

**DESIGNING SPEAKING HANDBOOK FOR STUDENTS IN
THE ELEVENTH-GRADE OF SMAN 2 PALOPO**

A Thesis

*Submitted to the English Education Study Program Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement
for S.Pd Degree of English Education*



Proposed By:

BATARIAS

17.0202.0077

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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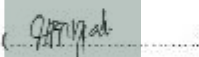

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THESIS APPROVAL

This thesis, entitled "Designing Speaking Handbook for Students in the Eleventh Grade of SMAN 2 Palopo" written by **Batari, AS, Reg. Number 17 0202 0077**, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, January 14th 2022 M**, coincided with **Jumadil Akhir 12th 1443 H**. It is authorized and acceptable as a partial fulfillment of requirement for S. Pd degree in English language teaching.

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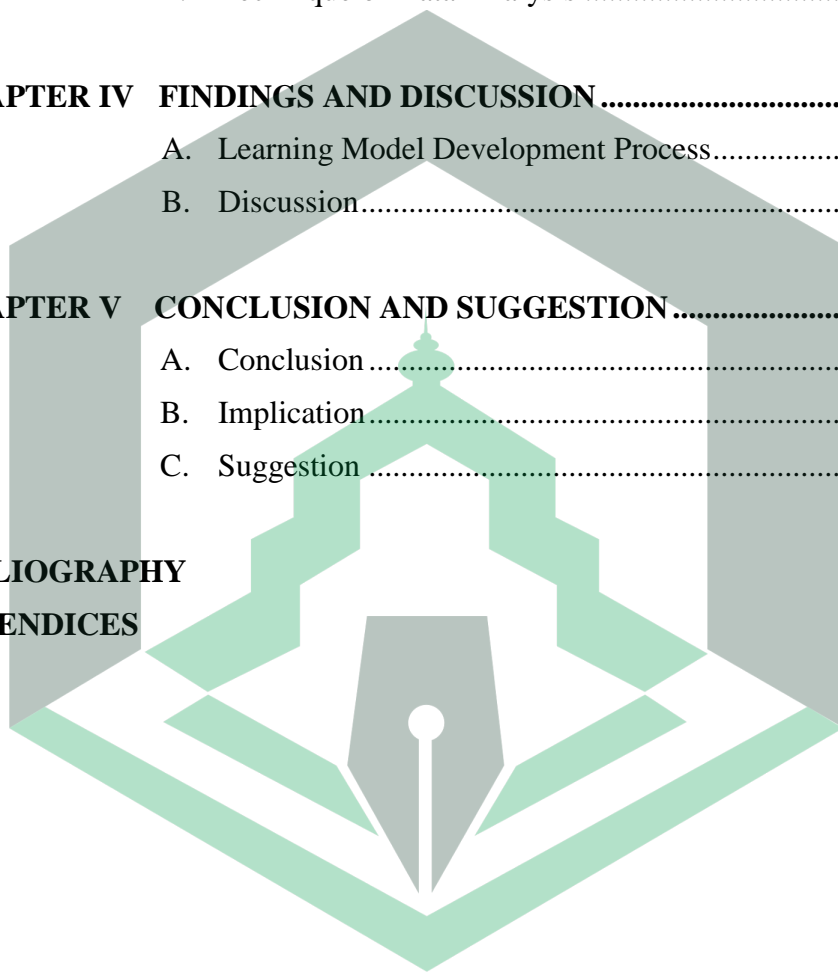
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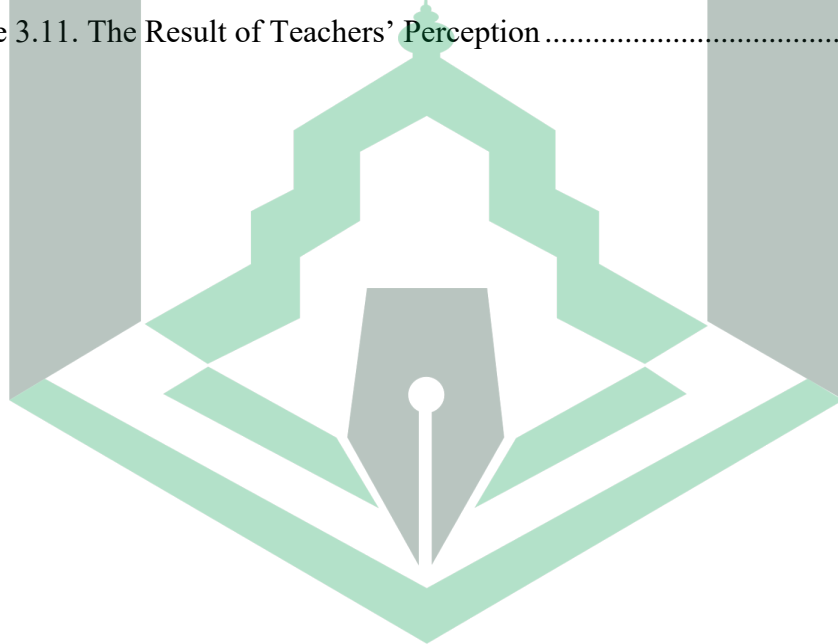
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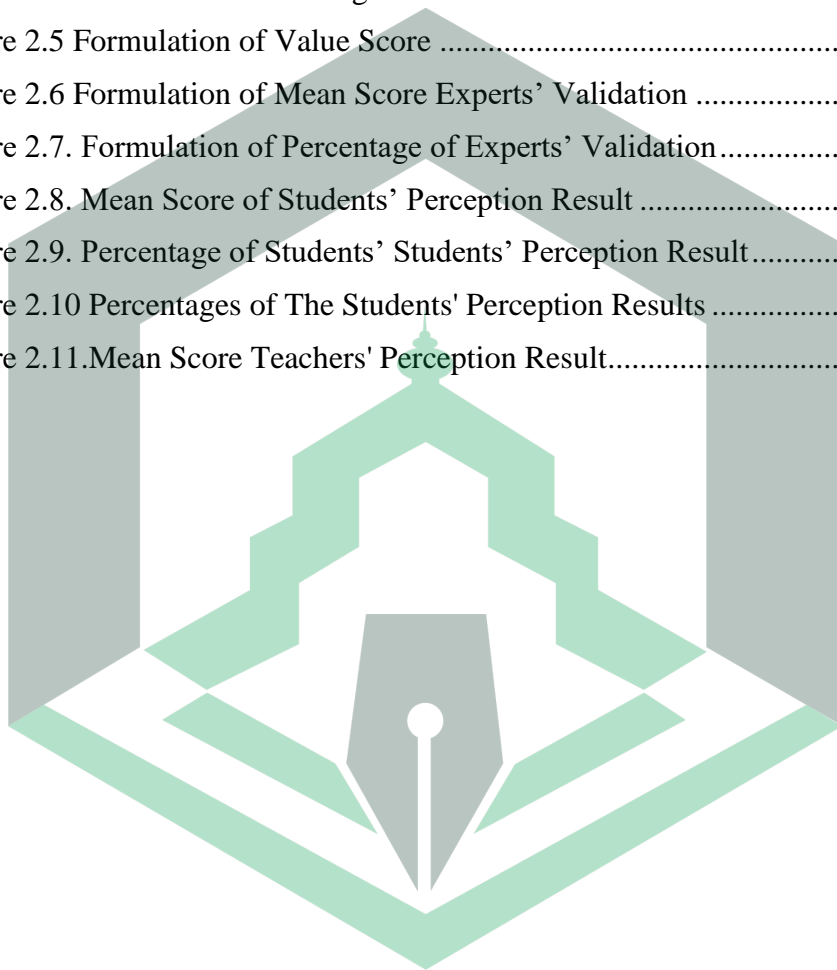
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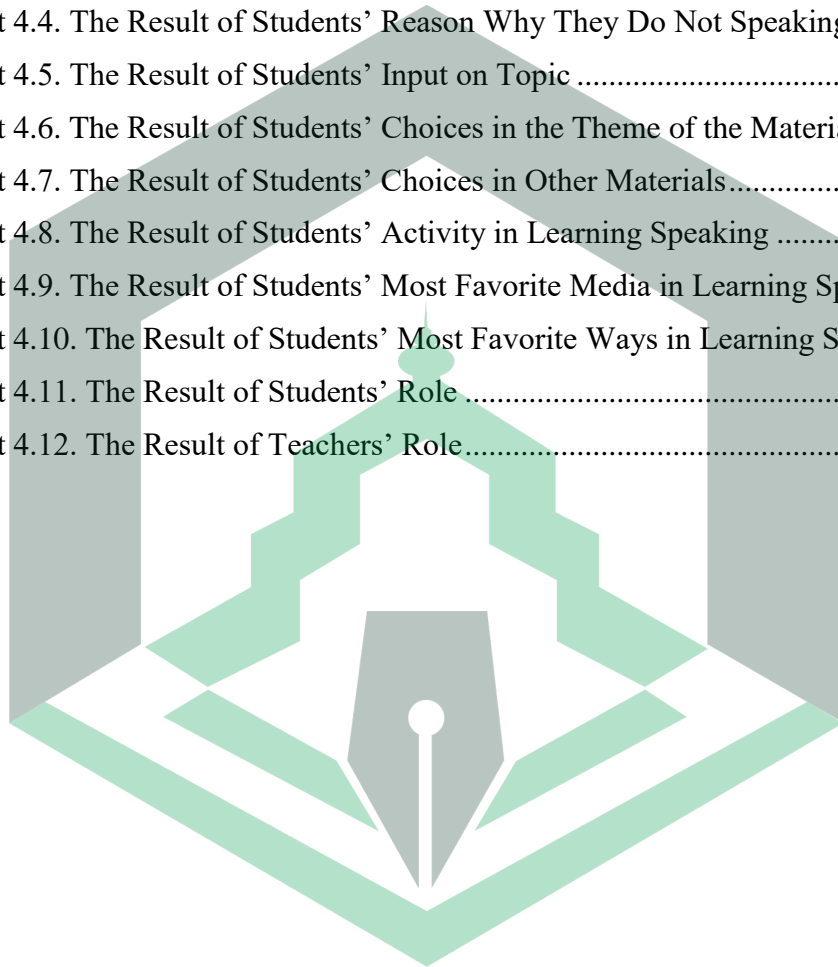
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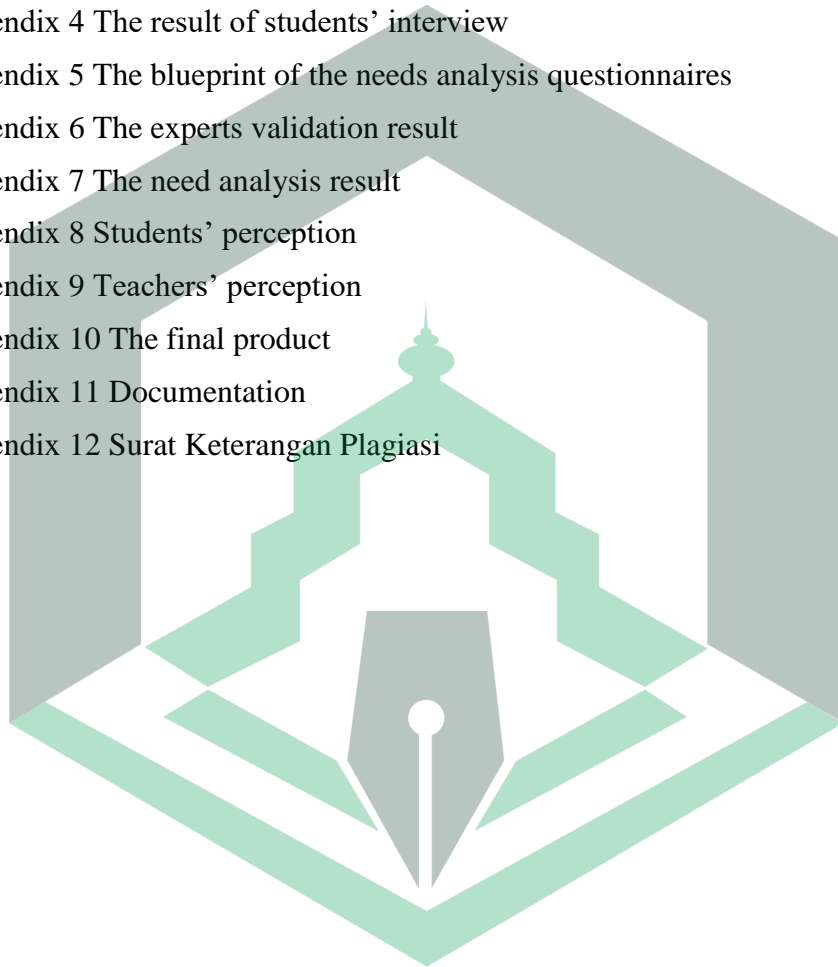
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ABSTRAK

Batari.AS, 2021. *“Designing Speaking Handbook for Students in the Eleventh Grade of SMAN 2 Palopo”*. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by: (1) Sahraini, and (2) Andi Tenrisanna Syam.

Considering the importance of learning English speaking, this research aims in designing the appropriate Speaking Handbook for Students in The Eleventh Grade of SMAN 2 Palopo. This research answered two questions; (1) What is the appropriate speaking handbook for students in the eleventh grade of SMAN 2 Palopo?, and (2) How is the perception of the students in the eleventh grade of SMAN 2 Palopo towards the speaking handbook?. The method of this research was Research and Development (R&D) with TBLT and Hutchinson and Waters' as its approach. The designing speaking handbook used 4D Model which has four stages; they are define, design, develop, and disseminate by using observation, interview, and questionnaire as the instrument of the research. Further, the speaking handbook was designed into four chapters and consists of seven sub unit; 1) let's starting up, 2) language learning, 3) small talk, 4) sound on, 5) let's practice more, 6) games, and 7) learning journal. Those learning materials are indicated as the appropriate speaking handbook as students' needs and choices. Based on the students' perception towards the speaking handbook a mean score was 3,75, or 93,75% which means the speaking handbook was appropriate for students in the eleventh grade of SMAN 2 Palopo. The speaking handbook was validated by three experts they are: language expert, material expert, and design & layout expert. Furthermore, the result of the experts' judgments shown a mean score 3,41 with 85% of percentages which qualified as “good”. The try-out was represented by twenty six respondents. The result of the interview both of students and teachers are qualified in content, the design & layout was interesting with attractive learning materials and based on the students' needs, wants, and lacks.

It is indicated that the speaking handbook are available to use.

Keyword: Research and Development, Design, Speaking Handbook.

CHAPTER I

INTRODUCTION

A. Background

Teaching English in Indonesia is more about memorizing than understanding. This is felt to be less supportive in preparing someone to be able to use English in conversations with others and for academic matters. According of ranked of EFEPI (English Proficiency Index) SET (Standard English Test) in 2020 reported Indonesia scores is in the 453 score, with a 74 ranks followed by 100 countries that participated in this EFEPI where it is mean Indonesia score is in the low proficiency (EFEPI, 2020)¹.

Moreover, language learners in Indonesia considered English as a foreign language rather than a second language, where English is rarely spoken in society. It can be said that the actual teaching of English in Indonesia may be different from teaching English in Malaysia, English in the Singapore, Philippine, or another Asian countries where she/he have to learn English in the conditions in which it is spoken for communication in their daily life even in the academic situation. That is why, teaching English in Indonesia is not as easy as to imagine.

Most students at school are still not confident to speak up neither with their anxiety becomes the cause of “will not talk” problem, lack of adequate

¹EFEPI, “The world's largest ranking of countries and regions by English skills,” accessed from <https://www.ef.co.id/epi/on> January, 10th2020.

vocabularies, mispronunciations, and lack of practical books or media to help them in learning English. Therefore, teachers need to seek various approaches, methods, techniques, and various learning resources to attract their interest to learn speaking English. Basically, the process of learning should be designed in such a way to provide wide opportunities for students to learn.

Based on the observation and interview conducted on December 14th 2020, in the eleventh grade of SMAN 2 Palopo. The English teacher, Andri Irawati Rahman said the students still have difficulties in speaking English. In terms of lack of vocabularies, mispronunciations, fear of making mistakes, and textbooks do not provide relevant speaking learning material. Furthermore, students also felt anxiety when asked to communicate, even though they know what they want to say but it is hard to convey. Moreover, it is also proven by their speaking ability had not reached competence, some of them still have trouble in doing conversations, presentations, expressing, and even understanding daily activity conversations.

Therefore, designing typical speaking materials in form of a handbook for students in the second-grade of SMAN Palopo is what the research focuses on. Handbook is used as a tool to convey information about subject matter and others. Besides, the handbook seems simple and interesting, handbook in generally contain an overview of the subject which is used to guide the application of practice or provide lessons.

By using a speaking handbook that produced by the researcher, students learnt and practice various activities and topics such as vocabulary and

expressions in daily life, small talk topics, interested themes of each material, also students practice their speaking test with interactive activities. Further, there are some of motivations letters in each chapter of the handbook. Those are the things that distinguish the speaking handbook that produced by the researcher from other handbooks where the speaking handbook generally contains a lot of discussion about grammar, and games.

Meanwhile, if it is related to the Islam perspectives in learning Allah SWT has explained that we were born with knew nothing, and He gave us hearing, sight, and intellect to use it in the proper way.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

“And Allah brought you out of the wombs of your mothers while you knew nothing, and gave you hearing, sight, and intellect so perhaps you would be thankful”. (Q.S. An-Nahl: 78)

In the previous study, Afifah et.al discuss about Designing “Good at English” as an English Conversation Book for Speaking Activities outside the Class for Grade VIII Students of the Junior High School”. They stated that one of the most prominent factors that can affect the improvement of students' speaking English is the designing of learning materials or teaching materials and learning activities². In this previews study they want to provide speaking learning materials

²Afifah, Nurin and Suharso. “Designing ‘Good at English’ as an English Conversation Book for Speaking Activities Outside the Class for Grade VIII Students of the Junior High

which can help students to continue learning even though they are not in English class. Padang, Sumarsih, & Saragih “Developing English Speaking Materials Based on The Contextual Teaching and Learning for Grade XI Senior High School in SMA Negeri 1 Kerajaan”. State that the problems faced by students are caused of the lack of particular books and fitting materials used by their teacher to support their speaking aptitude improvement. In addition, mostly the general textbooks which used by them only focused on reading comprehension and writing. Therefore, the researcher interested in conducting the research under the title “**Designing Speaking Handbook for Students in the Eleventh Grade of SMAN 2 Palopo**”.

B. Research of the Question

The eleventh grade students of SMAN 2 Palopo have difficulties in learning speaking English. Most of students think English as a difficult subject. Moreover, the lack of material books for practice speaking English that suits with their needs and wants. Regarding to the problems limitation, it leads the researcher to formulate the research question as follows:

1. What is the appropriate Speaking Handbook for students in the eleventh grade of SMAN 2Palopo?
2. How is the perception of students in the eleventh grade of SMAN 2 Palopo towards the designed Speaking Handbook?

C. The Objective of the Research

The researcher determines the objective of this research based on the formulation of the problems as follow:

1. To design the appropriate Speaking Handbook for students in the eleventh grade of SMAN 2 Palopo towards the designed Speaking Handbook.
2. To find out the perception of students in the eleventh grade of SMAN 2 Palopo towards the designed Speaking Handbook.

D. The Specification of the Research

The expected product specifications in this research as the designed handbook consist of (1) some quotes/motivational letters and guiding texts in learning speaking English. (2) Learning materials including Daily expression, daily vocabulary, and learning materials based on the student's interest and related to the curriculum program in the school.

E. The Significance of the Research

Theoretically, the result of this research was expected to become the basis for developing instructional media especially in speaking English and also expected to be an added value for scientific knowledge in the field of English education. Practically, this research was to provide a suitable product of learning materials that would be useful for (1) the English teacher, who would use the product as references in teaching speaking English, (2) the learners was expected to enhance their speaking skill through the speaking handbook, (3) the other researcher, it is expected as a reference for further research.

F. The Assumption and Delimitation of the Research

The researcher had some assumptions in designing speaking Handbook for students in the eleventh grade of SMAN 2 Palopo as follows:

1. Students completed the need analysis and questionnaire.
2. Expert judgment objectives in evaluated the designing of the handbook.
3. The speaking handbook would be useful for the students as a learning material that suits with their needs.

The researcher had some delimitation in conducting this research as follows:

1. Due to the limitation of chapters, the speaking handbook was only completed for four chapters.
2. The material of the handbook was consisting of basic speaking materials.
3. The designing of the speaking handbook used 4D model.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There were some relevant studies related to this research that explained below. They are:

1. Fijriyah “Developing ESP Teacher’s Handbook to Teach Speaking for Nursing”.

The purpose of her research was to develop a guideline called ESP teacher’s handbook to teach Speaking II for the Nursing Department students. The materials which were developed using Borg and Gall’s model (1986), the development of the product was because the result of the preliminary study showed that the Nursing Department students in UMM have lack of intention and confidence to participate actively in the classroom due to some materials that cannot interestingly trigger students’ motivations. The results of data analysis were separated into three sub point, (1) Experts’ Validation of the Developed Product, and (2) The Tryout. The teacher’s handbook categorized “excellent”.

The comparative between her research and this research was to make a leaning material in form of a speaking handbook to enhance speaking skill. While, the differences were in the subject of the research: Fijriah research used Nurses as her subject of the research, while this research used students from eleventh grade. Further, the material that was developed is limited in games which have already

familiar with the subject. Meanwhile, this research designed the materials not only with games but also based on the curriculum program.

2. Tanjung “Developing Games Handbook for Beginner Level of Speaking At Merah Putih International Language Course Palopo”.

The objective of the research was to design an appropriate games handbook for students of speaking beginner level at Merah Putih international language course palopo which used 4-D model. The data were collected by observation, interview and questionnaires. There were 2 kinds of questionnaires, they are: (1) Questionnaire of Need Analysis (2) Questionnaire of Expert Judgment. Further, the data were analyzed using qualitative descriptive method. The result of the findings shown the ranges of value of handbook from 2 experts are: 89 and 78, the mean value of them is 4.45 and 3.9 which the category is “Valid”.

Furthermore, the difference between Fauziah Tanjungs’ researches with this research is in the subject of the research. Her research was used subject from Merah Putih international language course. Besides, the handbook was designed with games as the materials. Those games were designed as an activity in enhancing students speaking skill (focused on speaking). This research was designed not only with games as an extra activity, but also included with tongue twister to enhance students’ pronunciation ability. Further, total of the chapter in her speaking handbook was nine chapters and this research was four chapters. Therefore what makes her research same with this research was in the used of

materials design model. Both of this research was used 4D method and Hutchinson and Waters' design model.

3. Padang, Sumarsih, & Saragih "Developing English Speaking Materials Based on The Contextual Teaching and Learning for Grade XI Senior High School in SMA Negeri 1 Kerajaan".

The objective of this research is to design English speaking materials for students of class XI SMAN 1 Kerajaan based on their needs. The output of this research produced the learning process of the meaningful English speaking books for students. The steps of this research were used; collecting information and data, analyzing data, designing materials, validating by experts, revising, and final product. The data that collected based on the questionnaire were designed by the theory Hutchinson and Waters about need analysis, which is there are three categories of the question, such as; necessities, lacks, and wants.

The results of this research indicate that the problems faced by students are caused of the lack by particular books and fitting materials used by their teacher to support their speaking aptitude improvement. In addition, mostly the general textbooks which used by them only focused on reading comprehension and writing.

Therefore, what makes research Padang, Sumarsih, & Saragih is different from this research are: they are used CLT (contextual teaching and learning) as an approach in teaching and learning speaking English, where the researcher in this research used TBLT and Hutchinson and Waters' design model.

4. Septiana & Hartati “Designing an Oral English Handbook For Supervisors Community (A Developmental Research Conducted In Textile Company)”.

This research shows the supervisors have lack in speaking skill. Therefore, the aim of this research was designing a handbook for supervisors in PT. URW Textile Company in Purworejo to help them in learning speaking. This research was Research and Development (R&D) research, which used theory from Branch that was ADDIE model, the step was Analysis, Design, Development, Implementation, and Evaluation. The designing of the handbook was categorized into very good handbook it has proven by the score 85% for the quality of the content given by supervisors, and the score for the instructional quality given by the expert judgements was 92%.

Furthermore, Septiana and Hartati’s research had the similarities with this research which is to design the appropriate handbook for learners to help them in speaking English, also to define what materials are suitable for their needs. However, the different between their research and the researcher is in the subject of the research, which the researcher more focused for students on the second-grade of SMAN, while the Septiana’s research focused on the supervisor community. Further, the researcher used 4D model with TBLT approach and Septiana’s research was using ADDIE model with ESP approach.

B. Some Pertinent Ideas

1. Teaching Speaking

Teaching speaking is a necessity to assist students in achieving their communicative skills. In teaching speaking teacher will transfer knowledge of aspects speaking to increase students' ability in communicating. The objective of teaching speaking is to develop the ability of speaking in order to interact successfully in that language. The learners can express their feelings, understand the aspects of speaking, and learn how to speak with the fitting way so that the interlocutors can understand what they said (Azizah in Isnawati :37)³.

According to Nunan teaching speaking is to teach students to (1) produce the English sounds and sound patterns, (2) utilize the word, sentence stress, rhythm, and intonation pattern of the second language, (3) choose the right words and sentences based on the right social environment, situation, audience, and subject matter, (4) arrange their thoughts in a meaningful and logical order, (5) use language as implies for communicating esteem and judgments, and (6) use language fluently and confidently⁴.

What we have to keep in mind when teaching students is the fact that they are a class with different abilities, levels of motivation, expectations, knowledge and learning styles. Therefore, the teacher should be able to vary the approaches and offer as many opportunities as possible to get the whole classes to find

³Azizah, Hanik Lailatul. "The Effectiveness of Using Think Pair Share Strategy Towards The Students' Speaking Ability of The Eighth Grade At Mts Darul Hikmah Tulungagung". 2017. IAIN Tulungagung Institutional Repository, 11–12. <https://doi.org/10.4324/9780429348808-3>.

⁴Nunan, David, T. D. Terrell, and H. Douglas Brown. Practical English Language Teaching. Language. 2003. First Edit. Vol. 57. Ney York, America: McGraw-Hill/Contemporary.

something to hold on to and develop. To develop speaking skills, basically it needs a closer look and further discussion among teachers and learners so that they will find guidelines to direct students to be involved and interested in learning foreign languages.

English teaching at SMAN 2 Palopo is the same as learning English in general, which was only focused on classroom learning. But, this may be because English is a foreign language that is not commonly used in everyday life. Students at school seem to use more local or regional languages. Moreover, they do not have activities outside school such as the absence of English language course activities provided by school institutions or students' unsuccessful desire to join the program due to lack of funds that must be spent. But it does not mean the learning that students receive in the class does not help them understand the lesson at all, as said by Arifin “learning English to communicate is a very complex process of language acquisition. For students in the beginner level, starting to learn a foreign language is like learning their mother tongue. They need more time to listen to the foreign language in the class and they should also have more opportunities to repeat some of the words they hear⁵”.

Regarding of language skills, many people think that ability or someone's English skill is shown by the speaking ability of the person. This view is reasonable considering that the most important function of language is as a tool communication, and communicate using meaningful language speaking or writing. Thus, in teaching speaking there are some aspects where teacher has to

⁵Arifin, Muhammad Nur. “Teaching Speaking Skills in the Young Learners’ Classroom.” 2018. Sultan Maulana Hasanuddin Banten State Islamic University, p. 4.

focus on, so that the learning materials will be structured and it will facilitate in training and direction in speaking activities. The aspects of speaking as follow:

a. The Components of Speaking⁶

1) Fluency

In connection with the teaching and learning process of fluency skills the accuracy takes precedence, the more it is for beginner students and intermediate. At least this option can help students to feel compelled to interact well with their friends in speaking English

2) Accuracy

Pronounce accuracy is a whole activity carried out in producing language sounds which include articulation that is, how the position of speech instruments such as the tongue, teeth, lips and palate are formed when forming sounds, both vowels and consonants. So a error in pronouncing consonants and vowels will mean different things, errors of the pronunciation of consonants and vowels will cause the meaning of the word or the sentence different.

3) Vocabulary

Vocabulary is an aspect of assessment for a teacher, to what extent or how much of the vocabulary is known by a student in speaking. By knowing vocabulary it will help students in speaking English fluently.

4) Grammar

⁶Azlina, Kurniati, Eliwarti, and Novitri. "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru." 2015. Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau(JOM FKIP UNRI), 5. <https://media.neliti.com/media/publications/206186-none.pdf>.

Grammar is an important aspect of speaking, but that doesn't mean students have to think too hard. This is because, when students focus too much on grammar while speaking, students may even become stammered in speaking. Moreover, in speaking English at least the person who is talked with knows what being said. In fact, sometimes even natives do not pay much attention to correct grammar, especially if you have to use tenses that are too complicated.

5) Pronunciation

Pronunciation is one of important aspect for students in teaching English. Good pronunciation will be the basis for students to master English well. For this reason, students must be taught and given training from an early age in order to have perfect pronunciation skills. If students make an error in pronunciation they will make mispronounce of a word, this will causes a misunderstanding when students communicate in English.

Teaching and learning process is built by three aspects interaction; they are interaction between educators, students and learning resources. To facilitate this process, the teacher can make own teaching materials (books) that will be used in teaching and learning process.

b. Function of speaking

Speaking means communication. Communication is a contact relation between individual and groups. In general, the function of speaking is as a communication tool to convey messages and carry out activities that are deemed necessary. Richards in (Brown & Yule, 1983) states there are three function of speaking such as: (1) *talk as interaction*, speaking is used to interact with

someone or group. Speaking as interaction refers to someone normally mean by "conversation" and describes interactions that serve a social function. When people meet, they exchange greetings, chat lightly in order they want to be friendly, and build a comfortable zone of interaction, (2) *talk as transaction*, speaking as transaction refers to situations where the focus is on what is said, (3) *talk as performance*, speaking that can be distinguished based on the context is called speaking as a performance. It refers to public speaking that conveys information to an audience, such as class presentations, public announcements, and speeches⁷.

Teaching and learning process was built by three aspects interaction; they are interaction between educators, students and learning resources. To facilitate this process, the teacher can make own teaching materials (books) that will be used in teaching and learning process.

c. English Curriculum Program at the Eleventh Grade of SMAN 2 Palopo

Curriculum according to the 2003 National Education System Law chapter 1 article 1, is a set of plans and arrangements regarding objectives, content and learning materials and the method used as a guide for the implementation of learning activities used to accomplish educational goals. The Indonesian Republic's Ministry of Education released a new curriculum in 2013, dubbed curriculum 2013. At SMAN 2 Palopo teacher was used curriculum 2013 in learning process, it means students have to more active. Moreover, the teacher was required to use a book provided by the government. That is why, the

⁷Richards, Jack C. "Developing Classroom Speaking Activities: From Theory to Practice." Guidelines-Singapore-Periodical for Classroom Language Teachers Then Magazine for Language Teachers. 2006. 28 (2): 2-5.

materials in the Handbook will relate to the curriculum program for the first semester in the second-grade of SMAN 2 Palopo.

2. Handbook in Speaking English

Murphy, Redding, & Twyman Handbooks is a set of information, may deal with any topics in a particular field. Handbooks generally contain information in a particular field or about a particular technique. They are designed to be easily used⁸.

According to Abdul Hakim Sudarnoto as cited in R. Tiara Dewi⁹, handbook is a compilation of various types of information packed solidly and ready to use, especially in a field such as A Handbook of Physics.

Goodwyn established that handbooks can give additional exercises to improve the learning process of any subject. Students can practice and improve their knowledge in math, statistics, English and other subjects. The use of handbooks or guides has been well known in distance education and it can be a process of independent learning (self-taught).

Based on the definitions above, it can be concluded that handbook is a publication that usually contains information about a particular field (various fields), which is presented in a practical form. Dealing with this case, designing

⁸Murphy, Marilyn, Sam Redding, and Janet Twyman. "The Handbook on Innovations in Learning." Edited by Marilyn Murphy, Sam Redding, and Janet Twyman. Third Edition. Philadelphia, US: *Center on Innovations in Learning*. 2014. <https://files.eric.ed.gov/fulltext/ED558056.pdf>. Accessed on 27 Maret 2021.

