

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
GRADE X STUDENTS OF AGRICULTURE STUDY PROGRAM
AT SMK MUHAMMADIYAH 2 MERTOYUDAN**

A Thesis

**Presented as the Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Language Education**



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

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APPROVAL SHEET

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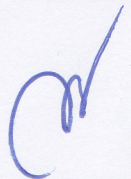


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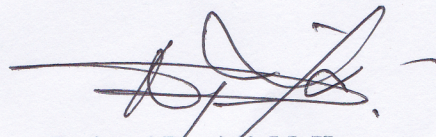
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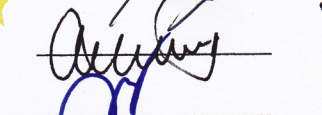
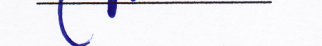
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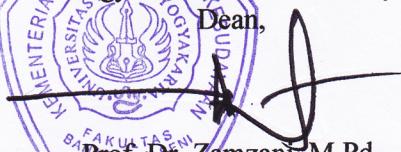
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Accepted by the board of examiners of Faculty of Languages and Arts of Yogyakarta State University on October 11, 2013 and declared to have fulfilled the requirement for the attainment of the Degree of *Sarjana Pendidikan* in English Language Education.

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PROGRAM OF SMK MUHAMMADIYAH 2
MERTOYUDAN

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, October 11, 2013

Penulis



Nunun Nuki Erfiani

MOTTOS

- For indeed, with hardship will be ease.
(As-Sharh: 5)
- Everything happens for a reason.

DEDICATIONS

This thesis is genuinely dedicated to:

- **My beloved mother and father (Ibu Sutarsih and Bapak Mustaghfir)**
For the endless love, prayers, patience, and support you have given.
- **My brothers and sisters (Zulfa Nurmansyah, S.E., Esti Nugraheni, S.Pd., Fifi Luthfiana S.Pd., Muhammad Mahfudz, S.H., Nurifani Chairunisa, S.H., Slamet Ari Dwi Ratnanto, S.T.P., and Dzikri Udkhia Rizqi)**
For the great time we share together.
- **My nephew and nieces (Muhammad Luthfi Mahardika, Catherine Qonita Luthfi, and Mutiara Chairunisa Ratnanto)**
For the happy smiles you spread.
- **All of my families and friends**
I love you all

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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as the readers to give comments and suggestions. However, I expect that this thesis will give worthwhile contributions to all readers.

Nunun Nuki Erfiani

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X
STUDENTS OF AGRICULTURE STUDY PROGRAM
AT SMK MUHAMMADIYAH 2 MERTOYUDAN**

**By
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ABSTRACT

The objectives of this study are: (1) to describe the target needs, (2) to describe the learning needs, and (3) to develop English learning materials for Grade X students of the Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan.

The type of this study is Research and Development. The stages were conducting needs analysis, writing the course grid, writing the first draft of the materials, getting the expert judgment, and revising the materials to produce the final draft. The subjects of the study were 36 grade X students of the Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. The data of this study were quantitative data obtained through the completed questionnaires and qualitative data collected from experts' opinions and suggestions about the developed materials. The data were analyzed by using descriptive quantitative and qualitative data analysis.

The research developed three units of materials for grade X students of the Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. Each unit of the materials consists of 22 tasks that are organized into Introduction, Main Teaching and Learning Activities, and Reinforcement. The Main Teaching and Learning Activities section has two parts, i.e. spoken cycle (listening and speaking skills) and written cycle (reading and writing skills). Based on the expert judgment, the content, the language, the presentation, and the graphic design of the developed materials are appropriate as shown by the ranges of mean value 2.52 - 3.27 and 3.28 - 4.03 that categorized as "Good" and "Very Good". The appropriate task components have the following characteristics. The appropriate goal of the developed materials is helping the students to master English in spoken and written language well in order to be able to understand meaning and function of words, sentences and expressions in English. The appropriate inputs are short authentic monologs or dialogues and authentic texts. Answering questions based on the monolog or dialog in written language, acting out dialogues in pairs, reading a text and answering the questions, and writing texts based on the given example are the appropriate activities. The appropriate teacher roles are as a controller, a prompter, and a resource. The appropriate learner role is to be an active participant as well as problem solver in the learning process. The appropriate setting for accomplishing the task is working in pairs.

CHAPTER I

INTRODUCTION

A. Background to the Study

Students of vocational high schools are prepared to work after they graduate. They are prepared to work in accordance with study programs that they have taken in the school. By working in accordance with their study programs, students of vocational high schools are expected to succeed in their jobs because they already have competencies that specifically prepared to support them working on their jobs. So, it is important for them to master those competencies. Besides those competencies, they also need to master English competencies to help them working on their jobs.

Since English is commonly used in every job both in spoken and written, English becomes important in the workplace. The most important role of English in the workplace is to maintain communication between coworkers. People with good English competencies are able to communicate effectively with their coworkers or the others. On the other hand, people with low English competencies cannot be properly understood in doing communication with their coworkers or others. Considering this reason, it is important for students of vocational high schools to have good English competencies so that they can maintain effective English communication in their future workplace.

To achieve good English competencies, students of vocational high schools have to learn English by using comprehensible materials that are relevant to their needs. The materials will help students to learn English specifically related

to their study program that will be useful in their jobs later. Unfortunately, the materials that students learn in vocational high schools now are not relevant to their study programs. In addition, the English learning materials do not meet the needs of the students of vocational high schools in learning English.

General English learning materials for all study programs are still used at SMK Muhammadiyah 2 Mertoyudan. Using general English learning materials, grade X students of Agriculture Study Program cannot learn English maximally because the materials do not meet their needs in learning English. The students need to learn English using learning materials that specifically designed based on their study program, so they can master relevant English competencies that will be useful in their jobs later.

B. Identification of the Problem

English learning materials are important to support students to learn English maximally. However, there are some problems related to English learning materials used in the teaching of English at SMK Muhammadiyah 2 Mertoyudan. The problems are related to English textbooks, modules, student worksheets, TOEIC preparation materials, and Web-based materials.

The first problem is English textbooks. There are English textbooks used in the teaching of English at SMK Muhammadiyah 2 Mertoyudan. The textbooks are specifically designed for students of vocational high schools, yet the textbooks still cover general English learning materials for all study programs of vocational

high schools. As a result, the students of Agriculture Study Program learn English using learning materials that do not meet their needs of English.

The second problem is modules. To support the teaching of English, SMK Muhammadiyah 2 Mertoyudan use modules that provide additional materials of English. However, the modules used there also still cover general English learning materials for all study programs of vocational high schools. So that, the students of Agriculture Study Program learning English use the same modules that are also used by other students of other study programs.

The third problem is student worksheets. SMK Muhammadiyah 2 Mertoyudan also provides worksheets for students in the teaching of English. The students can practice their English competencies by using the worksheets. But, the school does not have specific worksheet for each study program. As a result, the tasks in the worksheets are not suitable yet to fulfill the needs of the students of Agriculture Study Program in learning English.

The fourth problem is TOEIC preparation materials. TOEIC is important to measure the ability of non-native speakers in using English in the workplace. So, it is important for the students of vocational high schools to get TOEIC preparation materials. Unfortunately, SMK Muhammadiyah 2 Mertoyudan does not have TOEIC preparation materials. The school only has CD and cassettes for listening that are used to prepare students to pass National Examination. Since the school does not have TOEIC preparation materials, the same as other students of other study program, students of Agriculture Study Program cannot prepare themselves to pass TOEIC.

The last is Web-based materials. Web-based materials are good to be used in the teaching of English, because the students can get extra learning resources of English from the website. In fact, SMK Muhammadiyah 2 Mertoyudan does not include Web-based materials in the teaching of English. The students only get learning resources from printed materials such as English textbooks, modules, and student worksheets and supplementary material such as CD and cassettes for listening. So, all students of all study programs at SMK Muhammadiyah 2 Mertoyudan include students of Agriculture Study Program need to learn English by using Web-based materials, for they can get additional learning resources in learning English.

C. Limitation of the Problems

Because of the limitation of time, energy, and access to the literature, this study focuses on developing English learning materials in the form of English textbook that can meet students' needs in learning English. The English learning materials are developed for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. The development of English learning materials that can meet students' needs are expected to be able to help grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan achieve good English competencies related to their study program.

D. Formulation of the Problems

Based on the limitation of the problems, the problems of the study are formulated as follows:

1. What are the target needs of grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan in learning English?
2. What are the learning needs of grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan in learning English?
3. What are the English learning materials that are suitable for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan in learning English?

E. Objectives of the Study

Following the formulation of the problems, the objectives of the study are formulated as follows:

1. To describe the target needs of grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan in learning English.
2. To describe the learning needs of grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan in learning English.
3. To develop English learning materials that relevant to the needs of grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan.

F. Significances of the Study

The findings of the research are expected to be useful for:

1. English Education Department

The research can be a reference in both conducting Research and Development study and developing materials in English for Specific Purposes.

2. English Teachers of Vocational High Schools

The research can be a reference and motivation for the English teachers of vocational high schools to develop other English learning materials for specific study programs that can meet students' needs.

3. Grade X Students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan

The developed materials of the research are expected to fulfill the students' needs in learning English. In addition, the materials can give new experience for the students in learning English so that they can improve their English ability.

4. Other Researchers

The research is expected to give other researchers reference and idea to conduct relevant studies.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Considering the objectives of the study, this chapter presents some theories of English in Vocational High Schools, English for Specific Purposes (ESP), Content-Based Instruction (CBI), English Learning Materials, Materials Development, Unit Design Development, Task Design Development, and Materials Evaluation before the conceptual framework drawn.

A. Literature Review

1. English in Vocational High Schools

a. The Objectives of English in Vocational High Schools

As stated in Standard of Contents (2006: 111-112), English is an adaptive lesson in vocational high schools. The main objectives of the lesson itself are formulated as follows:

- 1) mastering the basic knowledge and skills of English to support the competency attainment of vocational program, and
- 2) applying the mastery of ability and skill of English to communicate both in written and spoken in intermediate level.

The teaching of English in vocational high schools itself covers three different levels as follows:

- 1) novice level for the first grade of vocational high schools;
- 2) elementary level for the second grade of vocational high schools; and
- 3) intermediate level for the third grade of vocational high schools.

To summarize, English is an adaptive lesson in vocational high schools with different curriculum, so that it is important to know standard competence and basic competency of English in vocational high schools as follows.

b. Standards of Competence and Basic Competency of English for Vocational High Schools Students

English in vocational high schools has different curriculum that makes it has different standard of competence and basic competency from those used in other schools. Following is presented standard of competence and basic competency of English for vocational high schools students as stated in Standard of Contents (2006: 112-113).

Table 1: Standard of Competence and Basic Competency of English for Vocational High Schools Students

STANDARD OF COMPETENCE	BASIC COMPETENCIES
1. Communicating in English at Novice Level	1.1 Understanding basic expressions in social interaction for the life importance 1.2 Mentioning things, people, characteristics, times, days, months, and years 1.3 Describing things, people, characteristics, times, days, months, and years 1.4 Producing simple expression for basic functions 1.5 Explaining activities being held 1.6 Understanding memos and simple menus, schedules of public transportation, and traffic signs 1.7 Understanding foreign words, terms, and simple sentences based certain pattern 1.8 Writing simple invitation letters

(continued)

(continued)

2. Communicating in English at Elementary Level	2.1 Understanding daily simple conversations in both professional and personal contexts with non-native speakers 2.2 Taking notes of simple messages either from direct or from communication devices 2.3 Listing job description and educational background both in spoken and written language 2.4 Telling the previous job and the next job plan 2.5 Expressing feelings 2.6 Understanding simple instructions 2.7 Making short messages, instructions and lists in the acceptable dictions, spellings and grammar
3. Communicating in English at Intermediate Level	3.1 Understanding monologs in certain job situation 3.2 Understanding conversations with native speakers 3.3 Presenting reports 3.4 Understanding manuals 3.5 Understanding simple business letters 3.6 Understanding technical documents 3.7 Writing business letters and reports

The standard of competence and basic competency of English for vocational high schools students above leads to the conclusion that the needs of the students in learning English are specific and different from the needs of other students in learning English. That is why English in vocational high schools is categorized as English for Specific Purposes. Therefore, the theories of English for Specific Purposes are presented next.

2. English for Specific Purposes (ESP)

a. The Definition of ESP

According to Hutchinson and Waters (1987: 19), ESP is an approach to language teaching in which the decisions related to content and method are based on the learner's reason in learning. Further, Nunan (2004: 7) adds that ESP is an important subcomponent of language teaching that has its own approaches to curriculum development, materials design, pedagogy, testing and research. In addition, Tomlinson and Masuhara (2008: 169) state that ESP is designed to fulfill the specific needs of the learner based on needs analysis.

Moreover, Dudley-Evans and St. John as cited in Gatehouse (2001: 3) define ESP through two characteristics of ESP as follows.

Table 2: **Two Characteristics of English for Specific Purposes**

Absolute Characteristics	Variable Characteristics
<ul style="list-style-type: none"> a) ESP is defined to meet specific needs of the learner. b) ESP makes use of underlying methodology and activities of the discipline it serves. c) ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. 	<ul style="list-style-type: none"> a) ESP may be related to or designed for specific disciplines. b) ESP may use, in specific teaching situations, a different methodology from that of general English. c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary level d) ESP is generally for intermediate or advanced students. e) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

In conclusion, ESP is based on students' needs in learning English. Since students' needs in ESP are very crucial, needs analysis should be conducted earlier before designing the materials. Following are presented the theories of needs analysis in ESP.

b. Needs Analysis in ESP

Nunan (2004: 215) writes that needs analysis are sets of procedures for deciding language content and teaching procedures for specific group of learners. In addition, Hutchinson and Waters (1987: 12) state that needs analysis is identifying the target situation and then carrying out a detailed analysis of the linguistic features to form the syllabus of the ESP course.

Further, Hutchinson and Waters (1987: 54) point out target needs and learning needs are related to needs analysis. They maintain that target needs are what the learner needs to do in the target situation and learning needs are what the learner needs to do in order to learn.

Furthermore, to conduct needs analysis in ESP, Hutchinson and Waters (1987: 62-63) propose a framework for analyzing learning needs as follows.

Table 3: A Framework for Analyzing Learning Needs

<p>Why are the learners taking the course?</p> <ol style="list-style-type: none"> 1) Compulsory or optional. 2) Apparent need or not. 3) Are status, money, promotional involved? 4) What do learners think they will achieve? 5) What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it? <p>How do the learners learn?</p> <ol style="list-style-type: none"> 1) What is their learning background? 2) What is their concept of teaching and learning? 3) What methodology will appeal to them? 4) What sort of techniques are likely to bore/alienate them?
--

(continued)

(continued)

What resources are available?

- 1) Number and professional competence of teachers.
- 2) Attitude of teachers to ESP.
- 3) Teachers' knowledge of and attitude to the subject content.
- 4) Materials.
- 5) Aids.
- 6) Opportunities for out-of-class activities.

Who are the learners?

- 1) Age/sex/nationality.
- 2) What do they know already about English?
- 3) What subject knowledge do they have?
- 4) What are their interests?
- 5) What is their socio-cultural background?
- 6) What teaching styles are they used to?
- 7) What is their attitude to English or to the culture of the English speaking world?

Where will the ESP course take place?

- 1) Are the surroundings pleasant, dull, noisy, cold etc?

When will the ESP course take place?

- 1) Time of day.
- 2) Every day/once a week.
- 3) Full-time/part-time.
- 4) Concurrent with the need or pre-need.

Needs analysis is really important to be conducted at the first step before designing ESP course, because students' learning needs can be used to make decision on developing appropriate English learning materials. Related to the materials development for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan, content area students learn is also considered. Therefore, theory of Content-Based instruction is discussed.

3. Content-Based Instruction (CBI)

a. The Definition of CBI

Richards and Rodgers (2001: 204) define CBI as an approach to second language teaching in which teaching is organized around the content or information that students will acquire.

Krahnke as cited in Richards and Rodgers (2001: 204) state that

Content-Based Instruction (CBI) is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (1987: 65).

Further, Nunan (2004: 213) writes that CBI is an approach to language teaching in which the syllabus is organized according to content.

In brief, CBI refers to the teaching of English in which content area students learn is considered to help the students mastering English competencies that are relevant to their fields. Then to understand CBI more, it is important to know the language of CBI that is shown as follows.

b. Language View of CBI

According to Richards and Rodgers (2001: 207-209) the nature of language in CBI is formulated in some assumptions as follows.

1) Language is text- and discourse-based

The role of language in CBI is as a vehicle for learning content. The focus of the teaching English in CBI is to make students to be able to communicate and construct meaning and information through texts and discourse.

2) Language use draws on integrated skills

In CBI, language use involves several skills together. In a content-based class, students are usually involved in activities that use integrated skills to show how the skills usually used in the real world.

3) Language is purposeful

Language in CBI is used for specific purpose, but the language still gives direction, shape, and ultimately meaning to discourse and texts.

In conclusion, language in CBI is viewed in three different assumptions, but those three assumptions still support each other to facilitate the learning of language itself. Further, learning theory of CBI is presented.

c. Learning Theory of CBI

As stated by Richards and Rodgers (2001: 209-211), learning in CBI is viewed in many assumptions as follows.

- 1) People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal
- 2) Some content areas are more useful as a basis for language learning than others.
- 3) Students learn best when introduction addresses students' needs.
- 4) Teaching builds on the previous experience of the learners.

In conclusion, there are some assumptions that underlie learning theory of CBI that should be considered in the classroom. Further the principles of CBI that should be considered in the classroom to support the success in learning language are discussed.

d. The Principles of CBI

Richards and Rodgers (2001: 207) state that there are two central principles of CBI.

- 1) People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- 2) CBI better reflects learners' needs for learning a second language.

Brinton as cited in Nunan (2004: 132-133) also sets out five principles of CBI. These are summarized in the following table.

Table 4: **Five Principles of CBI**

Principle	Comment
Base instructional decisions on content rather than language criteria.	CBI allows the choice of content to dictate or influence the selection and sequencing of language item.
Integrate skills.	CBI practitioners use an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary. This reflects what happens in the real world, where interactions involve multiple skills simultaneously.
Involve students actively in all phases of the learning process.	In CBI classrooms, students learn through doing and are actively engaged in the learning process; they do not depend on the teacher to direct all learning or to be the source of all information.
Choose content for its relevance to students' lives, interests and / or academic goals.	The choice of content in CBI courses ultimately depends on the student and the instructional setting. In many schools contexts, content-based language instruction closely parallels school subjects.
Select authentic texts and tasks.	A key component of CBI is authenticity – both of the texts used in the classroom and the tasks that the learners are asked to perform.

To conclude, those principles of CBI are used in designing content-based materials for grade X students Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. Therefore, the theories of design of CBI are presented.

e. The Design of CBI

There are six components that should be considered in designing CBI.

1) Objectives

Richards and Rodgers (2001: 211) state that language learning in CBI is considered incidental to the learning of content, so that the objectives in a typical CBI course are stated as objectives of the content course. Furthermore, the achievement of content course objectives considered as necessary and sufficient evidence that the language learning objectives have been achieved as well.

2) Syllabus

Richards and Rodgers (2001: 212) say that in most CBI courses, the syllabus is derived from the content area in which it is vary widely in detail and format. Also, the syllabus follows the theme-based model in which content and instructional sequence is chosen according to the language learning goals.

3) Types of learning and teaching activities

There are various types of activities in CBI (Richards and Rodgers, 2001: 212). Further, Stoller in Richards and Rodgers (2001: 212-213) states that there is a list of activities classified based on students' instructional focus:

- a) language skills improvement;
- b) vocabulary building;
- c) discourse organization;
- d) communicative interaction;
- e) study skills; and
- f) synthesis of content materials and grammar.

4) Learner roles

Stryker and Leaver as cited in Richards and Rodgers (2001: 213) state that one goal of CBI to make learners become autonomous so that they come to understand their own learning process and ... take charge of their own learning from the very start.

5) The role of teachers

According to Stryker and Leaver in Richards and Rodgers (2001: 214) instructors in CBI must be more than just good language teachers, but they must be knowledgeable in the subject matter and able to elicit that knowledge from their students.

In addition, Stryker and Leaver as cited in Richards and Rodgers (2001: 214) suggest essential skills for any CBI instructor:

- a) varying the format of the classroom instruction;
- b) using group work and team-building techniques;
- c) organizing jigsaw reading arrangements;
- d) defining the background knowledge and language skills required for student success;
- e) helping students develop coping strategies;
- f) using process approaches to writing;
- g) using appropriate error correction techniques; and
- h) developing and maintaining high level students esteem.

6) The role of materials

Richards and Rodgers (2001: 215) write that the same with other elements in CBI, the materials that facilitate language learning are the materials that are used typically with the subject matter of the content course. Furthermore, it is recommended that a rich variety of materials type be identified and used with the central concern being the notion that the materials are authentic.

In conclusion, CBI has its own characteristics. The objectives, the syllabus, the types of learning and teaching activities, the learner roles, the role of teacher, and the role of materials are based on the content related to the students learn.

Beside theory of CBI, it is also important to consider the theory of English learning materials in developing the materials. The theory is provided bellow.

4. English Learning Materials

a. The Definition of Materials

According to Tomlinson (1998: 2), materials can be anything which is used by teachers or learners to facilitate language learning. Richards and Renandya (2002: 65-66) add that teaching materials as a key component in most language programs that may in the form of (a) printed materials, (b) nonprint materials, and (c) materials that comprise both print and nonprint sources.

In addition, Richards and Renandya (2002: 66) state that some teachers use instructional materials as their primary teaching resource, for the materials provide the basis for the content of lesson, the balance of skill taught, and the kinds of language practice students take part in. Also, for learners, materials may provide the major source of contact they have with the language apart from the teacher.

In short, materials are important in language teaching for they have important role to make the teaching learning of English conducted successfully. Next, some criteria related to good learning materials are discussed.

b. Criteria of Good Learning Materials

Hutchinson and Waters (1987: 107-108) identify some principles related to good materials as follows.

