

**DEVELOPING “EASY SPEAKING ENGLISH” E-BOOK
FOR ENGLISH COMMUNICATION CLUB (ECC)
STUDENTS OF SMKN 2 KUNINGAN JAWA BARAT**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English
Educational Study Program and Teacher Training Faculty State Islamic
Institute of Palopo*



IAIN PALOPO

Submitted by

AYU PRATIWI

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

2025

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2025

STATEMENT OF AUTHENTICITY

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Palopo, 14 Maret 2025



Regards,

Ayu Pratiwi



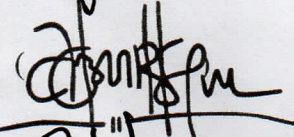
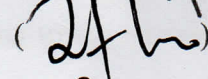

THESIS APPROVAL

This thesis entitled **"Developing Easy Speaking English e-book for English Communication Club (ECC) Students of SMKN 2 Kuningan Jawa Barat"** written by Ayu Pratiwi, Registration Number 2102020031, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah Session which is carried out on Monday, April 28th 2025 M. Coincided with 30 Shawal 1446 H. The examiners have approved it as a requirement to pursue the Sarjana Pendidikan (S.Pd) title.

Palopo, 30 April 2025

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The Researcher

Ayu Pratiwi

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ABSTRACT

Ayu Pratiwi, 2025, *“Developing Easy Speaking English E-book for English Communication Club (ECC) Students of SMKN 2 Kuningan Jawa Barat”*. A thesis of English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Consultants (1) Masruddin and (2) Fadhliyah Rahmah Muin.

The research aims to develop an Easy Speaking English E-book for students of the English Communication Club (ECC) at SMKN 2 Kuningan, West Java. Based on observations and interviews conducted on August 2, 2024, it was found that students experienced difficulties with pronunciation and had limited vocabulary, and they were more interested in learning materials that were easy to understand and varied. Students also showed a significant preference for e-books over traditional books due to ease of access and efficient search features. This research employed the ADDIE design model to develop an appropriate and valid e-book to enhance students' English speaking proficiency. The developed product includes picture illustrations to increase student interest and phonetic symbols to prevent mispronunciation. The e-book consists of five main topics: (1) self-introduction; (2) daily activities; (3) unforgettable experiences; (4) telling time; and (5) asking for and giving directions. Expert assessment results showed a score of 3.84 with a percentage of 96%, categorized as "Excellent" and usable without revision. Student perceptions of the product were also categorized as "Excellent," indicating that this e-book is highly suitable for helping improve their English speaking skills in everyday communication contexts.

Keywords: *Research and Development, Easy Speaking English e-book, Vocabulary and Idiom.*

CHAPTER I

INTRODUCTION

A. Background

Technology has become increasingly important in education, including in Indonesia¹. The electronic book is one of the technologies used in education. E-books are used more often than traditional printed books. Because they are more convenient to use and store than printed books, e-books are preferred by many consumers over printed books. A book that has been electronically or digitally produced and can be read on computers, tablets, or smartphones is known as an e-book. E-books, like printed books, are made up of text and pictures that cover a variety of subjects, including science, technology, motivation, and more. E-books are an educational tool that include teaching resources, approaches, constraints, and assessment strategies that are systematically, captivatingly and pleasurable created electronically to meet the intended learning goals.

English Communication Club (ECC) at SMKN 2 Kuningan in West Java is an academic extracurricular activity focused on English language development that has been established for approximately four years. Under the guidance of English teachers, this club welcomes students from various departments and grade levels with no specific entry requirements. ECC serves as a platform for students who wish to enhance their English language skills specifically or practice English communication, providing them with an opportunity to develop proficiency in this international language within a supportive environment.

The researcher observed the students' comprehension in English Communication Club (ECC) SMKN 2 Kuningan Jawa Barat on August 2nd, 2024. At that moment, the researcher interviewed the English teacher about the students' ability to Speaking English. The students have problems with

¹ Salma Rabani, et.al *"The Role of Technology in Indonesian Education at Present"* 2023. Journal of Computer Science Advancements.

pronunciation and the limitation of Vocabulary. Students are more interested in materials that are easier to learn and students like diverse materials not just glued to one material. In addition, the students also showed a significant preference towards the use of e-books compared to traditional books in their learning process. This is driven by the various advantages that e-books offer, such as ease of access through various electronic devices, efficient search features.

After the observation, the researcher found out that the students in English Communication Club (ECC) SMKN 2 Kuningan interested in learning by e-book. The development of the digital age has changed the paradigm of English learning, where learners show a higher preference for learning methods that are contemporary and relevant to everyday life. The use of informal idioms and expressions in English is becoming an important component in actual communication, encouraging the creation of learning innovations in the form of Easy Speaking English E-books. This digital learning Media is designed comprehensively with attention to visual aspects and interesting content, aiming to maintain the motivation of learning learners in improving their English language skills. In addition to providing emphasis on vocabulary mastery which is the main foundation in speaking skills, this E-book also integrates the development of other English skills, including the ability to listen, read, and write in an integrated manner. It reflects a holistic approach to language learning that accommodates learners' need for learning materials that are not only informative but also interactive and relevant to the context of modern communication.

According to the problems explained earlier, the researcher was motivated to begin this study with "Developing Easy Speaking English E-book for English Communication Club (ECC) Students' of SMKN 2 Kuningan Jawa Barat.

B. Research Question

Based on the background above the researcher formulated the research question as following “what is the appropriate and valid E-book for improving speaking proficiency students?”.

C. Research Objective

The objective of the research was to develop Easy Speaking English E-book for English Communication Club (ECC) Students of SMKN 2 Kuningan Jawa Barat. The Easy Speaking English E-book can help students while learning English.

D. Research Significance

The results of this research are expected to be beneficial both in theory and practice. Theoretically, it is hoped that the research findings can truly enhance language proficiency. For teachers, it is expected that the results of this research can assist them in delivering lessons related to speaking and also serve as a useful teaching tool, especially in speaking classes. For students, it is hoped that the research findings can help improve language skills and facilitate learning from anywhere with easier accessibility for use.

E. Specification of the Product

This study's product specifications are E-books that can be used to improve Speaking Proficiency. This e-book has been developed to assist students in improving their speaking proficiency. It is created based on identified needs in the field. The advantage of this e-book compared to others is that it is designed to include elements within speaking, making it effective for improving speaking proficiency. These elements encompass pronunciation, vocabulary, grammar and fluently. In this study the specified product planned to be produced as an English E-book includes the following elements introduction, objective, material and tasks.

F. The Assumption and Delimitation of the Research

The researcher has some assumptions while develop The Easy Speaking English E-book for English Communication Students of SMKN 2 Kuningan Jawa Barat as follows:

- a. This E-book would become source of teaching learning for English Communication Club Students (ECC) of SMKN 2 Kuningan Jawa Barat.
- b. This E-book will build the students' enthusiasm for learning to speak English.
- c. This E-book would help students to facilitate their study wherever they are.

The researcher has several delimitation in researching as follows.

- d. This E-book may require specific software to access it.
- e. The E-book made will test the product and student learning outcome.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this study the researcher summarizes several different related researcher who have previously conducted relevant research.

The first related study from Nur Aisyah (2021) in her research entitled “Developing daily expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo”.² This research aimed to develop an appropriate Daily Expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo. The research design used in this research was Research and Development (R&D) and applied using the 4-D Model. The results showed that regarding the experts’ validation and the try-out on the students’ perception, the product of this research was appropriate to implement for the students at Muhammadiyah boarding School Palopo. The designed daily expression pocketbook on this research would be valuable to use as teaching and learning resources to increase and encourage the students’ motivation to study and speak English every day.

Ningsih, Wety Asri (2022) in her research entitled “Developing English-Speaking E-booklet for Second Semester Students of English Department in IAIN Kediri”.³ This research intends to produce new supplementary media of academic speaking to facilitate students learn independently. The target of this research was second semester students of English Department in IAIN Kediri. This was R n D (Research and Development) which applied 5 processes, Analyzing, Designing, Developing, and Evaluating. All data were collected through observation sheet, interview, and questionnaire. The student’s need

² Nuraisyah ‘*Developing Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo*’, 2021, 1-151

³Ningsih, Wety Asri ‘*Developing English-Speaking E-booklet for Second Semester Students of English Department in IAIN Kediri*’, 2022

analysis reveals some problems faced by the students are lack of vocabularies and academic phrases, pronunciation accuracy and grammar structure. Reflected to all data, the product contains two units, Focus Group Discussion and Individual Presentation.

Asep Hardiyanto (2020) in his research entitled “Developing E-book for Pre-Intermediate Grammar in EFL Classroom”.⁴This research was carried out by using Research and Development method. In developing e-book, several stages were conducted; pre-liminary research, prototyping phase, and assessment phase. From the assessment result, it was found that three experts in; material, language used and media declared that this e-book is appropriate to be used. Moreover, in term of students’ perception, it was revealed that from aspect relevance (4.0); consistency (3.8); practice (4.4); and effective (4.2) which hence it can be said that students have positive perception toward the use of this e-book.

Romayanti Dewi, Mai Zuniati, A (2021) in their research entitled “Speaking Students’ Worksheet Based on E-book”.⁵This researcher developing a product to address issues in learning involves. Various stages conducted by researchers among them: Define phase to define problems in learning. Design phase to produce initial products and research instruments. The develop phase to obtain product and instrument eligibility. Disseminate stage for the distribution of teaching materials based on e-books. Research instruments include: validation sheets, and response questionnaires. The results showed that e-book based teaching materials were appropriate to be used to increase the interest of students in MA Ma'arifRoudlotuTholibin in terms of expert assessments with good categories and from the responses of students and teachers in very good categories. From the assessment of language,

⁴ Asep Hardiyanto ‘*Developing E-book for Pre-Intermediate Grammar in EFL Classroom*’. 2020
<<https://ojs.fkip.ummetro.ac.id/index.php/english/article/view/3058>>

⁵ Romayanti Dewi, Mai Zuniati A ‘*Speaking Students’ Worksheet based on E-book*. 2021
< <https://journal.iaimnumetrolampung.ac.id/index.php/jed/article/view/1510>>

materials and media that is 69%, 64% and 72% with good evaluation criteria. Whereas for students of MA Ma'arif Roudlotu Tholibin that is 87% with criteria very good and the teacher is 87% with very good criteria.

Wa'siulMaghfiroh (2022) in her thesis entitled "The Effectiveness of Using E-book in Learning Reading Comprehension".⁶This researcher used quasi-experimental study. It involved 60 students of tenth grade students of SMK Al-Ikhlas Tarokan, Kediri in the second semester of academic 2021/2022. The classes were divided into two groups: X-TKJ 1 as the experimental group and X-TKJ 2 as control group. In the research, the students of X-TKJ 1 were taught by using e-book of English book 2017 revised edition from kemendikbud focused on narrative text whereas X-TKJ 2 taught by using English printed book 2017 revised edition from kemendikbud focused on narrative text. The researcher used pre-test and post-test to collect the data. The data was analyzed by using ANCOVA in SPSS 25.

Based on the previous studies, the researcher can conclude that the similarity between the researcher and the previous research is focus on E-book development. But the difference is the previous focused on use the E-book for teaching media and as a self-directed learning medium. So far research, using English E-book for improving Speaking Proficiency still needs to develop. So that, it can be an additional reference in developing E-book.

B. Some Pertinent Ideas

1. Speaking Proficiency

a. Definition of Speaking Proficiency

Speaking is one of the skill that need to be mastered in current era. By having ability to communicate well, communication will go well anyway. According to Bailey in Puspitasari (2011),

⁶ Wa'siul Maghfiroh 'The Effectiveness of Using E-book in Learning Reading Comprehension'. 2022

*“Speaking is a productive aural/oral skill consists of producing systematic verbal utterances to convey meaning.”*⁷ It means, speaking is a productive skill of conveying meaning through utterances. Speaking is the most frequently used language skill. In the learning process, English is included as required subject in every high school in Indonesia. Students are expected to be able to communicate in English. Furthermore, developing speaking skill is necessity for English foreign learners. Nunan (1991:39) argued that success in learning a language is measured in terms of the ability to carry out conversation in the target language. Speaking skill is the priority skill to be learned. There are some components in speaking skill based on the characteristics of spoken language. Those components are commonly used to check the ability of students’ speaking skill. According to Pandiya (2013:45) there are four components in speaking skill which are pronunciation, accuracy, vocabulary, and fluency. Those four components is the whole package that affects the ability of students’ speaking skill.

Speaking proficiency refers to the ability of an individual to communicate effectively and fluently in a spoken language. It encompasses various aspects, including pronunciation, vocabulary usage, grammatical accuracy, and overall communication skills. Proficiency in speaking implies not only the capability to produce coherent and grammatically correct sentences but also to convey ideas clearly, engage in meaningful conversations, and adapt language use to different contexts.⁸

b. How to Improve Speaking Proficiency

Improving speaking proficiency in a language requires consistent practice, exposure, and targeted efforts.

⁷ Bailey in Puspitasari *“Speaking is a productive aural/oral skill consist of producing systematic verbal utterances to convey meaning”*. 2012

⁸ Amalia Yahya. Husnaini. Nurinayah Wukandari, *“Developing Common Expression Book in Indonesian Traditional Market in Three Languages (English-Indonesian-Mandarin)”*

but before improving the speaking proficiency we must know and learn certain parts of speech including: pronunciation, vocabulary, intonation and grammar.

2. Material Development

According to Tomlinson⁹ materials development refers to all the processes made by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaption, design, production, exploitation and research.

Hutchinson and Waters¹⁰ states that good materials contain interesting texts, enjoyable activities that engage learners' thinking capacities, give opportunities for learners to use their existing knowledge and skills and have content which both learners and teachers can cope with. In accordance, Tomlinson provides some principles of good materials which are presented below:

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
 - a) What is being taught should be perceived by learners as relevant and useful.
 - b) Materials should require and facilitate learner self-investment.
- 4) Learners must be ready to acquire the points being taught.
- 5) Materials should expose the learners to language in authentic use.
- 6) The learner's attention should be drawn to linguistic features of the input.

⁹ Brian Tomlinson, ed., *Material Development In Language Teaching*. (New York: Cambridge University Press, 2012), p. 2.

¹⁰ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centered-Approach*, (New York: Cambridge University Press, 1987.p.107

- a. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- b. Materials should take into account that the positive effects of instruction are usually delayed.
- c. Materials should take into account that learners differ in learning styles.
- d. Materials should take into account that learners differ in affective attitudes.
- e. Materials should permit a silent period at the beginning of instruction.
- f. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- g. Materials should not rely too much controlled practice.
- h. Materials should provide opportunities for outcome feedback. English language teaching materials should be flexible.

Based on the criteria of good materials proposed by Hutchinson and Water Tomlinson, it can be concluded that good materials should have contents activities that can make the learners feel easy and lead them to be independent learners. Further, materials should be able to encourage the learners to maximize their knowledge.

According to Mangkunegara (2003). analysis of training needs (Training Need Analysis) is a systematic study of an educational problem with the collection of data and information from various sources to obtain troubleshooting or next action suggestions.

Training needs analysis is an analysis of workplace needs specifically intended to determine what exactly the training needs are a priority.

a. Target Need

There are three components in target need, those are: necessities, lacks, and wants.

1) Necessities: what the learner has to know in order to function effectively in the target situation.

2) Lacks: what the learner have not known.

3) Wants: the learner's view of the necessities of the target situation

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process.

b. Learning Need

The knowledge and ability that the learner require in order to be able to perform to the required degree of competence in target situation. This information may be recorded in terms of language items, skills, strategies, subject knowledge, etc.

From the statements above, it can be concluded that need analysis is the techniques in identifying specific language feature and skills that the language learners need then it will be the base in designing a course. In this study, the writer conducted need analysis to know the students strengths and weaknesses of speaking proficiency.

3. E-book

a. Definition E-book

E-book (electronic book) is a book in digital or electronic form which usually contains information, guides or tutorials. This electronic book can only be opened and read through

electronic devices such as computers, tablets, and smartphones.¹¹

Digital book, or also called e-book is a publication consisting of text, images, and sound and published in digital form that can be read on a computer or other electronic device such as android, or tablet.¹²

b. E-book Coverage

From several opinions expression about the E-book it can be seen that E-book is electronic book that can be read on a computer or other electronic device that contain elements including:

1. A diverse collection of information related to the subject.
2. Contains an overview related to the subject.
3. Contains instructions and information.
4. Arranged based on classified.
5. Information instructions regarding a type of work or activity.

c. E-book Components

An E-book usually consists of several different parts, similar to a printed book.

There are several main physical components or parts contained in a E-book among them: (a) Cover, the covers are usually made as attractive as possible to attract readers. Things that are on the cover are graphic design that includes titles, images, and author information.(b) Metadata, the things that are on the metadata includes: Title and author that give the basic information about the tittle of the E-book and who write it. Description, this description describes a brief description the contents of the E-book.(c) the contents of the handbook, which

¹¹ D. Wahyudi “Google E-book sebagai sumber belajar sejara di era revolusi industry 4.0”. 2021

¹²Andika Ningrum et.al “Pengembangan media pembelajaran e-book berdasarkan hasil riset elektroforesis 2-d untuk mengukur kemampuan berpikir kreatif mahasiswa”.2018

contains the subject matter to be delivered to students, consisting of chapter titles, and subtitles, each new section and chapter is made on the next page. (d)the back of the handbook, which consists of a bibliography.

d. The advantages and disadvantages of E-book

E-book have a lot of advantages such as: Portability, accessibility, interactivity and shareability.¹³E-books can be stored and carried on electronic devices such as e-readers, tablets, and smartphones. This allows readers to carry an entire library with them wherever they go, making it convenient for travel or daily commuting. E-books provide accessibility features that can benefit individuals with disabilities. Many e-readers offer adjustable font sizes, background colors, and text-to-speech functionalities, making it easier for people with visual or learning impairments to access and enjoy books. While e-books offer these advantages, it's important to note that personal preferences vary, and some individuals may still prefer the tactile experience of reading a printed book. E-books have several significant disadvantages despite their growing popularity. Dependency on electronic devices and batteries limits access when power runs out or devices malfunction. Extended reading on screens can cause eye strain and disrupt sleep patterns due to blue light exposure. Unlike physical books, e-books do not provide the sensory experience of paper smell or page texture that many consider an essential part of the reading experience. Compatibility issues between platforms and devices frequently arise, while digital ownership models often restrict users with DRM systems that prevent lending or reselling as with printed books¹⁴. From health and comfort perspectives, e-books may also reduce information retention compared to reading physical books.

¹³<https://www.proglobalbusinesssolutions.com/ebooks-vs-printed-books-advantages>.

¹⁴ <https://web.4hatteras.com/hatteras-news/e-books-vs-printed-books-the-disadvantages-of-e-books>

C. Conceptual Framework

Vocabulary is one of essential while learning a foreign language. The students in English Communication Club (ECC) Students of SMKN 2 Kuningan Jawa Barat, who has English as one of the subjects, require a supporting product to improve their speaking proficiency.

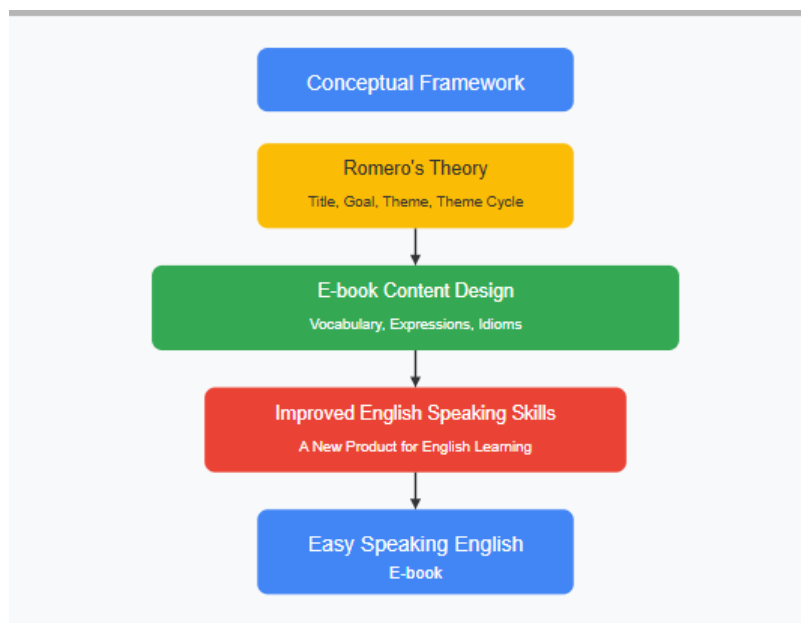
Easy Speaking English E-book is e-book that contains interesting material that will help students in improving their Speaking skills. In developing the product, the researcher applies Romero's theory which is: 1) Title, the title for each unit related to the students' interests and covers every unit, 2) Goal, the goal is to explicitly explain the students' expectations so that the students are interested in, 3) Theme, the themes are selected, assessed, and sorted based on the textbooks and syllabus, and 4) Theme-cycle, in this component, there are two parts, there are warming activities and strengthening activities¹⁵. Furthermore several materials in the easy speaking English e-book increase the students' speaking proficiency and interest in the product.

In the developing phase, the researcher utilizes Research & Development method by applying the ADDIE model. First, the researcher analyzes the learner's necessities by interviewing the Builder of English Communication Club (ECC) SMKN 2 Kuningan Jawa Barat. After collecting the data, the researcher designs the Easy Speaking English E-book according to the earlier analysis data. After designing, the researcher develops the Easy Speaking English E-book and includes the expertise to evaluate the product, Next, the researcher implements the product by conducting a try-out directly to the target. It aims to identify the products' validity, reliability, and properness. The researcher evaluates the product using a

¹⁵ Stone-Romero, E. F., Liakhovitski, D. (2002). *Strategies for detecting moderator variables: A review of theory and research*.

questionnaire and interviewing the target. The collected data become the reference to design the final product of the Easy Speaking English E-book for English Communication Club (ECC) Students of SMKN 2 Kuningan Jawa Barat.

Figure 2.1 The Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher applied research and Development (R & D) in the following research. R & D aimed to validate and develop a product. To validate a product, the researcher should test the effectiveness or validity of the existing product. In developing the product, the researcher should be able to update the existing product (to provide a more practical, effective, and efficient product) or create the new one that did not exist. The product could be a book, a worksheet, a syllabus, a program, or a module.

In designing the product, the researcher conducted a need analysis through qualitative and quantitative survey, designed a prototype product, developed the product based on the expertise suggestions, implemented the product to the target, and evaluated the product based on the data collected in the implementation phase. Furthermore, the researcher applied the ADDIE model (analyze, design, develop, implement, and evaluate). The researcher developed a Easy Speaking English e-book for this research.

The procedural chart in this study is as follows:

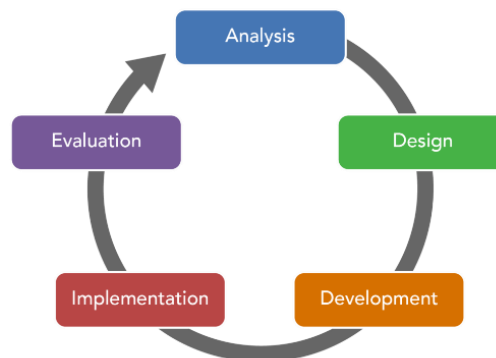


Figure 2.2 Procedural Chart of ADDIE

1. Analyze

At this stage the analysis of product needs consisting of analysis performance, student analysis, fact analysis, principal concepts and procedures of the learning material, and analysis of learning objectives.