⁹Tiara Dewi, Muhammad Amir Masruhim, Riski Sulistiarini. "Pengembangan Buku Panduan Program Perlindungan Anak Di PPAE klesia Salatiga."2016. Laboratorium Penelitian Dan Pengembangan FARMAKA TROPIS Fakultas Farmasi Universitas Mualawarman, Samarinda, Kalimantan Timur, no. April: 5–24.

speaking handbook as a tool in teaching English may lead students in learning speaking with handbook as a media.

a. Criteria of a Handbook

As previously explained the handbook is an instruction book, guides, or information, such as for work, trip, or a collection of quotes. The criteria of handbook in generally can conclude such as: (1) A collection of various kinds of information on one or more related subjects, (2) Usually the handbook talks about, what, how, why, when, (3) Instructions, guidance and information¹⁰, (4) An overview of a particular subject or subject regarding a knowledge/science that is used for guidance in its practical application, (5) Generally arranged based on classified, and (6) Information or practical instructions regarding a type of work or activity on how they works¹¹.

b. Components of Handbook

Most people think that a handbook is the same as a pocketbook or a manual book. But they have differences, such as in terms of size. Handbooks are usually the same size as books in general, about 17.5 cm x 24.7 cm or 21 cm to 25 cm¹².

There are several components or physical principal parts contained in a handbook, they are: (a) Cover, to make the cover more attractive book/learning materials cover is designed attractively such as providing illustrations in

¹⁰SujonoTrimo, Reference work and Bibliography, Jakarta: Bumi Aksara, 1997, p. 101-102.

¹¹*Ibid.*,p.102.

¹²Qodariah Anggiani, Fitria Ahhyatul, dkk, Analisis Handbook Dan Manual. Accessed on Maret, 27th 2021 from https://www.academia.edu/38209189/Analisis_Bahan_Pustaka_Referensi_-_Handbook_dan_Manual.docx

accordance with the contents of the book and using the name of the lesson/title, (b) The front of the handbook, load title page, main title page, page table of contents (sometimes did not use table of contents), each number pages in the front of the textbook using general numerals, (c) the content of the handbooks, which contains the lesson material to be delivered to the students, consists of a title chapters, and subtitles, each new section and chapter created on the next page, (d) the back of the handbook, which consists of a bibliography.

c. The Advantage of Handbook

Handbook was designed to be used by students in practicing speaking as if the students were communicating in real situation. This of course makes students understand when, where, and how the language is used in the context of direct communication. There are many advantages in designing learning materials by using a handbook as previously explained. Moreover, handbooks can be used not only directly, but also it can use with online learning. Based on the Collins dictionary, handbook is a guided book, instruction book that gives learners advice or instructions about particular subject¹³ i.e. a guided book for travel, grammar handbook, a medial handbook, and speaking handbook.

¹³Collins dictionary. Accessed on March, 27th 2020 from <https://www.collinsdictionary.com/dictionary/english/handbook>.

d. Tips for Learning Speaking English with self-taught

Here some tips for learning speaking English based on the Paul Hackshaw¹⁴ statements and the researcher experience in learning speaking English:

1) Learn basic English words

Before starting adopting the habit of speaking English, it is a good idea to learn about simple English words or the common words which are often used in everyday conversation.

2) Listen to English songs and then write the lyrics

If they are a music lover, of course learning while listening to music is very fun way. At this stage students do not just listen to the song. But, they listening carefully to the lyrics and write them down in a notebook then check them to know how many mistakes they done.

3) Learn the meaning of English words that you don't understand and practicing them

If they are listening to music, watching movies, or reading in English and they come across foreign words that they do not understand. Do not just skip it. Note it and practicing them.

4) Learn to speak English with yourself

¹⁴ Paul, Hackshaw. "Can I learn English by myself?." Accessed on March, 27th 2020 from <https://www.quora.com/Can-I-learn-English-by-myself>

Sometimes, in our environment there is no someone to talk with, so by speaking with your own self/mirror it can help practicing speaking English.

5) Persistence

If students persistent in learning speaking, they will involve a desire to learn. Put some effort in it, and never give up.

6) Supportive Environment

Factually, a comfortable environment tends to provide opportunities learners to express their ideas which in turn help them to learn English easily.

3. Designing Materials through 4D

Sivasallam Thiagarajan, Dorothy S Semmet and Melvyn I Semmel propose Four-D model as systematic Instructional Design. This model allows the materials designers to link instructional learning strategy with the designed learning outcome. In this model follows by 4 stages; (1) Define, (2) Design, (3) Develop and (4) Disseminate¹⁵(Gorbi Irawan, nyoman Padmadewi, & Putu Artini: 2018).

a. Define

Define is the first stage in the 4D models. This stage is the needs analysis stage. In product development, the researcher does need analysis to refer to the development requirements, analyze and collect information on the extent to which development needs to be carried out. At this stage of defining or analyzing needs,

¹⁵Gorbi Irawan, Ade, Ni nyoman Padmadewi, and Luh Putu Artini. "Instructional Materials Development through 4D Model." SHS Web of Conferences. 2018..42: 2. <https://doi.org/10.1051/shsconf/20184200086>.

the researcher starts through an analysis of previous research and literature studies.

b. Design

Thiagarajan divides the design stage into four activities, namely: constructing criterion-referenced tests, media selection, format selection, initial design. The activities carried out at this stage include: (a) develop a test criteria, (b) choosing the appropriate learning media, (c) The selection of the presentation form of learning is adjusted to the learning media used, (d) simulate the presentation of the material with the media and the learning steps that have been designed.

c. Develop

In this phase, there are two activities it can be seen as follow:

1. The expert appraisal is a technique for validating or assessing the feasibility of a material of the product. In this activity, evaluation is carried out by experts in their fields.
2. Developmental testing is the activity of testing product designs on the real subject target.

In the context of developing a learning model, development activities were carried out in the following steps: (1) expert validation. The experts involved in the validation process are the expert in their subjects, (2) revising the product based on input from experts during validation (3) limited trial in learning, according to the real situation to be faced (4) revised model based on limited trial results.

d. Disseminate

Thiagarajan divides the dissemination stage into three activities, namely: (1) validation testing stage, products that have been revised at the develop stage are then implemented on the real target, (2) the packaging stage, packaging the learning model can be done by printing a manual for the application of the learning model, (3) In the diffusion and adoption stage, the book (learning material) is distributed so that it can be used (adopted).

1. Materials Designing

In teaching process teacher needs materials that can be used to make the class more effective and efficient. One of the materials function is to support the objective of the classes. According to Fajarwati & Latif materials play an important role in teaching language. Materials refer to a set of product as an important element which is used to help learners or teachers in learning process to improve their knowledge it can be in form of newspapers, workbooks, and etc.

There are some ideas of the good learning materials defined by Hutchinson and Waters, such as; (1) good material is not taught, they drive students to study; (2) good materials will contain an interesting topic, fun and enjoyable activities which involve the student's thinking capacity, giving the opportunities for students to use their existing skills and knowledge, and content which both teacher and learner can surmount; (3) clear and coherent unit structure will

provide good materials, which will guide student and teacher into various activities in such way as to maximize learning opportunities¹⁶.

a. Criteria of Good Learning materials

In general, the criteria for learning materials can be categorized as follows:

- 1) *Self Instructional*, which means that the material can be studied by the students (self-taught) because it is prepared for that purpose. The instructional material uses a very systematic presentation based on learning theories and instructional theories;
- 2) *Self explanatory power*, which means that the instructional material is able to explain itself because it uses simple language and tails, arranged systematically;
- 3) *Self-paced learning*, which means students can learn instructional materials at a speed that suits themselves;
- 4) *Self Contained*, the instructional material is complete so that students do not depend on other materials except to add insight;
- 5) *Individualized learning materials*, these materials are designed according to the abilities and characteristics of students who are studying them;
- 6) *Communicative and interactive learning materials*, designed according to the principle of effective communication;
- 7) *Flexible and mobile learning materials*, instructional materials that students can learn anytime and anywhere¹⁷.

¹⁶ Tom Hutchinson, & Alan Waters. "English for Specific Purposes." Cambridge: Cambridge University Press. 1987. p.107.

¹⁷M. Atwi Suparman, "Desain Instruksional Modern". Jakarta: ERLANGGA. 2012. 285.

It can be concluded that good learning materials are: (a) learning materials has to in accordance with the objectives of learning, (b) In accordance with student's development in order to their knowledge will be develop, (c) learning materials is expected will attract and stimulate student interest so that they can motivate, (d) the materials content and language choices have to easy understand by students, and (e) learning materials are arranged systematically, sequentially, thoroughly, and completely.

2. The Process of Materials Designing

Successful learning materials are systematic and instructional process in which every component such as learners, teacher, materials, and learning environment is crucial and related each other¹⁸Irmayanti in Dick, Carey & Carey.

Here the model of instructional or design materials which are summarized below, it used as the guideline for designing materials in this research.

a. Model of Unit Designing Materials

1) Hutchinson and Waters' Design Model

In designing learning materials, Hutchinson and Waters (1987: 96) explained there are three possible ways in providing appropriate learning materials: (1) choosing existing learning materials (material evaluation), (2) adapting existing learning materials (material adaptations), and (3) writing the

¹⁸Irmayanti, Dian. "Developing English Speaking Learning Materials for The Personnel of Small-Scale Craft Industries and Departement of Industry, Trade, and Cooperatives in Kebumen District." Universitas Negeri Yogyakarta. 2012. p. 31. <http://eprints.ac.id/id/eprint/8210>.

learning material itself (material development)¹⁹. This is in accordance Rizal in Tomlinson's, and Maley :279, who explain material adaptation can be done by reducing, adding, omitting, modifying, supplementing, developing (extending), replacing, reordering, and detail (branching). Further, Hutchinson and Waters categorized the process of designing teaching learning materials as follows: (a) based on the needs analysis, (b) choosing existing learning materials, or, (c) developing the materials, (d) developing teaching methodology, (e) trying out the materials, (e) evaluating the materials, (f) revising the materials²⁰.

In processing of designing the appropriate instructional teaching materials, the researcher has to establish the materials by developing them with the need analysis. From need analysis researcher knew what the learners needs and wants. These are some steps in designing instructional materials: establish the materials needed, determine the method, and evaluate the developed material to find its quality.

2) **Task based Language Learning (TBLT)**

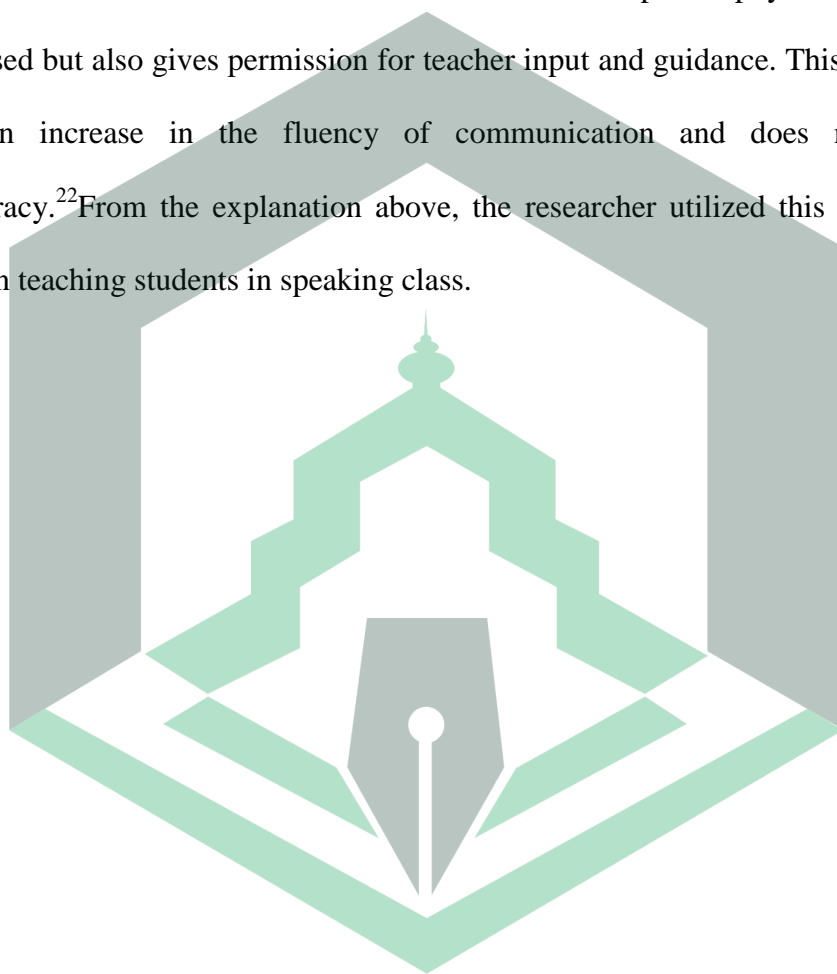
TBLT in simple terms is a language teaching system that focuses on tasks given to students. Its characteristic as a learner-centered approach is one of the recommended approaches to be used by teachers in teaching English. Nunan²¹ states that, TBLT itself is an approach that emphasizes the process of learning to communicate through interaction by using target language. Through this

¹⁹Tom Hutchinson, & Alan Waters, op. cit. p. 96.

²⁰Rizal, Syamsul. "Desain Pengembangan Bahan Ajar English for Spesific Purpose Berbasis Study Islam Dalam Matakuliah Bahasa Inggris Perguruan Tinggi Keagamaan Islam." Nuansa, 2019. 12 (1): p. 31.

²¹Nunan, D. "Task-Based Language Teaching (Cambridge Language Teaching Library)." Cambridge: Cambridge University Press. 2004. doi:10.1017/CBO9780511667336

approach, students are trained to concentrate their minds not only to study the structure of a language, but also to produce language. TBLT provides many benefits to help learn foreign languages. Ellis, stated that TBLT provides opportunities for learning 'natural' in the context of the class. TBLTI has intrinsic motivation. This is consistent with an educational philosophy that is learner focused but also gives permission for teacher input and guidance. This contributes to an increase in the fluency of communication and does not neglect accuracy.²² From the explanation above, the researcher utilized this approach to use in teaching students in speaking class.



²²Ellis, R. Task-Based Language Teaching: Sorting Out the Misunderstandings. *International Journal of Applied Linguistics*, 2009.19(3), 221– 246.<http://doi.org/10.1111/j.1473-4192.2009.00231.x>

C. Conceptual Framework

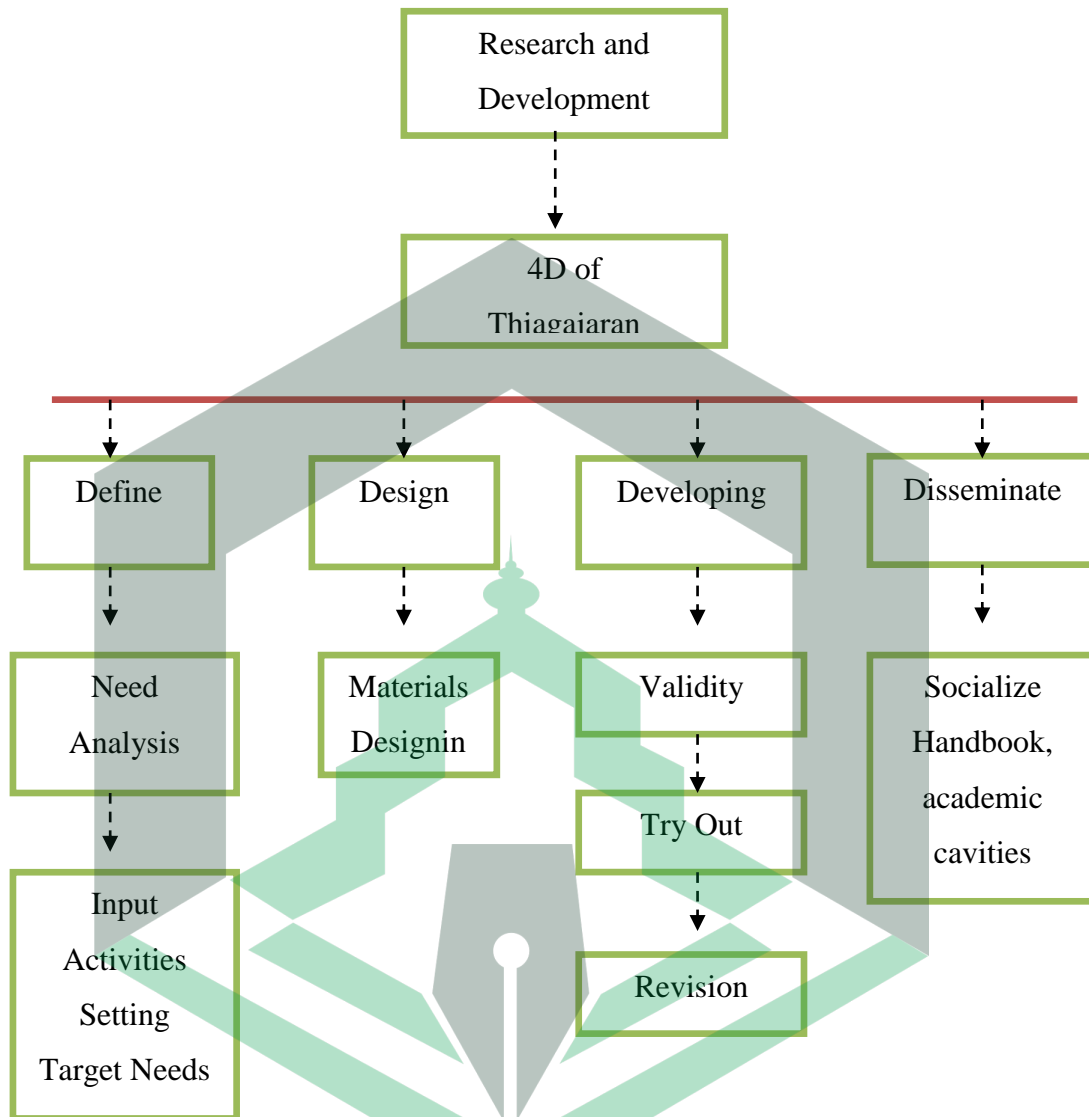


Figure 2.1 Conceptual Framework

The first, in this 4D method the researcher conducted need analysis on the second grade students at SMAN 2 Palopo to get real information about what actually they need in learning materials. Then, the researcher collected information through a questionnaire, interview, and observation. The next, the researcher designed by choosing media and material designing. Then, the

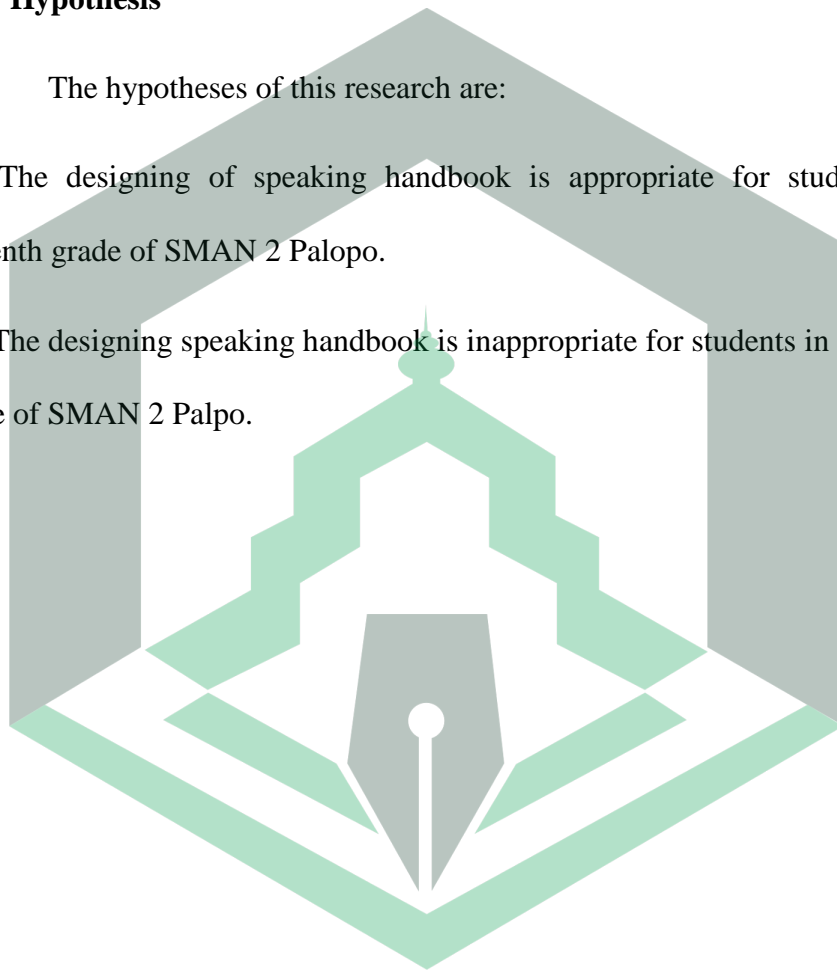
researcher developed products through expert judgment, after obtaining an expert opinion about the product and did the revision and evaluated then, did a limited try-out. After that, the researcher evaluated it again then, disseminated the product by socialized it.

D. Hypothesis

The hypotheses of this research are:

Ha: The designing of speaking handbook is appropriate for students in the eleventh grade of SMAN 2 Palopo.

Ho: The designing speaking handbook is inappropriate for students in the eleventh grade of SMAN 2 Palpo.



CHAPTER III

RESEARCH METHOD

In this research, the researcher utilized Research and Development (R&D) methodology in developing Speaking Handbook for Students in The Eleventh Grade of SMAN 2 Palopo.

A. Research Design

In this research, there were four phases in developing the speaking handbook for students that adopted form S. Thiagarajan, Dorothy S. Semmel, and Melvyn I Semmel. In producing the materials, it becomes the researcher's guided. 4D model consists of *define, design, develop, and disseminate*²³.

B. Place and Times of The Research

The research was conducted at Senior High School number 2 Palopo. The observation and interview did on December, 14th 2020. The try-out/test of the product held on October, 8th and 12th 2021.

C. Subject and Object of the Research

The population is a group consisting of objects or subjects which has certain definite qualities and characteristics by researchers to study and then draw conclusions. The population of this research was the eleventh grade students of SMAN 2 Palopo. The sample is a part of the population that has characteristics which is the same as the population, or we could say it as the representative of the population to be researched. The sampling technique on this research used simple

²³Thiagarajan "Developing 4D Model" 2010.p.12.

random sampling, technique sampling which provides opportunities for each element (members) of the population to be selected as members of the sample. The researcher took twenty six (26) students as the samples from IPA and IPS. Sixteen students from IPA, and ten students from IPS. Then, the tryout had been represented by twenty six students.

D. Research Procedures

Development model that the researcher used in this research was 4D Model used to develop the speaking handbook for students. As for the reason the researcher chose this research model because there were several advantages of the 4D model, including: (1) it is more appropriate to use it as a basis for developing learning materials, (2) the steps are easy to follow, (3) besides, 4D just have four steps, (4) and the description looks complete and systematic.

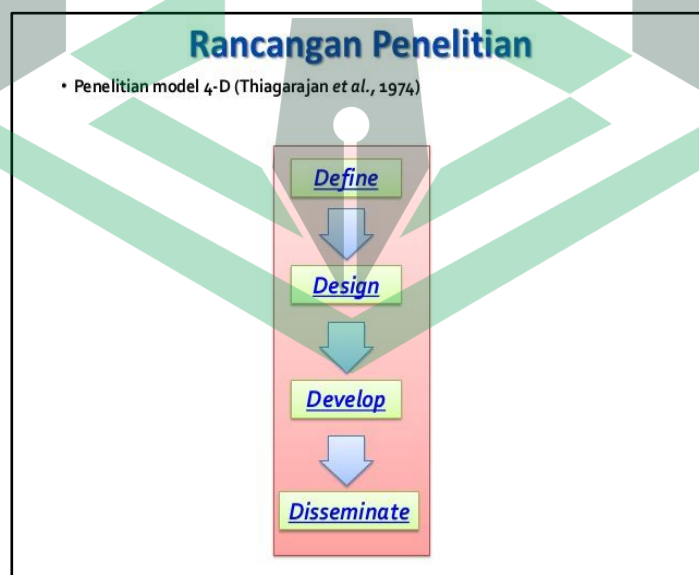


Figure 2.2.

Source: trisnu.blogspot.

1. Define

This phase focused on defining and determining student's learning needs by conducting need analysis. The activities the researcher has done as follow:

a. Observation

The results of the observations relate to students initial information's; the subjects, they are the eleventh grade of SMAN 2 Palopo IPA/IPS classes. Also, the problems faced by students in learning speaking English, as well as the obstacles faced by teachers in teaching speaking, the curriculum and syllabus applied in schools, and what speaking materials are being taught.

b. Interview

Interview is related to what kinds of design do the students like? what students really need especially for developing Speaking English learning materials. Such as; (1) what materials do students need to improve their speaking skills? (2) what are the opinions of students and teachers about designing speaking handbook for the eleventh grade of SMAN 2 Palopo?.

c. Questionnaire

Consists of target needs and learning needs, in this phase the researcher gave a questionnaire to the students, the questionnaire was designed to find out some information about necessities, lacks, and wants of the students.

2. Design

After define phase the researcher designed the early product. The designing early product made based on the students and teachers information through observation, interview and questionnaire. Thus, the first draft of the

product had given to the expert judgment to be validated and evaluated. The design phase includes:

a. Input

Input in development is intended by arranging the objectives of learning materials. Here, the design was also illustrated, organized, and designed the contents of the handbook, including; layout design, images, and font style.

b. Activity

The activities in each chapter were designed as the students' needs and wants based on the required analysis before. Such as using video, music, grouping or individual activities were definite. So the learners were not felt boring because the design of the materials was interesting as they need.

c. Concept of the Media

Here, the researcher divided media into some chapters. There are several chapters in the instruction that consists of particular context which relates to the student's daily activity and communication. Further, those chapters would be chosen under the consideration of the students regarding to their needs and wants. It was essential to create activities that actuate the inspiration of students taking into consideration tending and interesting points.

3. Develop

In this phase, when the designing early product that had been revised is ready, the next is the researcher made an expert appraisal to make sure that the product is ready to try-out.

a. Expert Appraisal (validation expert)

This expert validation serves to validate the speaking material content in the media handbook before testing and validation results would be used to make the initial product revision. The speaking handbook had been compiled then was assessed by the expert, so there were two experts from material expert and language expert. Thus, it can be seen whether the media is feasible or not. The results of this validation were used as an improved material for the perfection of the speaking handbook designed.

4. Dissemination

The dissemination process was a final stage of designing. After limited trials and revised instruments and product, the next, the researcher socialized the product in the school. The researcher only did limited dissemination. So for the disseminate stage, the researcher only distributing speaking handbook to the eleventh grade students of SMAN 2 Palopo.

E. Instrument and Data Collection of the Research

1. Observation

Observation conducted on December, 14th 2020. Researcher observed about the subject and obstacles that faced by the students when they want to speak English.

2. Questionnaire

In this research, the data collected by using questionnaire. The researcher gave questionnaire to the students, and collecting information about lacks, wants,

and necessities from the questionnaire. The students were given twelfth questions related to their characteristics and needs in learning speaking English by choosing one or more options from several options provided through Google form.

3. Interview

In this research, the researcher did interview to collect data/information. It did via internet to support the data from the questionnaire and to know the information about target needs. The researcher gave fourteen questions both to the teacher in XI IPS, and teacher in XI IPA.

4. Expert Appraisal

When the product was finished, the researcher did an expert Appraisal. In this step, the experts gave the judgments related to the early product by giving them a questionnaire. Besides questionnaire, the data conducted from experts were also in the form of suggestion. The expert judgments were carried out to make sure that the product is ready to try-out.

5. Test

The data collection instrument for the material test was student's perception observation sheet. This item consists of questions about how feasible the handbook for students in the second-grade of SMAN 2 Palopo.

F. Technique of Data Analysis

Data analysis technique of this research used two kinds of techniques, they were qualitative and quantitative. The data that analyzed in the form of qualitative

data are; interview, observation and suggestion from the experts. The data that was analyzed in the form of quantitative descriptive is data from questionnaire.

1. Analyze the result of observation and interview

The steps or procedures used in the observation and interview used Miles and Huberman's (1984) model. Data collection was carried out by following health protocols during the Covid-19 pandemic by conducting observations, and interviews online. Then, the analysis steps divided into 3 stages, such as:

a) Data Reduction

Data reduction means summarizing, selecting the main things, focusing on important things, and removing unnecessary. Data obtained from the observation and interview process written in a systematic form, the report needs to be summarized so that it was easy to control and able to provide information in certain aspects.

b) Data Display

Data display is the stage after the data was reduced the data display on qualitative research was in the form of brief descriptions, flowcharts, and others.

c) Conclusion/Verification

Making conclusions used to provide interpretations of the data reduced and presented in accordance with the required information. Verification was done to obtain the accurate information and data.

2. The result of questionnaire analyze

The result of the questionnaire validated by two experts, they were language expert, and material expert. The results of this need analysis questionnaire were calculated by using the following formula below²⁴:

$$X = \frac{\sum x}{N} \times 100\%$$

Figure 2.3

Where:

X= value

$\sum x$ = score of learners answer

N= total number of subject of research

The opinion with the higher percentage is the choice most accepted by students. The highest percentage became the researchers' background in designing the speaking handbook. Example of the results of the analysis is shown in the following table:

3. Analyze The Validation of The Product and Students' Perception

Results of the expert validation for the product and students' perception were analyzed by the *Likert Scale*. It can be analyzed by experts' score that has been calculating the average of the answer. The formula proposed by Arifin , Z (2013) as cited in Sagita²⁵ can be seen as follow:

The answer *Excellent*= $E \times 4 = \dots$

²⁴Sagita, Sahraini, and Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo."hal. 35.

²⁵Sagita, Sahraini, and Syam, 36–39.

The answer *Good* = $G \times 3 = \dots$

The answer *Fairly* = $F \times 2 = \dots$

The answer *Poor* = $P \times 1 = \dots$

Total score =

First, the researcher calculated the total score, then calculating the average by using the formula below:

$$M = \frac{B}{N}$$

Figure 2.4

M= mean

B = total score

N= total items/materials

The average scores' result was continued by calculating the value by using the formula below:

$$X = \frac{M}{N} \times 100\%$$

Figure 2.5

X = value

M = average score

N = total number of value

After calculating the materials' average score, the researcher was defining them as an appropriate speaking handbook for students on the eleventh grade of SMAN 2 Palopo.

Score	Percentage	Qualification	Categories
3,6-4	90%-100%	Excellent	It can be Utilized without revision
2,6-3,5	65%-89%	Good	It can be utilized with a little bit of revision
1,6-2,5	40%-64%	Fairly	It can be utilized by much revision
0-1,5	0%-39%	Poor	Cannot be utilized

Table 3.1 Material Topics Qualification of the Product

No.	Indicators	Average Scores	Qualifications	Categories	Experts' Suggestion
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Table 3.2 The Example of Table Expert Validation

No.	Indicators	Average Scores	Qualifications	Categories	Experts' Suggestion
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Table 3.3 The Example of Table Students' Perception

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Learning Model Development Process

In this section, the development of the designing Speaking Handbook for Students in The Eleventh Grade of SMAN 2 Palopo was described. This development research produces a product of learning materials in the form of Speaking Handbook using the 4-D model (Four-D) by Thiagarajan which was explained earlier in chapter three. The stages developed by researchers are:

1. Define

In the define stage, the researcher has carried out three steps to collect initial information from students, they are observation, interview, and need analysis (questionnaire). But, Observation and interviews were conducted first then need analysis. The steps as follow:

a. The Results of Observation

The activities carried out at this stage are observing the research subject. The results of this observation were;

1) *Number of subjects per class*

Subject here were five classes for science majors, and four classes for social studies majors with an average number of students in each class is thirty students.

2) *Media in learning*

The curriculum used at SMAN 2 Palopo was 2013 curriculum. Their books in learning speaking are generally used by other students in learning, which do not focused on students input in speaking materials. The book helps them in speaking, but is still lacking in learning input. They do not have a special book to learn speaking. So, the researcher can conclude that it is necessary to design special learning materials in form of a speaking handbook.

b. The results of Interview

The result of interviews that have been conducted by researcher to students of class XI science and social studies along with the English teacher can be seen as follow:

1) *Students Skill*

The ability of the students becomes an important aspect of designing the handbook's content. Based on the interview with students, the researcher found that their speaking skill is at the intermediate level. Some of them still do not know or understand the basic conversation and the others are not confident and lack of vocabulary.