- 1) Materials provide a stimulus to learning which contain:
 - a) interesting texts;
 - b) enjoyable activities which engage the learners' thinking capacities;
 - c) opportunities for learners to use their existing knowledge and skills; and
 - d) content which both learner and teacher can cope with.
- 2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.
- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- 6) Materials provide models of correct and appropriate language use.

In addition, there are also criteria for good learning materials identified by Tomlinson (1988: 7-22) as follows.

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that learners are differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

Further, *Badan Standar Nasional Pendidikan (BSNP)* also has criteria for good English learning materials inferred from assessment instruments for vocational high schools text books. Following are the four important aspects related to the criteria for good English learning materials from *BSNP*.

1) The appropriateness of the content.

The content should meet the standard of competence and basic competency, the accuracy of materials, and the learning materials support.

2) The appropriateness of the language.

The language of the text books must cover three components; the appropriateness with students' cognitive development, communicative, and cohesiveness and coherence.

3) The appropriateness of the presentation.

The presentation must cover the presentation technique, the learning presentation, and the presentation comprehensiveness.

4) The appropriateness of graphic design.

The layout and content design should be considered in developing materials.

In conclusion, there are various important characteristics of good materials for vocational high schools that are considered in developing materials for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. Therefore, the theory of materials development is presented.

5. Materials Development

a. The Definition of Materials Development

Tomlinson (1998: 2) states that materials development is anything done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. Hutchinson and Waters (1987: 106) add that material writing is the one of the most characteristics features in ESP in practice.

Further, Graves (2000: 156) proposes a list of consideration for developing materials as follows.

Table 5: A List of Consideration for Developing Materials

Learners

1. Make relevant to their experience and background.
2. Make relevant to their target needs (outside of class).
3. Make relevant to their affective needs.

Learning

4. Engage in discovery, problem solving, analysis.
5. Develop specific skills and strategies.

Language

6. Target relevant aspects (grammar, function, vocabulary, etc.).
7. Integrate four skills of speaking, listening, reading, and writing.
8. Use/understand authentic texts.

Social Context

9. Provide intercultural focus.
10. Develop critical social awareness.

Activity/Task Types

11. Aim for authentic tasks.
12. Vary roles and groupings.
13. Vary activities and purposes.

Materials

14. Authentic (texts, realia).
15. Varied (print, visuals, audio, etc.).

In short, materials development is needed in ESP to provide suitable media for student to learn English based on their needs. Then, the model of materials development is provided next.

b. The Model of Materials Development

Dick and Carey in Gall, Gall and Borg (2003: 570) suggest the systems approach model which consists of ten steps in designing educational product as follows.

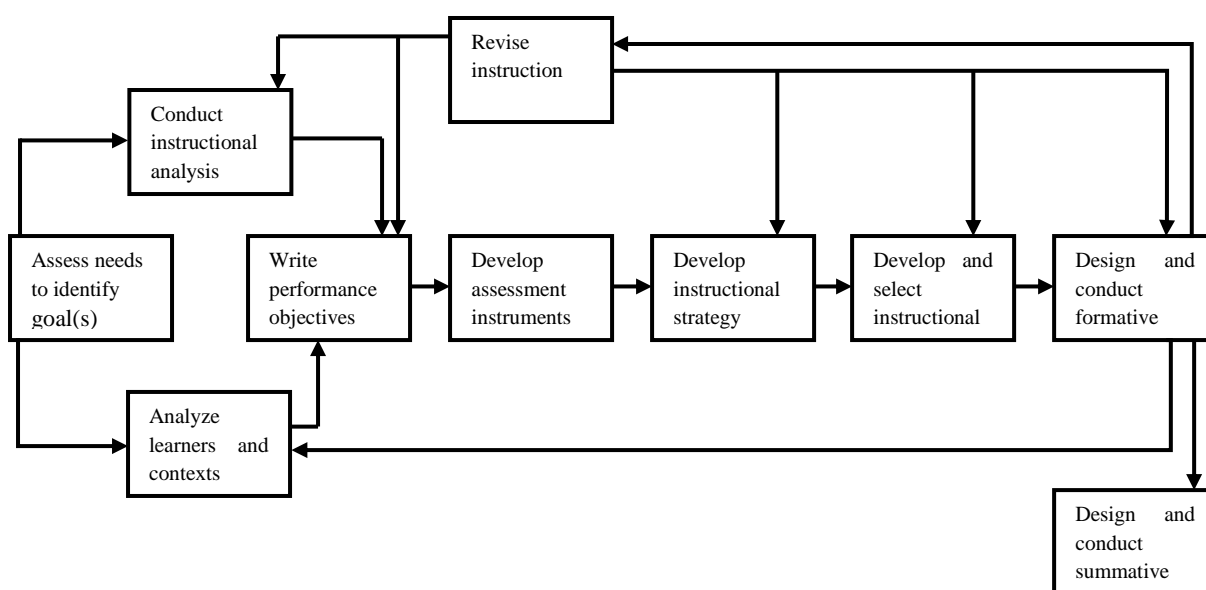


Figure 1. The Steps of the Systems Approach Model of Educational Research and Education (R&D)

1) Step 1: Assess needs to identify goal(s)

Step 1 involves the definition of goals for the instructional program or product, which often includes a needs assessment.

2) Step 2: Conduct instructional analysis

Step 2 involves an instructional analysis to identify the specific skills, procedures, and learning tasks that are involved in reaching the goals of the instruction.

3) Step 3: Analyze learners and contexts

Step 3 involves the identification of the learners' entry skills and attitudes, the characteristics of the instructional setting, and the characteristics of the settings in which the new knowledge and skills will be used.

4) Step 4: Write performance objectives

Step 4 involves the translating of the needs and goals of instruction into specific performance objectives.

5) Step 5: Develop instrument assessments

Step 5 involves the developing of assessment instruments that are directly related to the knowledge and skills specified in the performance objectives of the instruction.

6) Step 6: Develop instructional strategy

Step 6 involves the developing of a specific instructional strategy for assisting learners with their efforts to achieve each performance objective.

7) Step 7: Develop and select instructional materials

Step 7 involves the developing of instructional materials, which may include print materials such as textbooks and teacher training manuals, or other media such as audiocassettes or interactive video systems. If the instructional plan

specifies a teacher, lesson plan or guideline for instruction by this person also would be developed as part of step 7.

8) Step 8: Design and conduct formative evaluation of instruction

Step 8 involves the evaluation done by the developers during the program or product is under developed.

9) Step 9: Revise instruction

Step 9 involves the revising of the instruction based on the results of formative evaluation.

10) Step 10: Design and conduct summative evaluation

Step 10 involves the evaluation of final program or product. The evaluation here is done by individuals other than the materials developer,.

The materials development model for grade X students of Agriculture Study Program followed the model of Dick and Carey cited in Gall, Gall and Borg (2003: 570). In developing the materials in the form of textbook that consists of units, it is also important to consider how units are designed. Therefore theory of unit design development is discussed.

6. Unit Design Development

a. Grading, Sequencing, and Integrating Tasks

Refer to Richards, Platt and Weber in Nunan (2004: 113) grading is

“the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner”.

While, Swales in Salabery (2001: 102) states that tasks need to be visualized as “...sequenceable goal-directed activities ... relatable to the acquisition of pre-genre and genre skills appropriate to a foreseen or emerging sociorhetorical situation”

Moreover, Brindley in Nunan (2004: 120) suggests a list of questions that need to be considered in relation to grading and sequencing tasks as follows.

Table 6: A List of Questions for Task Grading and Sequencing

Factor	Question
Confidence	<ul style="list-style-type: none"> • How confident does the learner have to be to carry out the task? • Does the learner have the necessary level of confidence?
Motivation	<ul style="list-style-type: none"> • How motivating is the task?
Prior learning experience	<ul style="list-style-type: none"> • Does the task assume familiarity with certain learning skills? • Does the learner’s prior learning experience provide the necessary learning skills/strategies to carry out the task?
Learning pace	<ul style="list-style-type: none"> • How much learning material has the learner shown he/she is capable of handling? • Is the task broken down into manageable parts?
Observed ability in language skills	<ul style="list-style-type: none"> • What is the learner’s assessed ability in the skills concerned? • Does this assessment conform to his/her observed behavior in class? • In the light of the teacher’s assessment, what overall level of performance can reasonably be expected?
Cultural knowledge / awareness	<ul style="list-style-type: none"> • Does the task assume cultural knowledge? • If so, can the learner be expected to have it? • Does the task assume knowledge of a particular subject?
Linguistic knowledge	<ul style="list-style-type: none"> • How much linguistic knowledge does the learner have? • What linguistic knowledge is assumed by the task?

Further, Nunan (2004: 31-33) proposes six-step procedure to create a linked pedagogical sequence for introducing tasks.

1) Step 1: Schema building

Step 1 is to develop a number of schema-building exercises that will serve to introduce the topic, set of context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

2) Step 2: Controlled practice

Step 2 is to provide the students with controlled practice in using the target language vocabulary, structures and functions.

3) Step 3: Authentic listening practice

Step 3 is to involve the students in an intensive listening practice.

4) Step 4: Focus on linguistic elements

Step 4 is to involve the students to take part in a sequence of exercises in which the focus is on one or more linguistic elements.

5) Step 5: Provide freer practice

Step 5 is to make the students engaged in freer practice, where they move beyond simple manipulation.

6) Step 6: Introduce the pedagogical task

Step 6 is to introduce the pedagogical task itself to the students.

Task should be introduced in a row. Therefore, a pedagogical sequence for introducing tasks from Nunan (2004: 34-35) is presented bellow.

Table 7: A Pedagogical Sequence for Introducing Tasks

Step 1	Example
Create a number of schema-building tasks that introduce initial vocabulary, language and context for the task.	Look at newspaper advertisements for renting accommodation. Identify key words (some written as abbreviations), and match people with accommodation.
Step 2	Example
Give learners controlled practice in the target language vocabulary, structures and functions.	Listen to a model conversation between two people discussing accommodation options and practice the conversation. Practice again using the same conversation model but information from the advertisement in the step 1. In the final practice, try to move away from following the conversation model word for word.
Step 3	Example
Give learners authentic listening practice.	Listen to several native speakers inquiring about accommodation and match the conversation with newspaper ads.
Step 4	Example
Focus learners on linguistic elements, e.g. grammar and vocabulary.	Listen again to conversations and note intonation contours. Use cue words to write complete questions and answers involving comparatives and superlatives (cheaper, closer, most spacious, etc.)
Step 6	Example
Pedagogical task	Group work discussion and decision making task. Look at a set of advertisements and decide on the most suitable place to rent.

b. Task Continuity

Nunan (1989: 119) proposes that task continuity refers to the chaining of activities together to form a sequence, in which the successful completion of prior activities is a prerequisite for succeeding ones. Under this principle, activities are sequenced, not only according to their complexity as determined by input, learner and activity factors, but also by the logic of themes and learning pathways.

Therefore Nunan (2004: 125-126) propose the “psycholinguistics processing approach” for introducing tasks as follows.

Table 8: Psycholinguistics Processing Approach

Phases	Steps within phase
A. Processing (comprehension)	<ol style="list-style-type: none"> 1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
B. Productive	<ol style="list-style-type: none"> 5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
C. Interactive	<ol style="list-style-type: none"> 8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.)

In brief, the arrangement of unit should be in a row to make the students easier understand the unit that consists of tasks. Therefore, theory of task design development is discussed next.

7. Task Design Development

a. The Definition of Task

Nunan (2004: 4) writes pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

Ellis in Nunan (2004: 3) states that a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed.

In conclusion, a task is a part of classroom that facilitates students to master language. To know further the nature of task, theory of task components is discussed as follows.

b. The Components of Task

Referring to Nunan (2004: 41), task has six important components described as follows.

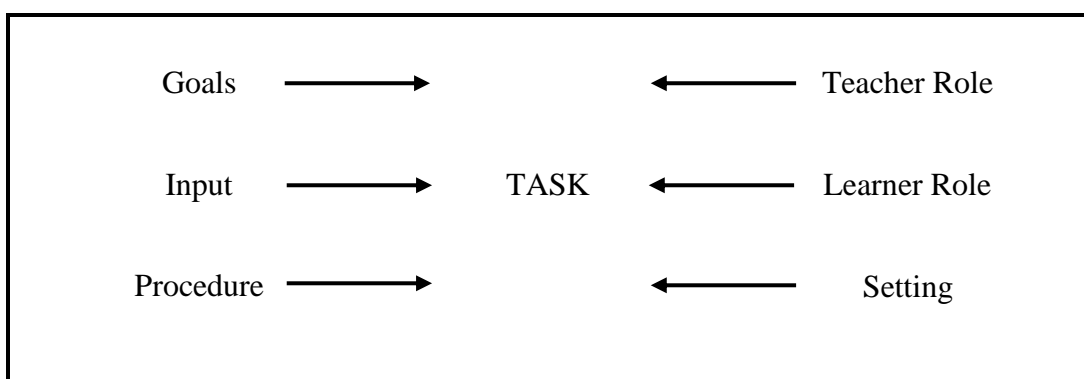


Figure 2. The Components of Task

1) Goals

Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum.

2) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task.

3) Procedure

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

4) Teacher Role and Learner Role

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

5) Setting

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

Those six components of task are used in making decision of the task that is appropriate for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. Then to decide suitable task types for the students, theory of task types is presented next.

c. Task Types

According to Nunan (2004: 56-57), there are three types of task. The types of task are as follows.

- 1) Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language.
- 2) Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns.
- 3) Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

In addition, Pattison in Nunan (2004: 57-58) sets out seven tasks and activity types as follows:

1) Questions and answers

These activities are based on the notion of creation information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object). The aim is for learners to discover their classmates' secret choice. This activity can be used to practice almost any structure, function or notion.

2) Dialogues and role plays

These can be wholly scripted or wholly improvised. However, "If learners are given some choice of what to say, and if there is a clear aim to be achieved by

what they say in their role plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs”.

3) Matching activities

Here, the task for the learner is to recognize matching items, or to complete pairs or sets.

4) Communication strategies

These activities are designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback and simplifying.

5) Picture and picture stories

Many communication activities can be stimulated through the use of pictures (e.g. spot the difference, memory test, and sequencing pictures to tell a story).

6) Puzzles and problems

Once again, there are many different types of puzzles and problems. These require learners to “make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning”.

7) Discussion and decisions

These require the learner to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).

In short, there are various task types that can be considered in developing tasks. After developing the task, it is important to know how the materials are evaluated. Therefore the theory of materials evaluation is presented.

8. Materials Evaluation

a. The Definition of Materials Evaluation

Refer to Hutchinson and Waters (1987: 96), evaluation is judging the fitness of something for a particular purpose. Further, Tomlinson (1998: xi) states that materials evaluation is the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. According to him, evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials.

b. The Framework of Materials Evaluation

In evaluating the materials, it is important to use a framework for materials evaluation. Ellis in Tomlinson (1998) proposes framework for materials evaluation as follows.

Table 9: Framework for Materials Evaluation

Dimension	Key questions	Answer
Approach 1 Objectives model 2 Responsive evaluation	Is the approach to be one evaluating the task in terms of its objectives or is to be one of developing an understanding of how the task works for language learning. Or both?	
Purpose 1 accountability 2 development a) curriculum improvement b) teacher development	Is the evaluation directed at determining whether the task “works” or is it directed at improving the task for future use or encouraging teachers to reflect on the value and use of this kind of task?	
Focus 1 Effectiveness 2 Efficiency	Is the focus of the evaluation on the effectiveness or the efficiency of the task? If the focus is on the efficiency of the task with what is the task to be compared?	
Scope 1 Internal 2 External	Will the evaluation of the task be in terms of its stated objectives or will it consider the appropriateness of the objectives themselves? Will the evaluation of the task consider predicted benefits or will it also consider unpredicted benefits as well?	
Evaluators 1 Insiders 2 Outsiders	Who will evaluate the task? What biases do the chosen evaluators have?	
Timing 1 Formative 2 Summative	Will the evaluation of the task take place as it is being used in the classroom or on its completion?	
Type of information 1 Test scores 2 Documentary 3 Self-report 4 Observation	What kind of information will be used to evaluate the task? How will the information be collected?	

c. The Process of Materials Evaluation

Then, Ellis in Tomlinson (1998: 227-231) also suggests five steps for conducting a task evaluation as follows.

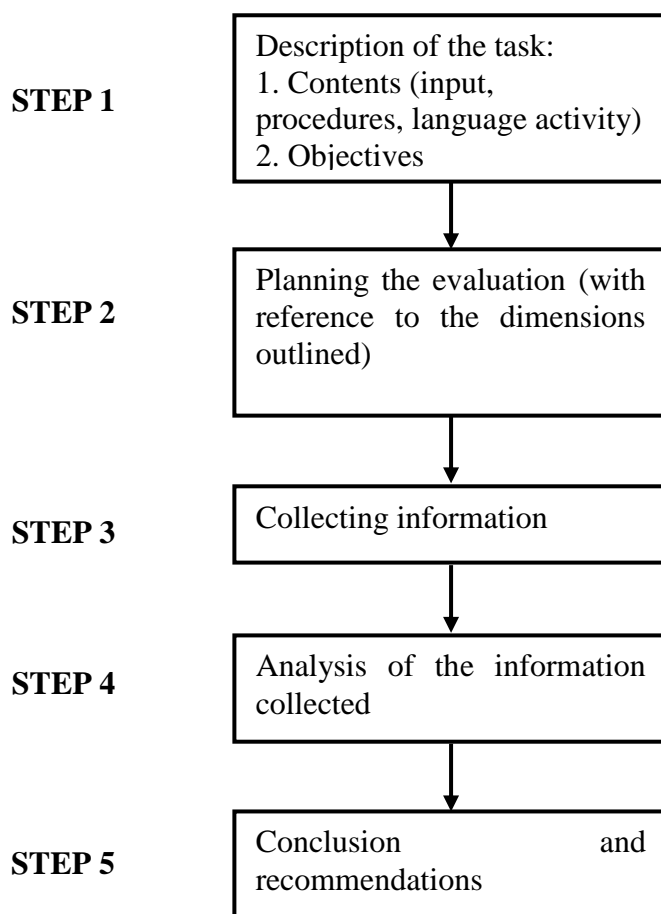


Figure 3. **The Process of Materials Evaluation**

1) **STEP 1: Description of the task**

The description of the task can be achieved by specifying the content of the task as follows.

- a) Input: information that the learners are supplied with.

- b) Procedures: the activities that the learners are to perform in order to accomplish the task.
- c) Language activity: whether the learners engage in receptive language activity, listening or reading, or productive language activity, speaking or writing, or both.
- d) Outcome(s): what it is that the learners will have done on completion of the task.

2) STEP 2: Planning the evaluation

Planning is very important to achieve a systematic and principled evaluation. The planning of the evaluation may follow the framework for materials evaluation.

3) STEP 3: Collecting information

A task evaluation will need to consider the collecting of three types of information: (1) information about how the task was performed, (2) information about what learning took place as a result of performing the task and (3) information regarding the teacher's and the learner's opinion about the task.

4) STEP 4: Analysis of the information collected

The information collected may be presented in a quantitative or a qualitative analysis of the data or both. A quantitative analysis involves the use of numbers, while a qualitative analysis involves a more holistic and, perhaps, impressionistic approach.

5) STEP 5: Conclusions and recommendations

Conclusions are related to what has been discovered as a result of the analysis, while recommendations are concerned to suggestion for future teaching. Each recommendation should be supported by reference to relevant conclusions.

B. Conceptual Framework

Grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan need to master specific English related to their study program to support them work successfully in their future workplace. In increasing their English competencies, relevant English learning materials are needed. Since there are no relevant English learning materials in the school, English learning materials that are relevant to the needs of grade X students Agriculture Study Program were developed.

English for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan is categorized as English for Specific Purposes in which all decisions related to content and method are based on the learner's reason in learning (Hutchinson and Waters, 1987: 19). Therefore, the needs of grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan in learning English were considered by conducting needs analysis (Hutchinson and Waters, 1987: 62-63).

Further, Content-Based Instruction was applied by the researcher in developing the materials. CBI refers to an approach to second language teaching in which teaching is organized around the content the students acquire (Richards

and Rodgers, 2001: 204). In addition, the materials development is based on the theory of language and theory of learning in which students learn language best when the language and the learning are related to their area they already know (Richards and Rodgers, 2001: 207-211). Next, the materials development follows CBI principles (Richards and Rodgers, 2001: 207, 209-211; Brinton in Nunan, 2004: 132-133). Then, the design of CBI that are objectives, syllabus, types of learning and teaching activities, learner roles, the role of teacher, and the role of materials are also considered in developing the materials (Richard and Rodegrs et.all, 2004: 211-216).

Before the materials developed, it is also important to consider the nature of English learning materials. Materials refer to anything which is used by teachers or learners to facilitate the learning of language (Tomlinson, 1998: 2). In addition, there are some criteria that should be considered in developing the materials (Hutchinson and Waters, 1987: 107-108; Tomlinson, 1988: 7-22). Moreover, according to *BSNP* there are also some criteria for good English learning materials for vocational high schools related to the appropriateness of the content, the language, the presentation, and the graphic design.

Further, materials development refers to anything done by writers, teachers or learners to provide sources of language input (Tomlinson, 1998: 2). In this case the researcher develop materials for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan to facilitate the students learning specific English. Then the materials development should consider a list of criteria

for developing materials (Grave, 2000: 156) and it should also follow the model of materials development (Dick and Carey in Gall, Gall and Borg, 2003: 570).

In developing materials in the form of textbook, it is important to know the theory of unit design development. Unit should be arranged in a helpful way appropriately to make students learn the content easily (Richards, Platt and Weber in Nunan, 2004: 113 ; Swales in Salabery, 2001: 102), so that it is important to consider the grading, sequencing, and integrating of tasks follow sequence for introducing task (Nunan, 2004: 31-33) and the list of questions for grading and sequencing (Brindley in Nunan, 2004: 34-35). Related to task continuity in the unit, psycholinguistics processing approach for introducing tasks is considered (Nunan, 2004: 125-126). Task itself is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language (Nunan, 2004: 4). In addition, task also has several types (Nunan , 2004: 56-57; Pattinson in Nunan , 2004: 57-58). In addition, task components are also considered in developing the materials (Nunan, 2004: 41).