2. Design

At the design stage is done planning of product development based on the results of the analysis at the previous stage.

3. Development

At the development stage, there are two important goals, namely producing products and choosing the best products. At this stage the design of the previous stage is realized into the form of media that is ready to be implemented.

4. Implementation

At the implementation stage, the application of products that have been designed and selected from the previous stage is carried out.

5. Evaluation

At the evaluation stage, an evaluation of the results of the application of the product is carried out. Then the product must be revised in accordance with the results of the evaluation or needs that have not been met.

B. Research Participants

The English teacher and students were active participants in the research study. Mr. Wildan Faza, S.Pd., who serves as both the English teacher and the builder of the English Communication Club (ECC) at SMKN 2 Kuningan, was interviewed by the researcher. The researcher established a collaborative relationship with the English Communication Club (ECC) of SMKN 2

Kuningan, Jawa Barat. During the product development phase, the researcher distributed questionnaires to the students. A total of 39 students completed the questionnaires, and in-depth interviews were conducted with 10 students. Upon completion of the product, 45 students filled out evaluation questionnaires to assess the effectiveness of the developed product.

Teacher's initial	Age	Experience in Teaching	Last Education
Wildan Faza, S.Pd.	30 years	2-4 Years	Bachelor Degree
Yuyun Ruqiyat Said, S.Pd., M.Pd.	47 years	6 Years	Master Degree
Devi Ismayanti, S.S., M.Hum.		6 Years	Master Humaniora
Imam Fadli, S.Pd., M.Pd.	23 years	2 years	Master Degree

Students Participants	Age	Class	Number of Students
English Communication Club (ECC) students.	Average age from 15 years to 17 years	A combination of several levels of classes and majors	39 students completed the need analysis questionnaire and 45 students completed the evaluation questionnaire and 10 students were interviewed directly

C. Research Procedure

ADDIE model was applied in the research to design a new Easy Speaking English E-book for English Communication Club (ECC) Students of SMKN 2 Kuningan Jawa Barat. There were five phase in the ADDIE model: analysis, design, development, implementation, and evaluation.

1. Analyze

The researcher analyzed the students' needs (lacks, wants and necessities) to construct the product in the analysis phase, the researcher determined the prototype design of the product to improve students' speaking proficiency. The researcher applied the purposive sampling and choose the English Communication Club (ECC) students. Furthermore, the researcher used a questionnaire to collect the data based on the students' needs. Also, the researcher interviewed the teacher, Mr. Wildan Faza, S.Pd. as the builder of English Communication Club (ECC) students.

2. Design

Following the analysis of collected data, the researcher proceeded to design a new product specifically tailored to address the identified needs. The easy speaking English e-book was developed based on the findings from the analysis phase, with careful consideration given to content generation and validation instruments. During the design process, the researcher conducted additional investigations into students' extracurricular activities, incorporating these insights into the product development. Upon completion of the product, a total of 45 students participated in the evaluation phase by completing assessment questionnaires, which provided critical feedback on the effectiveness and quality of the developed educational product.

3. Develop

The researcher developed the product prototype, the easy speaking English e-book, in the development phase. The product prototype will validate by validators using the instrument arranged in the design phase. Validators would assess the design to account for feasibility, appropriateness of language, presentation feasibility, visual feasibility, and the suitability of the approach used on the product—the validation until the prototype was ready to implement directly to the students.

4. Implement

Following the development phase, the research proceeded to the implementation stage as the next sequential phase in the methodology. The researcher systematically implemented and field-tested the developed product with students who were active members of the English Communication Club (ECC) at SMKN 2 Kuningan, West Java. During this implementation phase, the primary objective of the researcher was to assess and evaluate the effectiveness of the product under authentic learning conditions with the target population.

5. Evaluate

The evaluation phase provided a comprehensive and accurate assessment of the product's appropriateness for students of the English Communication Club (ECC) at SMKN 2 Kuningan, West Java. In this final methodological phase, the researcher conducted thorough revisions to the easy speaking English e-book based on systematic feedback collected from multiple sources. The revisions were meticulously implemented according to data gathered from student questionnaires and detailed expert evaluations, ensuring the final product met both pedagogical objectives and user needs.

The evaluation process involved multiple subject-matter experts who provided specialized feedback in their respective

domains. The content expert evaluated the e-book to ensure accurate and contextually appropriate explanations for each idiom included in the easy speaking English e-book, enhancing the semantic understanding for learners. Concurrently, the language expert conducted a detailed assessment to provide comprehensive explanations of the linguistic elements used throughout the material, ensuring grammatical accuracy, appropriate register, and contextual relevance. The design and layout expert evaluated the instructional instruments integrated within the e-book, refined the cover design to serve as an effective introduction to the content, and restructured paragraphs throughout the e-book to improve readability and information flow. This multi-faceted expert evaluation process resulted in a pedagogically sound and user-friendly educational resource tailored specifically to the needs of the target audience.

D.Data Collection

Data collection techniques in this study consisted of; interviews and questionnaires and expert judgment.

1. Questionnaire

This study prepared a questionnaire consisting of several questions about Bahasa Inggris Student World books. There are five questionnaire options, namely SS (strongly agree), S (agree), N (neutral), TS (disagree), and STS (strongly disagree). The type of questionnaire statement in this study used a closing statement. Closed questions are questions that expect a short answer or expect the respondent to choose one alternative answer from each available question. Closed questions help respondents to answer quickly and also make it easier for researchers to analyze data on all questionnaires that have been collected.

2. Interview

The researcher interviewed the students of English Communication Club (ECC) students SMKN 2 Kuningan Jawa Barat, to obtain the data information as input for developing Easy Speaking English E-book.

3. Expert Judgment

After the product is finished, the product would be assessed by the experts. They will answer the questionnaires and give some suggestions.

E. Data Analysis

The data analysis technique of this research uses two types of technique: descriptive qualitative and quantitative. The data analyzed by quantitative descriptive are data obtained from questionnaires. Qualitative data analysis from documentation, interviews, and observations with students in English Communication Club (ECC) SMKN 2 Kuningan Jawa Barat.

1. Analyzing the result of Questionnaire

The research from the questionnaire is representative of the student's answers from each formulated class.

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

Where:

X= Value

$\sum x$ = The same answer given by students

N= Total

M= Mean

students Opinion with a higher percentage is the choice most accepted by students. The results of the analysis are shown in the following table:

No	Question	Respond	Frequency(N)	Percentage(%)
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2. Analyzing the validation of product by the Expert

Analysis by experts on the results of expert validation for products is a central tendency. Analyze using the formula below:

No	Interval	Descriptive Categories	
1.	$1.0 < X \leq 1.7$	Very Poor	
2.	$1.8 < X \leq 2.5$	Poor	
3.	$2.6 < X \leq 3.3$	Fair	
4.	$3.4 < X \leq 4.1$	Good	
5.	$4.2 < X \leq 5.0$	Very Good	
Expert Judgment			
No	Indicators	score	Expert Suggestion

Where:

M= Mean

$\sum x$ = Total Score

N= Total items

3. Data Analysis for Documentation and Interview

The descriptive qualitative method was used to analyze the interview's data. Interview with English teacher using a tape recorder. The interview's results were then written down.

4. Data analysis of Expertise Judgment and Students' perception

The researcher applied the *Likert scale* to calculate the data of expert judgment and students' perceptions. The

researcher calculated the result of the data by the average of the respondents' answers. To determine the students' perception, the researcher used the range as follows:

The number of *Excellent* answer : $4,2 > M \leq 5,0$

The number of *Good* answer : $3,4 > M \leq 4,1$

The number of *Average* answer : $2,6 > M \leq 3,3$

The number of *Poor* answer : $1,8 > M \leq 2,5$

The number of *Very poor* answer : $1,0 > M \leq 1,7$

To find the percentage (x), firstly, the researcher averaged the total score (Mean) by using the following formula:

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

After collecting the average (Mean), the researcher calculates the average to find the percentage (x) by using the formula as follows:

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

The mean score and percentage result which categorized in the following data conversion table.

Table 3.4 Qualification of Product Evaluation

Score (M)	Percentage (X)	Qualification	Categories
3,6 – 4,0	90% - 100%	Excellent	Can be utilized without revision.
2,6 – 3,59	65% - 89%	Good	Can be utilized with a little revision.

1,6 – 2,59	40% - 64%	Fairly	Can be utilized with many revisions.
0 – 1,59	0% - 39%	Poor	Cannot be utilized.

Table 3.5 The Example of the Data Conversion Table

Score (M)	Percentage (X)	Qualification	Classification

Table 3.6 The Example of Students' Perception Table

No	Statements	Average Score	Categories

CHAPTER IV

FINDING & DISCUSSION

A. Findings

In this stage, the researcher gives the detailed process of designing a module. As explained in chapter three, the researcher applied ADDIE (Analysis, Design, Development, and Evaluation) model. Before implementing ADDIE model, the researcher did the pre-observation at school. The specific of all these steps explain as follows.

1. The Result of Interview

The research started with analyzing phase. In this phase, the researcher analyzed through interviews and questionnaires through research instruments. The researcher also applied Romero's theory to determine the product's title, theme, and goal. The researcher analyzed the English Communication Club (ECC) students through interviews and questionnaires. According to the interview findings, the participants demonstrated a significant aspiration to attain English language fluency; however, they encounter substantial impediments stemming from apprehension attributed to their insufficient lexical repertoire and limited command of idiomatic expressions. These linguistic constraints frequently engender confusion and diminished self-efficacy when attempting verbal communication in English, thereby hindering their progress toward achieving the desired level of oral proficiency, notwithstanding their considerable intrinsic motivation to acquire mastery of the target language. Furthermore, the researcher distributed questionnaires to collect additional data on the students activities. The questionnaire and interview data were fundamental in developing Easy Speaking

English e-book for English Communication (ECC) Students at SMKN 2 Kuningan Jawa Barat.

In addition to the questionnaire data, interviews were conducted. The questionnaire and the interview questions were correlated. Students were interviewed in Indonesian and asked seven questions. The interviews were attended by 10 students in total. From student interviews, it was revealed that they feel bored with the current English learning materials being taught, as they are considered less engaging and less relevant to their needs. These students also firmly expressed their preference for e-books over printed books, reasoning that e-books are more efficient and portable, reflecting their generation's greater comfort with digital formats. Furthermore, they expressed a desire for learning materials that truly focus on improving speaking skills that can be directly applied in everyday communication contexts, demonstrating their aspiration for more practical and functional English language learning.

The researcher started distributing the questionnaire after collecting the instrument validation from an expert. ST. Hartina, S.Pd.I., M.Pd. was the expert for the need analysis validations, additionally, the findings of the questionnaire validation instrument are displayed below.

Table . 4.1 Instrument validation results for need analysis

No.	Description	Score
1.	Contents	3,67
2.	Scope of the contents	5

3.	Language	5
	TOTAL	4,56

After the validator validates the questionnaire, the researcher moves on to the next phase: distributing it via Google forms. Following the acquisition of the questionnaire's data, the researcher examined the answers to each question submitted by SMKN 2 Kuningan English Community Club (ECC) students.

After collecting data through g-form. Interview is prepared. In this interview session, some students said that the material taught by the teacher was very boring and uninteresting, besides that the students felt that the activities did not really improve their ability to speak English. The student also explained that the media is fixated on traditional books that have been provided. They want interesting material and are also able to improve their ability to speak English. Therefore this e-book is designed to make it easier for students to learn material that is designed as interesting as possible so that students do not get bored in learning other than that the existing activities of course will help students to improve their speaking skills.

Thirty-nine students answered the questionnaire needing analysis. The researcher collected the data in the English Communication Club and the students answered the questionnaire for about 30 minutes. The results of the questionnaire elaborate below:

a. Need analysis' result

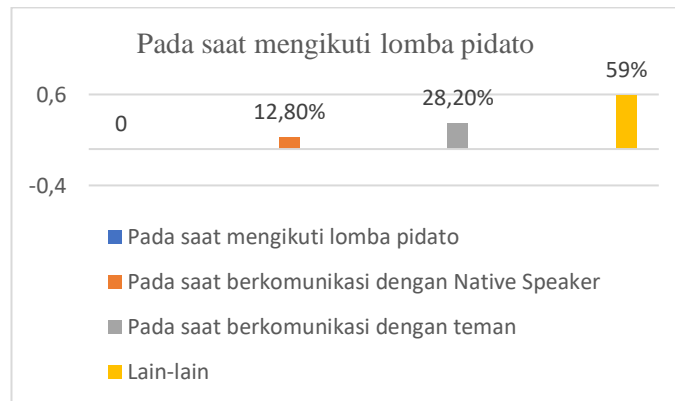


Chart 4.1 The Percentage of students ' situation at the time of using English

The chart 4.1 shows the percentages of student's situation when they are speaking English. Several students chose option D (other answers) with 59% percentage. Followed by option C (At the time of communicating with friends) at 28,20% percentage and option B (At the time of communicating with native speaker) with 12,80%percentage.

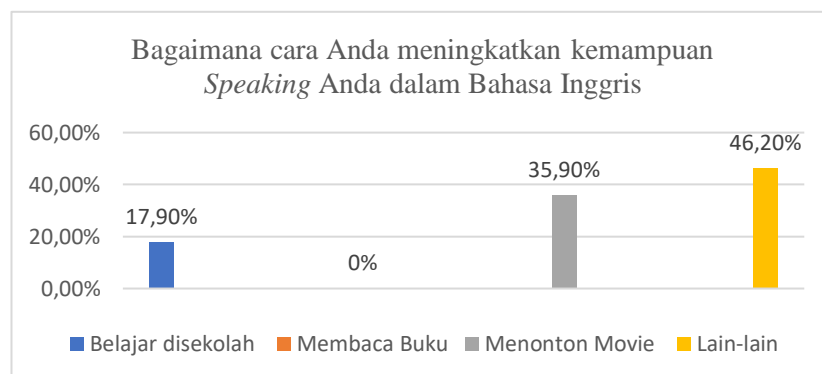


Chart 4.2 The Percentages of the way students improve their speaking skills in English

The chart 4.2 shows the percentages of the way students improve their speaking skills. Most Students chose option D (Other answers) with 46, 20% percentage, followed by option C (Watching movie) at 35,90%, option A (Study at school) at 17,90% percentage

b. Lacks

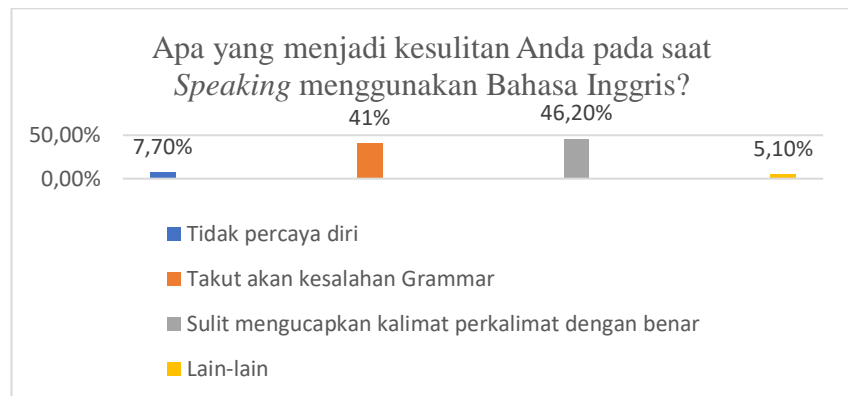


Chart 4.3 The Percentage of The Difficulties Students When Speaking English

The percentage chart 4.3 shows that most students choose Option C (Difficult to pronounce sentences correctly) this shows that 46.20% of students experience such difficulties when speaking using English. Several students chose option B (The fear of Grammar mistakes) with 41% percentages followed by option A (Not confident) with 7,70% and D (Other answer) at 5,10%.

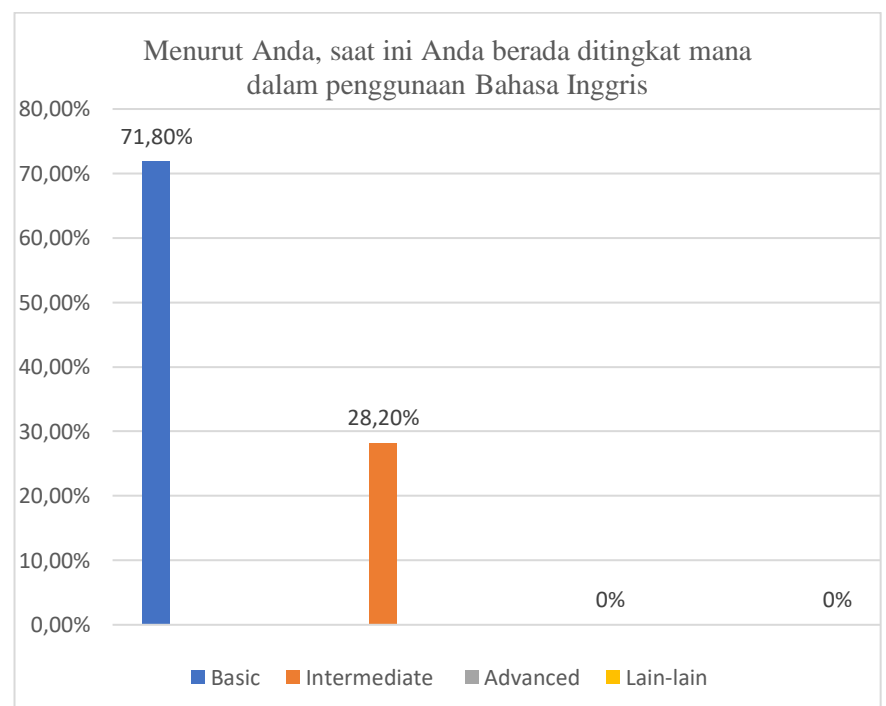


Chart 4.4 The percentage of Students' mastery in Speaking

The percentage chart 4.4 indicates that students chose Option A (Basic) this indicates that 71.80% of students are still at the basic level in the use of English. Several students chose option B (Intermediate) with 28.20% percentages, this shows that some they can already use English in Speaking.

c. Wants

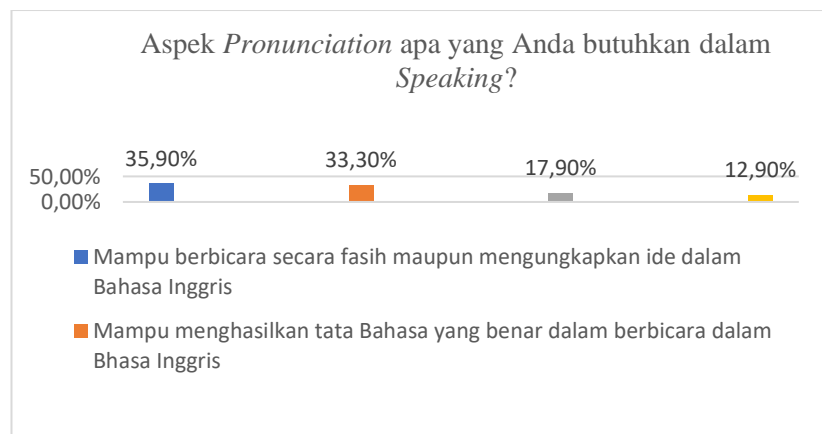


Chart 4.5 The Percentages of the Aspect in Speaking Skill That Needed by Students

The chart 4.5 shows the percentages of Aspects in Speaking Skill that students need. The chart presented the components which are needed most. Most Students chose option A (Able to speak fluently and express ideas in English) with 35, 90% percentage, followed by option B (Able to produce correct grammar in English) at 33,30%, option C (Able to convey the meaning of a word or sentence with the right intonation) at 17,90% percentage and several students chose D (the other options) with 12,90% percentage.

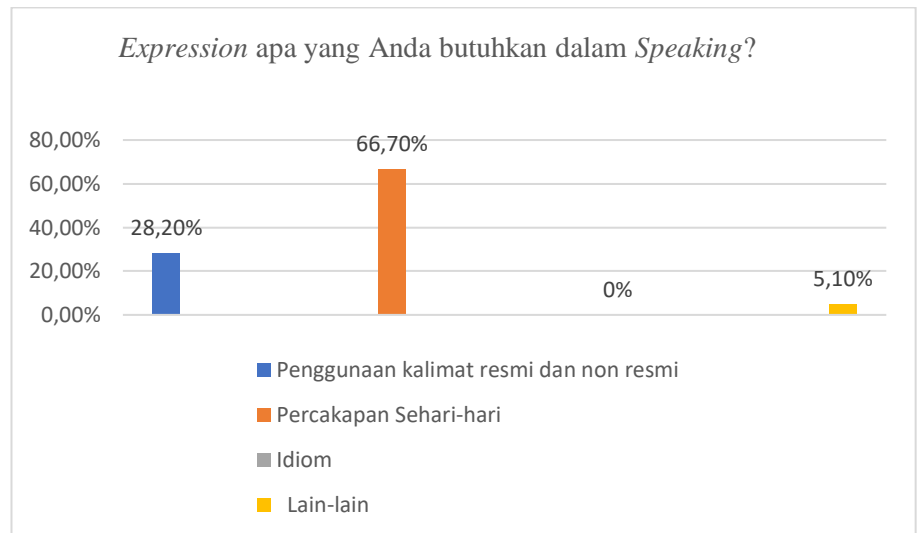


Chart 4.6 The Percentage of The Expression in Speaking That Needed by Students

The chart 4.6 shows the percentages of Expression in Speaking Skill that students need. The chart presented the components which are needed most. Most Students chose option B (Daily conversation) with 66, 70% percentage, followed by option A (Use of official and non-official sentences) at 28,20% and D (other answers) at 5,10% percentage.

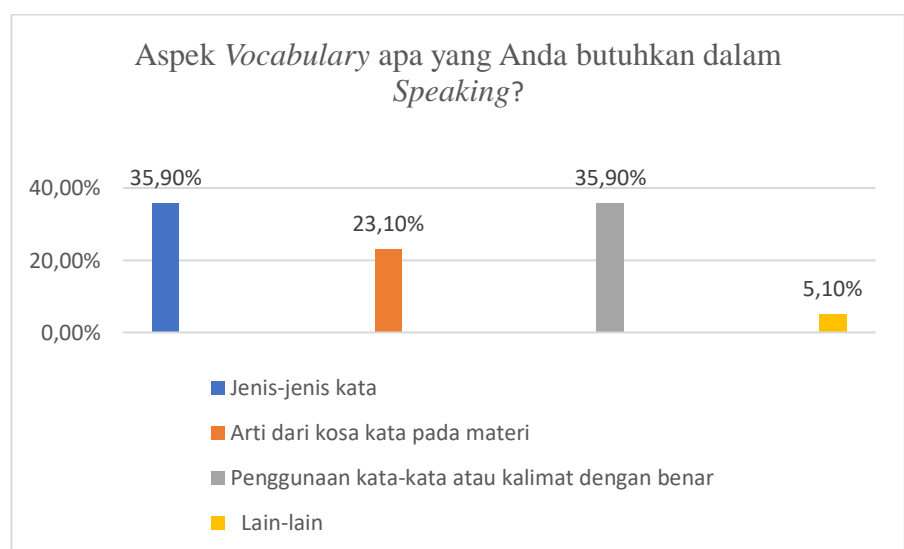


Chart 4.7 The Percentages of The Vocabulary in Speaking That Needed by Students

The chart 4.7 shows the percentages of Expression in Speaking Skill that students need. The chart presented the components which are needed most. Most Students chose option A (Types of words) and C (Correct use of words or sentences) at 35,90% followed option B (The meaning of the vocabulary on the material) with 23,10% and D (other answers) at 5,10% percentage.

