### AN ANALYSIS OF ENGLISH INSTRUCTIONAL MATERIAL IN RSBI-BASED SMP NEGERI 1, SURABAYA

### THESIS

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### **ABSTRACT**

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This research is about an analysis of English instructional material in RSBI-based SMP Negeri 1, Surabaya. The purposes of this study are to analyze types of speaking English instructional material used in SMP Negeri 1, Surabaya, the way teacher develop the speaking English instructional material, and the implementation of speaking English instructional material in the classroom. This research observes the English instructional material for the second grade students in SMP Negeri 1 Surabaya.

The research is based on descriptive design. The subject of this research is teacher of the second grade at SMP Negeri 1, Surabaya. The teacher is invited to participate in the study because some criteria such as the teacher's educational background, experiences, and knowledge come from him. The data are collected by the observation in the classroom, the interview with the teacher, and the documentation from teacher and school. The instruments of this research are observation checklist, interview guide and documentation.

This research finds that there are two types of English instructional material used by teacher in teaching speaking. The first is textbook as visual instructional material and the second is movie as audio visual instructional material. In teaching speaking, teacher develops his instructional material by combining some textbook and summarizing it. He also makes the power point slide to catch the students' attention to the lesson. In the classroom, the implementation of the instructional material receives a good response from the students. Sometimes they feel bored with the textbook but movie can overcome the students' boredom.

In brief, both textbook and movie is a good instructional material. Moreover both of them are suitable with three principles in choosing instructional material, relevance, consistence and adequacy. Moreover, textbook as visual instructional materials sometimes makes students feel bored but it is helpful. Using textbook avoids the students from confusion with the lesson. They can learn at school or home. On the other hand, movie as audio visual material can increase students' interest and overcome the students' boredom. The teacher's development in using power point is very helpful to catch the students' interest. Basically, textbook, movie and power point complementary each other. So, it makes the learning process more interesting. Teacher uses it alternately; when the students feel bored with the textbook, teacher uses another one to reduce it and vice versa.

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### CHAPTER 1



### INTRODUCTION

This chapter provides the basic idea related to the study. It presents the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

### A. Background of the Study

Learning English is needed since it is a global language used in both pleasure and business, such as wider network of relationship, ease to travel to any English speaking country without translator and more job opportunities opened.

In English, there are four skills that must be mastered well: reading and listening as receptive skills, speaking and writing as productive skills. Receptive skill means comprehending the meaning of the word in the target language and relating them to the native language. Meanwhile, in mastering productive skill, students are expected to put their idea in to conversation or written form.

However, in our daily lives, most of us speak more than write. Speaking is fundamental to human communication. It can be seen by comparing the different conversation we have done in one day with how much written communication we do in one day.

In speaking, some teachers get difficulties in choosing right instructional material. Instructional material is the kind of material that used by teacher in learning

<sup>&</sup>lt;sup>1</sup> Jeremy Harmer, how to teach English (England: Pearson education limited, 1998), 285.

process in the classroom. It is written or non written materials.<sup>2</sup> Using instructional material there are so many purposes, the instructional material provides the material that students needed, helps the students to get the alternative textbook, eases the teacher in learning process, and makes the effective communication in learning process.<sup>3</sup>

On the other hand, without knowing about the benefit, sometimes teacher makes a mistake in choosing the instructional material. It is why they get difficulties in using instructional material in the learning process. Instructional material is an important part in learning process. The good material will give the deeply understanding to the student and catch their interest in learning process.

Most of the researchers always observe about the teaching method and ignore the important of the instructional material. Although, without the right instructional material, however the method it will be useless. The good material will guide the student to master the language well. It is why the instructional material is important in learning process.

Moreover, the researcher takes SMPN 1 Surabaya because this school is the first RSBI (*Rintisan Sekolah Berstandar Internasional*, Designated International Rating School) in Surabaya, and there is a research by Novita Widya Alfiani entitled "A Study of Teaching English Writing at The First Year Students of Accelerated Program at SMPN 1 Surabaya" in the last semester which finds that English teacher

<sup>&</sup>lt;sup>2</sup> Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, konstruksi pengembangan pembelajaran (Jakarta: Prestasi Pustaka, 2010), 159.

<sup>&</sup>lt;sup>3</sup> Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, konstruksi pengembangan... 160

in RSBI often finds problem in selecting instructional material. According to this research, the teacher got problem in selecting the materials that are suitable with the students' level of difficulties. The problem in selecting the material is like the appropriate material for students because they had the different level of English ability.

RSBI is designed to become an answer of the education problems in facing the global challenge. It is one kind of schools popular for having good spoken English students.

These facts make people consider that it will automatically be easier to teach English in this class than in regular classes. The reasons are that RSBI students have sufficient English ability and talents to learn and develop their English. Moreover, RSBI students are classified as adolescent learners group or teenage students that are in fact, overall the best language learners; as the methodologist Ur, Penny suggests.<sup>4</sup>

For an English teacher, it is a challenge to improve their English skills and teaching ability. It was so interesting when the researcher had a chance to observe the way in teaching speaking at one of RSBI classes.

### B. Statements of the Problem

Based on the background of the study explained above, this research is trying to find the answer of the following questions:

<sup>&</sup>lt;sup>4</sup> Harmer, Jeremy, The Practice of English Language Teaching, 3rd edition (England: Longman Press, 2004), 38.

1. What are types of speaking English instructional material used in RSBI classes in SMPN 1 Surabaya?

The types of instructional material are various: many teachers are confused with it. It is important to know the types of the instructional material, because it can influence the result of the instructional material that is developed by the teacher. If we know the types of the instructional material, the teacher will be easy to develop it.

2. How does the teacher develop the speaking English instructional material in RSBI in SMPN 1 Surabaya?

The instructional material in RSBI and the regular class is different. It is therefore, important to know how to develop the instructional material because it can help the teacher to develop the instructional material appropriate with standard in RSBI. It will make clear the differences between the regular and the RSBI class.

3. How does the teacher implement the speaking English instructional material in the classroom in SMPN 1 Surabaya?

The implementation is needed to know, if we just know about the theory but not in the practice it is not good. This research talks about the implementation to help the teacher in having more activities in their teaching process.

### C. Objectives of the Study

Based on the problems stated above, the objectives of this research are:

- To analyze types of English instructional material in RSBI to support students speaking ability in SMPN 1 Surabaya.
- 2. To analyze the way the teacher develop the English instructional material in the classroom in SMPN 1 Surabaya.
- 3. To know the ways how the teacher implement the English instructional material in the classroom in SMPN 1 Surabaya.

### D. Significance of the Study

### 1. Theory

The findings of the study are expected to provide information about the English instructional material and the teacher's way to implement the instructional material for VIII class In SMPN 1 Surabaya.

#### 2. Practice

In general, through this research, the researcher expects that the result can share contribution for the following people:

### a. Internal stakeholder of the school

### 1) The English teacher

The result of this research is expected to be useful information for the English teacher in defining English instructional material, the kind of principle types of activities and exercises in teaching English and the teacher's way to explore the instructional material, especially in speaking.

### 2) The students of SMPN 1 Surabaya

The result of this research will be useful for students to know about the English instructional material, especially in speaking.

### b. External stakeholder of the school

### 1) The writer

As the English teacher, the writer has to know the English instructional material, the kind of principle types of activities and exercises in teaching English and the teacher's way to explore the instructional material, especially in speaking.

### 2) The reader

They can know about the English instructional material, the kind of principle types of activities and exercises in teaching English and the teacher's way to explore the instructional material, especially in speaking.

### E. Scope and Limitation

The scope of this research is teaching speaking English for second grade students at SMP Negeri 1 Surabaya because third class is facing the examination, and the first class is in the adaptation. In the implementation of the instructional material,

the researcher observes only one class to make it more focus. Researcher chooses 8F as the sample class of this research.

In this research, the researcher focuses on the speaking instructional materials. Speaking is fundamental to human communication. Moreover, RSBI is popular for having the good spoken English students.

### F. Definition of Key Term

To avoid misunderstanding, the researcher defines the key term used in this research.

### 1. Speaking ability

Speaking ability is an activity to produce utterances in oral communication. According to Bailey said that speaking is the productive, oral skill. It means that the activity of speaking involves two or more people having reacted together and knowing whether are able to speak well.<sup>5</sup>

### 2. Instructional material

Instructional material is everything in the content of curriculum that must be mastered by students related with basic competence in the

<sup>&</sup>lt;sup>5</sup> Kathleen M. Bailey, *Practical English Language Teaching Speaking* (Singapore : McGraw-Hill, 2005), 2.

achievement of standards of competence of each lessons in particular education units.<sup>6</sup>

### 3. RSBI

Designated International Rating School (RSBI) is the school of Indonesia which has International level so that the graduates have the ability of international competitiveness.

