AN UNDERGRADUATE THESIS

DEVELOPING ENGLISH LEARNING MATERIALS
FOR ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR
CENTRAL LAMPUNG

By:

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Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO1440 H/ 2019 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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ii

DEVELOPING ENGLISH LEARNING MATERIALS
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CENTRAL LAMPUNG

ABSTRACT
By:
KURNIA DEWI SAFITRI

This research was aimed at developing English learning materials for English Club students especially in topic English debate at SMAN 1 Punggur. It was due to the lack of relevance and contextual materials for English Club.The research design used in this study was Research and Development (R&D) involving five main steps: needs analysis, planning, developing the materials, validating the developed materials, and revising.

To validate the developed materials, three validators were involved. The result of the validation shows that several aspects of the developed materials are proper according to the Aiken's V which is higher than 0.5. Those aspects cover improvement of materials, communicative, demand and unity of ideas, presentation technique, presentation of learning, and content layout, content illustration.

Furthermore, some other aspects need to revise according to the validator assessement. They include title compliance, size compatibility, language and vocabularies, materials compatibility, materials accuracy, conformity with the level of development of students, accuracy, and typography of materials. after revising the product in accordance with the validator suggestion, it is concluded that the developed materials in this undergraduate thesis can be properly use for English Club students at SMAN 1 Punggur.

Keywords: *DevelopingEnglish Learning Materials and English for Secondary Levels*

PENGEMBANGAN BAHAN PEMBELAJARAN BAHASA INGGRIS
UNTUK SISWA *ENGLISH CLUB* DI SMAN 1 PUNGGUR
LAMPUNG TENGAH

ABSTRAK
Oleh:
KURNIA DEWI SAFITRI

Penelitian ini bertujuan untuk mengembangkan materi pembelajaran bahasa Inggris untuk siswa *English Club* khususnya dalam topik debat bahasa Inggris di SMAN 1 Punggur. Hal ini dikarenakan kurangnya materi yang sesuai dengan kebutuhan pembelajaran bahsa Inggris di*English Club*. Desain penelitian yang digunakan dalam penelitian ini adalah Penelitian dan Pengembangan (R&D) dengan menggunakan lima langkah dalam pengembangannya: analisis kebutuhan, perencanaan, pengembangan bahan, validasi bahan yang dikembangkan, dan revisi .

Untuk menilai materi yang dikembangkan, peneliti melibatkan 3 validator/praktisi. Hasil validasi menunjukkan bahwa ada beberapa aspek bahan pembelajaran yang dikembangkan sesuai dengan perhitungan Aiken's V menunjukkan angka lebih tinggi dari 0.5. Aspek-aspek tersebut meliputi kesesuaian materi, komunikatif, keruntutan dan kesatuan gagasan, teknik penyajian, penyajian pembelajaran, tata letak isi, dan ilustrasi isi.

Lebih lanjut, beberapa aspek lain perlu diperbaiki sesuai dengan saran pengembangan dari para validator/praktisi, diantaranya kesesuaian judul, kesesuaian ukuran, bahasa dan kosa kata, kesesuaian materi, kedalaman materi, kesesuaian dengan tingkat perkembangan siswa, akurasi, dan tipografi materi. Setelah dilakukan perbaikan produk sesuai dengan saran pengembangan dari validator, maka dapat disimpulkan bahwa bahan pembelajaran yang dikembangkan dalam penelitian ini ini dapat digunakan dengan baik untuk siswa *English Club* di SMAN 1 Punggur.

Kata Kunci: Pengembangan bahan pembelajaran bahasa Inggris dan bahasa Inggris untuk sekolah menengah atas

APPROVAL PAGE

Title : DEVELOPING ENGLISH LEARNING MATERIALS FOR ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR CENTRAL LAMPUNG

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vi

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Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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NPM   : 1501070071
Fakultas   : English Education
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Judul   : DEVELOPING ENGLISH LEARNING MATERIALS FOR
Skripsi   ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR
               CENTRAL LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Pembimbing I

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To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which
is written by:

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                    FOR ENGLISH CLUB STUDENTS AT SMAN 1
                    PUNGGUR CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

No. B-2527/In.28.1/D/PP.00.9/07/2019

An Undergraduate thesis entitled: DEVELOPING ENGLISH LEARNING MATERIALS FOR ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR CENTRAL LAMPUNG, written by Kurnia Dewi Safitri, student number 1501070071, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 26th July 2019 at 14.30 – 16.30 am.

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, July 2019

The Researcher

KURNIA DEWI SAFITRI
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Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juli 2019

Yang Menyatakan,

KURNIA DEWI SAFITRI
St. Number 1501070071

x

MOTTO

"Oh Allah! Nothing is easy except what You have made easy. If You wish, You can make the difficult easy"

(This hadith was issued by Ibn Hibban in his Sahih (3/255).)

What you seek is seeking you

(Rumi)

Work hard and be good to people

DEDICATION PAGE

This undergraduate thesis is specially dedicated with love and affection to:

My beloved parents (Mr Mukijan Darmo Suwito and Mrs Siti Rowiyah) who always pray and support in their endless love.

My lovely brothers and sisters (Mba Tuti, Mba Iin, Mba Ida, Mas Sabar, Mas Bowo, Aa David, and Dek Nisa) who always make me on fire.

My beloved Conference of the Birds who have been struggled with me and I will never forget when we were suffering together.

My greatest friends who always stay around me no matter what

My beloved Almamater of State Institute for Islamic Studies of Metro

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The second, the writer would like to express her profound gratitude, more than she can thanks for:

1. My beloved father and mother, who have prayed, motivated, encouraged, reminded, the writer to finish the paper as soon as possible.

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Finally, the writer relizes that this undergraduate thesis is not perfect and there are still many shortcomings in writing and conducting research. Therefore, the writer apologizes as much as if there are a lot of mistakes and shortcomings, besides the writer also asks for criticism and suggestion for the perfect research.

Metro, July 2019

KURNIA DEWI SAFITRI
NPM. 1501070071

TABLE OF CONTENTS

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDICES

1. Surat Izin Pra-survey

2. Surat Balasan Izin Pra-survey

3. Surat Bimbingan Skripsi

4. Surat Tugas

5. Surat Izin Research

6. Surat Balasan Research

7. Angket

8. Wawancara

9. Surat Izin Validasi

10. Draft Produk Awal

11. Hasil Validasi

12. Hasil Revisi

13. Dokumentasi

14. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

The ongoing process of globalization have created an impact on a variety of complex trends in the economic, social and cultural fabrics of all societies. During this globalization era, international relation additionally has been spread widely. In international relation, there are much cooperation formed such as politics, education, export and import commodity, and diplomatic relation. To support the success of cooperation that formed, there is a pressing need for a common language of communication, which would create it possible to overcome interlingual and intercultural barriers standing in the way of integrating notions. Due to its widespread in the world, English is such language, and English language skills are required to meet international association language demands.

English has became a widely accepted means on international communication. It is meaningfully used by most of people in the world. When people of different backgrounds meet, they need to communicate using a particular language as a lingua franca. Nowadays English has represented as the first lingua franca that is not able to be competed by other languages with its substantial function. This is because people in almost every part of the world can fulfill their communication needs so that they can compete in various aspects of life which include of education, trade, politics, economics, and communication integration.

English becomes a world language because people in other countries give special status to English. Special status given to English by other countries can be in the form of using English as a second language and English as a foreign language. Because of this special role of English in various countries, mastering English should be done as early as possible. Due to this fact, English Language Teaching (ELT) is a valuable effort that aims not only to transfer various English language input but also to familiarize the language learners in order to be able to use English in their daily lives.

In Indonesia, English is a foreign language that is not obtained by most of Indonesian learners since the time of birth, even they almost never have interactions using English naturally and consciuosly in their daily lives. Hence, Teaching English as Foreign Language (TEFL) is crucial to admit and to develop learners' skill to acquire English. The aspects that should be considered in TEFL are learning context, students' needs, students' ages, learning materials, students' background, teaching method and teaching technique. All of the aspects are needed for the success in the foreign language learning process, especially English.

With regards to the important of English to be taught, some schools have additional program such as English extracurricular to improve the students' English skill which they do not get in the formal class. In SMAN 1 Punggur, there is an English program called by English Club which is to encourage the students' English skill. The students of English Club at SMAN 1 Punggur are supposed to have a good skill in English. Unfortunately, when the students are acquiring

English, they face some problems in learning English. Based on the writer's observation and the interview with English Club coordinator on December 13th 2018, some problems turned up during the implementation of English Club.

Firstly, the students of English Club tend to have little motivation to learn English. It is because of the English Club class is held in the afternoon or after the school has been over, so it makes the students difficult to handle. the atmosphere, then, makes the teaching and learning process non-conducive and many of the students are bored with the teaching and learning process.

Secondly, the English Club has not any specific coursebook yet for both teacher and students. The teacher tends to use available teaching materials on the internet rather than designing to their own learning process. So that the subject matter that is gained by the students is disordered and it does not support the students to build their motivation in learning English. In this case, developing English learning materials for the students of English Club at SMAN 1 Punggur is one of the crucial factors in term to meet the students needs. This development is beneficial to facilitate the students obtaining the target language. Accordingly, the writer conducted a research in developing English learning materials for students of English Club at SMAN 1 Punggur.

B. Problem Identifications

Based on the background of study above, some research problems are identified as follow.

1. Less of students' motivation in learning English.
2. Less of English learning materials for students of English Club.

3. The recent materials that are used by the teacher tend to make students bored in learning English.

C. Problem Limitation

This research is focused on developing appropriate English learning materials for the students of English Club which fits of the students needs.

D. Problem Formulation

The problem formulation of this research covers.

1. What is the English learning needs for English Club students?

2. What kind of the development English learning materials for English Club students is like?

3. What is the internal validity of the developed the English learning materials for English Club students?

E. Purpose of Research

Related to problem formulation above, the purpose of this study embraces.

1. To represent the learning needs of the students of English Club.

2. To develop appropriate English learning materials for the students of English Club.

3. To figure out the internal validity of the developed English learning materials for English Club students.

F. Benefits of Product

This product is expected to have significant benefits for some parties. The benefits of this study are described as follows.

1. To facilitate the students of English Club in learning English.

2. To enrich the availability of relevant and supporting English learning materials for students at Senior High School.

3. To provide stimulating information for further researches on developing English learning materials.

G. Product Specification

The developed English learning materials for students of English Club is in the form of a coursebook which help student to obtain English. The specifications of the product are as follows.

1. The product of this research cover 3 units. There are (a) Unit 1, Talking about debate (b) Unit 2, What Is Your Role? and (c) Unit 3, How to win a debate?.

2. Each unit of the developed material consist of : (a) related text, (b) language focus, (c) activities and tasks, and (e) answer key.

3. Each unit is equipped with pictures to enhance the illustration of the developed product.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

There are some related theories to support this. Namely teaching English as a foreign language, Teaching English at senior high schools, materials development, tasks and activities, and assessment.

1. Teaching English as a Foreign Language (TEFL)

English is the most commonly used language among people in the world. Throughout the world, when people from different nationalities want to communicate, they commonly use the English language. There are many reasons to learn English, whether it is for personal, study or work-related reasons. In line with what Maxom points out that today English has been considered as a language which gives people access to the world. Some want to study at prestigious English-speaking universities, some want a better career with international connections, and others just want a better chance in life.[1]

Nowadays, English is a foreign language. Foreign language is the language where the second language is not used by the individuals in societies.[2] Carter and Nunan hold that English as a foreign language is used in a context where it is neither an official language used for communication nor used as the

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[1]Maxom Michelle, *Teaching English as a Foreign Language For Dummies* (England: Bell&Bain Ltd. Glasgow, 2009), page 9.
[2]M.F.Patel and Praveen M. Jain, *English Language Teaching,* (*Jaipur:* Sunrise Publisher,2008), page 35.

medium of instruction.[3] English is being taught in schools, but it does not play a vital role in national or social life. It is as the medium of communication and instruction. In Spain, Brazil, and Japan, for example, The average people do not use English or any other language in their daily life even for professional advancement. It is taught among others in schools, but there is no regional variety of English which embodies a Spanish, Brazilian or Japanese cultural identity.[4] Further, Brown states that English as a foreign language refers to be taught in areas where English is not the primary language of education and trade.[5]

So far English has been considered as a foreign language. At this time, there could be as many as students learning English around the world and that is reason enough to consider moving into TEFL. Stern notes that TEFL refers to the teaching English in a non-native language learned and used with regard to a speech community outside national or territorial boundaries.[6]

In line with the above statements, TEFL can be described as English is being taught in a country where English is not an official language used in social life. Teaching English as a foreign language comprises to convey the English language in an interesting manner. TEFL educators encourage students to improve their English skill through listening, speaking, reading and writing and make them truly proficient in English.

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[3]Carter and Nunan, The Cambridge Guide to Teaching English to Speakers of Other Languages, (New York: Cambridge University Press, 2001), page 2.

[4]Geoffrey Broughton *et.al.,Teaching English as Foreign Language, second edition (*New York: Routledge, 1980), page 6-7.

[5]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* 2nd edition, 2000, page 3.

[6]H.H Stern, *Fundamental Concepts of Language Teaching (*Oxford: Oxford University Press, 1991), page 16.

2. Teaching English at Senior High School

In an educational setting today, English is the first foreign language to be taught. It is taught from elementary school to university. In secondary education, English is a compulsory subject and it becomes one of the subjects in the National Examination. Students need to understand spoken and written English to communicate their ideas effectively.

Secondary education is considerably assured in providing the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social, political, and economic spheres. In addition, for countries to compete in the global economy, a significant number of their citizens needs a secondary education in order to acquire the specific skills and aptitudes necessary for an increasingly technology-driven marketplace.[7]

The International Standard Classification of Education (ISCED), adopted formally by the General Conference of UNESCO Member States, is the reference classification for organizing education programmes and related qualifications by education levels and fields. ISCED level 3 sets after 8 to 11 years of education since the beginning of ISCED level 1. Students enter this level typically between ages 14 and 16. ISCED level 3 programmes usually end 12 or 13 years after the beginning of ISCED level 1 (or around age 17 or 18). Programmes classified at

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[7]W.James Jacob and Stephanie Lehner, *EQUIP2 State-Of-The-Art-Knowledge-in-Secondary Education, Educational Quality Improvement Program*, page 3.

ISCED level 3 may be referred to in many ways, for example, secondary school (stage two/upper grades), senior secondary school, or (senior) high school.[8]

Secondary education is typically designed in preparation for tertiary education. Within Indonesia context, the term secondary education is used to senior high schools. For international comparability purposes, the term secondary school is used to label ISCED level 3.

Programmes at the secondary schools are more specialized than those at lower secondary and propose students more choices and diverse pathways for completing their secondary level. The range of subjects studied by a single student tends to be narrower than at lower levels of education, but the content is more complex and the study more in-depth.[9]

Broadly, teaching English at senior high school can be implemented in several types.[10] The teacher may be dealing with a class of students who are learning English. In other words, the teacher should know what kind of behavior that the teacher is expecting from the class. In addition, the teacher should know for every moment of the lesson exactly what the teacher is expecting each student to be doing and how that relates to the teaching aims of the lesson.

Otherwise, students may be totally motivated in a foreign language situation, perhaps because they see themselves as specialists in English, or because they anticipate having to use it for university-level work, or because there is an obvious role for English to play in the community outside of school. In this

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[8]OCED, European Unions, UNESCO-UIS, *ISCED 2011 Operational Manual: Guidlances for Classifying National Education Programmes and Related Qualification,* 2015, page 47-48.

[9] Ibid., 47.

[10]Geoffrey Broughton *et.al., Teaching English as Foreign Language.*, 174-176.

case, English educators have to provide such teaching to achieve the target language. There are two stages in producing appropriate teaching, the first is the preparation and selection of materials, second is classroom organization while the lesson is in progress.

The materials used may be selected by a Ministry of Education or a head of the department. However, it is not an exaggeration to say that the teacher plays a crucial role in adapting the materials to the needs of the students. The materials have to be considered with the teaching demands. It should be appropriate for the class. It grasps without being so simple in which the students will be bored and the right length for the activities it will be used for. The second stage is a classroom organization. If any part of the material is unsatisfactory in any of these respects, the teacher will need to make a decision, either to change the material and find something more suitable or to organize the class activities in order to make the work appropriate by means of teaching techniques.

Based on the above explanation, it is worth to note that teaching English at senior high schools is not an easy business. As one of the required subjects, English has to be taught in an interesting manner. The teachers have to look carefully at any aspects which should be considered in their teachings such as students' needs, students' background, learning materials, teaching methods, and teaching techniques. Regarding to the teaching English at senior high school, it is known that the instructional should consider the aspects of teaching and learning process in order to achieve the objectives.

3. Materials Development

Recently, materials development has been an interesting field of study. Many researchers likely to conduct on developing materials. One of them is Bertha and Jahir who done the study on materials development in Columbian context. They argued that materials development is a field of study which has recently acquired significant importance in the Colombian context due to the fact that teachers, as materials developers, consider materials development as an area of knowledge that helps them to improve their teaching practices. However, the rationale, the gains as well as the challenges that drive materials designers have not been explored enough in Colombia.[11]

According to Graves, materials development is the planning process by a teacher creating units and lessons those units to carry out the goals of the course. It takes place on a continuum of decision-making and creativity which ranges from being given a textbook and a timetable in which to develop all the materials will use in class.[12] Besides, Azarnoosh *et.al.,* write that materials development is a practical undertaking involving the production, evaluation, adaptation, and exploitation of materials intended to facilitate language acquisition and development.[13]

In developing materials the researcher needs to analyze the learners' needs and regard to the aims of the learning. Then, the researcher is able to

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[11]Bertha Ramos Holguin and Jahir Aguirre Morales, *Materials Development in the Colombian Context: Some Considerations about its Benefits and Challenges,* A Colombian Journal for Teachers of English, 2014.

[12]Kathleen Graves, *Designing Language Courses: A Guide for Teachers,* (Canada: Heinle&Heinle Publishers, 2000), page 149.

[13]Maryam Azarnoosh *et.al., Issues in Materials Development* (Netherland: Sense Publishers, 2016), page 2.

develop the materials by adapting them in order to make them more appropriate to learners' needs. As Tomlinson has noted that adaptation can be implemented by reducing, adding, omitting, modifying, and supplementing learning materials. He also proposes several basic principles of developing learning materials which relevant to the materials development for language teaching.[14] These principles are briefly outlined as follows.

a. Materials should achieve impact. It is said that materials can achieve impact when they are new, varied, presented attractively, appealing content, and achievable challenge. Moreover, the impact is achieved when materials have an evident effect on the students, it means that the students are interested, curious and pay much attention to the materials.

b. Materials should help learners to feel at ease. Sometimes, during the instructional process, students feel bored and uninterested in. So materials should help the students' learning process more comfortable and relaxed. They can help the students to feel at ease in many ways, such as texts and illustrations that the students can relate to their culture, materials include examples rather than without. Materials should help the students to learn than always testing them.

c. Materials should help learners to develop confidence. The confidence of students may be reduced when they aware which they are not really using their brains. So that many students feel confident and relaxed when the materials they learn are not too difficult.