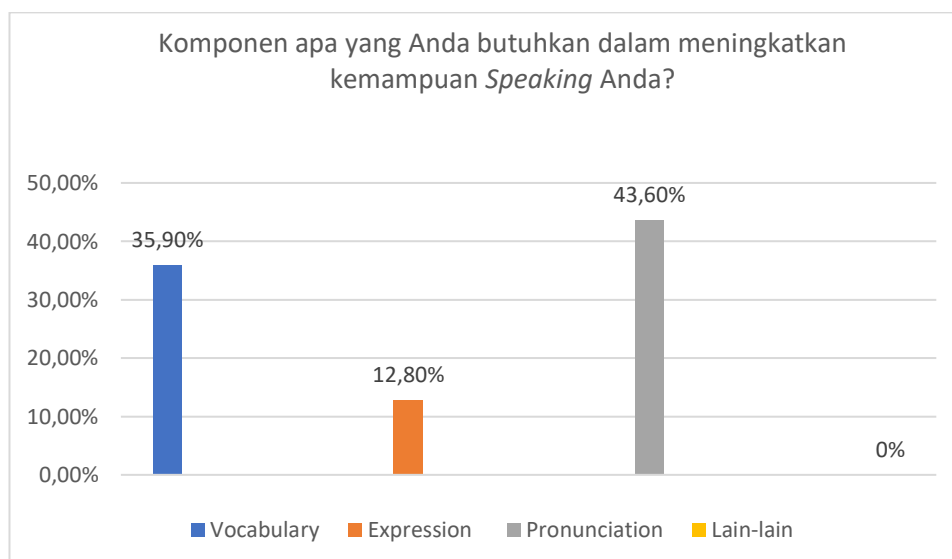


Chart 4.8 The Percentages of Component in Speaking Skill That needed by Students

The chart 4.8 shows the percentages of Components in Speaking Skill that students need. The chart presented the components which are needed most. Most Students chose option C (Pronunciation) with 43, 60% percentage, followed by option A (Vocabulary) at 35,90%, option B (Expression) at 12,80% percentage.

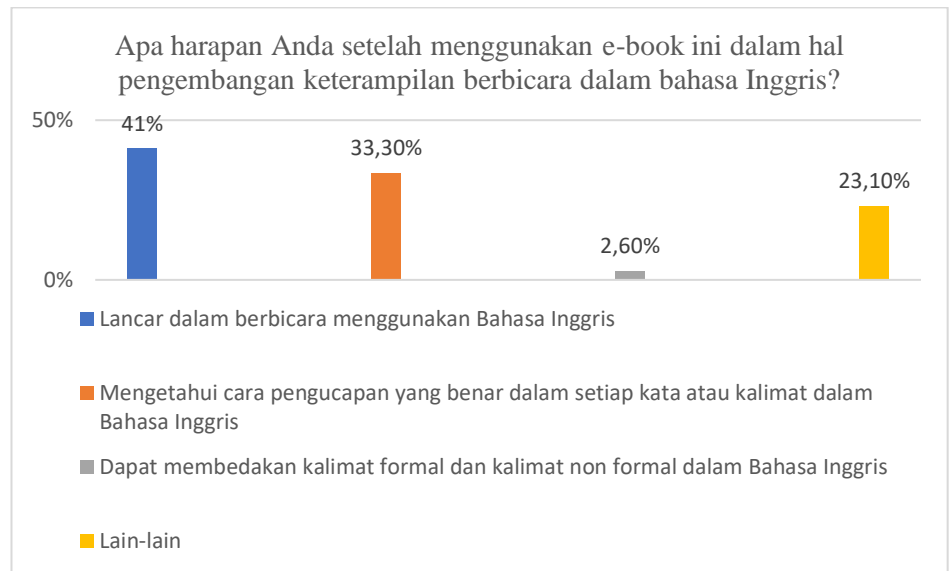


Chart 4.9 The Percentages of Students ' expectations after they use this e-book in improving speaking skills

The chart 4.9 presents information about students' expectations after they use this e-book in improving their speaking skills. Most students chose option A (Fluent in English both oral and written) with 41% percentage. Some students chose options B (Knowing how to pronounce correctly in every word or sentence in English) at 33,30% percentage. Several students chose option D (Other answer) at 23,10% percentage and option C (Can distinguish formal and non-formal sentences)

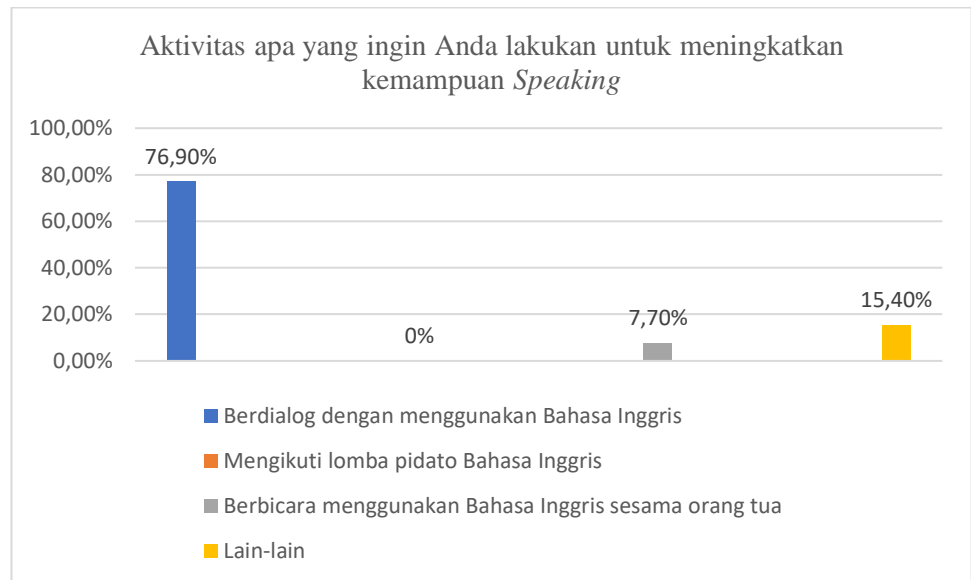


Chart 4.10 The Percentage of Activities Carried out by students in improving speaking skills

The chart 4.10 presented above the activities that students needed to improve their speaking skill. Most students chose option A (Dialogue using English) with 76,90% percentage. Several students chose option D (Other answers) at 15, 40% percentage and option C (Speak English to your parents) at 7,70% percentage.

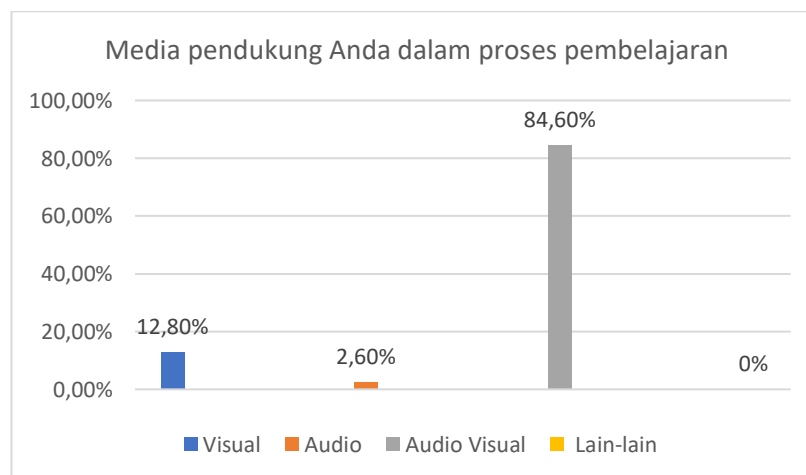


Chart 4.11 The percentage of Supporting Media that students want in the learning process

According to the chart 4.11 most students want supporting media in the learning process in the form of Audio-Visual with received highest score of 84,60% among the students.

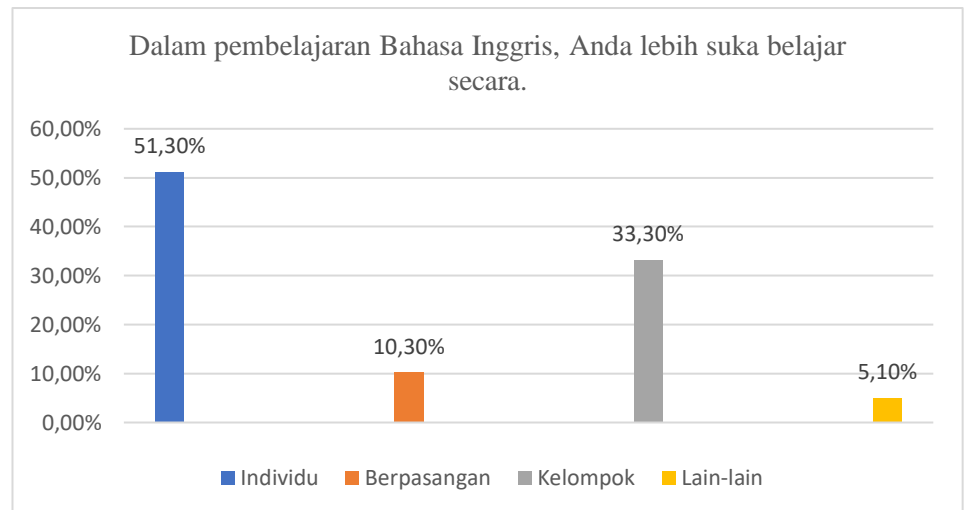


Chart 4.12 The Percentage of the way students learn

According to the chart 4.12 most students chose option A (Individual) with 51,30% percentage, followed by option C (Group) with 33,30% percentage and option B (Pairing) at 10,30% percentage and option D (Other answers) with 5,10% percentage.

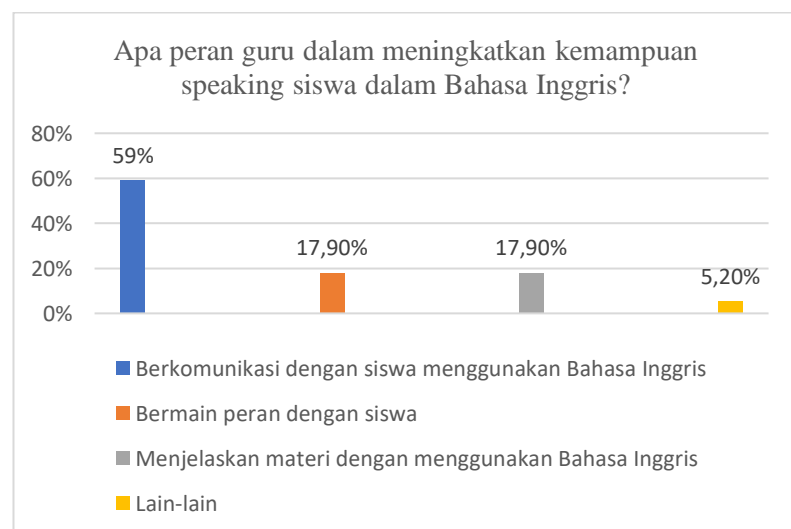


Chart 4.13 The Percentages of the role of teachers in helping students improve their English speaking skills

According on the chart 4.13, it can be concluded that option A (Communicate with students using English) is more helpful for students in improving their speaking skills in English, this is evidenced by the existing percentage at 59%.

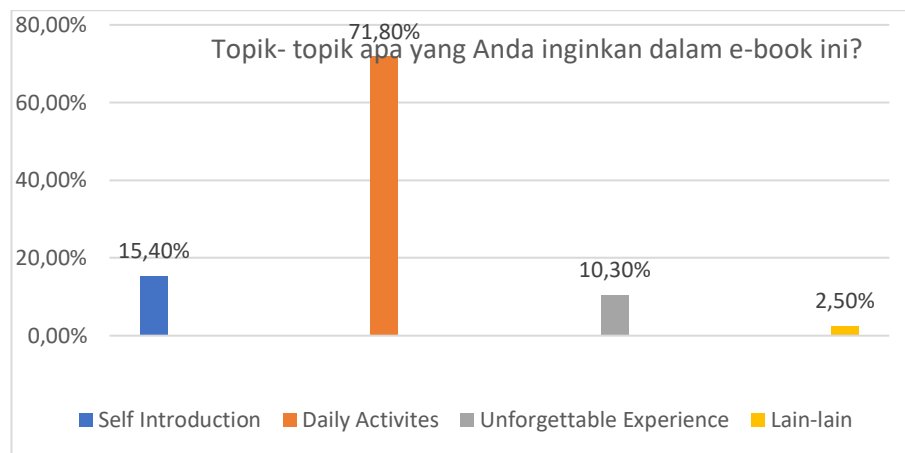


Chart 4.14 The Percentages of The Topic that Students Needed

The Chart 4.14 shows that the topic most desired by students to be presented in this e-book is topic daily activities this is indicated by option A (Daily activities) getting the highest score with 71,80% percentage.

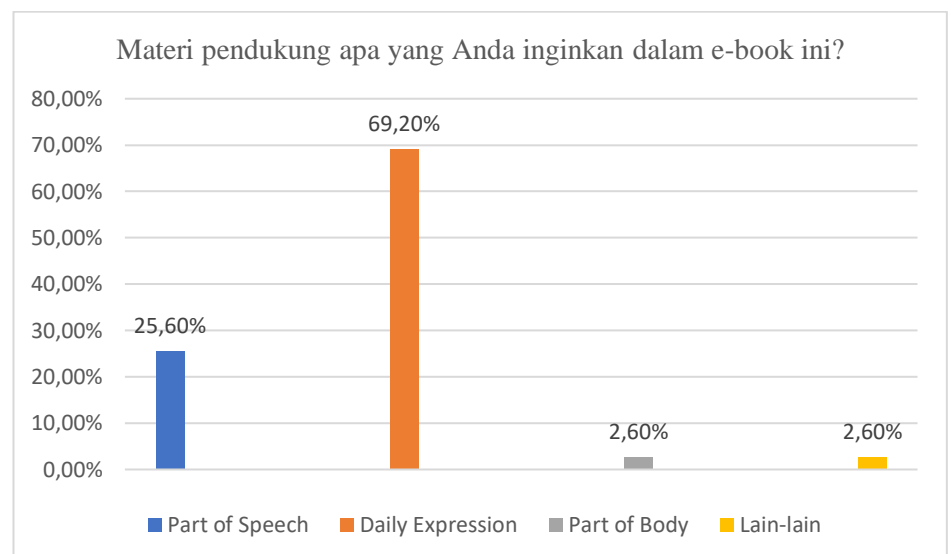


Chart 4.15 The Percentage of Supporting Material that Students Needed

In addition to the main material that students want in the e-book based on 4.15, there are supporting materials that students want and based on the chart, Option B (Daily Expression) gets the highest score of 69.20% percentage.

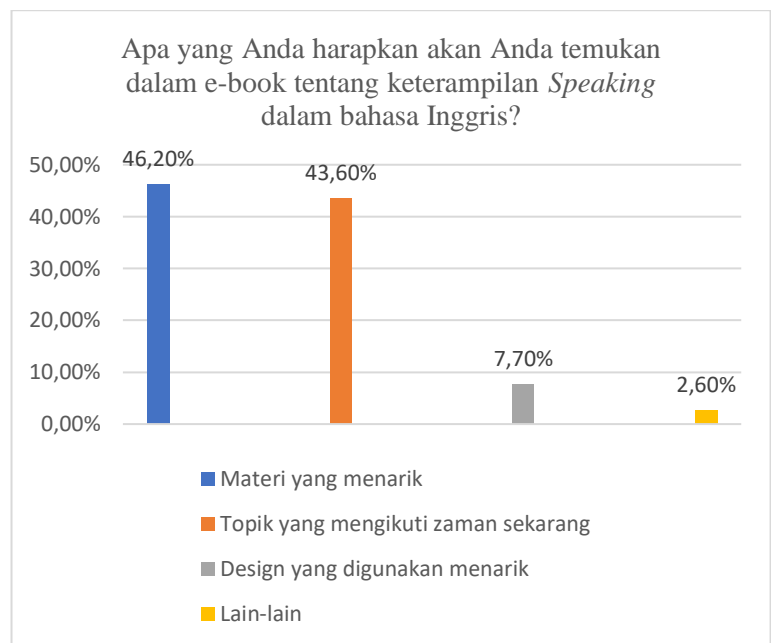


Chart 4.16 The Percentages of Student expectations about this e-book

The chart 4.16 shows most student chose option A (Interesting material) with 46,20% percentage. Option B (Topics that keep up with the Times) with 43,60% percentage. Option C (Attractive design used) with 7,70% percentage.

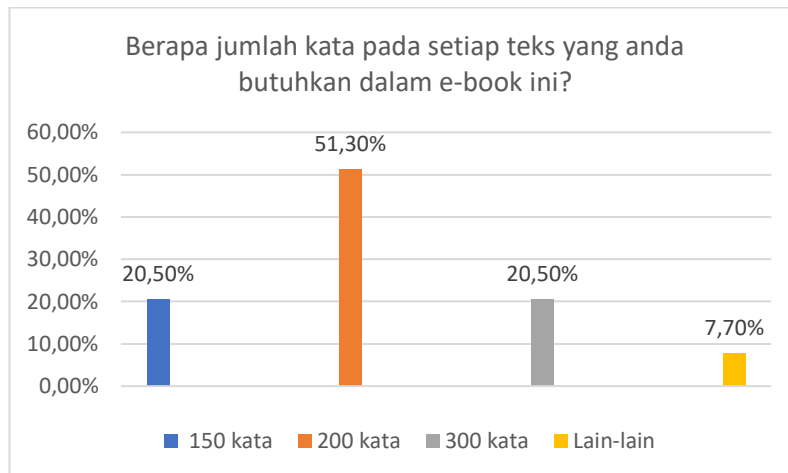


Chart 4.17 The Percentages of the number of words students need in each text

The chart 4.17 shows the students preferred 200 words in each text of the e-book. Option B (200 words) has the highest score of 51,30%.

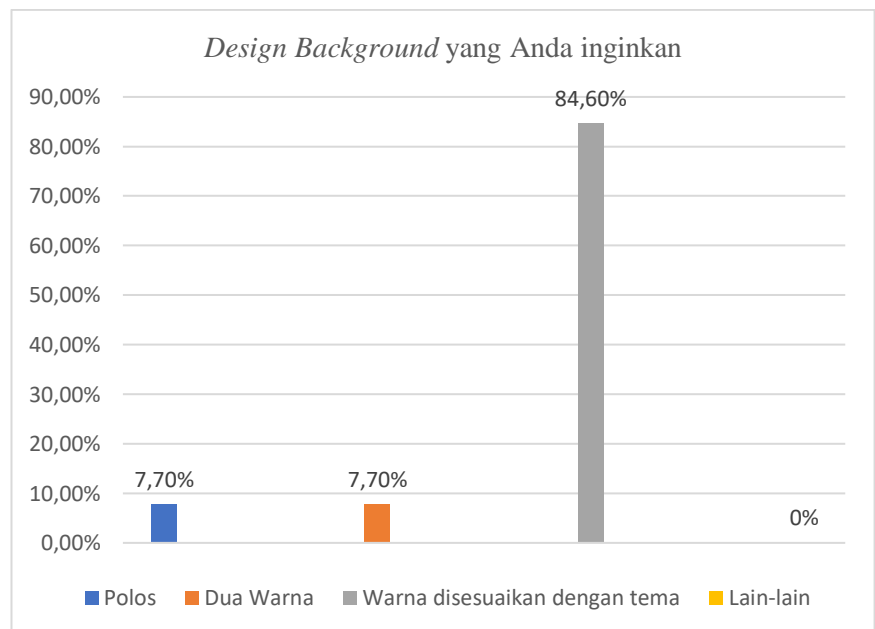


Chart 4.18 The Percentage Background Design Student needed

The chart 4.18 shows the students preferred option C (colors are adjusted to the theme) with the highest score 84,60%.

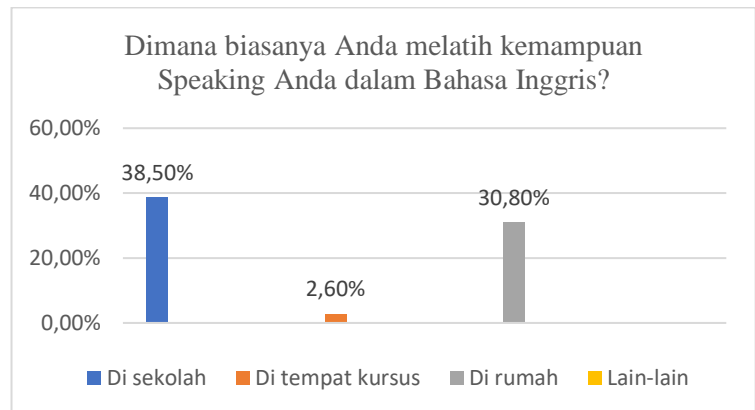


Chart 4.19 The Percentage of the place students improve their speaking skills

The Chart 4.19 shows that students improve their speaking skills more in school than anywhere else. that is evidenced by the score on option A (At school) with 38,50%.

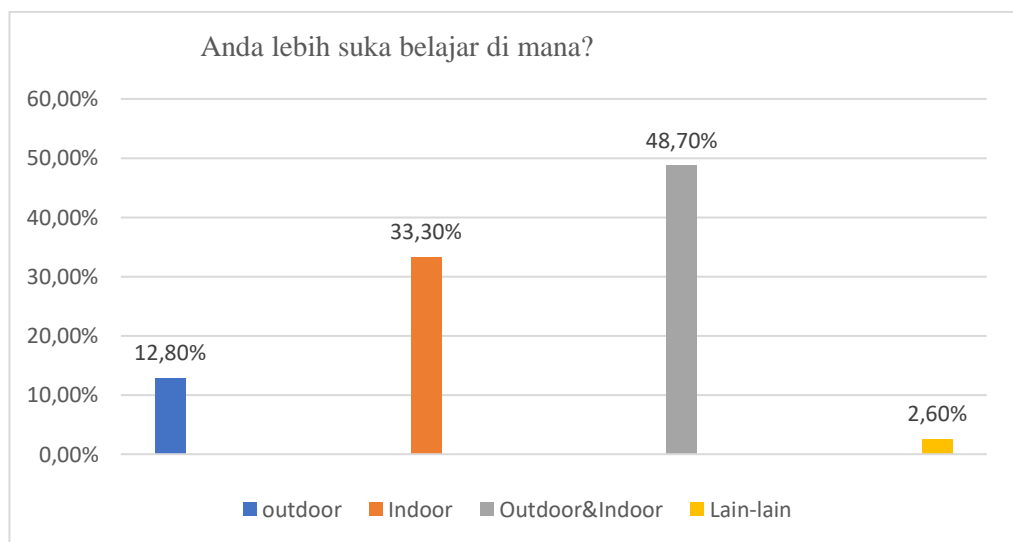


Chart 4.20 The Percentage of the situations students needed to study

The chart shows 4.20 the outcomes of the students' requirements for an English language setting for research. Option C (Outdoor & Indoor) obtains the highest score of 48.70%.

