What is the expression that Donny say when the class are noisy?

   4) Why did Helen ask Donny to speak louder?

COMMUNICATING

TASK 16 Work in group. Create a dialogue that includes the expressions of asking attention and of checking someone's understanding. Then, practise the dialogue!

EVALUATION

In pairs, complete the following dialogue with suitable expression in the box. Then, act them with your partner.

Attention please	Oh really?
Can I have your attention?	What's the matter?
I see	thankyou so much
What happen?	

Daniel : Hi Sarah, how do you do?

Sraah : Hi Daniel how do you do?
Daniel : (1) _____?

Sarah : Sure Daniel. (2)_____?

Daniel : Do you know that we will have math test next week?

Sarah : Ya I know that. (3)_____?

Daniel : you know I'm not good on Math. I'm afraid I get bad score.

Sarah : (4)_____. I think you need study then.

Daniel : Can you help me? May be we can study together.

Sarah : Oh sure Daniel. We can study together , you can come to my house if you want.

Daniel : (5)_____? Thankyou so much Sarah, Sure, I will

Sarah : You're welcome Daniel.

EVALUATION

After studying the material in this chapter, answer the following questions!

1. What have you learn in this chapter?
2. What do you say if you ask attention of someone?
3. What do you say if you giving attention from someone?
4. What do you say if you checking someone's understanding?
5. What do you say if don't understanding what do people say?

➤ **VOCABULARY LIST**

Attention (adjective)	: perhatian	someone (noun)	: seseorang
Examination (noun)	: ujian	checking (verb)	: memeriksa
Middle (Adj)	: pertengahan	speak (verb)	: berbicara
Ask (verb)	: meminta	noisy (adj)	: ribut
Exercise (noun)	: latihan	partner (noun)	: pasangan
Confused (adj)	: bingung	advantage (noun)	: manfaat
Stomachached (adj)	: sakit perut	important (adj)	: penting
Terrible (adj)	: buruk	press (verb)	: tekan
Announcement (noun)	: pengumuman	quickly (adj)	: cepat
Explanation (noun)	: penjelasan	interrupting (verb)	: mengganggu

OBSERVING

TASK 1 **Look at the picture, says and practice the speaker's sentences correctly and repeat after your teacher!**

EXAMPLES

Stand up!

Sit Down!

Stand up , please!

(1)

Come here!

Come here, please!

(2)

Open the door!

Close the door!

(3)

Raise your hand!

(4)

(5)
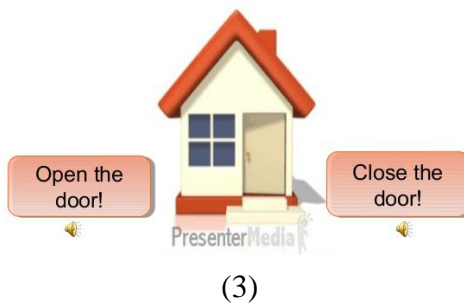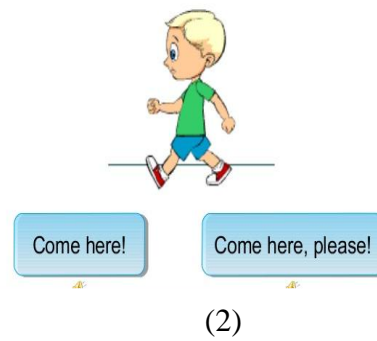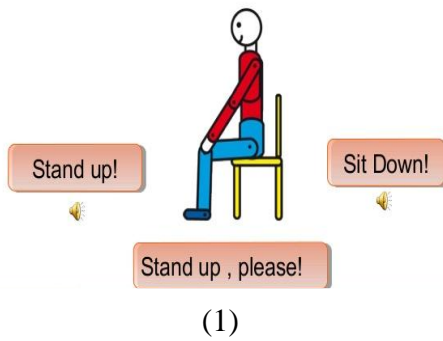
(6)

TASK 2 **Study the dialogue about commanding and prohibiting!**

Gibka : Hello Raka, what are you doing?

Raka   : I'm doing my homework.

Gibka : Don't be lazy! You must do your homework at home.

Raka : Hmm.. But, open your book!

Gibka : What will you do? Remember, no cheating!Do it by yourself!

Raka : Okay guys.

Prohibition	Intruction
Open your book!	Don't be lazy
Do it by yourself!	No cheating

TASK 3 **In pairs, study the following expressions about commanding below!**

Verbal command

Stand up!   Sit down!

Come in!   Come on!

Go with me!   Help me!

Stay with me!   Get out!

Go to school   Go to sleep

Nominal command

Be carefull!   Be dilligent!

Be silent!   Be quiet!

Be a good student!   Be on time!

Be aware!   Be at home soon

TASK 4 **Listen to your teacher and underlined the expression of commanding!**

Dara : Raja, what are you doing?

Raja : be quiet, please.

Dara : Tell me what are nyou doing there

Raja : come in and sit down! Look at the cat!

Dara : what happen to that cat?

Raja : The cat is looking for mouse. Be silent! The cat will catch the mouse.

Dara : Ok. Leave the cat alone. Go with me to the canteen.

Raja : Allright.

TASK 5   **In pairs, study the following expressions about prohibitionbelow.**

Verbal prohibition   **Nominal prohibition**

Don't do it!   Don't lie to me!

Don't enter the room! Don't follow me!

Don't steal!   Don't go away from me

Don't leave alone!   Don't forget!

Don't let him go!   Don't make me angry

- Don't be lazy!
- Don't be crazy!
- Don't be stupid!
- Don't be late!
- Don't be confused!
- Don't be angry!
- Don't be careless!

