

	UNIVERSITAS NEGERI YOGYAKARTA			
	FAKULTAS BAHASA DAN SENI			
	SATUAN ACARA PERKULIAHAN (SAP) MATA KULIAH : SPEAKING II			
	FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence : Introduction and course orientation
6. Indicators : have overall picture of the course, rules, and requirement to pass and to acquire grades in the course
7. Core Materials : Course Syllabus
8. Class Activity :

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ The lecturer asks the students what they expect in to study in the course and what they expect to learn from the course. ⌚ The lecturer also asks the students to recall what functions they have learnt in speaking 1. 	15'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ The lecturer presents the syllabus of the course, describes the activities students will do during the lessons, explains how to pass and acquire grades. ⌚ The lecturer also presents the rules of the class concerning absence, tasks and other assignments, individual performance, and assessment components. ⌚ The lecturer and the students agree on the assessment components and the percentage for each component. 	60'	Lecturing Question and answer Discussion	Handouts	The Syllabus of the course
CLOSING	The lecturer asks the students to have the materials for the class and a copy of the syllabus. Lecturer also asks students to provide themselves with an Indonesian-English dictionary (either printed or digital) to help them with vocabularies during the class practice.	20'	Lecturing Question and answer		
FOLLOW UP	The lecturer asks students to check the syllabus to know	5'			



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

exactly what function to study in
the next meeting.

9. Evaluation

: No evaluation, first meeting

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Express degrees of certainty
 - Enquire about degrees of certainty
6. Indicators :
 - Express certainty with various expressions
 - Ask whether someone is sure about something or not using the appropriate expressions



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

7. Core Materials (gambits) :

- I'm sure that....
- I'm quite sure....
- I'm not sure...
- Are you sure....?

8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ The lecturer asks how students express certainty in Bahasa Indonesia. ⌚ She asks the ss whether they know how to express certainty in English. ⌚ Ss discuss what expressions they can use to express certainty. 	9'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ The lecturer asks students to read the book and read the part that talks about how to express and enquire certainty. ⌚ Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation. ⌚ Lc and ss discuss the different uses of the expressions suited to the formality level. ⌚ Ls asks ss to work in pairs, gives different kinds of situation. ⌚ Ss practice the functions based on the situation given. Lc moves around the class to check students accuracy and fluency. ⌚ Lc introduces the language games, explains how to play the game, distributes role cards. ⌚ Ss study their card, stand up, find a partner to talk to, change partner, and talk based on the role card. ⌚ Lc moves around the class listens to students talking to 	80'	Lecturing Question and answer Discussion Pair work	Textbook Role Play situations Role cards Role cards Rubric of spoken performan	Blundell, J., et al. (p. 21-28) Hadfield's Advanced Communication Games No 4 (The Gossip Game)



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<p>one another, corrects ss accuracy , improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have.</p> <ul style="list-style-type: none"> ⌚ Lc stops the game asks ss to go back to their seat. ⌚ Lc distributes the questionnaire and house cards of the game, asks ss to answer the questionnaire based on the talks they just had with the classmates. ⌚ Lc and ss discuss the answer of the questionnaire and house cards. 			ce	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function to for the next lesson.	1'			

9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001



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MATA KULIAH : SPEAKING II

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

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2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Express that someone is or isn't permitted, or permissible
 - Grant permission
 - Withhold permission
6. Indicators :
 - Ask for a permission to do something
 - Grant a permission
 - Withhold a permission
 - State whether someone is permitted to do something or not using various expressions
7. Core Materials (gambits) :
 - May I....
 - Can I....
 - Is it possible if I....
 - You can/ can't...
 - You may/may not..
 - You're (not) allowed to...
 - You're (not) permitted to...
 - I may/may not..
 - I can/can't...
8. Class Activity : Lc: Lecturer, Ss: Students