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[14]Brian Tomlinson, *Materials development in Language Teaching*, Second Edition, UK: Cambridge University Press, 2011,8-15

d. Materials should be relevant and useful. What is being taught should be received by learners as apparent relevance and utility in language acquisition. The materials being taught should be relevant to the students' interests and students' needs. Furthermore, the students are able to practice them using target language not only in the calassroom but also in their real-life.

e. Materials should require and facilitate learner self-investment. Materials that enable the students concerned on them and invest their interests, that can attract them to learn the materials will facilitate the students to do many activities in the classroom.

f. Materials should expose the learners to language in authentic use. Authentic use of the target language refers to the necessary but not sufficient for the acquisition of that language. Materials are able to provide exposure to authentic input through the activities they suggest, such as interviewing the teacher, performing a project in the local community and listening to the radio.

In line with the above explanation, it can be asserted that materials development is a process in which creating or upgrading materials in order to achieve the objectives of instructions. The materials learned should be relevant to the demands of teaching and learning and familiar with the students' life. So that the students ready to acquire the points being taught.

4. Curriculum Design

A curriculum plays an important role in education. It has become the reference as well as direction to achieve the success of education. The term curriculum can be defined in a number of ways. The curriculum is often defined as a container of a set of concepts about educational practice. A set of concepts is made as a reference from the implementation of educational practices.[15]

According to the Laws of Education System No. 20 of 2003, curriculum is a set of plans and arrangements concerning the purpose, content and learning materials and how to use as a guide for learning activities to achieve specific educational goals.[16] Besides, Nation and Macalister define curriculum as a guidance in designing courses that consists of outer circle namely principles, environment, and needs that involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production, and Inner cyrcle that consists of goals and its center, contents and sequences, format and presentation, and monitoring and assessment.[17] Based on those definitions, it can be inferred that curriculum is all organized of learning such as the principles and procedures for the palnning, implementation, evaluation, and management of an educational practice.

Having discussed the definition of curriculum, it is now imperative to discuss about curriculum design. Curriculum design refers to the ways in which we position the curriculum components. Regardless of the supporting curriculum

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[15]Hasan Baharun *et.al.,* "Curriculum Development Through Creative Lesson Plan". Cendekia vol 16, 2018.

[16]Act Of The Republic of Indonesia Number 20, Year 2003 on National Education System, *Act of the Republic of Indonesia on National Education System.* 7.

[17]John Macalister *et.al., Language Curriculum Design,* (New York: Routledge, 2010). 1

model, all curriculum designs endeavour to address four curriculum components; why do we initiate instruction or aims, what should we teach to realize our set aims and objectives, how can we interconnect target learning experiences, what have we realized and what actions should we take accordingly in relation to the instructional program. [18]

Curriculum design is part of curriculum development which could be regarded as the process of determining structured set of learning experience and elements to cover in the curriculum in the form syllabus. Those elements include objectives, content (subject field), teaching-learning process, and measurement.[19]

On the other hand, Richard state that curriculum development is process that are used to determine the needs of a group of learners, to develop aims or objectives for a program to adress those needs, to determine an appropriate syllabus, course structure, teaching methods, materials, and to carry out an evaluation of the program that results from these processes.[20]

In line with the explanation, it is worth to note that curriculum design is term used to describe the systematic organization of curriculum where its components are arranged. In other words, it is way for educators to plan instruction.

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[18]K.Mohanasundaram, "Curriculum Design and Development", *Journal of Applied and Advanced Research,* VOL. 3. 2018.

[19] Khoirul Umam, *et.al.,* "Curriculum Design of Master Program on Islamic Economics in Indonesia, Pakistan, Turkish, and Malaysian Universities", *Jurnal TSAQAFAH,* Vol. 12. 2016

[20] Jack C. Richards, *Curriculum Development in Language Teaching* (United Kingdom: Cambridge University Press, 2001). 2

5. Tasks and Activities

The terms task and activity have become important elements in classroom teaching. Johnson proves that the term of the task is to mean something synonymous with activity, it refers to 'what the teacher gives students to do in classrooms'. When many people talk about task design, they mean simply 'designing activities for use in the class'.[21]

Breen, as cited in Nunan, argues that task is any structured language learning effort which has a specific objective, suitable content, a particular working procedure, and a range of inputs for those who carry out the task. A task is therefore assumed to refer a range of workplace which has the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulation and decision making.[22]

Nunan uses the term 'task' as pedagogical tasks, are those that occur in the classroom. He defines that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.[23]

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[21]Keith Johnson, *Designing Language Teaching Tasks* (New York: Palgrave Macmillan, 2003), page 4.
[22]David Nunan, *Designing Tasks for the Communicative Classroom* (United Kingdom: Cambridge University Press, 1989), page 6.
[23]David Nunan, *Task-Based Language Teaching* (United Kingdom: Cambridge University Press, 2004), page 4.

Richard in Nunan holds that task is an activity or action which is undertaken as the result of processing or understanding language. For example, drawing a map while listening to a tape, listening to instruction and performing a command may be referred to as tasks. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.[24]

In the definition of language learning task requires the specification of four components, namely goals, inputs, activities derived from this input, and roles implied for teacher and learners. [25]

a. Goals

Goals are the main purpose to be obtained of conducted tasks. Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. In some cases, a complex task involving a range of activities might be simultaneously moving learners towards several goals. One classification of goals come from a recent large-scale language curriculum project in Australia (the Australian Language Levels, or ALL, Project).

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[24]Ibid., 2.
[25]David Nunan, *Task-Based Language Teaching.*, 47.

Table 1: A classification of goals.

Goal Type	Example
Communicative	Establish and maintain interpersonal relations, and through this to exchange information, ideas, opinions, attitudes, and feeling and to get things done.
Socio-cultural	Have some understanding of the everyday life patterns of their contemporary age group in the target language speech community. This will cover their life at home, at school, and at leisure
Learning-how-to-learn	To negotiate and plan their work over a certain time span, and learn how to set themselves realistic objectives and how to devise the means to attain them.
Learning and cultural awareness	To have some understanding of the systematic nature of language and the way it works.

(Adapted from Clark 1987:227-32)

b. Input

Input is everything used in the tasks which can be taken from the spoken, written and visual data. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources.

c. Activities

Activities specify what learners will actually do with the input which forms the point of departure for the learning task.

d. Roles

Roles can be described as the parts which teachers and students are expected to play in implementing learning tasks as well as the social and interpersonal relationship between the participants. As far as concern about the role of tasks in language teaching and learning, the point is the assumption that

the aim of foreign language teaching is to develop the ability to use the target language.[26]

6. Assessment

Assessment as part of classroom activities is a crucial process required to promote learning and final achievement. Assessment for learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance. Teachers need to create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary.[27]

To evaluate what students have learned accurately, an assessment has to examine their collective abilities. According to Gipps assessments have to be useful and focus on the student's ability to utilize the knowledge and skills learned.[28] The term authentic assessment describes the multiple forms of assessment that reflect students learning, achievement, motivation, and attitudes on instruction relevant classroom activities. It helps students to relate their learning content to meaningful situations which are relevant to students' lives. Mueller in Shridaran defined that authentic assessment is a form of assessment in which students are asked to perform real-world tasks to demonstrate meaningful application of essential knowledge and skill.[29]

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[26]Virgina Samuda and Martin Bygate, *Tasks in Second Language Learning* (New York: Palgrave Macmillan, 2008), page 8.

[27] Cheryl A Jones, *Assesment for Learning* (London: Newnorth, 2005), page 5.

[28]Caroline V. Gipps, *Beyond Testing Towards a Theory of Educational Assessment*, (New York: Routledge, 2015), page 11.

[29]Bhavani Sridharan, *Authentic Assessment Methods: A Practical Handbook for Teaching Staff Part 1*(Deakin University, 2015), page 4.

Similarly, Vina *et.al.,* give the definition of authentic assessment as a direct assessment through feedback that leads learners to demonstrate the achievement of learning that has been mastered with the demands of competence.[30] Authentic assessment changes the role of students, from passive to active, as they actively collaborate and participate in evaluating their progress. Some of the presumptions of authentic assessment are students will produce something that reflects compartmentalized repetition of what was presented to them, presented in a setting consistent with that in which the learning is likely to be most useful in the future".[31]

Refnaldi *et.al.,* added that authentic assessment is the process of gathering information by teachers about students' progress and achievement. It is done by using several activities that are relevant and closely related to daily life.[32] There are some types of authentic assessment that can be used by teachers in assessing language. Brown proposes six types of authentic assessment as follows:[33]

a. Performance-Based Assessment

Performance-based assessment implies productive, observable skills, and content valid tasks. Such performance usually brings with it of authenticity or

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[30]Vina Merina Br Sianipar *et.al.,Development of Authentic Assessment Instrument Based On Curriculum 2013 on Material of Poetry by Students Class X SMA Negeri 2 North Rantau Academic Year 2017/2018,* International Journal of Education, Learning and Development, volume 6, number 8, 2018.

[31]Ruby Ann L. Ayo, *A Survey of Authentic Assessment in the Teaching of Social Sciences,* International Journal of Education and Social Science, volume 2, number 6, 2015.

[32]Refnaldi *et.al, Theachers' Need for Authentic Assessment to Assess Writing Skill at Grade VII of Junior High Schools Teluk Kuantan,* Advanced in Social Science, Education and Humanities Research, volume 110, 2017.

[33]H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Francisco, Clifornia, 2003), 252

real-world task that students have time to develop their skills. It often implies integration of language skills, because the tasks that students perform are consistent with course goals and curriculum.

b. Portfolios

According to Idham, portfolios assessment is used to gather students' works and learning experiences such as cognitive, psychomotor, and effective aspects which are used as a reflection of student's learning improvement.[34] Genesee and Upshur cited in Brown maintain that a portfolio is a purposeful collection of students' works that demonstrate their efforts, progress, and achievements in given areas. Besides, Gottlieb suggests portfolios are as collections of students' lives and identities expression. Portfolios often contain samples of student work that are used as evidence of learning and language development.[35] A portfolio can serve as an important link between student and teacher, parent, and community. Teacher and student both need to take the role of assessment seriously as they evaluate quality and development over time. It needs to recognize that a portfolio is an important document in demonstrating students achievement and not just an insignificant adjunct to test, grades and other more traditional evaluation.

c. Journal

A journal is a recording of one's thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention

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[34]Fauzan Islami Idham *et.al.,The Use of Authentic Assessment in English Writing Skill to The Eleventh Grade Students,* e-Journal of English Language Teaching Society (ELTS), volume 3, number 1, 2015.

[35]Denman and Rahma, *Alternative Assessment,* The TESOL Encyclopedia of English Language Teaching, first edition,2018.

to structure, form, or correctness. In most of classroom-oriented, it is known as dialogue journals that imply an interaction between the teacher and the student through dialogues or responses. One of the principal objectives in a student's dialogue journal is to carry on a conversation with the teacher in order to make the teacher is able to become better acquainted with the students. Thus, it becomes better equipped to meet students' needs.[36]

d. Conferences and interviews

Conference assume that the teacher plays the role of a facilitator and guide. The students need to understand that the teacher is an ally that is encouraging self-reflection and improvement. Conferences are commonly implemented as peer conferences among a small group of students who meet to discuss and assess the work of a group member before it is submitted to the teacher, or as one-on-one teacher-student conferences focused primarily on student achievement in a given area. Discussion of alternatives in assessment usually encompass one specialized kind of conference, that is an interview. It is intended to denote a context in which a teacher interviews a student for designated assessment purpose.[37]

e. Observation

Observation as a systematic recording of students verbal and nonverbal behavior. One of the objectives of such observation is to assess students without the students' awareness.[38] For the teacher, observation needs to contribute to valid judgments concerning student learning outcomes which characterized as

[36]H. Douglas Brown, *Language Assessment Principles and Classroom Practice*., 260
[37]Ibid., 265
[38]Ibid., 267

the incidental and planned observation. Incidental observation occurs during activities of teaching and learning and the interactions between teacher and students. The teacher observes some aspect of individual student learning. Besides, planned observation involves the deliberate planning of an opportunity for the teacher to observe specific learning outcomes. It may occur in the context of regular classroom activities or may occur through the setting of an assessment task (such as a practical or performance activity.[39]

f. Self and Peer-Assessment

Self-assessment derives its theoretical justification from a number of well-established principles of language acquisition.[40] The students' greater autonomy in self-assessment can increase their motivation to learn the language. Self-assessment fosters learning autonomy and positively contributes to motivation and outcomes of learning mainly when self-assessment becomes part of day-to-day teaching and when learners do self-assessment for monitoring progress and improvement, not for a grade or placement.[41]

Peer assessment appeals to cooperative learning. It is simply one of tasks and procedures with the domain of learner-centered and collaborative education.[42] Self and peer-assessment, in which students assess each other and themselves. It has the potentiality to encourage the learners to take greater

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[39]Graham S Maxwell, *Teacher Observation in Student Assessment*, (Australia: Queensland School Curriculum Council,2001), page 1.

[40]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*., 270

[41]Mehrnoosh et al, *The Impact of Self-assessment and Peer-assessment in Writing on the Self-regulated Learning of Iranian EFL Students,* Journal of Sociological Research, volume 8, number 2, 2017.

[42]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*., 270

responsibility for their own learning by getting engaged with assessment criteria and reflection of their own performance.

It is worth noting that authentic assessment in language teaching is multiple assessments which reflects students learning, achievements, motivation, and attitude. It is not only for test, grades, or placement but also for monitoring progress and improvement of students' learning process.

B. Relevant Studies

Various researches had conducted research related to developing English materials. As a reference from the previous research, the researcher demonstrates in this section. First, a study from University of Phayao conducted by Chetsadanuwat. The phases of this study are needs analysis, examine the result from the needs analysis, and develop self-instructional materials. The aim of this study was to develop self-instructional materials to improve English listening skills for engineering students in the School of Engineering, University of Phayao.[43]

Second is Ahmad who was conducted in State Islamic Senior High School 2 (MAN 2) Gresik, Indonesia. He noticed that both of the students and the teacher face some problems in English class, such as the students' speaking skill is still low and the teachers sometimes still difficult to energize the students. In this situation, he developed suitable English instructional games to teach speaking. He argued that through developing games, the instructional activities will be more

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[43]Chetsadanuwat Krerk. "The Development of Self-Instruction Materials to Enhance English Listening Skills for Engineering Students. *Journal of Liberal Arts 16*, 1 June 2016.

interesting since games are regarded as being helpful energize the students in learning English.[44]

The third is Nurwahida from University of Makassar. Her study was aimed at developing English materials for students of management department especially in topics Export-Import and Banking at STIE YPUP, Makassar. The study design used in this study was Reseach and Development (R&D). The development model used was ISD model. It consists of needs analysis, instructional design, implementation, and evaluation. The procedures included analyzing materials needed by the students of management department, design English materials, developing the English materials through the ISD model. The development includes conceptual map, goals, materials sequence, English material, worksheet, and additional task. The data used in this study are quantitative and qualitative data. The instruments obtained in this study were questionnaire and observation sheet for two experts. In this study, two experts were involved in order to validate three systematic aspects, they were materials systematic organization, systematic English teaching and systematic content of English.[45]

The fourth is Karman from University Kolaka. This research type is a Research and Development (R&D), in which the final objective is to develop English reading materials that are suitable for Madrasah Aliyah students. This research instrument is questionnaires which are distributed to different subjects

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[44]Amrullah Zubaidi A, *Developing Language Games To Teach Speaking Skill For Indonesian Senior High School Learners*, JEELS, volume 2, number 2, November 2015.

[45]Nurwahida, "Developing English Materials For Students Of Management Department: Export-Import & Banking At Stie Ypup", *A Thesis submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) Alauddin State Islamic University of Makassar,* 2017.

and was analyzed quantitatively. This research was conducted used Borg and Gall's research design in combination with Jolly and Bollitho's model design. Based on the result of the need analysis, all students needed English reading materials which were based on their background study. The result of this research can be inferred that the developed English reading materials for Madrasah Aliyah students are already appropriate.[46]

The fifth is Dini from Yogyakarta State University. She designed English supplementary speaking materials for grade ten of senior high schools. Her study was concerned with how to provide contextual teaching and learning speaking materials for English teaching and learning process, especially in speaking skill. This study was Research and Development (R&D). The procedure of the research was conducting the needs analysis, writing the course grid, developing the first draft of the English supplementary speaking materials, evaluating the first draft of the English supplementary speaking materials, and revising and writing the final draft of the English supplementary speaking materials. This study conducted at SMA PIRI 1 Yogyakarta. The result of the needs analysis showed that the students needed materials for speaking which were attractive and interesting and based on their social life context. The product of this study was supplementary speaking materials entitled 'Meet and Speak Speaking Materials for High School' completed with teacher's guidebook. This study validated by the expert which

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[46]Karman, *Developing English Reading Materials For Madrasah Aliyah Students*, LANGKAWI, volume 3, number 1, 2017.

stated that contextual teaching and learning supplementary speaking materials had been appropriated for grade tenth students of Senior High School.[47]

The last is Meliawati *et.al.,* from Ganesha University, Singaraja. They developed reading materials that integrate online learning and face to face instruction. The objective of integrating online learning and face to face instruction in this study was to make the teaching and learning process became students centered activity and makes the students become self-assisted language learners. This study was a research and development including need analysis, design, development, implementation, and evaluation. The data were gathered through observation, questionnaire, interview, validation technique, and test. The method of data collections was interactive data analysis and ideal-theoretic reference.[48]

Based on the above some previous finding researches, it is known that many researchers had developed English learning materials. The existing materials are not fully meet students' needs. In this case, the researcher infers to develop English learning materials for English Club students, it would be based on learners needs. The researcher will develop new printed English materials to help the students increasing motivation to learn these materials so that the target of English Club could achieve well.

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[47]Erika Artha Dini, *Developing English Supplementary Speaking Materials Based on the Contextual Teaching and Learning for the Tenth Grade Students of Senior High Schools,* A Thesis, 2015.

[48]Komang, Nitiasih, Budasi, "Developing Blended Learning Based Reading Materials for The Tenth Grade Multimedia Students of SMK Wira Harapan, *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris,* volume 2, 2014.