2) *Product Layout Design*

The design of the handbook is an important aspect of both students and teacher. With a good and attractive design will make students more interested in learning. After interviewing students and teachers, they were appreciating this research and needed the English learning materials which can increase students' daily speaking practice. Further, they needed the materials which can suit with students' interest, consist of daily vocabulary, daily expressions, and fun learning

materials. Meanwhile, for the design of the handbook, most of the students like an interesting media, colorful, and consist of picture with interactive activity.

The results of the observations and interviews conducted by the researcher were used to design the speaking handbook, as well as the results of the need analysis (questionnaire) which was distributed via Google form.

c. Questionnaire's Result from students at SMAN 2 Palopo

Before distributing the questionnaire to the respondents, the researcher has validated the instrument by two experts, they were Dr. Masruddin, S.S., M.Hum as a language expert and Andri Irawati Rahman, S.Pd.,M.Pd as a material expert. The results of the instrument validations are shown below:

Indicators	Score
Content	4,66
Scope of the content	4,4
Language	4,5
Average Score	4,52

Table 3.4 the result of language experts' validation

Indicators	Score
Content	5
Scope of the content	4,8
Language	5
Average Score	4,5

Table 3.5 the result of materials experts' validation

After getting the results of validation from the experts, the researcher continued to distribute the questionnaire via Google form. There were 12

questions in the questionnaire. The responses from the questionnaire consisted of twenty eight students, twelve from class XI Social Sciences and sixteen students from class XI Science.

1) Target Needs

a) Necessity

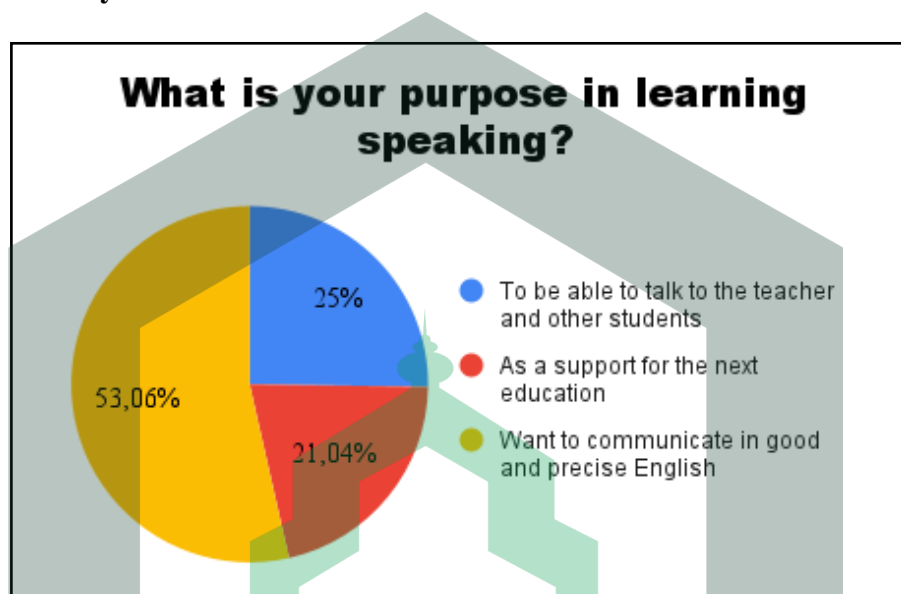


Chart 4.1 the result of student's percentage on purpose

The result of the student's necessities on chart 4.1 shows the final purposed of the students in learning speaking. The highest percentage shows the students want to communicate in good and precise English with 53% score. Based on the highest percentage, the researcher designed a speaking handbook.

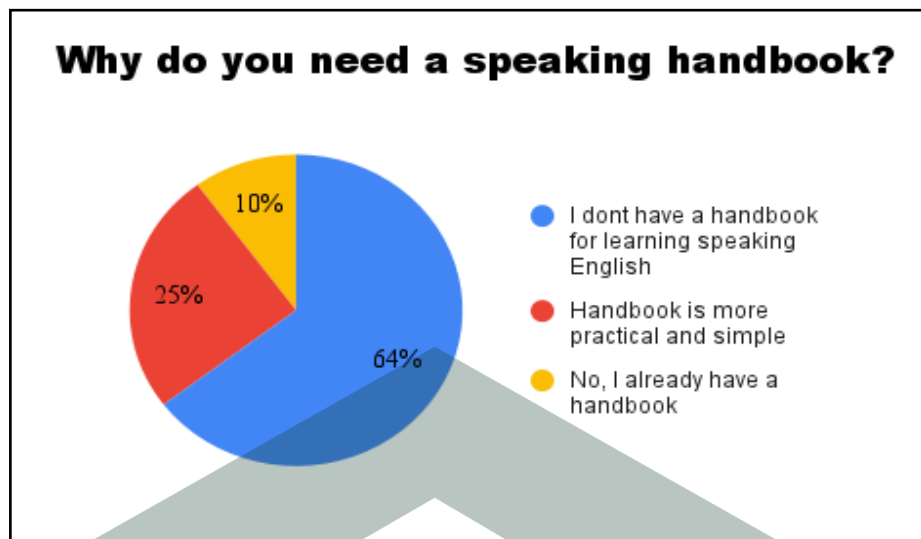


Chart 4.2 the result of student's percentage on why they need speaking handbook

Based on the chart 4.2 above it is seen that the results of the student's choices were obtained by 64% score as the highest percentage. It means most of them do not have a speaking handbook. That is why, this speaking handbook was based on their needs.

2) Learning Needs

a) Lacks

After the necessities, the questionnaire also had collected data about lack from the student's level ability in speaking English. Most of the students chose basic: knows a few words & expressions, knows a little grammar and has/makes pronunciation mistakes 53%. Based on the highest percentage, the researcher designs a speaking handbook with expressions, vocabulary, and pronunciation practice.

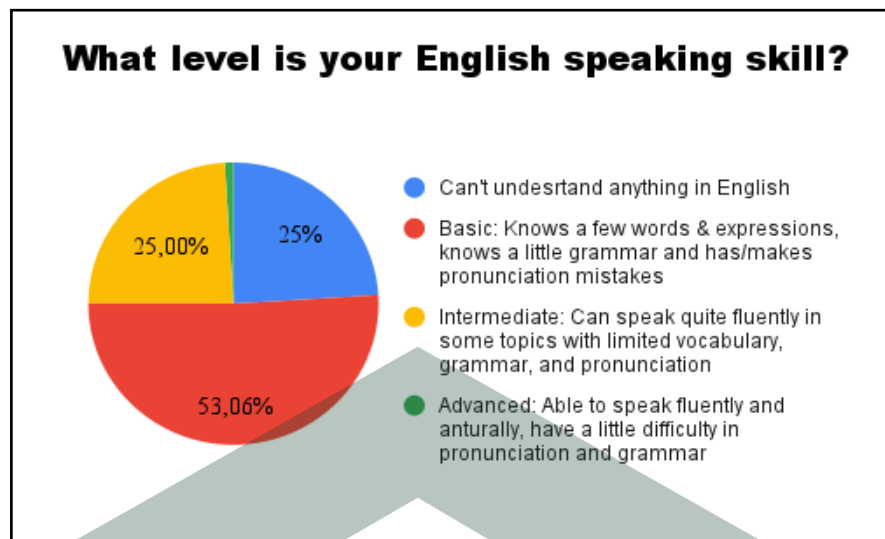


Chart 4.3 the result of student's level ability

Meanwhile, for the reson why students cannot speak in English can be seen by as follow:

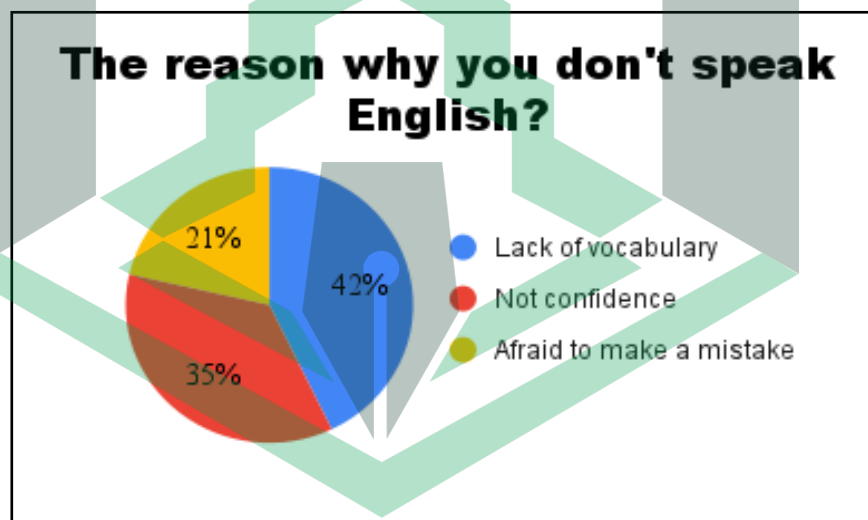


Chart 4.4 the result of student's reason why they do not speak in English

The diagram above shows that the students lack of vocabularies was the highest percentage with 42%. Further, the researcher has putted the list of vocabularies in the handbook for students to practice.

b) Wants

The final results of the purposed to find out student's wants in learning speaking was explained below:

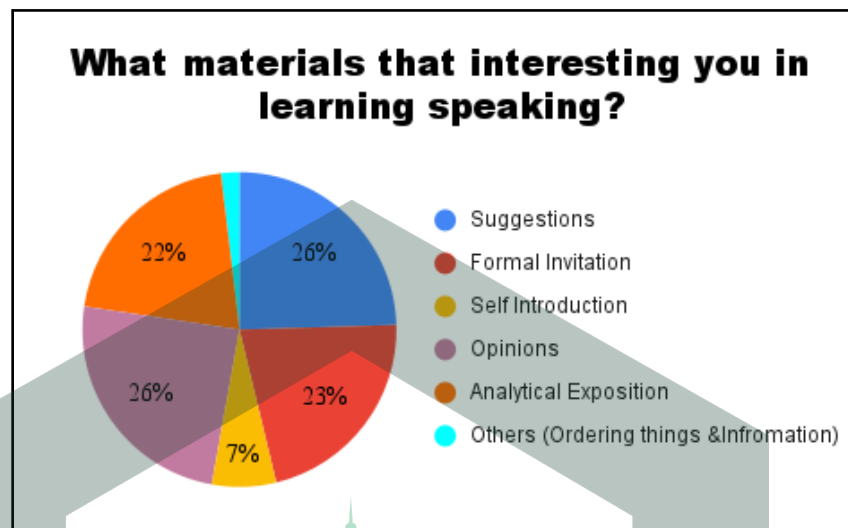


Chart 4.5 the result of student's input on topic

The diagram above purposed to find out students' material needs in speaking English. The topic suggestions and opinions have the same percentage it was shown by 26%.

The next, students chose the theme of the materials. It shows by the diagram below:

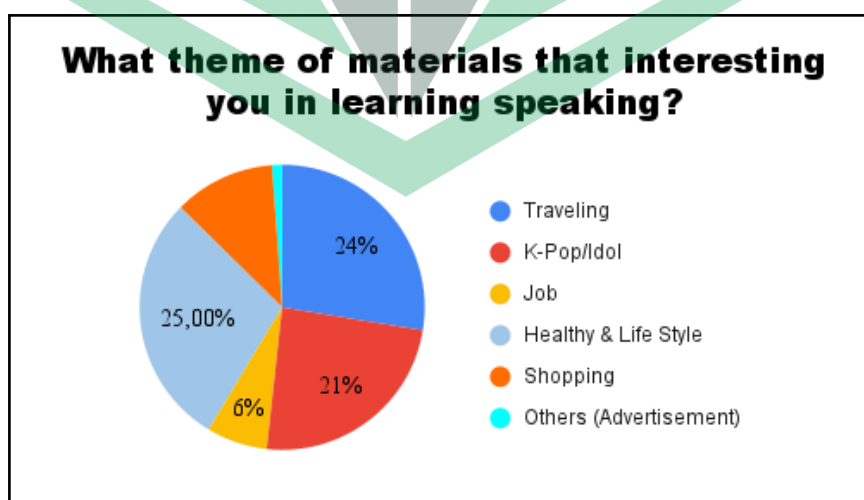


Chart 4.6 the result of student's choices in theme of the materials

Based on students' choices on aspects of the themes they want. The diagram shows that most students chose Healthy and lifestyle 25%, but only differ by one percent with the theme of Traveling 24%. Looking up from the students' choices, the students most interested with health & life style and traveling themes. That is why, the researcher designed the speaking handbook with various theme of activities.

The next, students answered other materials they needed to have in speaking handbook. It can be seen from the diagram below:

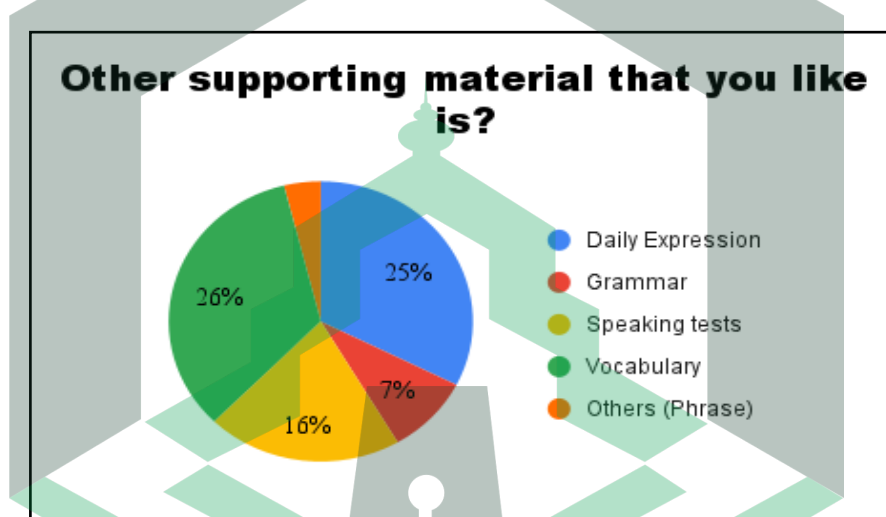


Chart 4.7 the result of student's choices in other materials

Lastly, the diagram above shows purposed of students' supporting needs materials. Most of the students chose Vocabulary 26%. Besides, the vocabulary lists the researcher also has putted vocabulary activities which can improve their vocabulary list with fun learning.

c) Activity

Here, the data shows about students the most needed activity in learning speaking English can be seen from the diagram below:



Chart 4.8 the result of students' activity in learning speaking

Based on the diagram above, the data shows most of the students want to learn speaking English with Q&A, it shows 24%. That is why, the researcher designed the speaking handbook with Q&A activities.

d) Media

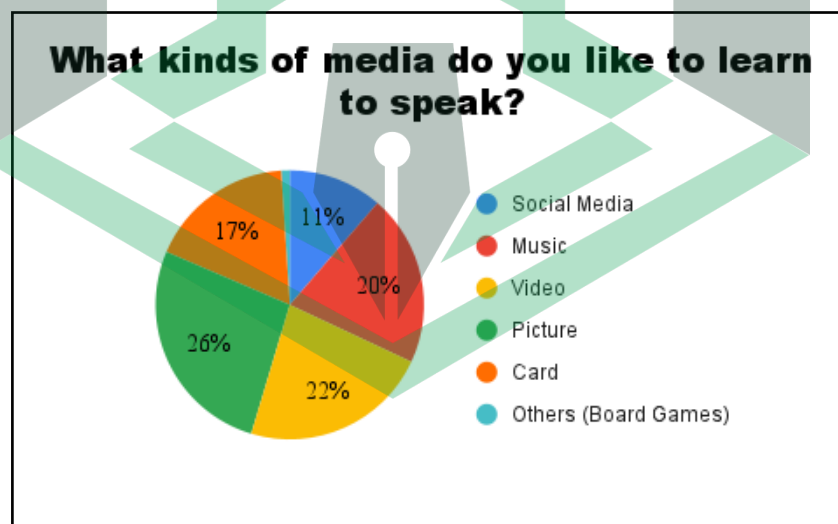


Chart 4.9 the result of students' most favorite media in learning speaking

The diagram above shows students' most favorite media in learning speaking. Many of the students was chosen picture with 26%. Most of the activities in the speaking handbook were designed with attractive pictures.

e) **Setting**

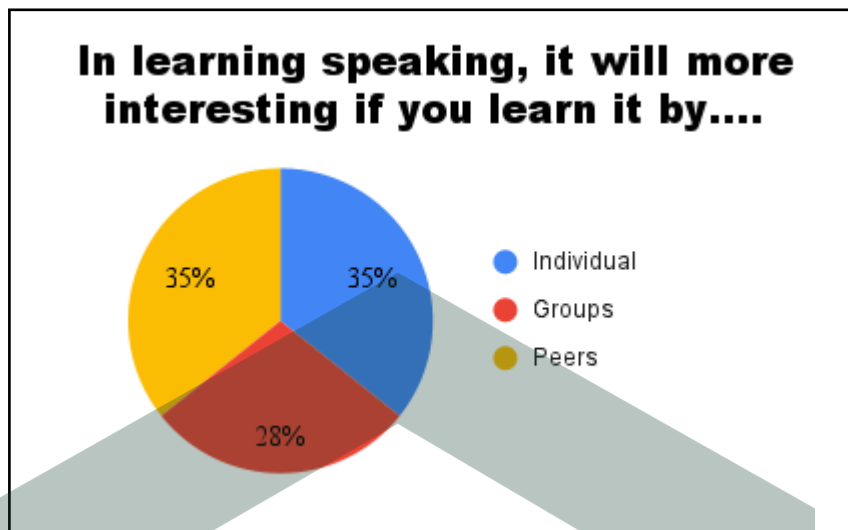


Chart 4.10 the result of students' most favorite ways in learning speaking

The final result of student's need analysis in setting aspect shows that the most wanted activity in learning speaking was chosen by 35% from work in Individual and Peers. Based on the students' highest choice, the researcher has designed the speaking handbook with individual and peers activity.

f) **Student's role**

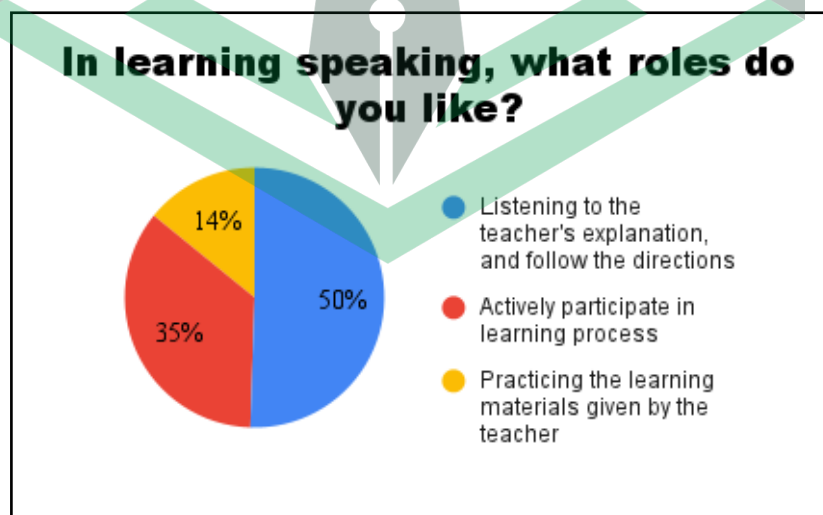


Chart 4.11 the result of student's role

The students' final result based on the diagram above, the highest percentage shown "listen to the teacher's explanation and follow the directions" was 50%.

g) Teacher's role

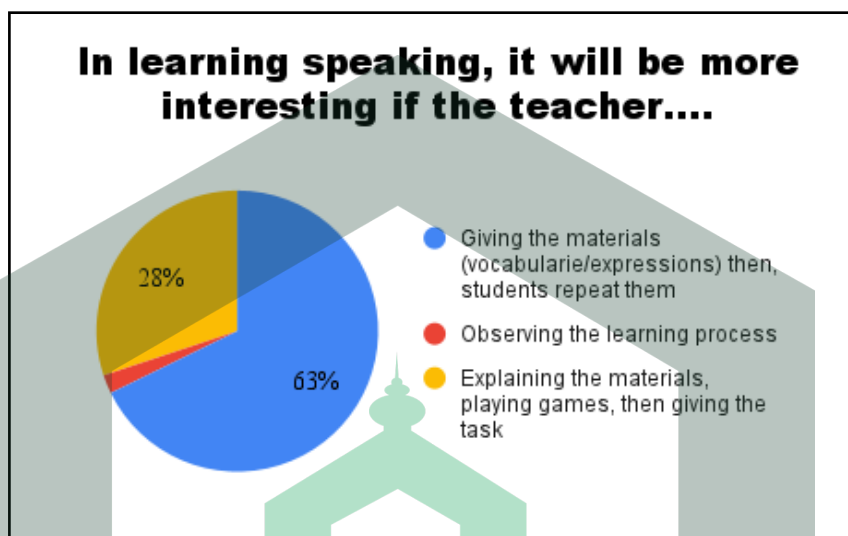


Chart 4.12 the result of teachers' role

The last question on need analysis is teacher's role. The data shows students prefer teachers "giving the materials, then students repeat them" was chosen by 64%.

2) Design

Here in the design phase, the researcher designed the early product. The designed was carried out based on the data from observation, interview, and need analysis questionnaire included curriculum program. The step of the design phase includes:

a. Input

Input process was intended to formulate the learning objectives each chapter, the researcher also determines and illustrates the design including font

style, images, and layout design. Thus, the font style that the researcher used in the product was “*Now*”, and “*Now Bold*” fonts. Further, for the images and layout design the researcher adjusts to the material contained in each chapter.

The designing of the product consists of four chapters. The chapter’s content were What should I do?, I think, I’m Very Honored to come, and Independent Speaking. The learning objectives that have been formulated can be seen as follow:

No.	Topics	Learning Objectives
1.	What should I Do?	<ul style="list-style-type: none"> ○ Students are able to give offers to other people and to respond to offer correctly. ○ Students are able to give suggestions to other people and to respond correctly. ○ Students are able to use expressions of offer and suggestion in daily conversations with friends and teachers.
2.	I Think.....	<ul style="list-style-type: none"> ○ Students are able to identify expressions of asking and giving opinions. ○ Students are able to ask and giving their opinion to other people. ○ Students are able to respond to the expressions of asking and giving opinions.
3.	I’m Very Honored to Come	<ul style="list-style-type: none"> ○ Students are able to identify expressions of simple formal invitations. ○ Students are able to make simple formal invitations. ○ Students are able to accept or refuse simple formal invitations from their pairs/groups.
4.	Independent Speaking	<ul style="list-style-type: none"> ○ Identify the text of analytical exposition. Comprehend the social function. ○ Express and understand the information from text analytical exposition. ○ Make an analytical exposition

Table 3.6 Learning objectives

b. Activity

The activities in the product were designed with pictures, videos, and music. Based on the need analysis interview and questionnaire that has been given, students like fun activities with interesting topics and themes.

c. Concept of The Media

In this process, the researcher arranging media into some materials content for each chapter and the result can be seen on the table 3.6, the chapter consists of several activities that adapted from Task based Language Learning (TBLT) by Nunan, also based on the interview, questionnaire, and curriculum program.

3) Develop

The prior edition of the handbook just included three chapters with no acceptable activity arrangement, as shown in the pre-designed draft below:

CHAPTER I : Starting Up!

Quotes!

Tongue Twister

General English Classroom Expressions

CHAPTER II : Managing Daily Expressions

Quotes!

Tongue Twister

I can Greet People

I Can Ask for Help

I Can Ask Direction

Routines

CHAPTER III : Small Talk!

Quotes!

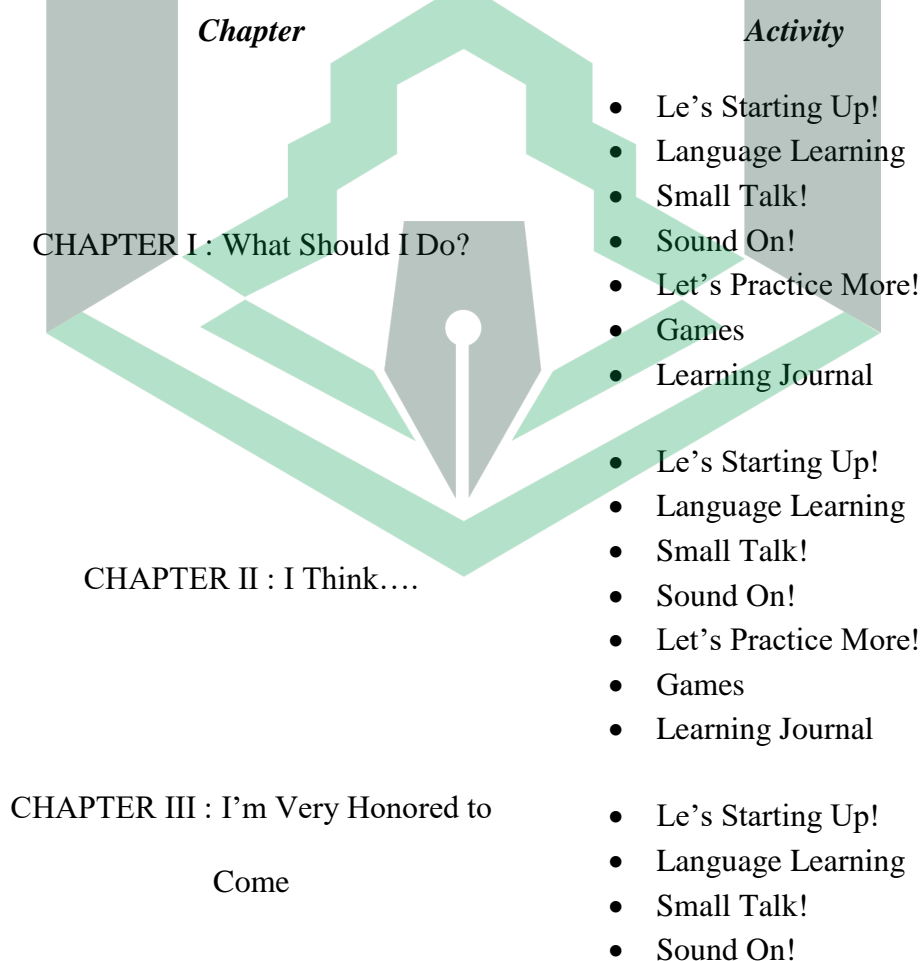
Tongue Twister

Conversational Practice Topics

Independent Speaking

Vocabulary

Based on the requirement analysis interview and questionnaire, the researcher divided the handbook's chapter into four sections, with multiple relevant activities. The new draft can be seen as follow:



CHAPTER IV : Independent Speaking

- Let's Practice More!
- Games
- Learning Journal

- Le's Starting Up!
- Language Learning
- Small Talk
- Sound On!
- Let's Practice More!
- Learning Journal
- Vocabulary &Expression

The revised draft is divided into four sections: What should I do?, I think..., I'm very honored to come, and Independent speaking. The chapters revealed that this new draft emphasizes on speaking activities, displaying the materials as an effective and practice way to build students' speaking abilities. While the table below shows the explanations for each chapter.

No.	Activity	Explanation
1.	Le's Starting Up!	This section is the first activity in the handbook. It contains Quotes and tongue twisters. Quotes are expected to be motivational letters for students to keep learning and enthusiast. Tongue twisters are expected to be way in improving and practicing the pronunciation of the student. Here, students are also given the activity which can concentrate them before learning the materials such as discussing things and vocabulary building.
2.	Language Learning	Here, the students are given the learning materials.
3.	Small Talk!	This is an activity which allowed the students to practice their speaking in small talk. It could be related to the previous learning materials or the things that could be

		interesting for students to discuss.
4.	Sound On!	This activity lets the students practice their pronunciation in speaking by saying aloud.
5.	Let's Practice More!	This activity prepared students to practice more. It engages students to be fully active in speaking.
6.	Games	Here students are playing games. So, the learning process will not bored and monotone. The games are related to the learning materials.
7.	Learning Journal	Students make reflections at the end of each chapter.

Table 3.7 The Organization Of Unit Activity Designing

a. The Result of Expert Validation

There are three expert validations that have been validating the product: They are Dr. Masruddin., S.S., M. Hum as the language expert, the English teacher Andri Irawati Rahman., S.Pd., M.Pd as the material expert, and Fadhliah Rahmah Muin., S.Pd., M.Pd as design and layout expert. The result of the expert validation can be seen below:

No.	Criteria	Mean Score	Description	Follow-Up
A. Content				
1.	The scope of the speaking handbook materials is appropriate with the needs of students on the second grade of SMAN 2 Palopo.	3	Good	It can be applied with a little bit revision.
2.	The depth of the English Speaking handbook material is adequate.	3	Good	It can be applied with a little bit revision.
3.	The authenticity of the speaking handbook materials is adequate.	3	Good	It can be applied with a little bit revision.

4.	The latest issues in the speaking handbook are interesting.	4	Excellent	It can be applied without revision.
B. Activity				
5.	The language used in the speaking handbook following the student's ability.	3	Good	It can be applied with a little bit revision.
6.	The activity presented in the speaking handbook is adequate with the materials.	3	Excellent	
7.	The expressions used in the speaking handbook correspond to the correct grammar.	3	Good	It can be applied with a little bit revision.
8.	Activities in the speaking handbook is related to the topic	4	Excellent	It can be applied without revision.
9.	The activities in the speaking handbook can motivate the students in learning English.	4	Excellent	It can be applied without revision
10.	The activities in the topic can help students in comprehending the material.	3	Good	It can be applied with a little bit revision.
11.	Activities involve students working individually, in pairs, or in groups.	4	Excellent	It can be applied without revision.
12.	The activities in the speaking handbook are arranged from easy to difficult levels.	3	Good	It can be applied with a little bit revision.
13.	The activities in the speaking handbook are useful in students' real life.	4	Excellent	It can be applied without revision.
C. Input				
14.	Instruction in each activity is easy to understand	3	Good	It can be applied with a little bit revision.
15.	The materials input in the form of text and images are relevant.	4	Excellent	It can be applied without revision.
16.	The materials input in the form of text and images are appropriate with students' ability.	3	Good	It can be applied with a little bit revision.
17.	The materials input in the form of text and images are interesting	4	Excellent	It can be applied without revision.
18.	Input material includes the correct structure	4	Excellent	It can be applied without revision.
19.	Material input can add insight to students	3	Good	It can be applied with a little bit revision.
20.	Material input can enrich student's vocabulary.	3	Good	It can be applied with a little bit revision.

21.	Material input can help students in speaking.	4	Excellent	It can be applied without revision
22.	Input and activities are balanced.	4	Excellent	It can be applied without revision.
23.	The choices of the topics are based on the students' characteristic.	3	Good	It can be applied with a little bit revision.
D. Language				
24.	The language used in the Speaking Handbook is in accordance with the students' abilities.	3	Good	It can be applied with a little bit revision.
25.	The language presented in the Speaking Handbook is comprehensive and appropriate to the level of students' cognitive development.	3	Good	It can be applied with a little bit revision.
26.	The expressions used in the Speaking Handbook are grammatically correct.	3	Good	It can be applied with a little bit revision.
27.	The language presented in the Speaking Handbook is easy to understand.	3	Good	It can be applied with a little bit revision.
E. Design and Layout				
28.	The material display is clear.	3	Good	It can be applied with a little bit revision.
29.	Interesting material display.	4	Excellent	It can be applied without revision.
30.	The appropriate font size.	3	Good	It can be applied with a little bit revision.
31.	Appropriate spacing.	4	Excellent	It can be applied without revision
32.	The spacing is appropriate.	4	Excellent	It can be applied without revision
33.	The use of punctuation is appropriate	4	Excellent	It can be applied without revision
F. General Evaluation				
34.	Systematic presentation is coherent.	3	Good	It can be applied with a little bit revision
35.	The whole material is in accordance with the students' language skills.	4	Excellent	It can be applied without revision
36.	Assessment is in accordance with the input given.	3	Good	It can be applied with a little bit

Table 3.8 The Results of Expert Validation

The mean score of the experts' validation was calculated below:

$$M = \frac{B}{N} = \frac{123}{36} = 3,41$$

Figure 2.6

The percentage of experts' validation was calculated below:

$$X = \frac{M}{N} \times 100$$

$$X = \frac{3,41}{4} \times 100 = 85\%$$

Figure 2.7

The product that has been validated by experts got a mean score 3,41 with 85% of percentages which qualified as "good". Further, the researcher indicates based on the experts' validation, the product can be used with a little bit revision.