<sup>&</sup>lt;sup>6</sup> Wina Sanjaya, *Perencanaan dan desain sistem pembelajaran* (Bandung:Prenada Media Group, 2008), 141.

## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature which contains the nature of speaking, speaking ability, the teaching of speaking, the definition of instructional material, the types of instructional material, the purposes and advantages of the preparation instructional material, the principles in choosing instructional material and review of previous studies.

### A. Theoretical Framework

### 1. Instructional Material

Educators generally describe instructional material as any physical means that communicates an instructional message to students. For example, the teacher's voice, printed text, video cassettes, interactive computer programs, part-task trainers, flight training devices or flight simulators, and numerous other types of training devices are considered instructional material.

### a. The Definition of Instructional Material

In discussing these terms the researcher takes some definitions of the author. The definitions are stated below:

According to Wina Sanjaya, Instructional material is everything in the content of curriculum that must be mastered by students related with basic

competence in the achievement of standards of competence of each lessons in particular education units.<sup>7</sup>

According to WS. Winkel. S. M.SC, instructional material is all material used for learning purpose to achieve instructional goals.<sup>8</sup>

According to Umar Hamalik, Instructional Materials is an important part in teaching and learning process. It occupies a position that determines the success of teaching and learning related to the achievement of objectives of learning and determines the activities in teaching and learning. So, it needs to get teaching materials careful consideration.<sup>9</sup>

Instructional material is the kind of material that used by teacher in learning process in the classroom. It is written or non written materials.<sup>10</sup>

From all of the definition above, instructional material is the material used in learning process and need the exploration from the teacher to achieve the educational purpose.

### b. The Types of Instructional Material

The types of instructional material should be appropriate with the curriculum, after that make the design of learning. There are the types of instructional material:<sup>11</sup>

<sup>&</sup>lt;sup>7</sup> Wina Sanjaya, *Perencanaan dan desain sistem pembelajaran* (Bandung:Prenada Media Group, 2008), 141.

<sup>&</sup>lt;sup>8</sup> WS. Winkel, *Psikologi Pengajaran* (Yogyakarta: PT Media Abadi, 2004), 330.

<sup>9</sup> Umar Hamalik, Perencanaan Pengajaran berdasarkan pendekatan Sistem (Jakarta: Bumi Aksara, 2002), 139.

<sup>&</sup>lt;sup>10</sup> Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, konstruksi pengembangan pembelajaran (Jakarta: Prestasi Pustaka, 2010), 159.

- a. Visual instructional material consist of the printed material, such as hand out, books, module, brochures, student worksheets, drawings, photographs, wall chart, etc.
- Audio instructional material, such as cassette, radio, phonograph record,
   compact disc audio, etc.
- c. Audio visual instructional material, such as video compact disc, film.
- d. Interactive instructional material, such as CAI (computer assisted instruction), compact disc (CD), and web based learning material, etc.

# c. The Purposes and Advantages of the Preparation Instructional Material

The three aims of the preparation of Instructional material are: Provide the instructional material that match with the needs of the students, help the student in finding the alternative instructional material from the difficult textbooks, and facilitate the teacher in learning process.

For the teacher there are some advantages of the preparation instructional material such as find the appropriate material based on curriculum and students needed. Teacher does not depend on the textbook anymore. The preparation of instructional material can increase the material because teacher can develop it with some source. It also increases the teacher ability in prepare the instructional material. Moreover, the preparation of instructional material can create the communication between teacher and

<sup>12</sup> Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, konstruksi pengembangan ... 161

students. On the other hand, for the students there are also some advantages such as give an interesting learning process. The preparation also gives the opportunity to learning by them selves and do not depend on the teacher. Moreover, students get easy to learn in every competence. 13

### d. The Principles in Choosing Instructional Material

There are three principles in choosing instructional material, among them relevance, consistency and adequacy.<sup>14</sup>

- The principle of relevance means that learning materials should be relevant and suitable with the achievement of standards of competence and basic competence.
- The principle of consistency means that there is the firmness between the instructional materials with the basic competencies that must be mastered by students.
- 3) The principle of adequacy means that the material being taught should be quite adequate in helping students master the basic competencies.

Brian Tomlinson proposes some criteria in choosing instructional material, such as provide readily available resources for teachers, give ideas for experienced teacher to plan their lesson and script for teacher who are new

 <sup>&</sup>lt;sup>13</sup>Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, konstruksi pengembangan ... 159.
 <sup>14</sup> Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, konstruksi pengembangan ... 162

or lack confidence in using English in classrooms, and also provide a focus for their teaching. 15

Cunningsworth proposes four criteria for evaluating textbook:<sup>16</sup>

- 1) They should correspond to learners' needs. They should match the aims and objectives of the language learning program.
- 2) They should reflect the uses (present or future) that learners will make of language. The materials should be chosen that will help equip students to use language effectively for their own purposes.
- 3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
- 4) They should have a clear role as a support for learning. Like teacher, they mediate between the target language and the learner.

Although some instructional materials have been used by enterprising teacher for a hundred of years, the full impact of their value is just beginning to dawn on the great majority of teacher. Certainly the unbelievable rapid progress in the direction of automation has been felt. In some instances instructional material have appeared prior to a felt need, the use of educational

<sup>&</sup>lt;sup>15</sup> Brian Tomlinson, English Language Learning Material (New York: Continuum International Publishing, 2008), 20.

<sup>&</sup>lt;sup>16</sup> Jack C Richards, curriculum development in language teaching (USA: Cambridge university press, 2001), 258.

television, for example, was being urged by the public prior to its acceptance by teacher generally.

The preceding expert from Edgar Dale's Audi-visual methods in teaching pinpoints the importance of instructional materials in the classroom. A teacher must effectively "bridge the time and space gap" if learning is to be assured. Audio-visual material, when used appropriately, is uniquely suited to this subject.

Although the greatest research interest has been shown in the area of motion pictures, it is apparent that the use of audio-visual materials may contribute to the effective learning in many ways. These advantages can be a good reference in choosing the materials.

- Reduce verbalism, instructional device supply a concrete basis for the conceptualization of idea.
- 2) Increase the permanence of learning, the basic function of all education is to prepare the learner for more effective living.
- Add interest and involvement, it is clear that high degree of interest or motivation to learn is one of the best guarantees that learning will occur.
- 4) Stimulate self activity, by dramatizing things, processes and events the learner is inclined to act in his initiative.

<sup>&</sup>lt;sup>17</sup> Edgar Dale, Audio Visual Methods in Teaching (New York: Holt, Rinehart and Winston inc, 1954)

- Provide the continuity of thought, due the ability of some audio-visual materials to narrow time and space concepts, students may much more readily understand involved process than would otherwise be possible.
- 6) Provide experiences not easily obtained through other means.

It is seen from the foregoing that audio-visual materials, when used effectively, can contribute in many ways to the learning process. Once again, they can not do the job alone; their usefulness rest, basically, as tools for enhancing learning.

### 2. Speaking

Speaking ability is an activity to produce utterances in oral communication. According to Bailey, speaking is the productive, oral skill. It means that the activity of speaking involves two or more people having reacted together and knowing whether are able to speak well.<sup>18</sup>

### a. The Nature of Speaking

Michael Halliday, who provided one of the best expositions of language function used the term to mean the purposive nature of communication and outlined seven different function of language.<sup>19</sup>

<sup>18</sup> Kathleen M. Bailey, *Practical English Language Teaching Speaking* (Singapore: McGraw-Hill, 2005), 2.

<sup>&</sup>lt;sup>19</sup> H Douglas Brown, *Principles of Language learning and teaching* (England: Longman inc, 2000) 250.

- 1) The instrumental function serves to manipulate the instrument, to cause certain events to happen.
- 2) The regulatory function of language is the control of events.
- 3) The representational function is the use of language to make statements, convey facts and knowledge, explain or report – that is to 'represent' reality as one sees it.
- 4) The interactional function of language serves to ensure social maintenance.
- The personal function allows a speaker to express feelings, emotion, and personality.
- 6) The heuristic function involves language use to acquire knowledge.
- 7) The imaginative function serves to create imaginary system or ideas.