C. Framework

This system illustrates the framework to relevant theories used in this research.
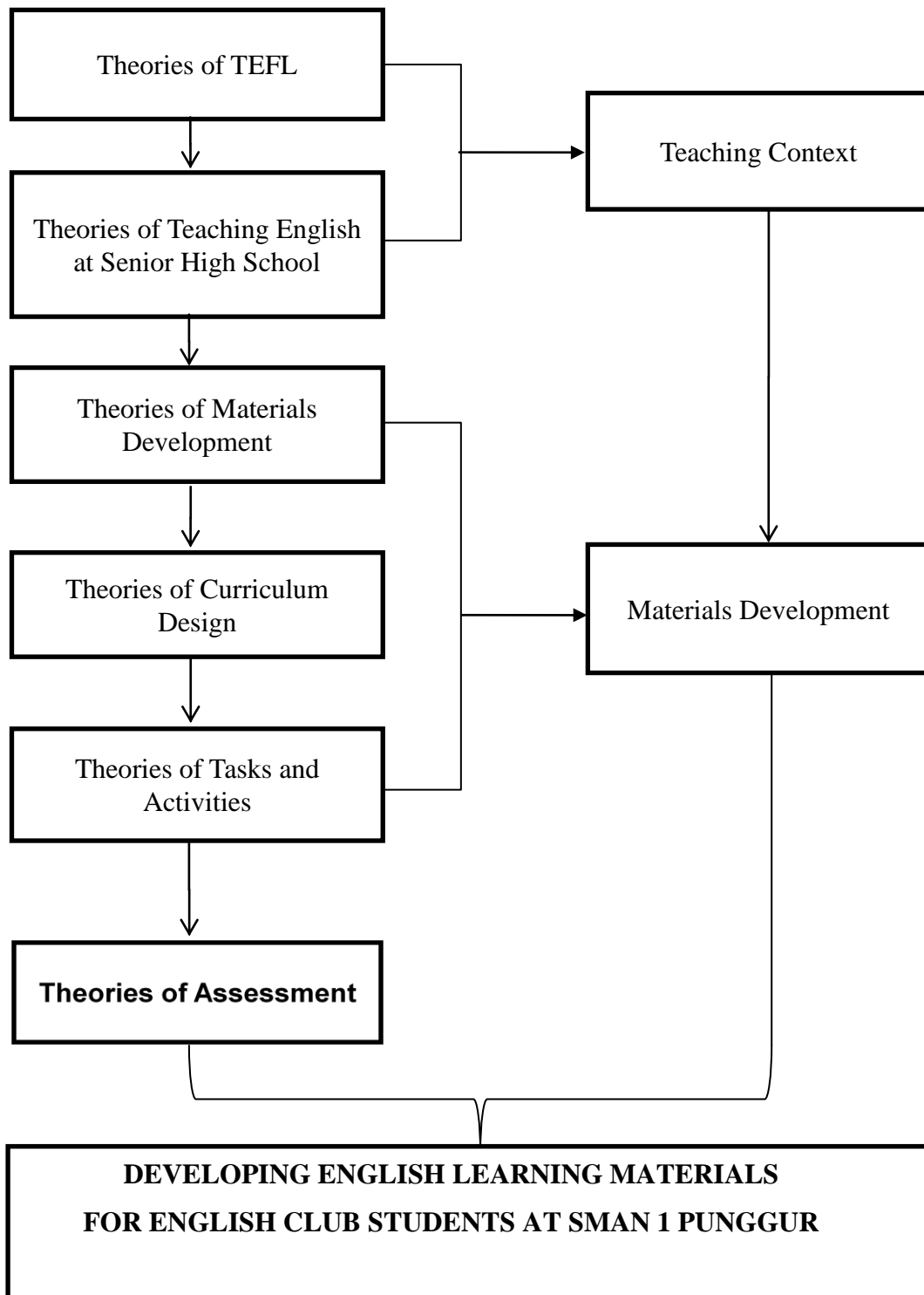
CHAPTER III

RESEARCH METHODS

This chapter represents the discussions about the methodological steps. It covers the type of the study, research setting, research subject, research procedure, data collection technique and research instruments, and data analysis technique.

A. Type of Study

The research method used is educational research and development (R&D) proposed by Borg and Gall. R&D is the process to develop and validate educational products. The findings of the research are used to design new product and procedures. Those are systematically developed and validate the educational product.[49] Some products developed in R&D were a variety of teaching tools such as curriculum, syllabus, learning modules, including teaching materials. The product of this research was English learning materials for English Club students at SMAN 1 Punggur.

B. Research Procedure

The research procedure used in this research is adapted from model of Borg and Gall.[50] Borg and Gall was proposed 10 major steps that is known as cycle of Research and Development (R&D) method. Nevertheless, the system approach model has been selected by the researcher to comply with the condition of the research. There are five steps used in this research. Those are conducting needs analysis, planing, developing the materials, validating the developed

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[49]Meredith D. Gall, Joyce P. Gall, Walter R. Borg, *Educational Research,* Seventh Edition, (United States of America, 2003), page 569.
[50] Ibid., 570

materials and revising. The explanations of the research procedure used in the study are below.

1. Need Analysis

This step is to collect the information of many sources that related to the research. It includes a review of literature and classroom observation. The researcher tried to gather information about students' needs by distributing questionnaires for the students and interviewing the teacher. The data was analyzed as the basis for developing English learning materials for English Club students at SMAN 1 Punggur.

2. Planning

After conducting a needs analysis, the researcher should make a plan for developing materials. The planning intended to the statement of specific goals which would be achieved after the learning. In this stage, the researcher focused on determining the course sequence and determining the goals that would be achieved. After analyzing the result of needs analysis, the researcher states the goals, topics, learning objectives, and syllabus type to fulfill the students' needs.

3. Developing the Materials

This step involved the developing of the instructional materials, which include print materials such as coursebook and evaluation devices. There were three units in the materials that had been developed. Each unit of the developed materials cover related text, language focus, activities and tasks, and answer key. Each unit is equipped with the picture to enhance the illustration of the developed product.

4. Validating the Developed Materials

This stage included the evaluation of the developed materials. The materials were evaluated by the validator to assess the appropriateness of the materials. The validation of the product can be achieved through validator assessement. In the validation, the developed materials were validated by the validator, then feedbacks and suggestions for the materials were given by the validator. Validator assessement was carried out by practitioners related to the developed materials, that were experts in the field of study, education, experts on assessment and evaluation.

5. Revising

The result of the validator assessement questionnaires was analyzed and utilized as the foundation to rewrite the final draft of the materials. In this step, the researcher revised and improved the developed materials based on the result of validator assessement in materials evaluation. After being revised, the materials were considered as compatible English learning materials for the English Club students at SMAN 1 Punggur.

C. Techniques and Instruments of Data Collection

The data collection used in this research were questionnaires sheets and interview guideline. The researcher collected the data by distributing questionnaires for students and interviewing the teacher. The quetionnaires were applied in the needs analysis stage. The students' needs was observed by doing need analysis. The researcher also used questionnaire for a validator to evaluate the developed materials. It was aimed to obtain the evaluation and feedback for

the developed materials. The feedback was used as much as possible to revise the developed materials. Furthermore, the next data collection techniques was interviewing the teacher. The result of the interview was used in the process of materials development. The next step was displaying the data. The data was compressed and displayed in the form of a text then making a conclusion.

D. Data Analysis Techniques

There were two types of data collected in this research. They were qualitative and quantitative data. The first was data from the students needs analysis and the teacher's interview and the second was the data from the materials evaluation by the validators.

The qualitative data were obtained from the interview and the suggestions from the validators. The interview was based on the interview guideline. The interview was obtained from the English teacher. The result of the interview was written in the form of interview transcripts. The interview was aimed at finding information about the students' needs and interests and the needs of English teaching and learning process. The result of the validators' suggestions, then was aimed at revising the materials. The results of the data were used to develop the coursebook in order to make it appropriate with the demands.

The quantitative data were obtained from the needs analysis and validator assessement questionnaires. The first questionnaire was analyzed using *Likert Scale* and measured using frequencies and percentages. The highest percentages of the answers to each question were considered representing the students' needs. The precentage was calculating by dividing the frequency by the total of the

respondents and then the results are multiplied by 100%. The second questionnaire that was addressed by the validators to get their assessements is analyzed using *Likert Scale.*

CHAPTER IV

RESEARCH FINDINGS AND DEVELOPMENT

A. The Result of Preliminery Product

1. Learning Needs of English Club Students

English learning needs for English Club students can be found through data collection. The data collection is carried out through two stages, namely conducting interviews with English Club teachers and distributing questionnaires to English Club students.

a. Interview

The researcher has interviewed with Mrs. Deli Wardhani, S.Pd as an English Club teacher on May 5, 2019. This interview aimed at finding out information about the need of learning English for English Club students at SMAN 1 Punggur. The results of the interview stated that in the learning process, the teacher had difficulty in choosing teaching materials and media which compatible with the needs of the English Club. It is due to the lack of relevance and contextual materials absence such as coursebook as a learning guide. Besides, the teacher stated that, among several skills that must be mastered by students, a debate is the most difficult skill to be mastered by the English Club students. Therefore, the teacher expects a coursebook that contains material about debates that can be expected to improve student debate skills so that the target situation at the English Club can be fulfilled. (see appendices for the results of interviews with English Club teachers).

Picture 1. Conducting interview

b. Needs Analysis Questionnaire

The questionnaire needs analysis is distributed to students to find out what learning needs of students and what coursebooks are like that they want. The questionnaire consists of 15 statements and students are asked to determine their agreement with a statement by choosing one of the available options. The questionnaire was distributed on June 6, 2019, to 11 English Club students at SMAN 1 Punggur. The following is the recapitulation of the results of the questionnaire analysis of student learning needs:

Table 2. The Result Of Needs Analysis Questionnaire

Statement	Percentage %				
	Disagree (2)	Quite Agree (3)	Strongly Disagree (1)	Agree (4)	Strongly Agree (5)
English learning material at the English Club does not meet the needs of the English Club.	0%	0%	0%	81.82%	18.18%
English Club does not have a coursebook or a guidebook.	0%	0%	18.18%	72.73%	9.09%

The existence of a coursebook or guidebook at the English Club is important to support student learning.	0%	0%	0%	27.27%	72.73%
English learning books will be more interesting if they are colored.	0%	9.09%	0%	72.73%	18.18%
English learning material should contain images / illustrations.	0%	9.09%	0%	63.64%	27.27%
English learning material should contain a list of words related to the existing text.	0%	0%	0%	54.55%	45.45%
English learning material should contain material about grammar.	0%	0%	0%	63.64%	36.36%
English learning material should contain material about storytelling.	9.09%	0%	0%	72.73%	18.18%
English learning material should contain material about speech.	0%	0%	0%	81.82%	18.18%
English learning material should contain material about debate.	0%	9.09%	0%	72.73%	18.18%
English learning material should contain scrabble material.	0%	0%	0%	72.73%	27.27%
English learning material should not contain related videos.	36.36%	18.18%	9.09%	27.27%	9.09%
The material presented allows it to be practiced.	0%	0%	0%	54.55%	45.45%
English learning material needs to be inserted a few wise words	0%	0%	0%	63.64%	36.36%

| A good English learning book cannot help students learn independently (if there is no teacher). | 36.36% | 18.18% | 18.18% | 18.18% | 9.09% |

Picture 2. Distributing needs analysis questionnaire

2. The English Learning Materials for English Club Students

English learning materials for English Club students are known from the results of data collection with an English Club teacher interview and the results of students needs analysis questionnaire. After analyzing the interview and needs analysis questionnaires, the researcher developed English learning materials in the form of coursebooks which contained debates.

The material developed consists of 3 units in which there are listening skills, speaking skills, and writing skills that can be mastered by students. Explanation of material in each unit is written in Indonesian and is equipped with QR Code-based videos. This aims at facilitating students in understanding the materials to be mastered. The following is a general description of the material that has been developed:

Table 3. description of the developed material

Unit	Title	Listening	Speaking	Writing
1	Talking about Debate	Giving ideas	Speak up	Identifying and Making Solutions
2	What Is Your Role In Debate?	Active Listening!	Practicing the Speaker	
3	How to Win A Debate?		1 minute-Speech Refuting the arguments	Writing persuasive paragraph

3. The Internal Validity of The Developed English Learning Materials For English Club Students

The products of English language teaching materials for English Club students have been validated/assessed by three validators from lecturers of English Department Study Program of IAIN. They are Dr. Umi Yawisah, M. Hum as validator 1, Dr. Dedi Irwansyah, M. Hum as validator 2, and Ahmad Madkur, M.Pd as validator 3. The validation results are processed using the Aiken's V validity formula to determine the content validity coefficient based on the results of the validator's assessment. The results of the assessment of teaching materials from 3 practitioners are presented in the table below:

Tabel 4. The result of Aiken's V of the developed materials

No.	ASPECTS	AIKEN'S V SCORE	REMARKS
1.	Title Suitability	0.222	Adjust the title to the purpose of the study
2.	Size Suitability	0.444	Size to be consistent
3.	Language and Vocabulary	0.333	Enrich using English
4.	Material Suitability	0.333	Adjusting
5.	Depth of Material	0.222	Revise accordingly
6.	Accuracy of Material	0.333	Revise accordingly

7.	Material Flexibility	0.556	Revise accordingly
8.	Compliance with the Level of Development of Students	0.444	Revise accordingly
9.	Communicative	0.667	
10.	Accuracy	0.444	Revise accordingly
11.	Integration and Unity of Ideas	0.556	
12.	Presentation Techniques	0.667	
13.	Presentation of Learning	0.556	
14.	Layout of Contents	0.667	
15.	Illustration of Contents	0.667	
16.	Typography of Material	0.444	Reorganize

Table 3. above shows that out of the 16 aspects assessed by validators, where 7 aspects assessed as a whole have good validity and 9 other aspects do not support good content validity. These aspects such as the suitability of the title, size, material, language and vocabulary, depth of material, the accuracy of the material, and typography of the material are considered less interesting (<0.5). These aspects will be further developed to support the overall content of teaching materials so that they can be used in learning well.

Furthermore, suggestions for the development of validators related to the components of teaching materials include in the form of titles have to be compatible to the research goals/objectives, enriching the material not only about debating material, typography of material and fonts to consider changes (suggestions for development from validator 3, Madkur), increasing the use of English (suggestions for development from validator 1, Yawisah), and references can be enriched (suggestions for development from validator 2, Irwansyah). These suggestions are good but not entirely applicable, except for typographic aspects of

the material, references, and considerations in using English. Other aspects that have been suggested by validators cannot be accomodated yet

Picture 3. Validating the product

B. Product Revision

The product revision is based on several suggestions obtained from validators. Not all of validators' development suggestions can be applied, it is due to limitations of research. Based on the results of validation by practitioners, there are several aspects of learning materials that can be improved, including the materials should use English, typography of materials, adding material references.

There are three units that have been revised. Each unit consists of three activities compiled by some tasks in learning process. There are Starting Up, Main Learning Activity, and Reflection. The detailed of units that have been revised can seen in the table below:

Table 5. the detailed Units revision

UNIT	STARTING UP	MAIN LEARNING ACTIVITY	REFLECTION

Unit 1
 	
TALKING ABOUT DEBATE
	Giving Opinions	1. Listening
		   identified the points on a video
		2. Vocabulary Builder
		   Crossword puzzle
		3. Reading
		   Identifying the main ideas
		4. Speaking
		   Argumenting, discussing and debating
		5. Writing
		   Deciding solutions to the problems
			Ask the students about their difficulties in learning Unit 1

Unit 2
 	
WHAT IS YOUR ROLE IN DEBATE?
	Identified the picture	1. Listening
		   Analyzing a video
		2. VocabularyBuilder
		   Matching the words
		3. Speaking
		   Considering as the first speaker in debate
		4. Reading
		   Recognizing the sentence
		5. Writing
		   Summarizing the text
			Ask the students to review about speaker role in debate

Unit 3 *HOW TO WIN A DEBATE?*	Discussing about certain topic	Speaking : Refuting the arguments Writing a paragraph	

Picture 4. Preliminary draft
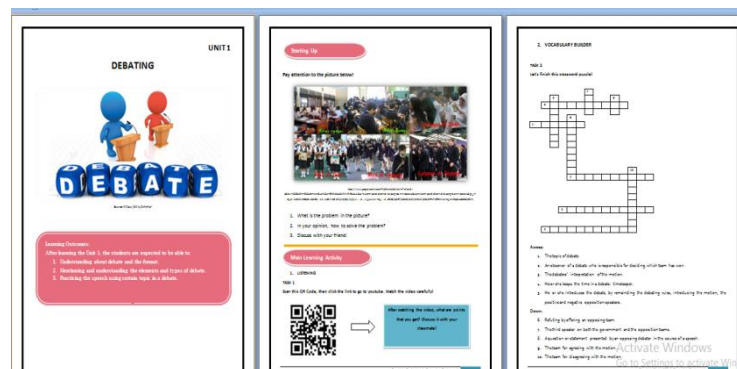
Picture 5. Revised draft

(see appendices for more drafts).

C. The Limitation of The Study

This study is only limited to the development of only 3 units and the effectiveness of the product has not been tested in class involving experimental research designs. This is because this study is classified at level 1 where researchers only test product design internally (opinions of experts and practitioners).

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. Conclusions

Some conclusions related to English learning materials for English Club students are as follows:

1. The English learning needs of the students of English Club is English debate. English debate is one of the difficult skill which have to be mastered by the students in order to meet the target situation.

2. The development English learning materials for English Club students at SMAN 1 Punggur includes goals, materials sequence, tasks and activities.

3. The developed materials in this research can be properly use for English Club students at SMAN 1 Punggur.

B. Suggestions

Based on the conclusions above, some suggestions related to English learning materials for English Club students are as follows:

1. English debate is being the English learning needs of the English Club students. In this case, the students have to improve their skill in English debate. To improve such skill, it is suggested that the product of this reseacrh is better used for English Club students practically.

2. The English learning materials of this research can be used as primary references in teaching and learning English debate not only for English Club but also for the students of SMAN 1 Punggur.

3. It is suggested to the next or further researcher to conduct a research by using research and development (R&D) method. ESP (English for Specific Purposes) can be used as an approach to develop a product that is suitable for target needs.