1) Design and Layout

As the design and layout expert Fadhliyah Muin, S.Pd., M.Pd, said the color selection, material layout, and overall appearance are quite attractive for high school students. It is just that you need to align the colors so they do not vary too much.

2) Language

Dr. Masruddin, S.S., M. Hum., the handbook looks interesting, and there is a lot of variety of activities in each chapter. There are also tips in learning speaking, managing daily schedule for learning, and small notes for students

which is good for students itself. However, there are still a few errors in the use of punctuation.

3) Material

Andri Irawati Rahman., S.Pd., M.Pd, this handbook is attractive in terms of appearance, and the material contained is in accordance with the abilities of students, and in accordance with the curriculum used. There are many fun activities and games that can increase students' enthusiasm in learning English.

b. The Last Draft after Experts' Appraisal

After the book was confirmed, the researcher discovered several expert revisions. Its goal was to improve the product's pre-validation before it was put to the test. The experts' correction can be seen below:

Aspects	Chapter (Section)	Suggestion	Revision Result
Materials	<ul style="list-style-type: none"> ○ 1, 2, 3, 4 (Activity 1) ○ 1, 2 (Activity 6) ○ 3 (Activity 5) 	Requires clear instructions for each activity, and requires several examples in the form of appropriate expressions.	The instructions and some of the examples of expressions related to the material have been fixed.
	<ul style="list-style-type: none"> ○ 1, 3 (Activity 10) ○ 2 (Activity 9) 	There are several language settings that should be improved.	The grammatical and language has previously been fixed.
Language	○ 1, 2, 3, 4 (All)	There were a little bit problems in translation for some parts.	The language translation has been changed to the appropriate translation.
	○ 1, 2, 3, 4 (All)	There were a little bit problems in translation for some parts.	The language translation has been changed to the appropriate translation.
Design	○ 1, 2, 3, 4 (All)	Varied font types, display need to be adjusted, and color compatibility.	Font types, display of the pictures, page colors had been customized.

o 1, 2, 3, 4 (All)	Varied font types, display need to be adjusted, and color compatibility.	Font types, display of the pictures, page colors had been customized.
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Table 3.9 The Results of Experts' Correction

c. Test

After the product had been revised, next, the researcher has implemented the product into a small number of students. Due to the Covid-19 pandemic and the regulation to keep safe with a distance, the tryout was held in two days. It was held on October 8th, and 12th, 2021, with only sixteen students and four meetings. Further, the researcher limits the activity given to the students because of problems that were explained before. Besides, the researcher also explained the materials and components of the speaking handbook such as notes to students, pronunciation practice, bar code, and how to use it, also the learning journal in the last chapter. The details of the test or tried out were explained below:

No.	Items	Mean Score	Description	Follow-Up
1.	The material presented is suitable for the basic level	3	Good	It can be utilized with a little bit revision
2.	The material is in accordance with the needs of the second grader of SMAN 2 Palopo	4	Excellent	It can be utilized without revision
3.	The material presented is able to improve the speaking ability of the second grade students of SMAN 2 Palopo	4	Excellent	It can be utilized without revision
4.	The overall material input varies	4	Excellent	It can be utilized without revision
5.	Input material is interesting and easy to understand	4	Excellent	It can be utilized without revision

6.	The topic of input material has been in accordance with the needs of students, which is education	4	Excellent	It can be utilized without revision
7.	The length and source of the overall input activity are in accordance with the needs of the second grader of SMAN 2 Palopo	3	Good	It can be utilized with a little bit revision
8.	The overall activities in each chapters are several	4	Excellent	It can be utilized without revision
9.	The activities available are arranged from easy to difficult levels	3	Good	It can be utilized with a little bit revision
10.	The instructions in the whole chapter are easy to understand.	4	Excellent	It can be utilized without revision
11.	The activities in the chapter include individual, peer, and group	4	Excellent	It can be utilized without revision
12.	Activities in the chapter encourage students to actively participate in speaking activities in class	4	Excellent	It can be utilized without revision
Total Score				45

Table 3.10 The Results of Students' Perception

The following is the mean score of the students' perception results:

$$M = \frac{B}{N} = \frac{45}{12} = 3,75$$

Figure 2.8

The following are the percentages of the students' perception results:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,75}{4} \times 100\% = \mathbf{93,75\%}$$

Figure 2.9

The students' perception resulted in a mean score of 3,75, with 93,75% percent of percentages qualifying as “Excellent”. It denotes that the speaking handbook is ready to use without revision.

Furthermore, the researcher asked some of the students about the suitability of the speaking handbook for their needs. As a result, students said that the speaking handbook is suitable for them. In addition, the students provide the following comments about the designing handbook:

Students A: *“I think, the speaking handbook looks interesting and the layout is unique and good”.*

Students B: *“The design of the speaking handbook is good and interesting, because there are pictures, videos, and music in its activity”.*

Students C: *“I do not have a learning material that looks like this speaking handbook. The design and layout are cool, it looks interesting. Further, there are tips in learning speaking, expressions, vocabularies, and there are also activities to practice pronunciation”.*

In addition, the researcher distributed the questionnaire to the English teacher of the second grade of SMAN 2 Palopo. The following is the outcome of the teacher's perception of the designing speaking handbook.

No.	Items	Mean Score	Description	Follow-Up
1.	The material presented is	4	Good	It can be utilized with

	suitable for the basic level			a little bit revision
2.	The material is in accordance with the needs of the second grade of SMAN 2 Palopo	4	Excellent	It can be utilized without revision
3.	The material presented is able to improve the speaking ability of the second grade students of SMAN 2 Palopo	4	Excellent	It can be utilized without revision
4.	The overall material input varies	4	Excellent	It can be utilized without revision
5.	Input material is interesting and easy to understand	4	Excellent	It can be utilized without revision
6.	The topic of input material has been in accordance with the needs of students, which is education	4	Excellent	It can be utilized without revision
7.	The length and source of the overall input activity are in accordance with the needs of the second grader of SMAN 2 Palopo	3	Good	It can be utilized with a little bit revision
8.	The overall activities in each chapters are several	4	Excellent	It can be utilized without revision
9.	The activities available are arranged from easy to difficult levels	3	Good	It can be utilized with a little bit revision
10.	The instructions in the whole chapter are easy to understand.	4	Excellent	It can be utilized without revision
11.	The activities in the chapter include individual, peer, and group	4	Excellent	It can be utilized without revision
12.	Activities in the chapter encourage students to actively participate in speaking activities in class	4	Excellent	It can be utilized without revision

Table 3.11 The Results of Teachers' Perception

The following is the mean score of the students' perception results:

$$M = \frac{B}{N} = \frac{47}{12} = 3,91$$

Figure 2.11

The following are the percentages of the students' perception results:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,91}{4} \times 100\% = 97,75\%$$

Figure 2.12

The teachers' perception resulted in a mean score of 3,91, with 97,75% percent of percentages qualifying as "Excellent". It denotes that the speaking handbook is ready to use without revision.

Further, the researcher also asked the teachers toward the speaking handbook. Here the script:

Teacher A: *"The speaking handbook looks interesting with colorful design and layout. From the materials, they are designed with attractive activities which are good for students. Also, the handbook was included with tips in learning speaking English, games, and quotes. Over all, it is good for teaching and learning speaking"*.

Teacher B: *In my opinion, the speaking handbook could add students' interest in learning because of the varied activities in enhancing students' daily*

speaking practice. It also included list of vocabularies and expressions. I hope I could use it in the class.

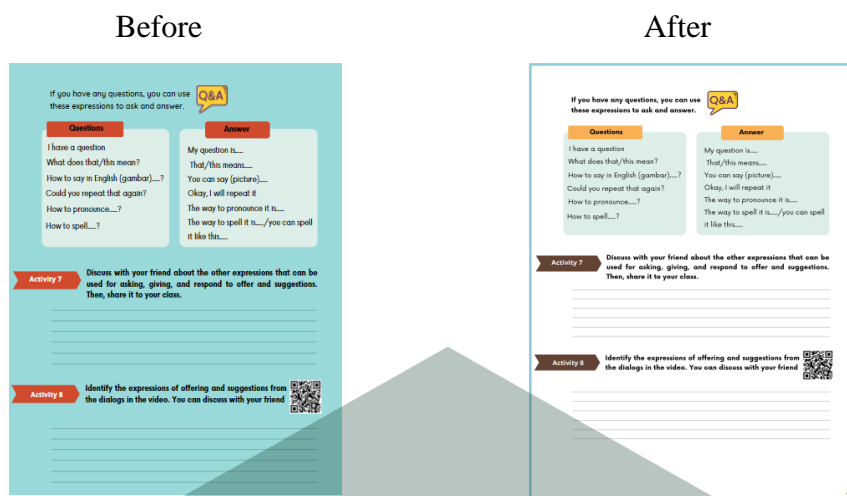
d. Draft Change

Before

After

Before

After



The pictures above were shown before and after editing. After got several suggestions and corrections from the expert's validation like; the page design, colors, and the position of the text. Before editing, pictures are not good in color choices also there is no page number.

4) Dissemination

Here, the researcher did the dissemination of the final product after designing, revised, and limited trials. The researcher socialized the product to the students in the second grade of SMAN 2 Palopo, to show them the product that related to their needs. Students respond was good and enthusiast as well as the English teacher. They wanted the product may apply in their class.

B. Discussion

The importance of having language skills makes the second grade of SMAN 2 Palopo want to learn to speak English. When studying, students faced several problems such as lack of vocabulary, pronunciation, not confidence, and fears of being wrong, and last but not least, they did not have speaking learning

materials or books that were not based on their needs. Thus, the solution for those problems was this research aimed to design an appropriate Speaking Handbook for Students in The Eleventh Grade of SMAN 2 Palopo. Further, this research also aimed to find students' perception about the product, is this product effective and useful for improving students' speaking skills?. With Speaking Handbook, students could have speaking guidance and tips in learning to speak; be more enthusiasts, and be active in doing speaking practice with interesting and fun activities.

The speaking handbook was designed by using 4D model which develops by Sivasallam Thiagarajan, Dorothy S Semmet and Melvyn I Semmel²⁶. This model consist of four stages, they are; *Define, design, develop, and disseminate*. This model was also used by Fauziah Tanjung in her research "*Developing Games Handbook for Beginner Level of Speaking At Merah Putih International Language Course Palopo*"²⁷. In addition, the speaking handbook was developed using the Task-Based Language Teaching (TBLT) technique. Besides, the researcher used Hutchinson and Waters²⁸ theory in conducting need analysis as the first step in designing the speaking handbook. Needs analysis were provided in the form of a questionnaire, which included both target and learning needs. The researcher also did observation and interview to collect information about students' needs, interests, and difficulties. Thus, the results of the need analysis were used to design the first draft of speaking handbook for students in the second

²⁶Agency, Spons.n.d. "Thiagarajan, Sivasailam; And Others Instructional Development for Training Teachers of Exceptional Children." A Sourcebook. Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped, no.Mc. <https://files.eric.ed.gov/fulltext/ED090725.pdf>.

²⁷Fauziah, T. "Developing Games Handbook for Beginner Level of Speaking At Merah Putih International Language Course Palopo." 2019.

²⁸ Hutchinson and Walters, English for Spesific Purposes, 53–62.

grade of SMAN 2 Palopo. After the first draft finished, then it was validated by the experts for improvement the suitability and quality of the speaking handbook. Furthermore, the try-out was conducted after the product had been accepted by the experts/validators. After that, the product was evaluated based on student perceptions and teacher suggestions about the speaking handbook.

In addition, the speaking handbook designed as the final product of this research has some similarities and differences with the previous study, the first is from Septiana & Hartati their research was “*Designing An Oral English Handbook For Supervisors Community (A Developmental Research Conducted In Textile Company)*”²⁹. The results of their research was categorized into very good handbook it has proven by the score 85% for the quality of the content given by supervisors, and the score for the instructional quality given by the expert judgements was 92%. Their research was using theory from Branch that was ADDIE model. The step was *analysis, design, development, implementation, and evaluation*³⁰. While, this research used 4-D model and Hutchinson and Waters’ design model, also TBLT as its approach. Then, the result of this research shown mean score from students’ perception was 3, 75, with 93, 75% percent of percentages qualifying as “Excellent”. It denotes that the speaking handbook is ready to use without revision.

In the other hand, their research had similarities with this research which is to design the appropriate handbook for learners to help them in improving their

²⁹Septiana, Reni, and Elysa Hartati. “Designing an Oral English Handbook for Supervisors Community.” *JELE (Journal of English Language and Education)*. 2018.

³⁰ Branch, *Instructional Design: The ADDIE Approach*, 3.

speaking English, also to define what materials are suitable for their needs. However, the different between their researcher and this research is in the subject of the research, which the researcher more focused for students in the second-grade of SMAN, while the Septiana's research focused on the supervisor community.

The second from Fijriyah "*Developing ESP Teacher's Handbook to Teach Speaking for Nursing*". Her research had the same purpose with this research it is to produce a speaking handbook to enhance respondents speaking ability. The development of the product was because the result of the preliminary study showed that the Nursing Department students in UMM have lack of intention and confidence to participate actively in the classroom due to some materials that cannot interestingly trigger students' motivations. Further. The teacher's handbook categorized "excellent".

The similarities between Fijriah's researches with this research were in the result of the product which categorized as "excellent". Meanwhile, what makes her research different with this research was in the method, model of designing product, subject of the research, also the materials. Her speaking handbook was focused on nursing student, while this speaking handbook was for students at senior high school.³¹

The third is from Padang, Sumarsih, & Saragih their research was "*Developing English Speaking Materials Based on The Contextual Teaching and*

³¹ Fijriyah, Izzah. "Developing Esp Teacher'S Handbook To Teach Speaking for Nursing." 2016.

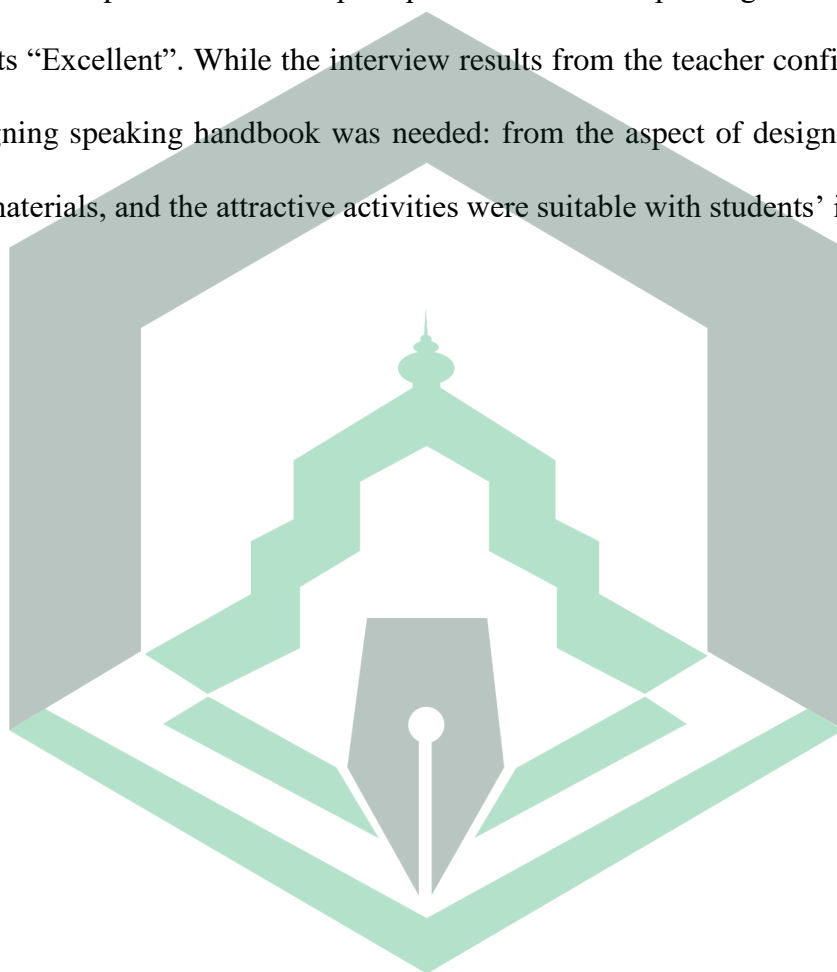
*Learning for Grade XI Senior High School in SMA Negeri 1 Kerajaan.*³² The output of their research was producing the learning process of the meaningful English speaking books for students, which based on the students' social life context. Besides, the difference were in the final of the product, which Padang, Sumarsih and Saragih's research did not used 4D model instead of using Gall, Borg and Gall's (2003).

The last research is from Tanjung "*Developing Games Handbook for Beginner Level of Speaking At Merah Putih International Language Course Palopo*". She connected on providing speaking handbook to be used in speaking subject. The result of the findings shown the ranges of value of handbook from 2 experts are: 89 and 78, the mean value of them is 4.45 and 3.9 which the category is "Valid". Furthermore, the similarity between her research and this research was in the method which used 4D model and categorized as "valid" and "excellent" from the experts. Meanwhile, the difference was in the materials of the handbook. Her speaking handbook was designed with games as main activities and focused on speaking aspect. While, this research was designed a speaking handbook with various activities, not only in speaking but also with pronunciation skill, vocabulary, motivation letters, games, tongue twister, and expressions.³³

³²Padang, Friski, SumarsihSumarsih, and AnggrainiThesisiaSaragih. "Developing English Speaking Materials Based on The Contextual Teaching and Learning for Grade XI Senior High School in SMANegeri 1 Kerajaan." *GENRE Journal of Applied Linguistics of FBSUnimed*. 2019. 7 (3).<https://doi.org/10.24114/genre.v7i3.12447>.

³³ Tanjung, Fauziah. "Developing Games Handbook for Beginner Level of Speaking At Merah Putih International Language Course Palopo. 2019.

Moreover, why the final draft of speaking handbook was appropriate for the students in second grade of SMAN2 Palopo? It was because the problems faced by the students in learning speaking, they need an interesting learning material and activity which can enhance their ability in speaking. Further, after tried out the product students' perception towards the speaking handbook got the results "Excellent". While the interview results from the teacher confirms that the designing speaking handbook was needed: from the aspect of design and layout, the materials, and the attractive activities were suitable with students' interest.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

To design a speaking handbook, the first thing to do is to analyze the students' needs. By conducting a needs analysis, researcher collects information as the first step in designing speaking handbook; validate the product by the experts, and then try-out. As for the results of this study, the speaking handbook was appropriate media in learning speaking English for students in the second grade of SMAN 2 Palopo. It was proven by the students' perception toward the speaking handbook was 93, 75% percent of percentages qualifying as "Excellent" and the teacher's perception 97, 75% percent of percentages qualifying as "Excellent". The speaking handbook was designed by using 4D model which consist of four chapters included daily vocabulary, expression, pronunciation practice, tips in learning speaking and notes to students. Besides, from the expert judgment results, it is appropriate.

B. Implication

Based on the conclusion above, the follow-up of this research has implications for enhancing students speaking skill. The theoretical and practical implications are as follows:

1. Theoretical implications, the used of speaking handbook for students in the eleventh grade of SMAN 2 Palopo is expected to enhance students speaking ability.

2. Practical implications, the results of this research can be used as a teaching media for the teachers, and as a learning media for the students in the speaking subject. In addition, the direct impact of this research is the equality of the research that is used to support interesting media in teaching and learning process especially in the speaking subject.

C. Suggestion

The result of this research hopefully gives a contribution to several parties, especially for the English teacher and other researchers. Here some of the suggestions from the researcher;

1. For Teachers

It is suggested to the teacher to use this product as a supporting media in teaching speaking English.

2. For Students

Students are expected to enhance their speaking ability by using this speaking handbook and increase their interest, curiosity, and more active in learning process.

3. For Further Researcher

It is suggested to the next researcher to continue this research with better features, complex and more comprehensive speaking materials. Further, hopefully the next researcher also would give some ideas, techniques, and strategies in learning speaking.

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APPENDIX 1

**SURATIZINMENELITI DAN
SETELAHMENELITI**



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat: Jl. K.H.M. Hasyim Nu. 5 Kota Palopo - Sulawesi Selatan Telpom: (0471) 326248

ASLI

IZIN PENELITIAN
NOMOR : 405/IP/DPMP/TP/WM/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2019 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 21 Tahun 2019 tentang Penyelenggaraan Penelitian dan Non Penelitian di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Penelitian dan Nonpenelitian yang Menjadi Urusan Pemerintah yang Diwariskan Kepada Badan/lembaga Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : BATARI AS
Jenis Kelamin : Perempuan
Alamat : Jl. Lajong Askuri Balantai Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1702020077

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul

DESIGNING SPEAKING HANDBOOK FOR STUDENTS ON THE SECOND-GRADE OF SMAN 2 PALOPO

Lokasi Penelitian : SMA NEGERI 2 PALOPO
Lamanya Penelitian : 02 Juli 2021 s.d. 02 September 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaatikan semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat izin Penelitian ini dinyatakan tidak berlaku, bila mana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Ditandatangani di Kota Palopo
Pada tanggal : 02 Juli 2021
di, Kepala Dinas Penanaman Modal dan PTSP

MUH. HAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP. 19730811 199612 1 001

Tembusan :

1. Kepala Badan Kepegawaian Prov. Sulawesi
2. Walikota Palopo
3. Kepala Dinas PTSP
4. Kepala Badan Kepegawaian dan Pengembangan Sida Palopo
5. Kepala Badan Kepegawaian Kota Palopo
7. Instansi terkait terpadu di lingkungan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 2 PALOPO



Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

KETERANGAN PENELITIAN

Nomor : 421.3/167 - UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : BATARI As
NIM : 1702020077
Tempat/Tgl.Lahir : Maro, 12 Juli 1999
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Aspuri, Balandai

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul "*DESIGNING SPEAKING HANDBOOK FOR STUDENTS ON THE SECOND GRADE OF SMAN 2 PALOPO*".

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 15 November 2021



KEPALA UPT SMA Negeri 2 Palopo,
NIP. 1990912 199203 2 014



APPENDIX 2
THE RESULTS OF THE
INSTRUMENTS' VALIDATION BY
THE EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Designing Speaking Handbook for Students on the Second-Grade of SMAN 2 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
1: tidak layak
2: kurang layak
3: cukup layak
4: layak
5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas					✓
c.	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	

c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					✓
III	Aspek Bahasa	1	2	3	4	5
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				✓	
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				✓	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

.....

.....

.....

.....

.....

.....

D. Saran

.....
.....
.....
.....


E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....
.....
.....

Palopo, 11 - Juni - 2021
Penilai Kelayakan


DR. MASRUUDIN, SS, M. Hum

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

DESIGNING SPEAKING HANDBOOK FOR STUDENTS ON THE SECOND GRADE OF SMAN 3 PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
1: tidak layak
2: kurang layak
3: cukup layak
4: layak
5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas					✓
b.	Tujuan kuesioner dinyatakan dengan jelas					✓
c.	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.					✓

e.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					✓
III	Aspek Bahasa	1	2	3	4	5
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

- Opsi perlu disamakan jumlahnya (pilihan)
- Beberapa no nomor perlu ditambah opsinya

D. Saran

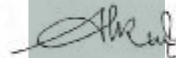
- Lihat komentar
- Overall good idea to have such this kind of Research

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 5th of August 2021
Penilai Kelayakan


Andri Irawati Rahman, S.Pd.M.Pd



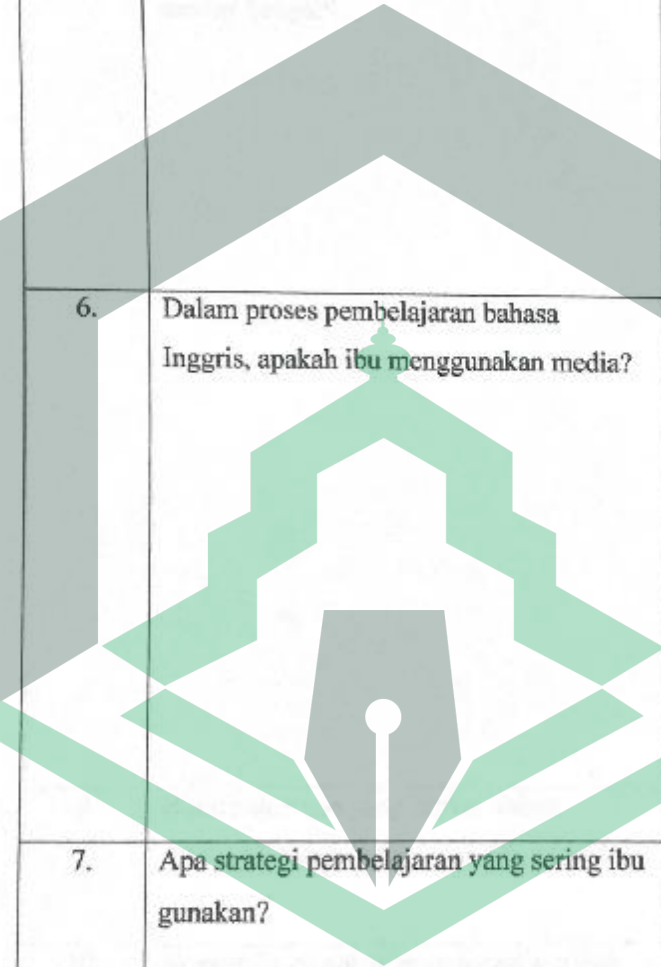
APPENDIX 3
THE RESULT OF TEACHERS'
INTERVIEW

Lembar Interview

Narasumber : Andri Irawati Rahman, S.Pd., M.Pd
Sekolah : SMAN 2 Palopo
Kelas Observasi : XI IPA
Hari/tanggal interview : 14th Januari, 2021

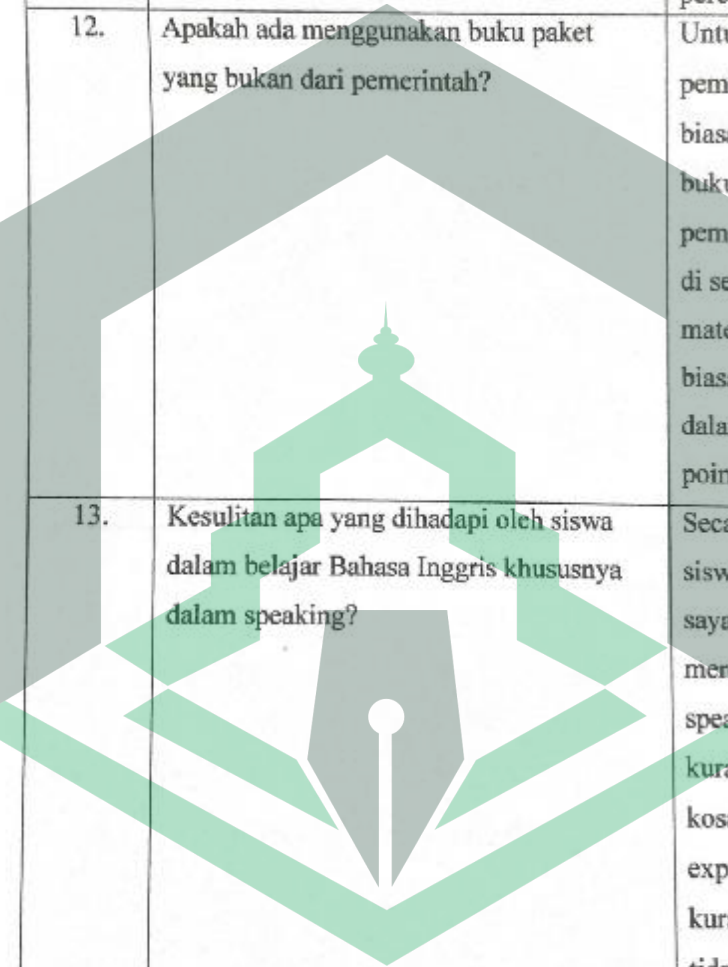
No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas yang ibu ajar?	Rata-rata untuk kelas XI IPA untuk 5 kelas terdapat sekitar 30-33 siswa per kelasnya.
2.	Kurikulum apa yang digunakan di sekolah ini?	Kurikulum 2013 (K13)
3.	Pada tahap pendahuluan pembelajaran, apa yang ibu lakukan untuk menarik perhatian siswa, dan sekaligus menimbulkan motivasi dalam belajar?	Sebelum melakukan pembelajaran untuk menarik dan menimbulkan motivasi belajar siswa, saya biasanya memberikan Ice Breaking terlebih dahulu. Contohnya, memberikan satu kata dalam bahasa Inggris seperti APPLE, kemudian siswa bergiliran menyebutkan kata lain dengan

		<p>menggunakan huruf terakhir dari kata tersebut contohnya: APPLE—ENGLISH—HELLO. Saya juga bisanya menanyakan beberapa pertanyaan seperti: apa kabar? sudah sarapan apa pagi ini? Apa yang kamu lakukan tadi pagi? Sudah menyapa temannya belum?</p>
4.	Apakah ada persiapan yang ibu lakukan sebelum pelaksanaan pembelajaran?	<p>Persiapan yang saya lakukan sebelum melakukan pembelajaran, saya biasanya mempelajari materi yang akan diberikan, menentukan metode pembelajaran yang sesuai dengan materi serta mempersiapkan ice breaking agar pada saat eksekusi di kelas, maupun secara daring saya sudah punya persiapan.</p>
5.	Pada pembelajaran bahasa Inggris, apakah	Pada saat mengajar saya



	menggunakan sistem student centered atau guru hanya sebagai fasilitator?	biasanya menggabungkan atau hanya menerapkan salah satu dari sistem ini, tergantung dari materi apa yang saya ajarkan. Ada kalanya saya sebagai fasilitator, ada kalanya saya menerapkan sistem student centered atau bahkan menggabungkan keduanya.
6.	Dalam proses pembelajaran bahasa Inggris, apakah ibu menggunakan media?	Iya, dalam proses pembelajaran saya biasanya menggunakan media seperti YouTube, music, video, dan Google meet baik offline maupun online. Melalui Google meet saya bisa langsung mengajak siswa untuk praktik menggunakan bahasa Inggris.
7.	Apa strategi pembelajaran yang sering ibu gunakan?	Strategi pembelajaran yang biasa saya gunakan tergantung dari materi yang saya ajarkan pada saat itu. Jadi, saya akan mempelajari materinya

		terlebih dahulu kemudian menentukan strategi apa yang cocok dengan materi tersebut.
8.	Apakah buku paket menjadi satu-satunya sumber belajar?	Jadi, untuk buku paket yang tersedia dan yang biasa saya gunakan ada dari Kemendikbud, dan ada beberapa buku dari penerbit lain yang disediakan di perpustakaan, ini tergantung dari gurunya yang biasanya menggabungkan buku yang digunakan. Kalau saya pribadi biasanya mengambil materi dari buku paket, kemudian untuk latihan-latihannya biasa mencari di youtube.
9.	Buku paket apa yang dipakai dalam mengajar bahasa inggris untuk kelas XI?	Buku paket yang sesuai dengan kurikulum saat ini.
10.	Apakah buku paket yang tersedia sudah relevan dengan kebutuhan proses belajar speaking siswa?	Menurut saya pribadi, harusnya lebih sesuai dengan kebutuhan siswa.
11.	Bagaimana menurut ibu penguasaan	Untuk kelas yang saya



	vocabulary, daily conversation, apakah siswa sudah dapat mengerti mengenai percakapan-percakapan umum?	ajar yakni kelas XI IPA, mereka sebenarnya sudah memiliki dasar. Tapi masih banyak juga yang kurang pada kosa kata, dan percakapan-percakapan umum.
12.	Apakah ada menggunakan buku paket yang bukan dari pemerintah?	Untuk materi pembelajaran saya biasanya menggunakan buku paket dari pemerintah yang tersedia di sekolah, atau mencari materi di internet yang biasanya sudah tersedia dalam bentuk power point.
13.	Kesulitan apa yang dihadapi oleh siswa dalam belajar Bahasa Inggris khususnya dalam speaking?	Secara umum untuk siswa kelas XI IPA yang saya ajar, kesulitan mereka dalam belajar speaking terletak pada kurangnya penguasaan kosa kata, daily expressionnya juga kurang, kemudian mereka tidak percaya diri untuk speaking serta sulit untuk mengucapkan kata dalam bahasa inggris.