2. Design

Three experts validate the designed product. The researcher prepares questionnaires as an instruments to validate the product through validators. The three validators are Devi Ismayanti, S.S., M.Hum. as the language validator, Yuyun Ruqiyat Said, S.Pd., M.Pd. as the material validator, and Imam Fadli, S.Pd., M.Pd. as the design and layout validator. The result of the Validation of the product prototype recapitulates as follows:

No	Indicators	Average Score	Categories	Expertise Suggestions
A. Content				
1.	The scope of the materials in the Easy Speaking English e-book is appropriate to the needs of the students In English Communication Club (ECC) SMKN 2 Kuningan Jawa Barat.	4,0	Excellent	It can use without a revision
2.	The depth of material in the Easy Speaking English e-book for English Communication Club students is adequate.	3,7	Excellent	It can use without a revision

3.	The originality of material in the Easy Speaking English e-book is adequate.	4,0	Excellent	It can use without a Revision
4.	The selection of illustrations can represent the material	3,7	Excellent	It can use without a revision
B. Language				
5.	The usage of materials in Easy Speaking English e-book are correct.	4,0	Excellent	It can use without a revision
6.	The material represented in Easy Speaking English are appropriate to students' cognitive development	4,0	Excellent	It can use without a revision
7.	The represented material are easy to understand	4,0	Excellent	It can use without a Revision
8.	The overall materials are according to the student's ability	4,0	Excellent	It can use without a revision
C. Input				

9.	The material input in the Easy Speaking English e-book helps improve the Speaking skills students	4,0	Excellent	It can use without a revision
10.	The input material in the Easy Speaking English e-book is per the abilities of the English Communication Club (EEC) of SMKN 2 Kuningan Jawa Barat	4,0	Excellent	It can use without a revision
11.	The material input in the Easy Speaking English e-book is fascinating	4,0	Excellent	It can use without a Revision
12.	The input materials in the Easy Speaking English e-book is per the language skills of English Communication Club (ECC) students of SMKN 2 Kuningan Jawa Barat	4,0	Excellent	It can use without a revision
13.	The input materials in the Easy Speaking English e-book includes the correct language structure.	3,7	Excellent	It can use without e revision

14.	Materials choices are per the characteristics of the students.	4,0	Excellent	It can use without a revision
15.	Materials input in the Easy Speaking English e-book can add insight to the students	4,0	Excellent	It can use without a revision
16.	The choice of the pictures in the materials is per the English Communication Club (ECC) students of SMKN 2 Kuningan Jawa Barat.	4,0	Excellent	It can use without a revision
D. Design and Layout				
17.	The choice of colors in the Easy Speaking English e-book is fascinating.	4,0	Excellent	It can use without a revision
18.	The Easy Speaking English e-book cover is attractive	3,7	Excellent	It can use without a revision

19.	The display of the contents of the Easy Speaking English e-book is clear	4,0	Excellent	It can use without a Revision
20.	Use of proper Punctuation	3,7	Excellent	It can use without a revision
21.	The composition of the material in the Easy Speaking English e-book is systematic	3,3	Excellent	It can use without revision
22.	The sources in the Easy Speaking English e-book are precise	3,3	Excellent	It can use without a revision
23.	Appropriate spacing	3,3	Excellent	It can use without a revision
Total Score		88,4		

Table. 4.2 The Result of Validation of the Product Prototype

The mean (M) of the experts' validation calculate as follows:

$$M = \frac{B}{N} = \frac{88,4}{23} = 3,84$$

According to the mean, the percentage (x) of the experts' validation as follows:

$$x = \frac{3,84}{4} \times 100\% = 96\%$$

The calculation shows that the mean is 3,84 with 96%, which qualified as "Excellent". Based on the results of experts' judgments, it concluded that the product could use without revision.

a. Designing objectives for learning

The easy speaking English e-book is meant for English Communication Club students SMKN 2 Kuningan Jawa Barat. The researcher designed easy speaking English e-book based on the results of a need analysis. The topics include self-introduction, vocabulary, expressions, idioms and recount text. The researcher then developed learning objectives for each topic based on questionnaire. The learning objectives are described in detail the following table.

Table 3.7 The Learning Objectives of The Designing Product

No	Topics	Learning Objectives
1.	Lil ol' me (Self Introduction)	<ol style="list-style-type: none">1. Students will be able to understand the concept of self-introduction.2. Students will be able to how to introduce themselves in formal and informal situations.3. Students will be able to learn various vocabulary, expressions and idioms about self introduction.
2.	Rise and Shine (Daily activity)	<ol style="list-style-type: none">1. Students will be able to understand the concept of daily activity.2. Students will be able to learn about various vocabulary, expressions and idioms.3. Students will be able to identify the use of simple present tense and simple present continuous tense.4. Students will be able to make a daily activity using simple present tense and simple present continuous tense.
3.	Over the moon (Unforgettable experience)	<ol style="list-style-type: none">1. Students will be able to understand about the concept of unforgettable experience.2. Students will be able to understand about recount text.3. Students will be able to learn about various vocabulary, expressions and idioms.
4.	Pen-pal (Telling time)	<ol style="list-style-type: none">1. Students will be able to understand how to tell the time.2. Students will be able to learn about various vocabulary, expressions, and idioms.
5.	Backstreet (Asking and Giving directions)	Students will be able to understand how to asking and giving directions.

Students will be able to learn various Vocabulary, expressions and idioms.

b. Designing the material and activity

At this phase, the researcher decides various materials and activities for each unit. The e-book contains five units with the highest percentage of student needs based on the results of the needs analysis and research limitations. Activities are chosen based on the student's knowledge and skills and the needs analysis results. The researcher then considered which activities could assist ECC Club Students at SMKN 2 Kuningan reach their learning objectives. The researcher organized several activities, most involving the students' Speaking abilities. Apart from that, the researcher also involve listening, reading and writing skills in the e-book, which are integrated with the task activities given in the e-book.

The researcher attempts to simplify the material to ensure students can understand it. The activities in each unit are as follows.

No	Topics	Learning Objectives
1.	Lil ol' me (Self Introduction	<ul style="list-style-type: none"> • Task 1: Learn about some words and how to pronounce the word. • Task 2: Listen the audio • Task 3: Learn about how to introduce your self in formal situations. • Task 4: Learn about some words and how to pronounce the word. • Task 5: Listen the audio • Task 6: Learn about how to introduce your self in informal situations. • Task 7: Learn about various idioms.

	<ul style="list-style-type: none"> • Task 8: Read dialogue • Task 9: Playing the game • Task 10: Learn about vocabulary and expressions • Task 11: Practice • Task 12: Make a short video
2. Rise and Shine (Daily activity)	<ul style="list-style-type: none"> • Task 1: Learn by the pictures • Task 2: Learn about some words and how to pronounce the words. • Task 3: Listen the audio • Task 4: Learn unfamiliar words • Task 5: Learn some idioms • Task 6: Listen the audio • Task 7: Write paragraph • Task 8: Learn simple present tense and present continuous tense • Task 9: Playing the game • Task 10: Practice dialogue • Task 11: playing the game • Task 12: Make a paragraph • Task 13: Make a short video
3. Over the moon (Unforgettable experience)	<ul style="list-style-type: none"> • Task 1: Learn by the picture • Task 2: Read dialogue • Task 3: Listening music • Task 4: Unfamiliar words • Task 5: Learn about some words and how to pronounce the words • Task 6: Read the dialogue • Task 7: Explanation about the idiom • Task 8: Playing the game • Task 9: Explanation about recount text • Task 10: Learn about past verbs

	<ul style="list-style-type: none"> • Task 11: Practice • Task 12: Answer the questions • Task 13: Learn some idioms • Task 14: Make a short video
4. Pen-pal (Telling time)	<ul style="list-style-type: none"> • Task 1: Learn about some words and how to pronounce the word. • Task 2: Read the text • Task 3: Read the dialogue • Task 4: Explanation about pen-pal • Task 5: Study by the picture • Task 6: Expressing the time • Task 7: Learn about various idioms. • Task 8: Practice • Task 9: Learn some words and how to pronounce the word • Task 10: Playing the game • Task 11: Make a short video
5. Backstreet (Asking and Giving directions)	<ul style="list-style-type: none"> • Task 1: Learn about some words and how to pronounce the word. • Task 2: Listen the audio • Task 3: Explanation about asking and giving directions • Task 4: Components of asking and giving directions • Task 5: Practice • Task 6: Read the dialogue • Task 7: Explanation about the word • Task 8: Playing the game • Task 9: Learn some idioms • Task 10: Make a short video

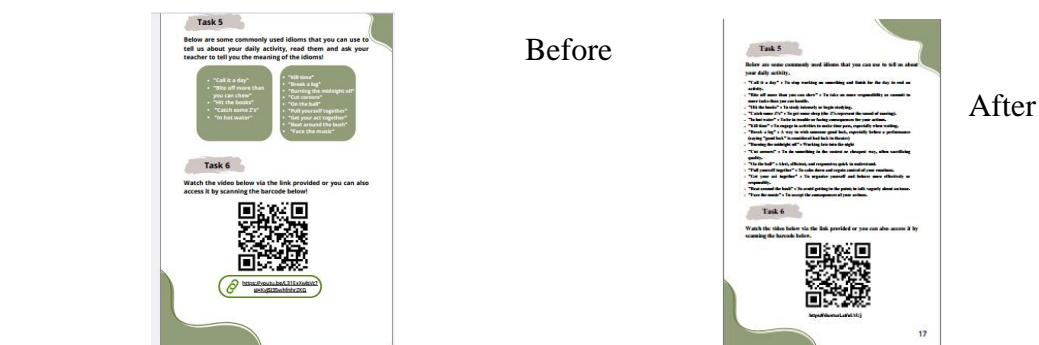
3. Develop

During this stage, the researcher created content based on a variety of activities. The electronic e-book contents are built using the need analysis. The e-book is divided into three sections based on TBLT (Task Based Language Teaching): pre task, task cycle and language focused and feedback composed by David Nunan (2004).¹⁶ The researcher followed Nunan's task design, which consists of three steps for each unit. It progresses from the easiest to the most challenging level. Each step is described in more detail as follows: a) Let's Get Ready This is the first phase of the lesson, and it is intended to explain the topics to the students and have them brainstorm what they know. Additionally, it gets the students ready for the next stage b) Let's Practice. This phase is a part of the unit that allows students to practice the lesson or material. c) Let's Break the Ice. This phase is a part of the unit that allows students playing fun activity. The researcher then created an electronic book and developed it with more appealing visuals in canva.

The revisions aimed to increase the design draft of this Easy Speaking English e-book. Furthermore, the experts' corrections are presented as follows:

1) Material

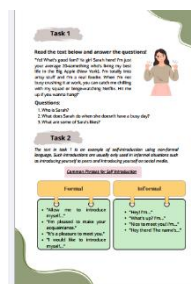
For the expert of the material, Yuyun Ruqiyyat Said, S.Pd., M.Pd. suggested that, the use of idioms in the book should be given meaning so that students can learn individually.



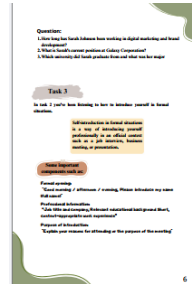
¹⁶ David Nunan, *Task-Based Language Teaching*

2) Language

For the expert of language, Devi Ismayanti, S.S., M.Hum. Suggested



that, the
must



language in the e-book
pay attention to the use of
appropriate language
according to the context.

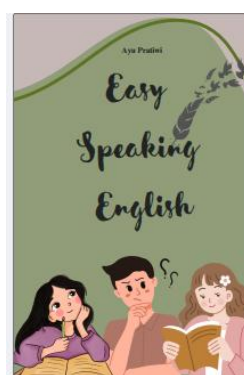
Before

After

3) Design and Layout



For the
design and layout,
Fadli, S.Pd..M.Pd.
that use the
in the e-book as a
representation on
book cover. select



expert of
Imam
Sugested
elements
the e-
some

elements that represent the content of the e-book.

Before

After

4. Implementation

The product was implemented directly to the English Communication Club of 48 students with additional two students from the need analysis. The implementation had conducted January 30th 2025. In the first meeting, the researcher presented about phonetic symbols. The reason is that the product mostly used a phonetics symbols for each vocabulary. At the end of the meeting, the researcher gave a designed product to the students. The students reviewed and took notes according to their opinion about the product. According to the student' perception, this e-book aligns with their needs. The students stated:

S1: The material is aligns with what I want.

S2: His e-book is cool, all the way from South sulawesi to West Java, not in vain.

S3: The e-book is suitable for Z generation.

Table 4.3 The Result of Students' Perceptions

No	Statements	Average Score	Categories
1.	The Easy Speaking English e-book material is suitable for basics.	4,97	Excellent
2.	The overall materials in the Easy Speaking English e-book are per the English Communication Club (ECC) needs on SMKN 2 Kuningan Jawa Barat.	4,97	Excellent
3.	The overall materials in the Easy Speaking English e-book are varied.	4,85	Excellent

4.	The overall materials in the Easy Speaking English e-book assist the students in communicating English fluently.	4,97	Excellent
5.	The overall materials in the Easy Speaking English e-book are exciting and easy to understand.	4,97	Excellent
6.	The topic of the Easy Speaking English e-book is overall per the English Communication Club (ECC) students need on SMKN 2 Kuningan Jawa Barat.	4,85	Excellent
7.	The topic in the Easy Speaking English e-book is easy to understand and implemented every day in the SMKN 2 Kuningan Jawa Barat area.	4.95	Excellent
8.	The chosen pictures in the Easy Speaking English e-book are exciting and appropriate for the English Communication Club (ECC) students in SMKN 2 Kuningan Jawa Barat.	4.97	Excellent
9.	The font and font size in the Easy Speaking English e-book are exciting and comfortable.	4.90	Excellent
10.	The chosen color for the Easy Speaking English e-book is exciting and delightful to read.	4.90	Excellent

11.	The cover of the Easy Speaking English e-book is attractive.	4.93	Excellent
12.	The design of the Easy Speaking English e-book is attractive.	4.97	Excellent
13.	The Easy Speaking English e-book size is proper, practical, and easy to carry everywhere.	4.,99	Excellent
Total Score		64,19	

According to the data, the calculation of the mean score of the students' perception of the product:

$$M = \frac{B}{N} = \frac{64,19}{13} = 4,93$$

The researcher calculates the percentage of the data by using the following formula:

$$X = \frac{4,93}{5} \times 100\% = 99\%$$

According to the data, the ,mean score achieves 4,93 while the percentage is 99%, categorized as "Excellent". The calculation indicates that the product can use with revision.

The findings demonstrate that Easy Speaking English e-books significantly contribute to students' speaking skill development through their innovative features and systematic approach to language learning. Students using these e-books showed marked improvement in their speaking confidence, pronunciation accuracy, and overall oral fluency compared to those using conventional learning materials. The research also highlights the effectiveness of integrated features such as voice recognition

technology, pronunciation comparison tools, and interactive dialogue scenarios in providing learners with practical speaking experiences.

B. Discussion

The implementation of Easy Speaking English e-books represents a significant advancement in digital language learning resources, particularly in addressing the evolving needs of contemporary English language learners. This research examines how digital e-books, specifically designed for improving English speaking skills, can effectively enhance students' oral proficiency through interactive features, multimedia content, and self-paced learning opportunities. The study reveals that Easy Speaking English e-books provide learners with unique advantages, including integrated audio pronunciations, interactive exercises, and immediate feedback systems, which traditional learning materials cannot offer. Additionally, the research explores how these digital resources successfully incorporate various learning styles and preferences, making English speaking practice more accessible and engaging for diverse groups of learners.

The findings demonstrate that Easy Speaking English e-books significantly contribute to students' speaking skill development through their innovative features and systematic approach to language learning. Students using these e-books showed marked improvement in their speaking confidence, pronunciation accuracy, and overall oral fluency compared to those using conventional learning materials. The research also highlights the effectiveness of integrated features such as voice recognition technology, pronunciation comparison tools, and interactive dialogue scenarios in providing learners with practical speaking experiences. Furthermore, the study indicates that the flexibility and accessibility of e-books enhance learning motivation and self-directed study habits, leading to more consistent practice and better learning outcomes in English speaking proficiency.

The English Communication Club (ECC) students in SMKN 2 Kuningan Jawa Barat have several difficulties in delivering English sentences, and one of the reasons is the limitation of English vocabulary and expressions. They cannot speak English term of the word, such as nouns, verbs, adjectives, and several common expressions.

The data analysis reveals significant insights into students' English speaking patterns and preferences (see Chart 4.1), with the majority of respondents (59%) selecting option D (other answers), suggesting diverse and varied situations where they engage in English conversation beyond the specifically listed scenarios. This high percentage indicates that students find or create multiple opportunities to practice their English speaking skills in various contexts outside formal settings. The second highest response was option C (When communicating with friends) at 28.20%, demonstrating that a considerable portion of students feel more comfortable practicing English with their peers, possibly due to a more relaxed and less pressured environment. Meanwhile, only 12.80% of students selected option B (When communicating with Native Speakers), which might indicate limited access to native English speakers or potential anxiety about communicating¹⁷ with them. This distribution pattern suggests that students primarily engage in English speaking practice in informal settings and diverse situations rather than in structured interactions with native speakers, highlighting the need for more opportunities for authentic communication with native English speakers to enhance their language learning experience.

The analysis of the chart 4.18 reveals a strong preference among students for option C (Colors adjusted according to theme), with an overwhelming majority of 84.60% selecting this choice. This significant percentage indicates that students place high importance on the visual coherence between colors and thematic elements in their learning materials.

¹⁷ Yulieda Hermaniar and Nursifa Azkiya, *Anxiety Issues on English Speaking Class; The Analysis of Students' Problem of English Language Education Study Program*.

The strong inclination towards theme-appropriate color schemes suggests that students recognize the value of visual harmony in enhancing their learning experience and maintaining engagement with the content¹⁸. This preference may also reflect students' awareness of how well-coordinated colors can aid in content organization, improve information retention, and create a more pleasant and effective learning environment. The remarkably high percentage choosing this option emphasizes the importance of incorporating thoughtful color design principles in educational materials, particularly ensuring that color choices align with and reinforce the thematic elements of the content being presented.

The analysis of speaking skill components reveals significant insights into students' perceived needs for effective English communication. The data shows that pronunciation emerged as the most crucial component, (see chart 4.8) with 43.60% of students identifying it as their primary need, suggesting a strong awareness of the importance of correct sound production and speech clarity in effective communication. Following closely, vocabulary was selected by 35.90% of students as the second most important component, indicating their recognition that a robust word bank is essential for expressing ideas effectively in English. The lower percentage for expression (12.80%) suggests that while students acknowledge its role in communication, they prioritize mastering fundamental elements like pronunciation and vocabulary first. This distribution of preferences highlights that students particularly value the technical aspects of speaking English, with a clear emphasis on pronunciation accuracy and vocabulary knowledge as foundational elements for developing their speaking skills, while considering expressive elements as secondary components in their language learning journey.

¹⁸ Richard Kumi et al, "Learning in Color: How Color and AFFECT Influence Learning Outcomes. " *IEEE Transactions on Professional Communication* 56, no. 1 (2013): 2-15, doi: 10.110-/TPC.2012.2208390.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the information presented, it can be concluded that this research used the Research and Development (R&D) method with the ADDIE model to develop an "Easy Speaking English" e-book product for English Communication Club (ECC) students at SMKN 2 Kuningan, West Java. Problem identification showed that students felt bored with existing English learning materials because they were considered less interesting and irrelevant to their needs. Students preferred the e-book format over printed books because it was more efficient, portable, and aligned with their generation's comfort with digital formats. There was a need to develop learning materials that focused on improving speaking skills that could be directly applied in everyday communication contexts. The e-book development process followed the ADDIE model which included five systematic phases. Data collection was conducted through qualitative and quantitative surveys, including questionnaires completed by 39 students and interviews with 10 students to obtain more in-depth information. The "Easy Speaking English" e-book was designed to be an engaging and practical solution for students, focusing on activities that could improve their English speaking abilities. This research demonstrated the importance of adapting learning materials according to the needs and preferences of modern students, especially in using digital technology to enhance the effectiveness of English language learning.

B. Suggestion

The researcher provides suggestions to the teachers, students, and future researchers based on the conclusion. The description of several suggestions is as follows:

1. The product is recommended that teachers who wish to implement the Easy Speaking English E-book in their classrooms should first familiarize themselves thoroughly with the phonetic symbols and pronunciation guides included in the materials to effectively model correct pronunciation for students. Additionally, teachers should consider supplementing the e-book with regular speaking practice

sessions where students can apply the vocabulary, expressions, and idioms they have learned in authentic communicative contexts. Furthermore, teachers might benefit from creating a supportive classroom environment that encourages risk-taking in speaking English, perhaps by implementing a reward system that recognizes students' efforts rather than focusing solely on accuracy. Finally, periodic assessments of students' progress in speaking fluency should be conducted to evaluate the effectiveness of the e-book and make necessary adjustments to teaching strategies.

2. For students utilizing the English speaking e-book: To maximize your speaking development, establish a consistent daily practice routine focusing on the vocabulary, expressions, and idioms provided in the e-book. Begin by mastering pronunciation through repeated listening and speaking practice, then gradually incorporate these elements into your everyday conversations. Challenge yourself to use at least five new vocabulary words or expressions each day in different contexts. Form study groups to practice dialogues and create scenarios where you can apply the idioms naturally. Record your speaking sessions to identify areas for improvement and track your progress over time.

3. For the next researcher, the researcher suggests enhancing the interactive elements and expanding the conversational scenarios within the e-book. The product has potential to be developed into a comprehensive mobile application with speech recognition capabilities to provide real-time feedback on pronunciation. Furthermore, incorporating more authentic cultural contexts and situational dialogues would significantly improve students' practical speaking abilities. The addition of video demonstrations showing proper mouth positioning for challenging phonemes would also enhance the learning experience and help students achieve more native-like pronunciation.