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Lc asks the ss whether they know how to ask, grant, and withhold permission in English. ⌚ Lc gives certain everyday situation and ask students how they ask permission for that situation ⌚ Ss discuss what expressions they can use to express certainty. 	9'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ The lecturer asks students to read the book and read the part that talks about how to ask, grant, and withhold permission. ⌚ Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation. ⌚ Lc and ss discuss the different uses of the expressions suited to the formality level. ⌚ Ls asks ss to work in 4 groups, gives a problem sheet to each group, explains the rules of the games and the expected results. ⌚ Ss discuss in the group the problem sheet and do the language game. ⌚ Lc moves around the class to check students accuracy and fluency. ⌚ Lc moves around the class listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Lc stops the game asks ss to go back to their seat. 	80'	Lecturing Question and answer Discussion Pair work Small group discussion	Textbook Role Play situations Problem Sheet Rubric of spoken performance	Blundell, J., et al. (p. 118-121) Hadfield's Advanced Communication Games No 26 (The Better World)



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function to for the next lesson.	1'			

9. Evaluation

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3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Express hopes and wishes
6. Indicators :
 - Define the different uses of the expression to express hopes and wishes
 - Express hopes and wishes
 - Enquire about hopes and wishes
7. Core Materials (gambits) :
 - I wish...
 - I hope...
 - I really wish...
 - I do hope...
 - What do you wish for?
 - What are your hopes?
8. Class Activity : Lc: Lecturer, Ss: Students



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<p>context then stand up, find a partner to talk to, change partner, and talk based on the role card.</p> <ul style="list-style-type: none"> ⌚ Lc moves around the class listens to students talking to one another, corrects ss accuracy , improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Lc stops the game asks ss to go back to their seat. ⌚ Lc asks ss whether they have found the solution to their problem through the talks. ⌚ Lc and ss discuss the solution to each problem. 			Rubric of spoken performance	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	7'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function to for the next lesson.	1'			

9. Evaluation

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MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

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2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Express interest, lack of interest
 - Enquire interest, lack of interest
6. Indicators :
 - Express interest
 - Express lack of interest
 - Ask one's interest
7. Core Materials (gambits) :
 - I'm interested in...
 - I have an interest in....
 - I love...
 - I like...
 - I'm keen on...
 - I'm not very keen on...
 - I don't really like....
8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ Lc asks what the students love to do in the spare times. Lc also ask what their hobbies are.	9'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc explains that they will learn how to express interest, lack of interest, and ask other's interests. ⌚ Lc asks students to read the book and read the part that talks about how to express interest, lack of interest, and and enquire about interest. ⌚ Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation. ⌚ Lc and ss discuss the different uses of the expressions suited 	80'	Lecturing Question and answer Discussion Pair work	Textbook	Blundell, J., et al. (p. 85-88)



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<p>to the formality level.</p> <ul style="list-style-type: none"> ⌚ Ss do the tasks in the book. Ss answer the tasks orally. ⌚ Lc moves around the class to check students accuracy and fluency. ⌚ Lc gives out the survey worksheet. Ss do a survey game using the functions that have been studied. ⌚ Lc moves around the class listens to students talking to one another, corrects ss accuracy , improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Lc stops the game asks ss to go back to their seat. ⌚ Lc asks the result of the game. Lc and ss discuss the results. 			worksheet	Rubric of spoken performance
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function to for the next lesson.	1'			

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MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

2. Course & Code : Speaking II / ING 206
 3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
 4. Semester/Time : 2/100 minutes
 5. Basic Competence :
 Express likes, dislikes, preferences
 Enquire likes, dislikes, preferences
 6. Indicators :
 Express likes/dislikes
 Ask what one likes/dislikes
 Express preferences in various expressions
 7. Core Materials (gambits) :
 I like....
 I don't like....
 I prefer....
 I'd better....
 I likebetter than.....
 8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ The lecturer shows some pictures (of famous singers/artists/other celebrities/other non-living things) and ask ss which pictures they like. Lc also ask ss to compare the pictures then tell the class which picture they prefer to have/enjoy.	9'	Lecturing, Question and answer, observing picture, Discussion	Pictures / set of pictures	
MAIN ACTIVITY	⌚ The lecturer asks ss whether they know the language function they are going to learn. ⌚ Lc asks students to read the book and read the part that talks about how to express likes/dislikes/preferences ⌚ Lc asks ss to practice the functions in the book. Lc checks ss pronunciation accuracy and intonation. ⌚ Ss do the tasks in the book then practice pronouncing the expressions. Lc and ss discuss the different uses of the expressions suited to the formality level.	80'	Lecturing Question and answer Discussion Pair work	Textbook	Blundell, J., et al. (p. 60-66) Hadfield's Advanced Communication Games No 34 (Christmas Shopping)