TASK 6

You Should Know

Intructions/commands (imperative)	
1. To give order	o Clean the blackboard o Water the plant o Shut the door
2. To make a polite request (asking someone to do something) add *please*.	o Please. Sit down o Come in please o Please be quiet
Prohibition (Negative imperative)	
We always use don't before the verb	o Don't open the window o Don't shout o Don't disturb me
Responding to instruction/ commands and prohibition	

Ageering
a. Okay
b. Allright
c. Sure

Refusing
a. I'm afraid I can't
b. I'm sorry but I can't

TASK7

Study about the following prohibition signs. Discuss the meaning of each sign with your classmates in group of five. Write the Indonesiaequivalents of the words in the box!

A.

C.

E.

D.

B.

1. Food and drink :
2. Noise :
3. Park :
4. Smoke :
5. Litter :

TASK 8   Read the following dialogue. answer the questions and then act it out in pairs!

Kiki and his mother are in the yard of house. His mother sweeps the yard. Kiki just finished cleaning the window.

Mother : Kiki, come here, please.

Kiki   : what can I do for you Mom?

Mother : Water the flowers there, please.

Kiki   : Oke Mom

Mother : And don't flush it!

Kiki   : Sure.

Mother : Thanks, dear.

Question :

1. Where are Kiki's and his mother?
2. What is Kiki's mother doing?
3. What does Kiki's mother ask Kiki to do?
4. What does Kiki's mother ask Kiki not to do?

TASK 9

Look at the pictures, and then complete the table. write I for thpicture that express Instruction and P for Prohibition!

A.

B

C

D

E

F.

G

H
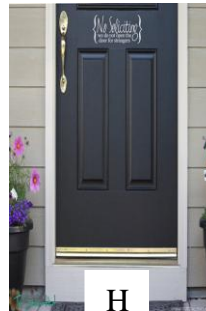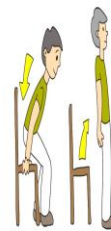
Sentences	Picture	I/P
1.Open your book!		
2.Don't scream!		
3.Don't lock the door!		
4.Don't cheat!		
5.Stand up!		
6.Stop fighting!		

🎧 COMMUNICATING

TASK 10   **Make a role play with your teacher according to the dialogue below and then determine the expression of commanding and prohibiting!**

Mr.Campbell : Good morning students.

Students   : Good morning sir.

Mr.Chambell : Oke, today we are going to discuss chapter 7. Are you ready?

Students   : Yes Sir

Mr.Campbell : Good, now open your book to page 30, Zach, read the first paragraph, please.

Zach   : Oke Sir

Mr.Campbell : Annie and Sally, don't talk among yourselves. Read your book and listen to Zack reading.

Annie   : Oh, I'm sorry Sir.

Mr.Campbell : Stop there, Zach. Now, it's Annie's turn.

TASK 11   **Work in groups. Create a conversation based on the following situation and perform a role play in front of the class.**

It is Saturday. You and the other students want to clean the classroom. Ask other students to do activities.

Example :

Rina   : Angga, sweep the floor, please.

Angga   : Ok, Rina

Rina   : Thanks, Angga.Puja, clean the window, please.

Puja   : Sure

Rina   : Thanks. Don't touch the wall. The paint is still wet.

Puja   : Oh, I am sorry.

TASK 12   **Choose one of the signs in the box. Then, make the expression of commanding or prohibiting orally.**

The teacher puts some signs in the box. Then the students come to in front of class to chooce on sign and tell the expression based on the sign orally

TASK 13   **Make your own signs based on expression of prohibition below!**

1. No parking
2. No littering
3. No smoking
4. No camera phone
5. No food and drink

EXPLORING

TASK 14   **Let's play Fandy says!**

Your teacher willl give you some commands. You have to perform any command that starts with the phrase *Simon says*. Ignore the commands that don't start with *Simon says.*

Example :

1. **Simon says,"** touch your haur! {You haveto touch your hair).
2. "Stand up! (Don't follow this instruction, because it doesn't start with Simon says)

Take turn giving instructions in front of the class.

TASK 15   **Make requests for the following situations. and present in front of the class.**

1. You want someone to help you bring your bags.
   Request : Can you help me bring my bags, please?
2. You want someone to lend his/her red pen.
   Request :_____
3. You want to have some chocolate caramel in a candy shop.

Request :_____

4. You want someone to turn off the radio.

Request :_____

5. You want to borrow a dictionary from your teacher.

Request :_____

ASSOCIATING

TASK 16 **Make five group and complete the dialogue based on the video!**
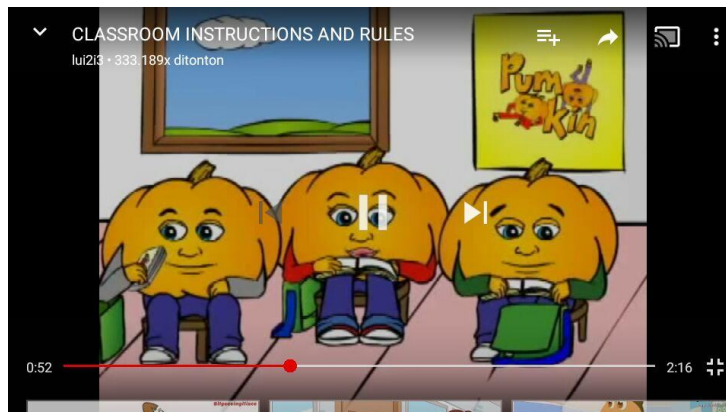
Teacher   : Hello students, I am a teacher

Students   : Hello teacher, we are students.

Teacher   : What is your name?_____!

Paul   : My name is Paul.

Teacher   : good Paul, What is your name?