14.	Kesulitan apa yang ibu rasakan saat mengajar bahasa inggris?	Kesulitan yang saya hadapi dalam mengajar bahasa Inggris tergantung dari kelasnya. Untuk kelas-kelas yang dibawah masih sangat minim pengetahuan bahasa inggrisnya seperti untuk mengucapkan kata saja mereka masih salah, praktik speakingnya juga susah karena kurangnya kosa kata. Untuk kelas-kelas seperti XI IPA I dan II mereka sudah memiliki sedikit dasar-dasarnya.
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Lembar Interview

Narasumber : Siti Marfu'ah Nurjannah, S.Pd
Sekolah : SMAN 2 Palopo
Kelas Observasi : XI IPS
Hari/tanggal interview : 14th Januari, 2021

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas yang ibu ajar?	Untuk kelas XI IPS terdapat kelas yang berjumlah 30, 25, 25, dan 30 siswa. Jadi, kelas XI IPS berjumlah empat kelas.
2.	Kurikulum apa yang digunakan di sekolah ini?	Kurikulum 2013
3.	Pada tahap pendahuluan pembelajaran, apa yang ibu lakukan untuk menarik perhatian siswa, dan sekaligus menimbulkan motivasi dalam belajar?	Biasanya untuk pembelajaran daring sebelum belajar saya mempersiapkan materi terlebih dahulu, kemudian memberikan motivasi di awal pembelajaran serta menanyakan beberapa pertanyaan. Untuk memulai pelajaran saya selalu mengucapkan salam terlebih dahulu.
4.	Apakah ada persiapan yang ibu lakukan sebelum pelaksanaan pembelajaran?	Untuk pembelajaran virtual biasanya saya mengirim materi terlebih

		<p>dahulu kemudian menanyakan kepada siswa apa yang tidak mereka pahami dan memberikan informasi bahwa minggu berikutnya kita melakukan pembelajaran virtual, pada saat belajar virtual itu saya menjelaskan apa yang mereka tidak pahami. Pemberian materinya biasa dalam bentuk video pembelajaran.</p>
5.	<p>Pada pembelajaran bahasa Inggris, apakah menggunakan sistem student centered atau guru hanya sebagai fasilitator?</p>	<p>Pada pembelajaran face to face, umumnya guru menjadi fasilitator. Saya memberikan materi, kemudian siswa yang mengembangkannya. Contohnya materi giving and asking opinion.</p>
6.	<p>Dalam proses pembelajaran bahasa Inggris, apakah ibu menggunakan media?</p>	<p>Saya terkadang menggunakan media, kadang juga tidak. Untuk medianya sendiri saya biasanya menggunakan</p>

		handout dari sekolah.
7.	<p>Apa strategi pembelajaran yang sering ibu gunakan?</p>	<p>Untuk strategi pembelajaran, saya biasanya sering menggunakan sistem guru sebagai fasilitator. Dengan sistem itu saya berharap siswa yang saya ajar bisa menjadi lebih aktif, karena siswa yang saya ajar merupakan siswa yang memiliki tingkat kemampuan yang cukup rendah disbanding dengan kelas IPS dan IPA lainnya.</p>
8.	<p>Apakah buku paket menjadi satu-satunya sumber belajar?</p>	<p>Tidak. Saya biasanya mencari materi-materi lain dari internet, karena sekolah masih memiliki keterbatasan dalam hal kelengkapan buku paket/ materi-materi yang bisa menarik minat siswa dalam belajar.</p>
9.	<p>Buku paket apa yang dipakai dalam mengajar bahasa inggris untuk kelas XI?</p>	<p>Buku yang sesuai dengan kurikulum 2013 revisi.</p>

10.	Apakah buku paket yang tersedia sudah relevan dengan kebutuhan proses belajar speaking siswa?	Menurut saya pribadi cukup sesuai namun, saya juga harus mengembangkan agar lebih menarik bagi siswa.
11.	Bagaimana menurut ibu penguasaan vocabulary, daily conversation, apakah siswa sudah dapat mengerti mengenai percakapan-percakapan umum?	Untuk siswa IPS sendiri, mereka sangat kurang penguasaan kosa kata, dan daily conversationnya. Sekitar 30 siswa hanya 10% yang memiliki kemampuan dalam bidang bahasa inggris khususnya speaking. mereka juga masih sangat susah dalam aspek pronunciation.
12.	Apakah ada menggunakan buku paket yang bukan dari pemerintah?	Selain buku paket, saya biasanya hanya mencari materi melalui internet.
13.	Kesulitan apa yang dihadapi oleh siswa dalam belajar Bahasa Inggris khususnya dalam speaking?	Kesulitan yang dihadapi siswa terutama pada pengucapan kata yang salah (mispronunciation), serta penguasaan vocabulary yang terbatas.
14.	Kesulitan apa yang ibu rasakan saat mengajar bahasa inggris?	Kesulitan yang saya hadapi jujur ya, untuk handout dari sekolah sendiri saya biasa membeli sendiri untuk mengajar mereka, yang semakin mempersulit itu



APPENDIX 4
THE RESULT OF STUDENTS'
INTERVIEW

LEMBAR INTERVIEW SISWA

Nama Siswa : Elianti Deswita Runtik
Sekolah : SMAN 2 Palopo
Kelas Observasi : XI IPA
Hari/tanggal interview : 14th January 2021

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas Anda? (laki-laki dan perempuan)	Tiga puluh satu orang
2.	Apakah menurut Anda Bahasa Inggris itu penting? Apa alasannya?	Iya penting. Karena dengan menguasai bahasa Inggris saya bisa berkomunikasi dengan banyak orang dan saya bisa mencari kerja dengan prospek yang lebih luas.
3.	Apakah Anda senang belajar Bahasa Inggris?	Iya saya senang
4.	Diantara ke empat skill ini (Speaking, Writing, Listening, dan Reading) menurut Anda yang paling susah untuk dipelajari adalah?	Menurut saya didalam belajar itu tidak ada yang mudah, semua ada kesulitannya masing-masing. Kalau diurutkan yang paling sulit yakni listening, Speaking, Writing, dan Reading.
5.	Apa kesulitan Anda saat belajar bahasa Inggris khususnya pada skill speaking?	Kesulitan saya dalam belajar speaking bahasa Inggris yakni pengejaan katanya, penguasaan kosa kata yang sedikit, kemudian saya malu dan takut salah.

6.	Apakah ada menggunakan buku paket yang bukan dari pemerintah?	Kalau buku paket tidak ada. Biasanya guru mencari materi lewat internet
7.	Materi seperti apa yang Anda inginkan untuk meningkatkan kemampuan speaking Anda?	Materi seperti ungkapan-ungkapan sehari-hari, vocabulary, dan materi yang bisa menambah semangat serta ada gamesnya.
8.	Apakah buku paket menjadi satu-satunya sumber belajar?	Tidak juga, guru biasanya mencari materi lain melalui internet
9.	Apakah Anda butuh buku/Handbook tambahan dalam membantu Anda meningkatkan kemampuan Speaking Anda?	Iya, saya ingin sekali



Lembar Interview Siswa

Nama Siswa : Aliah Atika Zulfa
Sekolah : SMAN 2 Palopo
Kelas Observasi : XI IPS
Hari/tanggal interview : 15th January 2021

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas Anda? (laki-laki dan perempuan)	29
2.	Apakah menurut Anda Bahasa Inggris itu penting? Apa alasannya?	Penting karena merupakan bahasa internasional. Kita bisa menonton film, dan membaca buku tanpa harus melihat terjemahannya.
3.	Apakah Anda senang belajar Bahasa Inggris?	Iya, saya sangat suka belajar bahasa Inggris.
4.	Diantara ke empat skill ini (Speaking, Writing, Listening, dan Reading) menurut Anda yang paling susah untuk dipelajari adalah?	Menurut saya speaking.
5.	Apa kesulitan Anda saat belajar bahasa Inggris khususnya pada skill speaking?	Saya sulit mengucapkan kata dengan benar. Saya juga biasanya malu ketika disuruh berbicara dalam

		bahasa Inggris di kelas, penguasaan kosa kata yang sedikit, dan sulit memahami ungkapan-ungkapan sehari-hari.
6.	Apakah ada menggunakan buku paket yang bukan dari pemerintah?	Tidak
7.	Materi seperti apa yang Anda inginkan untuk meningkatkan kemampuan speaking Anda?	Materi yang menarik, tidak membosankan, dan mudah untuk dipahami. Seperti ungkapan sehari-hari, kosa kata, serta topik-topik materi yang dapat menambah kemampuan berbicara saya.
8.	Apakah buku paket menjadi satu-satunya sumber belajar?	Iya
9.	Apakah Anda butuh buku/Handbook tambahan dalam membantu Anda meningkatkan kemampuan Speaking Anda?	Iya



Lembar Interview Siswa

Nama Siswa : Muhammad Ibnu Hakim
Sekolah : SMAN 2 Palopo
Kelas Observasi : XI IPA
Hari/tanggal interview : 14th January 2021

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas Anda? (laki-laki dan perempuan)	Tiga puluh orang
2.	Apakah menurut Anda Bahasa Inggris itu penting? Apa alasannya?	Menurut saya sangat penting, karena dengan menguasai bahasa Inggris peluang kerjanya lebih besar, kemudian saya bisa berbicara dengan orang dari luar negeri.
3.	Apakah Anda senang belajar Bahasa Inggris?	Iya.
4.	Diantara ke empat skill ini (Speaking, Writing, Listening, dan Reading) menurut Anda yang paling susah untuk dipelajari adalah?	Writing, listening, dan Speaking.
5.	Apa kesulitan Anda saat belajar bahasa Inggris khususnya pada skill speaking?	Karena saya tidak menguasai banyak kosa kata, jadi saya sulit untuk berbicara, kemudian.

		pronunciation, dan saya biasanya tidak tau ingin mulai belajar darimana.
6.	Apakah ada menggunakan buku paket yang bukan dari pemerintah?	Tidak
7.	Materi seperti apa yang Anda inginkan untuk meningkatkan kemampuan speaking Anda?	Saya ingin materi yang menarik, mudah dipahami, dan terdapat tips atau cara belajar berbicara dalam bahasa Inggris.
8.	Apakah buku paket menjadi satu-satunya sumber belajar?	Kalau di sekolah iya hanya buku paket.
9.	Apakah Anda butuh buku/Handbook tambahan dalam membantu Anda meningkatkan kemampuan Speaking Anda?	Iya



LEMBAR INTERVIEW SISWA

Lembar Interview Siswa

Nama Siswa : Muh. Aidil Ramadhan
Sekolah : SMAN 2 Palopo
Kelas Observasi : XI IPS
Hari/tanggal interview : 14th January 2021

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas Anda? (laki-laki dan perempuan)	Tiga puluh (30)
2.	Apakah menurut Anda Bahasa Inggris itu penting? Apa alasannya?	Iya penting. Alasannya karena kita dapat berbicara dengan banyak orang karena bahasa Inggris adalah bahasa Internasional.
3.	Apakah Anda senang belajar Bahasa Inggris?	Terkadang saya senang, terkadang tidak, karena biasanya membosankan
4.	Diantara ke empat skill ini (Speaking, Writing, Listening, dan Reading) menurut Anda yang paling susah untuk dipelajari adalah?	Speaking
5.	Apa kesulitan Anda saat belajar bahasa Inggris khususnya pada skill speaking?	Kesulitan saya yakni tidak tahu ingin berkata apa, kurangnya

		penguasaan kosa kata, pengejaan yang sulit, dan kadang saya sudah punya konsep dipikiran saya tapi ketika ingin berbicara sulit.
6.	Apakah ada menggunakan buku paket yang bukan dari pemerintah?	Kalau di sekolah tidak, tapi guru biasa memberikan materi dan tugas dari internet.
7.	Materi seperti apa yang Anda inginkan untuk meningkatkan kemampuan speaking Anda?	Pertama, saya ingin belajar kosa kata sehari-hari dan ungkapan-ungkapan. Kemudian, saya ingin belajar pelafalan kata yang benar, saya juga ingin belajar bagaimana caranya agar lancar berbicara bahasa Inggris dan mendengarkan dengan baik.
8.	Apakah buku paket menjadi satu-satunya sumber belajar?	Iya
9.	Apakah Anda butuh buku/Handbook tambahan dalam membantu Anda meningkatkan kemampuan Speaking Anda?	Iya, saya sangat ingin



APPENDIX 5
THE BLUEPRINT OF NEEDS
ANALYSIS QUESTIONNAIRES

QUESTIONNAIRE

DESIGNING SPEAKING HANDBOOK FOR STUDENTS ON THE SECOND-GRADE OF SMAN 2 PALOPO

A. Data Respondent

Nama :
Usia :
Jenis Kelamin :
Kelas :

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan Speaking Bahasa Inggris.

Kuesioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran Speaking Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam handbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

	Questions	Indikator/Theory
Target Need	<p>1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah?</p> <p>a. Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah</p> <p>b. Sebagai penunjang untuk pendidikan selanjutnya</p> <p>c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar</p>	Hutchinson & Waters (1987) contents and methods in learning language are based on the learner's need.
	<p>2. Mengapa Anda butuh handbook speaking Inggris?</p> <p>a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris</p> <p>b. Karena handbook lebih praktis dan simple</p> <p>c. Tidak, saya sudah memiliki handbook</p>	Howard (2004) Effective English language teaching materials should have appropriate instructions. Hutchinson and Waters (1987: 56) To find students' desires related to the materials (1987)

Learning Needs	Lacks		
		<p>3. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level.....</p> <p>a. Saya tidak dapat memahami apapun dalam bahasa Inggris</p> <p>b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)</p> <p>c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan</p> <p>d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata</p>	<p>Hutchinson and Waters (1987: 55) to find out the level of knowledge of the students.</p> <p>Hutchinson and Waters (1987: 55) to find out the level of knowledge of students and students' weakness in studying English.</p>
		<p>4. Alasan mengapa Anda tidak berbicara bahasa Inggris.....</p> <p>a. Kurangnya penguasaan kosakata</p> <p>b. Tidak percaya diri</p> <p>c. Takut salah</p> <p>• Lainnya (Tuliskan bila ada).....</p>	<p>Brown (2001) lack of communication between teachers and students, not fluent, fear of correction, and doubtful.</p>

Wants		
	<p>5. Materi yang ingin Anda pelajari dalam speaking adalah... (Boleh memilih dari 1, minimal 3, dan maksimal 3)</p> <ul style="list-style-type: none"> a. Suggestions b. Formal Invitation c. Self Introduction d. Opinions e. Analytical Exposition • Lainnya (Tuliskan jika ada) <p><i>*Materials Based on the Syllabus of English Material at XI grade</i></p>	<p>Hutchinson and Waters (1987: 56) To find students' desires related to the materials (1987)</p> <p>Fadhilah Nurul Sari (2018) Curriculum is a basis of teaching-learning process, so every teaching-learning process has to follow the curriculum.</p>
	<p>b. Tema speaking yang Anda sukai adalah... (Boleh memilih dari 1, minimal 3, dan maksimal 3)</p> <ul style="list-style-type: none"> a. Traveling (Jalan-jalan) b. K-Pop/idol c. Job (Pekerjaan) d. Healthy and Life Style (Kesehatan dan gaya hidup) e. Shopping (Berbelanja) 	<p>Hutchinson and Waters (1987: 56) To find students' desires related to the materials (1987)</p>
	<p>7. Materi peruntjang lainnya yang Anda sukai adalah... (Boleh memilih dari 1, dan maksimal 3)</p> <ul style="list-style-type: none"> a. Daily expressions (Ungkapan sehari-hari) b. Grammar c. Test-test dalam speaking d. Kosak kata • Lainnya (Tuliskan jika ada) 	<p>Hutchinson and Waters (1987: 56) To find students' desires related to the materials</p> <p>Richards and Schmidt (2002: 580) vocabulary is a set of lexeme, including single words, compound words, and idicems.</p> <p>Hornby (1989:27) stating that to speak is to reproduce words or to use words to utter the words by using conversation.</p>

Activity	<p>8. Aktivitas yang Anda sukai dalam belajar speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4)</p> <ol style="list-style-type: none"> Q&A Games Role play Discussion Beropini <ul style="list-style-type: none"> Lainnya (Tuliskan jika ada) 	<p>Dandoli and Haring (2001:23), interview-Giving question and answering question is a teaching technique that encourages the students to express their ideas, emotions or feeling, and problem.</p> <p>Mackay(2001) rolling play or game system</p>
Media	<p>9. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4)</p> <ol style="list-style-type: none"> Social media Music Video Gambar Kartu <ul style="list-style-type: none"> Lainnya (Tuliskan jika ada) 	<p>Hutchinson and Waters (1987)</p> <p>Namaziandost, Rahimi Esfahani, & Ahmadi, (2019) Social media as taking most of student's time, can be thought of as an educating tool if used properly</p> <p>Mahajan (2016) project media</p> <p>Harmer (1991) series of pictures to stimulate students in producing oral compositions.</p>
Setting	<p>10. Cara belajar kosa kata yang Anda sukai adalah....</p> <ol style="list-style-type: none"> Individual Berkelompok Berpasangan <ul style="list-style-type: none"> Lain-lainnya (Tuliskan jika ada) 	<p>(Russel, 1974). Individual teaching is an attempt to provide optimal learning conditions for each individual.</p> <p>Qismullah et al. (2019: 2). Group work is not just putting the student together in groups and asking them to work on the task given, but its principles at the same time help students and teachers understand on what is involved in helping the students to succeed.</p> <p>Topping et al. (2000). Some researchers claims that peer feedback has a pivotal role in improving student writing skills and learning achievement.</p>

Student's role	<p>11. Peran Anda dalam belajar adalah.....</p> <ol style="list-style-type: none"> Menjelaskan penjelasan dari guru, dan mengikuti arahnya Aktif mengikuti pembelajaran Memfaatkan dengan baik kesempatan yang ada untuk mempraktikan pembelajaran di sekolah <ul style="list-style-type: none"> Lain-lainnya (Tuliskan jika ada) 	<p>Ismail, Alimay, and Alimay (2004) Students should be in interaction between teachers in order to get proper feedback, students are self-responsible on their learning, and students should be learners through the life.</p>
Teacher's role	<p>12. Dalam pemberian materi Anda lebih suka jika guru.....</p> <ol style="list-style-type: none"> Memberikan materi (ex: kosa kata/expression) lalu saya melaksanakan instruksinya. Mengamati proses pembelajaran Menjelaskan materi, bermain games, lalu memberikan tugas <ul style="list-style-type: none"> Lain-lainnya (Tuliskan jika ada) 	<p>Abin Syamsuddin by quoting the idea of Gage and Barliner, suggest the role of the teacher in the learning process of students, which includes : a) The teacher as a planner, b) The teacher as an organizer, c) The teacher as an evaluator</p>



APPENDIX 6
THE EXPERTS VALIDATION RESULT

KUESIONER EVALUASI UNTUK DESIGN DAN LAYOUT

A. Data Responden

Nama : *Fauziah Rahmat MUDA, S.Pd, M.Pd.*
 Umur : -
 Jenis kelamin : -
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centung (✓) pada kolom yang telah tersedia.

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. KONTEN						
1	Cakupan isi materi dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kebutuhan siswa SMAN 2 Palopo.		✓			
2	Kedalaman materi dalam bahan ajar <i>Speaking Handbook</i> memadai.		✓			
3	Keaslian isi materi dalam bahan ajar <i>Speaking Handbook</i> memadai.		✓			
4	Isu-isu terbaru di dalam bahan ajar <i>Speaking Handbook</i> menarik.	✓				

Saran Perbaikan:

B. ACTIVITY

5	Kegiatan dalam tiap tasks banyak melibatkan siswa.	✓					
6	Kegiatan dalam tasks bervariasi.	✓					
7	Kegiatan dalam tasks sesuai topik.	✓					
8	Kegiatan dalam tasks menarik bagi siswa.	✓					
9	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar Bahasa Inggris.	✓					
10	Kegiatan dalam tasks membantu siswa dalam memahami materi.	✓					
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.	✓					
12	Kegiatan dalam tasks disusun dari tingkatan mudah kesulit.	✓					
13	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.	✓					

Saran Perbaikan:

C. INPUT

14	Instruksi dalam tiap task mudah di pahami.	✓					
15	Input materi berbentuk teks dan gambar relevan.	✓					
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓					
17	Input materi berbentuk teks dengan gambar menarik.	✓					

18	Input materi mencakup struktur bahasa yang benar.	✓				
19	Input materi dapat menambah wawasan siswa.	✓				
20	Input materi dapat menambah kosa kata siswa.	✓				
21	Input materi membantu siswa dalam berbahasa.	✓				
22	Input dan task seimbang.	✓				
23	Pilihan topik sesuai dengan karakteristik siswa.	✓				
Saran Perbaikan:						
D. BAHASA						
24	Bahasa yang digunakan dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kemampuan siswa.	✓				
25	Bahasa yang disajikan pada <i>Speaking Handbook</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓				
26	Ekspresi yang digunakan pada <i>Speaking Handbook</i> sesuai dengan tata bahasa yang benar.	✓				
27	Bahasa yang disajikan dalam bahan ajar <i>Speaking Handbook</i> mudah dipahami.	✓				
Saran Perbaikan:						
E. DESAIN DAN LAYOUT						
28	Tampilan materi jelas.	✓				
29	Tampilan materi menarik.	✓				
30	Ukuran huruf sesuai.	✓				
31	Ukuran spasi sesuai.	✓				
32	Jarak spasi sesuai.	✓				

33	Penggunaan tanda baca tepat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saran Perbaikan:						
F. EVALUASI UMUM						
34	Sistematika penyajian runtut.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Penilaian sesuai dengan input yang diberikan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saran Perbaikan:						

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Speaking Handbook) yang didesign:

- a. Layak
- b. Layak denganperbaikan

c. Tidak layak

Palopo, 09 Oktober 2021
Penilai Kelayakan

Andi Irawati R.
NIP. 19780723 200312 2006

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : *Andri Irawati Rahman, S.Pd, M.Pd*
 Umur :
 Jenis kelamin : *Female*
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia.

Keterangan:

- SS : Sangat Setuju
- S : Setuju
- R : Ragu-ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. KONTEN						
1	Cakupan isi materi dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kebutuhan siswa SMAN 2 Palopo	✓				
2	Kedalaman materi dalam bahan ajar <i>Speaking Handbook</i> memadai.	✓				
3	Kesajian isi materi dalam bahan ajar <i>Speaking Handbook</i> memadai.	✓				
4	Isu-isu terbaru di dalam bahan ajar <i>Speaking Handbook</i> menarik.	✓				
Saran Perbaikan:						

Saran Perbaikan:

B. ACTIVITY

5	Kegiatan dalam tiap tasks banyak melibatkan siswa.	✓						
6	Kegiatan dalam tasks bervariasi.	✓						
7	Kegiatan dalam tasks sesuai topik.	✓						
8	Kegiatan dalam tasks menarik bagi siswa.	✓						
9	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar Bahasa Inggris.	✓						
10	Kegiatan dalam tasks membantu siswa dalam memahami materi.	✓						
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.	✓						
12	Kegiatan dalam tasks disusun dari tingkatan mudah ke sulit.	✓						
13	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.	✓						

Saran Perbaikan:

C. INPUT

14	Instruksi dalam tiap task mudah di pahami.	✓						
15	Input materi berbentuk teks dan gambar relevan.	✓						
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓						
17	Input materi berbentuk teks dengan gambar menarik.	✓						

18	Input materi mencakup struktur bahasa yang benar.	✓				
19	Input materi dapat menambah wawasan siswa.	✓				
20	Input materi dapat menambah kosa kata siswa.	✓				
21	Input materi membantu siswa dalam berbahasa.	✓				
22	Input dan task seimbang.	✓				
23	Pilihan topik sesuai dengan karakteristik siswa.	✓				
Saran Perbaikan:						
D. BAHASA						
24	Bahasa yang digunakan dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kemampuan siswa.	✓				
25	Bahasa yang disajikan pada <i>Speaking Handbook</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓				
26	Ekspresi yang digunakan pada <i>Speaking Handbook</i> sesuai dengan tata bahasa yang benar.	✓				
27	Bahasa yang disajikan dalam bahan ajar <i>Speaking Handbook</i> mudah dipahami.	✓				
Saran Perbaikan:						
E. DESAIN DAN LAYOUT						
28	Tampilan materi jelas.	✓				
29	Tampilan materi menarik.	✓				
30	Ukuran huruf sesuai.	✓				
31	Ukuran spasi sesuai.	✓				
32	Jarak spasi sesuai.	✓				

33	Penggunaan tanda baca tepat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saran Perbaikan:						
F. EVALUASI UMUM						
34	Sistematika penyajian runtut.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Penilaian sesuai dengan input yang diberikan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saran Perbaikan:						

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Speaking Handbook) yang didesign:

- a. Layak
- b. Layak denganperbaikan

c. Tidak layak

Palopo, 09 Oktober 2021
Penilai Kelayakan

Andi Irawati R.
NIP. 19780723 200312 2006

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum
 Umur :
 Jenis kelamin : Male
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia.

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. KONTEN						
1	Cakupan isi materi dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kebutuhan siswa SMAN 2 Palopo.		✓			
2	Kedalaman materi dalam bahan ajar <i>Speaking Handbook</i> memadai.		✓			
3	Keaslian isi materi dalam bahan ajar <i>Speaking Handbook</i> memadai.		✓			
4	Isu-isu terbaru di dalam bahan ajar <i>Speaking Handbook</i> menarik.		✓			

B. ACTIVITY

5	Kegiatan dalam tiap tasks banyak melibatkan siswa	✓				
6	Kegiatan dalam tasks bervariasi.	✓				
7	Kegiatan dalam tasks sesuai topik.	✓				
8	Kegiatan dalam tasks menarik bagi siswa.	✓				
9	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar Bahasa Inggris.	✓				
10	Kegiatan dalam tasks membantu siswa dalam memahami materi.	✓				
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.	✓				
12	Kegiatan dalam tasks disusun dari tingkatan mudah kesulit.	✓	✓			
13	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.	✓				

Saran Perbaikan:

C. INPUT

14	Instruksi dalam tiap task mudah di pahami.	✓				
15	Input materi berbentuk teks dan gambar relevan.	✓				
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa	✓				
17	Input materi berbentuk teks dengan gambar menarik.	✓				
18	Input materi mencakup struktur bahasa yang benar	✓				
19	Input materi dapat menambah wawasan siswa.	✓				
20	Input materi dapat menambah kosa kata siswa.	✓				
21	Input materi membantu siswa dalam berbahasa.	✓				
22	Input dan task seimbang.	✓	✓			
23	Pilihan topik sesuai dengan karakteristik siswa.	✓	✓			

Saran Perbaikan:

D. BAHASA					
24	Bahasa yang digunakan dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kemampuan siswa.	✓			
25	Bahasa yang disajikan pada <i>Speaking Handbook</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓			
26	Ekspresi yang digunakan pada <i>Speaking Handbook</i> sesuai dengan tata bahasa yang benar.	✓			
27	Bahasa yang disajikan dalam bahan ajar <i>Speaking Handbook</i> mudah dipahami.	✓			
Saran Perbaikan:					
E. DESAIN DAN LAYOUT					
28	Tampilan materi jelas.	✓			
29	Tampilan materi menarik.	✓			
30	Ukuran huruf sesuai.	✓			
31	Ukuran spasi sesuai.	✓			
32	Jarak spasi sesuai.	✓			
33	Penggunaan tanda baca tepat.	✓			
Saran Perbaikan:					
F. EVALUASI UMUM					
34	Sistematika penyajian runtut.	✓			
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.	✓			
36	Penilaian sesuai dengan input yang diberikan.	✓			
Saran Perbaikan:					

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (Speaking Handbook) yang didesign:

- a. Layak
- b. Layak denganperbaikan

.....

.....

.....

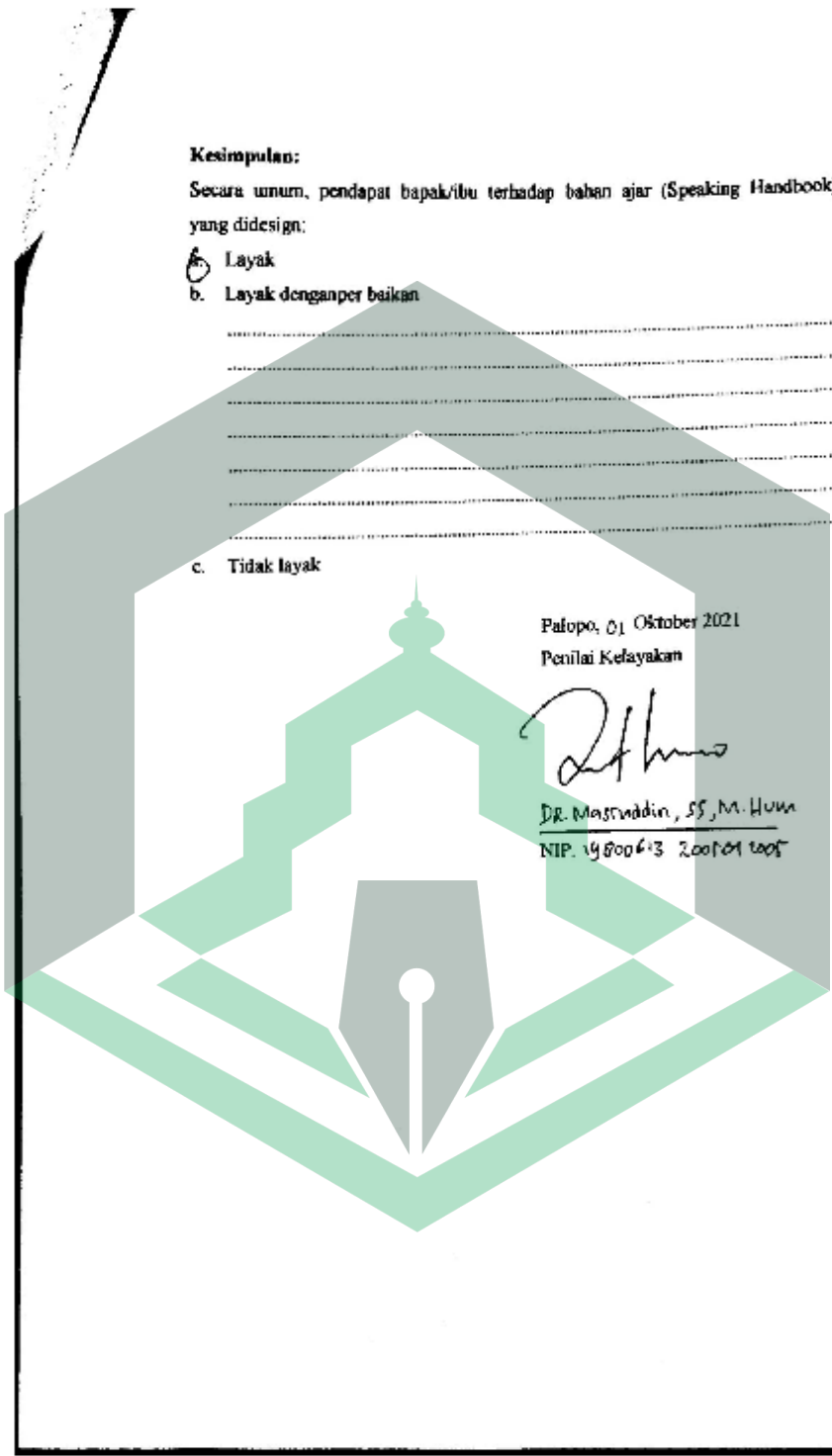
.....