Second language learners need to understand the purpose of the communication, develop an awareness of what the purpose of the communication act is and how to achieve that purpose through linguistic form. Speaking is common way to express their thought. Language is verbal behavior. People commonly use language when they communicate to each other. All normal people in the world could speak well although they can not read and write.

Moreover, speaking is one of basic skill that should be acquired by second or foreign language learners. A second or foreign language learner is considered success in learning speaking if they are able to communicate orally with native speaker, although there is no expectation that they will speak like a native.

### b. Speaking Ability

Fulcher states "Speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students' ability to communicate in the target language"<sup>20</sup>

However, critical study of the historical arguments leads us to conclude that there are three general speech purposes, to inform, to persuade and to entertain.<sup>21</sup>

### 1) Informative speech

The purpose of informative communication is to increase the receiver's knowledge and understand of a subject. Informative speeches may also entertain or change beliefs. A speaker whose immediate purpose is to impart information often uses amusing or dramatic illustration to entertain his or her audience, thus holding their attention. Moreover, information, even if It consist only of "facts" may lead to changes or beliefs and eventually to physical action, although such result may not be apart of the speakers purposes.

<sup>20</sup> Glenn Fulcher, Testing Second Language Speaking (Pearson: Longman, 2003), 23.

Larry A Samovar and Jack Mills, Oral communication (USA: Wm. C. brown company publishing, 1978), 21.

In information speaking your main concern is having the audience learn and remember the information you present. The teacher talking to a class or manager of department store explaining the duties of job to staff members are both engaged in informative speaking.

### 2) Persuasive speech

The major function of the persuasive speech is to induce the audience to think, feel or act in a manner selected by the speaker.

### 3) Entertaining speech

The third major type of speech has the purpose of entertaining the audience. We are using the word entertainment in its broadest sense to include anything that stimulates a pleasurable response, whether it is humorous or dramatic.

The speech is more than just the words that usually everybody uses. How the word is saying is just as important as the purpose. This is suggestion for delivering the speeches.

Good delivery involves several important aspects. To develop it, the important one is practice. The following basic techniques for delivering a speech will help in improving speaking.<sup>22</sup>

1) Stage fright: first, let's face one problem about speaking in public which concerns most beginning students-nervousness. Most people are nervous

<sup>&</sup>lt;sup>22</sup> Paulette Dale - James C Wolf, Speech communication for international students (New Jersey: prentice hall regent, 1988), 8.

about public speaking. Even some teachers feel nervous when they meet a new class for the first time.

Try to accept nervousness as a natural way of helping to be alert and to do the best. The nervousness will reduce after view speeches. The nervousness is normal and natural.

The best tip to reduce this tension is really well prepared. Known the topic and make it more interesting.

- 2) Have good posture: posture is the way to stand before the audience. Do not lean on a lectern try to stand naturally erect. If there is no lectern in the room, just place in a good visible position in the middle of the room. Try to look casual – but not sloppy.
- 3) Facial expression: don't fake a big smile just a small natural smile will do.
  During the speech try to change the facial expression to convey the emotions.
- 4) Movement and gesture: it is help the audience to understand the meaning of the speech. The following types of gestures may help in using hands naturally.
  - a) Make size clear: show the width or height of an object by using hands.
  - b) Emphasize an idea: pound on the lectern to show anger about the communist takeover in cuba, for example.
  - c) Symbolic action: wave the hand in a friendly greeting gesture to show how one felt when his saw a long-lost friend.
  - d) Show location: indicate location or directions by pointing the index finger.

- 5) Eye contact: look directly at audience, their nods, gestures, and smiles will show that they understand or not. The positive feedback will make the feeling better and less nervous.
- 6) Speak with enthusiasm: it is being lively and showing the personal concern for the subject and audience.
- 7) Vary your speaking rate: the words should not be too fast or too slow.
- 8) Practice: for the best result, practice it in several days before the actual presentation in class.

### c. The Teaching of Speaking

In some countries, such Indonesia, the people feel that speaking is the most difficult skill. There are two reasons why speaking more difficult than listening, reading and writing.<sup>23</sup> Firstly, speaking happens in the real time, people speak spontaneously and listener will be waiting for them to speak right then. It is impossible for the listener waiting for a long time so that the speaker has to think as fast as possible. Secondly, when people speak, they can not revise and edit the conversation as people do in writing.

Speaking need practice, it will make it to be easier. As a teacher it is good idea to give the students speaking task which provoke them to use all

<sup>&</sup>lt;sup>23</sup> David Nunan. Language Teaching Methodology: A Text Book for teacher, (Sidney: Prentice Hall, 1989), 48.

and any language at their command. The three basic reasons of it are stated bellow:<sup>24</sup>

### 1) Rehearsal

It is getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life even in the safety of the classroom. This is not the same as a practice in which more detailed study takes place; instead it is a way for students to 'get the feel' of what communicating in the foreign language really feels like.

### 2) Feedback

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is a good reason for 'boomerang' lessons) students can also see how easy to find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them to the further study.

### 3) Engagement

<sup>&</sup>lt;sup>24</sup> Jeremy Harmer, how to teach English (England: longman, 1998), 87.

Good speaking activities can and should be highly motivating. If all the students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem solving etc.) are intrinsically enjoyable in themselves.

In the teaching, speaking needs some testing, this assumption is made that the objective of teaching spoken language is the development of the ability to interact successfully in that language, and this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing for this ability will not be called for, informal observation providing diagnostic information that is needed.<sup>25</sup>

### 3. The Speaking English Instructional Material

The teacher should know the materials which are needed to develop the students' ability in speaking in order to reach the objectives of learning and teaching speaking. Jack C. Richard states<sup>26</sup> that in communicative approach, wide variety materials have been used. Many practitioners of communication language teaching explained that the materials have been used as a way of influencing the quality of the classroom interaction and language

<sup>&</sup>lt;sup>25</sup> Arthur Hughes, testing for language teacher (United Kingdom: Cambridge university press, 2003), 113

<sup>&</sup>lt;sup>26</sup> Jack C Richard, beyond training perspectives language teacher's education (United Kingdom: Cambridge university press, 2001), 121

use. It means that the class will achieve the objectives of teaching if we use appropriate materials.

Instructional materials can provide detail specification of content.

Instructional materials give guidance for teacher on both the intensity of coverage and the amount of attention of demanded by particular content or pedagogical tasks.

Tomlinson suggests that good language teaching materials have the following characteristics:<sup>27</sup>

- 1) Materials should achieve impact.
- 2) Materials should help learners at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should be require and facilitate learner self-investment.
- 6) Learner must be ready to acquire the point being taught.
- 7) Materials should expose the learner to language in authentic use.
- 8) The learners' attention should be drawn to linguistic feature of the input.
- 9) Materials should provide the learner with opportunities to use the target language to achieve communicative purposes.

<sup>&</sup>lt;sup>27</sup> Jack C Richards, curriculum development... 263

- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners have different learning style.
- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice. Materials should provide opportunities for outcome feedback.

### B. Review of Previous Studies

Some previous studies related to this study can be cited and reviewed. They are:

 Analysis on the Lesson Plan of English Speaking (SBC) at Public Senior High Schools in Malang by Andriys Ariesson Harieska Prajas<sup>28</sup>

Andriys Ariesson Harieska Prajas, "Analysis on the lesson plan of english speaking (SBC) at Public Senior High Schools in Malang" (Universitas Negeri Malang: unpublished bachelor thesis, 2009)

There are some findings obtained from this study. First, in general, the lesson plans for English speaking class developed by the English teachers can be considered well-developed. Second, the lesson plan's components on which most of the teachers make mistake of are the material/ learning resources and assessments. Third, most of the teacher can develop the competence standards and basic competences in accordance with the content standard of SBC. Fourth, in developing the objectives of the study, most of the teachers have developed them in accordance with the basic competences and indicators. They have also formulated the objectives of the study well. Fifth, all of the collected lesson plans have the instructional materials developed appropriately with the basic competences, indicators, and context of students. Sixth, all of the teaching and learning methods of the lesson plans have been already developed in accordance with the basic competences and objectives of the study. Seventh, the teaching and learning steps on these lesson plans are all developed by focusing on the students, giving chances to the students to interact with their friends and environment, and emphasizing on problem solving. All of the teaching and learning steps are also developed in accordance with the teaching and learning methods. Eighth, most of the material/ learning resources on these lesson plans are not written operationally. Ninth, there are two lesson plans whose assessments are developed less appropriately with the basic competences and indicators. Also, half of the lesson plans have techniques of assessment that are not developed in accordance with the forms of instrument. The forms of

instrument are not developed in accordance with the rubrics, and the rubrics are not developed correctly.