After developing the English learning materials for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan, materials evaluation used in conducting evaluation of the developed materials (Ellis in Tomlinson, 1998: 227-231).

CHAPTER III

RESEARCH METHOD

This chapter describes the methodological steps conducted in the study. The description is organized into six subheadings; Research Design, Research Setting, Research Subjects, Research Procedure, Data Collection Techniques and Data Collection Instruments, and Data Analysis Technique.

A. Research Design

The aims of this research are (1) to describe the target needs, (2) to describe the learning needs, and (3) to develop English learning materials for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. Therefore, this research is categorized as Research and Development (R & D). In this case, a product that is concerned with the learning materials for grade X students of Agriculture study program that can be used in the school was developed.

B. Research Setting

The research was conducted in the second semester in the academic year of 2012/2013 in grade X of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan located in Jl. Mayjen Bambang Sugeng, Sumber Rejo, Mertoyudan, Magelang.

C. Research Subjects

The subjects of the research were grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan.

D. Research Procedure

This part deals with the steps in developing English learning materials for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan that refer to Dick and Carey in Gall, Gall and Borg (2003: 570-571). Gall, Gall and Borg (2003: 572) state that R & D project may undertake small-scale project that involves a limited amount of original instructional design. Then, only some steps are selected in this research as follows:

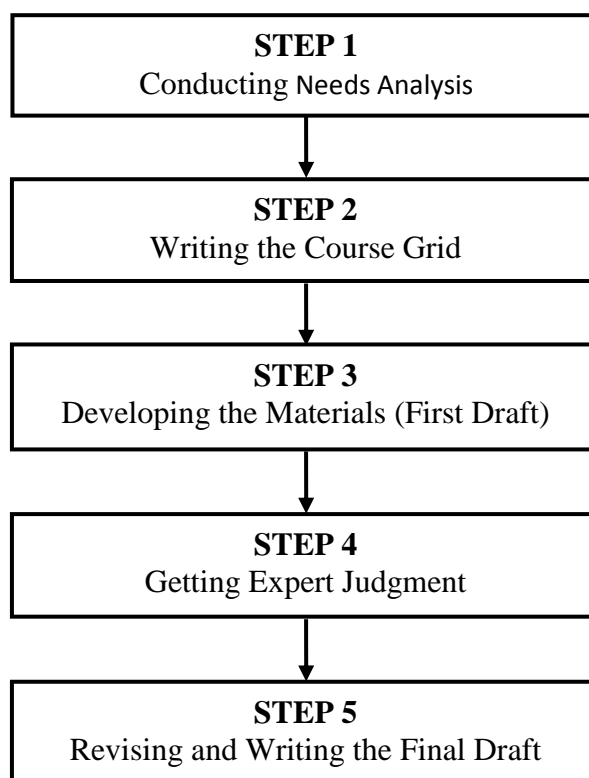


Figure 4. **Research Procedures**

1. Step 1: Conducting Needs Analysis

In this step, needs analysis was conducted to get information of the target and learning needs. The data were obtained by distributing questionnaire among grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan.

2. Step 2: Writing the Course Grid

In this step, the results of the needs analysis were used to write a course grid which was as a framework to develop materials. The course grid consists of topic, unit title, language function, input text, key vocabulary, key grammar, activities, achievement indicators, and character values.

3. Step 3: Developing the Materials (First Draft)

In this step, the first draft of the materials was developed based on the course grid.

4. Step 4: Getting Expert Judgment

After the first draft finished, the materials were judged by two experts. From experts' judgment, feedback and suggestions were obtained for the materials revision to develop the final draft.

5. Step 5: Revising and Writing the Final Draft

The results of expert judgment were analyzed. Then, the materials were evaluated based on the analysis of expert judgment results. The revised materials are as the final draft.

E. Data Collection Techniques and Data Collection Instruments

The data were collected quantitatively and qualitatively in this research through questionnaire as the instrument for needs analysis and expert judgment. The description of the instruments is described below.

1. Instrument for Needs Analysis

In the needs analysis, questionnaire was used as the instrument to collect quantitative data. The questionnaire was distributed to grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. Referring the theory of Burns (2010: 84-85), the questionnaire was organized in the form of multiple choice items. The students were asked to mark more than one option, to indicate where something does not apply (or where the participants may not be sure). In the questionnaire was also provided an opportunity for the students to add options not on the list. The organization of the questionnaire is presented as follows.

Table 10: **The Organization of the Needs Analysis Questionnaire**

No.	Aspects	The Purpose of the Questions	Item Number	References
Target Needs				
1.	Goal	To find out students' reason in learning English	1, 2,	Hutchinson and Waters (1987), Richards and Rodgers (2001), Nunan (2004)
2.	Target Situation	To find out students' target situation in using English	3	Hutchinson and Waters (1987), Richards and Rodgers (2001), Nunan (2004)
Learning Needs				
3.	Input	To find out suitable input of English learning materials that the students like most	4, 5, 6, 7, 8, 9, 10, 11, 12	Hutchinson and Waters (1987), Richards and Rodgers (2001), Nunan (2004)

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4.	Procedures	To find out suitable activities in learning English that the students want most	13, 14, 15, 16, 17, 18, 19	Hutchinson and Waters (1987), Richards and Rodgers (2001), Nunan (2004)
5.	Setting	To find out suitable setting in learning English that the students like most	20	Hutchinson and Waters (1987), Richards and Rodgers (2001), Nunan (2004)
6.	Teacher Role	To find out students' view toward the teacher role in learning the materials	21	Hutchinson and Waters (1987), Richards and Rodgers (2001), Nunan (2004)
7.	Learner Role	To find out students' view toward their role in learning the materials	22	Hutchinson and Waters (1987), Richards and Rodgers (2001), Nunan (2004)

2. Instrument for Expert Judgment

To get the expert judgment, questionnaire was used as the instrument to collect both quantitative and qualitative data. The questionnaire was administered to two experts to get feedback. Referring to Burns (2010: 82-83), the questionnaire was arranged in the form of likert scales. There were four options in the questionnaire: *Strongly Agree (SA)*, *Agree (A)*, *Disagree (D)*, and *Strongly Disagree (SD)*. The respondents were asked to give the degree to which they agree with the materials by ticking one of the options. In addition, the respondents were also asked to give written comment and suggestions of the materials in the provided space in the questionnaire or on the judged materials directly. The following table presents the organization of the questionnaire.

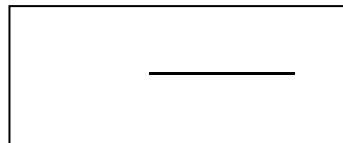
Table 11: The Organization of the Expert Judgment Questionnaire

No.	Aspects	The Purpose of the Questions	Item Number	References
1.	The Appropriateness of Content	To validate the appropriateness of the materials with the standard of competences and basic competences	1, 2, 3, 4	<i>BSNP</i> (2007)
		To validate the accuracy	5, 6, 7	<i>BSNP</i> (2007)
		To validate the learning material support	8, 9, 10	<i>BSNP</i> (2007)
2.	The Appropriateness of Language	To validate the appropriateness of the language with the students' cognitive development	11, 12	<i>BSNP</i> (2007)
		To validate that the language used is communicative	13, 14	<i>BSNP</i> (2007)
		To validate the cohesiveness and the coherences	15, 16	<i>BSNP</i> (2007)
3.	The Appropriateness of Presentation	To validate the presentation technique	17, 18	<i>BSNP</i> (2007)
		To validate the learning presentation	19, 20, 21, 22,	<i>BSNP</i> (2007)
		To validate the presentation comprehensiveness	23, 24, 25	<i>BSNP</i> (2007)
4.	The Appropriateness of Graphic Design	To validate the appropriateness of the materials' layout and the content design	26, 27, 28, 29	<i>BSNP</i> (2007)

F. Data Analysis Technique

There were two kinds of questionnaire used in this research. The first questionnaire was used in the needs analysis stage. From the first questionnaire, quantitative data analysis in the form of frequencies and percentages were used to analyze the data. The highest percentage was considered representing the students' needs.

The second questionnaire was used in the expert judgment stage. From the second questionnaire, quantitative and qualitative data analyses were used to analyze the data. The quantitative data analysis was in the form of central tendency measurement of means. The value of the means determined the category of developed materials. In classifying the category of the means, the researcher referred to the theory proposed by Suharto (2006: 52-53). He states that in order to make the quantitative data easier to read, these data should be converted into interval of mean value on a scale 1 to 4 using a range of factual score. Then the range of factual score can be used to create score conversion by dividing the range with the objected categories as follows.



R = Range (Interval value)

Xh = Highest score

Xl = Lowest score

4 = Scale

Based on the data obtained from this research, the highest score was 4 and the lowest score was 1. The calculation as follows:

Therefore, based on the calculation, the class interval is presented below:

Table 12: Quantitative Data Conversion

Scales	Categories	Interval of Mean
4	Very Good	3.28 – 4.03
3	Good	2.52 – 3.27
2	Poor	1.76 – 2.51
1	Very Poor	1.00 – 1.75

The qualitative data analysis was in the form of data reduction, data display, and drawing and verifying conclusion according to Miles and Huberman in Punch (2009: 174-175). Data reduction is process of summarizing the data into simple report; in this research the data from experts' comments and suggestions of the materials are segmented and summarized into detailed points. Data display is organizing information that permits to drawing and verifying conclusion; in this research the segmented and summarized detailed points are analyzed to draw conclusions. Drawing and verifying conclusion is deciding what things mean; in this research the conclusion is drawn and verified to decide what should to do next by the researcher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research that was conducted from January 28, 2013 to June 7, 2013. It provides the description of research findings and discussions. The research findings consist of the results of the needs analysis, the course grid, the first draft of the materials, the expert judgment, and the final draft of the materials.

A. Research Findings

1. The Results of the Needs Analysis

The first stage of the research was the needs analysis that was conducted on January 28, 2013 and January 30, 2013. In the needs analysis, questionnaire was distributed to the students to know their target and learning needs. The questionnaire was in the form of multiple choices question, and the students were allowed to choose more than one option. The highest percentage of the students' choices was considered as the students' needs. The results of the needs analysis questionnaire can be seen in Appendix B.

a. The Target Needs

There are two components of target needs in the questionnaire, namely goal and target situation. The following tables present the target needs of the students.

Table 13.1: The Target Needs (Goal)

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage	
Goal	1.	The students learn English in order to ...				
		a. pass the examination	36	9	25 %	
		b. get a job easily	36	14	38.89 %	
			c. master English in spoken and written language well	36	29	80.56 %
	2.	The students expect that by learning English they will be able to ...				
		a. master vocabulary related to agricultural field	36	10	27.78 %	
		b. master English grammar	36	3	8.33 %	
		c. understand meaning and function of words, sentences and expressions in English	36	26	72.22 %	
		d. differentiate formal and informal expressions in spoken monolog and dialog	36	5	13.89 %	
		e. use formal and informal expressions in everyday life	36	3	8.33 %	
f. communicate in everyday life by using simple spoken language		36	13	36.11 %		

Table 13.1 shows that 80.56 % of the students learn English in order to master English in spoken and written language well. Furthermore, 72.22 % of the students expect that by learning English they will be able to understand meaning and function of words, sentences and expressions in English.

Table 13.2: **The Target Needs (Target Situation)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Target Situation	3.	After the students graduate from vocational high school and work, the students will often use English when they have to ...			
		a. understand manuals or work instructions	36	8	22.22 %
		b. translate terms or work instructions in English	36	7	19.44 %
		c. understand texts related to their work field	36	7	19.44 %
		d. communicate with native speakers	36	21	58.33 %

Table 13.2 shows that 58.33 % of the students will often use English when they have to communicate with native speakers.

b. The Learning Needs

There are five components in the questionnaire, namely input, procedure, setting, teacher role, and learner role. The tables below show the learning needs of the students.

Table 14.1: **The Learning Needs (Listening Input)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Input for Listening	4.	For listening input, the students want to have ...			
		a. short monologs or dialogs	36	13	36.11 %
		b. texts completed with listening transcript	36	10	27.78 %
		c. texts completed with vocabularies	36	7	19.44 %
		d. authentic texts	36	9	25 %
		e. texts played by native speakers	36	2	5.56 %

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		f. texts completed with pictures	36	7	19.44 %
	5.	For the length of listening input, the students want the input in the length of ...			
		a. < 50 words	36	11	30.56 %
		b. 50 words - 100 words	36	20	55.56 %
		c. 100 words - 150 words	36	8	22.22 %
		d. 150 words - 200 words	36	2	5.56 %

Table 14.1 shows that 36.11 % of the students want to have listening input in the form of short monologs or dialogs. In addition, 55.56 % of the students prefer the input in the length of 50 words – 100 words.

Table 14.2: **The Learning Needs (Speaking Input)**

Aspect	Question Number	Students' Needs	N	Total Answers per Item	Percentage
Input for Speaking	6.	For speaking input, the students want to have ...			
		a. monologs or dialogs	36	13	36.11 %
		b. short monologs or dialogs practiced in front of the class	36	10	27.78 %
		c. texts completed with related vocabularies that are introduced first	36	8	22.22 %
		d. authentic texts	36	11	30.56 %
		e. texts completed with pictures	36	7	19.44 %
	7.	For the length of speaking input, the students want the input in the length of ...			
		a. < 50 words	36	20	55.56 %
		b. 50 words - 100 words	36	8	22.22 %
		c. 100 words - 150 words	36	5	13.89 %
		d. 150 words - 200 words	36	3	8.33 %

Table 14.2 shows that 36.11 % of the students want to have speaking input in the form of monologs or dialogs. Moreover, 55.56 % of the students choose the input in the length of < 50 words.

Table 14.3: **The Learning Needs (Reading Input)**

Aspect	Question Number	Students' Needs	N	Total Answers per Item	Percentage
Input for Reading	8.	For reading input, the students want to have ...			
		a. texts completed with glossary / list of difficult words	36	9	25 %
		b. texts completed with pictures	36	12	33.33 %
		c. authentic texts	36	11	30.56 %
		d. simple authentic texts	36	14	38.89 %
		e. texts related to agriculture field	36	5	13.89 %
	9.	For the length of reading input, the students want to have the input in the length of...			
		a. < 50 words	36	17	47.22 %
		b. 50 words - 100 words	36	10	27.78 %
		c. 100 words - 150 words	36	12	33.33 %
d. 150 words - 200 words		36	2	5.56 %	

Table 14.3 shows that that 38.89 % of the students want to have reading input in the form of simple authentic texts. Furthermore, 47.22 % of the students decide to have the input in the length of < 50 words.

Table 14.4: **The Learning Needs (Writing Input)**

Aspect	Question Number	Students' Needs	N	Total Answers per Item	Percentage
Input for Writing	10.	For writing input, the students want to have ...			
		a. texts that is introduced first	36	11	30.56 %
		b. texts completed with grammatical explanation related to the texts	36	11	30.56 %
		c. authentic texts	36	14	38.89 %
		d. examples of authentic texts	36	9	25 %
		e. texts related to	36	2	5.56 %

(continued)

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		agriculture field			
		f. pictures	36	8	22.22 %
	11.	For the length of writing input, the students want to have the input in the length of...			
		a. < 50 words	36	17	47.22 %
		b. 50 words - 100 words	36	12	33.33 %
		c. 100 words - 150 words	36	8	22.22 %
		d. 150 words - 200 words	36	4	11.11 %

Table 14.4 shows that 38.89 % of the students want to have input for writing in the form of authentic texts. Further, 47.22 % of the students wish to have the input in the length of < 50 words.

Table 14.5: **The Learning Needs (Listening Activity)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Listening Activity	12.	For listening activity, the students like to ...			
		a. discuss the content of monolog or dialog	36	7	19.44 %
		b. identify keywords in monolog or dialog	36	6	16.67 %
		c. identify expressions in monolog or dialog	36	11	30.56 %
		d. identify sentences structure in monolog or dialog	36	8	22.22 %
		e. answer questions based on the monolog or dialog in oral language	36	6	16.67 %
		f. answer questions based on the monolog or dialog in written language	36	12	33.33 %

Table 14.5 shows that 33.33 % of the students like to answer questions based on the monolog or dialog in written language for listening activity. In addition, 30.56 % of the students like to identify expressions in monolog or dialog.

Table 14.6: The Learning Needs (Speaking Activity)

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Speaking Activity	13.	For speaking activity, the students like to ...			
		a. act out dialogs in pairs	36	20	55.56 %
		b. act out dialogs based on the given pictures	36	2	5.56 %
		c. do role play	36	12	33.33 %
		d. exchange information with friends in a group	36	10	27.78 %
		e. do problem solving	36	9	25 %
		f. tell daily life activities	36	2	5.56 %

Table 14.6 55.56 % of the students like to act out dialogs in pairs for speaking activity. Further, 33.33 % of the students like to do role play.

Table 14.7: The Learning Needs (Reading Activity)

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Reading Activity	14.	For reading activity, the students like to ...			
		a. read aloud with correct pronunciation and intonation	36	9	25 %
		b. read a text and answer questions based on the text	36	15	41.67 %
		c. read and arrange sentences into a good paragraph	36	7	19.44 %
		d. translate texts into Indonesian	36	13	36.11 %
		e. analyze the meaning of certain words based on the context of the texts	36	7	19.44 %

Table 14.7 shows that 41.67 % of the students like to read a text and answer questions based on the text for reading activity. Moreover, 36.11 % of the students like to translate texts into Indonesian.

Table 14.8: **The Learning Needs (Writing Activity)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Writing Activity	15.	For writing activity, the students like to ...			
		a. complete a sentence into a complete and correct sentence	36	14	38.89 %
		b. arrange sentences into a complete and correct paragraph	36	7	19.44 %
		c. identify and correct sentences structure errors	36	6	16.67 %
		d. identify and correct punctuation errors in a text	36	2	5.56 %
		e. write texts based on the given example	36	20	55.56 %

Table 14.8 shows that 55.56 % of the students like to write texts based on the given example for writing activity. In addition, 38.89 % of the students like to complete an incomplete sentence into a complete and correct sentence.

Table 14.9: **The Learning Needs (Vocabulary Activity)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Vocabulary Activity	16.	For vocabulary activity, the students like to ...			
		a. match English words with provided Indonesian words	36	16	44.44 %
		b. translate English words based on the context of the texts	36	15	41.67 %
		c. complete sentence or paragraph with provided words	36	14	38.89 %
		d. complete sentences or paragraphs with students own words	36	7	19.44 %

Table 14.9 shows that 44.44 % of the students like to match English words with provided Indonesian words. Further, 41.67 % of the students also like to translate English words based on the context of the texts.

Table 14.10: **The Learning Needs (Grammar Activity)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Grammar Activity	17.	For grammar activity, the students like to ...			
		a. identify and correct sentence structure errors	36	10	27.78 %
		b. write sentences based on the patterns that have been learned	36	18	50 %
		c. complete paragraphs with the correct grammar forms	36	14	38.89 %

Table 14.10 shows that 50 % of the students like to write sentences based on the patterns that have been learned for grammar activity. In addition, 38.89 % of the students like to complete paragraphs with the correct grammar forms.

Table 14.11: **The Learning Needs (Pronunciation Activity)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Pronunciation Activity	18.	For pronunciation activity, the students like to ...			
		a. repeat the teacher loudly	36	26	72.22 %
		b. be given phonetic transcription of difficult words	36	13	36.11 %

Table 14.11 shows that 72.22 % like to repeat the teacher loudly for pronunciation activity. Also, 36.11 % of the students like to be given phonetic transcription of difficult words.

Table 14.12: **The Learning Needs (Setting)**

Aspect	Question Number	Students Needs	N	Total Answers per Item	Percentage
Setting	19.	The students prefer to accomplish tasks by			
		a. doing individually	36	7	19.44 %
		b. discussing and accomplishing tasks in pairs	36	21	58.33 %
		c. discussing and accomplishing tasks in groups	36	20	55.56 %

Table 14.12 shows that 58.33 % of the students prefer to accomplish tasks by discussing and accomplishing tasks in pairs.

Table 14.13: **The Learning Needs (Teacher Role)**

Aspect	Question Number	Students' Needs	N	Total Answer per Item	Percentage
Teacher Role	20.	In accomplishing the tasks, the students expect the teacher to			
		a. discuss the answers of the tasks directly	36	4	11.11 %
		b. give examples first before asking the students to do the tasks	36	6	16.67 %
		c. give answers directly when the students find difficulties	36	5	13.89 %
		d. observe the students' activities	36	7	19.44 %
		e. observe and comment to the students' activities	36	28	77.78 %

Table 14.13 shows that 77.78 % of the students expect the teacher to observe and comment to the students' activities when the students accomplish the tasks.

Table 14.14: **The Learning Needs (Learner Role)**

Aspect	Question Number	Students' Needs	N	Total Answers per Item	Percentage
Learner Role	21.	In English teaching and learning, the students expect to have the role as			
		a. passive participants	36	6	16.67 %
		b. problem solver	36	25	69.44 %
		c. note taker	36	13	36.11 %

Table 14.14 shows that 69.44 % of the students expect to have role as problem solver in English teaching and learning process.

2. The Course Grid

The second stage of the research was writing the course grid. It was developed based on the results of the needs analysis and the standard of competence and basic competency of English for vocational high schools students. The standard of competence for grade X is communicating in English at novice level. There are eight basic competences for grade X students, but basic competence 1.6 was chosen to be used in developing the materials.

The basic competence 1.6 is understanding memos and simple menus, schedules of public transportation, and traffic signs. The basic competence was used to develop the materials into three units. Understanding memos and simple menus were used to develop the first unit. Understanding schedules of public transportation was used to develop the second unit. Understanding traffic signs was used to develop the third unit. The course grid can be seen in Appendix C.

3. The Design of the Unit

Each unit consists of some tasks which cover the four language skills. In the introduction part, there are a unit title, a picture and learning objectives. The unit title is related to the basic competence and it is taken from one of the expressions explained in the unit. The picture below the unit title describes the unit title.