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<ul style="list-style-type: none"> ⌚ Lc introduces the language games, explains how to play the game, distributes role cards. ⌚ Ss study their card, write the vocabularies needed, stand up, find a partner to talk to, change partner, and talk based on the role card. ⌚ Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Lc stops the game asks ss to go back to their seat. ⌚ Ss and Lc discuss the result of the activity. 			Role cards, picture cards, list of vocabularies Rubric of spoken performance	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function to for the next lesson.	1'			

9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

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MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

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3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Invite, accept an offer or invitation, decline an offer or invitation,
 - Enquire whether an offer or invitation is accepted or not
6. Indicators :
 - Offer an invitation
 - Accept an invitation
 - Decline an invitation
 - Ask whether an invitation is accepted or declined
7. Core Materials (gambits) :
 - Would you....?
 - Shall we....?
 - What do you think if we....?
 - What about....?
 - Sure/Great/I'd love to.
 - Sorry.
 - I'd love to, but...
8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Lc asks whether ss ever been invited to a certain activity or ever invited a friend(s) to do something or to an activity they hold. ⌚ Lc asks how students responded to the invitation and how they invited someone to do something. 	9'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc explains the purpose today's class. ⌚ Lc asks students to read the book and read the part that talks about how to invite and respond to an invitation. ⌚ Lc helps ss practicing the functions in the book and asks ss to carefully select the expressions they are going to use which depend so much on who the person they are talking 	80'	Lecturing Question and answer Discussion Pair work	Textbook	Tillit, B., & Bruder, M.N (p.23) Blundell, J., et al. (p. 179-183) Hadfield's Advanced Communication Games No 16 (The Excuses Game)



UNIVERSITAS NEGERI YOGYAKARTA			
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SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<p>to. Lc helps learners with the pronunciation accuracy and intonation.</p> <ul style="list-style-type: none"> ⌚ Ss do the tasks in the book then practice pronouncing the expressions. ⌚ Lc introduces the excuses games, explains how to play the game, distributes the excuses and the invitation cards. ⌚ Ss study their card, write the vocabularies needed, stand up, talk to friends based on the cards. ⌚ Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Lc stops the game asks ss to go back to their seat. ⌚ Ss and Lc discuss the result of the activity. 			Excuses and invitation cards	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function to for the next lesson.	1'			

9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

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3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Express obligation
 - Enquire obligation
6. Indicators :
 - State obligation using have to/must/ should/ought to
 - Differ the use of have to/must/should
 - Ask one's obligation
7. Core Materials (gambits) :
 - I/you (don't) have to....
 - I/you must (not)....
 - I/you should (not)....
 - Do you have to...?
 - Must you...?
 - Should you....?
8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ Lc asks what tasks they have to do at home as their parents' child and what obligations they have to as students.	5'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	⌚ Lc explains the purpose today's class. ⌚ Lc gives out the handout, asks ss to study the handout and do the tasks in the handout. ⌚ Lc explains the different use of have to, must, and should. Lc asks ss to make one sentence for each. ⌚ For extra reading lc asks students to read the book and read the part that talks about how to express and enquire obligation. ⌚ Lc helps ss practicing the functions in the book.	80'	Lecturing Question and answer Discussion Pair work	Handout Textbook	Blundell, J., et al. (p. 123-130) Maggs & Hird's Times Saver Activities p. 47 (Agonyaunt.com)



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**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

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	<ul style="list-style-type: none"> ⌚ Lc and ss discuss the use of different expressions, ss do the tasks then practice the expressions. ⌚ Lc gives out a worksheet and ss work in pairs to interview each other. ⌚ Ss report the result of the interview. ⌚ Lc asks ss to work in groups of 6, explains how to do the activity, gives out the problem cards. ⌚ Ss talks in small groups based on the problem cards. ⌚ Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Lc stops the activity. ⌚ Ss and Lc discuss the result of the activity. 			<p>Worksheet</p> <p>Problem cards</p> <p>Rubric of spoken performance</p>	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function for the next lesson.	1'			