The finding above gives us the detail knowledge about lesson plan which is usually use by teachers at senior high school, this finding is very useful to the teachers so that they can know the way to develop their lesson plan, and we can know the activity which is usually use by teachers at senior high school. In other hand, it should give us the knowledge how to implement the lesson plan in the class, not only the theory but also the practice in the classroom.

This research explains about lesson plan, it has the relation with the development that is done by teacher. The researcher expectation is from this research, the researcher will know the way how teacher usually develops their lesson plan.

So, from the research above the researcher tries to make this research, in order to know how to implement the instructional material at the classroom. The lesson plan is the important part in submitting the instructional material to the students.

2. Teachers' Knowledge in Planning Lessons for English Speaking
Activities Based on School-Based Curriculum (SBC) at Some Public
Senior High Schools in Malang by Rozky Fariza<sup>29</sup>

Based on the result of the analysis, the researcher concludes that out of six knowledge discussed the fewest knowledge that the teachers have in planning components of lesson plan of English speaking activities based on School-Based Curriculum at some Senior High Schools in Malang is in developing the basic competence and learning indicators with eight (8) out of nine (9) teachers got fair or poor score. The reason of this poor score was the lack of teachers' knowledge in planning the basic competence part. The second lowest is in the competence standard part with four (4) teachers got fair or poor score. It was happened because they were able to answer neither the definition of competence standard nor the competence standard of speaking activities. Teachers got good score for the rest components of lesson plans: learning objectives, assessment, instructional material and material/learning resource, and teaching and learning methods and learning stages. It meant that they have good knowledge in planning them. This good knowledge would help them to develop learning objectives. assessment, instructional material/learning resource, and teaching and learning methods and learning stages well in their lesson plans.

<sup>&</sup>lt;sup>29</sup> Rozky Fariza, "Teachers' knowledge in planning lessons for English speaking activities based on school-based curriculum (SBC) at some public senior high schools in Malang" (Universitas Negeri Malang: unpublished bachelor thesis, 2010)

The researcher describes that there are many teachers that do not know how to develop their lesson plan. So, for other teachers, they can learn from the weakness above to repair their own lesson plan. In the other hand, this research try to deliver the message that we have to share about our material in teaching with other teachers, it makes our material better. But, this research also does not observe about the implementation in the classroom.

So, from the research above, it shows the way how to develop the lesson plan. The researcher tries to make this research, in order to know how to make the good instructional material, the development and also its implementation at the classroom.

# The Teaching of Speaking at the International Class in SMP Negeri Singosari by Wahyu Setyo Prihandono.<sup>30</sup>

The findings show that there were two kinds of English class in the international class. They were (1) general English class where speaking skill was not taught as an integrated subject. It was implemented with the other skill related to the materials being discussed and (2) supporting English speaking class which was enrolled as a compulsory subject to improve students' speaking ability. Basically, both classes delivered the same materials but the supporting English speaking class provided more speaking activities. It was also revealed that, overall, there were several activities done in both general English class and

<sup>&</sup>lt;sup>30</sup> Wahyu Setyo Prihandono, "The teaching of speaking at the international class in SMP Negeri 01 Singosari" (Universitas Negeri Malang: unpublished bachelor thesis, 2009)

supporting English speaking class namely brainstorming, presentation, discussion, role play and repetition drill, each of which was done with certain purposes. In the teaching and learning process, the teachers applied visual media such as pictures, verbal representation and real objects. The teachers were also helped by the multimedia equipments such as LCD and OHP which were provided in the classroom to conduct more attractive and effective teaching. The findings also revealed that there were some difference between general English class and supporting English speaking class in term of assessment. The teacher in general English class did not do assessment of speaking skill in every meeting. The teacher did assessment in some meetings which required a lot of speaking activities. It differs from supporting English speaking class where the teacher always did assessment in every meeting to monitor the development of students' speaking ability.

The researcher describes the international class in detail. The learning process is described in detail. It makes us know well about the activity and the instructional material. This research observes the international class and the supporting class.

The researcher tries to be more focus. In this research, the researcher only talks about the instructional material and its implementation in the class. In addition, instructional material is very important in teaching speaking, not only the method.

The research above can be reference about the implementation in speaking class. It will help the researcher during observation in the learning process.

### 4. The Speaking Skill of the Eighth Graders of RSBI and Regular Programs at SMPN 5 Malang by Lita Cempaka<sup>31</sup>

The findings of the study reveal that the speaking skill of the students from RSBI and Regular Program are in the same position: good. Around 44% RSBI students and 43.1% Regular students attained good. The others varied with excellent, very good, and fair quality. The means within both classes (84 and 82) also show that they belonged to the same quality: good.

From the findings, it can be concluded that the speaking skill of RSBI students is not higher than Regular students. Their qualities are almost the same.

This researcher finds that the students' speaking ability of RSBI class is not too high, although RSBI is popular with have good speaking English students. It is happens because the learning process is not maximal. It makes the researcher exciting to do a research about the instructional material, because the instructional material has an important part in the learning process. This research helps the researcher in difference the regular and RSBI class.

<sup>&</sup>lt;sup>31</sup> Lita Cempaka, "The speaking skill of the eighth graders of RSBI and regular programs at SMPN 5 Malang" (Universitas Negeri Malang: unpublished bachelor thesis, 2010)

# 5. Strategies Implemented in the Teaching of Speaking to the Seventh Graders of RSBI Class in SMPN 5 Malang by Usriya Tas'adina<sup>32</sup>

This study shows that in the teaching of speaking to the seventh graders of RSBI class of SMPN 5 Malang, there were six strategies implemented. Presentation was the first strategy. Presentation challenged not only students' creativity but also students' confidence to perform individually in front of audiences. Role play was the next one. As the third one, discussion was divided into two: class or group discussion. The teachers used small groups instead of big group or whole-class discussion. The next was describing things. The fifth one was interview. The students were grouped in pairs. The game named game zone was the sixth strategy. In the game, the students read and spoke then wrote text. The difficulty of practicing this game was managing the time and keeping the game went well.

This is an exciting research, from this research we can know the strategies that usually use by the teacher in the RSBI class, so it can be the reference for other teacher. On the other hand, the researcher chooses the instructional material. Although we know about the strategies well, but we do not know about the material it will be useless. So from the instructional material, the teacher can develop it into several strategies.

<sup>&</sup>lt;sup>32</sup> Usriya Tas'adina, "Strategies implemented in the teaching of speaking to the seventh graders of RSBI class in SMPN 5 Malang" (Universitas Negeri Malang: unpublished bachelor Thesis, 2010)

# 6. Developing Multimedia-based Listening Material for self-instruction: Material-centered Approach by Pauline Puspita Claudie<sup>33</sup>

The result of the development was a multimedia self-instruction listening material in a DVD format with menu buttons to access two kinds of listening texts, material instructions, scripts or subtitles, keys, reflection, and a student's package consisting of worksheets for whilst and post-listening activities and additional materials for two of the post-listening activities in the form of magazine article and a part of an English novel.

The result of the try-out showed that all of the respondents gave a positive response to the material. The main strengths of the developed material were the novelty of the material and the attractiveness of its texts and post-listening activities. The weakness was on the bad sound quality of the material instruction.

This research describes the instructional material and its implementation in detail. It can to be references for another teacher. After that, teacher can develop it by themselves.

From this research, the researcher gets a description about instructional material, but this research talks about the listening material and it is focus on multimedia material. In this research, the researcher talks about the instructional material that used in speaking.

<sup>&</sup>lt;sup>33</sup> Pauline Puspita Claudie, "Developing multimedia-based listening material for self-instruction: material-centered approach" (Universitas Negeri Malang: unpublished bachelor thesis, 2007)

# 7. The Use Instructional Media in the Teaching of English at MAN Bangil by Fika Megawati<sup>34</sup>

The findings of the study on the use of instructional media in the two different programs at MAN Bangil are presented as follows. First, the media selection was based on the instructional objectives, the materials, class condition, and the availability of media. Second, the instructional media used in conducting English instruction varied from conventional to electronic-based media, and mostly the media implemented in the class were pictures. Third, the problems faced by the teacher during the use of instructional media were in the preparation and evaluation. Fourth, the media gave positive contribution to the students' attitude in the class activities. The students liked the situation of the classes since the media made the materials more understandable and stimulated the students to be active in the learning process.