Then, in the main teaching and learning part, there are some sections namely “Let’s Get Ready” and “Let’s Act”. “Let’s Get Ready” provides task to elicit the students’ background knowledge of the topic. This section is followed by “Let’s Act” that covers “Let’s Listen and Speak” and “Let’s Read and Write”.

“Let’s Listen and Speak” covers listening and speaking skills as the spoken cycle, while “Let’s Read and Write” covers reading and writing skills as written cycle.

The last part is the reinforcement which is divided into some sections namely “Let’s Do More”, “Let’s Make a Reflection”, “Let’s Make a Summary”, and “Vocabulary List”. First, “Let’s Do More” is designed to enrich and enforce the language functions and language focus that the students have been learned. Second, “Let’s Make a Reflection” is designed to evaluate the students’ understanding of the materials. Next, “Let’s Make a Summary” is designed to present a summary of the materials in the unit. The last, “Vocabulary List” is designed to provide a list of difficult words found in the unit. The framework of the unit design can be seen in the following figure.

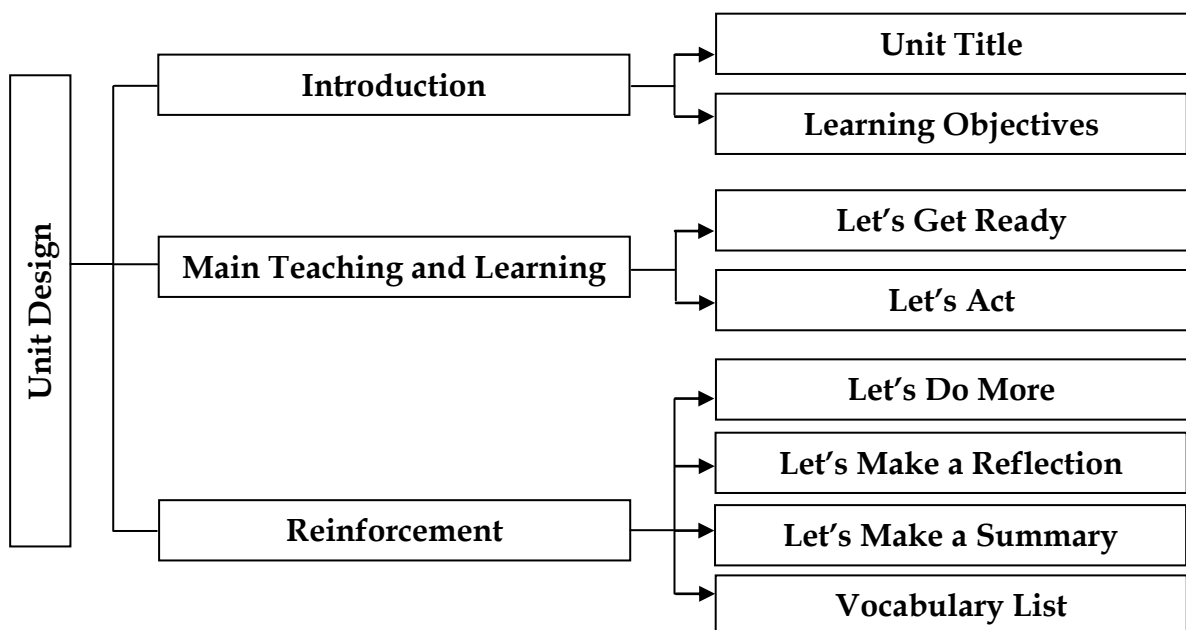


Figure 5. The Design of the Unit

4. The First Draft of the Materials

The English learning materials were developed based on the course grid as the first draft that can be seen in Appendix D. The first draft consists of three units in which each unit consists of 22 tasks. The description of each unit will be explained as follows.

Table 15: **The Description of the First Draft of Unit I**

I PREFER THE SPICY TO THE SWEET, PLEASE	
The title is taken from one of the expressions used in the dialog and explained in the unit. It is also related to the topic of the unit.	
A. Let's Get Ready	
Task	Description
Task 1	<p><i>Instruction: In pairs, study the pictures and answer the questions that follow. The following words may help you.</i></p> <p>Task 1 is designed to prompt and introduce the topic of the unit. The task consists of vocabularies featured with parts of speech, phonetic transcriptions, and their Indonesian meanings. Three pictures and four comprehension questions are also served to help the students build their background knowledge of the topic. The vocabularies are served to help the students to dig up information related to the pictures and answer the comprehension questions.</p>
B. Let's Act	
1. Let's Listen and Speak	
Task	Description

(continued)

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Task 2	<p><i>Instruction: Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.</i></p> <p>Task 2 serves listening activity. The purpose of the task is to introduce expressions of asking and giving preferences. An input in the form of dialog script is provided. The task is intended to show to the students that they will not learn language function separately, but they can learn language function through the content of Task 2.</p>
Task 3	<p><i>Instruction: In pairs, study the following expressions.</i></p> <p>Task 3 provides explanation about expressions of asking and giving preferences students have found in Task 2. Some other examples of the expressions are also provided in the task. In this task, the students are led to focus more on the language function.</p>
Task 4	<p><i>Instruction: In pairs, complete the following dialogs using expressions of asking and giving preferences.</i></p> <p>Task 4 is served to check the students' understanding of expressions of asking and giving preferences. In the previous task, they have already studied the explanation and examples of the expressions. In this task, the students are asked to complete dialogs by using expressions of asking or giving preferences.</p>
Task 5	<p><i>Following is list of strawberry products that you find in Task 4. Listen and repeat after your teacher. Then, find their meaning from the words in the box.</i></p>

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	<p>Task 5 is designed to develop the students' pronunciation and vocabulary mastery. The task provides vocabularies related to the topic featured with parts of speech and phonetic transcriptions. For pronunciation practice, the students are asked to listen and repeat the words after their teacher. For vocabulary activity, the students are asked to give Indonesian meaning for English words by choosing Indonesian words from the provided box.</p>
Task 6	<p><i>Instruction: Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.</i></p> <p>Task 6 provides listening activity. The input is an audio text of conversation between two people who are talking about the menu of strawberry products. The context of the conversation is served to make the students understand the conversation easily. Five comprehension questions are used to check the students' understanding of the text. The task encourages the students to listen for details or specific information.</p>
Task 7	<p><i>Instruction: Study the following conversation. Underline the expressions of asking and giving preferences. Then, act the conversation with a classmate.</i></p> <p>Task 7 provides speaking activity. This task is a controlled practice. An input for this task is a conversation between two people who are talking about strawberry products. The context of the</p>

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	<p>conversation is provided to help the students understand the conversation easily. To check the students' understanding of expressions that will be used in this task, the students are asked to underline the expressions of asking and giving preferences in the conversation. Then, the students are asked to act the conversation in pairs to lead them to practice speaking.</p>
Task 8	<p><i>Instruction: Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.</i></p> <p>Task 8 provides speaking activity. The task is a semi-controlled practice. The task provides an incomplete conversation and some expressions of asking and giving preferences. The students are asked to complete the conversation by using provided expressions in the task. There are three missing expressions in the conversation.</p>
Task 9	<p><i>Instruction: In pairs, have a dialog with your classmate using expressions of asking and giving preferences based on one of the following situations.</i></p> <p>Task 9 serves speaking activity. The task is a free controlled practice. The task provides two contexts of dialog. The students are asked to develop a dialog by using expressions of asking and giving preferences based on one of the contexts of dialog.</p>
2. Read and Write	
Task	Description

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Task 10	<p><i>Instruction: Read the following text. Find meaning of the words that follow based on the context. You may use your dictionary.</i></p> <p>The task serves vocabulary activity. The activity in this task encourages the students to learn to use the surrounding context of the word to guess the meaning new words. The students are allowed to open the dictionary so that they will be encouraged to work things out for themselves.</p>
Task 11	<p><i>Instruction: In pairs, read the menu in Task 10 again and answer the following questions.</i></p> <p>Task 11 serves reading activity. A vegetarian menu is provided as the input in order to inform to the students that agricultural products can be made as vegetarian foods that are valuable enough. In addition, the comprehension questions are used to check the students' understanding.</p>
Task 12	<p><i>Instruction: Read the menu below. Then, study the statements that follow. Write T if the statement is true and F if the statement is false.</i></p> <p>Task 12 provides reading activity. The task provides a vegetarian menu as the input and five statements about the menu. In the task, the students should decide whether the statement is true or false based on the menu. The activity leads students to practice reading for details.</p>
Task 13	<p><i>Instruction: Read the memo below and answer the questions that follow.</i></p>

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	<p>Task 13 provides reading activity. The task provides a memo that has setting in a farm office as the input. In the task, the students are asked to read the memo and answer the comprehension questions. The comprehension questions are used to check the students' understanding.</p>
Task 14	<p><i>Instruction: Study the following notes.</i></p> <p>Task 14 is designed to give explanation about memo that students have learned in Task 13. In this task, the students are led to study the memo deeper before they start to practice to write a memo.</p>
Task 15	<p><i>Instruction: In pairs, complete a memo below with the words in the box.</i></p> <p>Task 15 provides a writing activity. The task is a semi-controlled practice. The task provides a memo as the input. In the task, the students are asked to complete the memo by using provided words in the task.</p>
Task 16	<p><i>Instruction: Study the rules below.</i></p> <p>Task 16 is designed to give explanation in writing a request sentence that play important role in a memo. The task will enrich the students' knowledge and also rehearse them for the next task.</p>
Task 17	<p><i>Instruction: In pairs, arrange the following jumbled words into a good request sentence.</i></p> <p>Task 17 is designed to check the students' understanding in writing request sentence in a memo. The task provides five jumbled</p>

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	words. The students are asked to arrange each number of jumbled words into a good request sentence.
Task 18	<p><i>Instruction: In pairs, complete a memo below with the words in the box.</i></p> <p>Task 18 provides writing activity. This task is semi-controlled practice. The task provides incomplete memos. The students are asked to complete the memo with the words in the box.</p>
Task 19	<p><i>Instruction: Write your own memo based on one of the situations below.</i></p> <p>Task 19 provides writing activity. This task is free controlled practice activity. The task provides three contexts of memo. The students are asked to write a memo based on one of the contexts.</p>
C. Let's Do More	
Task	Description
Task 20	<p><i>Instruction: In pairs, have a dialog with your classmate using expressions of asking and giving preferences based on the following situation.</i></p> <p>The task provides a context of dialog. The students are asked to have a dialog using expressions of asking and giving preferences based on the provided context.</p>
Task 21	<p><i>Instruction: Find a vegetarian menu. Then, complete the following table.</i></p> <p>In this task, the students are asked to find a vegetarian menu.</p>

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	Then, they have to complete the provided table by using detailed information from the menu.
Task 22	<i>Instruction: Write your own memo based on the situation below.</i> The task provides a context of a memo. The students are asked to write a memo based on the provided context.
D. Let's Make a Reflection	
This part provides opportunities for the students to do self reflection of what they have learned and how well they have understood the materials in the unit.	
E. Let's Make a Summary	
This part provides the summary of the materials that the students have learned in the unit.	
F. Vocabulary List	
This part provides the vocabularies that students have found in the unit. The vocabularies featured with parts of speech, phonetic transcriptions, and their Indonesian meanings.	

Table 16: **The Description of the First Draft of Unit II**

WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?	
The title was taken from one of the expressions used in the dialog and explained in the unit. It is also related to the topic of the unit.	
A. Let's Get Ready	
Task	Description
Task 1	<i>Instruction: In pairs, study the schedule of public transportation and</i>

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	<p><i>answer the questions that follow. The following words may help you.</i></p> <p>Task 1 is designed to prompt and introduce the topic of the unit. The task consists of vocabularies featured with parts of speech, phonetic transcriptions, and their Indonesian meanings. A picture and five comprehension questions are also served to help the students build their background knowledge of the topic. The vocabularies are provided to help the students to dig up information related to the picture and answer the comprehension questions.</p>
B. Let's Act	
1. Listen and Speak	
Task	Description
Task 2	<p><i>Instruction: Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.</i></p> <p>Task 2 serves listening activity. The purpose of the task is to introduce expressions of asking information, thanking, and responding to thanks. An input in the form of dialog script is provided. The task is intended to show to the students that they will not learn language function separately, but they can learn language function through the content of Task 2.</p>
Task 3	<p><i>Instruction: In pairs, study the following expressions.</i></p> <p>Task 3 provides explanation about expressions of asking information, thanking, and responding to thanks students have found</p>

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	<p>in Task 2. Some other examples of the expressions are also provided in the task. In this task, the students are led to focus more on the language function.</p>
Task 4	<p><i>Instruction: In pairs, complete the following dialogs using expressions of asking information, thanking, and responding to thanks.</i></p> <p>Task 4 is served to check the students' understanding of expressions of asking information, thanking, and responding to thanks. In the previous task, they have already studied the explanation and examples of the expressions. In this task, the students are asked to complete dialogs by using expressions of asking information, thanking, and responding to thanks.</p>
Task 5	<p><i>Following is the list of words related to the schedule of public transportation that you find in Task 4. Listen and repeat after your teacher. Then, find their meaning from the words in the box.</i></p> <p>Task 5 is designed to develop the students' pronunciation and vocabulary mastery. The task provides vocabularies related to the topic featured with parts of speech and phonetic transcriptions. For pronunciation activity, the students are asked to listen and repeat the words after their teacher. For vocabulary activity, the students are asked to give Indonesian meaning of English word by choosing Indonesian words from the provided box.</p>
Task 6	<p><i>Instruction: Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a</i></p>

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	<p><i>classmate's. The listening script is in the Appendix.</i></p> <p>Task 6 provides listening activity. The input is an audio text of conversation script between two people who are talking about the flight schedule. The context of the conversation is served to make the students understand the conversation easily. Five comprehension questions are used to check the students' understanding of the text. The task encourages the students to listen for details or specific information.</p>
Task 7	<p><i>Instruction: Study the following conversation. Underline the expressions of asking information, thanking, and responding to thanks. Then, act the conversation with a classmate.</i></p> <p>Task 7 provides speaking activity. This task is a controlled practice. An input for this task is a conversation between two people who are talking about train schedule. The context of the conversation is provided to help the students understand the conversation easily. To check the students' understanding of expressions that will be used in this task, the students are asked to underline the expressions used for asking information, thanking, and responding to thanks in the conversation. Then, the students are asked to act the conversation in pairs to lead them to practice speaking.</p>
Task 8	<p><i>Instruction: Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.</i></p>

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	<p>Task 8 provides speaking activity. The task is a semi-controlled practice. The task provides an incomplete conversation and some expressions of asking information, thanking, and responding to thanks. The students are asked to complete the conversation by using the expressions in the box. There are four missing expressions in the conversation.</p>
Task 9	<p><i>Instruction: In pairs, have a dialog with your classmate using expressions of asking information, thanking, and responding to thanks based on one of the following situations.</i></p> <p>Task 9 serves speaking activity. The task is a free controlled practice. The task provides two contexts of dialog. The students are asked to develop a dialog by using expressions of asking information, thanking, and responding to thanks based on one of the contexts of dialog.</p>
2. Read and Write	
Task	Description
Task 10	<p><i>Instruction: In pairs, read the schedule of public transportation below and answer the questions that follow.</i></p> <p>Task 10 serves reading activity. A train schedule is provided as the input that is related to the topic of the unit. It will be needed by the students when they have to conduct a business trip taking public transportation. In addition, the comprehension questions are used to check the students' understanding.</p>

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Task 11	<p><i>Instruction: Read the following text. Find meaning of the words that follow based on the context of the text. You may use you dictionary.</i></p> <p>The task serves vocabulary activity. The activity in this task encourages the students to learn to use the surrounding context to guess the meaning of new words. The students are allowed to open the dictionary so that they will be encouraged to work things out for themselves.</p>
Task 12	<p><i>Instruction: Read the schedule of public transportation in Task 12 again. Then, study the statements that follow. Write T if the statement is true and F if the statement is false.</i></p> <p>Task 12 provides reading activity. The task provides a flight schedule as the input and five statements about the schedule. In the task, the students are asked to decide whether the statement is true or false based on the schedule. The activity leads students to practice reading for details.</p>
Task 13	<p><i>Instruction: Read the itinerary below and answer the questions that follow.</i></p> <p>Task 13 provides reading activity. The task provides an itinerary that is set for agriculture business as the input. In the task, the students are asked to read the itinerary and answer the comprehension questions. The comprehension questions are used to check the students' understanding.</p>
Task 14	<p><i>Instruction: Study the following notes.</i></p>

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	<p>Task 14 is designed to give explanation about itinerary that students have learned in Task 13. In this task, the students are led to study the itinerary deeper before they start to practice to write an itinerary.</p>
Task 15	<p><i>Instruction: In pairs, complete an itinerary below with the words in the box.</i></p> <p>Task 15 provides a writing activity. The task is a semi-controlled practice. The task provides an itinerary as the input. In the task, the students are asked to complete the itinerary by using provided words in the task.</p>
Task 16	<p><i>Instruction: Study the rules below.</i></p> <p>Task 16 is designed to give explanation about preposition of place that plays important role in an itinerary. The task will enrich the students' knowledge and also rehearse them for the next task.</p>
Task 17	<p><i>Instruction: In pairs, complete the following sentences with preposition for, in, on, or by.</i></p> <p>Task 17 is designed to check the students' understanding about preposition of place they have learned in Task 16. The task provides four incomplete sentences. The students are asked to complete each sentence using the suitable preposition of place.</p>
Task 18	<p><i>Instruction: In pairs, complete an itinerary below with the words in the box.</i></p> <p>Task 18 provides writing activity. This task is semi-controlled</p>

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	practice. The task provides incomplete itineraries. The students are asked to complete the itineraries with the sentences in provided box.
Task 19	<p><i>Instruction: In the provided table, write your own itinerary based on the situation below.</i></p> <p>Task 19 provides writing activity. This task is free controlled practice activity. The task provides two contexts of itinerary. The students are asked to write an itinerary based on one of the contexts.</p>
C. Let's Do More	
Task	Description
Task 20	<p><i>Instruction: In pairs, have a dialog with your classmate using expressions of asking information, thanking, and responding to thanks based on the following situation.</i></p> <p>The task provides a context of dialog. The students are asked to have a dialog using expressions of asking information, thanking, and responding to thanks based on the provided context.</p>
Task 21	<p><i>Instruction: Find a schedule of public transportation. Then, complete the following table.</i></p> <p>In this task, the students are asked to find a schedule of public transportation. Then, they have to complete the provided table by using detailed information from the schedule.</p>
Task 22	<p><i>Instruction: Write your own itinerary based on the situation below.</i></p> <p>The task provides a context of an itinerary. The students are asked to write a memo based on the provided context.</p>

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D. Let's Make a Reflection
This part provides opportunities for the students to do self reflection of what they have learned and how well they have understood the materials in the unit.
E. Let's Make a Summary
This part provides the summary of the main materials that the students have learned in the unit.
F. Vocabulary List
This part provides the vocabularies that the students have found in the unit. The vocabularies featured with parts of speech, phonetic transcriptions and their Indonesian meanings.