9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

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3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Express intention
 - Enquire intentions
6. Indicators :
 - State intention/plan using will and going to
 - Differ the use of will and going to
 - Ask one's intention/future plans
7. Core Materials (gambits) :
 - I plan to...
 - I will/I'll...
 - I'm going to....
 - What do you plan to do?
 - What will you do?
 - What are you going to do?
8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Lc gives out a worksheet, ss match the pictures with the expressions containing will and going to. ⌚ Ss work in pairs to do the worksheet. 	7'	Lecturing Question and answer Discussion	worksheet	
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc explains the different use of will and going to and the sentence pattern containing will and going to. ⌚ Lc asks students to read the book and read the part that talks about how to express and enquire intention. ⌚ Lc helps ss practicing the functions in the book. ⌚ Lc and ss discuss the use of different expressions, ss do the tasks then practice the expressions. 	82'	Lecturing Question and answer Discussion Pair work	Whiteboard, board marker Textbook	Blundell, J., et al. (p. 110-111) Hadfield's Intermediate Communication Games No 13 (Good Intentions)



UNIVERSITAS NEGERI YOGYAKARTA			
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SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<ul style="list-style-type: none"> ⌚ Lc gives out a worksheet, ss will have to interview two classmates. ⌚ Ss report the result of the interview. ⌚ Lc introduces the Good Intention language game, explains the procedure, gives out the worksheet. ⌚ Ss prepare themselves by filling in the worksheet with future plans. ⌚ Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Ss stand up, talk to friends. ⌚ Lc stops the activity, asks ss to go back to their seat. ⌚ Ss and Lc discuss the result of the activity. 			Worksheet worksheet Rubric of spoken performance	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function for the next lesson.	1'			

9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Express satisfaction, dissatisfaction
 - Enquire satisfaction, dissatisfaction
6. Indicators :
 - Express satisfaction (of a service/facilities/food/drinks/others)
 - Express dissatisfaction (of a service/facilities/food/drinks/others)
 - Ask whether someone is happy/satisfied/dissatisfied with a service / facilities / food / drinks / others
7. Core Materials (gambits) :
 - I'm (not) happy
 - I'm (not) pleased
 - I (do not) enjoy...
 - I'm (not) satisfied with...
 - The...(doesn't/don't) satisfies/y me.
 - The ...is (not) satisfying.
8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Lc asks ss experience concerning a certain service or facility. ⌚ Lc asks whether ss will express their feeling concerning that service or facility and how they do that. 	5'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc gives out the worksheet containing several dialogue samples that. ⌚ Lc asks ss to work in pairs. ⌚ Lc asks several students to act out the dialogue samples. Lc asks ss to underline the satisfaction and dissatisfaction expressions. ⌚ Lc and ss discuss the expressions of satisfaction and 	84'	Lecturing Question and answer Discussion Pair work	Worksheets	Van Ek, J.A., & Trim, J.L.M. (p.36)



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<p>dissatisfaction they find in the dialogues.</p> <ul style="list-style-type: none"> ⌚ Lc uses a powerpoint slide to show some more satisfaction and dissatisfaction expressions. ⌚ Ss do the tasks in the worksheet: completing dialogues with the appropriate expressions. ⌚ Ss work in pairs, are given role play situation. ⌚ Ss compose a dialogue suited to the role play situation. Lc moves around the class helping ss with the script and with the pronunciation accuracy during practice. ⌚ Ss perform the mini drama in class. ⌚ While two ss are performing, other ss and lc listen to and watch the drama being performed. ⌚ After the performance, lc and ss discuss the performance. Ss give feedback to friends' performance. 			<p>Ppt slides</p> <p>worksheet</p> <p>role play situation</p> <p>Rubric of spoken performance</p>	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives classical feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	10'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function for the next lesson.	1'			

9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.

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B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Apologize
 - Express regrets and sympathy
6. Indicators :
 - Use various expressions to show apology
 - Express regrets and sympathy in various expressions
 - Use appropriate modifier to show the degree of regrets and sympathy
 - Respond to regrets
 - Respond to sympathy
7. Core Materials (gambits) :
 - I'm sorry....
 - I'm really/terribly/very...I'm (not) happy
 - I feel sorry for you.
 - My deepest condolences.
 - I apologize.
 - I do apologize.
 - Please accept my apology.
 - I beg for your forgiveness.
 - Please forgive me.
 - My mistakes, sorry.
 - Sorry.
 - If only.../I wish..