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APPENDICES

APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3465/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMAN 1 PUNGGUR
di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**KURNIA DEWI SAFITRI**
NPM	:	1501070071
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	DEVELOPING ENGLISH LEARNING MATERIALS FOR ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR

untuk melakukan *pra-survey* di SMAN 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 November 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
" TERAKRIDITASI "A "
Alamat : JL. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN
No : 422 / 523 / III.01 / SMA /2018

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa	:	**KURNIA DEWI SAFITRI**
NPM	:	1501070071
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris

Akan mengadakan Pra Survey / Observasi pada tahun pelajaran 2018 – 2019 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **"DEVELOPING ENGLISH LEARNING MATERIALS FOR ENGLISH CLUB STUDENTS AT SMA N 1 PUNGGUR".**

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro Lampung Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-3465 / In.28.1 / J / TL.00 / 11 / 2018, tertanggal : 01 November 2018 perihal permohonan izin Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 12 Desember 2018
Kepala SMA Negeri 1 Punggur,

Drs. SUNTORO
NIP 19640217 199512 1 002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-1654 /In.28.1/J/PP.00.9/5/2019   24 Mei 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Kurnia Dewi Safitri
NPM	:	1501070071
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Developing English Learning Materials For English Club Students At SMAN 1 Punggur Central Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP 19760610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1778/In.28/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**KURNIA DEWI SAFITRI**
NPM	:	1501070071
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMAN 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH LEARNING MATERIALS FOR ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 31 Mei 2019

Mengetahui,
Pejabat Setempat

Suntoro
NIP 19640217 199512 1002

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

53

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1779/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1778/In.28/D.1/TL.01/05/2019, tanggal 31 Mei 2019 atas nama saudara:

Nama	: **KURNIA DEWI SAFITRI**
NPM	: 1501070071
Semester	: 8 (Delapan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH LEARNING MATERIALS FOR ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

54

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
AKREDITASI "A"
Alamat : JL. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN
No : 423.6 / 313 / V.01 / SMA / 2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa	:	**KURNIA DEWI SAFITRI**
NPM	:	1501070071
Semester	:	8 (Delapan)
Program Studi	:	Pendidikan Bahasa Inggris

Akan mengadakan Observasi / Survey guna mengumpulkan data untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **DEVELOPING ENGLISH LEARNING MATERIALS FOR ENGLISH CLUB STUDENTS AT SMAN 1 PUNGGUR CENTRAL LAMPUNG** ".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultsa Tarbiyah dan Ilmu Keguruan Nomor : B-1778/In.28/D.1/TL.01/05//2019, tertanggal : 31 Mei 2019 perihal permohonan izin Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 19 Juni 2019
Kepala SMA Negeri 1 Punggur,

Drs. SUNTORO
Pangkat : Pembina Tk. I / IV.b
NIP 19640217 199512 1 002

Appendix 7

The Organization of the Needs Analysis Questionnaire

No	Criteria of the questions	The Purpose of the questions	Item number	References
1.	Lacks	To find the information about the gap between the target proficiency and the existing proficiency.	1,2,3	Nation and Macalister (2010: 27-30)
2.	Necessities and wants	To identify the materials that the students want to learn and students' preference of the materials topic.	7,8,9,10,1 1	Nation and Macalister (2010: 27-30)
3.	Setting	To find the setting of the materials	4,5,6,12,1 3,14,15	Nunan (2004: 70)

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa
  Nama : Fathir Al Ghazali
  Jenis Kelamin : Laki -Laki
  Umur : 15
  Kelas/Jurusan : X IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.					✓
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.			✓	~~✓~~	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.				✓	
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.				✓	
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.				✓	
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).				✓	
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).	✓				
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).		✓			
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.					✓
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.					✓
13.	Materi yang disajikan memungkinkan untuk dipraktikan.					✓
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.		✓			
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).					✓

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA ~~TIDAK~~   *) Coret yang tidak perlu

Responden

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju		2	: Tidak Setuju
4	: Setuju		1	: Sangat Tidak Setuju
3	: Kurang Setuju			

Identitas Siswa

Nama : Meynun Ofviva wiragisty.

Jenis Kelamin : Perempuan

Umur : 16 tahun

Kelas/Jurusan : IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.					✓
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.				✓	
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).				✓	
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.				✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.				✓	
13.	Materi yang disajikan memungkinkan untuk dipraktikan.					✓
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.				✓	
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).		✓			

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA ~~TIDAK~~ *) Coret yang tidak perlu

Responden

60

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa

    Nama : Adam Permana Putra

    Jenis Kelamin : Laki-Laki

    Umur : 15 thn

    Kelas/Jurusan : X IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.					✓
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.			✓		
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.				✓	
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.					✓
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).					✓
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).					✓
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).					✓
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).					✓
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.					✓
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.	✓				
13.	Materi yang disajikan memungkinkan untuk dipraktikan.				✓	
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.				✓	
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).			✓		

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

| YA | ~~TIDAK~~ | *) Coret yang tidak perlu

Responden

AUA

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang ($\surd$) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa

    Nama : Marlita Prasetyani

    Jenis Kelamin : Perempuan

    Umur : 17

    Kelas/Jurusan : XI IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.		✓			
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.		✓			
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.					✓
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).				✓	
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.				✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.		✓			
13.	Materi yang disajikan memungkinkan untuk dipraktikan.				✓	
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.				✓	
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).		✓			

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | ~~TIDAK~~ *) Coret yang tidak perlu

Responden

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang ($\sqrt{}$) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa

Nama : ANISA PRAMESTI LARAS

Jenis Kelamin : Perempuan

Umur : 16

Kelas/Jurusan : X IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.				✓	
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.				✓	
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).				✓	
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.				✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.	✓				
13.	Materi yang disajikan memungkinkan untuk dipraktikan.				✓	
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.				✓	
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).	✓				

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | ~~TIDAK~~ *) Coret yang tidak perlu

Responden

aning

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada
Peserta didik English Club
SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa
    Nama : Adelia Pratiwi
    Jenis Kelamin : Perempuan
    Umur : 15 tahun
    Kelas/Jurusan : X IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.					✓
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.				✓	
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.					✓
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).				✓	
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.				✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.	✓				
13.	Materi yang disajikan memungkinkan untuk dipraktikan.				✓	
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.				✓	
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).	✓				

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | TIDAK   *) Coret yang tidak perlu

Responden

68

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang ($\sqrt{}$) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa
Nama   : Ade Yuliani
Jenis Kelamin   : Perempuan
Umur   : 17 thn
Kelas/Jurusan   : IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.					✓
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.					✓
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).					✓
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.				✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.				✓	
13.	Materi yang disajikan memungkinkan untuk dipraktikan.					✓
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.					✓
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).				✓	

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | TIDAK   *) Coret yang tidak perlu

Responden

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa

Nama : Maya Melyyana

Jenis Kelamin : Perempuan

Umur : 16 tahun

Kelas/Jurusan : IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.				✓	
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.				✓	
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).					✓
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.		✗		✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.		✓			
13.	Materi yang disajikan memungkinkan untuk dipraktikan.				✓	
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.		✓	✗		
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).	✓				

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | ~~TIDAK~~   *) Coret yang tidak perlu

Responden

Mal

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa

Nama : DHEA SALSABILA

Jenis Kelamin : PEREMPUAN

Umur : 17 Tahun

Kelas/Jurusan : IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.					✓
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.					✓
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.					✓
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.					✓
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.					✓
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).					✓
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).					✓
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).					✓
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).					✓
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.					✓
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.			✓		
13.	Materi yang disajikan memungkinkan untuk dipraktikan.					✓
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.					✓
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).			✓		

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | ~~TIDAK~~ *) Coret yang tidak perlu

Responden

DHEA SALSABILA

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa

Nama : Salwa Salsabila Hartono

Jenis Kelamin : Perempuan

Umur : 16

Kelas/Jurusan : /PA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.				✓	
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.				✓	
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.				✓	
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).				✓	
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.				✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.	✓				
13.	Materi yang disajikan memungkinkan untuk dipraktikan.					✓
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.				✓	
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).	✓				

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | ~~TIDAK~~   *) Coret yang tidak perlu

Responden

SALWA STI

STUDENTS NEED ANALYSIS QUESTIONNAIRE

Kepada

Peserta didik English Club

SMAN 1 Punggur

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk peserta didik English Club, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini tidak bertujuan untuk menguji atau menilai para peserta didik, melainkan mencari informasi tentang materi pembelajaran bahasa Inggris yang sesuai bagi peserta didik English Club. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan.

Untuk itu, berikut ini adalah butir-butir poin yang berkaitan dengan kondisi Anda. Beri tanda centang (√) pada salah satu kolom 1, 2, 3, 4, atau 5 pada setiap poin yang ada pada tabel.

Keterangan:

5	: Sangat Setuju	2	: Tidak Setuju
4	: Setuju	1	: Sangat Tidak Setuju
3	: Kurang Setuju		

Identitas Siswa
Nama : Qoys Fadhilah
Jenis Kelamin : Laki²
Umur : 17
Kelas/Jurusan : XI IPA

No	Pernyataan	2	3	1	4	5
1.	Materi pembelajaran bahasa Inggris di English Club belum memenuhi kebutuhan English Club.				✓	
2.	Pembelajaran bahasa Inggris di English Club tidak memiliki *coursebook* atau buku panduan.				✓	
3.	Adanya sebuah *coursebook* atau buku panduan di English Club penting untuk menunjang belajar siswa.				✓	
4.	Buku pembelajaran bahasa Inggris akan lebih menarik jika berwarna.				✓	
5.	Materi pembelajaran bahasa Inggris seharusnya memuat gambar/ilustrasi.				✓	
6.	Materi pembelajaran bahasa Inggris seharusnya memuat daftar kosa-kata yang berkaitan dengan teks yang ada.				✓	
7.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang tata bahasa (*grammar*).				✓	
8.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang dongeng (*storytelling*).				✓	
9.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang pidato (*speech*).				✓	
10.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang debat (*debate*).				✓	
11.	Materi pembelajaran bahasa Inggris seharusnya memuat materi tentang *scrabble*.				✓	
12.	Materi pembelajaran bahasa Inggris seharusnya tidak memuat video yang terkait.				✓	
13.	Materi yang disajikan memungkinkan untuk dipraktikan.				✓	
14.	Materi pembelajaran bahasa Inggris perlu disisipkan beberapa kata-kata mutiara.				✓	
15.	Buku pembelajaran bahasa Inggris yang baik tidak dapat membantu siswa belajar secara mandiri (jika tidak ada guru).				✓	

Terimakasih atas kesediaan Anda untuk mengisi kuesioner ini. Apabila saya masih membutuhkan informasi-informasi lain, bersediakah Anda untuk meluangkan waktu terkait dengan hal ini?

YA | ~~TIDAK~~   *) Coret yang tidak perlu

Responden

78

INTERVIEW GUIDELINE

Interview Guideline for the English Teacher of English Club

1. Seberapa pentingkah pembelajaran bahasa Inggris di English Club?

2. Bagaimana proses pembelajaran bahasa Inggris di English Club?

3. Kesulitan apa yang terjadi dalam proses pembelajaran?

4. Faktor-faktor apa saja yang harus diperhatikan dalam pembelajaran bahasa Inggris bagi siswa English Club?

5. Bahan/media apa yang digunakan di English Club?

6. Berdasar pada apakah pemilihan bahan ajar?

7. Apakah ibu merancang sendiri media yang digunakan? Bagaimana cara ibu merancang media tersebut?

8. Latihan seperti apakah yang ibu gunakan dalam menilai peningkatan kemampuan siswa?

9. Apakah siswa dituntut aktif dalam mengerjakan latihan-latihan yang ada?

10. Apakah pengadaan modul khusus berisi materi serta latihan soal dalam menunjang pembelajaran di English Club efektif dalam meningkatkan kemampuan bahasa Inggris siswa?

11. Topik seperti apakah yang ibu harapkan dalam penyusunan materi?

12. Apakah sekolah menyediakan materi pembelajaran bahasa Inggris untuk siswa English Club?

13. Apa tanggapan ibu jika materi pembelajaran bahasa Inggris untuk siswa English Club dikembangkan?

Tanggal Wawancara : 5 Mei 2019

Tempat : SMAN 1 Punggur

Identitas Informan

Nama : Deliana Wardhani. S.Pd

Jenis Kelamin : Perempuan

Pekerjaan : Guru Bahasa Inggris SMAN 1 Punggur

Hasil Wawancara

1. Terkait dengan pembelajaran Bahasa Inggris di English Club, seberapa pentingkah pembelajaran Bahasa Inggris di English Club?

   Jawaban: yaa.. kalau English Club sendiri kan kegiatan ekstrakulikuler ya. Yang jelas kalau pembelajaran wajib atau peminatan sudah ada di jam regulernya, maka kadang-kadang untuk mengembangkan kemampuan anak yang mempunyai ketertarikan lebih terhadap bahasa Inggris, maka kita sebagai guru menyiapkan wadah untuk mengembangkan kemampuan itu

2. Bagaimana proses pembelajaran bahasa Inggris di English Club itu sendiri, Bu?

   Jawaban: Ya kalau dari English Club sendiri kan, visi misi nya itu, yang jelas kita orientasinya untuk menyiapkan anak-anak untuk ikut berkompetisi antar English Club yang diadakan di sekolah-sekolah lain. jadi yang jelas kita mengajarkan ke anak itu arahnya supaya mereka siap untuk mengikuti kompetisi itu. Jadi kita memang untuk mengembangkan siswa agar bisa ikut kompetisi yang diadakan di sekolah lain untuk meningkatkan kemampuan bahasa Inggrisnya itu.

3. Biasanya dalam proses pembelajaran kan ada kesulitan gitu ya Bu ya. kesulitan apa yang terjadi di dalam proses pembelajaran di English Club?

Jawaban: ya kalau di English Club sendiri kan materinya seperti untuk mengikuti perlombaan seperti scrabble, storytelling, speech dan debate. Yang jelas skill nya siswa itu kan beda-beda atau interestnya, ketertarikannya beda-beda. Jadi kadang-kadang sebenernya yang paling rendah itu adalah jiwa kompetitifnya. Jadi untuk menumbuhkan jiwa kompetitifnya kita agak susah. Kita ingin mencoba untuk mengembangkan tapi mereka tidak memiliki jiwa kompetisi itu.

4. Baik pertanyaan selanjutnya, faktor-faktor apa saja yang harus diperhatikan dalam pembelajaran bahasa Inggris bagi siswa di English Club?

Jawaban: dihubungkan dengan skill nya dan ketertarikan dia dalam mengikuti perlombaan. kita mempunyai keterbatasan gitu untuk menyediakan media atau alatnya. kita sebagai guru juga ya kadang-kadang mempersiapkan apa yang diperlukan siswa. Tetapi tetap saja kami membutuhkan media yang lebih untuk bagaimana sih anak itu mau tertarik, hal itu yang masih menjadi kesulitan kita.

5. Untuk selanjutnya, di dalam pembelajaran bahasa Inggris di English Club itu, bahan/media apa yang digunakan ibu di dalam pembelajaran di English Club?

Jawaban: ya kalau yang selama ini yang sudah terjadi ya kita tetep browsing ya tentang materi speech, debate, storytelling, kemudian kita kembangkan sendiri medianya atau video nya tersebut. Kadang-kadang kita menyediakan video sebagai contoh bagaimana perlombaan yang sudah-sudah seperti video debate, video speechnya, atau storytelling. Video itu kita jadikan bahan utama kita

6. Berdasar pada apakah pemilihan bahan ajar di English Club?

Jawaban: yang jelas, itu tadi tidak jauh-jauh dari tujuan kompetisi tersebut. Kalau memang yang akan kita hadapi, misalnya debate, otomatis kita mencari bahan ajar yang terkait, seperti video tentang debate, kemudian kita cari artikel yang berkaitan dengan tema debate tersebut. Kita berusaha untuk menyediakan artikel sesuai kemampuan anak. Kadang-kadang karna

kemampuan anak berbeda, kita melihat script debate nya seperti apa yang cocok. Jadi kita tetap browsing dan kembangkan sendiri.

7. Apakah Ibu merancang sendiri media yang digunakan?

Jawaban: selain browsing ya itu tadi, saya tetap kembangkan sendiri untuk speechnya, yang berkaitan dengan tema tertentu yang kemudian dikembangkan sesuai kemampuan siswa. Kita mengembangkan nya dengan cara browsing dan membaca.

8. Latihan seperti apakah yang Ibu gunakan dalam menilai peningkatan kemampuan siswa?

Jawaban: ya setelah kita browsing, kemudian kita coba untuk mempraktikan langsung. Misalnya, text speech apa yang mereka dapatkan, kemudian mereka coba mempraktikannya.

9. Untuk pertanyaan selanjutnya, apakah siswa dituntut aktif dalam mengerjakan latihan yang ada?

Jawaban: sebenarnya sama dengan pembelajaran di kelas, kita memang menuntut siswa untuk aktif. Tapi karena memang pelaksanaan English Club itu setelah sekolah, dan siswanya sudah lelah, ya kita berusaha santai tapi tetap menghasilkan.

10. Apakah pengadaan modul khusus berisi materi serta latihan soal dalam menunjang pembelajaran di English Club efektif dalam meningkatkan kemampuan bahasa Inggris siswa?

Jawaban: ya kalau selama ini kita memang tidak ada modul khusus, hanya saja ketika ada perlombaan, kita selalu mempersiapkan materinya, bahannya, dan memang tidak ada pedoman khusus yang dapat digunakan. Jadi pengadaan modul tersebut akan sangat efektif dalam pembelajaran.

11. Terkait dengan pengadaan modul tadi Bu, topik yang seperti apakah yang Ibu harapkan dalam penyusunan materi?

Jawaban: karena kita acuannya untuk berkompetisi itu, jadi harapannya modul itu berisi tentang materi-materi atau cara-cara dalam berkompetisi

12. Di dalam English Club, ada beberapa materi, seperti speech, story telling, scrabble, dan debate yang disiapkan untuk berkompetisi. Menurut ibu, ibu lebih memilih topik yang mana untuk dikembangkan?

Jawaban: kalau dari siswanya sendiri, materi yang masih susah untuk dikuasai itu debate. Karena debate membutuhkan kemampuan yang lebih, skill nya lebih berat dibandingkan yang lain. Jadi kita merasa masih sulit untuk meningkatkan skill debatenya.

13. Apakah sekolah menyediakan materi pembelajaran bahasa Inggris untuk siswa English Club?

Jawaban: karena sekolah sudah melimpahkan pada guru pembinanya, jadi gurunya sendiri yang berusaha untuk mencari materinya secara mandiri.

14. Apa tanggapan ibu jika materi pembelajaran bahasa Inggris untuk siswa English Club dikembangkan?

Jawaban: kita welcome banget kalau memang ada pengembangan materi untuk English Club. Karena selama ini, English Club bisanya hanya browsing mencari materi yang sesuai dengan kebutuhan kita.

Appendix 9

Nomor	: Istimewa		Juli 2019
Hal	: Izin Validasi		

Yth. Dr. Umi Yawisah, M.Hum

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama	: Kurnia Dewi Safitri
NPM	: 1501070071
Prodi	: Tadris Bahasa Inggris
Sponsor	: 1. Dr. Dedi Irwansyah, M.Hum. 2. Syahreni Siregar, M.Hum.
Judul	: *Developing English Learning Materials for English Club Students at SMAN 1 Punggur*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

84

Nomor   : Istimewa   Juli 2019

Hal   : Izin Validasi

Yth. Dr. Dedi Irwansyah, M.Hum

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama   : Kurnia Dewi Safitri

NPM   : 1501070071

Prodi   : Tadris Bahasa Inggris

Sponsor   : 1. Dr. Dedi Irwansyah, M.Hum. 2. Syahreni Siregar, M.Hum.

Judul   : *Developing English Learning Materials for English Club Students at SMAN 1 Punggur*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd
NIP. 197506 1020080110114

85

Nomor   : Istimewa   Juli 2019

Hal   : Izin Validasi

Yth. Ahmad Madkur, M.Pd

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama   : Kurnia Dewi Safitri

NPM   : 1501070071

Prodi   : Tadris Bahasa Inggris

Sponsor   : 1. Dr. Dedi Irwansyah, M.Hum. 2. Syahreni Siregar, M.Hum.