- c. Tidak layak

Pafopo, 01 Oktober 2021
Penilai Kelayakan



Dr. Masruddin, SS, M. Hum
NIP. 19800613 200701 2005





APPENDIX 7
THE NEED ANALYSIS RESULT



Questionnaire Pembuatan Handbook Speaking English

Pilihlah pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembuatan Speaking Handbook.

Nama Lengkap *

Aliah Atika Zulfa

Kelas (IPA/IPS) *

XI IPS

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain:

5. Materi penunjang lainnya yang Anda sukai adalah.... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosak kata
- Yang lain:

6. Aktivitas yang Anda sukai dalam belajar speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermain peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain:

7. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Social media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain:

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level..... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- Yang lain:

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- Yang lain:

11. Peran Anda dalam belajar adalah.... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahnya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru.... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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Google Formulir

Questionnaire Pembuatan Handbook Speaking English

Pilihlah pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembuatan Speaking Handbook.

Nama Lengkap *

Aprianti Susana

Kelas (IPA/IPS) *

XI IPS

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah ... (Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain

4. Tema speaking yang Anda sukai adalah (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain

5. Materi penunjang lainnya yang Anda sukai adalah ... (Boleh memilih dari 1, dan maksimal 4) *

- a. Daily expressions (Berkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosak kata
- Yang lain

Aktivitas yang Anda sukai dalam belajar speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermimpi peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain

Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Social media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level..... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- Yang lain:

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- Yang lain:

11. Cara Anda dalam belajar adalah.... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arshannya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- d. Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru.... *

- a. Memberikan materi (ex. vocabulary/ expression) lalu saya melaksanakan instruksinya
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- d. Yang lain:

Kapan pun tidak diawasi atau didukung oleh Google

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Questionnaire Pembuatan Handbook Speaking English

Pilihlah pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembuatan Speaking Handbook.

Nama Lengkap *

Nur Zhafrin Kamal

Kelas (IPA/IPS) *

XI IPA 2

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah....(Boleh memilih dari 1, minimal 2, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain:

5. Materi penunjang lainnya yang Anda sukai adalah.... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosak kata
- Yang lain:

6. Aktivitas yang Anda sukai dalam belajar speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermain peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain

7. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Social media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level..... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- Yang lain:

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- Yang lain:

11. Cara Anda dalam belajar adalah.... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahnya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru.... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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Questionnaire Pembuatan Handbook Speaking English

Pilihlah pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembuatan Speaking Handbook.

Nama Lengkap *

Febriana Parinding

Kelas (IPA/IPS) *

11 IPA

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Travelling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain:

5. Materi penunjang lainnya yang Anda sukai adalah.... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosa kata
- Yang lain:

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level..... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate. Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- d. Yang lain.

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- d. Yang lain.

11. Cara Anda dalam belajar adalah.... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahnya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru.... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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3. Materi yang ingin Anda pelajari dalam speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain:

5. Materi penunjang lainnya yang anda sukai adalah.... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosa kata
- Yang lain:

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level.... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- d. Yang lain:

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- d. Yang lain:

11. Peran Anda dalam belajar adalah... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahnya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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Questionnaire Pembuatan Handbook Speaking English

Pilihlah pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembuatan Speaking Handbook.

Nama Lengkap *

J. Farel Helmes

Kelas (IPA/IPS) *

XI IPA

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain: Iklan

5. Materi penunjang lainnya yang Anda sukai adalah... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosak kata
- Yang lain:

6. Aktivitas yang Anda sukai dalam belajar speaking adalah ... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermain peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain:

7. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah ... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Social media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain:

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level..... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- Yang lain:

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- Yang lain:

...ron Anda dalam belajar adalah... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahnya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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Nama Lengkap *

Dian Azzah

Kelas (IPA/IPS) *

XI IPS

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah....(Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain:

5. Materi penunjang lainnya yang Anda sukai adalah.... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosakata
- Yang lain:

6. Metode belajar speaking yang Anda sukai dalam belajar speaking adalah..... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermain peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain

7. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah..... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Social media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level.... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- d. Yang lain:

10. Cara belajar speaking yang Anda sukai adalah.... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- d. Yang lain:

11. Cara Anda dalam belajar adalah.... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahannya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru.... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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Nama Lengkap *

Andrew

Kelas (IPA/IPS) *

XI IPA

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris?

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah.....(Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang Anda sukai adalah..... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain:

5. Materi penunjang lainnya yang Anda sukai adalah..... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosakata
- Yang lain:

6. Aktivitas yang Anda sukai dalam belajar speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermain peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain:

7. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Social media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain:

8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level.....*

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki/melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris.....*

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- Yang lain:

10. Cara belajar speaking yang Anda sukai adalah.....*

- a. Individual
- b. Kelompok
- c. Berpasangan
- Yang lain:

11. Cara Anda dalam belajar adalah... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahannya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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Nama Lengkap *

Muh. Gazl Algipari

Kelas (IPA/IPS) *

XI IPS

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah.
- b. Sebagai penunjang untuk pendidikan selanjutnya.
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar.

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris.
- b. Karena handbook lebih praktis dan simpel.
- c. Tidak, saya sudah memiliki handbook.

3. Materi yang ingin Anda pelajari dalam speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 5) *

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain:

4. Tema speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Berbelanja)
- Yang lain:

5. Materi penunjang lainnya yang Anda sukai adalah.... (Boleh memilih dari 1, dan maksimal 3) *

- a. Daily expressions (Ungkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosak kata
- Yang lain:

6. Aktivitas yang Anda sukai dalam belajar speaking adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermain peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain:

7. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah.... (Boleh memilih dari 1, minimal 3, dan maksimal 4) *

- a. Social media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain:

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- Yang lain:

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- Yang lain:

an Anda dalam belajar adalah..... *

- a. Mendengarkan penjelasan dari guru, dan mengikuti arahnya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru.... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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Pilihlah pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembuatan Speaking Handbook.

Nama Lengkap *

Elianti Deswita Runtik

Kelas (IPA/IPS) *

XI IPA

1. Apa tujuan Anda belajar berbicara bahasa Inggris di sekolah? *

- a. Agar dapat berbahasa Inggris dengan guru dan teman di sekolah
- b. Sebagai penunjang untuk pendidikan selanjutnya
- c. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

2. Mengapa Anda butuh handbook speaking Inggris? *

- a. Karena saya belum memiliki handbook untuk belajar berbicara bahasa Inggris
- b. Karena handbook lebih praktis dan simpel
- c. Tidak, saya sudah memiliki handbook

3. Materi yang ingin Anda pelajari dalam speaking adalah ... (Boleh memilih dari 1, minimal 3, dan maksimal 5).¹

- a. Suggestions
- b. Formal Invitation
- c. Self Introduction
- d. Opinions
- e. Analytical Exposition
- Yang lain

4. Tema speaking yang Anda sukai adalah ... (Boleh memilih dari 1, minimal 3, dan maksimal 4).²

- a. Traveling (Jalan-jalan)
- b. K-Pop/Idol
- c. Job (Pekerjaan)
- d. Healthy and Life Style (Kesehatan dan gaya hidup)
- e. Shopping (Belanja)
- Yang lain

5. Materi perunjang lainnya yang Anda sukai adalah ... (Boleh memilih dari 1, dan maksimal 3).³

- a. Daily expressions (Berkapan sehari-hari)
- b. Grammar
- c. Test-test dalam speaking
- d. Kosak kata
- Yang lain

6. Aktivitas yang Anda sukai dalam belajar speaking adalah.... (Boleh memilih dari 1 minimal 3, dan maksimal 4) *

- a. Q&A (Tanya jawab)
- b. Games (Permainan)
- c. Role Play (Bermain peran)
- d. Discussion (Diskusi)
- e. Beropini
- Yang lain:

7. Media yang dapat menunjang pembelajaran speaking yang Anda sukai adalah.... (Boleh memilih dari 1 minimal 3, dan maksimal 4) *

- a. Sosial media
- b. Music
- c. Video
- d. Gambar
- e. Kartu
- Yang lain:



8. Kemampuan berbicara bahasa Inggris Anda sekarang ini ada pada level..... *

- a. Saya tidak dapat memahami apapun dalam bahasa Inggris
- b. Basic : Tahu sedikit kata dan ungkapan misalnya perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki/melakukan kesalahan ucapan (pronunciation)
- c. Intermediate: Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh terbatasnya kosakata, grammar dan pengucapan
- d. Advanced: Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

9. Alasan mengapa Anda tidak berbicara bahasa Inggris..... *

- a. Kurangnya penguasaan kosa kata
- b. Tidak percaya diri
- c. Takut salah
- d. Yang lain:

10. Cara belajar speaking yang Anda sukai adalah..... *

- a. Individual
- b. Kelompok
- c. Berpasangan
- d. Yang lain:

...ran Anda dalam belajar adalah.... *

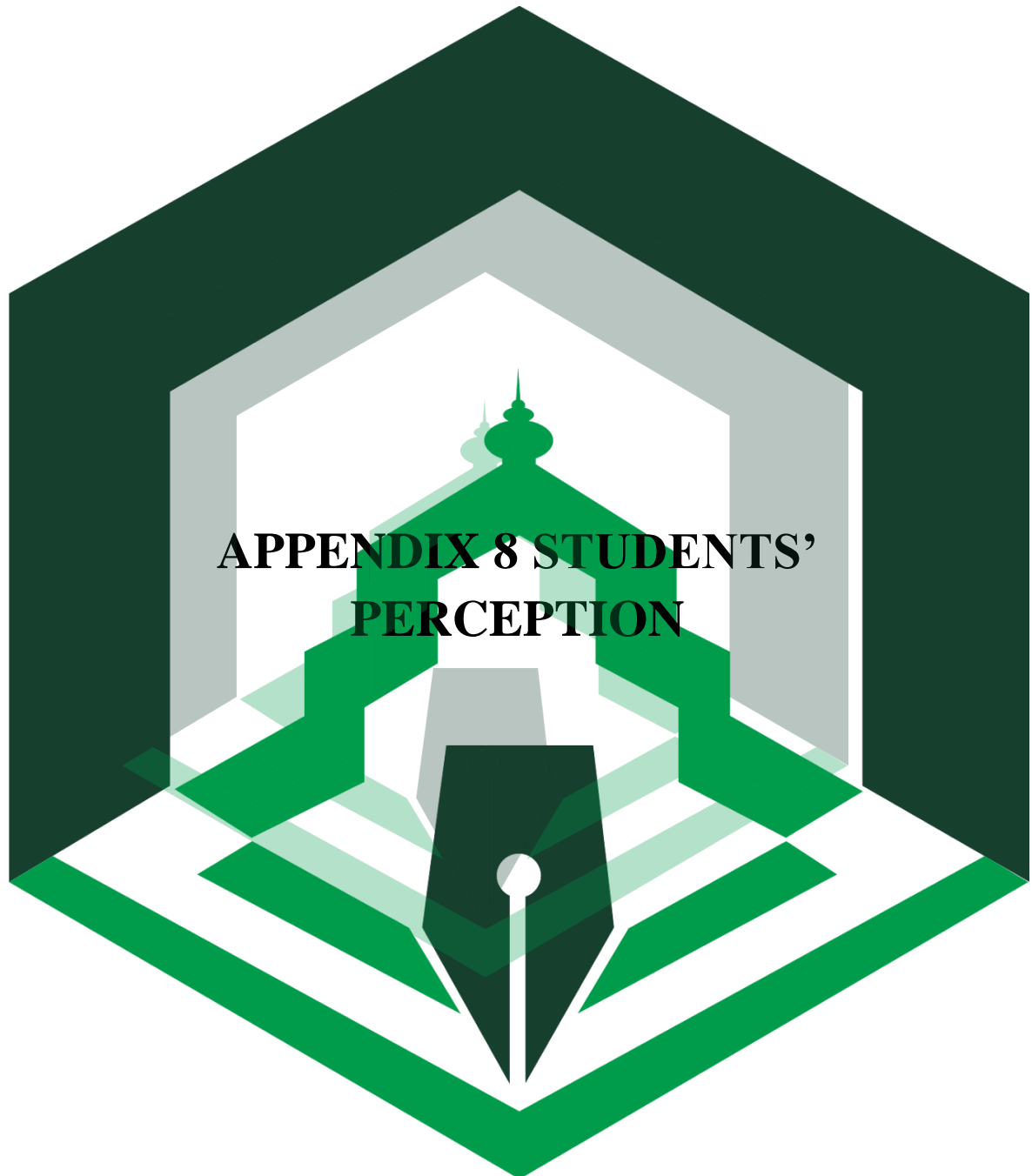
- a. Mendengarkan penjelasan dari guru, dan mengikuti arahannya
- b. Aktif mengikuti pembelajaran
- c. Memanfaatkan dengan baik kesempatan yang ada untuk mempraktikkan materi di sekolah
- Yang lain:

12. Dalam pemberian materi Anda lebih suka jika guru.... *

- a. Memberikan materi (ex: vocabulary/ expression) lalu saya melaksanakan instruksinya.
- b. Mengamati proses pembelajaran
- c. Menjelaskan materi, bermain games, lalu memberikan tugas
- Yang lain:

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**APPENDIX 8 STUDENTS'
PERCEPTION**

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Aulia Rahmadani
Usia : 16th
Kelas : XI IPA 2
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic			✓	
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beraturan.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	

9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : ANDREW
 Usia : 16 tahun
 Kelas : XI IPA
 Jenis Kelamin : LAKI LAKI

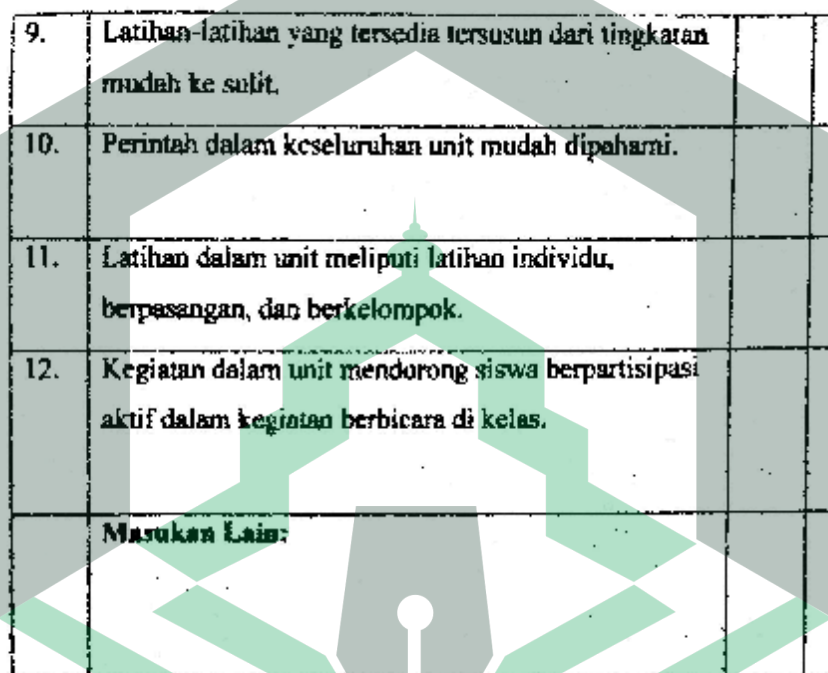
B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
- 3 : Setuju
- 2 : Kurang setuju
- 1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
8.	Kegiatan pada keseluruhan uni beragam.				✓



9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Dedeapryatno
Usia : 16
Kelas : XI IPA
Jenis Kelamin : Laki - Laki

B. Tabel Evaluasi

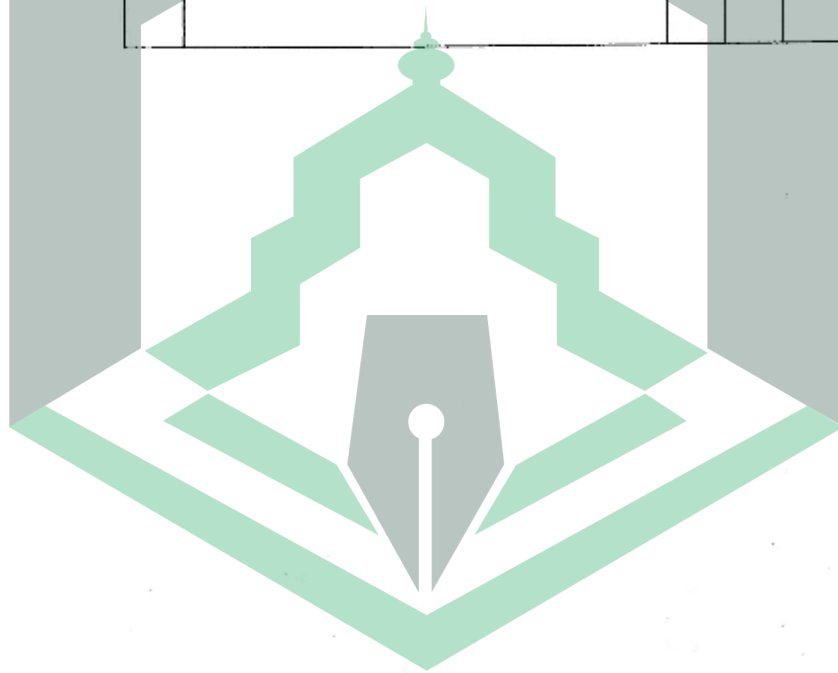
Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Pinjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
8.	Kegiatan pada keseluruhan unit beragam.				✓

9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.			✓	
	Masukan Lain:				



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Christiano Luis
Usia : 16
Kelas : XI IPA II
Jenis Kelamin : Laki - Laki

B. Tabel Evaluasi

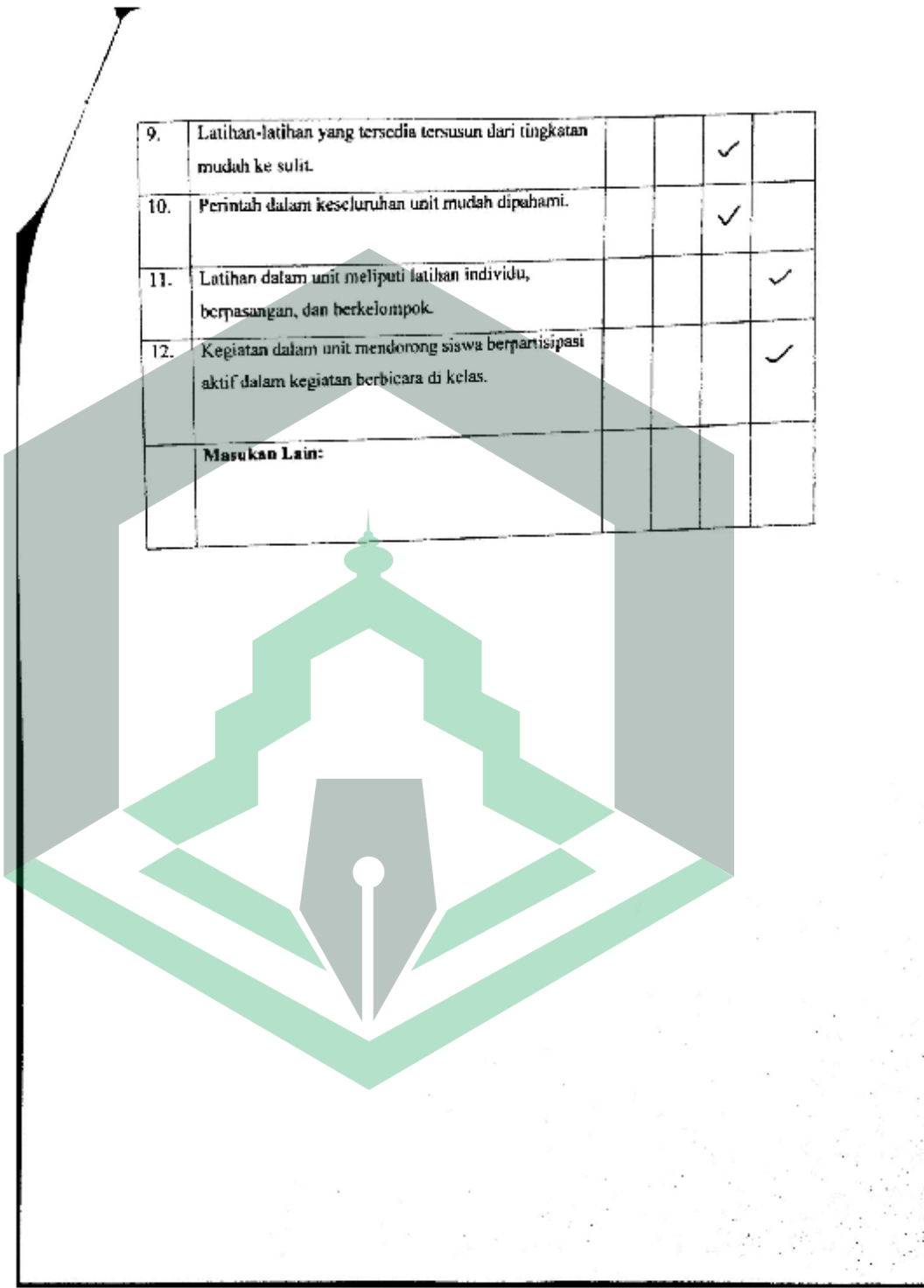
Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
8.	Kegiatan pada keseluruhan unit beragam.				✓

9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.			✓	
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.			✓	
Masukan Lain:					



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Azzij Rahma Dini
Usia : 14
Kelas : XI IPA
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i> .				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
8.	Kegiatan pada keseluruhan unit beragam.				✓

9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.				✓
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
Masukan Lain:					



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Elianti Derusta Burdub
Usia : 16 th
Kelas : XI IPA 2
Jenis Kelamin : Perempuan

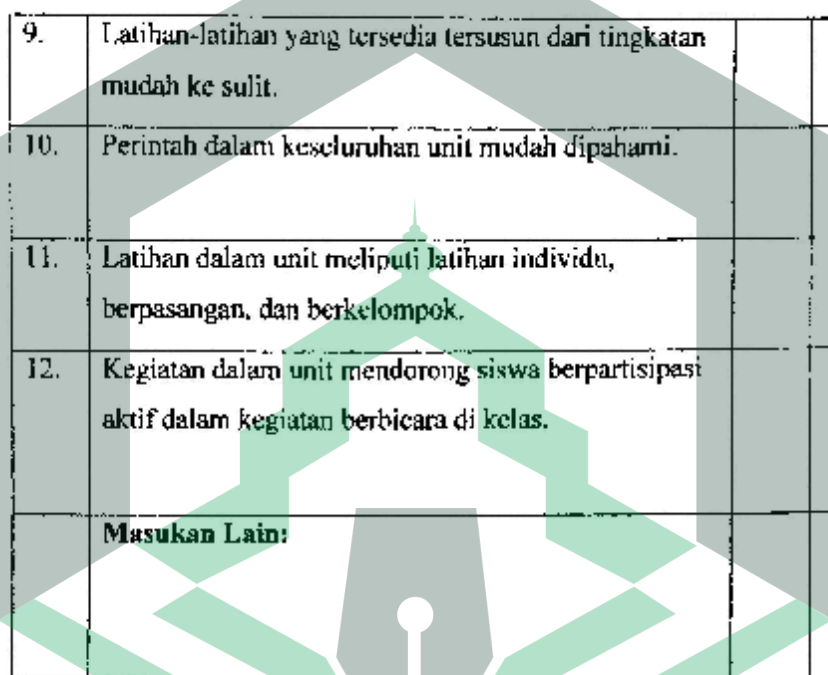
B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i>				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.			✓	
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	
8.	Kegiatan pada keseluruhan unit beragam.				✓



9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.				✓
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : Dhea Adisty
Usia : 15 th
Kelas : XI IPA 7
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

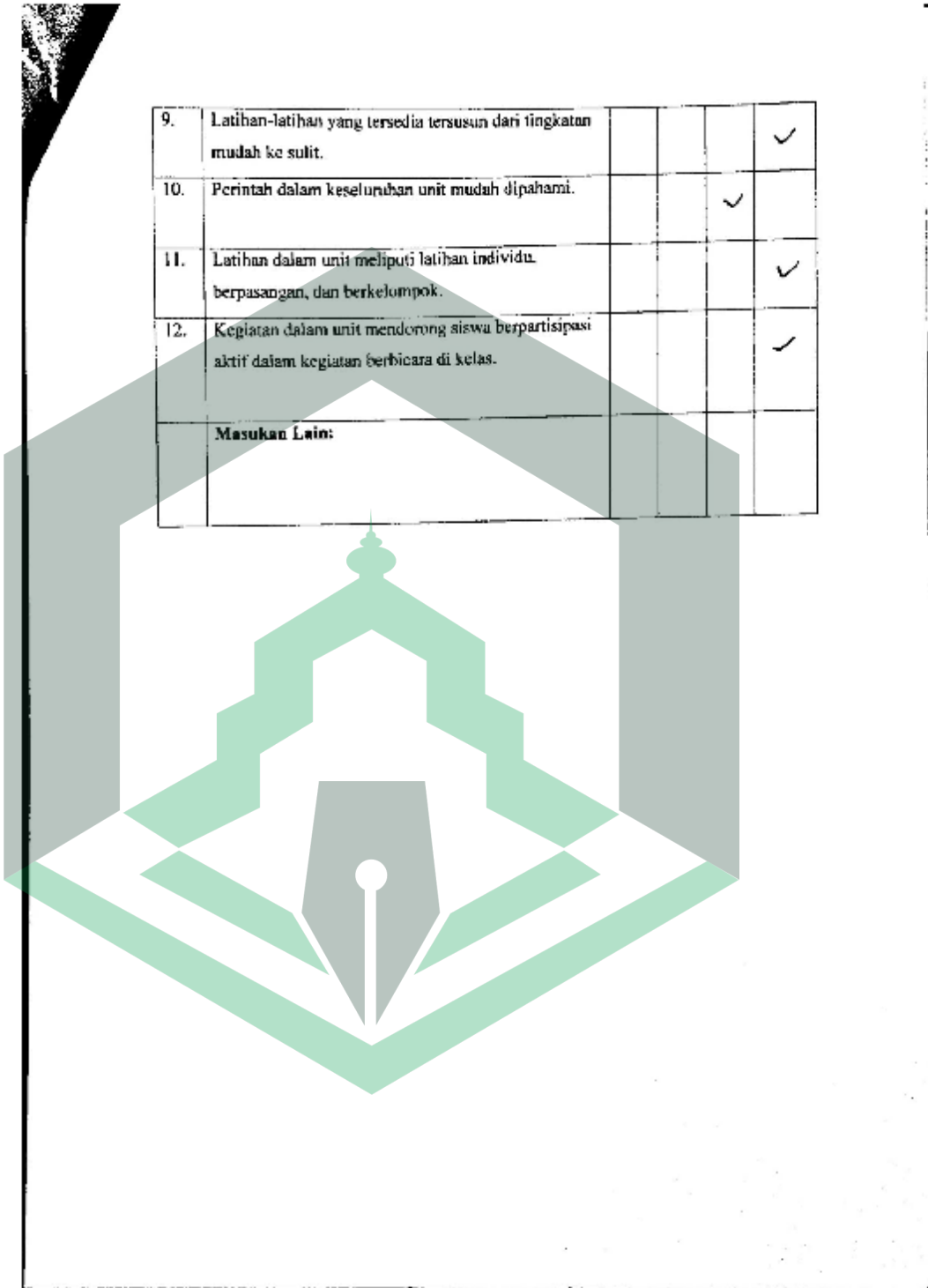
Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
- 3 : Setuju
- 2 : Kurang setuju
- 1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
8.	Kegiatan pada keseluruhan unit beragam.				✓

9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.				✓
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
Masukan Lain:					



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Anisa Hidayati
Usia : 16 tahun
Kelas : XI IPA
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.			✓	
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
8.	Kegiatan pada keseluruhan unit beragam.				✓

9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : AGNES Pakiding
Usia : 16 th
Kelas : XI IPA
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	
8.	Kegiatan pada keseluruhan unit beragam.				✓

9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain: menurut saya latihan-latihannya perlu di perbanyak lagi				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : AFIYAH
Usia : 15
Kelas : XI IPA.2
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.			✓	
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓

8.	Kegiatan pada keseluruhan unit beragam.				✓
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.		✓		
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.		✓		
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Intan Anugrah
Usia : 16th
Kelas : K1. IPS 1
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i> .			✓	
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo			✓	
4.	Input materi secara keseluruhan beragam.			✓	
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	

8.	Kegiatan pada keseluruhan unit beragam.			✓	
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.				✓
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.			✓	
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Didik Cahyadi Putra
Usia : 16
Kelas : XI IPS 1
Jenis Kelamin : laki - laki

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
- 3 : Setuju
- 2 : Kurang setuju
- 1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i>			✓	
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan bergam.			✓	
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	

8.	Kegiatan pada keseluruhan unit beragam.			✓	
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.			✓	
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : *Holif Ahmad W*
Usia : *16*
Kelas : *XI - IPS*
Jenis Kelamin : *Laki*

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i>				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓

8.	Kegiatan pada keseluruhan unit beragam.				✓
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.				✓
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				✓

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Nurca
Usia : 16
Kelas : X.1.1
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i>			✓	
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo			✓	
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.			✓	
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	

8.	Kegiatan pada keseluruhan unit beragam.			✓	
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.			✓	
	Masukan Lain:			✓	

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Mukhlisar Junadi D.
Usia : 16 thn
Kelas : XI IPS 1
Jenis Kelamin : Pria

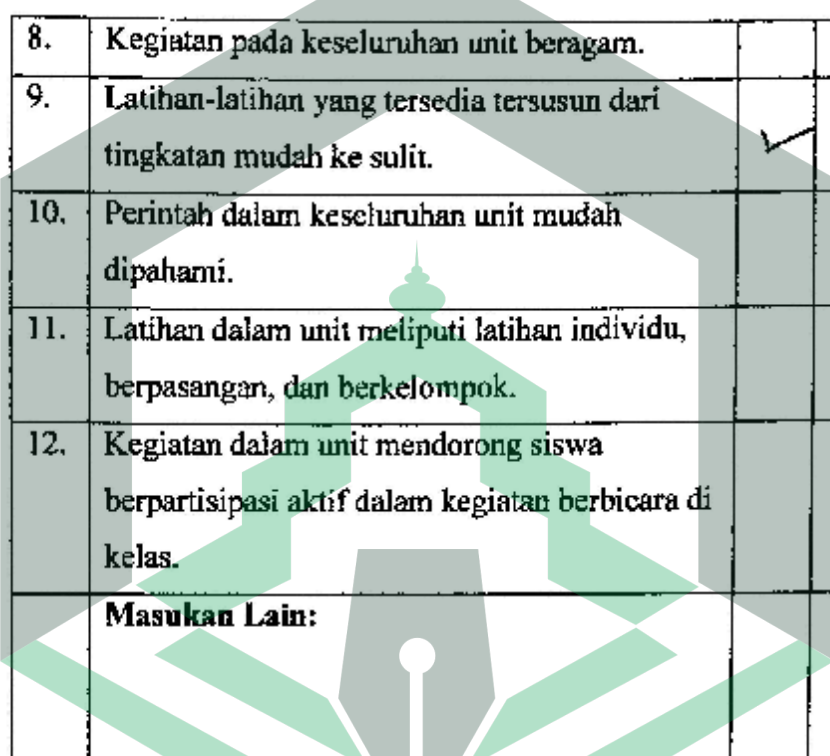
B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i>			✓	
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	



8.	Kegiatan pada keseluruhan unit beragam.				✓
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.	✓			
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.			✓	
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Dyanra K
Usia : 16 tahun
Kelas : XI IPS 1
Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
- 3 : Setuju
- 2 : Kurang setuju
- 1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓

8.	Kegiatan pada keseluruhan unit beragam.			✓	
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Dhlandra H. Putra
Usia : 16
Kelas : XI IPS 1
Jenis Kelamin : Laki

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i>				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓

8.	Kegiatan pada keseluruhan unit beragam.			✓	
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
	Masukan Lain:				



APPENDIX 9
TEACHERS' PERCEPTION

KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

A. Data Respondent

Nama : Andri Irawati Rahman
Usia :
Pendidikan terakhir : S2
Pengalaman mengajar : 18 tahun

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level <i>basic</i>				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi menarik dan mudah dipahami.				✓
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.				✓
7.	Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓

8.	Kegiatan pada keseluruhan unit beragam.				✓
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	✗
10.	Perintah dalam keseluruhan unit mudah dipahami.				✓
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.				✓
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.				✓
Musukan Lain:					

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (modul) yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan

c. Tidak Layak

Palopo, 08 oktober 2021

Penilai Kelayakan

Antri Irawati R

KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

A. Data Respondent

Nama : Siti Marfuah Nurjannah, S.Pd
Usia : 51 tahun
Pendidikan terakhir : S1
Pengalaman mengajar :

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

- 4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1, Chapter 2, Chapter 3, Chapter 4.					
1.	Materi yang disajikan sesuai untuk level basic				✓
2.	Materi telah sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMAN 2 Palopo				✓
4.	Input materi secara keseluruhan beragam.			✓	
5.	Input materi menarik dan mudah dipahami.			✓	
6.	Topik input materi telah sesuai dengan kebutuhan siswa yaitu tentang pendidikan.			✓	
7.	Penjang dan sumber teks input keseluruhan sesuai dengan kebutuhan siswa kelas dua SMAN 2 Palopo			✓	

8.	Kegiatan pada keseluruhan unit heragam.			✓	
9.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit.			✓	
10.	Perintah dalam keseluruhan unit mudah dipahami.			✓	
11.	Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok.			✓	
12.	Kegiatan dalam unit mendorong siswa berpartisipasi aktif dalam kegiatan berbicara di kelas.			✓	
	Masukan Lain:				

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (modul) yang dikembangkan:

a. Layak

b. Layak dengan perbaikan
saya kira sudah layak untuk dijadikan modul pembelajaran sekalipun masih sedikit perlu perbaikan.

c. Tidak Layak

Pulopo, 22 Oktober 2021

Penilai Kelayakan

ST. MARCELIAH N, S.Pd.