8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Sources
OPENING	⌚ Lc asks ss whether they have ever experienced certain things that they regret. Lc asks ss to describe that experience.	5'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	⌚ Lc asks ss to open Survival English, lc also displays the intended pages with LCD	89'	Lecturing Question and answer Discussion	LCD projector	Blundell, J., et al. (p. 199-203) de Freitas, J.F



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

	<p>projector.</p> <ul style="list-style-type: none"> ⌚ Lc and ss discuss the expressions and situations that will require them to use the expressions of apology, regrets, and sympathy. ⌚ Lc and ss discuss the differences and similarities of the expressions used in the situations. ⌚ Lc asks ss to practice the expressions. ⌚ Lc asks ss to act out the dialogues in the book. Ss work in pairs and perform the dialogues. ⌚ Lc and ss discuss the situations reflected in the dialogues. ⌚ Ss work in pairs and do the tasks in the book. Lc call some ss (only) to perform the dialogue. ⌚ Lc gives ss different situations and asks ss to make a dialogue based on the situation. ⌚ Ss work in pairs, compose the dialogues and perform before the class. ⌚ While two ss are performing, other ss and lc listen to and watch the (mini) drama being performed. ⌚ After the performance, lc and ss discuss the performance. Ss give feedback to friends' performance. 		Pair work	<p>role play situation</p> <p>Rubric of spoken performance</p>	(p. 20, 92, 108)
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives classical feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	5'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next function for the next lesson.	1'			



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

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3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Complimenting, congratulating, and responding to compliments and congratulations
6. Indicators :
 - Use the appropriate expression to give compliment, and congratulate and to respond to compliments or congratulations.
7. Core Materials (gambits) :
 - What a nice/pretty/great...
 - That's a very nice...you're wearing.
 - You're looking good!
 - Congratulations!
 - Well done!
 - Terrific!
 - I must congratulate you on...
 - Thank you.
 - Thanks.
 - That's very nice of you to say so.

8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Sources
OPENING	<ul style="list-style-type: none"> ⌚ Lc compliments some ss (clothes, accessories, shoes, appearance). ⌚ Ss respond the compliments. 	3'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc and ss discuss the ss' respond to the compliments. ⌚ Lc introduces ss to the topic and asks ss to open their book. 	89'	Lecturing Question and answer Discussion	The textbook	Blundell, J., et al. (p. 194-199)



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

31 Juli 2008

Hal.

	<ul style="list-style-type: none"> ⌚ Lc and ss discuss the different expressions to compliment, congratulate, and the responds. ⌚ Ss study the use of the various kinds of expressions suited to the situations. ⌚ Ss practice saying the expressions and do the tasks in the book. ⌚ Lc asks ss to work in pairs. Lc gives role card and situation to each pair. ⌚ Each pair of student practices to compliment, congratulate, and respond the compliments and congratulations before the class. ⌚ Lc and other ss give feedback. ⌚ Lc gives other role cards and explains that they are going to play as guests at a party. Ss have to compliments and congratulate other guests depending on what the role card says. ⌚ Ss stand up, talk to friends. ⌚ Lc moves around the class, listens to students talking to one another, corrects ss accuracy, improves ss fluency, helps with certain expressions, takes notes to any awkward expressions and any difficulties ss have. ⌚ Lc stops the activity, asks ss to go back to their seat. ⌚ Ss and Lc discuss the result of the activity. 		<p>Pair work</p>	<p>Role cards</p> <p>role cards and role play situation</p> <p>Rubric of spoken performance</p>	
<p>CLOSING</p>	<ul style="list-style-type: none"> ⌚ Lc gives classical feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	<p>5'</p>	<p>Lecturing Question and answer Discussion</p>		
<p>FOLLOW UP</p>	<p>The lecturer asks students to read about the next functions for the next lesson.</p>	<p>1'</p>			



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

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Hal.

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3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Asking someone for something (information/things/helps/etc)
6. Indicators :
 - Use various expressions to ask someone to do/give/for something.
 - Include politeness aspect by choosing the appropriate expressions.
7. Core Materials (gambits) :
 - Could/Can you...
 - Would you...
 - Are you...
 - Would you be so kind as to...
 - Kindly....
 - Sure.
 - Yes.
 - Definitely.