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A P P E N D I C E S

APPENDIX 1

SURAT IZIN MENELITI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Agatis, Kelurahan Balandai, Kecamatan Bara, Kota Palopo 91914
Email: pbi@iainpalopo.ac.id

Nomor : 302.1/ In.19/FTIK/PBI/11/2024
Lamp : -
Hal : **Permohonan Izin Meneliti**

Palopo, 2 Agustus 2024

Yth. : Kepala SMKN 2 Kuningan Jawa Barat
di
Tempat

Assalaamu'alaikum Wr.Wb

Dengan hormat, disampaikan bahwa :

Nama : Ayu Pratiwi
NIM : 2102020031
Semester : VII (tujuh)
Prodi : Pendidikan Bahasa Inggris

adalah mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo semester VII (tujuh) yang bermaksud melakukan penelitian. Sehubungan dengan hal tersebut, kami sangat mengharapkan bantuan Bapak/Ibu agar dapat mengizinkan mahasiswa yang bersangkutan untuk melakukan penelitian di sekolah yang Bapak/Ibu pimpin.

Demikian surat permohonan ini dibuat, atas bantuan dan kerjasama Bapak/Ibu diucapkan banyak terima kasih.

Wassalaamu'alaikum Wr.Wb



APPENDIX 2

QUESTIONNAIRES OF NEED

ANALYSIS

QUESTIONNAIRE DEVELOPING “*EASY SPEAKING ENGLISH*” E-BOOK FOR
IMPROVING STUDENTS’ SPEAKING PROFICIENCY

Nama:

Kelas:

Pilihlah jawaban anda pada pertanyaan berikut ini. Pilihlah jawaban yang menggambarkan keadaan anda saat ini atau yang anda butuhkan dalam E-book “*EASY SPEAKING ENGLISH*”. Jika anda memilih jawaban lain-lain, tulislahlah jawaban tersebut secara singkat dan jelas pada tempat yang telah disediakan.

1. Pada situasi apa biasanya Anda menggunakan Bahasa Inggris dalam *Speaking*?
 - a. Pada saat mengikuti lomba pidato
 - b. Pada saat berkomunikasi dengan *Native Speaker*
 - c. Pada saat berkomunikasi dengan teman
 - d. Lain-lain
2. Apa yang menjadi kesulitan Anda pada saat *Speaking* menggunakan Bahasa Inggris?
 - a. Tidak percaya diri
 - b. Takut akan kesalahan *Grammar*
 - c. Sulit mengucapkan kalimat perkalimat dengan benar
 - d. Lain-lain
3. Menurut Anda, saat ini Anda berada ditingkat mana dalam penggunaan Bahasa Inggris
 - a. *Basic* (Dapat memahami dan menggunakan frasa umum untuk kehidupan sehari-hari dan ungkapan dasar)
 - b. *Intermediate* (Dapat memahami teks umum dan berkomunikasi dalam kehidupan sehari-hari)
 - c. *Advanced* (Mampu memahami teks yang kompleks dan dapat berbicara dan menulis dengan terstruktur)
 - d. Lain-lain
4. Bagaimana cara Anda meningkatkan kemampuan *Speaking* Anda dalam Bahasa Inggris
 - a. Belajar disekolah
 - b. Membaca Buku
 - c. Menonton Movie
 - d. Lain-lain

5. Aktivitas apa yang ingin Anda lakukan untuk meningkatkan kemampuan *Speaking* anda?
 - a. Berdialog dengan menggunakan Bahasa Inggris
 - b. Mengikuti lomba pidato Bahasa Inggris
 - c. Berbicara menggunakan Bahasa Inggris sesama orang tua
 - d. Lain-lain
6. Komponen apa yang Anda butuhkan dalam meningkatkan kemampuan *Speaking* Anda?
 - a. *Vocabulary*
 - b. *Expression*
 - c. *Pronunciation*
 - d. Lain-lain
7. Aspek *Pronunciation* apa yang Anda butuhkan dalam *Speaking*?
 - a. Mampu berbicara secara fasih maupun mengungkapkan ide dalam Bahasa Inggris
 - b. Mampu menghasilkan tata Bahasa yang benar dalam berbicara dalam Bahasa Inggris
 - c. Mampu menyampaikan makna dari kata atau kalimat dengan Intonasi yang tepat
 - d. Lain-lain
8. Aspek *Vocabulary* apa yang Anda butuhkan dalam *Speaking*?
 - a. Jenis-jenis kata (Kata kerja, kata benda, kata sifat dan sebagainya)
 - b. Arti dari kosa kata pada materi
 - c. Penggunaan kata-kata atau kalimat dengan benar
 - d. Lain-lain
9. *Expression* apa yang Anda butuhkan dalam *Speaking*?
 - a. Penggunaan kalimat resmi dan non resmi
 - b. Percakapan Sehari-hari
 - c. Idiom
 - d. Lain-lain
10. Berapa jumlah kata pada setiap teks yang anda butuhkan dalam e-book ini?
 - a. 150 kata
 - b. 200 kata
 - c. 300 kata
 - d. Lain-lain.
11. Topik- topik apa yang Anda inginkan dalam buku ini?
 - a. *Self Introduction*
 - b. *Daily Activities*
 - c. *Unforgettable Experience*

- d. Lain-lain
12. *Design Background* yang Anda inginkan
- a. Polos
 - b. Dua Warna
 - c. Warna disesuaikan dengan tema
 - d. Lain-lain
13. Media pendukung Anda dalam proses pembelajaran
- a. Visual
 - b. Audio
 - c. Audio Visual
 - d. Lain-lain
14. Dalam pembelajaran Bahasa Inggris, Anda lebih suka belajar secara..
- a. Individu
 - b. Berpasangan
 - c. Kelompok
 - d. Lain-lain
15. Materi pendukung apa yang Anda inginkan dalam e-book ini?
- a. *Part of Speech*
 - b. *Daily Expression*
 - c. *Part of Body*
 - d. Lain-lain
16. Dimana biasanya Anda melatih kemampuan Speaking Anda dalam Bahasa Inggris?
- a. Di sekolah
 - b. Di tempat kursus
 - c. Di rumah
 - d. Lain-lain
17. Anda lebih suka belajar di mana?
- a. *Outdoor*
 - b. *Indoor*
 - c. *Outdoor* dan *Indoor*
 - d. Lain-lain
18. Apa yang Anda harapkan akan Anda temukan dalam e-book tentang keterampilan *Speaking* dalam bahasa Inggris?
- a. Materi yang menarik
 - b. Topik yang mengikuti zaman sekarang

- c. Design yang digunakan menarik
 - d. Lain-lain
19. Apa peran guru dalam meningkatkan kemampuan speaking siswa dalam Bahasa Inggris?
- a. Berkomunikasi dengan siswa menggunakan Bahasa Inggris
 - b. Bermain peran dengan siswa
 - c. Menjelaskan materi dengan menggunakan Bahasa Inggris
 - d. Lain-lain
20. Apa harapan Anda setelah menggunakan e-book ini dalam hal pengembangan keterampilan berbicara dalam bahasa Inggris?
- a. Lancar dalam berbicara menggunakan Bahasa Inggris
 - b. Mengetahui cara pengucapan yang benar dalam setiap kata atau kalimat dalam Bahasa Inggris
 - c. Dapat membedakan kalimat formal dan kalimat non formal dalam Bahasa Inggris
 - d. Lain-lain

APPENDIX 3

INSTRUMENT VALIDATION BY THE EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA
DEVELOPING “EASY SPEAKING ENGLISH” E-BOOK FOR ENGLISH
COMMUNITY CLUB STUDENTS SMKN 2 KUNINGAN

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan Bahasa.
2. Berilah tanda centang pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Tabel Evaluasi

Isilah tabel berikut ini dengan tanda centang pada kolom yang telah disediakan. **Keterangan:** SS (Sangat setuju), S (Setuju), R (Ragu-ragu), TS (Tidak setuju), STS (Sangat tidak setuju).

No	Pernyataan	SS	S	R	TS	STS
A. ASPEK ISI						
1.	Tujuan penelitian dinyatakan jelas					
2.	Tujuan kuisioner dinyatakan dengan jelas					
3.	Petunjuk pengisian kuisioner mudah di pahami					
Saran:						
B. ASPEK CAKUPAN (Isi)						
1.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
2.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
3.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
4.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

Saran:					
C. ASPEK BAHASA					
1.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar				
2.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif				
3.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien				
4	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				
Saran:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap instrumen kuisisioner ini:

- a. Layak
- b. Layak dengan perbaikan.....
- c. Tidak layak

Palopo,.....

Penilai Kelayakan

ST. Hartina, S.Pd., M.Pd.

NIP: 19910909 201903 2 021

APPENDIX 4

THE RESULT OF THE INSTRUMENT'S VALIDATION BY EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

DEVELOPING "EASY SPEAKING ENGLISH" E-BOOK FOR ENGLISH COMMUNITY CLUB STUDENTS SMKN 2 KUNINGAN

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan Bahasa.
2. Berilah tanda centang pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Tabel Evaluasi

Isilah tabel berikut ini dengan tanda centang pada kolom yang telah disediakan. **Keterangan:** SS (Sangat setuju), S (Setuju), R (Ragu-ragu), TS (Tidak setuju), STS (Sangat tidak setuju).

No	Pernyataan	SS	S	R	TS	STS
A. ASPEK ISI						
1.	Tujuan penelitian dinyatakan jelas		✓			
2.	Tujuan kuisioner dinyatakan dengan jelas		✓			
3.	Petunjuk pengisian kuisioner mudah di pahami		✓			
Saran:						
B. ASPEK CAKUPAN (Isi)						
1.	Butir-butir kuisioner mencakup data yang berhubungan dengan cakupan isi materi memadai.		✓			
2.	Butir-butir kuisioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.		✓			
3.	Butir-butir kuisioner dirumuskan dalam Bahasa Indonesia yang efisien.		✓			
4.	Butir-butir kuisioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.		✓			
Saran:						
C. ASPEK BAHASA						
1.	Butir-butir kuisioner dirumuskan dalam Bahasa Indonesia yang baik dan benar	✓				
2.	Butir-butir kuisioner dirumuskan dalam Bahasa Indonesia yang efektif	✓				
3.	Butir-butir kuisioner dirumuskan dalam Bahasa Indonesia	✓				

	yang efisien					
4	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.		✓			
Saran:						

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap instrumen kuisisioner ini:

a. Layak
b. Layak dengan perbaikan. (Perbaiki petunjuk penggunaan soal)

c. Tidak layak

Palopo,

Penilai Kelayakan



ST. Hartina, S.Pd., M.Pd.

NIP: 19910909 201903 2 021

APPENDIX 5

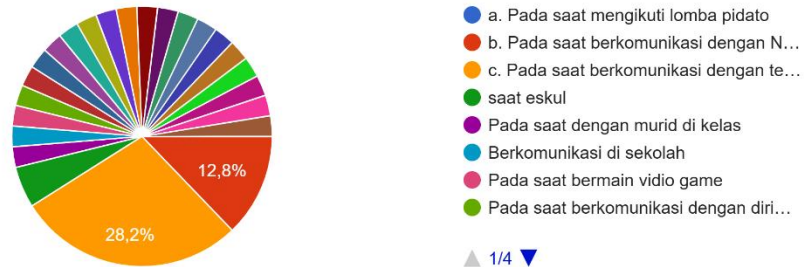
THE RESULT OF THE

QUESTIONNAIRE'S INSTRUMENT OF

NEED ANALYSIS

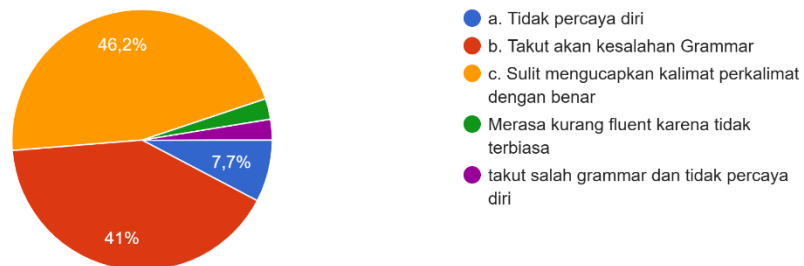
1. Pada situasi apa biasanya Anda menggunakan Bahasa Inggris dalam Speaking?

39 jawaban



2. Apa yang menjadi kesulitan Anda pada saat Speaking menggunakan Bahasa Inggris?

39 jawaban



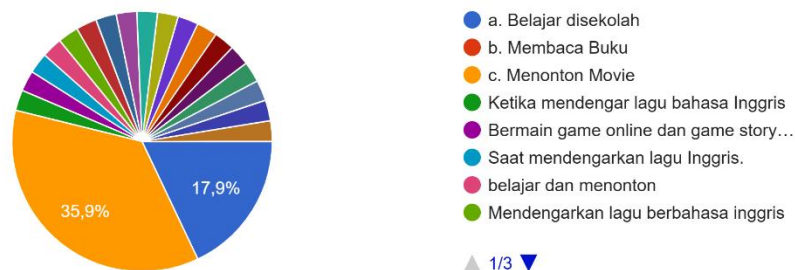
3. Menurut Anda, saat ini Anda berada ditingkat mana dalam penggunaan Bahasa Inggris

39 jawaban



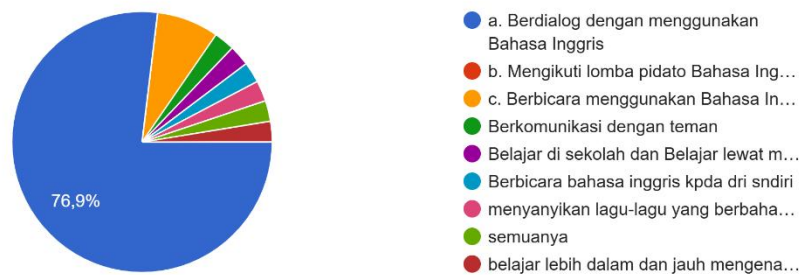
4. Bagaimana cara Anda meningkatkan kemampuan Speaking Anda dalam Bahasa Inggris

39 jawaban



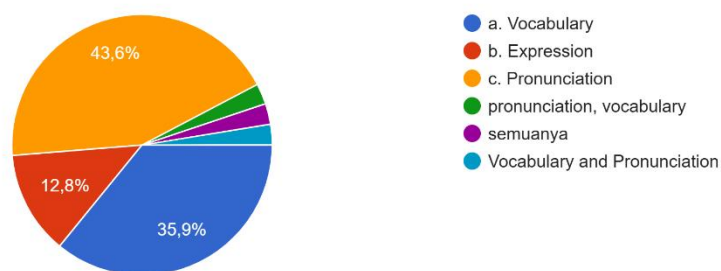
5. Aktivitas apa yang ingin Anda lakukan untuk meningkatkan kemampuan Speaking anda?

39 jawaban



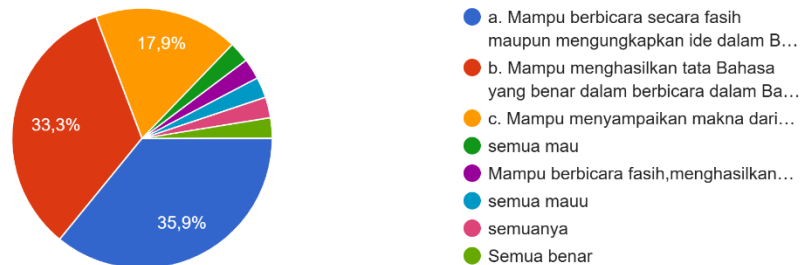
6. Komponen apa yang Anda butuhkan dalam meningkatkan kemampuan Speaking Anda?

39 jawaban



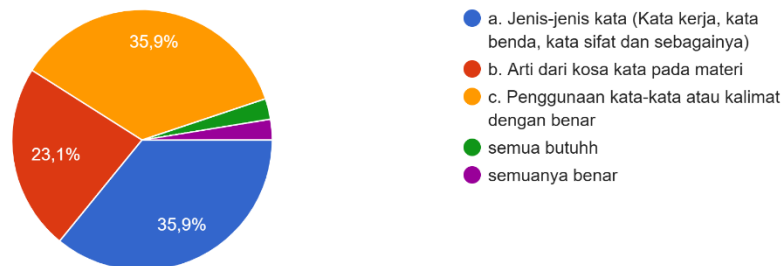
7. Aspek Pronunciation apa yang Anda butuhkan dalam Speaking?

39 jawaban



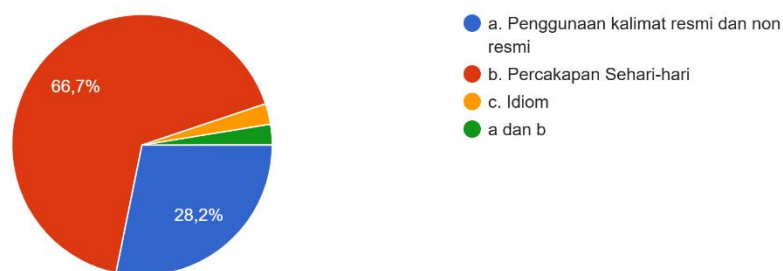
8. Aspek Vocabulary apa yang Anda butuhkan dalam Speaking?

39 jawaban



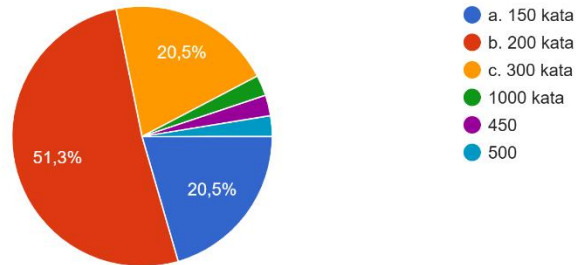
9. Expression apa yang Anda butuhkan dalam Speaking?

39 jawaban



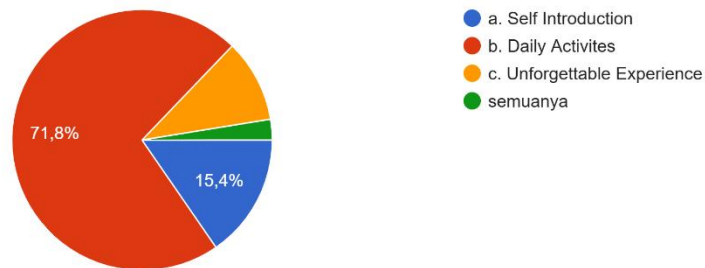
10. Berapa jumlah kata pada setiap teks yang anda butuhkan dalam e-book ini?

39 jawaban



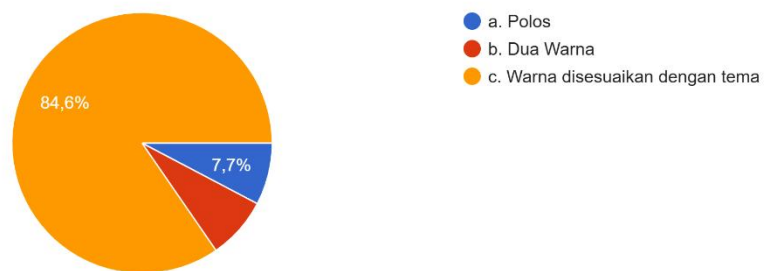
11. Topik- topik apa yang Anda inginkan dalam buku ini?

39 jawaban



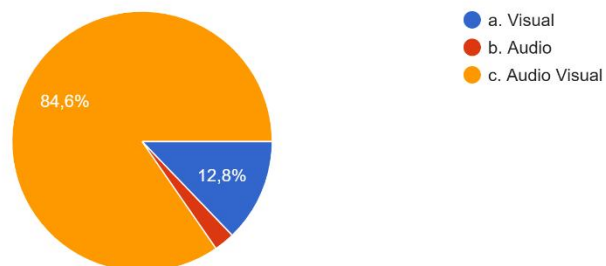
12. Design Background yang Anda inginkan

39 jawaban



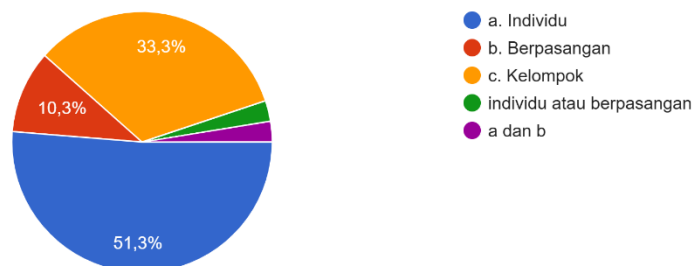
13. Media pendukung Anda dalam proses pembelajaran

39 jawaban



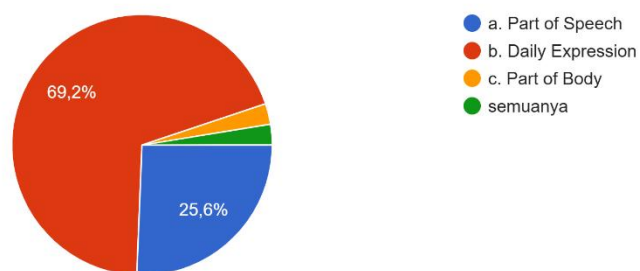
14. Dalam pembelajaran Bahasa Inggris, Anda lebih suka belajar secara..

39 jawaban



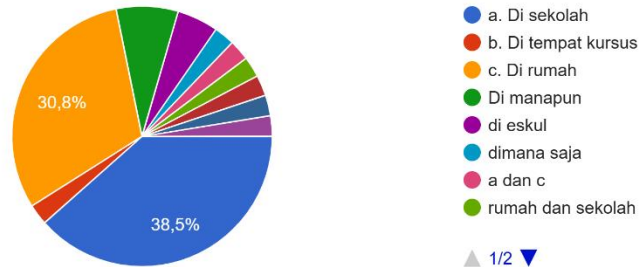
15. Materi pendukung apa yang Anda inginkan dalam e-book ini?

39 jawaban



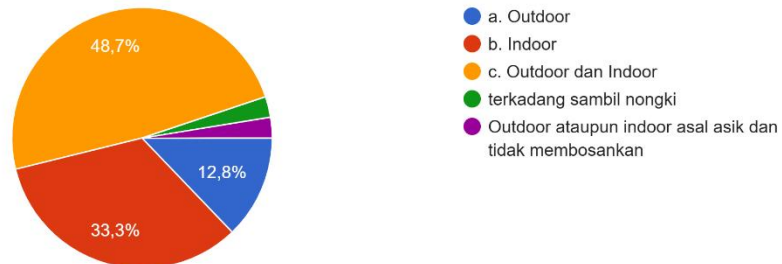
16. Dimana biasanya Anda melatih kemampuan Speaking Anda dalam Bahasa Inggris?

39 jawaban



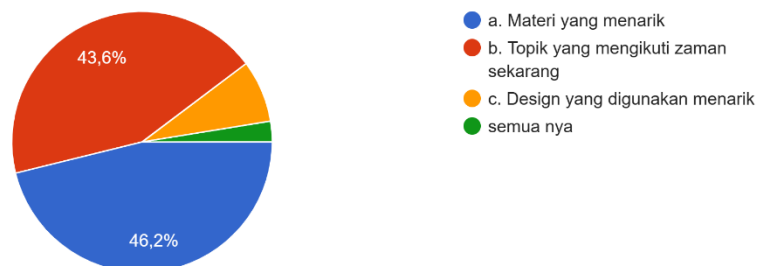
17. Anda lebih suka belajar di mana?