Table 17: **The Description of the First Draft of Unit III**

WE CAN'T PARK THERE.	
The title is taken from one of the expressions used in the dialog and explained in the unit. It is also related to the topic of the unit.	
A. Let's Get Ready	
Task	Description
Task 1	<p><i>Instruction: In pairs, study the pictures and answer the questions that follow. The following words may help you.</i></p> <p>Task 1 is designed to prompt and introduce the topic of the unit. The task consists of vocabularies featured with parts of speech, phonetic transcriptions, and their Indonesian meanings. Two pictures and five comprehension questions are also provided to help the</p>

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	students build their background knowledge of the topic. The vocabularies are served to help the students to dig up information related to the pictures and answer the comprehension questions.
B. Let's Act	
1. Listen and Speak	
Task	Description
Task 2	<p><i>Instruction: Listen to the following dialog and complete the missing expressions. Compare your answer with a classmate's. The listening script is in the Appendix.</i></p> <p>Task 2 serves listening activity. The purpose of the task is to introduce the students to expressions of expressing prohibition and giving reason. An input in the form of dialog script is provided. The task is intended to show to the students that they will not learn language function separately, but they can learn language function through the content of Task 2.</p>
Task 3	<p><i>Instruction: In pairs, study the following expressions.</i></p> <p>Task 3 provides explanation about expressions of expressing prohibition and giving reason students have found in Task 2. Some examples of the expressions are also provided. In this task, the students are led to focus more on the language function.</p>
Task 4	<p><i>Instruction: In pairs, complete the following dialogs using expressions of expressing prohibition and giving reason.</i></p> <p>Task 4 is served to check the students' understanding of</p>

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	<p>expressions used for expressing prohibition and giving reasons. In the previous task, they have already studied the explanation and examples of the expressions. In this task, the students are asked to complete dialogs by using expressions for expressing prohibition and giving reasons.</p>
Task 5	<p><i>Instruction: Following is the list of the words related to signs and notices that you find in Task 4. Listen and repeat after your teacher. Then, find their meaning from the words in the box.</i></p> <p>Task 5 is designed to develop the students' pronunciation and vocabulary mastery. The task provides vocabularies related to the topic featured with parts of speech and phonetic transcriptions. For pronunciation practice, the students are asked to listen and repeat the words after their teacher. For vocabulary activity, the students are asked to give Indonesian meaning for English words by choosing Indonesian words from the provided box.</p>
Task 6	<p><i>Instruction: Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.</i></p> <p>Task 6 provides a listening activity. The input is an audio text of conversation between two people who are talking about prohibition sign. The context of the conversation is served to make the students understand the conversation easily. Five comprehension questions are used to check the students' understanding of the text. The task</p>

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	encourages the students to listen for details or specific information.
Task 7	<p><i>Instruction: Study the following conversation. Underline the expressions of expressing prohibition and giving reason. Then, act the conversation with a classmate.</i></p> <p>Task 7 provides speaking activity. This task is a controlled practice. An input for this task is a conversation between two people who are talking about farm signs. The context of the conversation is provided to help the students understand the conversation easily. To check the students' understanding of expressions that will be used in this task, the students are asked to underline the expressions of expressing prohibition and giving reason in the conversation. Then, the students are asked to act the conversation in pairs to lead them to practice speaking.</p>
Task 8	<p><i>Instruction: Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.</i></p> <p>Task 8 provides speaking activity. The task is a semi-controlled practice. The task provides an incomplete conversation and some expressions for expressing prohibition and giving reasons. The students are asked to complete the conversation by using the expressions in the box. There are three missing expressions in the conversation.</p>
Task 9	<i>Instruction: In pairs, have a dialog with your classmate using</i>

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	<p><i>expressions for expressing prohibition and giving reason based on one of the following situations.</i></p> <p>Task 9 serves speaking activity. The task is a free controlled practice. The task provides two contexts of dialog. The students are asked to develop a dialog by using expressions for expressing prohibition and giving reasons based on one of the contexts of dialog.</p>
2. Read and Write	
Task	Description
Task 10	<p><i>Instruction: In pairs, study the following signs and answer the questions that follow.</i></p> <p>Task 10 serves reading activity. Signs that probably could be found near to agriculture area are provided as the input. In addition, the comprehension questions are used to check the students' understanding.</p>
Task 11	<p><i>Instruction: Study the signs below. Then, choose the suitable statement from the right column for each sign..</i></p> <p>Task 12 provides reading activity. The task provides signs and statements about the signs. In the task, the students are asked to match the sign with the suitable statement.</p>
Task 12	<p><i>Instruction: Read the following notices. Find meaning of the words that follow based on the context. You may use your dictionary.</i></p> <p>The task serves vocabulary activity. The activity in this task encourages the students to learn to use the surrounding context to</p>

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	<p>guess the meaning of new words. The students are allowed to open the dictionary so that they will be encouraged to work things out for themselves.</p>
Task 13	<p><i>Instruction: In pairs, read the notices in Task 12 again. Then, study the following statements. Based on the text, write T if the statement is true and F if the statement is false.</i></p> <p>Task 13 provides reading activity. The task provides two notices as the input and four statements about the notices. In the task, the students should decide whether the statement is true or false based on the notices. The activity lead students to practice reading for details.</p>
Task 14	<p><i>Instruction: Study the following notes.</i></p> <p>Task 14 is designed to give explanation about notice that students have learned in Task 13. In this task, the students are led to study the notice deeper before they start to practice to write a notice.</p>
Task 15	<p><i>Instruction: Read the notices below. Then, write the purpose of each notice in the right column.</i></p> <p>Task 15 provides writing activity. The task is a semi-controlled practice. The task provides five notices as the input. In the task, the students are asked to write the purpose of each notice</p>
Task 16	<p><i>Instruction: Study the rules below.</i></p> <p>Task 16 is designed to give explanation of how writing command sentence that plays important role in a notice. The task will</p>

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	enrich the students' knowledge and also rehearse them for the next task.
Task 17	<p><i>Instruction: In pairs, arrange the following jumbled words into a good sentence to express a command.</i></p> <p>Task 17 is designed to check the students' understanding in writing command sentence in a notice. The task provides five jumbled words. The students are asked to arrange each number of jumbled words into a good sentence to express a command in a notice.</p>
Task 18	<p><i>Instruction: In pairs, write notices based on the purposes of notice below.</i></p> <p>Task 18 provides writing activity. This task is semi-controlled practice. The task provides five purposes of notices. The students are asked to write each notice based on each purpose.</p>
Task 19	<p><i>Instruction: Write your own notice based on one of the situations below.</i></p> <p>Task 19 provides writing activity. This task is free controlled practice activity. The task provides two contexts of notice. The students are asked to write a notice based on one of the contexts.</p>
C. Let's Do More	
Task	Description
Task 20	<p><i>Instruction: In pairs, have a dialog with your classmate using expressions of expressing prohibition and giving reason based on the following situation.</i></p>

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	<p>The task provides a context of dialog. The students are asked to have a dialog using expressions of expressing prohibition and giving reason based on the provided context.</p>
Task 21	<p><i>Instruction: Find a sign near to an agriculture area. Then, complete the following table.</i></p> <p>In this task, the students are asked to find a sign that can be found near to agriculture area. Then, they have to complete the provided table by using detailed information from the sign.</p>
Task 22	<p><i>Instruction: Write your own notice based on the following situation.</i></p> <p>The task provides a context of itinerary. The students are asked to write a notice based on the provided context.</p>
D. Let's Make a Reflection	
<p>This part provides opportunities for the students to do self reflection of what they have learned and how well they have understood the materials in the unit.</p>	
E. Let's Make a Summary	
<p>This part provides the summary of the materials that the students have learned in the unit.</p>	
F. Vocabulary List	
<p>This part provides the vocabularies that the students have found in the unit. The vocabularies featured with parts of speech, phonetic transcriptions, and their Indonesian meanings.</p>	

After the first draft finished, it is then judged on the expert judgment to get feedback. The expert judgment of the first draft of the materials is discussed next.

5. The Expert Judgment of the First Draft

In the expert judgment, the first draft is reviewed by two experts. The appropriateness of the content, the language, the presentation, and the graphic design are reviewed to obtain feedback for improving the materials. The following tables present the results of the expert judgment of each unit.

a. Expert Judgment of Unit I

The results of the expert judgment questionnaire in the form of descriptive statistics data can be seen in the following table.

Table 18.1: **The Mean and Category of the First Draft of Unit I**

No.	Component	n	Maximal Score	Score	Mean	Comment
A. The Appropriateness of the Content						
1.	The appropriateness with the standard competence and basic competency	8	32	25	3.13	Good
2.	The accuracy	6	24	18	3.00	Good
3.	The learning material support	6	24	19	3.17	Good
B. The Appropriateness of the Language						
4.	The appropriateness with the students' cognitive development	4	16	13	3.25	Good
5.	Communicative	4	16	13	3.25	Good
6.	Cohesiveness and coherence	4	16	14	3.5	Very Good
C. The Appropriateness of the Presentation						
7.	The presentation technique	4	16	14	3.5	Very Good
8.	The learning presentation	8	32	24	3.00	Good
9.	The presentation comprehensiveness	6	24	22	3.67	Very Good
D. The Appropriateness of Graphic Design						
10.	The layout and content design	8	32	24	3.00	Good

The three elements of the appropriateness of the content (number 1, 2, and 3) have the mean value in the range of 3.52 – 3.27 which is categorized as “Good”. The appropriateness of the language is categorized as “Good” and “Very Good” for the element number 4 and 5 have the mean value in the range of 2.52 – 3.27 which is categorized as “Good” and the element number 6 has the mean value in the range of 3.28 – 4.03 which is categorized as “Very Good”. The appropriateness of the presentation is categorized as “Good” and “Very Good” since the element number 7 and 9 have the mean value in the range of 3.5 to 3.67 which is categorized as “Very Good” and the element number 8 is categorized as “Good” which has the mean value in the range of 2.52- 3.27. The appropriateness of graphic design has the mean value in the range of 2.52 – 3.27, so that it is categorized as “Good”.

From the results above, it may be concluded that the materials in unit I are appropriate. However, there are some revisions that should be done on the materials based on the experts’ comments and suggestions. Following are the results and revisions of the materials.

Table 18.2: **The Results and Revisions of the First Draft of Unit I**

Task	Results of the Review	Revision
Title	I Prefer the Spicy to the Sweet, Please.	I Prefer Spicy Chips to Sweet
Task 1	The task is quite good.	No revision.
Task 2	The jellies and the sweets looked delicious.	The jellies and the sweets look delicious.

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Task 3	The task is quite good.	No revision.
Task 4	The task is quite good.	No revision.
Task 5	<ul style="list-style-type: none"> • Following is list of strawberry products that you find in Task 4. <i>Before the word list should be added by determiner the.</i> • Indonesian words should be written in italic. 	<ul style="list-style-type: none"> • Following is the list of strawberry products that you find in Task 4. • Indonesian words have been written in italic.
Task 6	The task is quite good.	No revision.
Task 7	The task is quite good.	No revision.
Task 8	<ul style="list-style-type: none"> • I've just knew that strawberry can be made as commercial food products. • I'm confused choose between strawberry chips or cookies for my family. 	<ul style="list-style-type: none"> • I've just known that strawberry can be made as commercial food products. • I'm confused to choose between strawberry chips or cookies for my family.
Task 9	The task is quite good.	No revision.
Task 10	The example of menu should be served more attractive.	The example of menu has been revised more attractive.
Task 11	The task is quite good.	No revision.
Task 12	The example of menu should be served more attractive.	The example of menu has been revised more attractive.
Task 13	The task is quite good.	No revision.

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Task 14	The task is quite good.	No revision.
Task 15	The task is quite good.	No revision.
Task 16	The task is quite good.	No revision.
Task 17	The task is quite good.	No revision.
Task 18	The task is quite good.	No revision.
Task 19	The task is quite good.	No revision.
Task 20	The task is quite good.	No revision.
Task 21	The task is quite good.	No revision.
Task 22	The task is quite good.	No revision.

b. Expert Judgment of Unit II

The results of the expert judgment questionnaire in the form of descriptive statistics data can be seen in the following table.

Table 19.1: The Mean and Category of the First Draft of Unit II

No.	Component	n	Maximal Score	Score	Mean	Comment
A. The Appropriateness of the Content						
1.	The appropriateness with the standard competence and basic competency	8	32	26	3.25	Good
2.	The accuracy	6	24	20	3.33	Very Good
3.	The learning material support	6	24	18	3.00	Good
B. The Appropriateness of the Language						
4.	The appropriateness with the students' cognitive development	4	16	12	3.00	Good
5.	Communicative	4	16	13	3.25	Good
6.	Cohesiveness and coherence	4	16	14	3.50	Very Good
C. The Appropriateness of the Presentation						
7.	The presentation technique	4	16	14	3.50	Very Good
8.	The learning presentation	8	32	26	3.25	Good

(continued)

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9.	The presentation comprehensiveness	6	24	22	3.67	Very Good
D. The Appropriateness of Graphic Design						
10.	The layout and content design	8	32	25	3.13	Good

The appropriateness of the content is categorized as “Good” and “Very Good” for the element number 1 and 3 have the mean value in the range off 2.52 – 3.27 which is categorized as “Good” and the element number 2 has the mean value in the range of 3.28 – 4.03 which is categorized as “Very Good”. The appropriateness of the language is categorized as “Good” and “Very Good” for the element number 4 and 5 have the mean value in the range of 2.52 – 3.27 which is categorized as “Good” and the element number 6 has the mean value in the range of 3.28 – 4.03 which is categorized as “Very Good”. The appropriateness of the presentation is categorized as “Very Good” and “Good” for the element number 7 and 9 have the mean value in the range of 3.28 – 4.03 which is categorized as “Very Good” and the element number 8 has the mean value in the range of 2.52 – 3.27 which is categorized as “Good”. The appropriateness of graphic design is categorized as “Good” since the mean value of the element number 10 is in the range of 2.52 – 3.27.

From the results above, it may be concluded that the materials in unit II are appropriate. However, there are some revision that should be done on the materials based on the experts’ comments and suggestions. Following are the results and revisions of the materials.

Table 19.2: The Results and Revisions of the First Draft Unit II

Task	Results of the Review	Revision
Title	Will the Flight QZ 7872 leave as schedule?	No revision.
Task 1	The task is quite good.	No revision.
Task 2	The task is quite good.	No revision.
Task 3	The task is quite good.	No revision.
Task 4	<ul style="list-style-type: none"> • It'll arrive at 16.30 if there is no technical problem with the plane. • Yes, sir. KA 40 will leave as schedule at 08.30. • Yes, sir. You can take flight QZ 7551. The flight will leave at 16.10. 	<ul style="list-style-type: none"> • It'll arrive at 04.30 p.m. if there is no technical problem with the plane. • Yes, sir. The train will leave as schedule at 08.30 a.m. • Yes, sir. You can take flight QZ 7551. The flight will leave at 04.10 p.m.
Task 5	Indonesian words should be written in italic.	Indonesian words have been written in italic.
Task 6	What flight does Mr. Rudy will take to go to Jakarta?	What flight will Mr. Rudy take to go to Jakarta?
Task 7	The task is quite good.	No revision.
Task 8	The task is quite good.	No revision.
Task 9	The task is quite good.	No revision.
Task 10	What class does the train belongs	What class does the train belong

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	to?	to?
Task 11	The task is quite good.	No revision.
Task 12	The flights is going to Jakarta.	The flights are going to Jakarta.
Task 13	• What is the title of the seminar that Mr. Ahmad attends ?	• What is the title of the seminar that Mr. Ahmad will attend ?
Task 14	The task is quite good.	No revision.
Task 15	The task is quite good.	No revision.
Task 16	The task is quite good.	No revision.
Task 17	The task is quite good.	No revision.
Task 18	The task is quite good.	No revision.
Task 19	The task is quite good.	No revision.
Task 20	The task is quite good.	No revision.
Task 21	The task is quite good.	No revision.
Task 22	The task is quite good.	No revision.

c. Expert Judgment of Unit III

The results of the expert judgment questionnaire in the form of descriptive statistics data can be seen in the following table.

Table 20.1: **The Mean and Category of the First Draft of Unit III**

No.	Component	n	Maximal Score	Score	Mean	Comment
A. The Appropriateness of the Content						
1.	The appropriateness with the standard competence and basic competency	8	32	27	3.38	Very Good
2.	The accuracy	6	24	20	3.33	Very Good
3.	The learning material support	6	24	19	3.17	Good
B. The Appropriateness of the Language						
4.	The appropriateness with the students' cognitive development	4	16	12	3.00	Good
5.	Communicative	4	16	12	3.00	Good
6.	Cohesiveness and coherence	4	16	13	3.25	Good
C. The Appropriateness of the Presentation						
7.	The presentation technique	4	16	14	3.50	Very Good
8.	The learning presentation	8	32	24	3.00	Good
9.	The presentation comprehensiveness	6	24	22	3.67	Very Good
D. The Appropriateness of Graphic Design						
10.	The layout and content design	8	32	27	3.38	Very Good

The appropriateness of the content is categorized as “Very Good” and “Good” for the element number 1 and 2 have the mean value in the range of 3.28 – 4.03 which is categorized as “Very Good” and the element number 3 has the mean value in the range of 2.52 – 3.27 which is categorized as “Good”. The appropriateness of the language is categorized as “Good” since the three elements (number 4, 5, and 6) have the mean value in the range of 2.52 – 3.27 which is categorized as “Good”. The appropriateness of the presentation is categorized as

“Very Good” and “Good”. The element number 7 and 9 have the mean value in the range of 3.28 – 4.03 which is categorized as “Very Good” and the element number 8 has the mean value in the range of 2.52 – 3.27 which is categorized as “Good”. The appropriateness of the graphic design is categorized as “Very Good” since the mean value of the element number 10 is in the range of 2.52 – 3.27.

From the results above, it may be concluded that the materials in Unit III are appropriate. Yet, there are some revisions that should be done on the materials based on the experts’ comments and suggestions. Following are the results and revisions of the materials.

Table 20.2: **The Results and Revisions of the First Draft Unit III**

Task	Results of the Validation	Revision
Title	We Can’t Park There.	No revision.
Task 1	The task is quite good.	No revision.
Task 2	The task is quite good.	No revision.
Task 3	The reason was the sign over there.	The reason is the sign over there.
Task 4	The task is quite good.	No revision.
Task 5	Indonesian words should be written in italic.	Indonesian words have been written in italic.
Task 6	Suddenly, a security guard comes and prohibits him enters the farm.	Suddenly, a security guard comes and he prohibits Mr. Gary entering the farm.
Task 7	I don’t so . I think we can’t park	I don’t think so . We can’t park

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	there.	there.
Task 8	The task is quite good.	No revision.
Task 9	The task is quite good.	No revision.
Task 10	The task is quite good.	No revision.
Task 11	Many tame animals tame cross the road.	Many tame animals cross the road.
Task 12	The task is quite good.	No revision.
Task 13	The task is quite good.	No revision.
Task 14	The task is quite good.	No revision.
Task 15	The task is quite good.	No revision.
Task 16	The task is quite good.	No revision.
Task 17	The task is quite good.	No revision.
Task 18	The task is quite good.	No revision.
Task 19	The task is quite good.	No revision.
Task 20	The task is quite good.	No revision.
Task 21	The task is quite good.	No revision.
Task 22	The task is quite good.	No revision.

6. The Final Draft of the Materials

Based on the results of the expert judgment, the content, the language, the presentation, and the graphic design of the materials were revised and written into the final draft. Following are the description of the final draft of each unit.

Table 21: The Description of the Final Draft of Unit I

Task	Instruction	Function
Title	I Prefer Spicy Chips to Sweet.	To give general description of the topic discussed in this unit.
Task 1 (Lead in)	In pairs, study the pictures and answer the questions that follow. The following words may help you.	To give general description of the topic discussed in this unit.
Task 2 (Listening)	Listen to the following dialog and complete the missing expressions. Compare your answer with a classmate's. The listening script is in the Appendix.	To develop the students' listening skills.
Task 3 (Language Function)	In pairs, study the following expressions. .	To give an explanation about expressions of asking and giving preferences.
Task 4 (Language Function)	In pairs, complete the following dialogs using expressions of asking and giving preferences.	To check the students' understanding about expressions of asking and giving preferences.
Task 5 (Pronunciation)	Following is the list of strawberry products that you find in Task 4.	To develop the students' pronunciation and

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and Vocabulary)	Listen and repeat after your teacher. Then, find their meaning from the words in the box.	vocabulary mastery.
Task 6 (Listening)	Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answer with a classmate's. The listening script is in the Appendix.	To develop the students' listening skills.
Task 7 (Speaking)	Study the following conversation. Underline the expressions of asking and giving preferences. Then, practice the conversation with a classmate.	To develop the students' speaking skills.
Task 8 (Speaking)	Complete the following conversation with the correct expressions in the box. Compare your answer with a classmate's. Then, act the conversation out.	To develop the students' speaking skills.
Task 9 (Speaking)	In pairs, have a dialog with your classmate using expressions of asking and giving preferences based on one of the following situations.	To develop the students' speaking skills.

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Task 10 (Vocabulary)	Read the following text. Find meaning of the words that follow based on the context. You may use your dictionary.	To develop the students' vocabulary mastery.
Task 11 (Reading)	In pairs, read the menu in Task 10 again and answer the following questions.	To develop the students' reading skills.
Task 12 (Reading)	Read the menu below. Then, study the statements that follow. Write T if the statement is true and F if the statement is false.	To develop the students' reading skills.
Task 13 (Reading)	Read the memo below and answer the questions that follow.	To develop the students' reading skills.
Task 14	Study the following notes.	To develop the students' writing skills.
Task 15 (Writing)	In pairs, complete a memo below with the words in the box.	To develop the students' writing skills.
Task 16 (Language Focus)	Study the rules below.	To give an explanation about request sentence.
Task 17 (Language Focus)	In pairs, arrange the following jumbled words into a good request sentence.	To check the students' understanding about request sentence.

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Task 18 (Writing)	In pairs, complete a memo below with the words in the box..	To develop the students' writing skills.
Task 19 (Writing)	Write your own memo based on one of the situations below.	To develop the students' writing skills.
Task 20 (Checking the Students' Competence)	In pairs, have a dialog with your classmate using expressions of asking and giving expressing preferences based on the following situation.	To check the students' listening and speaking competence.
Task 21 (Checking the Students' Competence)	Find a vegetarian menu. Then, complete the following table.	To check the students' reading competence.
Task 22 (Checking the Students' Competence)	Write your own memo based on the situation below.	To check the students' writing competence.

Table 22: The Description of the Final Draft of Unit II

Task	Results of the Validation	Function
Title	Will the flight QZ 7872 leave as schedule?	To give general description of the topic discussed in this unit.
Task 1 (Lead in)	In pairs, study the picture and answer the questions that follow. The following words may help you.	To give general description of the topic discussed in this unit.
Task 2 (Listening)	Listen to the following dialog and complete the missing expressions. Compare your answer with a classmate's. The listening script is in the Appendix.	To develop the students' listening skills.
Task 3 (Language Function)	In pairs, study the following expressions.	To give an explanation about expressions of asking information, thanking, and responding to thanks.
Task 4 (Language Function)	In pairs, complete the following dialogs using expressions of asking information, thanking, and responding to thanks.	To check the students' understanding about expressions of asking information, thanking and responding to

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		thanks.
Task 5 (Pronunciation and Vocabulary)	Following is the list of words related to schedule of public transportation that you find in Task 4. Listen and repeat after your teacher. Then, find their meaning from the words in the box.	To develop the students' pronunciation and vocabulary mastery.
Task 6 (Listening)	Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answer with a classmate's. The listening script is in the Appendix.	To develop the students' listening skills.
Task 7 (Speaking)	Study the following conversation. Underline the expressions of asking information, thanking, and responding to thanks. Then act the conversation with a classmate.	To develop the students' speaking skills.
Task 8 (Speaking)	Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then act the conversation out.	To develop the students' speaking skills.
Task 9	In pairs, have a dialog with your	To develop the

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(Speaking)	classmate using expressions of asking information, thanking, and responding to thanks based on one of the following situations.	students' speaking skills.
Task 10 (Reading)	In pairs, read the schedule of public transportation below and answer the questions that follow.	To develop the students' reading skills.
Task 11 (Vocabulary)	Read the following text. Find meaning of the words that follow based on the context. You may use your dictionary.	To develop the students' vocabulary mastery.
Task 12 (Reading)	Read the schedule of public transportation in Task 11 again. Then, study the following statements. Write T if the statement is true and F if the statement is false.	To develop the students' reading skills.
Task 13 (Reading)	Read the itinerary below and answer the questions that follow.	To develop the students' reading skills.
Task 14 (Writing)	Study the following notes.	To develop the students' writing activity.
Task 15 (Writing)	In pairs, complete an itinerary below with the words in the box.	To develop the students' writing skills.