Judul   : *Developing English Learning Materials for English Club Students at SMAN 1 Punggur*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd
NIP. 197506102008110114

KURNIA DEWI SAFITRI

HOW TO DEBATE?
HOW TO DEBATE?
HOW TO DEBATE?

A GUIDE FOR DEBATE COMMUNITY

UNIT CONTENTS CHART

Unit	Title	Listening	Speaking	Writing
1	Talking about Debate	Giving ideas	Speak up	Identifying and Making Solutions
2	What Is Your Role In Debate?	Active Listening!	Practicing the Speaker	
3	How to Win A Debate?		1 minute-Speech Refuting the arguments	Writing persuasive paragraph

TALKING ABOUT DEBATE

Source: https://bit.ly/2xtmfpf

Tujuan Pembelajaran:

Setelah mempelajari Unit 1, peserta didik diharapkan mampu:

1. Memahami tentang debat dan format debat.
2. Menyebutkan dan memahami unsur serta jenis dalam debat.
3. Mempraktikkan berpidato dengan topik tertentu didalam sebuah debat.

"

Perhtaikan gambar berikut!

1. Permasalahan apa yang terjadi pada gambar tersebut?

2. Menurut anda, bagaimana cara mengatasi masalah tersebut?

Apa Itu Debat?

Sebelum membahas apa itu debat, berikut ini contoh video tentang *English Debate.*

Debat adalah argumen atau kontes ide yang terorganisir di mana dua pihak yang saling bertentangan mencoba untuk mempertahankan ide atau pendapatnya masing-masing. Untuk setiap isu, pasti terdapat berbagai sudut pandang terhadap isu tersebut.

Tujuan dari debat adalah untuk mengeksplorasi alasan-alasan di belakang setiap sudut pandang. Agar alasan tersebut dapat dimengerti secara persuasif, pembicara dalam suatu debat seharusnya menyampaikan argumentasinya dengan kemampuan komunikasinya yang baik.
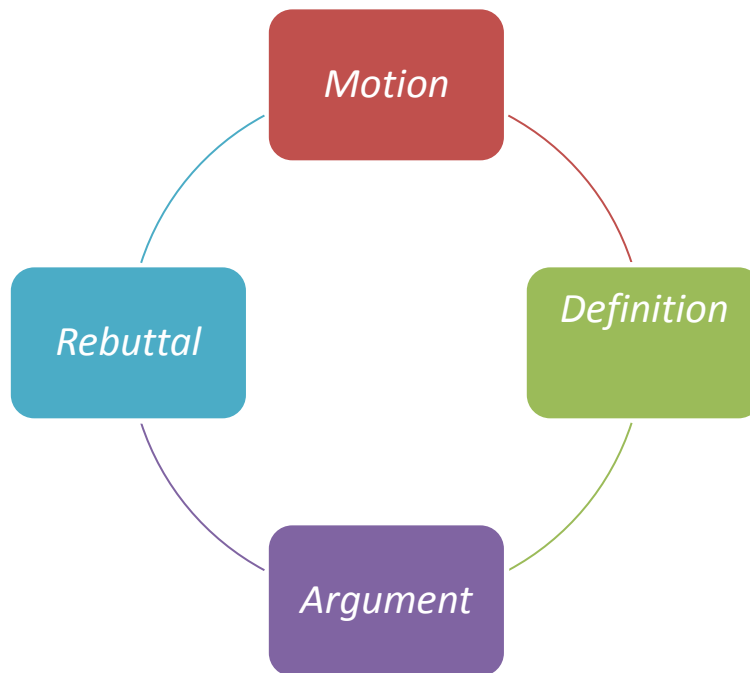
Unsur-unsur Dalam Debat

1. Motion

Motion atau mosi (topik debat) diberikan dalam bentuk pernyataan yang harus didukung oleh pihak pemerintah dan ditentang oleh pihak oposisi.

Contoh:

- THBT *(This House Believe that) Globalization marginalizes the poor.*
- THW *(The House Would) Legalize same-sex marriage.*

2. Definition

Debat dapat berlangsung dengan teratur apabila setiap tim memiliki pemahaman yang sama mengenai arti dari mosi. Oleh karena itu, dibutuhkan definisi yang jelas agar setiap orang dapat memahami ruang lingkup perdebatan. **Definition merupakan pembatasan terhadap suatu mosi agar isu yang diperdebatkan dapat lebih terfokus.** Hak untuk menentukan definisi diberikan kepada tim sisi Pemerintah/Positif. Tim sisi pemerintah harus memberikan definisi yang beralasan mengenai mosi.

Berikut adalah contoh definisi:

Motion	Definition
Bahwa *kuota bukan merupakan jawaban* untuk kaum perempuan.	– *Kuota:* merupakan jumlah kursi minimum sebanyak 30% untuk perempuan dalam DPR. – *Bukan merupakan jawaban:* bukan merupakan solusi yang tepat untuk mencapai kesetaraan jender di masyarakat.

Dengan demikian, keseluruhan definisi adalah:

"Memberikan kuota jumlah kursi minimum sebanyak 30% untuk perempuan dalam DPR bukan merupakan solusi yang tepat untuk pencapaian kesetaraan jender di

3. Argument

Setelah definisi disetujui, baik tim sisi Pemerintah/Afirmatif maupun tim sisi Opoisisi/Negatif harus menyampaikan argumentasi-argumentasi masing-masing mengenai alasan mereka mendukung atau tidak mendukung topik tersebut. Argumentasi yang disampaikan akan menjelaskan mengapa suatu sudut pandang tertentu seharusnya diterima. Argumen yang baik bersifat logis dan relevan terhadap poin yang ingin dibuktikan.

Argument yang baik terdiri atas:

➤ *Assertion*: pernyataan yang ingin dibuktikan

➤ *Reasoning*: alasan dan penalaran yang menyatakan bahwa pernyataan tersebut adalah suatu hal yang logis

➤ *Evidences*: contoh-contoh atau data yang mendukung pernyataan dan alasan di atas

➤ *Link Back*: penjelasan mengenai relevansi antara argumen dan mosi yang tengah diperdebatkan.

4. Rebuttal

Rebuttal/bantahan merupakan respon terhadap argumen tim lawan yang terelaborasi secara jelas. Bantahan disampaikan dalam debat guna membuktikan bahwa argumen tim lawan tidak sepenting yang mereka kemukakan. Sama halnya dengan argumen, bantahan yang baik harus memuat alasan, bukti, dan kesimpulan. Dalam merespon argumen tim lawan, bantahan dapat menunjukkan bahwa argumen tersebut:

1. Tidak relevan terhadap poin yang ingin dibuktikan
2. Tidak logis
3. Salah secara moral
4. Benar, namun tidak penting atau memiliki dampak yang tidak dapat diterima
5. Didasarkan pada fakta yang salah, ataupun interupsi yang salah terhadap fakta.

Format dalam Debat

Source: https://bit.ly/2JbZvRm
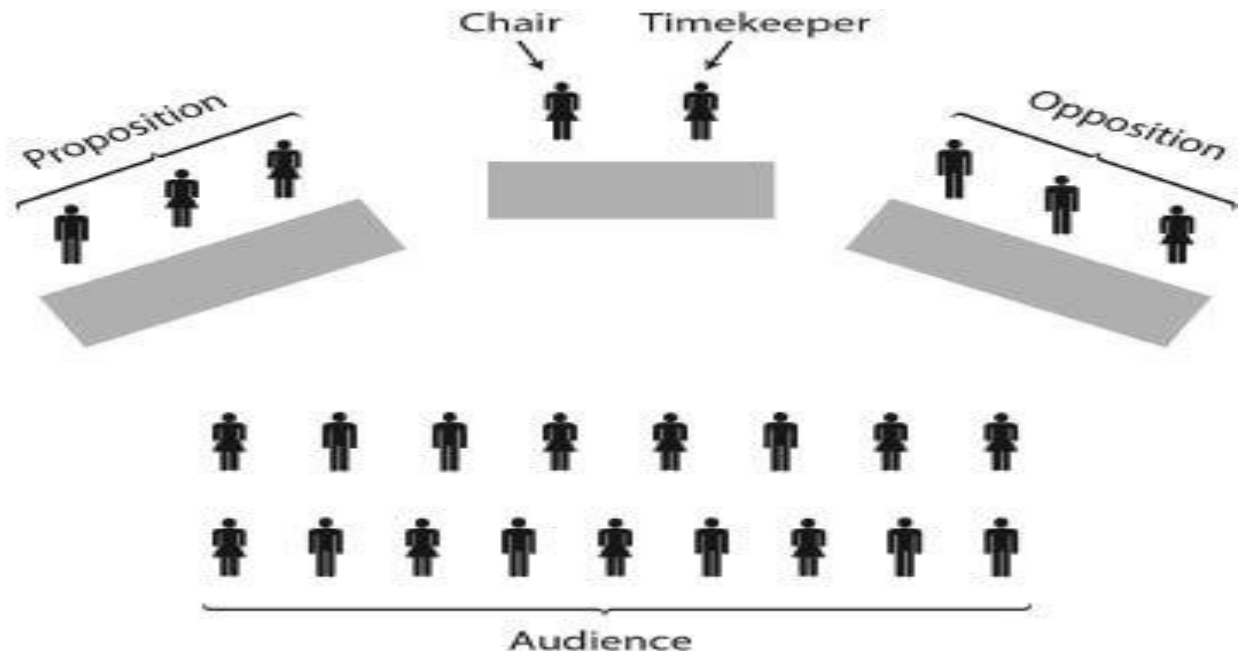
Di Indonesia, lomba debat bahasa Inggris mengadopsi lomba debat sistem parlementer dimana unsur-unsur sistem tersebut adalah sebagai r:

1. Terdapat dua tim yang berdebat, masing-masing tim terdiri dari tiga pembicara yang secara bergilir akan menjadi pembicara pertama, kedua, dan ketiga.

2. Salah satu tim akan menjadi sisi Pemerintah/Positif, yaitu sisi yang mendukung mosi/topik, dan tim yang lain akan menjadi sisi Oposisi/Negatif, yaitu sisi yang tidak setuju atau tidak mendukung mosi/topik.

"This house would create quotas for women in high public offices."

3. Setiap pembicara akan menyampaikan pidato substantif yang berlangsung selama tujuh menit, dengan sisi Pemerintah yang maju pertama. Setelah semua pembicaradari kedua tim menyampaikan pidato substantifnya, salah satu pembicara dari masing-masing tim (pembicara pertama atau kedua) akan menyampaikan pidato pembalas sekaligus penutup kasus, dengan sisi Oposisi yang maju pertama.
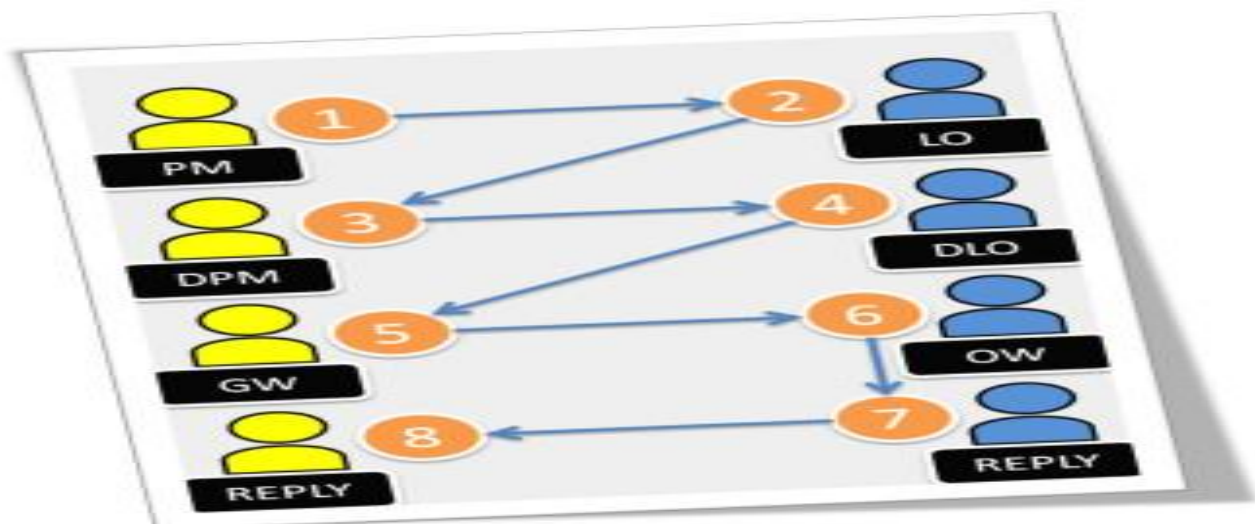
4. Ketika pembicara menyampaikan pidato substantifnya, anggota dari tim lawan dapat mengajukan interupsi atau yang disebut dengan POIs (ro...t of Informations). Interupsi dapat disampaikan di antara menit pertama dan menit ke-enam. Interupsi tidak boleh disampaikan dalam pidato

pembalas/penutup. Pembicara yang sedang menyampaikan pidatonya memiliki hak penuh untuk menerima atau menolak interupsi.

5. Dalam lomba debat, terdapat seseorang yang berperan sebagai "timekeeper" yang berfungsi sebagai pemberi sinyal waktu. Ia akan mengetuk satu kali pada akhir menit pertama dan menit ke-6, untuk menandakan awal dan akhir waktu diperbolehkannya poin interupsi. "timekeeper" juga akan memberikan dua ketukan pada menit ke-7 untuk menandakan bahwa waktu untuk menyampaikan pidato sudah habis dan sebaiknya pembicara menyelesaikan kalimat terakhirnya. Pembicara yang berbicara kurang dari 6 menit dianggap tidak memenuhi waktu berbicara dan dapat dikurangi poinnya, sebagai bagian dari penilaian terhadap unsur strategi. Pembicara yang masih berbicara setelah 7 menit 20 detik juga dapat dikurangi poinnya atas dasar alasan yang sama. Argumentasi atau penjelasan apapun setelah 7 menit 20 detik tidak akan dihitung oleh juri.

Jenis-Jenis Debat

Karena debat pada dasarnya adalah kompetisi ide, ada beberapa gaya debat. Setiap gaya memiliki aturan yang berbeda. Jadi dalam setiap gaya debat akan ada beberapa arahan: tentang topik, tentang waktu, tentang urutan berbicara, tentang menilai kriteria, tentang bagaimana Anda memutuskan tim mana yang menang dan tim mana yang kalah. Gaya debat yang lebih umum adalah:

a. Lincoln-Douglas Debate
b. World School Championship Debate
c. Asian Parliamentary Debate Format
d. British Parliamentary Format
e. American Debate Format

a. Haruskah siswa yang ketahuan mencontek dalam ujian secara otomatis dikeluarkan dari sekolah?

b. Bagaimana tentang siswa maupun guru yang merokok di lingkungan sekolah?

c. Ponsel seharusnya dilarang dalam sekolah baik bagi siswa maupun bagi guru.

Source: https://bit.ly/2FU2RXb

1. Diskusikan topik-topik tersebut di dalam kelas.

2. Apakah anda setuju atau tidak setuju terhadap gagasan-gagasan diatas? Apakah anda memiliki penyelesaian terhadapnya?

3. Kemukakan pendapat anda di depan kelas.

4. Guru Anda akan mengarahkan Anda untuk membagi menjadi dua kelompok yang berlawanan dengan argumen/alasan masing-masing kelompok dan jelaskan perbedaan dalam berdiskusi, berpendapat, dan berdebat.

1. Bekerjalah dalam kelompok yang terdiri dari 4 siswa: Tentukan siapakah yang akan berperan sebagai siswa, guru, orangtua dan penentu solusi dari permasalahan tersebut.

2. Setiap kelompok akan mendapatkan sebuah topik yang berbeda-beda.

3. Tulislah gagasan-gagasan sebanyak mungkin berdasarkan sudut pandang siswa, guru, atau orangtua dan diskusikan dalam kelas.

Daftar topik:

1. Haruskah seragam diperlukan di sekolah?

2. Penggunaan seragam di sekolah harus dihentikan?

3. Haruskah siswa yang telah lulus dari SMA melanjutkan pendidikannya ke tingkat universitas?

4. Haruskah siswa menggunakan *gadgets* di sekolah?

5. Haruskah guru memberikan hukuman kepada siswa yang merokok di lingkungan sekolah?

6. Haruskah siswa menolak PR yang diberikan oleh guru?

WHAT IS YOUR ROLE IN DEBATE?
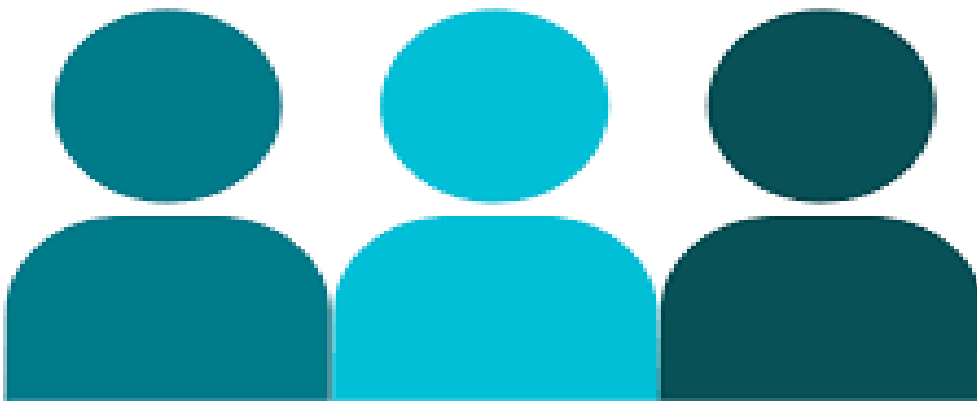
https://bit.ly/2FYDQKp

Tujuan Pembelajaran:

Setelah mempelajari Unit 2, peserta didik diharapkan mampu:

1. Memahami apa itu Team Roles dalam debat
2. Mengenali masing-masing peran pembicara dalam sebuah tim debat
3. Mengidentifikasi tugas yang diperankan dari masing-masing pembicara dalam sebuah tim debat

1. Pernahkah kalian mengikuti sebuah debat?

2. Pernahkah kalian mendengar istilah *Speaker Roles* dalam sebuah debat?

3. Apa itu *Speaker Roles?*

4. Tim manakah yang menjadi bagianmu?

5. Sebagai siapakah kamu dalam sebuah Tim debat itu?

SPEAKER ROLES

Dalam buku ini, kita akan fokus pada *Asian Parliamentary debate Format*. *Asian Parliamentary debate Format* (Asians) merupakan jenis yang banyak digunakan di Asia, baik diantara universitas maupun tingkat sekolah.