39 jawaban



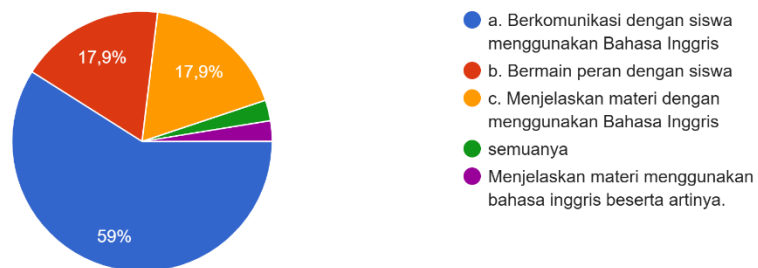
18. Apa yang Anda harapkan akan Anda temukan dalam e-book tentang keterampilan Speaking dalam bahasa Inggris?

39 jawaban



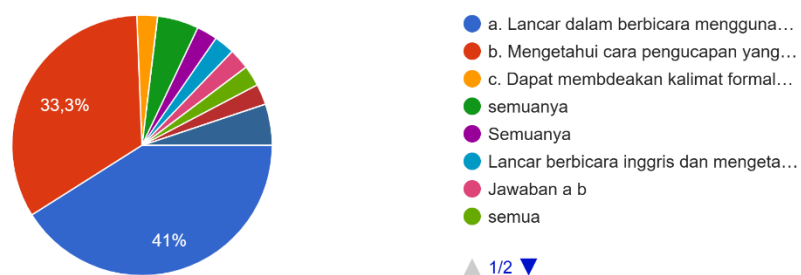
19. Apa peran guru dalam meningkatkan kemampuan speaking siswa dalam Bahasa Inggris?

39 jawaban



20. Apa harapan Anda setelah menggunakan e-book ini dalam hal pengembangan keterampilan berbicara dalam bahasa Inggris?

39 jawaban



APPENDIX 6

THE RESULT OF INTERVIEW

TEACHER

1. What are the most significant challenges your students face when practicing English in daily conversations?

Response: "The most significant challenges include limited vocabulary for everyday situations, lack of confidence in speaking spontaneously, and difficulty understanding common idioms and expressions used by native speakers. Many students can write grammatically correct sentences but struggle to maintain natural conversations."

2. How do you currently address the gap between classroom English and conversational English needed for real-life situations?

Response: "Currently, we supplement textbook materials with online resources and conversation practice sessions. However, these approaches lack continuity and accessibility when students are outside the club environment. We need more structured materials that bridge formal English learning with practical conversational skills."

3. What specific features would you want in an e-book designed to improve students' everyday English speaking abilities?

Response: "An ideal e-book would include common conversational scenarios, audio pronunciations, cultural context explanations, practical idioms, and interactive exercises. It should also have a section on appropriate responses in different social situations and provide examples of formal versus informal language use."

4. How important is the accessibility of learning materials for your students, and how might an e-book address this need?

Response: "Accessibility is crucial. Many students have smartphones but limited access to physical resources after school hours. An e-book that works offline and on multiple devices would allow students to practice anytime, anywhere—during commutes, at home, or during breaks—making language learning a continuous process rather than limited to classroom hours."

5. What specific everyday contexts or situations do your students need the most help with in terms of English communication?

Response: "Our students particularly struggle with casual conversations, ordering in restaurants, discussing hobbies, participating in social media discussions, making phone calls, shopping interactions, and job interviews. Many also need help with technical discussions related to their vocational subjects."

6. How do you evaluate the current confidence level of your English Communication Club members, and what factors influence their willingness to speak English?

Response: "Overall confidence levels vary significantly. About 30% are fairly confident, while others are reluctant to speak unless required. The main factors affecting confidence are fear of making grammatical errors, limited vocabulary, and lack of practice opportunities outside structured environments. Students with accessible practice materials tend to show higher confidence levels."

7. What learning methods have you found most effective for improving students' practical English speaking skills?

Response: "Role-playing real-life scenarios, learning through contextual dialogues rather than isolated vocabulary lists, and regular speaking practice with immediate feedback have proven most effective. Additionally, incorporating visual aids and multimedia content significantly enhances retention and practical application."

8. How might an easy speaking English e-book complement your existing teaching methodology in the English Communication Club?

Response: "An e-book would serve as a consistent reference point between club meetings, allowing students to prepare for activities in advance and review materials afterward. It would provide standardized content that all members could access, creating a shared learning foundation while allowing for personalized practice outside of meetings."

9. What types of assessment would be beneficial to include in the e-book to help students track their progress in conversational English?

Response: "Self-assessment quizzes, recording capabilities for pronunciation practice, comprehension checks for idioms and expressions, and situational response exercises would be valuable. Progress tracking features would help students see their improvement over time, which is crucial for maintaining motivation."

10. How important is it that the e-book content reflects local cultural contexts while still teaching international English communication skills?

Response: "Finding this balance is essential. Students need to relate to the material through locally relevant contexts, but they also need exposure to international situations they might encounter in future education or career paths. The ideal e-book would incorporate universal speaking situations with some culturally familiar elements, helping students bridge their local experience with global communication needs."

APPENDIX 7

**QUESTIONNAIRE OF THE
EXPERT'S EVALUATION OF THE
PRODUCT**

KUISIIONER EVALUASI UNTUK AHLI MATERI, BAHASA, DESAIN & LAYOUT

A. Data Responden

Nama : _____

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 tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4: Sangat baik

3: Baik

2: Kurang baik

1: Tidak baik

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam easy speaking English e-book sesuai dengan kebutuhan siswa.				
2.	Kedalaman materi speaking dalam easy speaking English e-book untuk siswa memadai.				
3.	Keaslian materi dalam easy speaking English e-book untuk siswa memadai.				
4.	Pemilihan gambar ilustrasi dapat merepresentasikan materi yang ada.				
Rangkuman Kualitatif:					
B. Bahasa					

5.	Materi yang digunakan dalam easy speaking English e-book sesuai dengan benar.				
6.	Materi yang disajikan easy speaking English e-book sesuai dengan tingkatan perkembangan kognitif siswa				
7.	Materi yang disajikan mudah dipahami.				
8.	Keseluruhan materi sesuai dengan kemampuan siswa.				
Rangkuman Kualitatif:					
C. Input					
9.	Input materi dalam easy speaking English e-book membantu meningkatkan kemampuan berbicara dalam Bahasa Inggris siswa.				
10.	Input materi yang ada dalam easy speaking English e-book sesuai dengan kemampuan siswa.				
11.	Input materi dalam easy speaking English e-book menarik.				
12.	Input materi dalam easy speaking English e-book sesuai dengan kemampuan berbahasa siswa				
13.	Input materi dalam easy speaking English e-book mencakup struktur Bahasa yang benar.				
14.	Pilihan materi sesuai dengan karakteristik siswa.				
15.	Input materi dalam easy speaking English e-book dapat menambah wawasan siswa.				
16.	Pilihan gambar pada materi sesuai dengan siswa.				
Rangkuman Kualitatif:					
D. Desain dan Layout					

17.	Pemilihan warna pada easy speaking English e-book menarik.				
18.	Sampul easy speaking English e-book menarik.				
19.	Tampilan isi easy speaking English e-book jelas.				
20.	Penggunaan tanda baca tepat				
21.	Susunan materi dalam easy speaking English e-book sistematis.				
22.	Sumber dalam easy speaking English e-book jelas				
23.	Jarak spasi sesuai.				
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *EASY SPEAKING ENGLISH E-BOOK*

yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,.....

Penilai Kelayakan

.....

APPENDIX 8

THE RESULT OF THE EXPERT'S EVALUATION OF THE PRODUCT

KUISIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : YUYUN RAHAYAT SIB
 Umur :
 Jenis Kelamin : PEREMPUAN
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun
☒ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4: Sangat baik
 3: Baik
 2: Kurang baik
 1: Tidak baik

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam easy speaking English e-book sesuai dengan kebutuhan siswa.	✓			
2.	Kedalaman materi speaking dalam easy speaking English e-book untuk siswa memadai.		✓		
3.	Keaslian materi dalam easy speaking English e-book untuk siswa memadai.	✓			
4.	Pemilihan gambar ilustrasi dapat merepresentasikan materi yang ada.		✓		
Rangkuman Kualitatif:					
B. Bahasa					
5.	Materi yang digunakan dalam easy speaking English e-book sesuai dengan benar.				
6.	Materi yang disajikan easy speaking English e-book sesuai dengan tingkatan perkembangan kognitif siswa				

7.	Materi yang disajikan mudah dipahami.				
8.	Keseluruhan materi sesuai dengan kemampuan siswa.				
Rangkuman Kualitatif:					
C. Input					
9.	Input materi dalam easy speaking English e-book membantu meningkatkan kemampuan berbicara dalam Bahasa Inggris siswa.				
10.	Input materi yang ada dalam easy speaking English e-book sesuai dengan kemampuan siswa.				
11.	Input materi dalam easy speaking English e-book menarik.				
12.	Input materi dalam easy speaking English e-book sesuai dengan kemampuan berbahasa siswa				
13.	Input materi dalam easy speaking English e-book mencakup struktur Bahasa yang benar.				
14.	Pilihan materi sesuai dengan karakteristik siswa.				
15.	Input materi dalam easy speaking English e-book dapat menambah wawasan siswa.				
16.	Pilihan gambar pada materi sesuai dengan siswa.				
Rangkuman Kualitatif:					
D. Desain dan Layout					
17.	Pemilihan warna pada easy speaking English e-book menarik.				
18.	Sampul easy speaking English e-book menarik.				
19.	Tampilan isi easy speaking English e-book jelas.				
20.	Penggunaan tanda baca tepat				
21.	Susunan materi dalam easy speaking English e-book sistematis.				
22.	Sumber dalam easy speaking English e-book jelas				
23.	Jarak spasi sesuai.				
Rangkuman Kualitatif:					

C. Kesimpulan

EASY SPEAKING ENGLISH


Secara umum, pendapat Bapak/Ibu terhadap ~~book~~

yang dikembangkan:

- a. Layak
- ☒ b. Layak dengan perbaikan
- c. Tidak layak

Palopo,.....

Penilai Kelayakan


.....

KUISIIONER EVALUASI UNTUK AHLI BAHASA

C. Data Responden

Nama : *Dev Kemanjari, S.P., M.Hum.*
 Umur :
 Jenis Kelamin : *Wanita*
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun
☒ ≥ 6 tahun

D. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4: Sangat baik

3: Baik

2: Kurang baik

1: Tidak baik

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam <i>easy speaking English</i> e-book sesuai dengan kebutuhan siswa.	✓			
2.	Kedalaman materi speaking dalam <i>easy speaking English</i> e-book untuk siswa memadai.	✓			
3.	Keaslian materi dalam <i>easy speaking English</i> e-book untuk siswa memadai.		✓		
4.	Pemilihan gambar ilustrasi dapat merepresentasikan materi yang ada.	✓			
Rangkuman Kualitatif:					
B. Bahasa					
5.	Materi yang digunakan dalam <i>easy speaking English</i> e-book sesuai dengan benar.	✓			
6.	Materi yang disajikan <i>easy speaking English</i> e-book sesuai dengan tingkatan perkembangan kognitif siswa	✓			

7.	Materi yang disajikan mudah dipahami.	✓			
8.	Keseluruhan materi sesuai dengan kemampuan siswa.	✓			
Rangkuman Kualitatif:					
C. Input					
9.	Input materi dalam easy speaking English e-book membantu meningkatkan kemampuan berbicara dalam Bahasa Inggris siswa.	✓			
10.	Input materi yang ada dalam easy speaking English e-book sesuai dengan kemampuan siswa.	✓			
11.	Input materi dalam easy speaking English e-book menarik.	✓			
12.	Input materi dalam easy speaking English e-book sesuai dengan kemampuan berbahasa siswa	✓			
13.	Input materi dalam easy speaking English e-book mencakup struktur Bahasa yang benar.		✓		
14.	Pilihan materi sesuai dengan karakteristik siswa.				
15.	Input materi dalam easy speaking English e-book dapat menambah wawasan siswa.	✓			
16.	Pilihan gambar pada materi sesuai dengan siswa.	✓			
Rangkuman Kualitatif:					
D. Desain dan Layout					
17.	Pemilihan warna pada easy speaking English e-book menarik.		✓		
18.	Sampul easy speaking English e-book menarik.		✓		
19.	Tampilan isi easy speaking English e-book jelas.		✓		
20.	Penggunaan tanda baca tepat	✓			
21.	Susunan materi dalam easy speaking English e-book sistematis.	✓			
22.	Sumber dalam easy speaking English e-book jelas	✓			
23.	Jarak spasi sesuai.	✓			
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *pictorial vocabulary English book*

yang dikembangkan:


d. Layak

✓ e. Layak dengan perbaikan

f. Tidak layak

Palopo, 09/02/2025

Penilai Kelayakan


Devi Kurniawati, S.S., M.Hum.

KUISIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

E. Data Responden

Nama : Imam Fadli, S.Pd., M.Pd.
 Umur : 23
 Jenis Kelamin : Laki-laki
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☒ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun
☐ ≥ 6 tahun

F. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4: Sangat baik

3: Baik

2: Kurang baik

1: Tidak baik

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam easy speaking English e-book sesuai dengan kebutuhan siswa.				
2.	Kedalaman materi speaking dalam easy speaking English e-book untuk siswa memadai.				
3.	Keseluruhan materi dalam easy speaking English e-book untuk siswa memadai.				
4.	Pemilihan gambar ilustrasi dapat merepresentasikan materi yang ada.				
Rangkuman Kualitatif:					
B. Bahasa					
5.	Materi yang digunakan dalam easy speaking English e-book sesuai dengan benar.				
6.	Materi yang disajikan easy speaking English e-book sesuai dengan tingkatan perkembangan kognitif siswa				

7.	Materi yang disajikan mudah dipahami.				
8.	Keseluruhan materi sesuai dengan kemampuan siswa.				
Rangkuman Kualitatif:					
C. Input					
9.	Input materi dalam easy speaking English e-book membantu meningkatkan kemampuan berbicara dalam Bahasa Inggris siswa.				
10.	Input materi yang ada dalam easy speaking English e-book sesuai dengan kemampuan siswa.				
11.	Input materi dalam easy speaking English e-book menarik.				
12.	Input materi dalam easy speaking English e-book sesuai dengan kemampuan berbahasa siswa.				
13.	Input materi dalam easy speaking English e-book mencakup struktur Bahasa yang benar.				
14.	Pilihan materi sesuai dengan karakteristik siswa.				
15.	Input materi dalam easy speaking English e-book dapat menambah wawasan siswa.				
16.	Pilihan gambar pada materi sesuai dengan siswa.				
Rangkuman Kualitatif:					
D. Desain dan Layout					
17.	Pemilihan warna pada easy speaking English e-book menarik.		✓		
18.	Sampul easy speaking English e-book menarik.			✓	
19.	Tampilan isi easy speaking English e-book jelas.		✓		
20.	Penggunaan tanda baca tepat				
21.	Susunan materi dalam easy speaking English e-book sistematis.				
22.	Sumber dalam easy speaking English e-book jelas				
23.	Jarak spasi sesuai.			✓	
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *pictorial vocabulary English book*

yang dikembangkan:

- g. Layak
- ☒ h. Layak dengan perbaikan
- i. Tidak layak

Palopo, 31 Januari 2025

Penilai Kelayakan



Inem Firdausy, S.Pd., M.Pd.

Rangkuman Kualitatif:

- 1). Sampul perlu didesain ulang agar terlihat lebih menarik sesuai masukan.
- 2). Pada tampilan sampul, perlu ditambahkan elemen-elemen yang mewakili isi dari buku tersebut.
- 3). Penggunaan *typofaces* perlu diganti sehingga lebih menarik dan elegan.
- 4). Penulisan font perlu diperangkat untuk mempermudah pengguna. Hilangkan garis bawahnya.
- 5). Masih terdapat spasi yang kurang konsisten.

APPENDIX 9

**QUESTIONNAIRE OF STUDENT'S
PERCEPTION**

KUESIONER EVALUASI UNTUK PENGGUNA EASY SPEAKING ENGLISH E-BOOK
(ENGLISH COMMUNICATION CLUB (ECC) STUDENTS)

A. Data Responden

Nama:

Kelas:

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

SS : Sangat Setuju S : Setuju

R: Ragu-ragu TS : Tidak Setuju

STS: Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi buku <i>Easy Speaking English e-book</i> sesuai dengan pemula.					
2.	Materi buku <i>Easy Speaking English e-book</i> secara keseluruhan sesuai dengan kebutuhan siswa					
3.	Materi buku <i>Easy Speaking English e-book</i> secara keseluruhan beragam.					

4.	Materi buku Easy Speaking English e-book secara keseluruhan membantu siswa untuk berkomunikasi dalam Bahasa Inggris dengan baik.					
5.	Materi buku Easy Speaking English e-book secara keseluruhan menarik dan mudah dipahami.					
6.	Topik materi buku <i>Easy Speaking English e-book</i> secara keseluruhan sesuai dengan kebutuhan siswa					
7.	Topik materi buku <i>Easy Speaking English e-book</i> mudah dipelajari dan diaplikasikan setiap hari.					
8.	Pemilihan gambar di buku <i>Easy Speaking English e-book</i> menarik dan tepat untuk siswa.					
9.	Pemilihan jenis dan ukuran huruf pada buku Easy Speaking English e-book dan nyaman dibaca.					
10.	Pemilihan warna pada buku Easy Speaking English e-book menarik dan menyenangkan untuk dibaca.					
11.	Sampul buku Easy Speaking English e-book menarik.					
12.	Desain Buku Easy Speaking English e-book menarik					
13.	Penggunaan Easy Speaking English e-book mudah diakses Dimana saja					

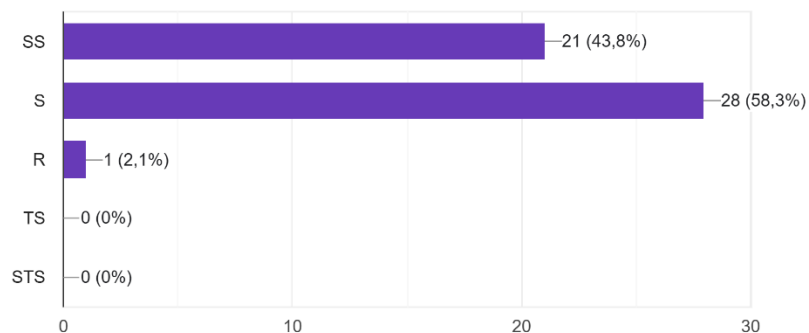
APPENDIX 10

THE RESULT OF STUDENT'S

PERCEPTION

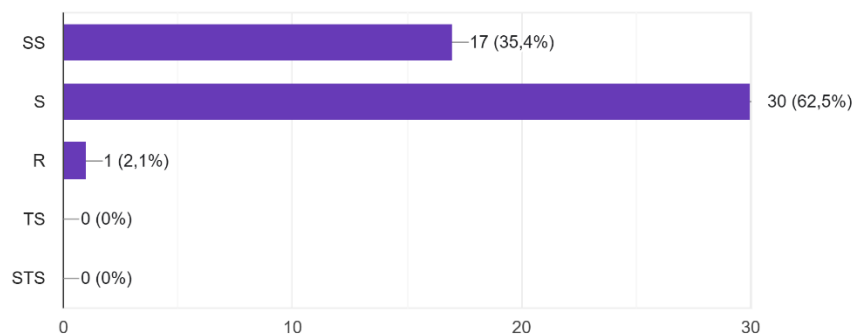
1. Materi Easy Speaking English e-book sesuai dengan pemula.

48 jawaban



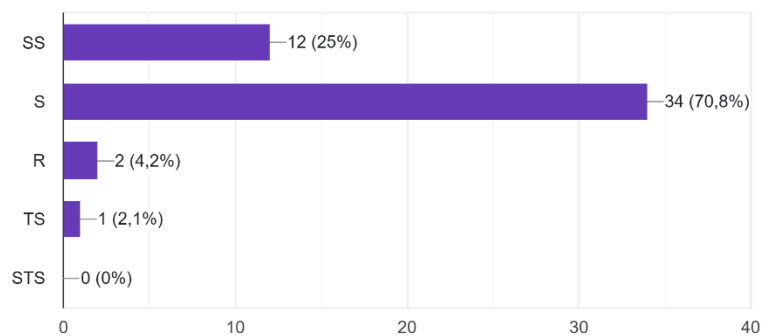
2. Materi Easy Speaking English e-book secara keseluruhan sesuai dengan kebutuhan siswa.

48 jawaban



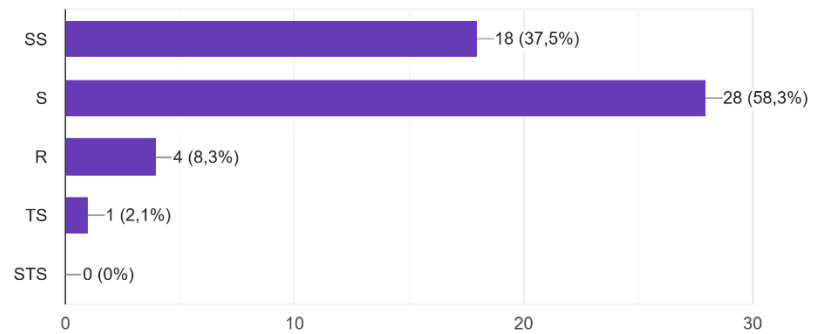
3. Materi Easy Speaking English e-book secara keseluruhan beragam.

48 jawaban



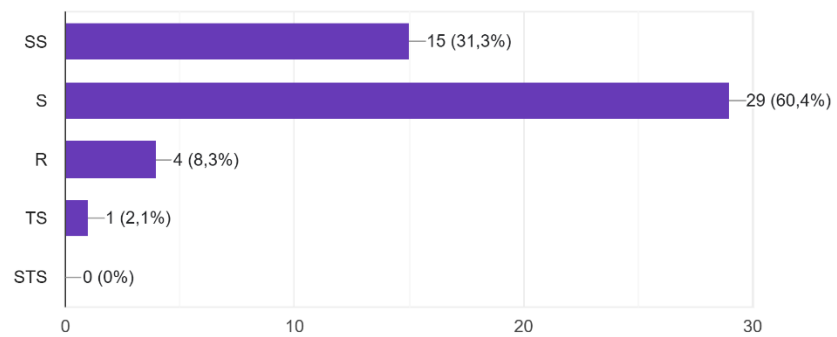
4. Materi Easy Speaking English e-book secara keseluruhan membantu siswa untuk berkomunikasi dalam Bahasa Inggris dengan baik.

48 jawaban



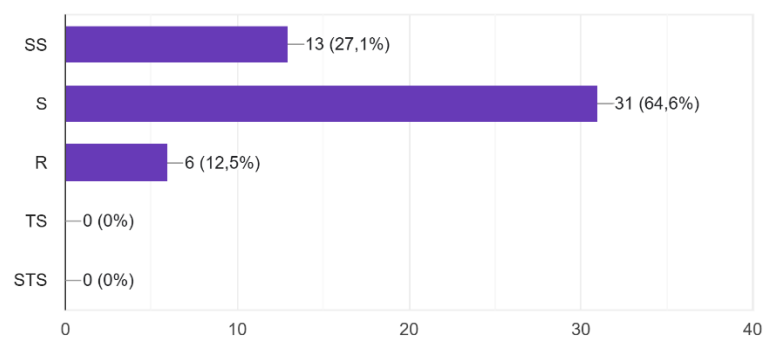
5. Materi Easy Speaking English e-book secara keseluruhan menarik dan mudah dipahami.