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Task 16 (Language Focus)	Study the rules below.	To give an explanation about prepositions of place.
Task 17 (Language Focus)	In pairs, complete the following sentences with preposition for, in, on, or by.	To check the students' understanding about prepositions of place.
Task 18 (Writing)	In pairs, complete an itinerary below with the words in the box.	To develop the students' writing skills.
Task 19 (Writing)	In the provided table, write your own itinerary based on the situation below.	To develop the students' writing skills.
Task 20 (Checking the Students' Understanding)	In pairs, have a dialog with your classmate using expressions of asking information, thanking and responding to thanks based on the following situation.	To check the students' listening and speaking competence.
Task 21 (Checking the Students' Understanding)	Find a schedule of public transportation. Then, complete the following table.	To check the students' reading competence.
Task 22 (Checking the Students' Understanding)	Write your own itinerary in a table below. The following situation may help you.	To check the students' writing competence.

Table 23: The Description of Final Draft of Unit III

Task	Results of the Validation	Function
Title	We can't park there.	To give general description of the topic discussed in this unit.
Task 1 (Lead in)	In pairs, study the pictures and answer the questions that follow. The following words may help you.	To give general description of the topic discussed in this unit.
Task 2 (Listening)	Listen to the following dialog and complete the missing expressions. Compare your answer with a classmate's. The listening script is in the Appendix.	To develop the students' listening skills.
Task 3 (Language Function)	In pairs, study the following expressions.	To introduce the expressions of expressing prohibition and giving reason.
Task 4 (Language Function)	In pairs, complete the following dialogs using expressions of expressing prohibition and giving reason.	To check the students' understanding about expressions of expressing prohibition and giving reason.
Task 5	Following is the list of the words	To develop the

(continued)

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(Pronunciation and Vocabulary)	related to signs and notices that you find in Task 4. Listen and repeat after you teacher. Then, find their meaning from the words in the box.	students' pronunciation and vocabulary mastery.
Task 6 (Listening)	Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answer with a classmate's. The listening script is in the Appendix.	To develop the students' listening skills.
Task 7 (Speaking)	Study the following conversation. Underline the expressions of expressing prohibition and giving reason. Then, act the conversation with a classmate.	To develop the students' speaking skills.
Task 8 (Speaking)	Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.	To develop the students' speaking skills.
Task 9 (Speaking)	In pairs, have a dialog with your classmate using expressions of expressing prohibition and giving reason based on one of the following	To develop the students' speaking skills.

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	situations.	
Task 10 (Reading)	In pairs, study the following signs and answer the questions that follow.	To develop the students' reading skills.
Task 11 (Reading)	Study the signs below. Then, choose the suitable statements for the signs from the right column. Look at the example.	To develop the students' reading skills.
Task 12 (Vocabulary)	Read the following notices. Find meaning of the words that follow based on the context. You may use your dictionary.	To develop the students' vocabulary mastery.
Task 13 (Reading)	In pairs, read the notices in Task 12 again. Then, study the following statements. Based on the text, write T if the statement is true and F if the statement is false.	To develop the students' reading skills.
Task 14 (Writing)	Study the following notes.	To develop the students' writing skills.
Task 15 (Writing)	Read the notices below. Then, write the purpose of each notice in the right column.	To develop the students' writing skills.
Task 16	Study the rules below.	To give an explanation

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(Language Focus)		about command sentence.
Task 17 (Language Focus)	In pairs, arrange the following jumbled words into a good sentence to express a command.	To check the students' understanding about command sentence.
Task 18 (Writing)	In pairs, write notices based on five purposes of notice below.	To develop the students' writing skills.
Task 19 (Writing)	Write your own notice based on one of the situations below.	To develop the students' writing skills.
Task 20 (Checking the Students' Understanding)	In pairs, have a dialog with your classmate using expressions of expressing prohibition and giving reason based on the following situation.	To check the students' listening and speaking competence.
Task 21 (Checking the Students' Understanding)	Find a sign near to an agriculture area. Then, complete the following table.	To check the students' reading competence.
Task 22 (Checking the Students' Understanding)	Write your own notice based on the following situation.	To check the students' writing competence.

B. Discussions

A needs analysis was conducted to make the materials relevant to the students' needs. Target needs and learning needs (Hutchinson and Waters, 1987: 54) were collected using the needs analysis questionnaire. The results of the needs analysis and the information collected from the standard of competence and basic competency of English for vocational high schools students (*BSNP*, 2006: 112-113) were used to develop the materials.

One basic competence was developed into three units. Each of the units consists of 22 tasks. Every unit was developed into two cycles, namely spoken cycle (listening and speaking) and written cycle (reading and writing). The tasks in these cycles were graded and sequenced according to their complexity as determined by input, learner, and procedural factors (Nunan, 1989: 119). Each task was organized from the six task components (Nunan, 2004: 41), namely goal, input, procedure, setting, teacher role, and learner role.

In relation to the goal, the results of the needs analysis show that the appropriate materials for the students are the materials that have goals to make the students master English in spoken and written language well includes understanding meaning and function of words, sentences and expressions in English.

In terms of their target situation, the findings indicate that the students are more likely to use English when they have to communicate with native speakers.

For listening input, the data show that the students want to have short monologs or dialogs in the length of 50 – 100 words. Then, the students decide to

have monologs or dialogs in the length of < 50 words for speaking input. Further, simple authentic texts in the length of < 50 words are preferred as reading input. For writing input, the findings show that the students want to have authentic texts in the length of <50 words.

Answering questions based on the monolog or dialog in written language is the appropriate listening activity for the students. In speaking, the appropriate activity is acting out dialogs in pairs. Reading a text and answering the questions are the appropriate reading activity for the students. Then, writing a text based on the given example is the appropriate writing activity for the students.

In terms of setting, it is found that pairs work is the appropriate setting for the students in doing the tasks. Related to the teacher role, the most appropriate role for the teacher is being a controller, a prompter, and a resource by observing and commenting to the students' activities. The last is related to learner role. The appropriate role for the students is as an active participant by doing problem solving in the teaching and learning process.

From the research findings, it appears that the materials are well-developed. It can be seen from the mean value of each item from the results of expert judgment questionnaire. The ranges of the mean value for the units are in the range of 2.52 – 3.27 and 3.28 – 4.03. Referring to the quantitative data conversion by Suharto (2006: 52-53), the ranges are in the “Good” and “Very Good” category.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has three main goals: (1) to describe the target needs, (2) to describe the learning needs, and (3) to develop English learning materials for grade X students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. In this chapter, the conclusions are drawn and the suggestions are addressed.

A. Conclusions

The research findings and discussions in Chapter IV lead to the following conclusions:

1. The Target Needs

- a. The students learn English in order to master English in spoken and written language well. Furthermore, the students expect that by learning English they will be able to understand meaning and function of words, sentences and expressions in English. Moreover, after the students graduate from vocational high schools and work, they will often use English when they have to communicate with native speakers.

2. The Learning Needs

- a. The students prefer to have listening input in the form of short monologs or dialogs in the length of 50 words – 100 words. Then, the students decide to have monologs or dialogs in the length of < 50 words for speaking input. Further, the students choose reading input in the form of simple authentic texts

in the length of < 50 words. For writing input the students want to have authentic texts in the length of < 50 words.

- b. For listening activity, the students prefer to answer questions based on the monolog or dialog in written language. For speaking activity, the students prefer to act out dialogs in pairs. For reading activity, the students choose to read a text and answer the questions based on the text. For writing activity, the students decide to write texts based on the given example. For vocabulary activity, the students want to match English words with provided Indonesian words. For grammar activity, the students prefer to write sentences based on the patterns that have been learned. For pronunciation activity, the students want to repeat the teacher loudly.
- c. The students prefer to accomplish the tasks by discussing and accomplishing the tasks in pairs.
- d. In accomplishing the tasks, the students expect the teacher to observe and comment to the students' activities.
- e. In English teaching and learning process, the students expect to have role as problem solver.

3. The Appropriate English Learning Materials

It can be concluded that the appropriate English learning materials for grade X Students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan have the following characteristics:

- a. The materials attempt to develop the four language skills of English: listening – speaking – reading – writing.

- b. The materials are organized to present spoken cycle (listening and speaking) first and the written cycle (reading and writing) later.
- c. The materials have appropriate unit design components:
 - 1) Introduction
 - a) Unit Title
 - b) Learning Objectives
 - 2) Main Teaching and Learning Activities
 - a) Let's Get Ready
 - b) Let's Act (Let's Listen and Speak and Let's Read and Write)
 - 3) Reinforcement
 - a) Let's Do More
 - b) Let's Make a Reflection
 - c) Let's Make a Summary
 - d) Vocabulary List

4. The Characteristics of Appropriate Task Components

a. Goal

The appropriate tasks are able to support the students in mastering English in spoken and written language well in order to be able to understand meaning and function of words, sentences and expressions in English.

b. Input

The appropriate inputs are authentic texts in the length of 50 - 100 words for listening and < 50 words for the speaking, reading and writing.

c. Procedure

The appropriate activities are answering questions based on the monolog or dialog in written language for listening, acting out dialogs in pairs for speaking, reading a text and answering the questions based on the text for reading, and writing texts based on the given example for writing.

d. Setting

The appropriate setting for accomplishing the task is working in pairs.

e. Teacher Role

The appropriate teacher roles for the teacher are as a controller, a prompter, and a resource.

f. Learner Role

The appropriate role of the students is to be an active participant as well as problem solver in the learning process.

B. Suggestions

There are some suggestions for the development of English learning materials which can be addressed to the English teacher, materials developer, and further research.

1. To the English Teachers

English teachers in vocational high schools should develop the materials that provide the students with activities that are relevant with their study program. For example, for students of Agriculture Study Program, the teachers can employ

some activities such as reading and writing signs and notices in agriculture area, and etc.

2. To the Materials Developers

This research has found appropriate unit design components of English learning materials for Agriculture Study Program. Materials developers are expected to be able to develop English learning materials for other study programs using this kind of unit design of the materials which includes Introduction, Main Teaching and Learning Activities, and Reinforcement sections. They should also arrange the materials in a sequential arrangement, starting from spoken cycle (listening and speaking skills) to the written cycle (reading and writing skills).

3. To the Further Research

Further research can use the same simplified research procedure or the original one (Dick and Carey in Gall, Gall, and Borg, 2003: 570-571) in developing English learning materials for Agriculture Study Program or other study programs. This research uses the simplified research procedure without conducting a try-out due to the limitation of time, energy, and access to the literature.

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APPENDIXES

Appendix A

Angket Analisa Kebutuhan Siswa



JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA
Alamat: Karangmalang, Caturtunggal, Depok, Sleman,
Yogyakarta, 55281

Kepada: Adik-Adik kelas X SMK Muhammadiyah 2 Mertoyudan

Jurusan Pertanian

Assalamu'alaikum Wr. Wb.

Dalam rangka penelitian pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas X SMK Muhammadiyah 2 Mertoyudan, Magelang, pada kesempatan ini saya meminta kesedian adik-adik untuk mengisi angket.

Angket ini tidak mempengaruhi nilai pembelajaran adik-adik dalam Bahasa Inggris, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris yang sesuai untuk adik-adik kelas X SMK Muhammadiyah 2 Mertoyudan jurusan pertanian. Jawaban jujur dan murni dalam mengisi angket akan sangat membantu dalam penelitian ini.

Jawaban dan identitas akan saya jamin kerahasiannya sesuai dengan kode etik penelitian.

Terima kasih.

Wassalamu'alaikum Wr. Wb.

Yogyakarta, 17 Januari 2013

Peneliti

Nunun Nuki Erfiani

NIM 08202244029

Angket Analisa Kebutuhan Belajar Bahasa Inggris Siswa Program Studi Pertanian

Kelas X SMK Muhammadiyah 2 mertoyudan

Data Responden

Nama (Boleh tidak diisi) :

Kelas :

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri adik-adik yang berkaitan dengan pembelajaran Bahasa Inggris. Pilihlah salah satu atau lebih alternatif jawaban yang disediakan atau isilah titik-titik dengan jawaban yang menggambarkan keadaan diri adik-adik yang sebenarnya.

1. Tujuan saya mempelajari Bahasa Inggris adalah agar
 - a. saya lulus ujian
 - b. saya mudah mendapat pekerjaan
 - c. saya mampu menguasai Bahasa Inggris yang baik
 - d. lainnya

2. Harapan saya mempelajari Bahasa Inggris adalah agar
 - a. saya mampu menguasai kosakata (*vocabulary*) Bahasa Inggris dengan baik, terutama yang sesuai dengan bidang pertanian
 - b. saya mampu menguasai struktur kalimat (*grammar*) dengan baik
 - c. saya mampu memahami makna dan penggunaan setiap kata, kalimat, dan ungkapan dalam Bahasa Inggris
 - d. saya mampu membedakan ungkapan-ungkapan formal dan non-formal dalam teks lisan monolog dan dialog
 - e. saya mampu menggunakan ungkapan-ungkapan formal dan non-formal dalam kehidupan sehari-hari
 - f. saya mampu berkomunikasi secara lisan dengan menggunakan Bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari
 - g. lainnya

3. Setelah lulus SMK dan bekerja, saya akan sering menggunakan Bahasa Inggris ketika
 - a. saya memahami manual / petunjuk kerja
 - b. saya menterjemahkan istilah / instruksi kerja dalam Bahasa Inggris
 - c. saya memahami bacaan, brosur, booklet, surat dalam Bahasa Inggris yang berkaitan dengan pekerjaan saya
 - d. saya berkomunikasi dengan *native speakers* (penutur asli Bahasa Inggris)

4. Input pembelajaran untuk *listening* yang saya inginkan adalah
 - a. model monolog atau dialog singkat
 - b. transkrip dari teks yang disimak tersedia
 - c. diperkenalkan terlebih dahulu dengan kosakata yang berkaitan dengan teks yang akan disimak
 - d. teks yang disimak bersifat otentik, yaitu dapat dengan mudah ditemui dalam keseharian (berita, manual, iklan, dll.)
 - e. teks yang disimak diperankan oleh *native speaker* (penutur asli Bahasa Inggris)
 - f. teks yang disimak dilengkapi dengan gambar
 - g. lainnya

5. Panjang input teks *listening* yang saya inginkan adalah
 - a. < 50 kata
 - b. 50 kata – 100 kata
 - c. 100 kata – 150 kata
 - d. 150 kata – 200 kata

6. Input pembelajaran untuk *speaking* yang saya inginkan adalah
 - a. model monolog atau dialog
 - b. model monolog atau dialog singkat yang dipraktikkan di depan kelas
 - c. diperkenalkan terlebih dahulu dengan kosakata yang berkaitan dengan input teks
 - d. bersifat otentik, yaitu dapat dengan mudah ditemui dalam keseharian (berita, manual, iklan, dll.)
 - e. input teks disertai dengan gambar
 - f. lainnya....

7. Panjang input teks *speaking* yang saya inginkan adalah
 - a. < 50 kata
 - b. 50 kata – 100 kata
 - c. 100 kata – 150 kata
 - d. 150 kata – 200 kata

8. Input pembelajaran untuk *reading* yang saya inginkan adalah ...
 - a. disertai *glossary* / daftar kata-kata sulit
 - b. disertai gambar
 - c. bersifat otentik, yaitu dengan mudah dapat ditemui dalam keseharian (berita, manual, iklan, dll.)
 - d. diberikan model teks otentik sederhana
 - e. berkaitan dengan bidang pertanian
 - f. lainnya ...

9. Panjang input teks *reading* yang saya inginkan adalah ...
 - a. < 50 kata
 - b. 50 kata – 100 kata
 - c. 50 kata – 150 kata
 - d. 150 kata – 200 kata

10. Input pembelajaran untuk *writing* yang saya inginkan adalah ...

- a. diperkenalkan terlebih dahulu dengan kosakata yang berkaitan dengan teks yang akan ditulis
- b. diperkenalkan terlebih dahulu dengan struktur kalimat yang berkaitan dengan teks yang akan ditulis
- c. bersifat otentik, yaitu dapat dengan mudah ditemui dalam keseharian (berita, manual, iklan, dll.)
- d. diberikan model teks otentik sederhana
- e. berkaitan dengan bidang pertanian
- f. input berupa gambar
- g. lainnya

11. Panjang input teks *writing* yang saya inginkan adalah ...

- a. < 50 kata
- b. 50 kata – 100 kata
- c. 100 kata – 150 kata
- d. 150 kata – 200 kata

12. Jenis kegiatan pembelajaran *listening* yang saya sukai adalah ...

- a. mendiskusikan isi monolog atau dialog
- b. mengidentifikasi kosakata kunci (*keyword*) yang ada dalam monolog atau dialog
- c. mengidentifikasi ungkapan yang ada dalam monolog atau dialog
- d. mengidentifikasi struktur kalimat yang ada dalam monolog atau dialog
- e. menjawab pertanyaan secara lisan tentang monolog atau dialog yang disimak
- f. menjawab pertanyaan secara tertulis tentang monolog atau dialog yang disimak
- g. lainnya

13. Jenis kegiatan pembelajaran *speaking* yang saya sukai adalah ...

- a. mempraktekkan dialog secara berpasangan
- b. mempraktekkan dialog berdasar gambar yang diberikan oleh guru
- c. bermain peran (*role play*)
- d. bertukar informasi antar teman dalam kelompok
- e. berdiskusi mengenai suatu permasalahan dan mencari penyelesaiannya
- f. menceritakan kehidupan sehari-hari
- g. lainnya

14. Jenis kegiatan pembelajaran *reading* yang saya sukai adalah ...
- a. membaca nyaring dengan pengucapan dan intonasi yang benar
 - b. membaca suatu teks kemudian menjawab pertanyaan
 - c. membaca dan mengurutkan kalimat menjadi paragraf utuh atau paragraf menjadi teks utuh
 - d. mengartikan setiap kalimat dalam bacaan ke dalam Bahasa Indonesia
 - e. menganalisa arti kosakata tertentu berdasar konteks bacaan
 - f. lainnya
15. Jenis kegiatan pembelajaran *writing* yang saya sukai adalah ...
- a. melengkapi kalimat sehingga menjadi satu kalimat yang utuh dan benar
 - b. menyusun kalimat sehingga menjadi satu paragraf yang utuh dan benar
 - c. mengidentifikasi dan memperbaiki kesalahan struktur kalimat
 - d. mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
 - e. menulis teks yang serupa dengan input teks yang diberikan oleh guru
 - f. lainnya

16. Jenis kegiatan penambahan kosakata (*vocabulary*) yang saya sukai adalah ...

- a. menjodohkan kata-kata Bahasa Inggris dengan makna yang telah disediakan
- b. mengartikan kata-kata Bahasa Inggris berdasar konteks teks yang dibaca atau didengar
- c. melengkapi kalimat atau paragraf dengan kata-kata yang disediakan
- d. melengkapi kalimat atau paragraf dengan kata-kata sendiri
- e. lainnya

17. Jenis kegiatan pembelajaran tata bahasa (*grammar*) yang saya sukai adalah ...

- a. mengidentifikasi dan membenarkan kesalahan struktur kalimat
- b. menulis kalimat berdasar pola yang telah dipelajari
- c. melengkapi paragraf dengan bentuk tata bahasa yang tepat
- d. lainnya

18. Jenis kegiatan pembelajaran cara baca (*pronunciation*) yang saya sukai adalah

...

- a. menirukan guru dengan keras
- b. diberikan *phonetic transcription* pada kata-kata yang sulit
- c. lainnya

19. Pada saat mengerjakan tugas, saya lebih suka jika ...

- a. mengerjakan secara individu
- b. berdiskusi dan mengerjakan dengan teman sebangku
- c. berdiskusi dan mengerjakannya secara berkelompok
- d. lainnya

20. Dalam mengerjakan tugas Bahasa Inggris di kelas, saya lebih suka jika guru

...