Dalam Asian Parliamentary format, ada dua tim, dimana masing-masing tim terdapat 3 pembicara. Tim yang mendukung topik disebut dengan Tim Positive (*The Government*), yang terdiri atas *the Prime Minister, Deputy Prime Minister, and Government Whip*. Sedangkan tim yang menentang mosi disebut dengan Tim Negatif (*the Opposition*), yang terdiri atas *Leader of the Opposition, Deputy Leader of the Opposition and Opposition Whip.*

The Government bertugas untuk mendefinisikan mosi, membangun kasus positif yang mendukung mosi, memberikan materi substantif dan argumen untuk mendukung kasus dan menanggapi setiap tantangan kasus dari tim lawan/tim negatif.

The Opposition bertugas untuk menanggapi definisi Pemerintah, membangun sebuah kasus yang bertentangan dengan mosi tersebut, menyediakan bahan-bahan substantif dan argumen untuk mendukung kasus tersebut dan menanggapi argumen yang disampaikan oleh Pemerintah.
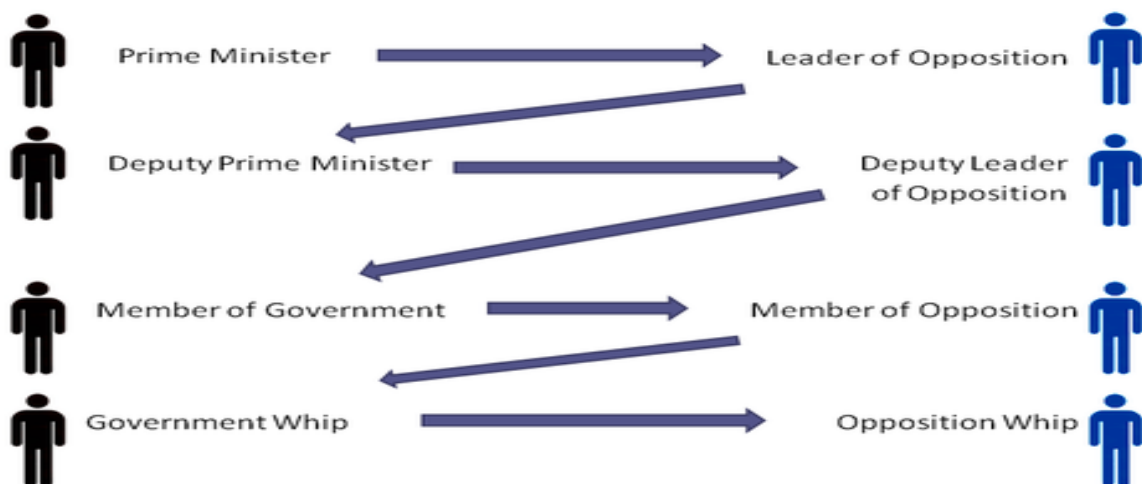
Source: https://www.google.com/search?safe= =Speaker+role+format+of+Asian+Parliamentary+Debate.

Setiap pembicara berbicara selama 7 menit, secara bergantian: dimulai dari pembicara pertama dari *tim Government*, kemudian pembicara pertama dari tim *Opposition*, kemudian pembicara kedua dari *Government,* kemudian pembicara kedua dari *tim Opposition*, dan seterusnya.

Di akhir pidato, setiap tim dapat membuat kesimpulan dari ketiga argumen yang menguatkan selama 4 menit. Pembicara p   un pembicara kedua dari masing-masing tim

akan memiliki kesempatan untuk menyampaikan kesimpulan. Kesimpulan ini dimulai dari tim Oposition terlebih dahulu kemudian diikuti oleh tim Government.

Berikut ini merupakan pembagian tugas dari masing-masing pembicara:

PM (*Prime Minister*)	**LO** (*Leader of the Opposition*)
1. Menyampaikan motion. 2. Memberikan background (latar belakang mengapa bisa muncul motion seperti itu, background ini dikaitkan dengan berita aktual yang berkaitan dengan motion). 3. Menyampaikan definisi dari motion. 4. Menyampaikan room of debate (apa yang akan diperdebatkan dalam debat nanti). 5. Menyampaikan stance dari timnya (posisi dari timnya, apakah setuju atau tidak setuju dengan topik, tim positif akan selalu setuju dengan theme line, sedangkan tim negatif tidak setuju). 6. Menyampaikan theme line (Garis besar/inti dari motion yg diambil dari keseluruhan argument). 7. Menyampaikan team split (pembagian kerja tim). 8. Menyampaikan argument pokok.	1. Merespon definisi yang disampaikan oleh first speaker tim positif; menyampaikan apakah menerima atau menolak definisi tersebut (accepts or challenges the definition). 2. Rebut / sanggahan argument yang disampaikan first speaker tim positif. 3. Menyampaikan theme line tim negatif. 4. Menyampaikan theme split (pembagian kerja) tim negatif. 5. Menyampaikan argument pokok.
DPM (*Deputy Prime Minister*)	**DLO** (*Deputy Leader of Opposition*)
1. Menyanggah argumen pokok first speaker tim negatif. 2. Mengklarifikasi lagi kasus tim positif. 3. Menyampaikan argument pokok second speaker. 4. Mengaitkan argument pokok dengan topik/theme line. 5. Menyimpulkan dan menyampaikan kembali theme line tim positif.	1. Menyanggah argument pokok second speaker tim positif. 2. Rebuild kembali/ tegakkan lagi kasus /theme line tim negatif. 3. Menyampaikan argument pokok second speaker negatif. 4. Mengaitkan argument dengan theme line atau topik

GW *(Government Whip)*	**OW** *(Opposition Whip)*
1. Menyanggah argument pokok second speaker tim negatif. 2. Mengklarifikasi kasus tim positif. 3. Mengulas kembali argument yang telah disampaikan oleh first dan second speaker tim positif. 4. Menekankan kembali rebutal yang disampaikan oleh first dan second speaker tim positif, sambil terus menentang argument tim lawan. 5. Memberikan lebih banyak contoh yang relevan dengan topik	1. Menyanggah argument yang telah disampaikan oleh tim positif. 2. Menyampaikan kembali theme line / kasus yang disampaikan tim negatif; mengulas kembali argument yang telah disampaikan first and second speaker tim positif . 3. Menekankan kembali rebutal yang disampaikan oleh pembicara 1 dan 2 tadi, sambil terus menentang argument tim lawan. 4. Memberikan lebih banyak contoh yang relevan dengan topik

Reply Speaker

Reply speaker adalah anggota tim yang menyampaikan reply speech(kesimpulan dari ketiga argument yang menguatkan). Reply speaker untuk tim positif maupun tim negatif memiliki tugas:

1. Overview the debate (mengulas kembali apa isi debat yang telah berlangsung tadi).
2. Clash of the debate (ketidakcocokan antara tim negatif dengan tim positif tadi, perbedaan pendapat yang terjadi tadi disampaikan).
3. Menyampaikan argument apa saja yang telah disampaikan timnya.
4. Menyampaikan argument apa saja yang telah disampaikan tim lawan.
5. Menyampaikan kelebihan dari argument timnya dan kelemahan dari argument tim lawan.
6. Menekankan bahwa argument timnya lebih bagus dan lebih berhak untuk menang berdasarkan kelebihan argument timnya tadi.

* Reply speech bukanlah rebutal, jadi di sini sudah tidak boleh ada lagi rebutal, maupun hal-hal atau contoh-contoh baru. Yang bisa menjadi reply speaker adalah pembicara pertama atau pembicara kedua.

Di dalam tugas ini, kamu akan menganalisis sebuah video untuk menjawab pertanyaan-pertanyaan berikut.

1. Scan *QR Code* berikut ini untuk video yang akan dianalisis:

2. Sebagai siapakah pembicara dalam tim tersebut?
3. Apa yang dia lakukan dalam perannya tersebut?

Berikut ini adalah contoh *The first speaker of the Government's Script* yang digunakan dalam debat oleh siswa Mr Pery Bayer's:

Examples of Speakers' Scripts

The following are examples and templates for speech starters used in debates by Mr Perry Bayer's students:

First Speaker (or Leader) of the Affirmative

Example topic: That Globalisation is Ruining our World

Mr Chairman/Madam Chair, Members of the Negative Team, Ladies and Gentlemen . . . Nobel Prize-winning economist Professor Joseph Stiglitz of Columbia University, New York, who was just here for the 6th Ministerial Conference of the World Trade Organisation, wrote in his Nobel prize-winning book Globalisation and its Discontents, that "truly fair competition would be beneficial to most of the world's citizens, but that today's so-called 'globalisation' is unfair competition which only benefits a **few** individuals and a **few** companies in a **few** of the world's richest countries. It is the triumph of the **few** against the many".

This is a good starting-point for our definition. The Concise Oxford Dictionary defines "globalisation" as "world-wide trading", but we need to go further. Roget's Thesaurus, the number one idiomatic dictionary, says that globalisation is the "systemic penetration of world markets for the **benefit** of the World Trade Organisation/World Bank elites". Note that this "market penetration" is not for **our** benefit as world citizens, but for the benefit of the elite few.

Let's use the Concise Oxford definition of the verb "ruining" as "greatly damaging", while Roget's Thesaurus defines "our world" as "all people's social systems, forms of economic organisation, including our home-grown industries and self-owned stores".

So today's motion is clear. This system of penetrating world markets for the benefit of the elite few is greatly damaging our social system, our forms of economic organisation and our environment. This is what "ruining our world" means and this is what is happening right now. Let me stress – we would not be against "truly fair competition" that would be beneficial to most of the world's citizens. However, we have to be very clear about what the current WTO style "globalisation" is. It is market penetration to benefit an elite. Therefore, it is clear that this "globalisation" is "greatly damaging" or "ruining" our world.

I, as Leader, will show you how globalisation is damaging our social system worldwide. Yolanda, my 2nd Speaker, will examine local and international examples of economic damage caused by "globalisation". Last but not least, Erica, my 3rd Speaker, will demonstrate the damage caused to our world's environment.

As Professor Stiglitz has said, "truly fair competition" would be beneficial, but the WTO's market penetration actually fosters unfair competition. The biggest companies in the richest countries grab the lion's share of the world markets, pushing out smaller companies in poorer countries. The poorer countries are then only useful as sources of cheap labour for the offshore companies.

This damages the world's social systems. One of the best examples comes from Mexico, which acceded to the WTO in 1993. One of the conditions that the US Treasury insisted on was that Mexico dismantle its minimum wage laws. The World Bank annual figures showed that the minimum wage declined from 40 Mexican pesos an hour in 1992 to 23.5 pesos by 1995.

Both the US and Mexican societies lost out. US firms like the Nike Shoe Company moved to Mexico and the higher-paid US workers lost their jobs. Mexican workers then had to work twice as hard for fewer pesos. Their legal protections were gone and then the US union protections had to be lowered so that US workers could compete. The only winner was the Nike Shoe Company whose profits soared by 55.6% between 1992 and 1996, according to World Bank figures.

Therefore, I leave you with this thought, "Globalisation is ruining our world".

1. Pahamilah teks tersebut.

2. Anggaplah anda sebagai *the first speaker* dari tim positive dalam sebuah debat.

3. Praktikan peran tersebut didepan kelas dengan topik yang berbeda.

Beberapa topik yang dapat dipakai adalah:

a. Sex education should be taught in schools.

b. Students should be permitted to have any hairstyle they like.

c. Students should be required to wear school uniforms.

d. The Olympic Games are a waste of money.

e. Animals should not be kept in zoos.

HOW TO WIN A DEBATE?

Sorce: https://bit.ly/2XvUcVM

Tujuan Pembelajaran:

Setelah mempelajari Unit 2, peserta didik diharapkan mampu:

1. Memahami perbedaan argument dan rebuttal
2. Menyusun argumen berdasarkan fakta dan bukti yang ada
3. Membuat bantahan terhadap argumen seseorang

1. Bekerjalah dalam kelompok.

2. Diskusikan topik tentang "Watching TV is a waste of time" dengan teman kelompok anda dalam waktu 5 menit.

3. Tentukan siapa yang akan mewakili kelompok untuk menyampaikan hasil diskusinya di depan kelas.

4. Sampaikan hasil diskusi kelompok di depan kelas menggunakan bahasa Inggris dengan alasan-alasan yang jelas.

5. Masing-masing pembicara memiliki waktu 1 menit untuk mengemukakan hasil diskusi tersebut.

ARGUMENT AND REBUTTAL

Bagaimana cara memenangkan debat?

Untuk memenangkan sebuah debat, ada dua hal yang harus dilakukan!

1. Berikan alassan-alasan yang baik kenapa pihak anda benar, dan

2. Tunjukkan kenapa alasan-alasan dari tim lawan anda salah (rebuttal).

Argument

Seperti yang telah diketahui bahwa debat merupakan suatu cara untuk menyampaikan ide secara logika dalam bentuk argumen yang disertai bukti. Di dalam debat itu sendiri, kata **'argumen'** memiliki banyak arti. Misalnya, dalam arti luas, seluruh debat adalah **'argumen'** antara dua tim. Dalam arti yang lebih sempit, tema tim dapat dianggap sebagai **'argumen',** karena mendukung satu sisi topik.

Namun, didalam buku ini, **makna dari argumen adalah kombinasi klaim dan alasan yang mendukung gagasan awal.** Di dalam sebuah kompetisi debat, salah satu aspek terpenting yang menjadi penilaian juri adalah argumen yang disampaikan oleh peserta debat. Ketika kita ingin menyampaikan argumen dalam debat, hal penting yang harus diperhatikan adalah **"bagaimana cara agar argumen kita dapat membujuk orang".** Dalam hal ini, Stephen Toulmin mengemukakan sebuah struktur model argumen dalam mengorganisasikan sebuah argumen yang baik dalam debat. Model itu adalah sebagai berikut:

1. *Claim*

   Claim adalah poin/pesan yang ingin diajukan agar dapat diterima oleh orang lain, klaim mengandung informasi yang diajukan seseorang untuk diterima sebagai kebenaran.

   Contohnya: ***you should use a hearing aid.***

2. *Warrant*

   Sebuah warrant adalah penghubung antara bukti/data dengan sebuah klaim. Warrant dapat mengesahkan sebuah klaim dengan menunjukan bahwa data yang diberikan relevan. Warrant bisa saja eksplisit atau tersirat dan implisit serta menjawab pertanyaan *"Why does that data mean your claim is true?"*

   Contoh: ***"A hearing aid helps most people to hear better."***

3. *Evidence*

Bukti adalah 'kebenaran' yang mendasari sebuah *Claim*. Bukti dapat berupa fakta ditambah penalaran dibalik sebuah klaim. Bukti yang baik adalah bukti yang tidak dapat dipertentangkan lagi. Bukti yang dapat dipertentangkan dapat memicu klaim baru yang harus dibuktikan dengan informasi yang lebih mendalam.

Contoh **"over 70% of all people over 65 years have a hearing difficulty."**

A. Rebuttal

Di dalam debat, sesuatu hal yang tidak kalah penting dari argumen adalah bantahan atau yang lebih dikenal sebagai *Rebuttal*; *Rebuttal* yang baik akan menentukan keberhasilan suatu debat. *Rebuttal* merupakan respon terhadap argumen tim lawan. *Rebuttal* disampaikan dalam debat guna membuktikan bahwa argumen tim lawan tidak sepenting yang mereka kemukakan. Sama halnya dengan argument, *rebuttal* yang baik harus memuat alasan, bukti, dan kesimpulan. *Rebuttal* biasanya berdasarkan pada:

1. Fakta yang salah (error facts)
2. Bukti yang tidak relevan (irrelevan proof)
3. Hal-hal yang tidak masuk akal (illogical)

Apa yang harus anda bantah?

Tujuan dari sebuah debat adalah untuk meyakinkan audiens bahwa pihak anda terhadap topik itu benar; yaitu dengan cara mengalahkan kasus tim lawan Anda. Oleh karena itu, Anda harus menyangkal kasus tim lawan Anda dengan membantah (*rebutting*) setiap gagasan, pertanyaan, argumen, contoh, statistik atau apapun yang dapat mematahkan kasus tim lawan.

Ketika anda membantah kasus tim lawan, hal yang harus diperhatikan adalah "untuk tidak mengadili kasus tim lawan". Karena mengadili bukanlah tugas anda untuk dapat memenangkan debat. Membantah dan mengadili tentu saja adalah hal yang berbeda. Sebagai contoh, tim lawan anda mengajukan sebuah argumen tanpa didukung dengan contoh. Anda tidak perlu mengatakan "Argumen ini tidak memiliki contoh" – ini terdengar seperti anda sedang mengadili tim lawan.

Sebaliknya, anda harus mengidentifikasi kurangnya contoh tersebut sebagai bukti mengapa argumen itu tidak benar – pada dasarnya, dengan mengatakan, "Pihak kami mengklaim bahwa [X] itu benar, tetapi mereka tidak dapat menemukan satu pun contoh dari kasus ini! Di sisi lain, kami mengklaim [Y] . kami menunjukan kenapa ini benar dengan contoh-contoh sebagai berikut... "

Main Learning Activity: Refuting the

1. Bagilah kelas menjadi 2 kelompok besar.
2. Duduk dalam 2 baris yang saling berhadapan.
3. Tentukan baris sebagai: tim positif dan tim negatif.
4. Tim positif menyetujui topik yang diberikan dengan memberikan definisi pada sebuah topik, memberikan alasan-alasan dan kesimpulan.
5. Tim negatif menentang alasan dari tim positif dengan memberikan alasan-alasan yang jelas serta kesimpulannya.
6. Masing-masing pembicara memiliki waktu 7 menit untuk menyampaikan argumennya.

Enrichment: Writing

Tulislah sebuah paragraf persuasif tentang "the impact of internet for students" dengan mengemukakan argumen yang jelas dan logika yang sesuai !

VALIDATION SHEET

Petunjuk Pengisian :

Berikut ini adalah butir –butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.
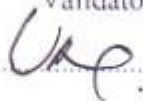
Keterangan:

1: Cukup   3: Sangat Baik
2: Baik   4: Sempurna

No.	Poin	1	2	3	4
1.	Kesesuaian judul	√			
2.	Kesesuaian ukuran	√			
3.	Bahasa dan *vocabulary*	√			
4.	Kesesuaian materi	√			
5.	Kedalaman materi	√			
6.	Keakuratan materi	√			
7.	Kemutakhiran materi	√			
8.	Kesesuaian dengan tingkat perkembangan siswa		√		
9.	Komunikatif		√		
10.	Akurasi	√			
11.	Keruntutan dan kesatuan gagasan		√		
12.	Teknik penyajian		√		
13.	Penyajian pembelajaran		√		
14.	Tata letak isi		√		
15.	Ilustrasi isi		√		
16.	Tipografi materi		√		

Saran Perbaikan :

Perbanyak bhs. Inggris, jika ini akan menjadi buku bagi pesanan debat mhs jurusan Bhs Ing.

Validator

(........ *Uap* ....)

Umi Y.

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Umi Yawisah, M.Hum.