APPENDIX 10
FINAL PRODUCT

SPEAKING HANDBOOK

By Batari, AS

Prof. Dr. Sahraini, M.Hum
Andi Tenrisanna Syam, S.Pd., M.Pd



canva.com

FOR THE XI GRADE STUDENTS

PREFACE

Bismillahirrahmanirrahim, Alhamdulillah rabil 'alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this product Speaking Handbook. Furthermore, may the prophet Muhammad SAW, who has taken all human beings from darkness to lightness, be granted peace and greeting.

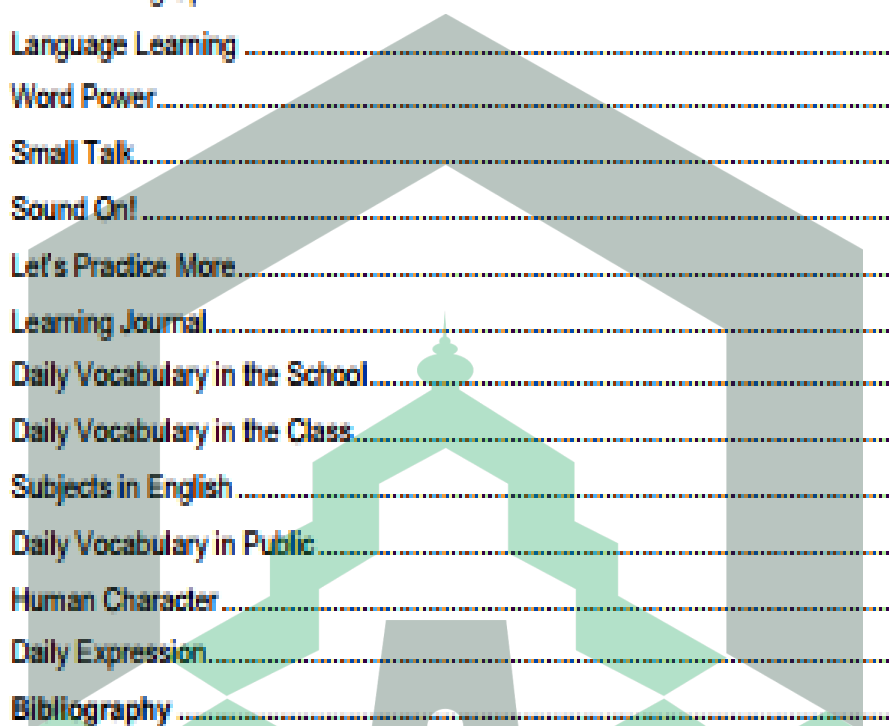
This Speaking Handbook is presented to the English Education Department of the Faculty of Tarbiyah and Teachers Training State Islamic Institute (IAIN) Palopo as a partial fulfillment for the Degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.) in English Education Program.

I did not expect that this handbook will be finished, because of it is harder than I thought to create a product like this. I realized a number of people have given their suggestion, and help during the writing of this handbook. The writer expressed her blessing to her lovely parents for always being the one I could turn around. My sincere appreciation to Sanjaya As, one of my very best brother for heartfelt support and suggestion, and also I can't thankful enough to my family and all my close and supportive circle of friends who have been a part of my journey Intan Dieniah, Fatin Azmi Rohmah, Endarie Maulid, Hajrayana, Enhana Tarblatunnisa, Reski Ariyani, and Annisa Pratiwi.

I am deeply grateful to my supervisor Prof. Dr. Sahraini, M. Hum and Andi Tennisanna Syam, S.Pd., M.Pd. for the patient guidance and encouragement throughout my time as their student. Besides, I would like to thank to my lectures as the expert judgements Dr. Masruddin, S.S., M. Hum, Fadliyah Rahma Muin, S.Pd., M.Pd. Also an English teachers of SMA Negeri 2 Palopo Andi Irawati Rahman, S.Pd., M.Pd, Siti Marfu'ah Nurjannah, S. Pd. and the eleventh grade students of SMA Negeri 2 Palopo. Finally, if you like this Speaking Handbook the credit goes to Allah SWT, my supervisors and my friends. Thank You!

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NOTE TO STUDENTS



This speaking handbook includes examples of language and activities that will aid you in communicating in your classes and your daily life. It may be used as a study guide to help you in your English speaking learning. You can also use it as a reference if you aren't sure how to say something in English. The writer hopes you will find this handbook helpful throughout your learning speaking English process.

Daily Expression for Communication

The handbook also contains daily expressions to help students in various situations when speaking English. Because, most of the language we use every day is based on short expression that we have retained as "chunks," learning complete expression is a good method to enhance your communication skills and fluency. We don't have to worry about grammatical rules when we speak since we have storing these expressions, which allows us to communicate more effectively.

Study Tips

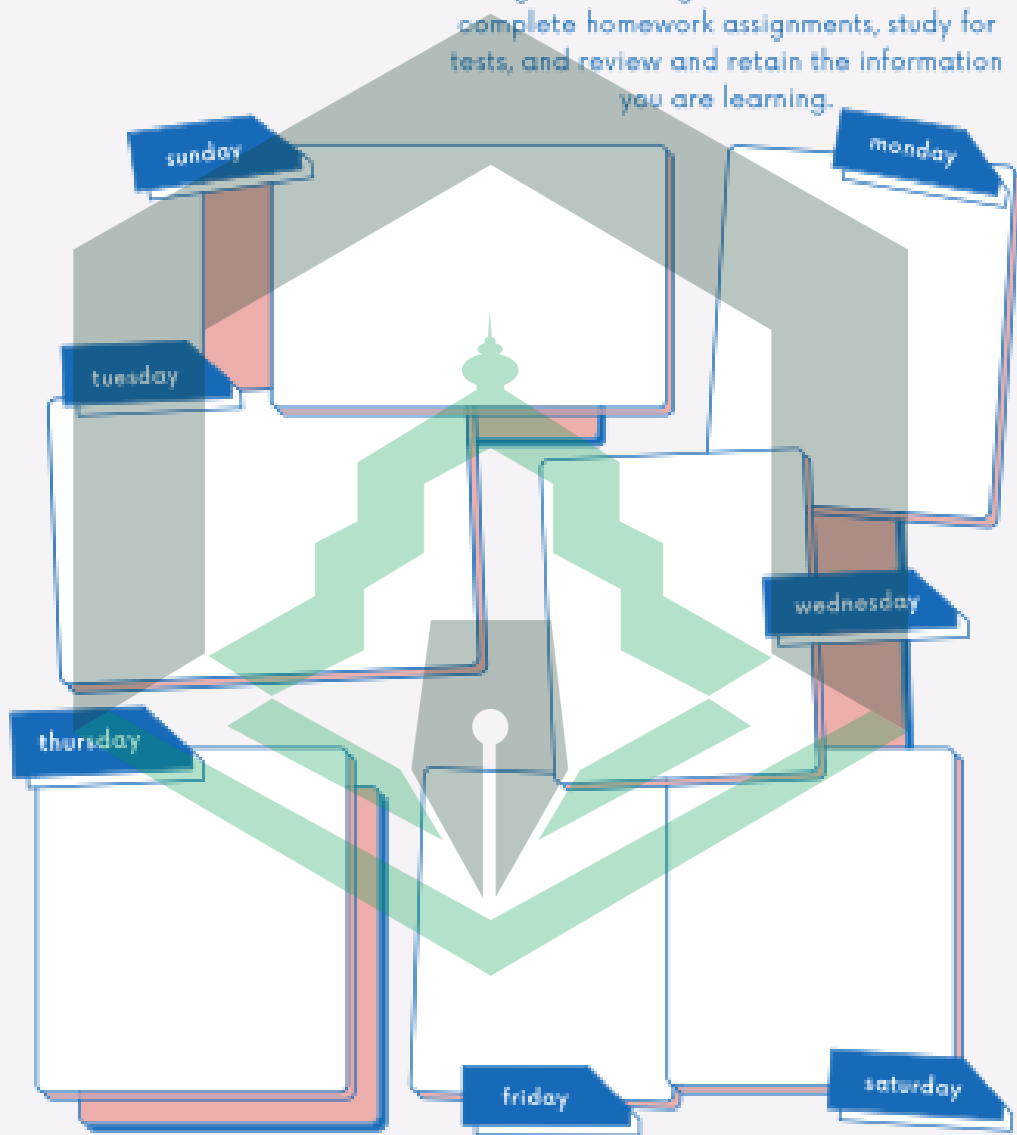
Make a study schedule

Students can make their own study schedule based on their daily life.

STUDY SCHEDULE

WHY MAKING STUDY SCHEDULE IS IMPORTANT?

Creating a study plan allows you to see how you spend your time, and ensures that you are setting aside enough time outside of class to complete homework assignments, study for tests, and review and retain the information you are learning.



Set goals (establish objectives)

Keep track of your objectives and progress. When you reach a goal, reward yourself! a single cookie.

Decide what you want to learn and when you want to learn it. For example, you could say to yourself:

"Before Sunday, I want to learn and understand 20 new expressions".

"One week from now, I will learn new vocabularies and try to make simple sentences"

"Start from now until next week, I want to try to speak English every 10 minutes in a day"

What is your preferred method of learning?

Determine what learning method makes you comfortable and can help you study well.

- Some people learn best by listening. Try listening to recorded books, radio, podcast, or information and people talking.
- Some people learn best by seeing. Try watching videos, looking at information, or textbooks with pictures.
- Some people learn best by doing. Try drawing pictures, and making things with your hands, then describing what you have done. There are many good ways to learn. Choose activities that work for you.

Tips to Learn Vocabularies

Write down important new words you hear and read. Keep a vocabulary journal. Use flashcards to practice; write a new word or expression on one side of a piece of paper or an index card. Write the definition, or draw a picture on the other side. Review your words regularly. You can even practice in the class or during watching movies/listening songs. Use your new words in conversation and in writing.



Practice pronunciation

Vowel			Consonant		
Short Vowel					
Symbol	Example	Pronunciation	Symbol	Example	Pronun..
[e]	dress	/dress/	[p]	pin	/pɪn/
[ɒ]	got	/gɒt/	[t]	tin	/tɪn/
[ə]	about	/ə'baʊt/	[k]	kind	/kaɪnd/
[ʊ]	put	/pʊt/	[f]	five	/faɪv/
[ʌ]	cup	/kʌp/	[s]	say	/seɪ/
[æ]	ask	/æsk/	[ʃ]	ship	/ʃɪp/
[ɪ]	if	/ɪf/	[tʃ]	church	/tʃɜ:rtʃ/
Long Vowel					
Symbol	Example	Pronunciation	Symbol	Example	Pronun..
[ɑ:]	start	/stɑ:rt/	[θ]	thin	/θɪn/
[i:]	see	/si:/	[h]	half	/hɑ:f/
[u:]	goose	/gu:s/	[b]	bad	/bæd/
[ɜ:]	nurse	/nɜ:rs/	[d]	dog	/dɒg/
[ɔ:]	saw	/sɔ:w/	[g]	gun	/gʌn/
			[v]	van	/væn/
			[z]	zoo	/zu:/
			[ʒ]	measure	/meʒə/
			[dʒ]	jam	/dʒæm/
			[ð]	that	/ðæt/
			[m]	man	/mæn/
			[n]	nose	/noʊz/
			[ŋ]	thing	/θɪŋ/
			[l]	leg	/leg/
			[r]	run	/rʌn/
			[j]	yes	/jes/
			[w]	work	/wɜ:k/
Diphthongs					
Symbol	Example	Pronunciation	Symbol	Example	Pronun..
[aɪ]	five	/faɪv/			
[eɪ]	pay	/peɪ/			
[eə]	hat	/heət/			
[əʊ]	home	h/əʊm/			
[ɪə]	near	/nɪə/			
[aʊ]	now	/naʊ/			
[ɔɪ]	join	/dʒɔɪn/			
[jʊə]	pure	/pjʊə/			

Study the phonetic symbols from Tune Your English
<https://www.youtube.com/watch?v=NVNfIDu3U5g>





CHAPTER I WHAT SHOULD I DO?

Learning Objectives:

- Students are able to give offers to other people and to respond to offer correctly.
- Students are able to give suggestions to other people and to respond correctly.
- Students are able to use expressions of offer and suggestion in daily conversations with friends and teachers.

Function:

Expressing our and concern as well as strengthening the interpersonal relationship



Activity 1

LET'S STARTING UP!



Before students learn the materials, first, they have to try these tongue twisters to make them familiar with English and instruct their pronunciation.

QUOTES

The more you speak, the more comfortable you will feel about speaking. Start with easy things.

TONGUE TWISTER

She sells seashells by the seashore,
The shells she sells are seashells
I'm sure,
For if she sells seashells by the
seashore,
Then I'm sure she sells seashore
shells.

Learn the tongue
twister from the video

WRITE YOUR MOTIVATIONAL LETTER

WHAT IS OFFER?

Offers can be in the form of offering goods, services, or other things. We usually use an offer to ask people if they need something or help.

WHAT IS SUGGESTION?

Suggestion is an expressions of an idea for someone else to do something or to think about. we usually use a suggestion to give advice to people.

EXAMPLE

Would you like a cup of tea?
May I help you?
Do you want more sugar in your orange juice?

EXAMPLE

Intan: What do you think I should wear tonight? A dress or a t-shirt?
Ayu: I think you should wear a dress.

Activity 2

Based on the pictures below, give your offering and suggestions.



Activity 3

A. Below are pictures of eight presents. Write the name of the presents under the pictures.



B. Answer the questions about the presents.

a. Rank the presents from the most expensive (1) to the least expensive (8)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

b. Which present would you most and least like to receive for your birthday? And why?

.....
.....
.....

c. Which would be the best present for your friend? Why?

.....
.....
.....

Activity 4



Discuss the answer of following questions with your peers

1. I think I'm addicted to watch Korean-Drama, what do you think I should do?
2. I really want to go to on vacation, which place will you suggest me to go and why?
3. What can I do for you when you are in a bad mood?

Activity 5

Friends Family Foreigner

Now, make an offering or suggestion to your friends beside you, your family, and people you don't know before. Then share it with your class.

Activity 6



Here are some common examples of expressing and responding to offer and suggestions. Listen to and repeat after your teacher. You may ask your teacher if there are some words or expressions that you do not understand.

A. How to Express Offering?

Making Offers	Accepting Offers
<p>May I...? Can I...? Can I get you more...? Would you like more...? Would you like to get more...? May I offer you more...? Do you want...? Could I give...? What can I get you? Do you want...?</p>	<p>Thanks a lot I'd love it That would be sweet Thank you. I would like.. Sure, thank you! Yes, please! With pleasure/yes, please! Of course/ absolutely/obviously A cup of tea, please! That would be sweet, thanks</p>
<h3 data-bbox="743 1335 930 1368">Declining Offers</h3> <p data-bbox="639 1413 1034 1473">Do not worry. I will manage on my own.</p> <p data-bbox="639 1485 842 1518">No, but thank you.</p> <p data-bbox="639 1529 951 1563">It is okay. I can do it myself.</p> <p data-bbox="639 1574 1034 1635">That is all right. I will do it by myself.</p> <p data-bbox="639 1646 799 1680">I'd love to, but</p> <p data-bbox="639 1691 852 1724">Not for me, thanks!</p> <p data-bbox="639 1736 938 1769">I really appreciate it, but...</p> <p data-bbox="639 1780 826 1814">I'm afraid I can't</p>	

B. How to Express Suggestion?

Asking for Suggestions

May I.....?
Can I.....?
Shall I.....?
Would you.....?
How about I.....?
Do you have any suggestion?
Do you have any idea?
Any suggestion?
What shall...?
Where shall...?
Shall we...?

Giving Suggestions

Let's....
Why don't we
We could
What about
How about
I suggest that
You might want to change
I think
I don't think

Accepting Suggestion

Sounds good to me
I'm up for it
That's a
good/great/nice/wonderful
idea
Yes, with pleasure.
Why not?
Yes, I'd like to
Yes, I'd love to
Let's do that
Ok, fine

Declining Suggestions

I'm not sure (about that)
I don't think that's a
good/great/nice/wonderful
idea
Let's do something else
I'm afraid, we/ I can't
You/we had better not
You'd/ we'd better not
No, I don't think so

If you have any questions, you can use these expressions to ask and answer.



Questions

I have a question
What does that/this mean?
How to say in English (gambar)....?
Could you repeat that again?
How to pronounce....?
How to spell....?

Answer

My question is....
That/this means....
You can say (picture)....
Okay, I will repeat it
The way to pronounce it is....
The way to spell it is..../you can spell it like this....

Activity 7

Discuss with your friend about the other expressions that can be used for asking, giving, and respond to offer and suggestions. Then, share it to your class.

Activity 8

Identify the expressions of offering and suggestions from the dialogs in the video. You can discuss with your friend





Small Talk

1. Who do you talk to when you have problems?
Do you feel better after talking to him/her?

2. When did you last listen to a friend's
problem? Did you help him/her?

3. Your friend has toothache, what are you
doing to help him?

4. What are the best foods to eat? explain it

Sound On!



Activity 9

Listen and repeat after your teacher reads the following words. Mind your pronunciation.

Would you
Do you have any suggestion?
We could
You might want to change
I'm up for it
Yes, with pleasure.
Good/great/nice/wonder
Let's do something else

wəd ju
du ju hæv 'eni sə'dʒestʃənz?
wi kəd
ju maɪt wɑnt tu tʃeɪndʒ
aɪm ʌp fɔr ɪt
jes, wɪð 'pleʒər
gʊd/greɪt/nɑɪs/wʌndər
lets du 'sʌmθɪŋ els

Activity 10

Let's Practice More

Now, work in small groups. Discuss each problem below. Make accept and reject suggestion and decide on the best solution for each problem. Then, tell the class what you decided in each situation and why?.

1. Your mother has problems getting to sleep at night.
2. Your friend wants to learn to dance, but he is shy.
3. Your grandfather has a ghost in his house.
4. Your brother wants to quit smoking.
5. Your best friend won the lottery, but she doesn't know what to do with the money

Make a video with your peers and give your offering related to the situations below:

Someone you see in the market looks confuse

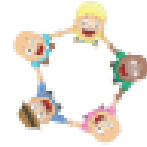
Lisa from Blackpink come to Indonesia, and she wants to try to eat Kapurung

You are in the library, and you find someone couldn't reach the book from the bookshelf



Games. . . .

What's the best way...?



In this rewarding making suggestions activity, students suggest the best way to do different things. The first student turns over a card and says, "What's the best way to...?" The student then reads the topic on the card, e.g. "What's the best way to find a job?" The other students in the group then take it in turns to make suggestions on the best way to do the thing on the card. The students then discuss the topic and see if they can agree on the best suggestion. Then, the next student picks up a card and so on. Finally, there is a class feedback session to discuss the best suggestions for each topic.

find a job	make a lot of money
stay fit and healthy	save money
become famous	learn to speak English fluently
do well in exam	learn new language
be a good student	go to school
meet new people	to have white skin
get rid of acnes	learn English
get athletic body	eat kapuring

Learning Journal

What did do you learn from this chapter? put a check (✓) in the column based on your actual achievement.

ASPECTS	1. Understand what is offer and suggestions 2. Making Offer and suggestion expressions correctly in sentences. 3. Accepting and Declining offers and suggestions correctly. 4. Using offer and suggestion expressions correctly
<input type="checkbox"/> VERY WELL	<hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> WELL	<hr/> <hr/> <hr/> <hr/> <hr/>
<input type="checkbox"/> POORLY	<hr/> <hr/> <hr/> <hr/> <hr/>



Chapter II

I THINK.



Learning Objectives:

- Students are able to identify expressions of asking and giving opinions.
- Students are able to ask and giving their opinion to other people.
- Students are able to respond to the expressions of asking and giving opinions.
- Students are able to use expressions of asking and giving opinions in daily conversations with friends and teachers.

Social Functions:

- Asking Opinion: To ask people's opinions on an issue.
- Giving Opinion: To express an opinion on a matter or Issue.

Let's Starting Up!

Activity 1

Quotes

"I am still learning"

— Michelangelo

Before students learn the materials, first, they have to try these tongue twisters to make them familiar with English and instruct their pronunciation.

Tongue Twister

Imagine an imaginary menagerie manager managing an imaginary menagerie.

imædʒən ən imædʒənəri məniədʒəri
məniədʒər məniədʒəri ən i məniədʒənəri
məniədʒəri.

Susie works in a shoeshine shop.
Where she shines she sits, and
where she sits she shines

'suzi wɜːks in ə ʃuːʃaɪn ʃɒp. wɜː ʃi
ʃaɪnz ʃi sɪts, ænd wɜː ʃi sɪts ʃi ʃaɪnz

Activity 2

Look at the pictures below and give your opinion about the conditions.



Activity 3

Study the following expressions below:

What do you think of ...?
How do you feel about ...?
What are your feelings about ...?
Tell me what you think of ...?
How do you like ...?

wat du ju θɪŋk əv
haɪ du ju fi:l əbaʊt
wɒt ɑː jɔː fɪlɪŋz əbaʊt
tel mi wɒt ju θɪŋk əv
haɪ du ju laɪk

I think/feel (that)..
Well, as far as I'm concerned..
To be honest..
It seems to me that..
Well, to my mind..

aɪ θɪŋk / fi:l (ðæt)
wel, əz fɑː əz ɪm kənˈsɜːnd
tu bi ˈɒnɪst
ɪt simz tu mi ðæt
wel, tu maɪ maɪnd

Activity 4

In pairs, choose and listen to one of these songs. Then, write five vocabularies you have listened from the song.



Song 1



Song 2



Song 3

Activity 5

Now, you and your peers make expressions of asking for an opinion or answering an opinion by using the vocabulary you have written.

Example:

"Family"

1. What do you think about a big family?

Well, to my mind a big family is fun and beautiful

LANGUAGE LEARNING

A. What is asking and giving opinions?

- Asking an opinion is when you ask what somebody else's thinks about something.
- Giving an opinion means telling someone about what are you thinking about something.

Activity 6

Below are some common examples of expressing for asking and giving opinions, also agreeing and disagreeing expressions. You may ask your teacher if there are some words or expressions that you do not understand.

Asking for Opinions

What is your opinion?
What is your idea?
What are your thoughts on...?
What/how do you think/reckon about...?
How do you think of my idea?
How do you feel about...?
Do you have any idea?
Do you have opinion of...?

Giving for Opinions

I think/Personally I think...
In my opinion/In my humble opinion...
From my point of view...
To/in my mind...
I (strongly) believe (that) ...
As for me, I reckon...
As far as I am concerned ...
To be honest...

B. What is agreeing and disagreeing opinions

- Agreeing with an opinion. We use these words and phrases to agree with someone else's point of view.
- Disagreeing with an opinion. We use these words and phrases to disagree with someone else's point of view.

Agreeing with an opinion

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I was thinking.
- I couldn't agree more.

Disagreeing with an opinion

- That's different.
- I don't agree with you.
- However...
- That's not entirely true.
- On the contrary...
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- I must take issue with you on that.
- It's unjustifiable to say that...



If you have a question or problem during the English class, please use this simple English classroom. It may help you to begin your communication.



Questions

- Can I (borrow your pen)?
- May I (go to the toilet)?
- Can you (help me)?
- Can you (teach me this part)?
- Can I work with you?

Answer

- Sorry, I don't have a pen
- Yes, of course!
- I would help you, but...
- Sure!
- Okay, let's work together

Activity 7

In groups, students write problems they are facing in their lives by choosing one topic below. After hearing the problems, let the other groups give their opinions, and others come with agreeing or disagreeing with the opinions.

Parents Games Homework

Friends School Mental health K-Pop

Healthy & life style Traveling Gadget

Small Talk

1. Who is your hero? Why?
2. If you could only eat one meal for the rest of your life, what would it be and why?
3. If you could choose to do anything for a day, what would it be and why?
4. What makes you laugh the most?

Sound On!



Activity 8

Listen and repeat after your teacher reads the following words. Mind your pronunciation.

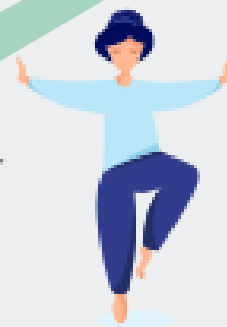
- | | |
|--|--|
| 1. Who is your hero? Why? | 1. Hu iz juər 'hɪrəʊ? wɔː? |
| 2. If you could only eat one meal for the rest of your life, what would it be and why? | 2. If ju kəd ɔːnli it wən miːl fɔː ðə rest əv juər laɪf, wɔːt wəd it bi ænd wɔː? |
| 3. If you could choose to do anything for a day, what would it be and why? | 3. If ju kəd tʃuːz tuː du ˈeniθɪŋ fɔː ə deɪ, wɔːt wəd it bi ænd wɔː? |
| 4. What makes you laugh the most? | 4. Wɔːt meɪks ju læf ðə moʊst? |

Activity 9

Let's Practice More

Practice asking and giving opinions, agree and disagree with opinions with your partner. Here are some sample topics:

1. What do you think about online classes?
2. Give your opinion about a new teenage trend.
3. Discuss whether you should move to the other country.
4. What do you think about online shopping?
5. Think of your own topics for discussion.





Games. . . .

Really?

Students give true or false opinions about famous people or things. Players take it in turns to pick up a card and place it face up on the desk for everyone to see. The card contains the name of a famous person or thing.

The student on the player's right asks the player for their opinion of the person or thing on the card, e.g. 'What do you think of Lady Gaga?'

The player picks up a 'Tell the truth' or 'Tell a lie' card. If the player picks up a 'Tell the truth' card, they give an honest opinion.

If the player has a 'Tell a lie' card, they give an opinion that isn't true. The other students then ask the player one follow-up question each to help them decide if the player is lying or telling the truth, e.g.

'What's your favourite Lady Gaga song?' The other students then collectively decide if the player is lying or telling the truth and the player reveals the answer.

If the students guess correctly, they each score one point. If they guess incorrectly, the player scores two points.

The student with the most points at the end of the game wins.

Joko Widodo (President of Indonesia)	Spinach (Vegetables)	BTS (Korean Boyband)
Avengers end game (Film)	Squid Game (Film)	J.K. Rowling (Writer)
Ariana Grande (Singer)	Hippopotamus (Animals)	Crocodile (Animals)
Mark Zuckerberg (Facebook Founder)	Ronaldo (Football Player)	Covid-19 (Virus)
Water Melon (Fruits)	Ma'ruf Amin (Vice President of Indonesia)	Greysia Polii (Badminton Player)
Tell the truth		Tell the a lie



LEARNING JOURNAL

What did you learn from this chapter? put a check (✓) in the column based on your actual achievement.

Aspects

- Understand what is asking for & giving opinions
- Making expressions of asking for & giving opinions.
- Agreeing & disagreeing of asking for & giving opinions.
- Using the expressions of asking for & giving opinions to others and teachers

Very Well

Well

Poorly

Chapter III

I'm Very Honored to Come

Learning Objectives:

1. Students are able to identify expressions of formal invitations.
2. Students are able to make formal invitations.
3. Students are able to accept or refuse formal invitations from their pairs.
4. Students are able to understand the information given by their pairs.

Function: Inviting people to formal and social events





Activity 1

Let's Sturting Up!

Quotes

'You don't learn to walk by following rules. You learn by doing, and by falling over.' -Richard Branson

'Ideas without action aren't ideas. They're regrets.'
-Steve Jobs

Tongue Twister

She saw Sharif's shoes on the sofa. But was she so sure those were Sharif's shoes she saw?

ʃi sɔ ʃɑːrɪfs ʃuz ɒn ðə ˈsɒfə. bʌt wɒz ʃi sʊr ʃɜː ʃɔːz wɜː ʃɑːrɪfs ʃuz ʃi sɔ?

Frivolously fanciful Fannie fried fresh fish furiously

ˈfrɪvələʃli ˈfænsəfəl ˈfæni fraɪd freʃ fɪʃ ˈfjʊəriəsli



Practice, practice, practice



To begin to toboggan first buy a toboggan, but don't buy too big a toboggan. Too big a toboggan is too big a toboggan to buy to begin to toboggan.

tu bɪˈɡɪn tu təˈbɒɡən fɜːst baɪ ə təˈbɒɡən, bʌt dɔːnt baɪ tu biːg ə təˈbɒɡən. tu biːg ə təˈbɒɡən ɪz tu biːg ə təˈbɒɡən tu baɪ tu bɪˈɡɪn tu təˈbɒɡən.



Activity 2

Look at the following pictures below and say what do they represent?





Activity 3

Match the invitation in the left side to the right side.

Birthday invitation
 Grand opening
 Treating's friend
 Wedding

Formal invitation
 Informal invitation
 Formal invitation
 Informal invitation



Activity 4

In Pairs, answer the following questions below and tell the class.

1. Have you ever been invited to an event?
2. What events have you been to?
3. Do you like to come to events? Why?
4. Whom would you like to go with if I invited you to my wedding?

LANGUAGE LEARNING

What is formal invitation?

- Formal Invitation is a letter, written or said in formal language.
- An invitation is a request or a solicitation or an attempt to get another person to join you at an event.



Activity 5

Study the following examples of expressing formal invitation below included how to respond to it. You may ask your teacher if there are some words or expressions that you do not understand.

Making Invitation

- Would you like to...
- I'd very much like you to...
- We should be pleased/delighted if you could...
- Would you care to...
- You will... wont you?

Accepting

- That's very kind of you.
- We'd very much like to...
- What a delightful idea.
- With the greatest pleasure.
- Thank you very much for inviting me.

Declining

- I am very sorry, I don't think I can.
- I'd like to, but...
- I'm afraid I've already promised...
- Thank you for asking me, but...
- Unfortunately, I can't



Activity 6

Pay attention to how people invite someone to formal events and how he/she accept and decline them. Then, act them out with your pairs.

Would you like to go to drink a cup of coffee?

My pleasure, it's very nice of you.

Sorry, but I don't drink coffee.



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www.pinterest.com



www.pinterest.com

A: Hey, I was just wondering if you would like to come over for my wedding tomorrow?

B: Thank you! I'd be delighted to. What time should I be there?

A: How about at nine o'clock? John will pick you up.

B: Ok that's fine.

A: Thank's, you're very kind.

Jongkook: Hello, this is Jongkook. May I speak to V?

V: Hello, V is speaking now.

Jongkook: Oh, hi Jongkook. I wonder if you'd like to come to my house right now. We're having a great party.

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

Jongkook: That's alright.

V: I hope you enjoy your party Jongkook. Bye.