- a. membahas langsung jawaban tugas tersebut
- b. memberikan contoh terlebih dahulu sebelum meminta siswa untuk mengerjakan
- c. memberikan jawaban secara spontan jika siswa menemui kesulitan dalam mengerjakan tugas
- d. berkeliling sekedar untuk mengamati siswa dalam mengerjakan tugas
- e. berkeliling sambil memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa
- f. lainnya

21. Dalam proses pembelajaran Bahasa Inggris di kelas, saya lebih suka jika ...

- a. hanya mendengar penjelasan dari guru
- b. ikut memecahkan masalah yang muncul selama proses pembelajaran
- c. menulis semua informasi yang saya dapatkan
- d. lainnya

Appendix B

The Results of the Needs Analysis

THE RESULTS OF THE NEEDS ANALYSIS

Date of Needs Analysis : 1. January 28, 2013
 2. January 30, 2013
 Time of Needs Analysis : 1. 10.00 a.m. – 11.00 a.m.
 2. 08.30 a.m. – 09.30 a.m.
 Respondents : 1. X ATPH B
 2. X ATPH A
 Number of Respondents : 36

Aspects	Questions	Students' Needs	%
Target Needs	1. Tujuan saya mempelajari Bahasa Inggris adalah agar	a. saya lulus ujian	25
		b. saya mudah mendapat pekerjaan	38.89
		c. saya mampu menguasai Bahasa Inggris yang baik	80.56
		d. lainnya	
	2. Harapan saya mempelajari Bahasa Inggris adalah agar	a. saya mampu menguasai kosakata (vocabulary) Bahasa Inggris dengan baik, terutama yang sesuai dengan bidang pertanian	27.78
		b. saya mampu menguasai struktur kalimat (grammar) dengan baik	8.33
		c. saya mampu memahami makna dan penggunaan setiap kata, kalimat, dan ungkapan dalam Bahasa Inggris	72.22
		d. saya mampu membedakan ungkapan-ungkapan formal dan non-formal dalam teks lisan monolog dan dialog	13.89
		e. saya mampu menggunakan ungkapan-ungkapan formal dan non-formal dalam kehidupan sehari-hari	8.33
		f. saya mampu berkomunikasi secara lisan dengan menggunakan Bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari	36.11
	g. lainnya		

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	3. Setelah lulus SMK dan bekerja, saya akan sering menggunakan Bahasa Inggris ketika	a. saya memahami manual / petunjuk kerja	22.22
		b. saya menterjemahkan istilah / instruksi kerja dalam Bahasa Inggris	19.44
		c. saya memahami bacaan, brosur, booklet, surat dalam Bahasa Inggris yang berkaitan dengan pekerjaan saya	19.44
		d. saya berkomunikasi dengan native speakers (penutur asli Bahasa Inggris)	58.33
Learning Needs	4. Input pembelajaran untuk listening yang saya inginkan adalah	a. model monolog atau dialog singkat	36.11
		b. transkrip dari teks yang disimak tersedia	27.78
		c. diperkenalkan terlebih dahulu dengan kosakata yang berkaitan dengan teks yang akan disimak	19.44
		d. teks yang disimak bersifat otentik, yaitu dapat dengan mudah ditemui dalam keseharian (berita, manual, iklan, dll.)	25
		e. teks yang disimak diperankan oleh native speakers (penutur asli Bahasa Inggris)	5.56
		f. teks yang disimak dilengkapi dengan gambar	19.44
		g. lainnya	
	5. Panjang input teks listening yang saya inginkan adalah	a. 50 kata	30.56
		b. 50 kata – 100 kata	55.56
		c. 100 kata – 150 kata	22.22
		d. 150 kata – 200 kata	5.56
	6. Input pembelajaran untuk speaking yang saya inginkan adalah	a. model monolog atau dialog	36.11
		b. model monolog atau dialog singkat yang dipraktikkan di depan kelas	27.78
		c. diperkenalkan terlebih dahulu dengan kosakata yang berkaitan dengan input teks	22.22
		d. bersifat otentik, yaitu dapat dengan mudah ditemui dalam keseharian (berita, manual, iklan, dll.)	30.56
e. input teks disertai dengan gambar		19.44	

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		<i>f. Lainnya</i>	
7. Panjang input teks speaking yang saya inginkan adalah	a. 50 kata		55.56
	<i>b. 50 kata – 100 kata</i>		22.22
	<i>c. 100 kata – 150 kata</i>		13.89
	<i>d. 150 kata – 200 kata</i>		8.33
8. Input pembelajaran untuk reading yang saya inginkan adalah	<i>a. disertai glossary / daftar kata-kata sulit</i>		25
	<i>b. disertai gambar</i>		33.33
	<i>c. bersifat otentik, yaitu dapat dengan mudah ditemui dalam keseharian (berita, manual, lagu)</i>		30.56
	d. diberikan model teks otentik sederhana		38.89
	<i>e. berkaitan dengan bidang pertanian</i>		13.89
	<i>f. lainnya</i>		
9. Panjang input teks reading yang saya inginkan adalah	a. 50 kata		47.22
	<i>b. 50 kata – 100 kata</i>		27.78
	<i>c. 100 kata – 150 kata</i>		33.33
	<i>d. 150 kata – 200 kata</i>		5.56
10. Input pembelajaran untuk writing yang saya inginkan adalah	<i>a. diperkenalkan terlebih dahulu dengan teks yang akan ditulis</i>		30.56
	<i>b. diperkenalkan terlebih dahulu dengan struktur kalimat yang berkaitan dengan teks yang akan ditulis</i>		30.56
	c. bersifat otentik, yaitu dapat dengan mudah ditemui dalam keseharian (berita, manual, iklan, dll.)		38.89
	<i>d. diberikan model teks otentik</i>		25
	<i>e. berkaitan dengan bidang pertanian</i>		5.56
	<i>f. input berupa gambar</i>		22.22
	<i>g. lainnya</i>		
11. Panjang input teks writing yang saya	a. 50 kata		47.22
	<i>b. 50 kata – 100 kata</i>		33.33

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	<i>inginkan adalah</i>	<i>c. 100 kata – 150 kata</i>	22.22
		<i>d. 150 kata – 200 kata</i>	11.11
12. Jenis kegiatan pembelajaran listening yang saya sukai adalah		<i>a. mendiskusikan isi monolog atau dialog</i>	19.44
		<i>b. mengidentifikasi kosakata kunci (keyword) yang ada dalam monolog atau dialog</i>	16.67
		<i>c. mengidentifikasi ungkapan yang ada dalam monolog atau dialog</i>	30.56
		<i>d. mengidentifikasi struktur kalimat yang ada dalam monolog atau dialog</i>	22.22
		<i>e. menjawab pertanyaan secara lisan tentang monolog atau dialog yang disimak</i>	16.67
		<i>f. menjawab pertanyaan secara tertulis tentang monolog atau dialog yang disimak</i>	33.33
		<i>g. Lainnya</i>	
13. Jenis kegiatan pembelajaran speaking yang saya sukai adalah		<i>a. mempraktekkan dialog secara berpasangan</i>	55.56
		<i>b. mempraktekkan dialog berdasar gambar yang diberikan oleh guru</i>	5.56
		<i>c. bermain peran (role play)</i>	33.33
		<i>d. bertukar informasi antar teman dalam kelompok</i>	27.78
		<i>e. berdiskusi mengenai suatu permasalahan dan mencari penyelesaiannya</i>	25
		<i>f. menceritakan kehidupan sehari-hari</i>	5.56
		<i>g. lainnya</i>	
14. Jenis kegiatan pembelajaran reading yang saya sukai adalah		<i>a. membaca nyaring dengan pengucapan dan intonasi yang benar</i>	25
		<i>b. membaca suatu teks kemudian menjawab pertanyaan berdasarkan isi teks</i>	41.67
		<i>c. membaca dan mengurutkan kalimat menjadi paragraph utuh atau paragraph menjadi teks utuh</i>	19.44
		<i>d. mengartikan setiap kalimat dalam bacaan ke dalam Bahasa Indonesia</i>	36.11
		<i>e. menganalisa arti kosakata tertentu berdasar konteks bacaan</i>	19.44

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		<i>f. lainnya</i>	
15. Jenis kegiatan pembelajaran writing yang saya sukai adalah		<i>a. melengkapi kalimat sehingga menjadi satu kalimat yang utuh dan benar</i>	38.89
		<i>b. menyusun kalimat sehingga menjadi satu paragraf yang utuh dan benar</i>	19.44
		<i>c. mengidentifikasi dan memperbaiki kesalahan struktur kalimat</i>	16.67
		<i>d. mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks</i>	5.56
		<i>e. menulis teks yang serupa dengan input teks yang diberikan oleh guru</i>	55.56
		<i>f. lainnya</i>	
16. Jenis kegiatan penambahan kosakata (vocabulary) yang saya sukai adalah		<i>a. menjodohkan kata-kata Bahasa Inggris dengan makna yang telah disediakan</i>	44.44
		<i>b. mengartikan kata-kata Bahasa Inggris berdasar konteks teks yang dibaca atau didengar</i>	41.67
		<i>c. melengkapi kalimat atau paragraf dengan kata-kata yang disediakan</i>	38.89
		<i>d. melengkapi kalimat atau paragraf dengan kata-kata sendiri</i>	19.44
		<i>e. lainnya</i>	
17. Jenis kegiatan pembelajaran tata bahasa (grammar) yang saya sukai adalah		<i>a. mengidentifikasi dan membenarkan kesalahan struktur kalimat</i>	27.78
		<i>b. menulis kalimat berdasar pola yang telah dipelajari</i>	50
		<i>c. melengkapi paragraf dengan bentuk tata bahasa yang tepat</i>	38.89
		<i>d. lainnya</i>	
18. Jenis kegiatan pembelajaran cara baca (pronunciation) yang saya sukai adalah		<i>a. menirukan guru dengan keras</i>	72.22
		<i>b. diberikan phonetic transcription pada kata-kata yang sulit</i>	36.11
		<i>c. lainnya</i>	
19. Pada saat mengerjakan tugas, saya lebih suka jika		<i>a. mengerjakan secara individu</i>	19.44
		<i>b. berdiskusi dan mengerjakan dengan teman sebangku</i>	58.33
		<i>c. berdiskusi dan mengerjakannya secara berkelompok</i>	55.56

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		<i>d. lainnya</i>	
20. Dalam mengerjakan tugas Bahasa Inggris di kelas, saya lebih suka jika guru	<i>a. membahas langsung jawaban tugas tersebut</i>	11.11	
	<i>b. memberikan contoh terlebih dahulu sebelum meminta siswa untuk mengerjakan tugas</i>	16.67	
	<i>c. memberikan jawaban secara spontan jika siswa menemui kesulitan dalam mengerjakan tugas</i>	13.89	
	<i>d. berkeliling sekedar untuk mengamati siswa dalam mengerjakan tugas</i>	19.44	
	<i>e. berkeliling sambil memberikan komentar terhadap tugas yang sedang dikerjakan oleh siswa</i>	77.78	
	<i>f. lainnya</i>		
21. Dalam proses pembelajaran Bahasa Inggris di kelas, saya lebih suka jika	<i>a. hanya mendengar penjelasan dari guru</i>	16.67	
	<i>b. ikut memecahkan masalah yang muncul selama proses pembelajaran</i>	69.44	
	<i>c. menulis semua informasi yang saya dapatkan</i>	36.11	
	<i>d. lainnya</i>		

Appendix C

The Course Grid

COURSE GRID

Name of the School : SMK Muhammadiyah 2 Mertoyudan
 Subject : English
 Class : X ATPH A
 Standard of Competence : Communicating in English at Novice Level
 Basic Competence : 1.6. Understanding memos and simple menus, schedules of public transportation, and traffic signs

Unit	Topic	Unit Title	Language Function	Input Text	Language Focus		Activities	Achievement Indicators	Character Values
					Vocabulary	Grammar			
I	Agricultural products.	I Prefer Spicy Chips to Sweet.	1. Asking preferences. 2. Giving preferences.	Listening: 1. Dialog containing expressions of asking and giving preferences about strawberry's product. Speaking: 1. Dialog containing expressions of asking and giving preferences about strawberry's product. Reading: 1. Simple vegetarian	1. Strawberry products: cake, chips, cookies, jam, jelly, juice, sauce, sweets, syrup. 2. Vegetables and fruits: broccoli, carrots, green beans, guava, mango, pineapple, potatoes, strawberry, tomatoes.	Request sentence used in a memo.	Warming up: 1. Studying provided pictures and answering comprehension questions. Listening and Speaking: 1. Listening to a dialog and finding out the missing expressions. 2. Studying explanation about expressions of asking and giving preferences. 3. Completing dialogs using expressions of asking and giving preferences. 4. Pronouncing the	Students are able to: 1. Identify expressions of asking and giving preferences in the dialog. 2. Ask and give preferences using correct expressions. 3. Identify main idea and detailed information of simple menu and memo. 4. Write memo.	1. Hard work. 2. Creativity.

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				menu. 2.Memo. Writing: 1.Memo.			words given and choosing suitable Indonesian meaning for the words. 5.Listening to a dialog and answering comprehension questions. 6.Finding out expressions of asking and giving preferences in a dialog and acting it out. 7.Completing a dialog using provided expressions and acting it out. 8.Making a dialog based on given situation and acting it out. Reading and Writing: 1. Reading a vegetarian menu and finding the meaning of the words that follow based on the context. 2. Reading a		
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							<p>vegetarian menu and answering comprehension questions.</p> <p>3. Reading a vegetarian menu and deciding the statements that follow whether they are true or false based on the text.</p> <p>4. Reading a memo and answering comprehension questions.</p> <p>5. Studying explanation about memo.</p> <p>6. Completing a memo using provided words.</p> <p>7. Studying explanation about request sentence.</p> <p>8. Arranging jumbled words into a good request sentence.</p> <p>9. Completing a memo using provided words.</p> <p>10. Writing a memo based on given situation.</p>		
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							<p>Closing:</p> <ol style="list-style-type: none">1. Making a dialog based on given situation and acting it out.2. Finding a vegetarian menu and completing provided table using detailed information from the menu.3. Writing a memo based on given situation.4. Doing self reflection by ticking achievement indicator in provided table.		
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Unit	Topic	Title	Language Function	Input Text	Language Focus		Activities	Achievement Indicators	Character Values
					Vocabulary	Grammar			
II	Business trip on agriculture field.	Will the flight QZ 7872 leave as schedule?	<ol style="list-style-type: none"> Asking information. Thanking. Responding to thanks. 	<p>Listening:</p> <ol style="list-style-type: none"> Dialog containing expressions of asking information, thanking, and responding to thanks about schedule of public transportation. <p>Speaking:</p> <ol style="list-style-type: none"> Dialog containing expressions of asking information, thanking, and responding to thanks about schedule of public transportation. <p>Reading:</p> <ol style="list-style-type: none"> Schedule of public transportation. Itinerary. <p>Writing:</p> <ol style="list-style-type: none"> Itinerary. 	<p>Words and phrases related to schedule: airlines arrive, available, day of services, delayed, estimated, flight, flight number, flight times, leave, plane, problem, take, technical.</p>	<p>Preposition used in itinerary.</p>	<p>Warming up:</p> <ol style="list-style-type: none"> Studying provided pictures and answering comprehension questions. <p>Listening and Speaking:</p> <ol style="list-style-type: none"> Listening to a dialog and finding out the missing expressions. Studying explanation about expressions of asking information, thanking, and responding to thanks. Completing dialogs using expressions of asking information, thanking, and responding to thanks. Pronouncing the words given and choosing suitable Indonesian 	<p>Students are able to:</p> <ol style="list-style-type: none"> Identify expressions of asking information, thanking, and responding to thanks in the dialog. Ask information, thank, and respond to thanks using correct expressions. Identify main idea and detailed information of schedules of public transportation and itinerary. Write itinerary. 	<ol style="list-style-type: none"> Hard work. Creativity.

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							<p>meaning for the words.</p> <p>5. Listening to a dialog and answering comprehension questions.</p> <p>6. Finding out expressions of asking information, thanking, and responding to thanks in a dialog and acting it out.</p> <p>7. Completing a dialog using provided expressions and acting it out.</p> <p>8. Making a dialog based on given situation and acting it out.</p> <p>Reading and Writing:</p> <p>1. Reading a schedule of public transportation and answering comprehension questions.</p> <p>2. Reading a schedule of</p>		
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(continued)

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							<p>public transportation and finding the meaning of the words that follow based on the context.</p> <p>3. Reading a schedule of public transportation and deciding the statements that follow whether they are true or false based on the text.</p> <p>4. Reading an itinerary and answering comprehension questions.</p> <p>5. Studying explanation about itinerary.</p> <p>6. Completing an itinerary using provided words.</p> <p>7. Studying explanation about preposition.</p> <p>8. Completing sentences using suitable prepositions.</p> <p>9. Completing an</p>		
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							<p>itinerary using provided words.</p> <p>10. Writing an itinerary based on given situation.</p> <p>Closing</p> <p>1. Making a dialog based on given situation and acting it out.</p> <p>2. Finding a schedule of public transportation and completing provided table using detailed information from the schedule.</p> <p>3. Writing an itinerary based on given situation.</p> <p>4. Doing self reflection by ticking achievement indicator in provided table.</p>		
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Unit	Topic	Title	Language Function	Input Text	Language Focus		Activities	Achievement Indicators	Character Values
					Vocabulary	Grammar			
III	Visiting agricultural area.	We can't park there.	1. Expressing prohibition 2. Giving reason	<p>Listening:</p> <p>1. Dialog containing expressions of expressing prohibition and giving reason.</p> <p>Speaking:</p> <p>1. Dialog containing expressions of expressing prohibition and giving reason.</p> <p>Reading:</p> <p>1. Sign near to agricultural area. 2. Notice in agricultural area.</p> <p>Writing:</p> <p>1. Notice in agricultural area.</p>	Words related to sign and notice: allowed, farm, grass, left, mud, office, permission, pick, step, stop, tractors, turn, turning, vehicle.	Command sentence used in a notice.	<p>Warming up:</p> <p>1. Studying provided pictures and answering comprehension questions.</p> <p>Listening and Speaking:</p> <p>1. Listening to a dialog and finding out the missing expressions. 2. Studying explanation about expressions of expressing prohibition and giving reason. 3. Completing dialogs using expressions of expressing prohibition and giving reason. 4. Pronouncing the words and choosing suitable Indonesian meaning for the words. 5. Listening to a dialog and</p>	<p>Students are able to:</p> <p>1. Identify expressions of expressing prohibition and giving reason in the dialog. 2. Express prohibition and give reason using correct expressions. 3. Identify main idea and detailed information of sign and notice. 4. Write a notice.</p>	<p>1. Hard work. 2. Creativity.</p>

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							<p>answering comprehension questions.</p> <p>6. Finding out expressions of expressing prohibition and giving reason in a dialog and acting it out.</p> <p>7. Completing a dialog using provided expressions and acting it out.</p> <p>8. Making a dialog based on given situation and acting it out.</p> <p>Reading and Writing:</p> <p>1. Studying signs and answering comprehension questions.</p> <p>2. Studying signs and choosing suitable statements for the signs.</p> <p>3. Reading notices and finding the meaning of the words that follow based on the</p>		
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							<p>context.</p> <p>4. Reading notices and deciding the statements that follow whether they are true or false based on the text.</p> <p>5. Studying explanation about notice.</p> <p>6. Reading notices and writing purpose of each notice.</p> <p>7. Studying explanation about command sentence.</p> <p>8. Arranging jumbled words into a good command sentence.</p> <p>9. Writing notices based on given purpose.</p> <p>10. Writing a notice based on given situation.</p> <p>Closing:</p> <p>1. Making a dialog based on given situation.</p> <p>2. Finding a sign</p>		
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(continued)

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							<p>near to agricultural area and completing provided table using detailed information from the sign.</p> <p>3. Writing a notice based on given situation.</p> <p>4. Doing self reflection by ticking achievement indicator in provided table.</p>		
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Appendix D

The First Draft of the Materials

I PREFER THE SPICY TO THE SWEET, PLEASE.

Picture 1.1

In your daily life you may need to ask someone's preferences and express your preferences. Do you know how to do them very well?

You may also find simple menus and memos in your workplace later. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready

Task 1

In pairs, study the pictures and answer the questions that follow. The following words may help you.

agriculture ['æɡ.rɪ.kʌl.tʃə] (n) : *pertanian*

commercial [kə'mɜː.ʃəl] (n) : *perdagangan*

farm [fɑːrm] (n) : *kebun*

farmer ['fɑːr.mə] (kb) : *petani*

fruits [fruːts] (n) : *buah*

goods [ɡʊds] (n) : *barang*

harvest ['hɑːrvɪst] (v) : *memanen*

plant [plænt] (v) : *menanam*

products ['prɔː.dʌkt] (n) : *hasil*

strawberry ['strɑː.ber.i] (n) : *stroberi*

vegetables ['vedʒ.tə.bls] (n) : *sayuran*



Picture 1.2



Picture 1.3



Picture 1.4

Questions:

- 1) What do you know about agriculture and farmer?
- 2) If you become a farmer, do you prefer to plant vegetables or fruits?
- 3) If you prefer to plant fruits to vegetables, for example strawberry, what will you do with the fruits after you harvest them?
- 4) Do you like to sell the fruits as commercial goods better than farm products?

B. Let's Act

1. Listen and Speak

Task 2

Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.

Syifa : How if we buy some strawberry products to take home?

Bella : Okay. Let's go to the store in the corner.

Syifa : Well, let's see the menu on the board.

Bella : Jellies and sweets looked delicious. 1) _____ jellies or sweets?

Syifa : I'd prefer sweets to jellies. How about you? Do you like jellies better than sweets?

Bella : 2) _____

Syifa : Okay. Let's order jellies and sweets for us.

Task 3

In pairs, study the following expressions.

In the dialog in Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
<ul style="list-style-type: none">• Which would you prefer, jellies or sweets?• Do you like jellies better than sweets?	Asking preferences
<ul style="list-style-type: none">• I'd prefer sweets to jellies.• I like sweets more than jellies.	Giving preferences

Below are some other expressions.

Expressions	Functions
<ul style="list-style-type: none">• Do you prefer small or big package?• Which do you like better cookies or cake?	Asking preferences
<ul style="list-style-type: none">• I prefer big to small.• I like cookies better than cake.	Giving preferences

Task 4

In pairs, complete the following dialogs using expressions of asking and giving preferences.

- 1) Bella : ...
Liza : I like strawberry cake better than pie.
- 2) Lilla : Do you prefer strawberry sweets or chips?
Ella : ...
- 3) Tony : Which do you like better strawberry pudding or jelly?
Rudy : ...
- 4) Betty : Which would you prefer strawberry cupcake or tart?
Rany : ...
- 5) Ian : ...
Hafit : I prefer strawberry sauce to jam.

Task 5

Let's say it right.

Following is list of strawberry products that you find in **Task 4**. Listen and repeat after your teacher. Then, find their meaning from the words in the box.

kue kering	sirup	selai
sambal	agar-agar	minuman jus
kue	keripik	manisan

No	English	Indonesian
1.	cake [keɪk]	...
2.	chips [tʃɪps]	...
3.	cookies ['kʊk.is]	...
4.	jam [dʒæm]	...
5.	jelly ['dʒel.i]	...
6.	juice [dʒu:s]	...
7.	sauce [sɑ:s]	...
8.	sweets [swi:ts]	...
9.	syrup ['sɪr.əp]	...

Task 6

Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation: Ammar and Rudy are in the Strawberry Cultivation Center. They want to buy drinks made of strawberry.

Questions:

1. How many items of strawberry products are offered in the menu?
2. What does Rudy say to Ammar to ask his preference?
3. What does Ammar say to Rudy to express his preference?
4. What does Ammar say to Rudy to ask his preference?
5. What does Rudy say to Ammar to express his preference?

Task 7

Study the following conversation. Underline the expressions of asking and giving preferences. Then, act the conversation with a classmate.

Situation: Antony visits Orchard Park. He wants to buy strawberry chips. He talks to the shopkeeper of the strawberry store.

- Antony : Excuse me, I want to buy strawberry chips to take home.
Shopkeeper : There are two kinds of strawberry chips, sir. Do you prefer sweet chips or spicy?
Antony : I prefer spicy chips to sweet.
Shopkeeper : How about the package, sir? Do you like big package better than small?
Antony : I like big package better than small. Please take two big packages for me.
Shopkeeper : I'll take them for you, sir. Please wait for a moment.
Antony : Sure.

Task 8

Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.

Situation: John and Lynda are in the orchard park. They want to buy some strawberry products to take home. They are choosing the products.

I think our family will like strawberry foods better than drinks.

Which do you like better strawberry chips or cookies?