Venality   : my name is Venalaty

Teacher   : what is your name?

Venelove   : my name is Venelove

Teacher   :_____.

George   : my name is George.

Teacher   : Hello George. Now students._____. No George. It is not a book. It is a pencil box. Put your pencil box away . and take your book.

Venelaty   : _____, George!

Teacher   : nown listen to me. It is a pen

Students   : It is a pen

Teacher   : it is a pencil

Students   : it is a pencil

Teacher   : Very good, now and put your books away. Take out your homework. Please

           Come here and give me your homework

George   : Teacher I don't have my homework.

Teacher   : Please write your homework again.

George   : Teacher I don't have a pencil, please give me a pencil

Teacher   :Ok. Paul and Venelaty you may listen to the music or play the computer, Paul

Paul   : Teacher may I go toi the bathroom?

Teacher   : Yes Paul, go!

➢ **Homework**
In pairs write some prohibition signs that can be placed in your school. Put them in the right place. Look at the example.

Don't pick up the flower up!

Put the sign in the school's park
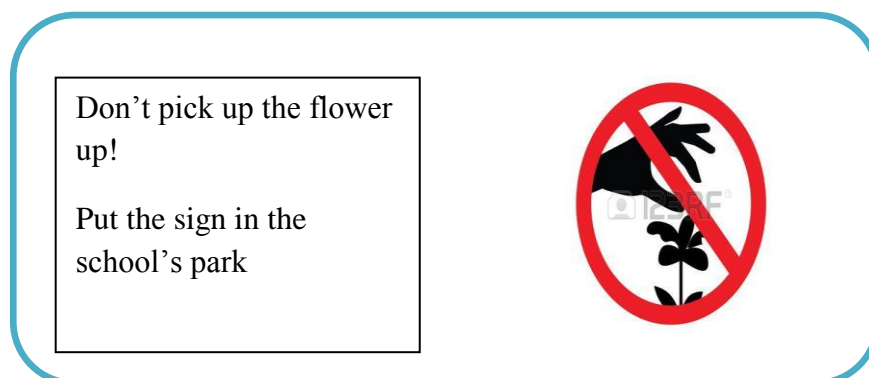
➢ **EVALUATION**

   1. **Work in pairs that consist of five students. Make a dialogue about commanding and prohibition based on the following picture. Then act them out in front of the class.**

   2. **Listen to your teacher. Do as she/he asks you to do.**

1. Raise your hand, please.	6. Sit down
2. Go to the blackboard	7. Go to the door
3. Put the pencil in the pencil case	8. Touch the desk
4. Get me a broom, please.	9. Wave your hand
5. Show me the picture	10. Look at your friend

➢ **Reflection**

   After studying the material in this Chapter, answer the following questions!

   1. What have you learnt in this chapter?
   2. What do you say if you want command someone to close the door?
   3. What do you say if you see someone picks the flower in the park?
   4. What do you say if you want to prohibit someone to makes a noise?

OBSERVING

TASK 1   **Watch and listen carefully the video about time and daily routines and find out the daily routine in the video!**

What do you do everyday?

- ❖ I wake at seven a clock in the morning
- ❖ I ger dressed in the morning
- ❖ I wash my face in the morning
- ❖ I brush my teeth in the morning
- ❖ I comb my hair in the morning
- ❖ I go to school at eight o'clock in the morning
- ❖ I play with my friend in the afternoon
- ❖ I lunch at one o'clock in afternoon

The above sentences are written in simple present tense. Read more about it.

You Should Know

Look at the picture. Read the sentences

Upin &Ipin are eating ice cream   He's reading his favorite book

They eat ice cream very much   He reads his favorite book

The sentences in bold are written in simple present tense too. We use the **Simple present tense** to tell things that are true in general, or for things that happen sometimes or all the time.

Example :

- I **like** small cities
- The shops **open** at seven o'clock

Verb have differen form, called **Tenses.** The tenses of a verb tells you when the action happens. If it happens regularly, or if it happens often or sometimes or never, you use the **simple present tense**

Most people **eat** tree meals a day

I often **help** Dad wash the car

When you are talking about facts, or saying sometyhing you know about a person or thing, you use the **simple present tense.**

Penguins live in Antartica

Sun rise in the eas

The third person singular

You put **–s** at the end of a verb , when you use the verb with the pronouns **he, she, it** and singular nouns. The **–s** form of the verb is known as the third person singular.

He **sings** well

She **likes** chocolate

Spell well

Here are more third person singular verbs ending ending in **–s.**

Shakes	jogs	opens	rides
Falls	digs	takes	enjoys
Looks	rains	reads	breaks
Eats	plays	talks	thinks
Paints	builds	cooks	helps

For some verbs you add **–es** instead of **–s** for the **third person singular**

Vina **brushes** her teeth after each meal

He sometimes **watches** TV after dinner

You drop **y** and add **–les** to form the **third person singular** of verbs that end in **-y**

A cats **carries** its kittens in its teeth.

Tom usually **fries** an egg for breakfast

TASK 2   **Look the picture and says the sentences correctly!**

Make affirmative sentences 1 (he/go)

Make affirmative sentences 3 (She/surf)

He goes to school

She surfs the Internet.

Make affirmative sentences 2 (They/eat)

Make affirmative sentences 5 (She/cry)

They eat a lot.

She cries.

TASK 3   **Study the example Simple present tense below and spell it correctly!**

Negative form

	SUBJECT	DO/DOES	NOT	VERB	
S I N G U L A R	I	DO	NOT	READ	EVERY DAY.
	YOU	DO	NOT	READ	
	HE / SHE / IT	DOES	NOT	READ	ONCE A WEEK.
P L U R A L	WE	DO	NOT	READ	AT HOME.
	YOU	DO	NOT	READ	
	THEY	DO	NOT	READ	

TASK 4   **Practice the dialogue below with your partner!**

There ppl teacher are in the class. They are Vika and Alika . after teaching they are rest.