48 jawaban



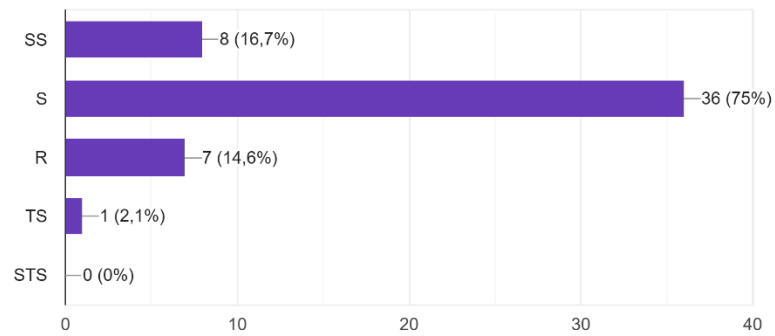
6. Topik materi Easy Speaking English e-book secara keseluruhan sesuai dengan kebutuhan siswa.

48 jawaban



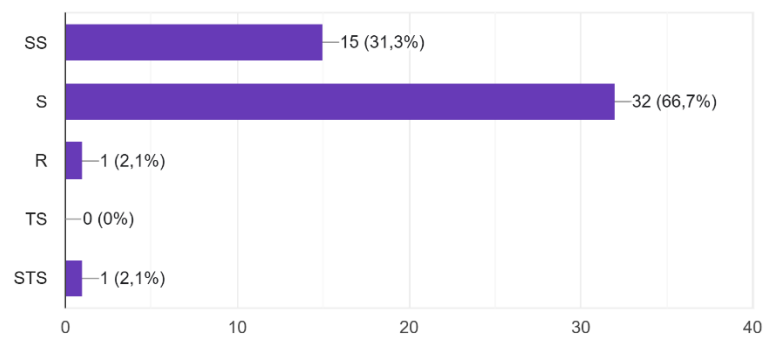
7. Topik materi Easy Speaking English e-book mudah dipelajari dan diaplikasikan setiap hari.

48 jawaban



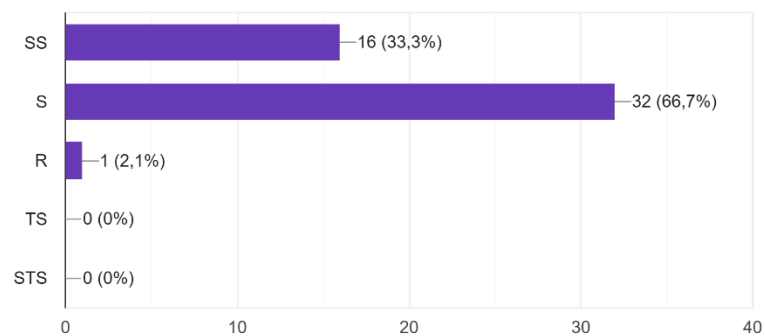
8. Pemelihan gambar di Easy Speaking English e-book menarik dan tepat untuk siswa.

48 jawaban



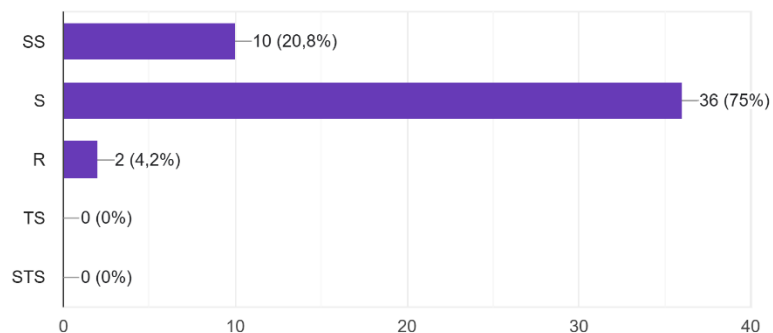
9. Pemilihan jenis dan ukuran huruf pada Easy Speaking English e-book dan nyaman dibaca.

48 jawaban



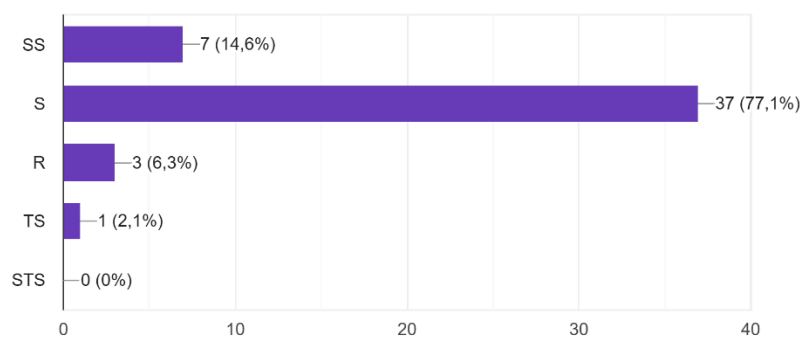
10. Pemilihan warna pada Easy Speaking English e-book menarik dan menyenangkan untuk dibaca.

48 jawaban



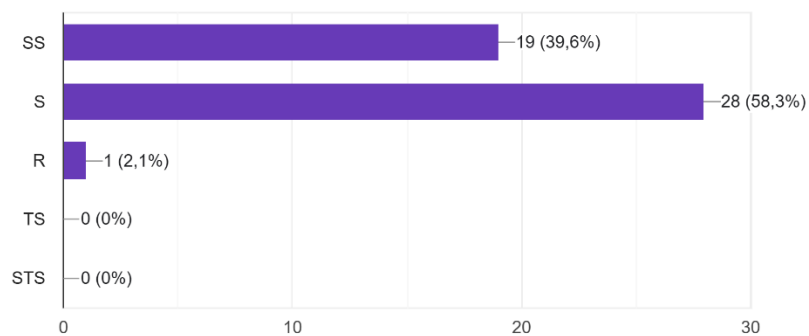
11. Sampul Easy Speaking English e-book menarik.

48 jawaban



13. Penggunaan Easy Speaking English e-book mudah diakses dimana saja.

48 jawaban

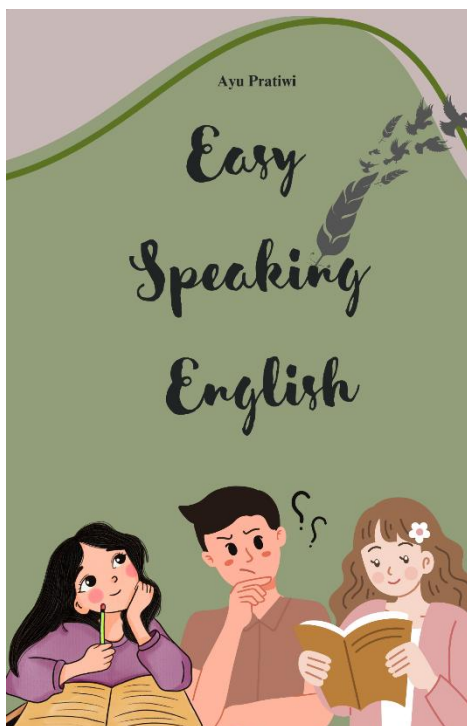


APPENDIX 11

THE FINAL PRODUCT OF

EASY SPEAKING ENGLISH

E-BOOK



First of all, we would like to thank Allah SWT for His blessings and guidance so that we were able to finish this Easy Speaking English e-book. *Shalawat* and *Salam* may continually be given to our Prophet Muhammad SAW, who has guided us from the stupidity era into the cleverness era.

Easy Speaking English is a systematically designed learning e-book aimed at developing students' English speaking skills. This book consists of five learning units with the following titles: Unit 1 "Lil ol' me", Unit 2 "Rise and Shine", Unit 3 "Over the moon", Unit 4 "Pen pal", and Unit 5 "Backstreet".

The learning structure in this book is divided into three systematic stages. The first stage, "Let's get ready", serves as an introduction to the learning materials. The second stage, "Let's practice", provides students with opportunities to apply their acquired knowledge through various exercises. The third stage, "Let's break the Ice", presents more dynamic learning activities in the form of educational games to create an enjoyable learning atmosphere.

The e-book's excellence lies in its learning content, which is not limited to the formal school curriculum but also includes the use of idioms and informal expressions (slang) that are applicable in everyday communication contexts. The comprehensive learning materials, encompassing vocabulary, expressions, and idioms, are designed to enhance students' English language proficiency, particularly in speaking aspects, both in formal and informal situations.

Key to Pronunciation




Phonemic chart																
Vowels	i: ɪ	ʊ u:	Diphthongs	ɪə eɪ												
	e ə	ɜ: ɔ:		ʊə ɔɪ əʊ												
	æ ʌ	ɑ: ɒ		eə aɪ aʊ												
Consonants	p	b	t	d	tʃ	dʒ	k	g	IELTS Whiz							
	f	v	θ	ð	s	z	ʃ	ʒ								
	m	n	ŋ	h	l	r	w	j								

<https://shorturl.at/Cg54t>


3

UNIT 1 *Lil ol' me*



All About me

This is picture of me

My Name is _____

I am _____ years old

My Hobby _____

In this Unit You Will Learn About:
 • How to introduce yourself effectively
 • The differences between formal and informal self-introductions
 • Learning various idioms that can be used when introducing yourself

4

Task 1

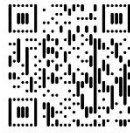
Let's get ready

You are going to find the words below in the next tasks. Listen and repeat the words after your teacher.

Word	Pronunciation
• Morning	• /mɔːrnɪŋ/
• Marketing	• /mɑːrkɪtɪŋ/
• Manager	• /mænɪdʒər/
• Corporation	• /kɔːrpə'reɪʃn/
• Experience	• /ɪk'spɪəriəns/
• Development	• /dɪ'veləpmənt/
• Bachelor's degree	• /bætʃələz dɪ'ɡriː/
• Pleasure	• /pleʒər/

Task 2

Listen the audio below by scan the barcode or click the link provided. After that answer question.



<https://shorturl.at/7gRMv>

5

Question:

1. How long has Sarah Johnson been working in digital marketing and brand development?
2. What is Sarah's current position at Galaxy Corporation?
3. Which university did Sarah graduate from and what was her major?

Task 3

In task 2 you've been listening to how to introduce yourself in formal situations.

Self-introduction in formal situations is a way of introducing yourself professionally in an official context such as a job interview, business meeting, or presentation.

Some important components such as:

Formal opening:

"Good morning / afternoon / evening. Please introduce my name (full name)"

Professional information:

"Job title and company, Relevant educational background Short, context-appropriate work experience"

Purpose of introduction:

"Explain your reasons for attending or the purpose of the meeting"

6

Task 4

You are going to find the words below in the next tasks. Listen and repeat the words after your teacher.

Word	Pronunciation
• What's good	• /wɒts ɡʊd/
• Fam	• /fæm/
• Big Apple	• /bɪg 'æpl/
• Foodie	• /fuːdi/
• Crushing it	• /kraʃɪŋ ɪt/
• Squad	• /skwɑːd/
• Binge-watching	• /bɪndʒ 'wɒtɪŋ/
• Hit me up	• /hɪt mi ʌp/
• Hang	• /hæŋ/

Task 5

Listen the audio below by scan the barcode or click the link provided. After that answer question.



<https://shorturl.at/Klr6t>

7

Question:

1. Who is Sarah?
2. What does Sarah do when she doesn't have a busy day?
3. What are some of Sara's likes?

Task 6

In task 5 you've been listening to how to introduce yourself in informal situations.

In informal situations such as social gatherings or friendship gatherings, you can use casual everyday language, share about hobbies and personal interests, use nicknames, and look casual.

Some important components such as:

Keep it natural and conversational - start with a friendly "Hi" or "Hello" and your name. You might say something like "Hi there, I'm Alex."

Share a brief detail or two about yourself - your occupation, where you're from, or a hobby you enjoy. For example: "I'm a teacher from Chicago" or "I love photography and hiking."

Read the room regarding length - in casual settings, keep it brief initially. You can always share more as the conversation develops naturally.

Show interest in others - after introducing yourself, ask open-ended questions about them. This helps create a balanced exchange rather than just talking about yourself.

8

Task 7

Below are some commonly used idioms in introducing.

- Wear Many Hats - To perform multiple roles or have various responsibilities.
- In My Element - Being in a situation where one feels comfortable, confident, and able to perform at their best.
- Jack of All Trades - Someone who has many skills but isn't an expert in any particular one.
- Born and Bred - Born and raised in a particular place, indicating that this place has significantly influenced one's character.
- Cut My Teeth On - To gain early experience or learn basic skills through something.
- My Cup of Tea - Something that someone likes or enjoys (often used in the negative form "not my cup of tea").
- Straight From the Horse's Mouth - Information obtained directly from the original source, making it reliable.
- Put All My Eggs in One Basket - To place all resources or hopes on one choice, strategy, or opportunity (usually used as a warning not to do this).
- Second Nature - Behavior or habit that has become so natural and automatic due to frequent practice.
- Ace Up My Sleeve - A hidden advantage or backup plan kept secret until needed.

Task 8

Introduce yourself to your friends by using the idioms you already know in task 7.

ABOUT
me

You can see an example in task 5

9

Task 9

Let's Practice

Read the dialogue below, then practice with your friends!

- Mike : "Did anyone hear about Sarah's party on Saturday? It was insane!"
 Lisa : "Yeah, I heard it was the event of the year! Who helped her put it all together?"
 Sarah : "Just lil ol' me! Though I'm still recovering from all that cooking."
 Boss : "Sarah, these photos are incredible. You should consider event planning as a side gig."
 Sarah : "Aw, you're making lil ol' me blush! But seriously, it was fun putting it all together."

After practicing the dialogue, you may find a phrase that is unfamiliar and perhaps new to you.



"Lil ol' me or Little old me is a way of referring to yourself that is meant to be modest or self-deprecatory."



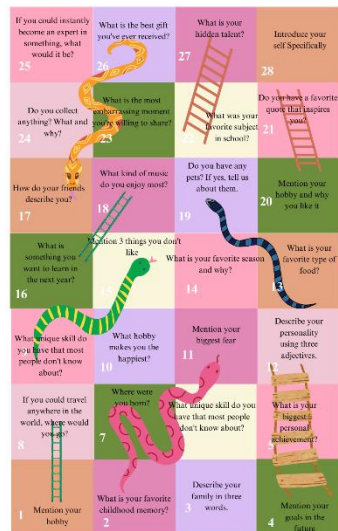
<https://shorturl.at/X6ggD>

10

Task 10

Break The Ice

Use dice to play the game below.



Let's play the game. Players must answer a personal question when landing on special squares, adding an interactive and social learning component to the traditional game.

11

Task 11

Vocabulary building

Below are some vocabularies and expressions that you can use to introduce yourself.

- Name
- Age
- Occupation
- Nationality
- Hobby
- Address
- Student
- Family
- Single/Married
- Birthday

- "Hello/Hi, my name is..."
- "Nice to meet you"
- "I'm from..."
- "I work as..."
- "I study at..."
- "I live in..."
- "Let me introduce myself"
- "I'm pleased to meet you"
- "Allow me to introduce myself"
- "I'd like to tell you a bit about myself"

Task 12

Tell us about yourself based on the example that has been in the barcode or link that has been provided below.



<https://shorturl.at/mNcnW>

12

Task 13

Mini Project

You have learned how to introduce yourself in formal and informal situations. Now make a short video about yourself. Don't forget to share on your social media.



13

UNIT 2 Rise & Shine



In this Unit You Will Learn About:

- How to explain your Daily Activity
- Learning Various Idioms That Can Be Used When you talking about your Daily Activity

14

Task 1

Let's get ready

Study the pictures below. Then answer the questions.



Questions:

1. What activity are people doing in each picture
2. Where do you think the people doing the activities

Task 2

You will find the words below in the next task. Listen and repeat after your teacher.

- | | |
|--------------------|-----------------------|
| - wake /weɪk/ | - face /feɪs/ |
| - help /help/ | - start /stɑːt/ |
| - change /tʃeɪndʒ/ | - feel /fiːl/ |
| - do /duː/ | - knocking /ˈnɒkɪŋ/ |
| - make /meɪk/ | - saying /ˈseɪɪŋ/ |
| - take /teɪk/ | - looking /ˈlʊkɪŋ/ |
| - join /dʒɔɪn/ | - chirping /ˈtʃɪːpɪŋ/ |
| - head /hed/ | |

15

Task 3

Listen the audio below by scan the barcode or click the link provided. After that answer question.



<https://shorturl.at/O1toj>

Questions:

1. What time does the mother wake up her child in the morning?
2. What activities does the writer do after washing their face and brushing their teeth?
3. What does the writer usually have for breakfast?
4. Who joins the writer at the breakfast table?
5. What time is the writer ready to go to school?

Task 4

After do the task 3, you may find a phrase that is unfamiliar and perhaps new to you.

The phrase "rise and shine" is an idiomatic expression used to encourage someone to wake up and start their day with energy and positivity.

What is Rise and Shine?



16

Task 5

Below are some commonly used idioms that you can use to tell us about your daily activity.

- "Call it a day" - To stop working on something and finish for the day to end an activity.
- "Bite off more than you can chew" - To take on more responsibility or commit to more tasks than you can handle.
- "Hit the books" - To study intensely or begin studying.
- "Catch some Z's" - To get some sleep (the Z's represent the sound of snoring).
- "In hot water" - To be in trouble or facing consequences for your actions.
- "Kill time" - To engage in activities to make time pass, especially when waiting.
- "Break a leg" - A way to wish someone good luck, especially before a performance (saying "good luck" is considered bad luck in theater)
- "Burning the midnight oil" - Working late into the night
- "Cut corners" - To do something in the easiest or cheapest way, often sacrificing quality.
- "On the ball" - Alert, efficient, and responsive; quick to understand.
- "Pull yourself together" - To calm down and regain control of your emotions.
- "Get your act together" - To organize yourself and behave more effectively or responsibly.
- "Beat around the bush" - To avoid getting to the point; to talk vaguely about an issue.
- "Face the music" - To accept the consequences of your actions.

Task 6

Watch the video below via the link provided or you can also access it by scanning the barcode below.



<https://shorturl.at/hUuUj>

17

Task 7

After watching the video in task 6, write down some interesting vocabulary that you found in the video and then memorize and use it in your daily activities.

Task 8

When talking about daily activities, we typically use two main tenses:

Simple Present Tense

To describe actions that happen regularly or facts that are generally true.

Examples:

- I wake up at 7 AM every day.
- She eats breakfast at 8 AM.
- We go to work by bus.
- They exercise in the evening.

Present Continuous Tense

To describe actions in progress or planned future actions.

Examples:

- I am cooking dinner right now.
- She is studying for her exam this week.
- We are currently working on a new project.
- They are trying a new diet this month.

18

Task 9

Let's Practice

Read the dialogue below and practice with your peers. Then, answer the questions!

- Alexa : Hey Billy, long time no see! How have you been keeping yourself busy these days?
- Billy : Oh, you know me, Alexa. I'm always up at the crack of dawn, trying to make hay while the sun shines.
- Alexa : Wow, you're such an early bird! What does your typical day look like?
- Billy : Well, I usually hit the ground running. After I roll out of bed, I go for a quick jog to get the blood flowing. Then I grab a bite to eat – you know what they say, breakfast is the most important meal of the day.
- Alexa : That sounds like a great start. What about work? Are you still burning the candle at both ends with that startup of yours?
- Billy : Actually, I've turned over a new leaf. I realized I was spreading myself too thin, so I've scaled back a bit. Now I work from 9 to 5, and I try not to bring work home with me.
- Alexa : Good for you! It's important to avoid burning out. So, what do you do to unwind after work?
- Billy : I like to kill two birds with one stone. I'll often meet up with friends for a game of basketball. It's a great way to blow off steam and stay in touch with people.
- Alexa : That's clever! I tend to be a couch potato after work. I should take a leaf out of your book and be more active.

Questions:

1. How does Billy describe his daily routine in terms of when he wakes up?
2. What physical activity does Billy do after waking up?
3. What change has Billy made regarding his work habits with his startup?
4. What time does Billy now work, according to the dialogue?
5. How does Billy unwind after work?
6. What sport does Billy play with his friends?
7. How does Alexa describe her own behavior after work, in contrast to Billy's?

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Task 10

Break The Ice

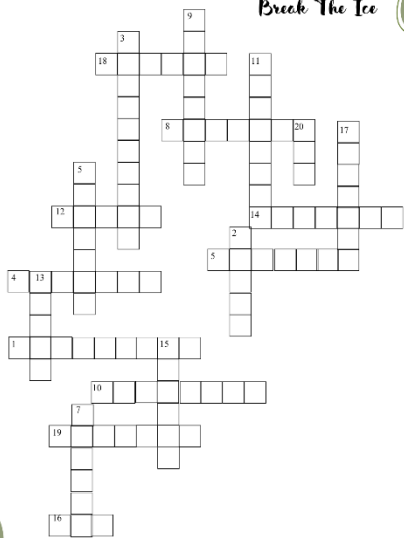
In task 10, you must fill in the words in the empty box that has been provided based on the sentence below.

Across:	
1. The first meal of the day	
4. What you do with clothes to make them clean	
6. Activity involving reading or writing	
8. A place where you cook food	
10. The act of cleaning the floor with a brush	
12. What you use to dry your body after a shower	
14. The time you wake up in the morning	
16. Where you sleep at night	
18. The main meal of the day, usually eaten in the evening	
19. An activity you do to relax or pass the time	

Down:	
2. The first thing you do to your teeth in the morning	
3. The machine you use to wash dishes	
5. The act of preparing food for eating	
7. A refreshing drink, often drunk in the morning	
9. An activity involving lifting weights or running	
11. The place where you take a shower	
13. A device used to wake you up	
15. The last meal of the day, typically light	
17. An activity involving talking to friends on the phone	
20. A short rest taken during the day	

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Break The Ice



Task 11

Answering these questions!

1. Who do you usually have breakfast with in the morning?
2. What do you typically do first thing after waking up?
3. Where do you prefer to study or do your homework?
4. When do you usually go to bed on school nights?
5. Why do you enjoy (or dislike) your current daily routine?
6. How do you get to school each day?

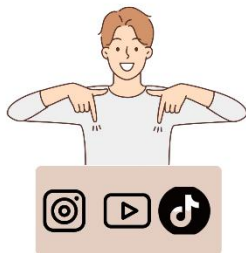
Task 12

Make your own paragraph based on your answer in task 11!

Task 13

Mini Project

Based on task 9, make a short video about yourself by using information in your paragraph. Don't forget to share on your social media.



UNIT 3 Over The Moon



To be etched in one's memory

Task 1

Let's get ready

Look at the picture below. Ask your friend if they prefer the mountains or the beach and include a reason.



Between the beach and the mountains, which one do you choose? and why?



Of course, the beach because I had an experience that I will never forget when I first went to the beach and enjoyed the sunset there.



25

Task 2

Read the text below and answer the questions!