This research describes the use of the instructional media in that school, the teacher's problems and the contribution of the instructional media in good way. But the suggestion just to repair the facilities in that school, it should covers the teaching method of the teacher too.

The researcher focuses on the instructional material and its implementation in the classroom, so from this research, the researcher expects

<sup>&</sup>lt;sup>34</sup> Fika Megawati, "The use instructional media in the teaching of English at MAN Bangil" (Universitas Negeri Malang: unpublished bachelor thesis, 2010)

this research can be a reference. The researcher only talks about the speaking instructional material in this research.

# 8. The Use of Instructional Media in the Teaching of English in Three Different Programs at SMP Negeri 1 Malang by Uswatun Hasanah<sup>35</sup>

This study was descriptive qualitative research. The subjects of this study are the students and the teachers of regular, acceleration, and SBI programs of SMPN 1 Malang 2008/2009 academic year. The data were obtained from the teacher and the students. The instruments used were observations, interview, and questionnaires.

Based on the findings, the use of instructional media in the teaching of English in the three different programs can be presented as follows. First, the kinds of instructional media used to teach English in regular and acceleration program varied, from printed materials to electronic media, while those used in SBI program were mostly electronic. Second, the media were used in many kinds of classroom activities. Third, the media used were able to make the students active in the teaching learning process. Fourth, the problem of the teachers of the three programs in using instructional media was similar, which was in the preparation. Finally, all students of the three programs had positive responses toward the use of instructional media.

<sup>&</sup>lt;sup>35</sup>Uswatun Hasanah, "The use of instructional media in the teaching of English in three different programs at SMP Negeri 1 Malang" (Universitas Negeri Malang: unpublished bachelor thesis, 2009)

This research describes the finding in detail about the class, the teachers' problem and also the facilities. But, it will be good if all of the media are discussed in detail, not only the electronic but also the printed materials.

It will be good reference for the researcher to make this research more detail and describe all of the instructional material in detail. It will be more specific in the explanation because this research just observes the RSBI class.

# Using Mind Mapping in Teaching Speaking Skills at Rsbi Class Sma Negeri 1 Sidoarjo by Novi Rahmania Aquariza<sup>36</sup>

The findings of this research are, first, the material used is in accordance with the Syllabus and Lesson Plan. Praise and Congratulation are involved in the Syllabus. Its objectives need the students to be able to express and respond to the expressions of Praise and Congratulation. Besides using the expressions accurately, fluently and accepted in the context of daily life. Through the group presentation, the materials were clearly given to the students. Then, students also got new information related to the material. They were criticism; it can be seen on their questions, suggestions, to the group presenter. However, both of group presenters also have good understanding of their material, because they were able to overcome most of questions and suggestions by others.

<sup>&</sup>lt;sup>36</sup> Novi Rahmania Aquariza, "Using Mind Mapping in Teaching Speaking Skills at Rsbi Class Sma Negeri 1 Sidoarjo" (IAIN Sunan Ampel: Unpublished bachelor thesis, 2009)

Second, the implementation of mind mapping in teaching speaking was so helpful to regulate students' ideas and stimulates the group presenter to extend the statement using their own words. It is interesting for them, because of its simple form and relatively easy to understand. Furthermore, the existing of students teaching students able to help reinforce the explainer's learning, encourage higher order to thinking and problem solving.

Third, the problems arose during the teaching speaking activity were grammatical errors made by students and here some students could not optimally share their questions and suggestions because of the limited duration of interactive session on each presentation. However, so far problems happened can be well anticipated by both teacher and students. For instance, the teacher always tried to reduce it by giving intensive exercise and explanation related to the grammatical material.

It is one of the researches that the researcher used to be a reference because this research serves the method in teaching speaking ability, it talks about the speaking clearly. This method also can be the good reference to the teacher in teaching speaking.

This research talks about the speaking skill in RSBI, but it focus on the method. The researcher observes how a teacher teaches speaking in this school and how the community in the RSBI class in senior high school. From this research the researcher can learn about the RSBI class.

# 10. The Effect of Using Song on Students' Speaking Ability At Man Lamongan by Riryn Fatmawaty<sup>37</sup>

According to the final result, the writer can conclude that the effect of using song on students' speaking ability at MAN Lamongan is good, we can see from the students' score, pointing that with the song, the student more comfortable and want to speak English, means that song can be a good, interesting, fun, and attractive media for teaching and learning, especially in English subject. It can be alternative media for creative teachers in developing speaking ability.

This research can be a good reference for the teacher that has a difficulty in finding the method in teaching speaking but this method cannot implement in whole of the subject in speaking. So, from this research, the researcher tries to analyze the instructional material in speaking lesson. Knowing about the right instructional material is important to find the appropriate method in teaching speaking.

Based on several previous studies, some problems appear, such as how to choose the right instructional material and what are kinds of instructional material. Even tough there are so many studies that talk about the instructional material, their studies just observe one kind of instructional material and sometimes do not come to the implementation steps in the learning process.

<sup>&</sup>lt;sup>37</sup> Riryn Fatmawaty, "The Effect of Using Song on Students' Speaking Ability At Man Lamongan" (IAIN Sunan Ampel: unpublished bachelor thesis, 2009)

In the previous studies, most of teachers are confused in choosing the right instructional material. Sometimes, teachers depend on one textbook. There are many instructional materials that can be used in teaching, not only visual but also audio and audio visual material. Some previous studies observe the method in teaching speaking, although the instructional material is also important in the learning process. So, this study is quite significant in coming to terms with this subject.

### CHAPTER III

# RESEARCH METHODOLOGY

This chapter includes the discussion of Research Design, Subject of the Study, Setting of the Study, Data of the Study, Data Collection Technique and Data Analysis.

# A. Research Design

In this research, the researcher uses the descriptive research. The researcher chooses this design because this research obtains information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The researcher uses descriptive as research design to describe about the speaking English instructional material that used in RSBI in SMP Negeri 1, Surabaya, the way how teacher develops the speaking English instructional material, and the implementation of the speaking English instructional material in the classroom.

# B. Subject of the Study

Subject is an individual who participates in the research study, or is someone from whom the data are collected.

This research chooses the English teacher of the eighth grade at the SMPN 1 Surabaya. The teacher is invited to participate in the study because some criteria such as the teacher's educational background, experiences, and knowledges.

## C. Setting of the Study

This research is based on SMP Negeri 1, Surabaya is a Secondary School located in Pacar Street no. 4-6 Surabaya. It was established in 1951 (formerly a part of the Military Headquarters (Navy) since 1940, and in 1951 its status changed to SMP 1 Surabaya)

### D. Data of the Study

Data are everything taken from the observation whether they are facts or numerical sources.<sup>36</sup> Based on the problems of the study, this research uses a qualitative data. Data are collected though observation of teaching English speaking process, interview with teacher, and documentation of the instructional materials.

# E. Data Collection Technique

In this research, the researcher uses observation, interview and documentation to collect the data.

### 1. Observation

The researcher uses non-participant observation in this research. Using observation has the possibility to take a note about the information, development, and activities directly. Another advantage is to observe the subject that have no time to interview or does not want to interview. The researcher uses this technique to collect data about the implementation of the instructional material in the classroom.

<sup>&</sup>lt;sup>36</sup>Suharsimi arikunto, *prosedur penelitian: suatu pendekatan praktik* (Jakarta: PT. Asdi Mahasatya, 2006), 118.

The researcher chooses the structural observation to makes the research focus on the learning process in the class and how teacher serves the lesson to the students, especially in speaking class. To guide the researcher in collecting data doing observation, the researcher uses observation checklist.

#### 2. Interview

Interview is the process to get the information directly. The researcher uses interview with the teacher. With the good interaction we get the valid information. Before interview, the researcher explains the aim of the research. In the interview, the researcher does some interviews to the teacher because teacher is the right person that knows about the instructional material. They consume it. The researcher asks some questions to the teacher about what is the right instructional material that should they use in teaching English.

### 3. Documentation

Documentation is used to collect the data, which is in the written form.<sup>37</sup> Profile of the school, instructional materials, syllabus, and activities photos are collected to support the data, collected from observation and interview.

<sup>&</sup>lt;sup>37</sup> Suharsimi arikunto, *prosedur penelitian: suatu pendekatan praktik* (Jakarta: PT. Asdi Mahasatya, 2006),158.