Jabatan/Pekerjaan : PNS/Dosen

Instansi Asal : IAIN Metro

Menyatakab bahwa instrumen *need analysis* dengan judul:

Developing English Learning Materials for English Club students at SMAN 1
Punggur

dari mahasiswa:

Nama : Kurnia Dewi Safitri

Program Study : Tadris Bahasa Inggris

NPM : 1501070071

(sudah siap/belum siap)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. perbanyak bhs. Ing.

2. ....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Juli 2019

Validator,

*) coret yang tidak perlu

Dr. Umi Yawisah, M.Hum

VALIDATION SHEET

Petunjuk Pengisian :

Berikut ini adalah butir –butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

1: Cukup   3: Sangat Baik
2: Baik   4: Sempurna

No.	Poin	1	2	3	4
1.	Kesesuaian judul			✓	
2.	Kesesuaian ukuran			✓	
3.	Bahasa dan *vocabulary*		✓		
4.	Kesesuaian materi			✓	
5.	Kedalaman materi			✓	
6.	Keakuratan materi			✓	
7.	Kemutakhiran materi				✓
8.	Kesesuaian dengan tingkat perkembangan siswa			✓	
9.	Komunikatif				✓
10.	Akurasi			✓	
11.	Keruntutan dan kesatuan gagasan			✓	
12.	Teknik penyajian				✓
13.	Penyajian pembelajaran			✓	
14.	Tata letak isi				✓
15	Ilustrasi isi				✓
16.	Tipografi materi				✓

Saran Perbaikan :

Validator

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Dedi Irwansyah

Jabatan/Pekerjaan : Dosen

Instansi Asal : IAIN Metro

Menyatakab bahwa instrumen *need analysis* dengan judul:

Developing English Learning Materials for English Club students at SMAN 1 Punggur

dari mahasiswa:

Nama : Kurnia Dewi Safitri

Program Study : Tadris Bahasa Inggris

NPM : 1501070071

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Referensi tmpat dipercaya

2. ....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Juli 2019

Validator,

*) coret yang tidak perlu

Dedi Irwansyah

115

VALIDATION SHEET

Petunjuk Pengisian :

Berikut ini adalah butir –butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.
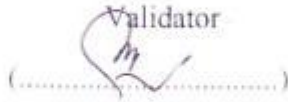
Keterangan:

1: Cukup   3: Sangat Baik
2: Baik   4: Sempurna

No.	Poin	1	2	3	4
1.	Kesesuaian judul	√			
2.	Kesesuaian ukuran			√	
3.	Bahasa dan *vocabulary*			√	
4.	Kesesuaian materi		√		
5.	Kedalaman materi	√			
6.	Keakuratan materi		√		
7.	Kemutakhiran materi			√	
8.	Kesesuaian dengan tingkat perkembangan siswa		√		
9.	Komunikatif			√	
10.	Akurasi			√	
11.	Keruntutan dan kesatuan gagasan			√	
12.	Teknik penyajian			√	
13.	Penyajian pembelajaran			√	
14.	Tata letak isi			√	
15	Ilustrasi isi			√	
16.	Tipografi materi	√			

Saran Perbaikan :

1. Judul disesuaikan dgn sasaran/tujuan penelitian coursebook -
2. Perkaya materi ! jangan cuma debate
3. tipografi perlu dipertimbangkan untuk simbabc font huruf perlu dirubah".

Validator

(.............................)
Ahmad Madjur

116

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ahmad Madkur, M.Pd.

Jabatan/Pekerjaan : Dosen

Instansi Asal : IAIN Metro

Menyatakab bahwa instrumen *need analysis* dengan judul:

Developing English Learning Materials for English Club students at SMAN 1 Punggur

dari mahasiswa:

Nama : Kurnia Dewi Safitri

Program Study : Tadris Bahasa Inggris

NPM : 1501070071

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Judul disesuaikan dengan sasaran / tujuan Penelitian Coursebook.
2. Perkaya materi ! Jangan hanya debate.
   tipogmi perlu dipertimbangkan dan font huruf perlu dirubah.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Juli 2019

Validator,

Ahmad Madkur

*) coret yang tidak perlu

117

UNIT CONTENTS CHART

Unit	Title	Starting Up	Main Learning	Reflection
1	Talking about Debate	Giving Opinions	6. Listening identified the points on a video 7. Vocabulary Builder Crossword puzzle 8. Reading Identifying the main ideas 9. Speaking Argumenting, discussing and debating 10. Writing Deciding solutions to the problems	Ask the students about their difficulties in learning Unit 1
2	What Is Your Role In Debate?	Identifying the picture	6. Listening Analyzing a video 7. VocabularyBuilder Matching the words 8. Speaking Considering as the first speaker in debate 9. Reading Recognizing the sentence 10. Writing Summarizing the text	Ask the students to review about speaker role in debate
3	How to Win A Debate?	1-minute speech	1. Speaking Practicing a debate 2. Writing Making an argument	Review the Unit 3

PREFACE

Alhamdulillahi rabbil 'alamin, first of all, the writer would like to express her deepest gratitude to the almighty Allah SWT who gives His guidance, inspiration and good healthy for all time to finish this coursebook. This coursebook intended as an effort to provide suitable learning materials in the learning English debate for English Club students at senior high school.

The materials presented in this coursebook are about debate which is compiled using a QR code. This coursebook is designed to help students understand the debate in the independent learning process. So the coursebook is not only used during learning activities in schools, but can also be used independently wherever and whenever students want to learn it.

In specific, the coursebook objectives are:

1. To expose students to the concept of debate
2. To make the students understand strategies in debate
3. To guide the students practice debate.

The writer realizes that this coursebook is still not perfect. Therefore, all criticisms and suggestions given will be received by the writer with spaciousness for improvement in the future. Hopefully, this coursebook can be used widely as the main course materials for English Club students at senior high school.

Metro, July 2019

Writer

Kurnia Dewi Safitri

DIRECTION OF USING THE QR CODE

In using this coursebook, QR code will help the students to get more informations during learning process. Following are the steps for using a QR code in this coursebook:

1. Make sure that your mobile phone is connected to the internet.
2. Download the Barcode Scanner App in Playstore.
3. Find a QR Code in the coursebook.

4. Scan the QR code using Barcode Scanner App.
5. After successfully doing a scan, select the Browser menu either click the link to go to Youtube for video display, or link browser to find out article about the materials.
6. Understand the content so you can do the exercises.

TALKING ABOUT DEBATE

Source: https://bit.ly/2xtmfpf

Learning Outcomes:

After learning the Unit 1, the students are expected to be able to:

4. **To understand about debate and the format.**

5. **To mention and understand the elements and types of debate.**

6. **To practice the speech using certain topic in a debate.**

Pay attention to the picture below!

3. What is the problem in the picture?

4. In your opinion, how to solve the problem?

5. Discuss with your friends.

1. LISTENING

TASK 1.

Scan this QR Code, then click the link. Watch the video carefully!
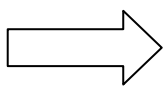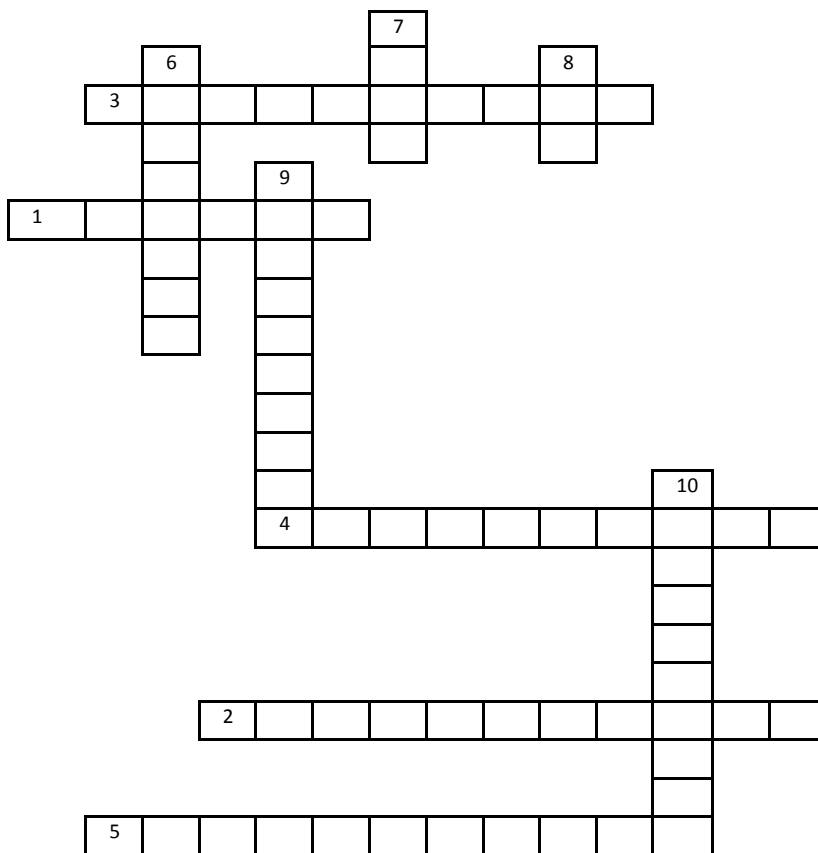

After watching the video, what are points that you get? Discuss it with your classmate!

2. VOCABULARY BUILDER

TASK 2.

Let's finish this crossword puzzle!

Across:

1. The topic of debate.

2. An observer of a debate who is responsible for deciding which team has won.

3. The debaters' interpretation of the motion.

4. He or she keeps the time in a debate: timekeeper.

5. He or she introduces the debate, by remainding the debating rules, introducing the motion, the positive and negative opposition speakers.
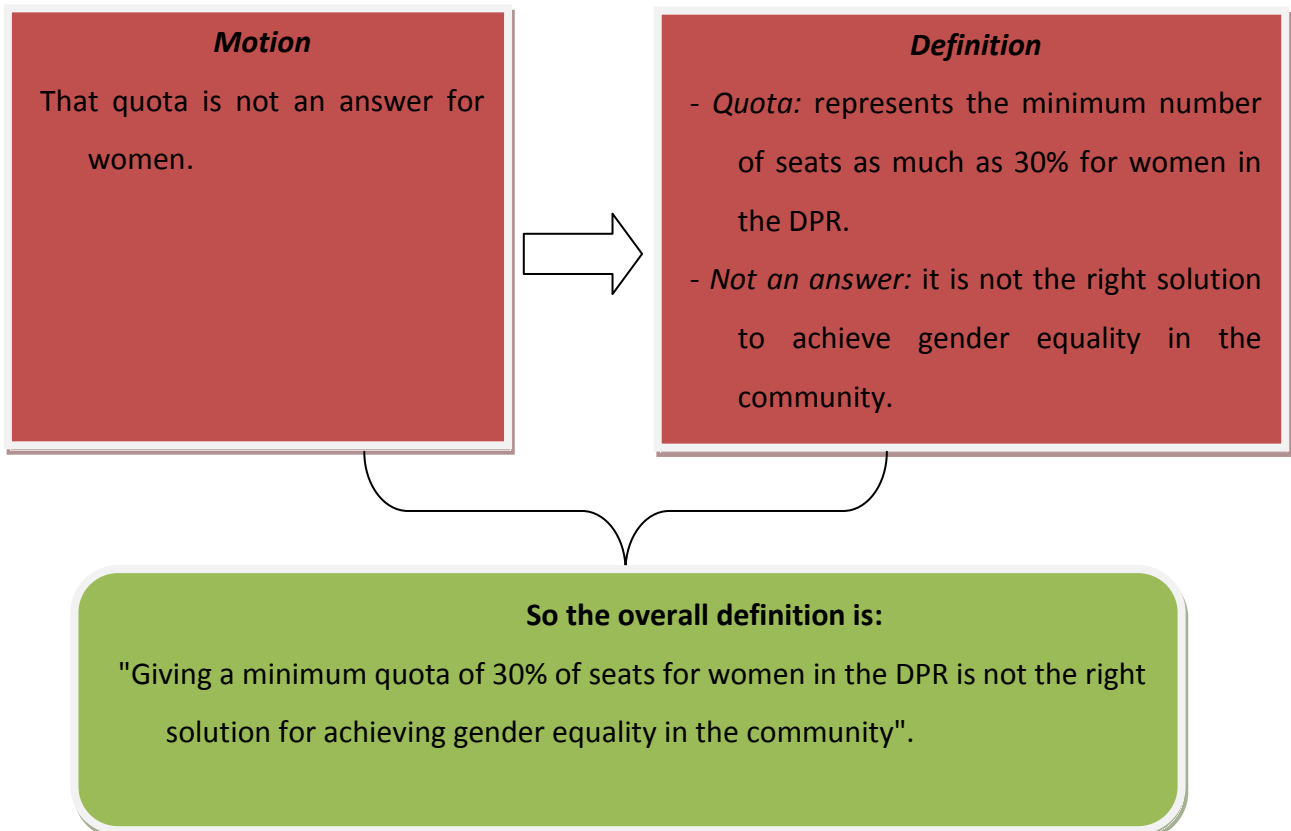
Down:

6. Refuting by offering an opposing team.

7. The third speaker on both the government and the opposition teams.

8. A question or statement presented by an opposing debater in the course of a speech.

9. The team for agreeing with the motion.

10. The team for disagreeing with the motion.

FOR YOUR INFORMATION:

Agar debat dapat berjalan, kedua tim membutuhkan pemahaman yang jelas tentang apa arti atau makna dari sebuah topik (*motion*) yangdiperdebatkan. Dalam hal ini, *motion* harus 'didefinisikan' sehingga semua orang yang ada dalam forum debat (termasuk audiens dan juri) tahu apa yang

Berikut ini contoh *motion* yang 'didefinisikan' dalam bahasa Inggris:

Motion	*Definition*
That quota is not an answer for women.	- *Quota:* represents the minimum number of seats as much as 30% for women in the DPR. - *Not an answer:* it is not the right solution to achieve gender equality in the community.

So the overall definition is:

"Giving a minimum quota of 30% of seats for women in the DPR is not the right solution for achieving gender equality in the community".

3. READING

TASK 3.

Read the speaker's script in a debate carefully. Pay attention on how the speaker gives a definition to the motion in a debate. What is the motion of the text?

Mr Chairman/Madam Chair, Members of the Negative Team, Ladies and Gentlemen . . . Nobel Prize-winning economist Professor Joseph Stiglitz of Columbia University, New York, who was just here for the 6th Ministerial Conference of the World Trade Organisation, wrote in his Nobel prize-winning book Globalisation and its Discontents, that "truly fair competition would be beneficial to most of the world's citizens, but that today's so-called 'globalisation' is unfair competition which only benefits a **few** individuals and a **few** companies in a **few** of the world's richest countries. It is the triumph of the **few** against the many".

This is a good starting-point for our definition. The Concise Oxford Dictionary defines "globalisation" as "world-wide trading", but we need to go further. Roget's Thesaurus, the number one idiomatic dictionary, says that globalisation is the "systemic penetration of world markets for the **benefit** of the World Trade Organisation/World Bank elites". Note that this "market penetration" is not for **our** benefit as world citizens, but for the benefit of the elite few.

Let's use the Concise Oxford definition of the verb "ruining" as "greatly damaging", while Roget's Thesaurus defines "our world" as "all people's social systems, forms of economic organisation, including our home-grown industries and self-owned stores".

So today's motion is clear. This system of penetrating world markets for the benefit of the elite few is greatly damaging our social system, our forms of economic organisation and our environment. This is what "ruining our world" means and this is what is happening right now. Let me stress – we would not be against "truly fair competition" that would be beneficial to most of the world's citizens. However, we have to be very clear about what the current WTO style "globalisation" is. It is market penetration to benefit an elite. Therefore, it is clear that this "globalisation" is "greatly damaging" or "ruining" our world.

4. SPEAKING

a. Should students who are caught cheating on the exam automatically be kicked out of school?

b. How about students and teachers who smoke in the school area?

c. Cellphones should be banned in schools for both students and teachers.

Task 4.

Directions:

1. Discuss the topics in the class.
2. Do you agree or disagree with the ideas above? Do you have a solution for them?
3. Tell your opinion in front of the class.
4. Your teacher will direct you to divide into two groups that are the opposite of the arguments/reasons for each group and explain the differences about discussing, argumenting, and debating.

FOR YOUR INFORMATION:

Debat pada dasarnya adalah kompetisi ide, ada beberapa gaya atau format debat yang digunakan dalam sebuah kompetisi. Setiap format memiliki aturan yang berbeda. Jadi dalam setiap format debat akan ada sejumlah arahan: tentang topik, tentang waktu, tentang urutan pembicaraan, tentang menilai kriteria, tentang bagaimana Anda memutuskan tim mana yang menang dan tim mana yang kalah. Format debat yang lebih umum antara lain Lincoln-Douglas Debate, World School Championship Debate, Asian Parliamentary Debate Format, British

Dalam buku ini hanya akan berfokus pada Asian Parliamentary Debate Format dimana format ini sering digunakan di negara Asia dalam perlombaan tingkat sekolah maupun tingkat universitas.
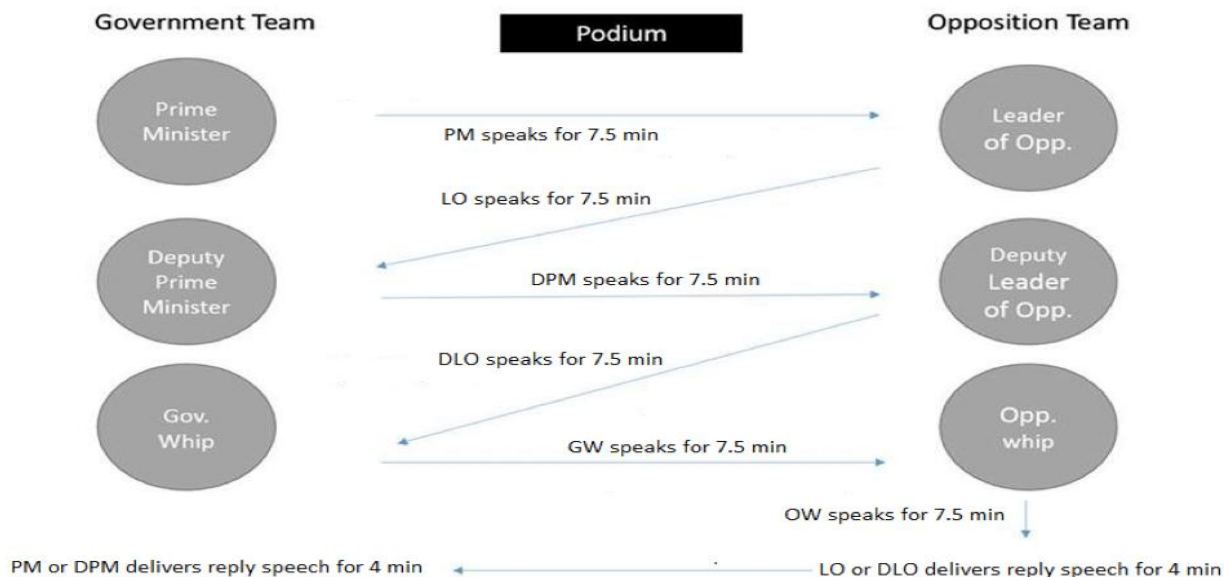
WRITING

Task 5.