My first solo hike up Mount Fuji was truly a watershed moment in my life. As I began my ascent at dusk, the twinkling lights of the cities below slowly faded into the darkness. The grueling climb through the night pushed me to my limits, both physically and mentally.

Just before dawn, I reached the summit, exhausted but exhilarated. As the sun peeked over the horizon, painting the sky in brilliant hues of orange and pink, I felt on top of the world. The breathtaking view of Japan stretching out beneath me took my breath away and left me spellbound.

In that moment, standing alone atop the mountain, I felt a profound sense of accomplishment and peace. This experience was etched in my memory, forever changing how I viewed my own capabilities and the world around me. It was truly the adventure of a lifetime.

Questions:

1. When did the writer begin climbing Mount Fuji?
2. What was the writer's physical and mental condition during the climb?
3. What did the writer see upon reaching the mountain's summit?
4. What feelings did the writer experience while standing at the peak of Mount Fuji?
5. How did this experience affect the writer's view of themselves and the world around them?

26

Task 3

Listen to the music below by clicking the link or scan the barcode. After that explain the moral message you know from the song.



<https://youtu.be/ATTYj7q5gQ?si=f5WnY9Q30bOW-p>

27

Task 4

After doing the task 2, write down unfamiliar words that you've found in the song. Then search the meaning of the words.

Unfamiliar words

Task 5

You are going to find the words in the next task. Read and pronounce the words correctly.

Solo	/soʊ.loʊ/
Performance	/pə'fɔː.məns/
Responsive	/rɪ'spɒn.sɪv/
Erupted	/ɪ'rəp.tɪd/
Applause	/ə'plɔːz/
Nervous	/nɜːr.vəs/

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Task 6

Read the dialog below and practice with your peers.

A: Hey, how was your first solo performance last night?

B: Oh my gosh, I'm still over the moon about it!

A: Really? That good, huh? Tell me more!

B: It was incredible! The audience was so responsive, and when I hit that high note in the final song, everyone just erupted in applause. I've never felt anything like it.

A: Wow, that sounds amazing! No wonder you're over the moon.

B: Absolutely! I was so nervous at first, but once I started singing, all the fear just melted away. It was truly an unforgettable experience.

A: I'm so happy for you, Sarah. Sounds like this might be the start of something big!

B: Thanks, Tom! I certainly hope so. I can't wait to get back on stage again!

Task 7

In the dialogue, one idiom is used. Here is the explanation.

If you say that you are over the moon, you mean that you are very pleased about something.

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Task 8

Break the ice

Look for some words that are below, then spell the word correctly.

A	H	M	Z	B	E	A	D
Z	Z	E	G	P	N	H	E
R	F	M	A	Y	C	R	L
B	W	O	R	A	H	Y	I
Y	F	R	W	P	A	B	G
A	M	A	Z	I	N	G	H
T	A	B	T	H	T	L	T
L	H	L	H	A	I	B	F
V	I	E	W	P	N	U	U
B	U	A	S	O	G	O	L
F	O	S	G	Y	H	A	A
S	T	U	N	N	I	N	G

Example:

Sadly

es, ei, di, el, uai

30

Task 9

Before returning to the next task, learn explanation about recount text below.

What is Recount Text?

Recount text, is a type of writing that narrates events or experiences in the order they occurred. It is commonly used to retell past events, whether personal experiences, historical events, or fictional tales.

Here are the main characteristics of recount text:

- **Orientation:** Introduces the background information, such as who was involved, what happened, where it happened, and when it happened.
- **Events:** A series of events are described in chronological order.
- **Reorientation:** A concluding paragraph that summarizes the events or provides a personal comment on the experience.

Simple Past Tense is the main tense used in recount text to describe events that have already happened.

Examples:

"We visited the museum last week."

"She played soccer with her friends."

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Task 10

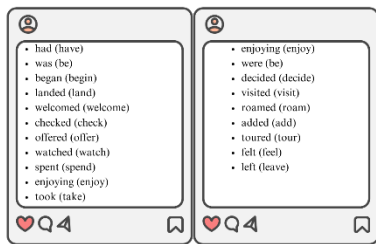
Learn the use of past verbs in the text below.

Last summer, I had the most unforgettable experience of my life during my vacation to Bali. It was my first time visiting this beautiful island, and I was thrilled with the adventure that awaited me. The journey began with an early morning flight from Jakarta to Denpasar. As soon as we landed, the warm and humid air welcomed us. We checked into a cozy beachfront hotel in Kuta, which offered stunning views of the ocean. The first evening, we watched a breathtaking sunset while enjoying dinner at a local seafood restaurant. The fresh grilled fish and tropical fruits were simply delicious.

The next day, we decided to explore the cultural heart of Bali, Ubud. We visited the famous Monkey Forest, where playful monkeys roamed freely among the ancient trees and temples. Although a bit mischievous, they added a fun element to our adventure. Later, we toured the Tegallalang Rice Terraces, a mesmerizing sight of lush green paddies cascading down the hillsides. It was a perfect spot for some memorable photographs.

One of the highlights of our trip was a visit to the Tanah Lot Temple. This iconic sea temple, perched on a rocky outcrop, was an awe-inspiring sight during the high tide. We spent the afternoon there, soaking in the spiritual atmosphere and enjoying the dramatic views of the waves crashing against the rocks. We also took a day to explore the underwater world of Bali. Snorkeling in the crystal-clear waters of Nusa Penida was an extraordinary experience. Swimming alongside colorful coral reefs and diverse marine life felt like being in an entirely different world. The beauty of the vibrant fish and the tranquility of the ocean left me in awe. On our final day, we relaxed on the beautiful beaches of Seminyak. We lounged on the soft sand, sipped on fresh coconut water, and took occasional dips in the warm sea. It was a perfect way to unwind and reflect on our incredible journey. Leaving Bali was bittersweet. The island had enchanted us with its natural beauty, rich culture, and warm hospitality. This trip not only provided a much-needed break but also left me with memories that I will cherish forever. It truly was an unforgettable experience.

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Task 11

Think of any event or experience that you couldn't forget. Make it into simple Recount text.



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Task 12

Answer the questions below based on your experience in task 11.

- What made you got the experience?
- When did it happen?
- Where did it happen?
- Is there anybody with you
- when you got the experience?
- How did it happen?

Task 13

After completing many tasks so far, let's learn about some idioms that can be used in telling stories about experiences that have happened in your lives.

- "Once in a blue moon" : Very rarely
- "To be on cloud nine" : To be extremely happy
- "To bite off more than you can chew" : To take on more responsibility than you can handle
- "To hit the ground running" : To start something and proceed at a fast pace with great enthusiasm
- "To be thrown in at the deep end" : To be forced to do something difficult without preparation
- "To have butterflies in your stomach" : To feel nervous or excited
- "To turn over a new leaf" : To make a fresh start or a new beginning
- "To be a piece of cake" : To be very easy

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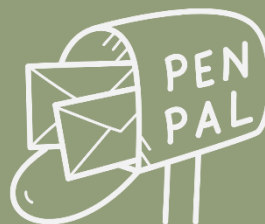
Task 14

Make a short video about your unforgettable experience Don't forget to share on your social media.



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UNIT 4 Pen-Pal



In this Unit You Will Learn About:

- Telling time
- Learning various idioms that can be used when your talk with your pen-pal

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Task 1

Let's get ready

You will find the words below in the next task. Listen and repeat after your teacher.

- pen pal /pen pæl/
- badminton /bædmɪntən/
- recipe /resəpi/
- assignment /ə'saɪnmənt/
- culture /kʌltʃər/

- exchange /ɪks'tʃeɪndʒ/
- enjoy /ɪn dʒɔɪ/
- learn /lɜːn/
- live /lɪv/
- reply /rɪ'plaɪ/

- excited /ɪk'saɪtɪd/
- favorite /'fetvərɪ/
- warm /wɔːrm/
- local /ləʊkəl/

- I hope you are doing well /aɪ hoʊp ju ɑːr 'duɪŋ wel/
- I look forward to /aɪ lʊk 'fɔːrwəd tu/
- Warm regards /wɔːrm rɪ'gɑːrdz/

Task 2

Read the text below, and answer the questions.

Letter

Hi Sarah,
How are you? I hope you are doing well. My name is Dinda, and I live in Jakarta, Indonesia. I am very excited to be pen pals with you!

I would love to know more about your life in Australia. What do you like to do in your free time? Here, I enjoy reading books, playing badminton, and trying new recipes. How about you? School is quite fun, although sometimes there are a lot of assignments. My favorite subjects are art and English. I am also learning a bit about local cultures and languages in Indonesia.

Do you learn any other languages at school?

I hope we can exchange stories and learn a lot from each other. I look forward to your reply!

Warm regards,

Dinda

Questions:

- What are some activities Dinda enjoys doing in her free time?
- Which subjects are Dinda's favorites in school?
- What does Dinda want to learn about Sarah's life in Australia?
- Why is Dinda excited about being pen pals with Sarah?
- What does Dinda mention about her school experience in Jakarta?

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Task 3

Read the dialog below and practice with your peers.

Emma : Hi, Jake! I just got a letter from my pen pal in Japan. It made my day!

Jake : That's awesome, Emma! What did she write about?

Emma : Well, she talked about her recent trip to Kyoto. She said it was a blast and the scenery took her breath away.

Jake : Sounds amazing! Do you feel like you're on cloud nine whenever you get her letters?

Emma : Absolutely! It's like we hit it off right from the start. We have so much in common despite the distance.

Jake : That's great to hear. Having a pen pal must be a real eye-opener, getting to learn about a different culture firsthand.

Emma : It sure is. Plus, it's a piece of cake to stay connected with social media, but there's something special about handwritten letters.

Jake : I bet. Keep up the good work with your correspondence. It's a wonderful way to build a bridge across cultures.

In the dialogue, several idioms are used, including:

- "made my day" (something that makes you very happy)
- "a blast" (a lot of fun)
- "took her breath away" (astounded or impressed)
- "on cloud nine" (extremely happy)
- "hit it off" (to quickly become good friends)
- "eye-opener" (something surprising that teaches you new facts)
- "a piece of cake" (something very easy)
- "build a bridge" (to connect or improve relations).

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Task 4

Do you know what is pen-pal? what is the purpose of pen-pal? let's learn about it.

A pen pal is a correspondence friend who usually lives in a different location, often in another country, and communicates through letters. The goal of having a pen pal is to exchange cultures, languages, and life experiences, and to build a long-distance friendship. The process begins by introducing oneself and sharing information about daily life, hobbies, and interests. The letters can be handwritten or digital through email. This exchange of letters allows pen pals to learn about different cultures, improve language skills, and gain new perspectives from someone living in another part of the world.



Task 5

Look at the picture below.



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Task 7

In expressing time in English, there are two styles commonly used, such as *American style* and *British style*.

How to tell the time?

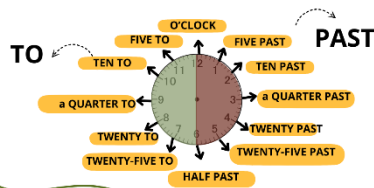
American style

In this style, they way we say the time is same in Indonesia. Here is the formula: **HOUR + MINUTES**
e.g.:

- 01. 00 : It is one'clock
- 02. 15 : It's two fifteen
- 04. 30 : It is three thirty
- 04. 45 : It's four forty five
- 07. 58 : It's seven fifty eight

British style

In this style, they way we say the time is different with American style. Here is the formula: **MINUTES+PAST/TO+HOUR**



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AM: In the morning
PM: In the afternoon,
in the evening.

15 Minute: a Quarter
30 Minute: Half

Asking the time:

- What time is it?
- Do you have the time?
- Could you tell me the time, please?
- What's the time now?
- Do you know what time it is?

Answering the time:

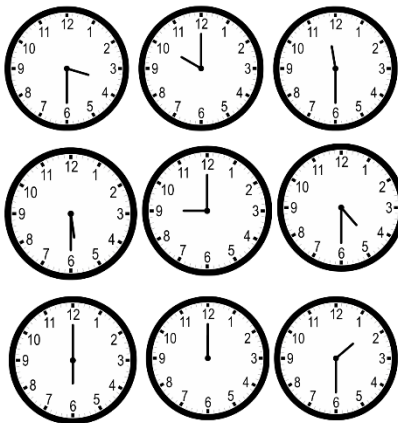
- It's [time]
- The time is [time]
- It's about [time]
- It's around [time]
- It's almost [time]
- It's just after [time]
- Let me check my watch/phone. It's [time]
- Sorry, I don't know the exact time right now.

42

Task 8

Let's practice

Please indicate the exact time for each clock below.
Use American and British style.



43

Task 9

In the previous task you have found some words, then read the words below with the right pronunciation.

- Early - /ˈɜːrli/
- Late - /leɪt/
- Exact - /ɪɡˈzækt/
- About - /əˈbaʊt/
- Around - /əˈraʊnd/
- Almost - /ɔːlmoʊst/
- Hour - /aʊər/
- Minute - /ˈmɪnɪt/
- Second - /ˈsekənd/
- Moment - /moʊmənt/
- While - /waɪl/
- Hour - /aʊər/
- Second - /ˈsekənd/

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Task 10

Let's break the ice

Introducing Chain Game.

Activity Steps:

1. Opening:
 - The teacher explains the rules of the game and provides an example.
 - For instance, the teacher starts by saying: "Hi, I'm [Teacher's Name]. I like [Teacher's Hobby]."
2. First Turn:
 - The first student in the circle continues by introducing themselves.
 - Example: "Hi, I'm Anna. I like reading books."
3. Second Turn:
 - The next student repeats the previous student's introduction, then introduces themselves and their hobby.
 - Example: "Hi Anna who likes reading books, I'm John and I love playing football."
4. Third Turn and Beyond:
 - Each subsequent student repeats the introductions of all previous students before introducing themselves and their hobby.
 - Example: "Hi John who loves playing football, I'm Sarah and I enjoy painting."
5. Continue Until Finished:
 - The game continues until all students in the circle have introduced themselves.
 - The last student must repeat the introductions of all previous students before introducing themselves.



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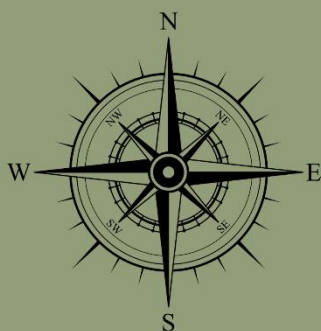
Task 11

Choose one of the cultures in Indonesia, then explain that culture as if you were describing it to your pen pal. Record yourself explaining the culture and upload it to your social media.



46

UNIT 5 Backstreet



In this Unit You Will Learn About:

- How to ask and give direction.
- Learning various idioms that can be used in asking and giving direction.

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Task 1

Let's get ready

You will find the words below in the next task. Listen and repeat after your teacher.

- ahead /ə'hed/
- blocks /blɒks/
- interrupt /ɪntə'rʌpt/
- traffic light /træfɪk laɪt/
- direction /dɪ'rekʃən/
- repeat /rɪ'pi:t/
- straight /streɪt/
- footsteps /fɒtstɛps/
- excuse me /ɪkskju:z mi:/
- miss /mɪs/

48

Task 2

Watch the video below by scan the barcode or click the link provided. After that answer the question.



<https://shorturl.at/ssHRs>

Question:

1. How many blocks does the person need to walk to reach Main Street?
Answer: Two or three blocks
2. What shops are located next to the post office? Answer: Sweets Ice Cream Shop
3. After turning right on Main Street, which street should they turn left onto?
Answer: Broadway
4. On which side of the street is the post office located? Answer: On the right side
5. Who did the person ask for directions first? Answer: Someone from out of town who couldn't help them

49

Task 3

In task 2 you have witnessed how to ask and give directions. Now consider the following explanation.



Asking and giving directions is a language function focused on:

Asking

- Requesting location information
- Inquiring about specific routes
- Asking for clarification about distances/landmarks

Giving

- Providing step-by-step navigation instructions
- Describing landmarks and reference points
- Explaining distances and turns

50

Task 4

In learning asking and giving directions there are several important components that must be considered including.

ASKING DIRECTION

Basic Questions:

- "Excuse me, where is...?"
- "How do I get to...?"
- "Could you tell me the way to...?"
- "I'm looking for..."
- "What's the best way to...?"

Clarifying Questions:

- "How far is it?"
- "How long does it take?"
- "Which side is it on?"
- "Is it within walking distance?"
- "Do I need to take a bus/train?"

GIVING DIRECTION

Starting Point:

- "Start from..."
- "Head towards..."
- "Begin by..."
- "Make your way to..."

Basic Instructions:

- "Go straight ahead"
- "Turn left/right"
- "Take the first/second left"
- "Keep going until..."
- "Cross the street"

Confirming:

- "You can't miss it"
- "Would you like me to repeat that?"
- "Is that clear?"
- "Do you need me to write it down?"

Warning/Additional Info:

- "Be careful of..."
- "Watch out for..."
- "Make sure you don't..."
- "The easiest way is..."
- "A shortcut would be..."

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Task 5

Let's practice

Find your partner and then make a short dialogue about asking and giving direction based on the maps below.



52

Task 6

Read the dialogue below, after that practice with your peers in front of your class.

Alex: Excuse me, I'm a bit lost. Could you help me find the city museum?

Sam: Of course! Where are you coming from right now?

Alex: I'm standing near the central train station, and I have this map, but I'm not sure about the exact route.

Sam: Okay, it's not too complicated. From the train station, walk straight down Main Street for about two blocks. Then you'll see a small bakery on your right side.

Alex: The bakery with the blue awning?

Sam: That's correct! Right after the bakery, take the narrow backstreet on the left. It might look a bit hidden, but it's definitely a shortcut.

Alex: A backstreet? Won't that be unsafe?

Sam: No worries. It's a well-lit pedestrian path. Follow that backstreet for about 200 meters, and you'll come out directly in front of the museum's main entrance.

Alex: And how will I recognize the museum?

Sam: It's a large red brick building with white columns. You can't miss it. The entrance has a big sign that says "City Historical Museum".

Alex: Perfect! Thank you so much for your help.

Sam: You're welcome! Enjoy your visit to the museum.

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Task 7

In Task 6, you found one word with a different meaning, which is "backstreet".

What is backstreet?

In giving and asking directions,

"backstreet" means a narrow, secondary

street or alley, typically used as an

alternative or shortcut route.

In other contexts, "backstreet" can have metaphorical or cultural meanings:

Music/Cultural Context:

- Refers to less mainstream, underground scenes

- Suggests something hidden or not widely known

Literal Geographical Context:

- A small, less-traveled street behind main streets

- Often residential or less developed

- Typically narrower and less prominent than main streets

Socio-economic Context:

- Can imply informal or unofficial activities

- Suggests areas away from main commercial zones

- Sometimes carries connotations of potential illegal or hidden transactions

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Task 8

Let's Break The Ice

Let's play the game namely "Simon Says". It is a classic children's game that tests players' ability to follow instructions carefully.

In the "Simon Says" game for asking and giving directions, here's how it typically works:

1. One player (Simon) gives direction commands
2. Players must ONLY follow commands that start with "Simon says..."
3. If Simon gives a command without "Simon says" and a player follows it, that player is out
4. In a directions context, commands might include:
 - "Simon says take two steps forward"
 - "Simon says turn left"
 - "Simon says move backward"
 - "Go right" (players should NOT move, as this lacks "Simon says")

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Task 9

After completing many tasks so far, let's learn about some idioms that can be used in asking and giving direction.

- "Head down the drag" (main street)
- "Take the beaten path" (well-known route)
- "Around the corner" (nearby location)
- "Right off the bat" (immediately)
- "Just a stone's throw away" (very close)
- "Dead ahead" (straight forward)
- "Keep your eyes peeled" (stay alert)
- "Ring a bell" (seem familiar)
- "No sweat" (easy to find)
- "Piece of cake" (very simple route)
- "Hit the road" (start traveling)
- "Shoot straight" (give direct instructions)
- "Hang a left/right" (turn left/right)
- "Way out" (exit direction)
- "Round the bend" (curvy path)
- "Cut across" (take a shortcut)
- "Get your bearings" (understand location)
- "Go the extra mile" (provide detailed directions)
- "On the spot" (exact location)
- "Break it down" (explain in detail)

56

Task 10

Choose a tourist destination in your area. Then explain the directions from your home to the tourist site. Don't forget to record a video and share it on your social media.



Make Your Mini Dictionary

57

5.

Write down the new vocabulary and phrase you found based on the topics in unit 1. Your dictionary will help you to enrich your vocabulary and facilitate you in practicing your speaking skill.

[illegible]

59

Write down the new vocabulary and phrase you found based on the topics in unit 2. Your dictionary will help you to enrich your vocabulary and facilitate you in practicing your speaking skill.

[illegible]

6

Acknowledgment

With heartfelt gratitude, I would like to express my profound appreciation to the remarkable students of the English Communication Club (ECC) at SMKN 2 Kuningan, West Java, whose enthusiasm, creativity, and dedication have been an endless source of inspiration throughout the creation of this e-book. Their thoughtful insights, eager participation in discussions, and willingness to explore new ideas have significantly enriched the content and perspective of this work. I am equally indebted to their exceptional supervising teacher, Mr. Wildan Faza, S.Pd., whose outstanding guidance, unwavering support, and pedagogical expertise have fostered an environment where these young minds could flourish and contribute meaningfully to this project. Mr. Faza's commitment to excellence in education and his ability to nurture his students' language skills and critical thinking have been instrumental in making this collaboration both productive and deeply rewarding. The collective spirit and intellectual curiosity demonstrated by the ECC members under Mr. Faza's mentorship have not only enhanced this book immeasurably but have also reminded me of the transformative power of education when guided by dedicated educators and embraced by passionate learners.



APPENDIX 12

SURAT KETERANGAN

TELAH MENELITI



PEMERINTAH DAERAH PROVINSI JAWA BARAT
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
**SEKOLAH MENENGAH KEJURUAN NEGERI 2
KUNINGAN**

Jl. Sukamulya Nomor 77 Telepon 0232-872930 Faksimil 0232-872930,
Website : www.smkn2-kng.sch.id e-mail : info@smkn2-kng.sch.id
Kabupaten Kuningan 45552

SURAT KETERANGAN

NOMOR : 068/TU.01.02/SMKN.02 KNG-Cadisdik Wil X

Yang bertandatangan di bawah ini :

Nama : **Drs. Ibnu Udy Prasetyo, M.Eng**
Jabatan : Kepala SMK Negeri 2 Kuningan

Dengan ini menerangkan bahwa :

Nama : Ayu Pratiwi
NIM : 2102020031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Program : Sarjana (S1)
Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Palopo

Adalah benar bahwa nama tersebut telah melaksanakan Penelitian dalam rangka Memenuhi tugas Akhir (Skripsi), yang dilaksanakan pada tanggal 2 Agustus 2024.

Dengan Judul Penelitian : "Developing 'Easy Speaking English' E-book For English Communication Club (ECC) Student at SMKN 2 Kuningan Jawa Barat

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Kuningan, 21 Januari 2025
Kepala SMK Negeri 2 Kuningan,

Drs. Ibnu Udy Prasetyo, M.Eng
Pembina Utama Muda, IV/c
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APPENDIX 13

DOCUMENTATION