Alisa   : are you sick? You look so pale!

Vika   : no, I am not. But I am so hungry.

Alisa   : do you have money?

Vika   : yes, I am. But I think my money is not enough to but meat ball.

Alisa   : it is my money. You can use it.

Vika   : Thanks Al.

Alisa   : Don't mention it

TASK 5   **Look at the pictures. Read the sentences below them.**

No, thanks I don't drink coffee

No, I don't like coffe

I drink chocolate

You Should Know

Positive

I We You They	Play Like Do have
He She It	Plays Likes Does has

I We You They	Do not (don't)	Play Like Do have
He She It	Does not (doesn't)	

Example :

- **I read** comic books but I **don't read** novels
- Salma **reads** comic books but she **doesn't read** novels.
- You **don't study** very hard
- We **don't watch** Television very often.
- The wether in June is usually nice. It **doesn't rain** very often.
- Ketut and Sandra **don't eat** meat. They are vegetarians.

Simple Present Tense in question with short answers

Do	I We You They	Play? Like? Do? Have?
Does	He She It	

Yes	I We You They	Do
	He She It	does

TASK 6   Look at the picture and says the sentences correctly!

Make negative sentences 5 (They/sing)

They **don't sing.**

Make negative sentences 4 (He/work)

He **doesn't work.**

Make negative sentences 3 (He/drive)

He **doesn't drive.**

Make negative sentences 2 (She/love)

She **doesn't love** him.

Make negative sentences 1 (They/read)

They **don't read.**

QUESTIONING

TASK 7   Write the positive/negative form of the verb in the brackets!

1. Dave.................. (not live) in Madrid.
2. Sue.................(study) German at school.
3. My Dad...............(drive) a red car.

4. We.....................(not walk) to school.
5. The bus...............(not stop) here
6. Mr.Tony........... (teach) maths.
7. The children........... (play) football.
8. Mary...........(wash) the dishes after lunch

TASK 8   **Work in pairs, make a question and short answer.Then, practise your work!**

Example :

swers 1: STUDY

Make questions & short answers 2: LIKE

Does he study?
No, he doesn't

Make questions & short answers 3: DRINK

Does he go shopping?

TASK 9   **Simple present often goes with adverbs of frequency. study the pattern.**

1. To talk about how often soething happens, use adverbs of frequency :
   sometimes,usually, often, rarely, seldom, never.

Subject	Adverb of frequency	Verb	
He	Sometime	Walks	to school
She	Usually	Watches	tv in the evening
It	Always	Flies	on the air.
I	Often	Comes	To his house

You	Rarely	Visit	Your grandma
We	Seldom	Go	To the beach
They	Never	Talk	To each other

2. When the verb is to be, use to be + *adverb of frequency.*

Subject	To be	Adverb of frequency	
He	Is	Usually	Very busy in the
She	Is	Always	morning
It	Is	Sometimes	On time
I	Am	Often	Cold at night
You	Are	Seldom	Nervous in front of
We	Are	Rarely	people
They	Are	Never	Here
			Happy
			Relaxed

TASK 10   **Look at the table and write about Fandy's routine and presentation your work!**

	Always	Usually	Never
1. Gets up at 6 A.M			
2. Makes his bed			
3. Has breakfast			
4. Catches the bus to school			
5. Has lunch at school			
6. Plays basketball in the afternoon			
7. Waters the plants before taking a bath			
8. Studies in the evening			

1. Fandy always gets up at 6 A.M
2. _____
3. _____
4. _____
5. _____
6. _____

7. Etc.

EXPLORING

TASK 11   **Complete the sentences. Use the following verbs.**

freeze	travel	like	boil	teach

speak	close	meet	go	wash

1. Water_____ at 100 degree Celcius.
2. Water_____ at 0 degree Celcius.
3. The city library_____ at 4 o'clock in the evening
4. My uncle job is very interesting. He_____ around the world.
5. Mr.Iman_____ many people. He is a reporter.
6. Lia and I are good friends. I _____ her and she_____ me.
7. Mr.Rahmayadi_____shopping once a week.
8. Mr.Yoga ia a teacher. He_____ mathematic to young children.
9. Ivan_____speakers four languages.
10. Cinta_____ her hair twice a week.

TASK 12   **Complete the sentences in the negative. Use the following verbs.**

eat	Complai	drive	wear	want

practice	go	have	meet	read

Example :

I turn on radion every morning but sometimes I **don't listen** to it.

1. Fatrher has a car but he_____ drive it often.
2. They like ice cream but they_____ it very often.

3. Laura has many books but she _____ them very often.
4. Hendrik has a very small room but he _____ about it
5. Helena lives near us but we _____ her very often.
6. I have an expensive pair of shoes but I _____wear them to school.
7. We have a good computer but we_____ Internet connection.
8. The man like films but he_____ to the cinema very often.

ASSOCIATING

TASK 13 **Say about your routinities in front of the class . use**
always, never/often/ usually.

Example :

(watch television) *I usually watch television in the evening.*

1. (Watch television)_____.
2. (read in bed)_____.
3. (go shopping)_____.
4. (make my bed)_____.
5. (Sweep the floor)_____.
6. (cook)_____.
7. (study)_____
8. (get up before 5 o'clock)_____
9. (drink coffee)_____
10. (have lunch)_____

COMMUNICATING

TASK 14 **Work in pairs, ask your friend about his/her habit in**
daily on paragraph, then speak it in front of the class!