## F. Data Analysis

After the data are collected, the researcher analyzes the data with the descriptive manner. The researcher describes the data to give any information about speaking English instructional materials. There are three kinds of data to obtain in this study. The first data are about the speaking instructional material, the second data are about how the teacher implements the instructional materials in the classroom, and the last is the implementation of speaking English instructional material.

The result of the observation is analyzed based on the real situation and class condition when the teacher teaching speaking. It can be known from the teacher and students' performance in learning process.

The result of the interview is analyzed according to the teacher's answer, which is asked by the researcher based on the interview guide. By interviewing, the researcher gains the information about the instructional materials.

The result of the documentation is analyzed according to the data from SMP Negeri 1, Surabaya.

# CHAPTER IV

### DATA DISPLAY AND DISCUSSION

This chapter presents the research findings and discussion. The research findings are based on the result of the data analysis, and the discussions are based on the findings.

# A. General Description of the SMP Negeri 1 Surabaya

# 1. Profile of SMP Negeri 1 Surabaya

SMP Negeri 1 Surabaya is one of the largest junior high school of Surabaya. SMP Negeri 1 Surabaya is a community school situated in heart of Surabaya and has been an integral part of the local community since it was opened in 1951.

Formerly, the area of SMP Negeri 1 Surabaya was 1640 m<sup>2</sup>. It got addition of land area 2797,25 m<sup>2</sup> and in 1990 it could build a basket ball court, a headmaster room, and administration room and a school hall.

Besides regular classes, in 2002 SMP Negeri 1 Surabaya opened acceleration program class, where the students can accomplish their study only in two years. In 2007, it opened pioneering of international standard classes. In these classes, certain subject such as mathematics, science, English and ICT are delivered fully in English. In 2011, all of the class is classified international standard class.

SMP Negeri 1 Surabaya has so many facilities and infrastructures, there are:

Theory room

: 30 classes

b. Physics laboratory

: 1 room

c. Biology laboratory

: 1 room

d. English laboratory

: 1 room

e. Electro laboratory

: 1 room

Computer laboratory: 4 rooms

SBI classes, completed with computer learning media

Accelerated program class, completed with learning media: 6 rooms

: 6 rooms

Cooking practice room

: 1 room

Library

: 2 rooms

Those are the other supporting facilities from SMP Negeri 1 Surabaya:

- Small mosque
- b. Basket and volley square, it can be used as a ceremonial square
- c. Media room for school meeting or MGMP and learning, more or less for the capacity is 100 peoples.
- d. Hall, for committee school meeting, more or less for the capacity is 500 peoples.
- e. Polyclinic
- Counseling room
- Canteen

h.	Headmaster room, staff room, teacher room and administration room	
i.	Security place	
j.	Parking area	
k.	OSIS room	
1.	Karawitan and Kolintang room	
	There are so many extracurricular in SMP Negeri 1 Surabaya:	
a.	Music/band	j. karawitan
b.	Wall magazine	k. badminton
c.	Volley ball	1. MTQ
d.	Pingpong	m. PMR
e.	Drum band	n. Paskibra
f.	Scout	o. Conversation
g.	KIR	p. Journalist
h.	basket ball	q. Dancing

# 2. Vision and mission of SMP Negeri 1 Surabaya

i. Robotics

The vision and mission of SMP Negeri 1 Surabaya are: having achievements, global competitive based on faith and piety.

The Indicators of planning strategies are stated below:

- a. Able to produce international standard graduates.
- b. Able to implement the curriculum of international standard school.
- c. Mastering international standard learning teaching process.

- d. Excellent in international standard educators and education.
- e. Excellent in international standard equipment and infrastructure.
- f. Excellent in faith and piety.
- g. Able to communicate actively in English both spoken and written.
- h. Reaching international standard achievements.
- Mastering international standard information and communication technology.

Mission of SMP Negeri 1 Surabaya are stated below:

- a. Implementing effective learning and guiding to make every student develop optimally as his/her own potential.
- b. Growing spirit of fairly competition in all sectors and full religious experience and nation culture, to make students having polite behavior, and free from drugs.

Aims of SMP Negeri 1 Surabaya are stated below:

To help all members of the school community achieve their full potential by:

- a. Developing lively inquiring mind life long learning skills and fit and healthy bodies.
- Fostering friendship, self-esteem and pride in themselves and SMP
   Negeri 1 Surabaya.

- c. Teaching children to expect themselves clearly and confidently through the study of broad and balanced curriculum preparing children for life in the 21 century.
- d. Showing respect towards and cooperation all people within the context of multicultural society.
- e. Ensuring individuals have equality of opportunity in all aspect of school life.
- f. Maintaining an effective partnership between parents, community and school.

### B. Instructional Material

Based on the result of the interview, observation and documentation in SMP Negeri 1, Surabaya, there are two kinds of instructional materials; the first instructional material is visual instructional material and the second instructional material is audio visual instructional material.

#### 1. Visual instructional material

Based on the interview and the observation in SMP Negeri 1, Surabaya<sup>38</sup>, the visual instructional material is textbook. Teacher uses textbook to provide the material in the classroom. Since the materials in the textbook should be able to give stressing point and value to the students or give benefit, it is important to investigate the strength of the textbook. In the textbook, the materials are written based on the value and

<sup>&</sup>lt;sup>38</sup> Interview with the teacher on Tuesday, May 24<sup>th</sup>, 2011, at 09.00 am

benefit. It is shown by some materials such as: expressing certainty/uncertainty, repetition, attention and etc. Those materials are very useful for the students' real life because they will need those materials in communication.

The appropriateness of the speaking materials to the students' interest are very important because it will arouse the students' motivation in the learning process, since the students' motivation rise when they enjoy the materials. This is indicated by the presentation of the speaking materials that present some types of speaking materials, such as giving instructions, expressing commands, politeness and etc. These expressions can motivate the students to practice and apply these expressions with their friends or family in their social relationship.

Textbook uses the authentic sources. It is proven by the presentation of the speaking materials that presents the materials which are taken from the authentic sources such as from the authentic interaction, pictures, photographs, song lyric and etc. The textbook needs to be designed attractively. It helps the students to comprehend, build interest and motivation.

Based on the documentation<sup>39</sup> of the textbook, there are five forms of speaking materials which are presented in the textbook. First, the language function which are implemented in transactional and interpersonal talks,

<sup>&</sup>lt;sup>39</sup> Documentation on Thursday, May 26<sup>th</sup>, 2011, at 10.00 am

presented in the form of dialogues. The students are asked to practice the dialogue after they learn it. It may help the students act as they are in the real situation.

Second, the speaking materials are presented in the form of incomplete dialogue. The students are asked to complete the dialogue with the words or sentences provided.

Third, make up dialogue are also presented in the textbook, the students are asked to create a dialogue based on the given situation, and they must act out those dialogues.

Fourth, the speaking materials of the textbook are presented in the form of make up oral monologue based on the situation.

Last, the speaking materials in the textbook are presented in the form of expression, by presenting the speaking materials in the form of expression. It can make the students comprehend the materials easily.

In the interview, teacher says that every student has the textbook. It makes the teacher easy to give the materials, because they learn it at home before go to school.

# 2. Audio visual instructional material

Teacher should make the instructional materials as an important tool to support the learning process and develop their teaching method. Teachers have to get the advantages of the instructional materials.

Based on the result of the interview<sup>40</sup>, the teacher's purpose to use movie is to facilitate the student, motivate students to study harder, and also to get the better achievement for students. Using textbook makes the students feel bored, so teacher gives another media in teaching speaking. Movie is used to help the teacher to deliver the materials. It also makes the student feel enthusiastic in the learning process because the audio visual instructional material contains two elements. In using audio visual instructional material, teacher often asks the students to make a summary and retell it in front of class. Teacher uses some kind of movie such as The Chronicle of Namia, Spiderman, the science documentary and etc.

In the interview<sup>41</sup>, teacher said that the audio visual material is interesting for students. It makes the students focus at the lesson and ease the teacher to explain the lesson. Using audio visual material creates the enjoyable learning process because students are not bored. So, audio visual material can enhance students' motivation. In the classroom, some students are good to learn orally and abstractly, but for other students it can be difficult. Audio visual material is needed to help students in the learning process.