      Directions:

a. Work in groups of 4 students: imagine that student A is the student, student B is the teacher, student C is the parent and student D is the problem solver.Write your ideas to the problems that is in the box. Use the following questions to guide you.

➢ Questions for student:

    1. Do you agree/disagree with the topic?

    2. What is your reason?

    3. What do you expect for this problem in the future?

➢ Questions for parent:

    1. what do you think about the topic? Is it good/bad for your children?

    2. What do you expect for this problem in the future?

➢ Questions for a problem solver:

    1. What do you think about the student's and the parent's ideas?

   2. In your opinion, how to solve the problem?

> **List of topics:**
>
> 1. Should a uniform be needed at school?
> 2. Should students who have graduated from high school continue their education at the university level?
> 3. Should students use gadgets at school?

Reflection

      At the end of this chapter, ask yourself about your difficultiness in learning this chapter and see your teacher, friends or anyone who can help you to talk about yourself better.
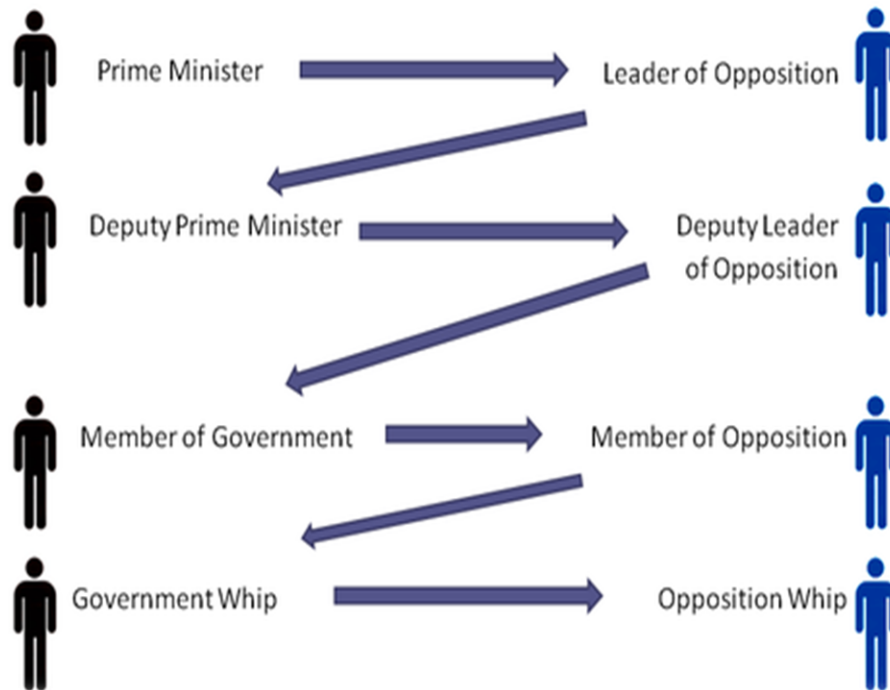
WHAT IS YOUR ROLE IN DEBATE?

https://bit.ly/2FYDQKp
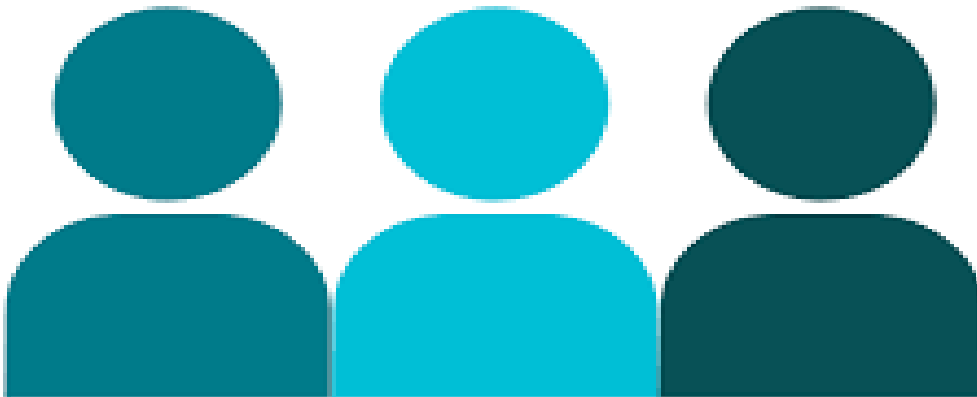
Learning Outcomes:

After learning the Unit 2, the students are expected to be able to:

1. **To understand about team roles in the debate**

2. **To mention the names of each speaker role in a debate team**

3. **To identify the tasks played by each speaker in a debate team**

Roles of Speakers

Prime Minister → Leader of Opposition

Deputy Prime Minister → Deputy Leader of Opposition

Member of Government → Member of Opposition

Government Whip → Opposition Whip

(Source: https://www.google.com/search?safe= =Speaker+role+format+of+Asian+Parliamentary+Debate)

Based on the picture, do you know what is the roles of speaker? What is it used for in debate? Please discuss with your friends.

Di dalam debat format Asia Parliamentary, ada dua tim yang berdebat; *the Government* dan *the Opposition*, di mana masing-masing tim memiliki 3 pembicara. Setiap pembicara memiliki waktu 7 menit untuk menyampaikan argumennya, secara bergantian: mulai dari pembicara pertama dari tim Pemerintah (*the Government*), kemudian pembicara pertama dari tim Oposisi (*the Opposition*), kemudian pembicara kedua dari Pemerintah, kemudian pembicara kedua dari tim Oposisi, dan seterusnya.

The Government memiliki tugas untuk mendefinisikan topik (*motion*), membangun kasus-kasus positif yang mendukung motion, menyediakan bahan substantif dan argumen untuk mendukung kasus dan menanggapi setiap tantangan kasus dari tim negatif.

The Opposition memiliki tugas untuk menanggapi definisi motion dari tim *Government*, membangun sebuah kasus yang bertentangan dengan motion, memberikan materi substantif dan argumen untuk mendukung kasus dan menanggapi argumen yang diajukan oleh tim *Government.*

Roles of Speakers in the Asian Parliamentary Format

	Government	Opposition	
PM *Prime Minister*	1. Define and Set-Up the Debate 2. Present Position & Case 3. Make 1 or 2 Arguments	1. Respond to Definition and Set-Up 2. Present Position & Case 3. Rebut Government Case 4. Make 1 or 2 Arguments	**LO** *Leader of Opposition*
DPM *Deputy Prime Minister*	1. Defend Your Case 2. Attack LO's Case 3. Make 1 or 2 Arguments	1. Defend Your Case 2. Attack DPM and PM's Case 3. Make 1 or 2 Arguments	**DLO** *Deputy Leader of Opposition*
GW *Government Whip*	1. Briefly Summarize Your Team's Case 2. Summarize and Prioritize the main issues in the debate 3. Rebut and Analyze main issues *Be sure to respond to new arguments delivered by DLO. You can do this separately (as part of 3) or include them in your summary of main issues (part of 2)	1. Briefly Summarize Your Team's Case 2. Summarize and Prioritize the main issues in the debate 3. Rebut and Analyze main issues *Remember, you cannot bring new arguments into the debate. You can respond to the GW speaker if you choose to.	**OW** *Opposition Whip*
GR *Government Reply*	1. Briefly Summarize the Debate 2. Summarize the Position of your team and your Opponent 3. Compare and show why your team is better	4. Briefly Summarize the Debate 5. Summarize the Position of your team and your Opponent 6. Compare and show why your team is better	**OR** *Opposition Reply*

Source: http://learndebate.net/sites/learndebate.net/files/AsianParliSpeakerRoles.pdf.

1. LISTENING

TASK 6.

In this task, you will analyze a video to answer the following questions. Scan this *QR Code* first*:*

1. What is his role in the video
2. What did he do in this role?

2. VOCABULARY BUILDER

TASK 7.

Match the words with their English equivalents. Compare your work to your classmate's.

Menjelaskan	**Refuting**
Mengkritik	**Attacking**
Membela	**Defending**
Menyanggah	**Responding**
Menyampaikan	**Defining**
Menanggapi	**Presenting**

3. SPEAKING

TASK 8.

1. Consider yourself the first speaker in a debate that will define a motion.

2. Define the different motions in front of the class.

3. You can choose your own motion.

List of the Topics:

f. Sex education should be taught in schools.

g. Students should be permitted to have any hairstyle they like.

h. Students should be required to wear school uniforms.

i. The Olympic Games are a waste of money.

j. Animals should not be kept in zoos.

4. READING

TASK 9.

Understand the text about the first speaker's role and answer the questions. Do as the example.

For example:

Which sentence shows that the speaker is defining the definition of the motion?

Answer:

The concise Oxford Dictionary defines "globalisation" as "world-wide trading". Besides the verb "ruining" as "greatly damaging", while Roget's Thesaurus defines "our world as "all people's social systems, forms of economic organisation, including our home-grown industries and self-owned stores". So the motion is clear that globalisation is greatly damaging or ruining our world.

Questions	Sentence:
1. Which sentence shows that the speaker is defining and Set up the Debate?	
2. Which sentence shows that the speaker is making 1 or 2 arguments?	

Examples of Speakers' Scripts

The following are examples and templates for speech starters used in debates by Mr Perry Bayer's students:

First Speaker (or Leader) of the Affirmative

Example topic: That Globalisation is Ruining our World

Mr Chairman/Madam Chair, Members of the Negative Team, Ladies and Gentlemen . . . Nobel Prize-winning economist Professor Joseph Stiglitz of Columbia University, New York, who was just here for the 6th Ministerial Conference of the World Trade Organisation, wrote in his Nobel prize-winning book Globalisation and its Discontents, that "truly fair competition would be beneficial to most of the world's citizens, but that today's so-called 'globalisation' is unfair competition which only benefits a **few** individuals and a **few** companies in a **few** of the world's richest countries. It is the triumph of the **few** against the many".

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I, as Leader, will show you how globalisation is damaging our social system worldwide. Yolanda, my 2nd Speaker, will examine local and international examples of economic damage caused by "globalisation". Last but not least, Erica, my 3rd Speaker, will demonstrate the damage caused to our world's environment.

As Professor Stiglitz has said, "truly fair competition" would be beneficial, but the WTO's market penetration actually fosters unfair competition. The biggest companies in the richest countries grab the lion's share of the world markets, pushing out smaller companies in poorer countries. The poorer countries are then only useful as sources of cheap labour for the offshore companies.

This damages the world's social systems. One of the best examples comes from Mexico, which acceded to the WTO in 1993. One of the conditions that the US Treasury insisted on was that Mexico dismantle its minimum wage laws. The World Bank annual figures showed that the minimum wage declined from 40 Mexican pesos an hour in 1992 to 23.5 pesos by 1995.

Both the US and Mexican societies lost out. US firms like the Nike Shoe Company moved to Mexico and the higher-paid US workers lost their jobs. Mexican workers then had to work twice as hard for fewer pesos. Their legal protections were gone and then the US union protections had to be lowered so that US workers could compete. The only winner was the Nike Shoe Company whose profits soared by 55.6% between 1992 and 1996, according to World Bank figures.

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5. **Writing**

Task 10.

Read the text on task 4 once again. Write a paragraph about the main point based on the text by your own words.

Reflection

At the end of this chapter, you will reflect about your learning process. Ask yourself about:

1. Can you mention one by one the member of the Government and the Opposition team in Asian Parliamentary Debate? What are they?
2. Have you understand about their roles in debate?

HOW TO WIN A DEBATE?

Sorce: https://bit.ly/2XvUcVM

Learning Outcomes:

After learning the Unit 3, the students are expected to be able to:

1. To understand the differences between arguments and rebuttal

2. To arrange arguments based on facts and evidence

3. To make rebuttal on someone's argument

6. Try to discuss the topic about "Watching TV is a waste of time" with your friend in 5 minutes.

7. Present the results of the group discussion in front of the class with the reasons.

8. Each speaker has 1 minute to present the results of the discussion.

Untuk memenangkan debat, ada dua cara yang dapat dilakukan:

1. Berikan argumen yang baik kenapa pihak anda benar, dan

2. Tunjukkan kenapa alasan-alasan dari tim lawan anda salah

A. . *Argument*

Di dalam debat, salah satu aspek terpenting yang menjadi penilaian juri adalah argumen yang disampaikan oleh peserta debat. Ketika kita ingin menyampaikan argumen dalam debat, hal penting yang harus diperhatikan adalah **"bagaimana cara agar argumen kita**

Stephen Toulmin mengemukakan sebuah struktur modelargumen dalam mengorganisasikan sebuah argumen yang baik dalam debat. Model itu adalah sebagai berikut:

1. Claim

Claim adalah poin/pesan yang ingin diajukan agar dapat diterima oleh orang lain, klaim mengandung informasi yang diajukan seseorang untuk diterima sebagai kebenaran. Contohnya: *you should use a hearing aid.*

2. Warrant

Sebuah warrant adalah penghubung antara bukti/data dengan sebuah klaim. Warrant dapat mengesahkan sebuah klaim dengan menunjukan bahwa data yang diberikan relevan. Warrant bisa saja eksplisit atau tersirat dan implisit serta menjawab pertanyaan *"Why does that data mean your claim is true?"*

Contoh: *"A hearing aid helps most people to hear better."*

3. Evidence

Bukti adalah 'kebenaran' yang mendasari sebuah *Claim*. Bukti dapat berupa fakta ditambah penalaran dibalik sebuah klaim. Bukti yang baik adalah bukti yang tidak dapat dipertentangkan

lagi. Bukti yang dapat dipertentangkan dapat memicu klaim baru yang harus dibuktikan dengan informasi yang lebih mendalam.

Contoh *"over 70% of all people over 65 years have a hearing difficulty."*

B. Rebuttal (Bantahan)

Rebuttal merupakan respon terhadap argumen tim lawan. *Rebuttal* disampaikan dalam debat guna membuktikan bahwa argumen tim lawan tidak sepenting yang mereka kemukakan.

Ketika anda membantah kasus tim lawan, hal yang harus diperhatikan adalah "untuk tidak mengadili kasus tim lawan". Karena mengadili bukanlah tugas anda untuk dapat memenangkan debat. Membantah dan mengadili tentu saja adalah hal yang berbeda. Sebagai contoh, tim lawan anda mengajukan sebuah argumen tanpa didukung dengan contoh. Anda tidak perlu mengatakan "Argumen ini tidak memiliki contoh" – pernyataan ini terdengar seperti anda sedang mengadili tim lawan. Sebaliknya, anda harus mengidentifikasi kurangnya contoh tersebut sebagai bukti mengapa argumen itu tidak benar – caranya dengan mengatakan, "Pihak kami mengklaim bahwa [X] itu benar, tetapi mereka tidak dapat menemukan satu pun contoh dari kasus ini! Di sisi lain, kami mengklaim [Y] . kami menunjukan kenapa ini benar dengan contoh-contoh sebagai berikut... "
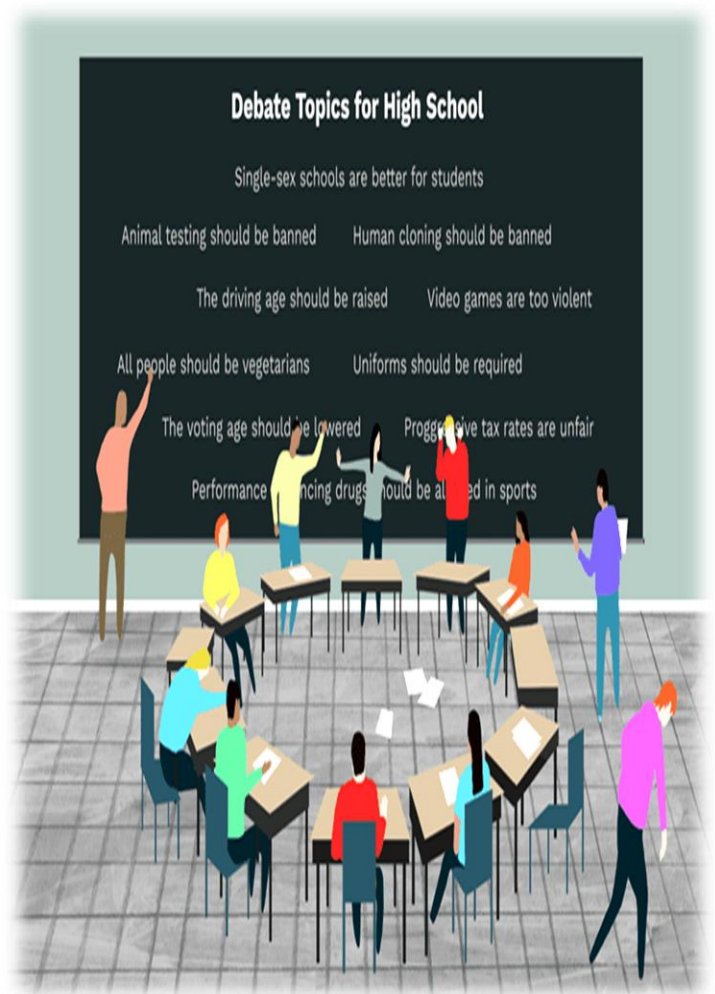
a. **Speaking**

Task 11.

Motion: "This house believes that extra-curricular activities in schools should be formally recognised".

Directions:

1. Divide the class into 2 large groups.

2. Sit in 2 lines facing each other.

3. Determine the line as: positive team and negative team.

4. A positive team agree with the topic given by defining a topic, giving reasons and conclusions.

5. The negative team disagree with the reason of the positive team by giving clear reasons and conclusions.

6. Starting from a positive team first to give an argument about the motion

7. Each speaker has 7 minutes to convey his argument.

2. **Writing**

Task 11.

Make a persuasive paragraph about "the impact of internet for students". Write your argument by paying attention to the elements of arguments: claim, warrant, and evidence

Reflection

At the end of this chapter, ask yourself about these questions:

1. can you give a good argument of a motion?

2. Can you give a rebuttal of a motion?

If your answers are "no, you can not", please scan the QR Code to go to the browser. You can find examples of possible motion with each points for and points againts.

REFERENCES

http://learndebate.net/sites/learndebate.net/files/AsianParliSpeakerRoles.pdf.

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https://debate.uvm.edu/dcpdf/wsdcdefiningandcases.pdf

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Simon Quin. *Debating*. Brisbane. 2005.

DOCUMENTATION

Conducting interview

Distributing needs analysis questionnaire

Validating the product

CURRICULUM VITAE

The writer, Kurnia Dewi Safitri, was born on February, 3rd 1998 in Surabaya, Padangratu regency, Central Lampung. She is the fourth child of Mukijan and Rowiyah

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