Example :

Brima live in Siantar with her family. She have two sister and brother.
She gets up at half five o'clock, she cleans her bedroom before go to
bath, and takes breakfast at half seven o'clock, and go to school at
seven o'clock.etc...

TASK 15   **How often do you these things? Fill the table with *always, usually or never.***

1. Make my bed	**1. always**
2. Go shopping	
3. Clean my room	
4. Do the dishes	
5. Take out the garbage	
6. Cook dinner	
7. Watch TV	
8. Read a book	
9. Play badminton	
10. Play football	

➢ **EVALUATION**
1. Work in pairs. Do-question and answer with your friend based on the facts in Activity 15. You may modify them. Then practice your work in front of the class
2. Work in pairs. Do-question and answer about general facts
   Example:
   - Do babies cry a lot?
   - Does the sun always set on the west?

➢ **REFLECTION**

	I am good at	I am OK at	I should iomprove on
➢ Using simple present tense in the positive form			
➢ Using simple present tense in the negative form			
➢ Using simple present tense in the interrogative			

➢ **VOCABULARY LIST**

Comb : menyisir	fact : fakta	plant : tanaman
Wash : mencuci	general: umum	freeze : beku
Habit : kebiasaan	rise : terbir	near : dekat
Routine: rutinitas	east : timur	enjoy : menikmati
Sometimes : kadang-kadang	west : barat	carry : membawa
Often : sering	modify: modifikasi	fry : menggoreng
Seldom: jarang	expensive: mahal	singular: tunggal
Never : tidak pernah	dishes : piring	build : membangun
Usually: biasanya	shopping: belanja	brush : menyikat
Drive : mengendarai	interesting: menarik	happen: terjadi
Teach : mengajar	give : memberikan	open : membuka
Practice: memperagakan	buy : membeli	close : menutup
Complain : komentar	pay : membayar	stear : mengaduk
Daily : sehati-hari	cinema : bioskop	something: sesuatu
Boil : mendidih	connection:hubungan	regularly: berulang-ulang
Travel : jalan-jalan	water : menyiram	think : berpikir

OBSERVING

TASK 1 **Speak aloud the following words with the**

correct pronounciation.

All about the animals

1. Fur
2. Feather
3. Horn
4. Trunk
5. Ear
6. Nose
7. Legs
8. Claw   15. Omnivore
9. Fangs   16.fierce
10. Paw   17.tame
11. Tusk   18. To hop
12. Tail   19. To crawl
13. Pocket   20. To graze

You Should Know

'A tortoise is a slow animal', the word *slow* describes the tortoise. The word slow is an **adjective**

Adjective tell you about:

- Colours   : a **grey** suit, a **red** carpet, a **pink** blouse
- Sized   : a **large** house, **big** dogs, a **thin** girl, **small car**
- Qualities   : a **beautiful** queen, a **strong** man, **lazy** cats, a

                New house, an **old** car, **young, good, bad.**

You Should Know

__Comparative adjectives__ are used to compare a noun to another noun such as this truck uses more gas than this car.

__Superlative adjectives__ are used to compare three or more nouns and show which is best such as hot, hotter and hottest. The adjective is listed first, followed by the comparative adjective and then the superlative adjective:

Example :
Angry - angrier - angriest
Anxious - more anxious - most anxious
Big - bigger - biggest
Bright - brighter - brightest
Broad - broader - broadest
Calm - calmer - calmest
Cold - colder - coldest
Cool - cooler - coolest
Example :

- ☐ My house is bigger than yours.
- ☐ Your grade is worse than mine.
- ☐ The Pacific Ocean is deeper than the Arctic Ocean.

Ex: Mary has three pets. Their names are Catty. Doggy and Birdy.

biggest
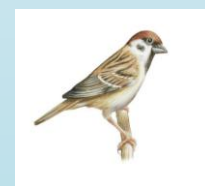
Birdy is **big**   Catty is **bigger than** Birdy, but   Doggy is **the**

TASK 2

Watch and listen carefully to the dialog about comperative adjective.

List the adjective and comperative adjective based on the video!

TASK 3

Study the picture about comperative adjective below!

fat

fat<u>ter</u>

tall

tall<u>er</u>

| 1 | 2 |

high

high<u>er</u>

old

old<u>er</u>

| 3 | 4 |

TASK 4   **Compare the following picture orally. Pay attention to the example!**

1.   big   biger   biggest

2.   slow   slower   slowest

3.   expensive   more expensive   most expensive
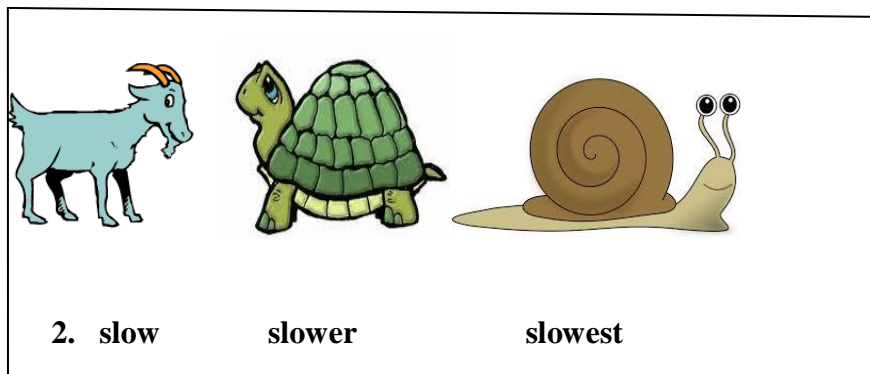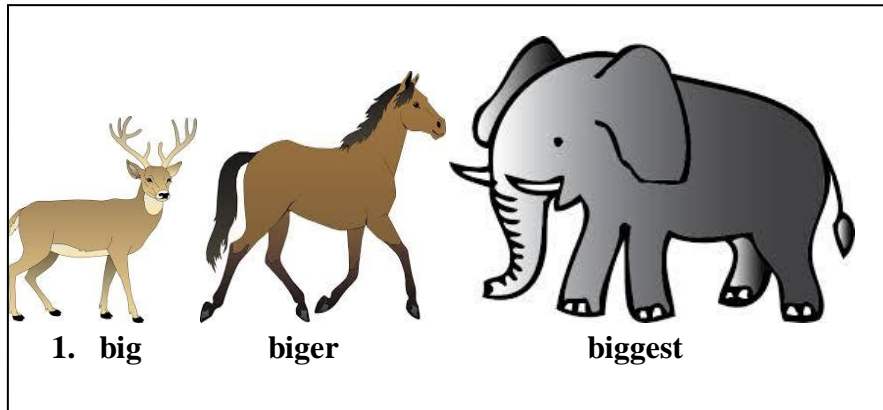
Example:

The deer is big but the horse is

And the elephant is the biggest

TASK 5   **Write down the comperatives and the superlatives**

If an one syllable adjective ends in –e, you jus add –r to form the comperative, and –s to form the superlative

Adjective	Comperative	Superlative
Large	larger	Largest
Rude	ruder	Rudest
Safe		
Wide		
Close		
Fat		
Big		
Sad		
Hot		
Busy		
Happy		
Heavy		
Thin		
Slim		
Fit		
Simple		
Narrow		

You Should Know

You can use either the **–er** and **–est** forms or the **more** and **most** forms for the following words.

Stupid	stupid<u>er</u>	stup<u>iest</u>
Stupid	more stupid	most stupid
Polite	polier	politest
more polite	most polite	most politest

TASK 6   **Write down the comperatives and the superlatives.**

Adjectives consisting three or more syllables, _more_ to form their comperatives and _most_ to their superlatives.

Adjectives	Comperative	Superlative
Beautiful	More beautiful	Most beautiful
Expensive		
Delicious		
Difficult		
Disappointed		
Embarrasing		

QUESTIONING

TASK 7   **What is your dream pet? Fill the following chart. Don't show it to your friend.**

My Pet

Name :_____

Kind   :_____

Colour :_____

Height :_____

TASK 8   _____   ont of t   Length : 35 cm

Food   :_____

My Pet

Name : Coco

Kind   : cockatoo

Colour : green and blue

Height : 20 cm

Length : 35 cm

Weighth: 3 kg

Your friend will ask you some questions. Sample of the questions:

1. Does it have_____?
2. Is it bigger than a _____?
3. Is it smaller than a_____?
4. Does is fly?
5. Does it eat corn?
6. It is a _____?

Useful words"

Fur,feather, beak, claws, soft, fur, colour, four, legs, two legs, whiskers, fish, meet, rice,grai, tall, long neck, sharp, teeth, paws

TASK 9   **Work in pairs. Compare yout pet with your friend's.**

Som what do you keep?

I keep some fish in a aquarium

What types are

There are five creatures. Two are clownfish, and the rest are seahorse.

COMMUNICATING

TASK 10   **Look the picture then complete and practice the dialog.**

Example :

1.
Tall (Ambar and Tomy)

A : Ambar and Tomy are both tall,
   but Tomy is taller

B: Tomy is taller than Ambar.

2.
Short (Tom and Andy)

A: Tom and Andy are both
short, but Tom is shorter.

B: Tom is shorter than Andy

3.
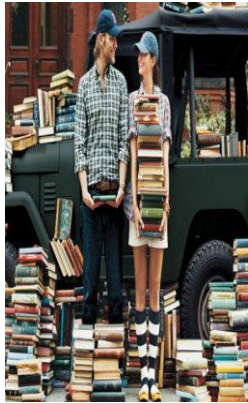
Strong (Anton and Felicia)

A:_____

B:_____

_

4.

Young (Anne and Cintya)

A:_____

B:_____

5.

Ols (Mrs.Black and Mr. Black)

A:_____

B:_____

6.

Faster (Christ and Gerald)

A:_____

B:_____

TASK 11   **Practice the dialog with your partner**

Mutia : Aji, do you remember when we were kids? Who is taller?

Aji : I do remember it. Of course I'm taller than you.

Mutia : Is that true? I don't think so. See this picture. It was our childhood. This is me and that is you. Absolutely, I am taller than you. I am smarter than you. I am better at playing soccer than you.

Aji : That condition was when I was a kid. Now, I am handsome, I am a captain of soccer team at school, and I am taller than you. Now is more important than past.

Mutia : Justification never ends. You always beat what I say. It's fine since you are my younger brother. Please be my guardian forever.

Aji : Don't worry. I will always do that no matter what.

Mutia : Thank you, my little big brother.