8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Sources
OPENING	<ul style="list-style-type: none"> ⌚ Lc asks some ss to do something (clean the whiteboard/open the windows/ close the door/ turn on the air conditioner/etc). ⌚ Lc also asks for a certain information from the ss. ⌚ Lc thanks the ss. 	10'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc and ss discuss how the lc did the requests and how the ss 	82'	Lecturing Question	The textbook	Van Ek, J.A., & Trim, J.L.M. (p.



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<p>respond to the requests.</p> <ul style="list-style-type: none"> ⌚ Lc and students brainstorm the expressions that ss can use to ask for something to someone. ⌚ Lc and ss also discuss the range politeness and formality aspects tied to the situations. ⌚ Lc writes the lists of the expressions on a ppt slide, gives time to ss to copy the expressions to their book. ⌚ Lc asks each student to ask a friend in class to do/ for something. Ss can choose anyone in class. ⌚ Lc gives feedback tto ss. ⌚ Lc asks ss to work in small groups (of 3-4 ss). ⌚ Lc gives out the role play situation (dinner table, tourists and native people, customers and shop assistant, friends, tourists and travel agent, etc) ⌚ Ss prepare the mini drama by scripting the dialogue lines and the story plot. ⌚ Ss practice their lines. ⌚ Ss perform the mini drama before the class. ⌚ While one group is performing, other ss and lc watch carefully then give feedback. 		<p>and answer Discussion Pair work</p>	<p>Ppt Slides Role cards role cards and role play situation Rubric of spoken performance</p>)
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives classical feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	5'	Lecturing Question and answer Discussion		
FOLLOW UP	The lecturer asks students to read about the next functions for the next lesson.	1'			

9. Evaluation

: Ss are assessed in terms of fluency and accuracy of pronunciation and grammar. A rubric of spoken performance is applied for this purpose.



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SATUAN ACARA PERKULIAHAN (SAP)
MATA KULIAH : SPEAKING II**

FRM/FBS/18-00

Revisi : 00

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1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Speaking II / ING 206
3. Total Credit : Theory: 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 2/100 minutes
5. Basic Competence :
 - Asking whether you are heard and understood
 - Signaling that you are hearing and understanding
6. Indicators :
 - Ask whether one's understood or heard
 - Signal that one's hearing and understanding
7. Core Materials (gambits) :
 - Do you understand?
 - Is it clear?
 - Do you know/understand what I mean?
 - Am I making myself clear?
 - I understand clearly.
 - Yes/sure
 - I don't understand/get what you mean.
8. Class Activity : Lc: Lecturer, Ss: Students

Steps	Activities	Time Estimation	Method	Media	Learning Sources
OPENING	⌚ Ss play the queue game. Two students play as the organizer who control the queue.	10'	Whole class activity	The Queue game's procedure	Hadfield's Intermediate Communication Game no 28 (The queue)
MAIN ACTIVITY	⌚ Lc asks the ss to open the textbook. ⌚ Ss observe the use of the expressions and practice the expressions. ⌚ Ss do the trivial questions and other tasks in the textbook. Lc and ss discuss the answer to the tasks.	82'	Lecturing Question and answer Discussion Pair work	The textbook Role cards	Blundell, J., et al. (p. 211-219) Van Ek, J.A., & Trim, J.L.M. (p. 45)



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

	<ul style="list-style-type: none"> ⌚ Lc gives out the role cards and situations (the king's message bearers, the senior ss give information to freshmen, a headmaster in a flag ceremony, a class teacher gives information on an upcoming trip, a shop manager announcing discounted items, a police officer before an angry labors, etc.). ⌚ Ss work in pairs and be the informants. Other ss play as the information takers. ⌚ Ss prepare the information speech. ⌚ Each pair performs before the other ss. Other ss respond to the information takers. ⌚ Lc gives feedback to the ss. 			and role play situation	
CLOSING	<ul style="list-style-type: none"> ⌚ Lc gives classical feedback on ss' performance, discusses the awkward expressions and difficulties ss encountered. ⌚ Lc asks if ss have questions or other difficulties. ⌚ Ss summarize the lesson. 	5'	Lecturing Question and answer Discussion	Rubric of spoken performance	
FOLLOW UP	The lecturer informs ss of the review session the next week, therefore ss need to equip themselves with their own notes of the useful expression.	1'			

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