Jongkook: It is okay V. Bye.



www.pinterest.com



Activity 7

Discuss with your partner about asking, accepting, and declining invitations other people in conversation. Start with these three questions and then add two questions of your own.

1. When do you use an expression of invitation?
2. What do you say if your friend invites you to her opening ceremony?
3. How do you respond to an invitation when you are having another event to come?
4.
5.



If you have a question or problem during the English class, please use this simple English classroom. It may help you to begin your communication.

Question

- Ma'am, may I come in?
- May I go to the washroom/restroom?
- Ma'am, when is the exam?
- Can you help me with the geography homework?
- Can you tell me what we learned in English class yesterday?

Answer

- Yes, come in.
- Okay, hurry up!
- You'll have the first test on May 2nd.
- Sure. This is how you do it.
- Nothing much. The teacher began with a self-introduction lesson.



Activity 8

Identify the expressions of making, giving, and respond to invitations from the dialogs in the video.





Small Talk

1. If you could spend a day with anyone, whom would you choose? And why?
2. If you could magically do one thing, what would you do? And why?
3. What always makes you feel good about yourself?
4. Make up a question. Then, ask your friends.



Activity 9

Sound On!



Listen and repeat after your teacher reads the following words. Mind your pronunciation.

That's very kind of you.

We'd very much like to...

What a delightful idea.

With the greatest pleasure.

Thank you very much for inviting me.

ðætɪz 'vɛrɪ kaɪnd əv ju.

wɪd 'vɛrɪ mʌʃ laɪk tu...

wʌt ə dɪlɪtʃfəl aɪdɪə.

wɪð ðə ɡreɪtɪst plɛʒər.

θæŋk ju 'vɛrɪ mʌʃ fɔr ɪn'vaɪtɪŋ mi.



Activity 10

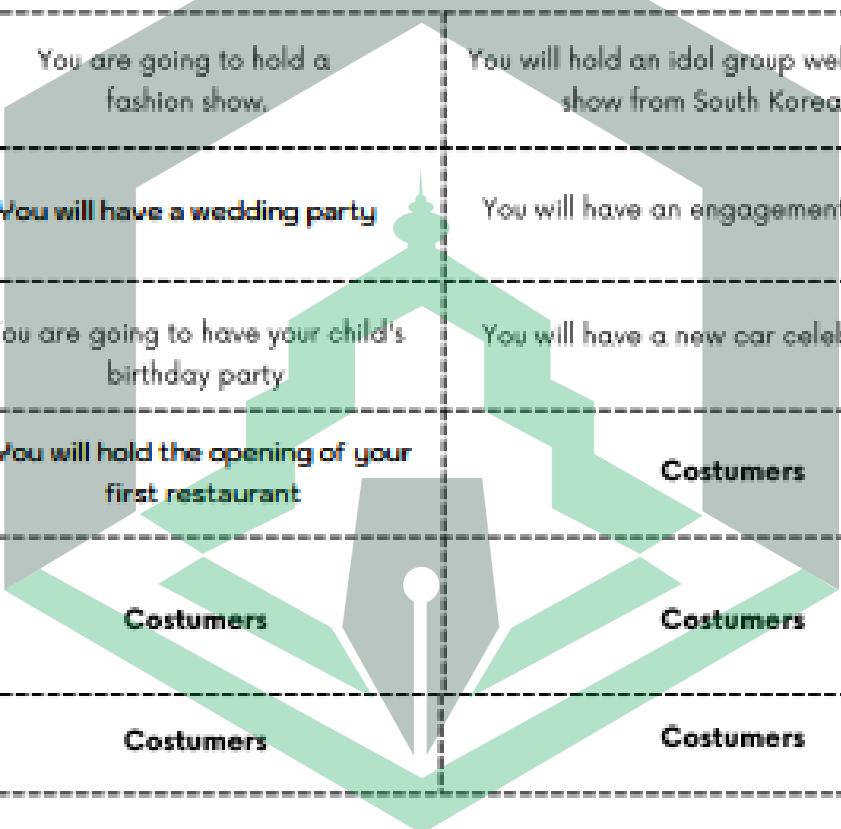
Let's Practice More

Create the situation and talk to a partner by choosing one topic below.

1. You have two tickets for joining the Blackpink fan meeting. Invite your best friend to go with you.
2. You are planning to travel abroad on your next vacation. You are going to Turkey. Ask your friend to travel with you and explain why you don't want to go alone.
3. You are not a coffee passionate and one of your friends invited you to have an espresso with him/her for an important job interview.

GAMES

This game is played by groups consist of two or three people playing a role. You will hold an event based on the column below. Compete with other groups. You will invite rich people to come to your event, convince them by giving them the advantages they can get from your event. Let the customers choose you.



You are going to hold a fashion show.	You will hold an idol group welcoming show from South Korea.
You will have a wedding party	You will have an engagement event
You are going to have your child's birthday party	You will have a new car celebration
You will hold the opening of your first restaurant	Costumers
Costumers	Costumers
Costumers	Costumers



LEARNING JOURNAL

What did you learn from this chapter? put a check (✓) in the column based on your actual achievement.

Aspects

- Understand what is formal invitation, and the social function.
- Making formal invitation correctly.
- Accepting & declining of formal invitation.
- Understand the informations given by their pairs.

Very Well

Well

Poorly



CHAPTER IV INDEPENDENT SPEAKING

Learning Objectives:

At the end of the lesson, students can:

- Identify the text of analytical exposition.
- Comprehend the social function.
- Express and understand the information from text analytical exposition.
- Make an analytical exposition.

Social function:

Convincing the audiences that the topic presented is something important.



Activity 1

Quotes

LET'S STARTING UP!

It doesn't matter how slowly you go
as long as you do not stop. – Confucius

Learning a skill such as a new language can take a long time. If you feel like your progress is slow, bear in mind these wise words from Confucius. The important thing is to keep going and you will get there in the end.

Yellow butter, purple jelly, red jam, black bread.

Spread it thick, say it quick!

Yellow butter, purple jelly, red jam, black bread.

Spread it thicker, say it quicker!

Yellow butter, purple jelly, red jam, black bread.

Don't eat with your mouth full!

Tongue
Twister

jɛləʊ bʌtər, ˈpɜ:pəl ˈdʒɛli, rɛd dʒæm, blæk brɛd.

sprɛd ɪt θɪk, seɪ ɪt kwɪk!

jɛləʊ bʌtər, ˈpɜ:pəl ˈdʒɛli, rɛd dʒæm, blæk brɛd.

sprɛd ɪt θɪkər, seɪ ɪt kwɪkər!

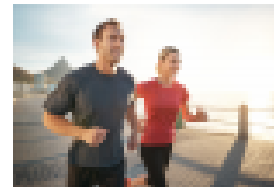
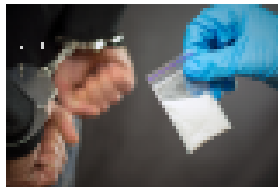
jɛləʊ bʌtər, ˈpɜ:pəl ˈdʒɛli, rɛd dʒæm, blæk brɛd.

dəʊnt ɪt wɪð jʊər maʊθ fʊl!



Activity 2

What comes first in your mind when you see the pictures below?



Activity 3

Discuss with your friends. Listen to the video below carefully, and answer the following question!



1. What is the video telling about?
2. How can stress come?
3. How to deal with stress?
4. How do you deal with your stress?



Activity 4

Which topic below do you think is the most important to talk about and why?

Covid-19

Corruption

Social Media

Online Learning

Give your arguments by using these word power

- First,
- Second, third, ...
- One of the reason,
- Moreover,
- The last.

Language Learning

What is Analytical exposition text?

Analytical exposition text is a type of spoken or written text which describes the speaker or author's opinion about the phenomenon that is happening around us.

To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

Generic Structure of Analytical Exposition Text

Thesis: Introducing the topic and indicating the speaker or the writer's point of view.

Argument: Explaining the argument to support the speaker or the writer's position. Evidence and explanation must support each argument.

Reiteration: Restating the speaker or the writer's point of view / to strengthen the thesis.



Activity 5

Study the following example of Analytical exposition text below about Covid-19.

Thesis:

Hand sanitizer becomes an important thing during the pandemic of COVID-19. The chemical substance in the sanitizer can help you cleaning your hand easily without using water and soap.

Argumentations:

One of the reasons is that you will always use your hand to touch something and make contact with other people.

During the interactions, virus can be transmitted, and applying the sanitizer on the palm of hand is safe way to kill the virus. Then, the availability of water and soap sometimes cannot be obtained easily.

It will also take time when you have to go to the toilet to wash your hands. With hand sanitizer, you can easily clean your hands and avoid the threats of viruses.

Reiteration:

In conclusion, it is highly recommended to always bring sanitizer whenever you go.



Activity 6

A. Read the text then complete the blanks use the suitable words provided in the box.

Important	Countries	Need
Applicants	World	

The Importance of English Language

Personally think that English is the world's most _____ language. Why do I say that? Firstly, English is the international language. It is spoken by many people all over the _____, either as a first or second language. Secondly, English is also the key that opens doors to scientific and technical knowledge, which is needed for the economic and political development of many _____ in the world. Thirdly, English is the top requirement of those seeking jobs. _____ who master either passive or active English are more favorable than those who don't. From the fact above, it is obvious that everybody _____ to learn English to greet the global era.

B. Fill the right boxes with the text organization of Analytical Exposition.

The Importance of English Language	
Personally, I think that English is the world's most _____ language. Why do I say that?	
Firstly, English is the international language. It is spoken by many people all over the _____, either as a first or second language. Secondly, English is also the key that opens doors to scientific and technical knowledge, which is needed for the economic and political development of many _____ in the world. Thirdly, English is the top requirement of those seeking jobs. _____ who master either passive or active English are more favorable than those who don't.	
From the fact above, it is obvious that everybody _____ to learn English to greet the global era.	



Activity 7



Word Power

Word	Pronunciation	Meaning
1. Either	1. /iðər/	1. Used before the first of two (or occasionally more) alternatives that are being specified (the other being introduced by "or"). 2. 3. 4. 5.
2. Scientific	2. /saɪən'tɪfɪk/	
3. Development	3. /dɪ'veləpmənt/	
4. Requirement	4. /rɪ'kwəɪmənt/	
5. Master	5. /mæstər/	
6. Passive	6. /'pæɪsɪv/	
7. Active	7. /'æktɪv/	
8. Favorable	8. /'feɪvərəbəl/	
9. Oblivious	9. /ə'blɪviəs/	
10. Greet	10. /gri:t/	



Small Talk

1. If you were a band leader – what kinda music do you play and what's your band called?
2. When you're buying a new phone, how do you pick the one you like?
3. How do you guys know each other?
4. What do you like to watch on Youtube?
5. What do you prefer to use Tiktok, Youtube, or Instagram?
6. Do you have any siblings?
7. By the way, do you know any good game apps?
8. If you were an Idol, actress/actor who do you want to be? and who do you wanna married with?



Activity 8

Sound On!



Listen and repeat after your teacher reads the following words. Mind your pronunciation.

1. The Importance	1. ði ɪm'pɔ:təns
2. The English Language	2. ði 'ɪŋɡlɪʃ 'læŋɡwɪdʒ
3. Personally, I think that	3. 'pɜ:snəli, aɪ θɪŋk ðæt
4. English is the world's	4. 'ɪŋɡlɪʃ ɪz ðə wɜ:ldz
5. Most important language	5. mɔ:st ɪm'pɔ:tənt 'læŋɡwɪdʒ
6. Secondly, English is also	6. 'sekəndli, 'ɪŋɡlɪʃ ɪz ə'lsoʊ
7. The key that opens doors to science	7. ðə ki ðæt 'ɔ:pənz dɔ:z tu 'saɪəns
8. Thirdly, English is the top	8. θɜ:rdli, 'ɪŋɡlɪʃ ɪz ðə tɒp
9. Requirement of those seeking jobs	9. rɪ'kwaɪrəmənt əv ðəʊz 'si:kɪŋ dʒɒbz



Activity 9

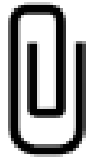
Let's Practice More

A. Draw a picture, then explain it with your thesis, argument and conclusion. You can see the example from activity 6.



B. In groups, choose one topic below. Then, make an analytical exposition text. After that, share it with your class.

1. Hobby
2. Exercise
3. Healthy Food
4. Violence
5. Disaster



LEARNING JOURNAL

What did you learn from this chapter? put a check (✓) in the column based on your actual achievement.

Aspects		
<input type="checkbox"/> Very Well	<input type="checkbox"/> Well	<input type="checkbox"/> Poorly
_____	_____	_____
_____	_____	_____
_____	_____	_____

DAILY VOCABULARY IN THE SCHOOL

1. Students / <i>ˈstudənts/</i>	= Siswa
2. Teacher / <i>ˈti:tʃər/</i>	= Guru
3. Regulation / <i>ˌregjəˈleɪʃən/</i>	= Tata tertib
4. Scholarship / <i>ˈskɒləʃɪp/</i>	= Beasiswa
5. Pocket Money / <i>ˈpɒkət ˈmʌni/</i>	= Uang saku
6. Ink / <i>ɪŋk/</i>	= Tinta
7. Inkstand / <i>ˈɪŋkstænd/</i>	= Tempat tinta
8. Blackboard / <i>ˈblækˌbɔ:rd/</i>	= Papan tulis
9. Kindergarten / <i>ˈkɪndərˌɡɔ:tən/</i>	= TK
10. Elementary School / <i>ˌelɪˈmentri skul/</i>	= SD
11. Junior High School / <i>ˈdʒuːniər haɪ skul/</i>	= SMP
12. Senior High School / <i>ˈsiːniər haɪ skul/</i>	= SMA
13. Vocational High School / <i>ˌvɒkəˈeɪʃənəl haɪ skul/</i>	= SMK
14. Islamic Boarding School / <i>ˈɪzlɑ:mɪk ˈbɔ:rdɪŋ skul/</i>	= Pesantren
15. State School / <i>ˈsteɪt skul/</i>	= Sekolah negeri
16. Private School / <i>ˈpraɪvət skul/</i>	= Sekolah swasta
17. Headmaster / <i>ˈhedˈmɑ:stər/</i>	= Kepala sekolah
18. Home Room Teacher / <i>ˈhəʊm rum ˈti:tʃər/</i>	= Wali kelas
19. Wall Magazine / <i>wɔ:l ˈmægəˌziːn/</i>	= Mading
20. Library / <i>ˈlaɪbrəri/</i>	= Perpustakaan
21. Language Laboratory / <i>ˈlæŋgwɑ:dʒ ˈlæbrəˌtɔ:ri/</i>	= Lab bahasa
22. Science Laboratory / <i>ˈsaɪəns ˈlæbrəˌtɔ:ri/</i>	= Lab IPA
23. Computer Laboratory / <i>ˈkəmˌpjʊtər ˈlæbrəˌtɔ:ri/</i>	= Lab Computer
24. Entrance Fee in School / <i>ˈentrəns fi ɪn skul/</i>	= Uang pangkal
25. Tuition / <i>ˈtju:ʃən/</i>	= Uang SPP

DAILY VOCABULARY IN THE CLASS



1. Table / <i>'teɪbəl</i> /	= Meja
2. Desk / <i>'desk</i> /	= Meja/bangku
3. Chair / <i>'tʃeə</i> /	= Kursi
4. Eraser / <i>'ɪnseɪsən</i> /	= Penghapus
5. Ruler / <i>'ru:lə</i> /	= Penggaris
6. Chalk / <i>'tʃɔ:k</i> /	= Kapur
7. Pen / <i>'pen</i> /	= Pulpen
8. Pencil / <i>'pensəl</i> /	= Pensil
9. Bag / <i>'bæg</i> /	= Tas
10. Book / <i>'bʊk</i> /	= Buku
11. Door / <i>'dɔ:ə</i> /	= Pintu
12. Window / <i>'wɪndəʊ</i> /	= Jendela
13. Wall / <i>'wɔ:l</i> /	= Dinding
14. Floor / <i>'flɔ:ə</i> /	= Lantai
15. Broom / <i>'brʊm</i> /	= Sapu
16. Dust / <i>'dʌst</i> /	= Debu
17. Dustbin / <i>'dʌstbɪn</i> /	= Tempat sampah
18. Roof / <i>'ru:f</i> /	= Atap
19. Fan / <i>'fæn</i> /	= Kipas angin
20. Clock / <i>'klɒk</i> /	= Jam dinding
21. Globe / <i>'glɒb</i> /	= Bola dunia
22. Lamp / <i>'læmp</i> /	= Lampu
23. Calendar / <i>'kæləndə</i> /	= Kalender
24. Picture / <i>'pɪktʃə</i> /	= Gambar
25. Flag / <i>'flæg</i> /	= Bendera

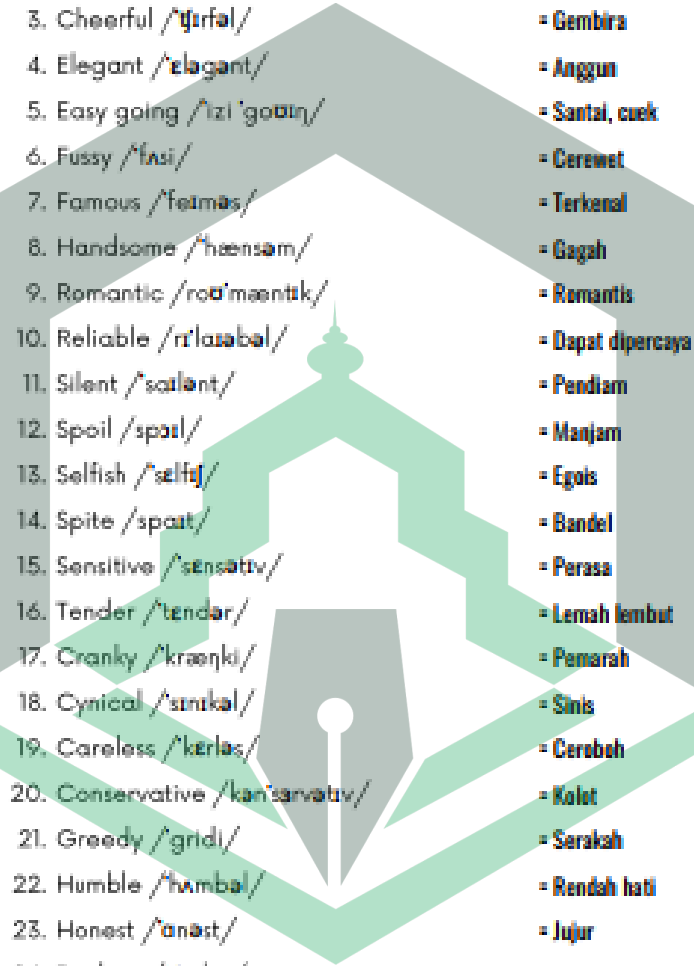
SUBJECTS IN ENGLISH

- 
1. Arabic /*'arabik/* = Bahasa Arab
 2. Art and Culture /*art and koltʃər/* = Seni Budaya
 3. Biology /*baɪ'ɒlədʒi/* = Biologi
 4. Chemistry /*'kemistri/* = Kimia
 5. Civic Education /*'sɪvɪk ,edʒə'keɪʃən/* = Pendidikan Kewarganegaraan (PKn)
 6. Economy /*/'ekənmɪ/* = Ekonomi
 7. English /*/'ɪŋɡlɪʃ/* = Bahasa Inggris
 8. Entrepreneurship /*ˌɒntrəpraɪ'nɜːrʃɪp/* = Kewirausahaan
 9. France /*/'fræns/* = Bahasa Perancis
 10. Geography /*/'dʒɛjəgrəfi/* = Geografi
 11. History /*/'hɪstəri/* = Sejarah
 12. Indonesian /*ˌɪndəʊ'niːʒən/* = Bahasa Indonesia
 13. Information and Communication Technology /*ˌɪnfər'meɪʃən ænd kəmju'nɪkeɪʃən teknɒlədʒi/* = Teknologi Informasi dan Komunikasi (TIK)
 14. Mathematics /*/'mæθə'mætɪks/* = Matematika
 15. Natural Sciences /*ˌnætʃərəl 'saɪənsəz/* = Ilmu Pengetahuan Alam
 16. Physical Education /*'fɪzɪkəl ,edʒə'keɪʃən/* = Pendidikan Jasmani (Olahraga)
 17. Physics /*/'fɪzɪks/* = Fisika
 18. Religious Education /*ˌrɪ'lɪdʒəs ,edʒə'keɪʃən/* = Pendidikan Agama
 19. Social Sciences /*/'soʃjəl 'saɪənsəz/* = Ilmu Pengetahuan Sosial
 20. Sociology /*/'sɒsɪ'ɒlədʒi/* = Sosiologi

DAILY VOCABULARY IN PUBLIC

1. Airport /*ˈeɪr.pɔːt/*
 2. Park /*pɑːk/*
 3. Auditorium /*ˌɔːdɪˈtɔːriəm/*
 4. Bakery /*ˈbeɪkəri/*
 5. Bank /*bæŋk/*
 6. Barbershop /*ˈbɑːbərʃɒp/*
 7. Bookstore /*ˈbʊk.stɔːr/*
 8. Bus stop /*bʌs stɒp/*
 9. Canteen /*kænˈtiːn/*
 10. Church /*tʃɜːtʃ/*
 11. Cinema /*ˈsɪnəmə/*
 12. Clinic /*ˈkλɪnɪk/*
 13. Drugstore /*ˈdrʌg.stɔːr/*
 14. Gallery /*ˈgæləri/*
 15. Gas station /*ɡæs ˈsteɪʃən/*
 16. Gym /*dʒɪm/*
 17. Hospital /*ˈhɒspɪtəl/*
 18. Internet café /*ˈɪntər.net ˌkæfe/*
 19. Train station /*treɪn ˈsteɪʃən/*
 20. Mosque /*ˈmɒsk/*
 21. Parking lot /*ˈpɑːkɪŋ lɒt/*
 22. Playground /*ˈpleɪˌgraʊnd/*
 23. Stationery store /*ˈsteɪʃənəri stɔːr/*
 24. Town hall/city hall *taʊn hɔːl/ˈsɪti hɔːl*
 25. Office building /*ˈɒfɪs ˈbɪldɪŋ/*
- = Bandara Amusement
= Taman hiburan
= Auditorium
= Toko roti
= Bank
= Tempat potong rambut
= Toko buku
= Halte bus
= Kantin
= Gereja
= Bioskop
= Klinik
= Toko obat
= Galeri
= Pom bensin
= Tempat olahraga
= Rumah sakit
= Warnet
= Stasiun kereta
= Masjid
= Parking lot
= Playground
= Stationery store
= Town hall/city hall
= Office building

HUMAN CHARACTER



1. Arrogant / <i>ˈærəɡənt/</i>	= Sombong
2. Cruel / <i>ˈkruːəl/</i>	= Kejam, bengis
3. Cheerful / <i>ˈtʃɪrfəl/</i>	= Gembira
4. Elegant / <i>ˈelɪɡənt/</i>	= Anggun
5. Easy going / <i>ˈiːzi ˈɡoʊɪŋ/</i>	= Santai, cuek
6. Fussy / <i>ˈfʌsi/</i>	= Cerewet
7. Famous / <i>ˈfeɪməs/</i>	= Terkenal
8. Handsome / <i>ˈhændsəm/</i>	= Gagah
9. Romantic / <i>ˌrɒmænˈtɪk/</i>	= Romantis
10. Reliable / <i>ˈriːləbəl/</i>	= Dapat dipercaya
11. Silent / <i>ˈsaɪlənt/</i>	= Pendiam
12. Spoil / <i>ˈspɔɪl/</i>	= Manjam
13. Selfish / <i>ˈselfɪʃ/</i>	= Egois
14. Spite / <i>ˈspɔɪt/</i>	= Banteh
15. Sensitive / <i>ˈsensətɪv/</i>	= Perasa
16. Tender / <i>ˈtendər/</i>	= Lemah lembut
17. Cranky / <i>ˈkræŋki/</i>	= Pamarah
18. Cynical / <i>ˈsɪnɪkəl/</i>	= Sins
19. Careless / <i>ˈkeələs/</i>	= Ceroboh
20. Conservative / <i>ˌkɒnsəˈvətɪv/</i>	= Kolut
21. Greedy / <i>ˈɡriːdi/</i>	= Serakah
22. Humble / <i>ˈhʌmbəl/</i>	= Rendah hati
23. Honest / <i>ˈɒnɪst/</i>	= Jujur
24. Jealous / <i>ˈdʒeləs/</i>	= Cemburu
25. Naughty / <i>ˈnaʊti/</i>	= Nakal
26. Patient / <i>ˈpeɪʃənt/</i>	= Sabar
27. Rude / <i>ˈruːd/</i>	= Kasar
28. Stingy / <i>ˈstɪŋdʒi/</i>	= Pelit

DAILY EXPRESSIONS:

1. Excuse me! = Permisi, tobe
2. Yes please/yes/yeah! = Silahkan, iye
3. What can i help you? = Apa yang bisa saya bantu ki?
4. What can i do for you? = Apa yang bisa saya bantu ki?
5. Where are you going? = Mau pergi kamanaki?
6. Where will you go? = Mau ki pergi kemana?
7. Where have you been? = Darimana ki?
8. Come on please! = Silahkan masuk
9. Open the door! = Buka ki pintunya
10. Close the window! = Tutup ki jendelanya
11. Don't tell a lie! = Jangan ki bohong
12. Don't lie! = Jangan ki bohong
13. Look at me! = Lihat ka'
14. Listen to me = Dengarkan ka'
15. I'm sorry I forgot = Maaf, kulupai
16. Who is inside? = Siapa didalam?
17. Hurry up! = Cepat ki'
18. Long time no see = Lama maki tidak ketemu
19. I can't stand anymore = Tidak tahan mika
20. I'm leaving = Duluhan mika saya
21. Take it easy = Santai maki saja
22. I'm just kidding = Bercanda jika
23. Don't bother yourself = Jangan maki repot-repot
24. Don't take a long = Jangan ki lama-lama
25. The sooner the better = Lebih cepat lebih baik

DAILY EXPRESSIONS:

- 
1. Help yourself
 2. Wait a minute
 3. Pay attention
 4. Be quick
 5. Let me see
 6. Are you done?
 7. In general
 8. Don't be silly
 9. Don't forget
 10. Don't move
 11. Don't talk
 12. Don't be sad
 13. Don't make noisy
 14. Don't cry
 15. Not for sale
 16. No way
 17. Move a bit
 18. You are right
 19. Wish me luck
 20. It's time for eating
 21. Lick your lips
 22. Keep your distance
 23. Get a chance
 24. At once
 25. Don't be partial
 26. Don't mention it
 27. Keep your promise
 28. Is that a fact?
 29. You must be mistaken
 30. Stop butting in
- = Ambil sendiri ki
 - = Tunggu sebentar
 - = Perhatikan
 - = Cepat ki
 - = Coba kulihat
 - = Sudah selesai maki?
 - = Pada umumnya
 - = Jangan bodoh
 - = Jangan ki lupa
 - = Jangan ki bergerak
 - = Jangan ki berbicara
 - = Jangan ki sedih
 - = Jangan ki ribut
 - = Jangan ki menangi
 - = Tidak untuk dijual
 - = Tidak ada jalan
 - = Geser ki' sedikit
 - = Kamu benar
 - = Do'akan ka'
 - = Waktunya makan
 - = Jaga bahasa ta
 - = Jaga jarak ki'
 - = Dapat kesempatan
 - = Serentak
 - = Jangan pilih kasih
 - = Jangan berkata seperti itu
 - = Pegang janji ta
 - = Benar ga it?/ fakta ga itu?
 - = Kita pasti salah
 - = Jangan ki ikut campur

DAILY EXPRESSIONS:

1. Help yourself
 2. Wait a minute
 3. Pay attention
 4. Be quick
 5. Let me see
 6. Are you done?
 7. In general
 8. Don't be silly
 9. Don't forget
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 11. Don't talk
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 17. Move a bit
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 - = Jangan ki lupa
 - = Jangan ki bergerak
 - = Jangan ki berbicara
 - = Jangan ki sedih
 - = Jangan ki ribut
 - = Jangan ki menangi
 - = Tidak untuk dijual
 - = Tidak ada jalan
 - = Geser ki' sedikit
 - = Kamu benar
 - = Do'akan ka'
 - = Waktunya makan
 - = Jaga bahasa ta
 - = Jaga jarak ki'
 - = Dapat kesempatan
 - = Serentak
 - = Jangan pilih kasih
 - = Jangan berkata seperti itu
 - = Pegang janji ta
 - = Benar ga itu?/ fakta ga itu?
 - = Kita pasti salah
 - = Jangan ki ikut campur

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APPENDIX 11
DOCUMENTATION

➤ Define (Online Need Analysis)

Lembar Interview

Narasumber : Andri Irawati Rahman, S.Pd., M.Pd
 Sekolah : SMAN 2 Palopo
 Kelas Observasi : XI IPA
 Hari/tanggal interview : 14th Januari, 2021

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas yang ibu ajar?	Rata-rata untuk kelas XI IPA untuk 5 kelas terdapat sekitar 30-33 siswa per kelasnya.
2.	Kurikulum apa yang digunakan di sekolah ini?	Kurikulum 2013 (K13)
3.	Pada tahap pendahuluan pembelajaran, apa yang ibu lakukan untuk menarik perhatian siswa, dan sekaligus menimbulkan motivasi dalam belajar?	Sebelum melakukan pembelajaran untuk menarik dan menimbulkan motivasi belajar siswa, saya biasanya memberikan Ice Breaking terlebih dahulu. Contohnya, memberikan satu kata dalam bahasa Inggris seperti APPLE, kemudian siswa bergiliran menyebutkan kata lain dengan

LEMBAR INTERVIEW SISWA

Lembar Interview Siswa

Nama Siswa : Muh. Aidil Ramadhan
 Sekolah : SMAN 2 Palopo
 Kelas Observasi : XI IPS
 Hari/tanggal interview : 14th January 2021

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas Anda? (laki-laki dan perempuan)	Tiga puluh (30)
2.	Apakah menurut Anda Bahasa Inggris itu penting? Apa alasannya?	Iya penting. Alasannya karena kita dapat berbicara dengan banyak orang karena bahasa Inggris adalah bahasa Internasional.
3.	Apakah Anda senang belajar Bahasa Inggris?	Terkadang saya senang, terkadang tidak, karena biasanya membosankan
4.	Diantara ke empat skill ini (Speaking, Writing, Listening, dan Reading) menurut Anda yang paling susah untuk dipelajari adalah?	Speaking
5.	Apa kesulitan Anda saat belajar bahasa Inggris khususnya pada skill speaking?	Kesulitan saya yakni tidak tahu ingin berkata apa, kurangnya

➤ Design



➤ Develop

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden
 Nama : *Andri Irawati Rahman, S.Pd, M.Pd*
 Umur :
 Jenis kelamin : *Female*
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia.

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. KONTEN						
1	Cakupan isi materi dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kebutuhan siswa SMAN 2 Palopo.		✓			
2	Kedalaman materi dalam bahan ajar <i>Speaking Handbook</i> memadai.	✓				
3	Keaslian isi materi dalam bahan ajar <i>Speaking Handbook</i> memadai.	✓				
4	Isu-isu terbaru di dalam bahan ajar <i>Speaking Handbook</i> menarik.	✓				
Saran Perbaikan:						

KUESIONER EVALUASI UNTUK DESIGN DAN LAYOUT

A. Data Responden
 Nama : *Andri Irawati Rahman, S.Pd, M.Pd*
 Umur :
 Jenis kelamin :
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia.

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. KONTEN						
1	Cakupan isi materi dalam bahan ajar <i>Speaking Handbook</i> sesuai dengan kebutuhan siswa SMAN 2 Palopo.		✓			
2	Kedalaman materi dalam bahan ajar <i>Speaking Handbook</i> memadai.		✓			
3	Keaslian isi materi dalam bahan ajar <i>Speaking Handbook</i> memadai.		✓			
4	Isu-isu terbaru di dalam bahan ajar <i>Speaking Handbook</i> menarik.	✓				

Try-out and Teachers' Perception



Teachers' perception



APPENDIX 12
SURAT KETERANGAN
PLAGIASI



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

No. 753/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Batari AS
NIM : 17 0202 0077
Semester : X (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 12 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 16 November 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

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