EXPLORING

TASK 12   **Based on the data, complete and says the following sentrences to make the comparisons.**
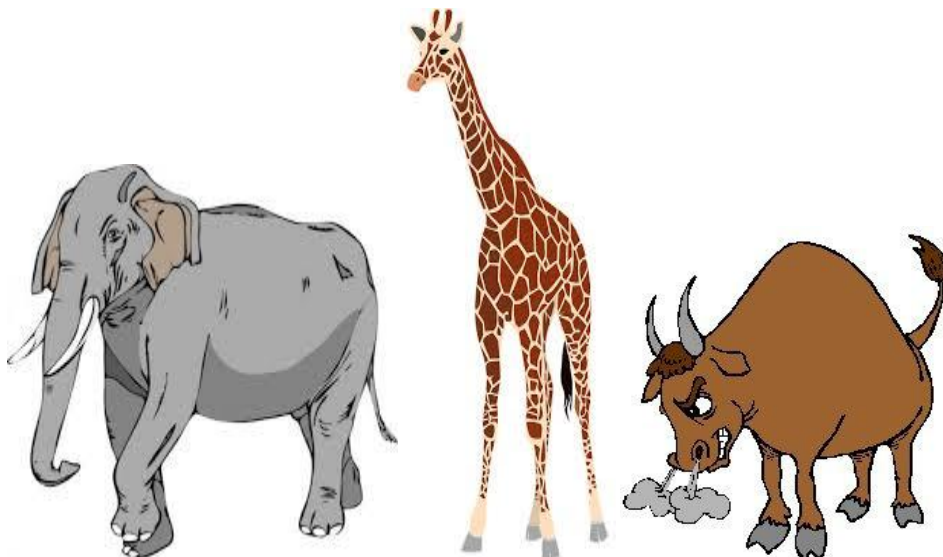
| Height : 3,4 | Height: 5,3 m | Height: 2m |
| Weight: 5,4 tons | Weight: 800 kg | Weight: 1.000kg |

2. A girrafe / an elephant / tall

_____

3. A girrafe / tall

   _____

4. A bison / short

   _____

5. An elephant / a bison / big

   _____

6. A girrafe / a bison / big

   _____

7. An elephant / big

   _____

TASK 13   **Make a compare of the dinosaurs in the picture then presentation your work infront of the class!**
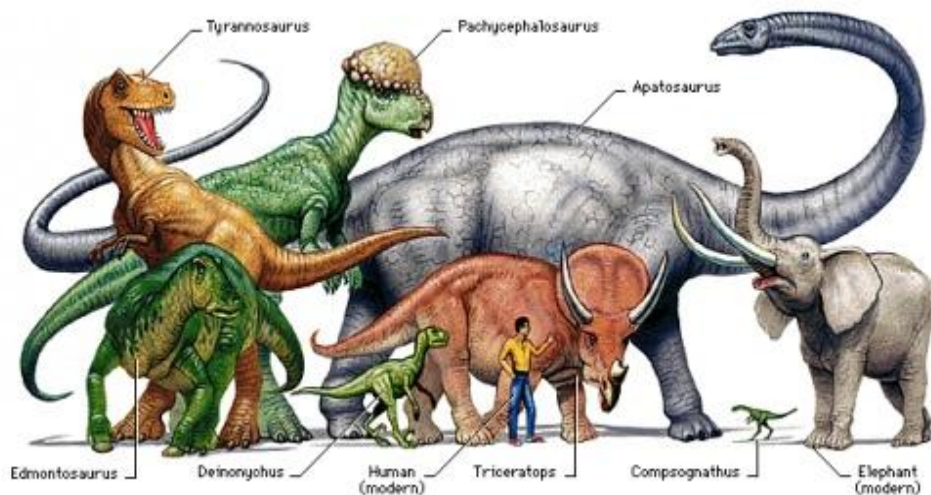
TASK 14   **Choose of both dialog and play a role to practise the dialog with your friend!**

Dialog 1

Hani   : "Good morning Santi, How do you do?"
Santi   : "I am fine, thank you. Where were go for holiday?"
Hani   : "I went to Borobudur, Malang, and Solo with my family.
Santi   : "Oh, great. What is *the best* of Malang?"
Hani   : "Everything is good. Borobodur have picture *as beautiful as* Malang. I can go with my family. That is the best."

Dialog 2

Vanty : "I am cooking now. Will you taste my cake?"
Rama : "Sure"
Vanty : "How about its taste?"
Rama : "This ceke is very sweet."
Vanty : "So, Your sister cake's is *more delicious than* mine?"
Rama : "I don't conclude like that. I think your cake as delicious as my sister".
Vanty : "Thank you.."Choo

> **EVALUATION**
> **Work in pairs. Let's make conclusions of the structure and the use of comperative and superlative adjective you have learned in this unit. Complete the sentences with the words in the box.**

1. To compare two things or people, we usually use_____ adjectives
2. To compare one thing or person in a group of three or more, we usually use_____ adjectives
3. We add_____ at the end of most one syllable adjective in comparatives.
4. For some adjective, we put_____ before the adjective.
5. We add_____ at the end of most one syllable adjectives in superlatives.
6. For some adjectives, we put_____ before the adjectives.
7. To comperative two things or people, we usually put_____after the comparative adjective.
8. When using the superlative we usually put_____ before the superlative adjectives.

-er	comperative	the
Most	than	more
Est	superlative	

BIOGRAPHY OF RESEARCHER

IDENTITAS

1. Nama : Deby Sriwani Sinaga
2. Tempat/ Tgl.Lahir : Mayang, 24 Desember 1995
3. Jenis Kelamin : Perempuan
4. Agama : Islam
5. Kewarganegaraan : Indonesia
6. Status : Belum menikah
7. Alamat : Perumahan Sibatu-batu Indah Pematang Siantar
8. Nama Orang Tua
   a. Ayah : Riduwan Sinaga
   b. Ibu : Siti Nurdiah

PENDIDIKAN

1. SDN 1230 Tebing Tinggi, Tahun Tamat 2006/2007
2. SMP Negeri 1 Tebing Tinggi, Tahun Tamat 2009/2010
3. SMA Negeri 5 Pematang Siantar, tahun tamat 2012/2013
4. Terdaftar Sebagai Mahasiswa FKIP UMSU Prodi Pendidikan Bahasa Inggris tahun 20014/2015