<sup>&</sup>lt;sup>40</sup> Interview with the teacher on Monday, august 8<sup>th</sup>, 2011, at 10.00 am <sup>41</sup> Interview with the teacher on Thursday, May 26<sup>th</sup>, 2011, at 10.00 am

# C. Teacher's Way of Developing the Instructional Material

Based on the interview with the teacher<sup>42</sup>, the purpose of the teacher to develop the materials is to ease the students in the learning process. The preparation of the students' activity is the important aspect in the learning process at the classroom. It is important because without any preparation it will make the learning process ineffective.

In the classroom, teacher gives the direction to the students to make them speak confidently. Teacher gives the appropriate materials with the students need. Teacher makes student become more active in the classroom with the chance to deliver their ideas. It is happened because the students' existence in delivering their idea is the part of the thinking process and it can show that the students understand the lesson.

In the observation at the classroom, students give a good response to the development of the instructional materials. It is shown when the teacher gives the students the chance to make a statement. Most of the students raise his/her hand and ready to give the statements about the lesson. It is the great achievement of the teacher to catch the students' interest and attention. Therefore, it is important to give the motivation to the students in the learning process. Teacher should create a good technique to deliver the lesson so that the students feel interested to the lesson. In the other hand, teacher has to give

<sup>&</sup>lt;sup>42</sup> Interview with the teacher on Tuesday, May 24<sup>th</sup>, 2011, at 09.00 am

the written information to the students, not only from one book but also from various books. It shows that the teacher has readiness in the learning process.

In SMP Negeri 1, Surabaya, teacher uses 5 textbooks in teaching English, there are scaffolding, English for SBI, step a head 2, English for science and English for mathematic. The teacher's purpose is to provide the appropriate materials to the students. He combines the material from 5 kinds of textbook and summarizes it. He makes the material become more enjoyable and easier to be understood. Teacher's purpose uses English for mathematic and science is making the students familiar with the science and math terms. It will help the students in the other lesson, because in RSBI science and mathematic lesson are delivered in English. So, teacher tries to help the students become familiar with science and mathematic through English lesson.

In the interview<sup>43</sup>, teacher said that he also tries to catch the students' interest with Power point slide. The summary of the material sometimes is delivered trough power point presentation, it successfully catches the students' attention. The learning process becomes more enjoyable. The material served so attractive, colorful and has a sound. It makes the effective learning process and makes the teacher becomes easier to give the explanation.

<sup>&</sup>lt;sup>43</sup> Interview with the teacher on Monday, August 15<sup>th</sup>, 2011, at 08.00 am

# D. The Implementation of Instructional Material in the Classroom

Based on the interview and the observation at SMP 1, Surabaya, there are two kinds of instructional materials used by teacher in teaching speaking to the second grade students. There are visual and audio visual instructional materials. The implementation of speaking instructional material used by teacher is presented as follows:

### 1. Visual instructional material

The speaking learning process needs the instructional material that can stimulate the students to study harder, especially for visual instructional material. It is happened because in the visual instructional material or textbook, there are some exercises that must be done by the students.

Based on the observation at SMP Negeri 1, Surabaya<sup>44</sup>, the teaching speaking in the classroom is designed to make the students speak. This is the implementation of the textbook at the classroom in SMP Negeri 1, Surabaya.

At the beginning of the lesson, teacher greeted the students and checked the attendance list. Teacher reviewed the previous lesson by giving some questions and short conversation.

In this meeting, teacher gave some explanations about the material and then divided them into several groups by counting. Students who got

<sup>&</sup>lt;sup>44</sup> Observation in the classroom on Tuesday, July 19<sup>th</sup>, 2011, at 11.00 am

same number were classified into one group, and then they made a circle.

The discussions were explained bellow:

Teacher: the class is too big to do this exercise. Please make a group of

four, students.

Students: sure, sir.

Teacher: alright, now please counting 1 until 4, who is gets the same

number to be one group.

Students: yes sir, 1 2 3 4, 1 2 3 4....

Teacher : now, please make circle based on your group. Lets we start

our exercise.

After the students made a circle based on their group, teacher began to explain what they would do in this meeting. In this meeting, they would learn about how to ask somebody to do something for us. Teacher said "do not forget to say the magic word: please". Students listened to the teacher carefully, some students talk to himself, and teacher asked them to silent. Teacher asked them to open their textbook. To see the example about how to ask somebody to do something, teacher asked them to reading it.

After they read an example, teacher asked them to make their own dialogue with their group that consists of 4 students. They had to make the dialogue about how to ask somebody to do something. Teacher did not confine the situation where the dialogue was happened. The students made it quickly because after that they practiced it in front of class. They imagined where did the conversation was done.

After several minutes, almost of the whole group was finished. So, teacher asked them to practice it in front of the class. Each group came forward and practiced their own dialogue. Teacher asked them to imagine where they did the dialogue and made the right expression. The whole class was laughing when one of the groups made a funny dialogue.

Teacher gave comments to the students about their dialogue. Almost whole of the class did it great, but there were some groups that forget to say magic word "please", teacher explained that this word is important to make you more polite in asking somebody to do something. Teacher gave a chance to the students to make comment or ask about the lesson. Students gave a good response to the teacher, they raised their hands and gave comment and also asked to the teacher when they did not understand with teacher's explanation.

The last, he asked to the students to study harder, and practiced the speaking ability, and closed the lesson by greeting.

# 2. Audio visual instructional material

Based on the observation at SMP 1, Surabaya<sup>45</sup>, in the classroom teacher introduced the materials to the students.

The first activity in this meeting was greeting between teacher and students through a warm conversation. He continued by giving warming up to make the students not to be sleepy anymore. The students gave

<sup>&</sup>lt;sup>45</sup> Observation in the classroom on Monday, August 08<sup>th</sup>, 2011, at 10.00 am

responses. Then, the teacher asked about the materials given in the previous meeting and the students answered. They seemed bored when they talked about the materials before. Then, the teacher showed the materials that would be used in that meeting.

The teacher gave a little information about the media that would be used in the classroom. The students gave the positive responses when they knew that they would watch the movie. The most important thing was they had to pay attention to the movie well to understand the movie because they had to retell the story in front of the class with their own words.

The title of the movie is The Chronicles of Narnia. It is familiar for the students because the movie had long duration. It was played in two meetings. After the teacher gave the motivation to the students, they asked to the students to watch and express their comprehension through their own words by having no decreasing point of each scene. However, they should use the appropriate grammar in their oral task.

The students were still confused and some of them asked the teacher what if the grammar was wrong or they could not speak fluently. Then, the teacher gave motivation to the students that they should express their understanding clearly and briefly. In addition, the students had to perform their oral comprehension in front of the class. They were ready to watch the movie. They watched it seriously, the movie took about 30

minutes for watching it. The students started to think and take a note about the story of the movie. Finally, the first scene of the movie was over.

At the end of the meeting, teacher asked the students about their difficulties during watching the movie. The students answered that there were difficulties in catching some strange vocabularies that they never hear before and the speeds of the speech made some students felt confuse. The students got difficulties because it was the first time they had that kind of activity. In conclusion, for the first meeting, the students were attracted when they watched the movie although they felt strange with this movie in the learning process. They showed a good response to the learning process.

In the second meeting<sup>46</sup>, the teacher checked the attendance list and gave a little review from the previous meeting. The review was about the topic of the first scene of the movie. After that, he asked the students whether there were ready to watch the next movie scene. The students seemed to be ready for the next activities. Next, the teacher gave the instructions about what students had to do and the students seemed understands to the instruction. Then the movie was played by the teacher.

The movie took about 35 minutes in this meeting. It was the same title, and it was the sequel from the first part. The story was more attractive than before because in this part there was a climax of the story.

<sup>&</sup>lt;sup>46</sup> Observation in the classroom on Tuesday, August 09th, 2011, at 09.30 am

So, the students would be more pay attention to the movie to get the points in the second scene. Finally, the all scene of the movie was over and the students should be ready to express it orally in front of the class. Then, the teacher started to call the students one by one to come forward in front of class. The teacher checked the attendance list and pointed the students' name.

They felt confidence to retell the story in front of the class, because in the first meeting they took a note and then they continued it in the second meeting. They concluded their notes, after that they knew what had to say in front of the class. The students got ready to retell in front of the class.

#### E. Discussion

The researcher analyzes the data from the interview, observation and documentation during the research in SMP Negeri 1, Surabaya. The data collected are analyzed based on the statement of the problems. This is the analysis of instructional material in SMP Negeri 1, Surabaya.