Medan, Oktober 2018

Deby Sriwani Sinaga

Form : K – 1
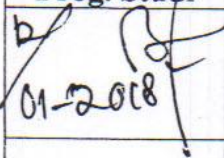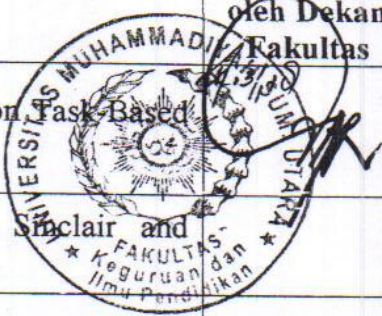
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**
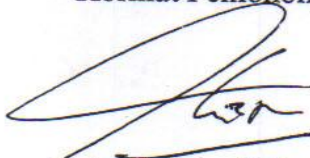
Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Deby Sriwani Sinaga
NPM	: 1402050347
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 128 SKS

IPK= 3,08

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
01-2018	Developing English Speaking Materials Based on Task-Based Learning for Eighth Grade Junior High School	
	Examining Classroom Interaction Based on Sinclair and Coulthard Method	
	Improving Students' Vocabulary and Extension of Knowledge Through Semantic Mapping Strategy	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 Januari 2018
Hormat Pemohon,

Deby Sriwani Sinaga

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	:	Deby Sriwani Sinaga
NPM	:	1402050347
Prog. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Developing English Speaking Materials Based on Task-Based Learning
for Eighth Grade Junior High School

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Mandra Saragih, S.Pd, M.Hum   *Acc*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 12 Januari 2018
Hormat Pemohon,

Deby Sriwani Sinaga

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                       -   Untuk Ketua / Sekretaris Prog. Studi
                       -   Untuk Mahasiswa yang Bersangkutan

==

Nomor   : *394* /II.3-AU /UMSU-02/F/2018
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
              Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Deb.y Sriwani Sinaga
NPM   : 1402050347
Program Studi   : Pend. Bahasa Inggris
Judul Skripsi   : Developing English Speaking Material Based
                  on Task-Based Learning   for Eighth Grade
   Junior High School

Pembimbing   : Mandra Saragih.,S.Pd.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 17 Januari 2019

Medan, 29 Rab. Akhir   1439 H
         17 Januari   2018 M

Wassalam
Dekan

Dr. Elfrianto .,M.Pd.
NIDN 0115057302
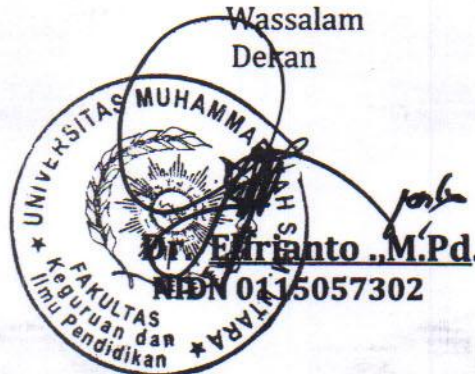
Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini ....Jum'at.... Tanggal ..26.. Bulan ...Januari....Tahun 2018 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Deby Sriwani Sinaga
N.P.M   : 1402050347
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Developing English Speaking Materials Based on Task-Based Learning
                  for Eighth Grade Junior High School

No	Masukan dan Saran
Judul	OK
Bab I	✓
Bab II	✓ Mastering Vocabulary (Memorizing) Related to the Curricula 13.
Bab III	Note: ~~that~~ Guided in Task for Speaking - Such as Pronunciation and building sentence
Lainnya	Evaluate the development of the Students achievement in Speaking.
Kesimpulan	[ ] Disetujui [ ] Ditolak
	[✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Itzlib Sy. mng)

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Deby Sriwani Sinaga
N.P.M   : 1402050347
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Developing English Speaking Materials Based on Task-Based Learning for Eight Grade of Junior High School

Pada hari Jumat tanggal 26 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, 01 Januari 2018

Disetujui oleh:

Dosen Pembahas

Habib Syukri Nst, S.Pd, M.Hum

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Deby Sriwani Sinaga
N.P.M   : 1402050347
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Developing English Speaking Materials Based on Task-Based Learning for Eight Grade of Junior High School

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 01 Februari 2018
Hormat saya
Yang membuat pernyataan,

Deby Sriwani Sinaga

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Deby Sriwani Sinaga
N.P.M : 1402050347
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Developing English Speaking Materials Based on Task-Based Learning for Eighth Grade of Junior High School

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16/03/2018	Abstract	
	Chapter II	
	Chapter IV	
20/03/2018	Chapter III	
	Chapter V	
	Appendix	
20/03/2018	Chapter V	
	Chapter VI	
	Appendix	
	Acc For Greentable 1	

Medan, Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum.)

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor   : 096 / I05.4 / SMP.04 / TU / 2018

Saya yang bertanda tangan dibawah ini :

Nama   : R I D U A N, S.Pd. MM
NIP   : 19650505 199103 1 014
Jabatan   : Kepala Sekolah

Menerangkan bahwa Mahasiswa FKIP Universitas Muhammadiyah Sumatera Utara (UMSU) Medan :

Nama   : Deby Sriwani Sinaga
N P M   : 1402050347

Telah melaksanakan penelitian sejak tanggal 12 Pebruari 2018 s.d. 24 Pebruari 2018 di sekolah yang saya pimpin. Adapun Judul Penelitian Mahasiswa tersebut adalah :

Developing English Speaking Materials Based on Task- Based Learning For Eighth Grade of Junior High School

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Pematangsiantar, 12 Maret 2018
KEPALA,

R I D U A N, S.Pd. MM
PEMBINA Tk. I
NIP 19650505 199103 1 014