Instructional materials are those used in the learning process. Instructional materials are also important part in the teaching and learning process. Because of that, we should give a lot of attention to use the instructional materials. The students' response is good in English learning process. It is supported by the attractive instructional material in SMP Negeri

1, Surabaya. Theoretically, the students' interest to the lesson can be seen through the learning process. They have a note or not, or they give attention or not to the lesson.<sup>47</sup>

Based on the data from the research, SMP Negeri 1, Surabaya uses textbook as visual instructional material and movie as audio visual instructional material. The teacher explains that using both materials are very helpful for teacher in the learning process. It also gives a big advantage not only for teacher but also for the students.

Both textbook and movie are good instructional material. Moreover both of them are suitable with the three principles in choosing instructional material, there are relevance, consistence and adequate. According to Sofan Amri and Iif Khoiru Ahmadi<sup>48</sup>, the relevance instructional material means that learning materials should be relevant and suitable with the achievement of standards competence and basic competence. In the textbook, the material includes the standards of competence and basic competence. It is shown from the teacher's syllabus. The consistence instructional material means that there is the firmness between the instructional materials with the basic competencies that must be mastered by students. The textbook also contain so many exercises that help the students to master the basic competence. The adequate instructional material means that the material should be quite

<sup>47</sup> Abu ahmadi, *psikologi belajar* ( Jakarta :rineka cipta, ), 79.

<sup>&</sup>lt;sup>48</sup> Sofan Amri, S.Pd. - Iif Khoiru Ahmadi, M.Pd, konstruksi pengembangan pembelajaran (Jakarta: Prestasi Pustaka, 2010), 162.

adequate to help the students to master the basic competencies. The textbook and movie give adequate material to the students, not too much and not too less. So, the textbook and movie are completed each other in giving the good material for the students.

Using the textbook in teaching English especially for speaking avoids the students from confusion with the lesson. They can learn at school or home. The obstacle in using the textbook is the students' mood. Sometimes they feel bored with the textbook. But, it is not discouraging the students' interest in learning English because they can learn the textbook at home. It makes them feel confidence in facing the learning process in the classroom.

Based on the description above, the textbook is very helpful and good for students in the learning process. According to Cunningsworth<sup>49</sup>, there are four criteria to evaluate textbook. The first criteria is textbook should correspond to the learners' needs. The textbook that is used in SMP Negeri 1 Surabaya is appropriate with these criteria. The speaking material contains the material that the students usually do in their daily life. The second criteria is textbook should reflect the uses (present or future) that learners do in using the language. This criterion is also represented in this textbook because teacher use five kinds of textbook. Teacher uses the textbook that also provide the materials about the science. So, in the other subject they will be

<sup>&</sup>lt;sup>49</sup> Jack C Richards, curriculum development in language teaching (USA: Cambridge university press, 2001), 258.

accustomed with the term. In this school, not only the English subject that taught in English but also another subject. So, English teacher makes them accustomed with the term of science from the appropriate textbook. The third criteria is textbook should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. This textbook facilitates the students with detail explanation, examples and also many kinds of exercises. It will make them feel excited. This textbook gives the possibility that they can learn it at home. The last criteria is textbook should have a clear role as a supplemented materials for learning. Like teacher, they mediate between the target language and the learner. The various textbook give the clear explanation about the lesson. The students can combine from the one to another one. So they will know little bit more about the lesson.

On the other hand, teacher uses movie to overcome the students' interest. Sometimes, they feel bored with textbook, so movie is the best choice to overcome it. According to Edgar Dale<sup>50</sup>, Audio visual instructional material is one of the importances of instructional materials in the classroom. A teacher must effectively bridge the time and space gap if learning is to be assured. Audio-visual material, when used appropriately, is uniquely suited to this subject.

50 Edgar Dale, Audio Visual Methods in Teaching (New York: Holt, Rinehart and Winston inc, 1954)

The teacher's purpose in using audio visual instructional material are to facilitate the student, to motivate students to study hard, and also to get a the better achievement. Students usually get bored to use textbook, so teacher give another media in teaching speaking. Likewise for students, they feel more interesting using movie. For achieving better achievement, after students learn using movie, teacher asks them to take a note and retell in front of class what they watch. Moreover, using audio visual instructional material has so many advantages, such as Reduce verbalism, increases the permanence of learning, adds interest and involvement, stimulate self activity, provide the continuity of thought, provide experiences and not easily obtained through other means.

As data obtained from the research, the English teacher needs preparation in teaching speaking lesson with using movie to make a good interaction with the students. The preparation makes teacher do what they have to do. It makes teacher do the lesson plan smoothly. Teacher does not lose the words when teaching speaking. Teacher can lose the words when the teacher does not prepare their learning process well.

Teacher is important in the learning process. The ways they deliver the lesson also influence the students' interest, likewise in the development of the instructional material. In SMP Negeri 1, Surabaya, teacher develops the material using power point. Teacher summarizes the material from various sources and makes the slide about it. This power point can make the students

understand the lesson and interested it. In a good presentation and delivered material draw the students' attention to the lesson. Power point also an effective material in learning, it can abbreviate the time. After the lesson, the students can make their own slide.

As suggested by Tomlinson<sup>51</sup> that the material should help learners at ease and power point gives the brief explanation but at the right way. It helps the students to understand the lesson easily. Similarly, textbook help the student in many ways, they can read it repeatedly because the material is written there. The materials should help learners to develop confidence. Textbook can make the students confidence, because they can learn it at home, it makes them ready to the learning process.

The materials should facilitate learner self-investment. Movie can make the students more active to the lesson. They must take a note and also retell with their own words. It make the students give more attention to the lesson, it also make them interested in the lesson.

Basically, textbook, movie and power point are complementary for each other. So, it makes the learning process more interesting. Teacher uses it alternately, when the students feel bored with the textbook, teacher use another one to reduce it and vice versa.

<sup>&</sup>lt;sup>51</sup> Jack C Richards, curriculum development in language teaching (USA: Cambridge university press, 2001), 263.

#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion related to the research finding and discussion.

#### A. Conclusion

Based on the findings of the research, the conclusion can be drawn as follows:

- Visual and audio visual instructional materials are used in teaching speaking at SMP Negeri 1, Surabaya. Textbook as visual instructional materials sometimes makes students feel bored but it is helpful for them. Using textbook avoids the students from confusion with the lesson. They can learn at school or home. Moreover, movie as audio visual material can increase students' interest and overcome the students' boredom.
- 2. The teacher uses five textbooks. In teaching English he combines the materials and summarizes it. He makes the material become more enjoyable and easier to understand. The summary of the material is sometimes delivered through power point. It successfully catches the students' attention. The learning process becomes more enjoyable. The material becomes so attractive. It makes the effective learning process and eases the teacher to give explanation.

3. The teaching of speaking in the classroom is designed to make the students speak actively. Teacher implement textbook at the classroom using grouping technique when the material is making up the dialogue. Sometimes textbook makes the students bored, but it does not decrease the students' interest. Moreover using textbook has several exercises and makes the students' enthusiast. On the other hand, teacher uses the audio visual instructional material to catch the students' attention. Teacher plays the movie twice. In the first meeting, teacher asks the students to give attention to the video and takes some notes about the movie. In the second meeting, teacher plays the second scene of the movie and asks the students to retell with their own word. Movie makes the students enjoy with the lesson because it overcomes their boredom with the textbook.

## B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions that are addressed to the teacher of English subject in SMP Negeri

1, Surabaya and further researcher. The suggestions are formulated bellow:

1. Suggestion for the English teacher

There are some suggestions to the teacher that hopefully can be useful in English learning process.

a. In teaching English speaking, the teacher is expected to use not only two kinds of instructional materials but also other kind of it, to catch the students' interest to the lesson.

- b. The teacher needs to attend some trainings and workshops to get new information about the instructional material in teaching English speaking.
- c. The teacher can search other references from magazine, newspaper, comic in order to make the students feel enthusiast in learning speaking.
- d. The teacher should do the various appropriate methods to stimulate the teaching English speaking.
- 2. Suggestion for the further researcher
- a. The findings of this research are expected to be used as a consideration for other researcher who plans to conduct the similar research, especially related to the instructional material of the teaching English speaking.
- b. It is also suggested to the further researcher to make a replicates study, for examples: an analysis of instructional material used in RSBI classes to support students' listening ability, an analysis of instructional material used in RSBI classes to support students' writing ability, and also an analysis of instructional material used in RSBI classes to support students' reading ability.

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