It seems that they'd prefer strawberry cookies to chips.

- John : I've just knew that strawberry can be made as commercial food products.
- Lynda : So have I. Visiting orchard park, we can know many things about agriculture especially strawberry.
- John : Indeed, we can know that there are some products made of strawberry.
- Lynda : Anyway, how if we buy strawberry products for our families at home?
- John : That's a nice idea. There are some strawberry foods and drinks offered in the menu.
- Lynda : 1) _____ The foods have expired date longer than the drinks.
- John : I'm confused choose between strawberry chips or cookies for my family.
- Lynda : 2) _____
- John : I like strawberry cookies more than chips. So, I will buy the cookies.
- Lynda : Then, I will also buy strawberry cookies for my family. 3) _____

Task 9

In pairs, have a dialog with your classmate using expressions of asking and giving preferences based on one of the following situations.

- You and your friend want to buy strawberry sweets in an orchard park. You are choosing between big and small package of sweets.
- You and your friend just bought some strawberries. You are choosing whether you want to make strawberry cookie or shortcake.

2. Read and Write

Task 10

Read the following text. Find meaning of the words that follow based on the context. You may use your dictionary.

Vegetarian Cafe

Foods:

Rice \$ 1.00
(white / red)

Vegetable Soup \$ 3.00
(broccoli, carrots, potatoes, tomatoes)

Vegetable Curry \$ 4.00
(potatoes, mushrooms, green beans, corn, carrots)

Tofu Satay \$ 2.00
(fried tofu, peanut sauce)

Drinks:

Tea \$ 1.00
(hot / iced)

Juice \$ 2.00
(orange, mango, guava, pineapple, strawberry)

Water \$ 1.00

- 1) broccoli ['brɑ:k ə l.i] (n) : ...
- 2) carrots ['ker.əts] (n) : ...
- 3) green beans [gri:n bi:ns] (n) : ...
- 4) guava ['gwɑ:və] (n) : ...
- 5) mango ['mæŋ.gou] (n) : ...
- 6) orange ['ɔ:r.ɪndʒ] (n) : ...
- 7) pineapple ['paɪn,æp.l] (n) : ...
- 8) potatoes [pə'teɪ.tous] (n) : ...
- 9) strawberry ['strɑ:ber.i] (n) : ...
- 10) tomatoes [tə'meɪ.tous] (n) : ...

Task 11

In pairs, read the menu in Task 10 again and answer the following questions.

- 1) What is the name of the restaurant?
- 2) How many types of foods and drinks are offered in the menu?
- 3) What is the most expensive item offered in the restaurant? How much is it?
- 4) What is the cheapest item offered in the restaurant? How much is it?
- 5) If you order white rice, vegetable soup, and water, how much you should pay?

Task 12

Read the menu below. Then, study the statements that follow. Write T if the statement is true and F if the statement is false.

JEJAMURAN	
Foods:	
White Rice	Rp. 5.000,-
<i>Jamur Satay</i>	Rp. 15.000,-
<i>Jamur Penyet</i>	Rp. 10.000
<i>Jamur Soup</i>	Rp. 15.000,-
Spicy Roasted <i>Jamur</i>	Rp. 20.000,-
Drinks:	
Mango Juice	Rp 12.000,-
Guava Juice	Rp 12.000,-
Lemon (Hot / Iced)	Rp 10.000,-
Tea (Hot / Iced)	Rp 5.000,-
Coffee (Hot / Iced)	Rp. 10.000,-

No.	Statements	True	False
1.	The name of the restaurant is "Jejamuran".		
2.	There are five types of foods offered in the menu.		
3.	There are six types of drinks offered in the menu.		
4.	The restaurant offers "Apple Juicer" in the menu.		
5.	"Spicy Roasted <i>Jamur</i> " is very expensive.		

Task 13

Read the memo below and answer the questions that follow.

Memo	
To	: Farm Secretary
From	: Farm Manager
Date	: March 13, 2013
Subject:	Staffs Meeting
 Please arrange a meeting with all farm staffs on March 15, 2013, to discuss quality of strawberry products.	

Questions:

- 1) Who writes the memo?
- 2) Who is the recipient?
- 3) When is the memo written?
- 4) Why does the farm manager write the memo?
- 5) What should the secretary do?

Task 14

Study the following notes.

A memo is usually written to people inside your company. If you have a job, you may need to read and write memos at work. Following are parts of a memo:

- To: tells the memo is addressed to.
- From: tells who the memo is from.
- Date: tells the date that the memo was written.
- Subject or RE: tells the topic of the memo.
- Body: tells the message.

Though you'll work in agricultural area, you may need to read or write a memo in certain situations. But, the topic of the topic of the memo will be related to agricultural business or farming.

Task 15

In pairs, complete a memo below with the words in the box.

To	From	Date	Subject	Body
----	------	------	---------	------

Memo

- (1) _____: Ms. Evi
(2) _____: Mr. Leo
(3) _____: April 1, 2013
(4) _____: Meeting Schedule

(5) _____:

Please arrange a meeting schedule to discuss about selling decrease of strawberry products with all subsections. The meeting should be scheduled on this week.

Task 16

Study the rules below.

In a memo, you may write a request to someone. Here is an example of request taken from Task 15.

- **Please arrange** the meeting schedule to discuss about selling decrease of strawberry products with all subsection.

Requests sentence:

- Please + verb 1 +
- verb 1 + ... + please.
- Please + don't + verb 1 +

Examples:

- **Please distribute** strawberry products to the store on time.
- **Announce** to treasurer that production subsection needs fund to buy strawberry for production process, **please**.
- **Please don't forget** to submit selling report of the strawberry products this month.

Task 17

In pairs, arrange the following jumbled words into a good request sentence.

- 1) prepare - to - distribute - Please - the - products - strawberry - week - this - on

Answer: Please

- 2) don't - Please - forget - check - to - of - packaging - product - each - strawberry - the

Answer: Please don't.....

- 3) Announce - production - to - the - subsection - add - to - production - the - chips - strawberry - of - please

Answer: Announce.....

- 4) reduce - production - the - of - pudding - strawberry - to - due - tell - subsection - production - the - Please

Answer: Please.....

- 5) inform - Please - don't - forget - to - subsection - distribution - take - to - products - strawberry - expired - stores - from

Answer: Please.....

Task 18

In pairs, complete a memo below with the words in the box.

Ms. Shinta
April 2, 2013
Selling Report
The report is in the "Selling Folder" in the computer.

Memo

To : Mr. Bambang
From : (1) ...
Date : (2) ...
Subject : (3) ...

Body:

The last month selling report of the strawberry has been finished. (4) ...

Task 19

Write your own memo based on one of the situations below.

- Mr. Richard is a farm owner. On March 29, 2013 he asks farm manager to make an announcement that on March 30, 2013 the farm is closed.
- Mr. Rian is farm manager. On June 5, 2013 he asks his secretary to submit the finances report from the last strawberry selling.

C. Let's Do More

Task 20

In pairs, have a dialog with your classmate using expressions of asking and giving preferences based on the following situation.

- You and your friend just picked strawberries from your friend's farm. You are choosing whether you want to make juice or sweets from the strawberries.

Task 21

Find a vegetarian menu. Then, complete the following table.

The name of the restaurant.	...
The most expensive food.	...
The most expensive drink.	...
The cheapest food.	...
The cheapest drink.	...

Task 22

Write your own memo based on the situation below.

- Ms. Vina is a secretary in a strawberry farm. She writes a memo to farm manager, Mr. Andy, on April 3, 2013. She wants to tell Mr. Andy that there will be a visit from the farm owner on April 4, 2013 to check the condition of the farm.

D. Let's Make a Reflection

How much do you learn from this unit? Put a thick (✓) in the column based on how much you have learned.

Aspects	Very Much	Much	Little
Identify expressions of asking and giving preferences.			
Making dialogs using expressions of asking and giving preferences.			
Reading simple menus and memos.			
Writing memos.			

E. Let's Make a Summary

In this unit you learn:

- 1) Expressions of asking preferences, for example:
 - Which would you prefer ... or ...?
 - Do you like ... better than ...?
 - Do you prefer ... to ...?
- 2) Expressions of giving preferences, for example:
 - I'd prefer ...
 - I like ... more than
 - I prefer ... to
- 3) Menus:

A menu is a list of foods and drinks offered in a restaurant. It also has a list of prices of the foods and drinks offered.
- 4) Memos:

A memo is a written short message addressed to people in a company. Following are parts of a memo:

To : Tells who the memo is addressed to.

From : Tells who the memo is from.

Date : Tells the date that the memo was written.

Subject : Tells the topic of the memo.

Body : Tells the message.

F. Vocabulary List

English	Indonesian
announcement [ə'naʊnt.smənt] (kb)	<i>pengumuman</i>
clear [klɪr] (kkt)	<i>membersihkan</i>
confused [kən'fju :zd] (ks)	<i>bingung</i>
decrease ['di:kri:s] (kb)	<i>pengurangan</i>
delicious [dɪ'lɪʃ.əs] (ks)	<i>enak</i>
finance ['faɪ.nænts] (kb)	<i>keuangan</i>
market ['mɑ:r.kɪt] (kb)	<i>pasar</i>
menu ['men.ju:] (kb)	<i>daftar makanan</i>
offered ['ɑ:fəd] (ks)	<i>ditawarkan</i>
orchard [ɔ:r.tʃəd] (kb)	<i>kebun buah</i>
order ['ɔ:r.də] (ks)	<i>memesan</i>

owner ['ou.nə] (kb)	<i>pemilik</i>
package ['pæk.ɪdʒ] (kb)	<i>bungkus</i>
park [pɑ:rk] (kb)	<i>taman</i>
pick [pɪk] (kkt)	<i>memetik</i>
plants [plænts] (kb)	<i>tanaman</i>
prefer [prɪ:fə:] (kkt)	<i>memilih</i>
produced [prə'du:sd] (kkt)	<i>diproduksi</i>
ripe [raɪp] (ks)	<i>masak</i>
selling [selɪŋ] (kb)	<i>penjualan</i>
spicy ['spaɪ.sɪ] (ks)	<i>pedas</i>
sweet [swi:t] (ks)	<i>manis</i>

WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?

Picture 2.1

In your daily life you may need to ask information. After you get the information, you may want to express thanks. At times, you may want to respond to thanks. Do you know how to do them very well?

You may also find schedules of public transportation and itineraries in your workplace later. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready

Task 1

In pairs, study the schedule of public transportation and answer the questions that follow. The following words may help you.

agricultural [ˌæɡ.rɪˈkʌl.tʃə.əl] (adj) : *pertanian*

destination [ˌdes.tɪˈneɪ.ʃən] (kb) : *tujuan*

industry [ˈɪn.də.stri] (kb) : *industri*

origin [ˈɔːr.ədʒɪn] (kb) : *asal*

public [ˈpʌb.lɪk] (ks) : *umum*

schedule [ˈsked.juːl] (kb) : *jadwal*

transportation [ˌtræn.spəˈteɪ.ʃən] (kb) : *kendaraan*

SEMARANG - JAKARTA		
Stasiun (Station)	KA 13	
	Kedatangan (Arrival)	Keberangkatan (Departure)
Sm. Tawang	-	16.00
Pekalongan	17.18	17.23
Tegal	18.09	18.14
Cirebon	19.13	19.20
Jatinegara	21.52	21.54
Gambir	22.04	-

Picture 2.2

Questions:

- 1) In agricultural industry, sometimes you may need to go to some places by taking public transportation. What public transportation will you take?
- 2) Do you need to get information related to the transportation and its schedule?
- 3) If you have questions related to the schedule, to whom you can ask for an answer?
- 4) Will you say thanks after you address your questions?
- 5) What will people say to you after you say thanks to them?

B. Let's Act

1. Listen and Speak

Task 2

Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.

Mr. Agus : Excuse me, miss.

Ms. Vivin : May I help you?

Mr. Agus : I want to ask some questions.

Ms. Vivin : Yes sir, please.

Mr. Agus : I take flight GA 203, but the flight is delayed. 1) _____

Ms. Vivin : Sure, it is because of this bad weather sir. I hope you can wait for a moment sir.

Ms. Agus : Well, I think we really can't avoid this bad weather. 2) _____

Ms. Vivin : Yes, sir. The weather is really unpredictable in recent days. 3) _____

Task 3

In pairs, study the following expressions.

In Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Can you tell me why the flight is delayed?	Asking information
• Thank you for telling.	Thanking
• You're welcome.	Responding to thanks

Below are some other expressions.

Expressions	Functions
• Sorry to trouble you, will KA 39 arrive as schedule?	Asking information
• I'd like to know, is flight GA 203 on time?	
• I wonder if you could tell me, the arrival of GA 203?	

<ul style="list-style-type: none"> • Thank you • Thanks a lot. • Thank you so much. 	Thanking
<ul style="list-style-type: none"> • It's a pleasure. • That's all right. • I'm glad to help you. 	Responding to thanks

Task 4

In pairs, complete the following dialogs using expressions of asking information, thanking, and responding to thanks.

- 1) Mr. Ary : ...
Ms. Ifa : It'll arrive at 16.30 if there is no technical problem with the plane.
Mr. Ary : Thank you.
Ms. Ifa : You're welcome.
- 2) Mr. Alan : Sorry to trouble you, will KA 40 to Bandung leave as schedule?
Ms. Vina : Yes, sir. KA 40 will leave as schedule at 08.30.
Mr. Alan : ...
Ms. Vina : I'm glad to help you, sir.
- 3) Mr. Arya : Excuse me, is there any available flight for tomorrow evening?
Ms. Ajeng : Yes, sir. You can take flight QZ 7551. The flight will leave at 16.10.
Mr. Arya : Thank you for telling.
Ms. Ajeng : ...

Task 5

Let's say it right.

Following is the list of words related to the schedule of public transportation that you find in **Task 4**. Listen and repeat after your teacher. Then, find their meaning from the words in the box.

datang	berangkat	ada
penerbangan	menggunakan	teknis
masalah	pesawat	keterlambatan

No	English	Indonesian
1.	arrive [ə'raɪv]	...
2.	available [ə'veɪ.lə.bəl]	...
3.	delayed [dɪ'leɪd]	...
4.	flight [flaɪt]	...
5.	leave [li:v]	...
6.	plane [pleɪn]	...
7.	problem ['prɒ:bləm]	...
8.	take [teɪk]	...
9.	technical ['tek.nɪ.kəl]	...

Task 6

Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation: Mr. Rudy is in the airport. He wants to go to Jakarta with the earliest flight, for he has to meet an exporter of *salak* fruit. He asks to Ms. Nina in the information center about the flight schedule.

Questions:

- 1) Why does Mr. Rudy want to go to Jakarta with the earliest flight?
- 2) What does Mr. Rudy say when he wants to ask information?
- 3) What flight does Mr. Rudy will take to go to Jakarta?
- 4) What does Mr. Rudy say when he wants to say thanks?
- 5) What does Ms. Nina say when she wants to respond thanks to Mr. Rudy?

Task 7

Study the following conversation. Underline the expressions of asking information, thanking, and responding to thanks. Then, act the conversation with a classmate.

Situation: Mr. Yoga is going to Jakarta to attend a seminar on "Agriculture Development" held by the Ministry of Agriculture. He waits for *KA Taksaka*. He asks to Ms. Tina the employee of the information center.

Mr. Yoga : Excuse me.

Ms. Tina : Yes, may I help you, sir?

Mr. Yoga : I already booked one ticket of KA Taksaka. I think the train should be here right now. I want to know why the train does not come yet. Is there any problem with the train?

Ms. Tina : I am sorry, sir. The train gets technical problem right now. The problem will be solved quickly, sir.

Mr. Yoga : How long the problem will be solved?

Ms. Tina : It will not take for a long time. I hope you can wait for a moment.

Mr. Yoga : Okay. Thank you for your information. I will wait for the train.

Ms. Tina : It's my pleasure, sir.

Task 8

Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.

Situation: Mr. Andy is going to Banten. He wants to go there by train. He asks Ms. Ella in the information center whether there is still an available ticket to Banten.

Do you know whether there is still an available ticket to Banten?
Can you tell me the departure time of the train?
Thank you for the information.
I'm glad to help you sir.

Mr. Andy: Good morning. 1) _____

Ms. Ella : Good morning, sir. Let me check the schedule first.

Mr. Andy: Okay.

Ms. Ella : There is still one ticket to Banten, sir.

Mr. Andy: 2) _____

Ms. Ella : Well, the train will leave from here to go to Banten at 2.30 p.m. Will you take it, sir?

Mr. Andy: Yes, I will take the ticket. 3) _____

Ms. Ella : 4) _____ Now, you may go to the ticket counter to get the ticket, sir.

Task 9

In pairs, have a dialog with your classmate using expressions of asking information, thanking, and responding to thanks based on one of the following situations.

- You are in the train station. You want to know when the train comes. You ask for an answer in information center.
- You are in the airport. The flight that you will take is delayed. You want to know how long the delay is. You ask the employee of the information center.

2. Read and Write

Task 10

In pairs, read the schedule of public transportation below and answer the questions that follow.

TAKSAKA TRAIN (EXECUTIVE) YOGYAKARTA - GAMBIR

Stations	KA 39	
	Arrivals	Departures
Yogyakarta	-	10.00
Kutoarjo	10.48	10.50
Cirebon	14.29	14.34
Jatinegara	17.06	17.08
Gambir	17.18	-

Questions:

- 1) Where can you find the schedule?
- 2) What is the name and the code number of train?
- 3) What class does the train belongs to?
- 4) What is the last destination of the train?
- 5) If you want to go to Cirebon, when will you arrive there?

Task 11

Read the following text. Find meaning of the words that follow based on the context. You may use your dictionary.

Flight Schedule: Yogyakarta to Jakarta.

Airlines	Flight Numbers	ETD	ETA	Flight Times	Day of Services
Airasia	QZ 7872	06.35	08.40	2 hours 5 minutes	Everyday
Airasia	QZ 7553	12.10	13.15	1 hour 5 minutes	Everyday
Garuda Indonesia	GA 201	06.00	07.10	1 hour 10 minutes	Everyday
Garuda Indonesia	GA 203	08.05	09.15	1 hour 10 minutes	Everyday
Lion Air	JT 561	06.50	08.05	1 hour 5 minutes	Everyday
Lion Air	JT 565	07.40	08.45	1 hour 5 minutes	Everyday
Sriwijaya Air	SJ 231	10.20	11.25	1 hour 5 minutes	Everyday

Description:

ETA = Estimated Time of Arrival

ETD = Estimated Time of Departure

- 1) airlines : ...
- 2) day of services : ...
- 3) estimated : ...
- 4) flight number : ...
- 5) flight times : ...

Task 12

Read the schedule of public transportation in Task 11 again. Then, study the following statements. Based on the text, write T if the statement is true and F if the statement is false.

No.	Statements	True	False
1.	The schedule may probably be found in the airport.		
2.	The flights is going to Jakarta.		
3.	All of the airlines have the same day of services.		
4.	Flight QZ 7872 will arrive in Jakarta at 08.40 a.m.		
5.	The earliest flight to Jakarta is flight GA 201.		

Task 13

Read the itinerary below and answer the questions that follow.

Situation: Mr. Ahmad attends a seminar on "*Pemberdayaan dan Perlindungan Petani*" in Jakarta. To make his schedule works as planned, he makes an itinerary.

Date: Tuesday May 22, 2013 - Wednesday May 23, 2013

Time	Activities
06.00 a.m.	Leaving for Jakarta by plane.
08.00 a.m.	Arriving in Jakarta.
09.00 a.m.	Registration and Opening of Seminar on " <i>Pemberdayaan dan Perlindungan Petani</i> ".
09.30 a.m.	Starting First Day Seminar.
05.00 p.m.	Taking Break and Free Time.
07.00 a.m.	Second Day Seminar.
03.00 p.m.	Closing.
04.00 p.m.	Leaving for Jogjakarta by plane.
06.00 p.m.	Arriving in Jogjakarta.

Questions:

- 1) How many activities are listed in Mr. Ahmad's itinerary?
- 2) When will Mr. Ahmad leave from Jogjakarta and arrive in Jakarta?
- 3) What kind of public transportation does Mr. Ahmad take?
- 4) What is the title of the seminar that Mr. Ahmad attends?
- 5) How long does Mr. Ahmad attend the seminar?

Task 14

Study the following notes.

An itinerary is a detailed plan or route of journey. It requires a list of:

- Date : The date we expect to do the activities of the plan.
- Times : The time we expect to do each activity of the plan.
- Activities : The detailed information related to the activities we expect to do.

Task 15

In pairs, complete an itinerary below with the words in the box.

Date	Time	Activities
------	------	------------

(1) _____: Monday 11, 2013 - Tuesday 12, 2013

(2) _____	(3) _____
06.30 p.m.	Leaving for Jakarta by train.
03.30 a.m.	Arriving in Jakarta and leaving for Bogor.
05.00 a.m.	Arriving in <i>Mekarsari</i> Orchard.
09.00 a.m.	Registration.
09.30 a.m.	Visiting garden center and watermelon greenhouse.
11.00 a.m.	Writing and submitting short reports.
12.30 p.m.	Taking break time and playing games.
06.00 p.m.	Leaving for Jogjakarta by train.
03.00 a.m.	Arriving in Jogjakarta.

Task 16

Study the rules below.

In the **Task 12** and **Task 14** you find connected words such as for, in, on, and by. Those are called as preposition. Here are the explanations presented in a table.

Preposition	Functions and Examples
for	<ul style="list-style-type: none">• To show direction that someone will take.• For example: Leaving for Bandung by train.
in	<ul style="list-style-type: none">• To show place where someone is.• For example: Arriving in Bandung.
on	<ul style="list-style-type: none">• To give explanations related to the topic.• For example: Attending seminar on Agriculture Development.
by	<ul style="list-style-type: none">• To show how someone does something.• For example: Leaving for Bandung by train.

Task 17

In pairs, complete the following sentences with preposition *for, in, on, or by*.

- 1) The train leaves ... Bogor every 5 hours.
- 2) Mr. Brian arrives ... Bogor safely.
- 3) Mr. Brian attends a seminar ... Technology and Agriculture.
- 4) Mr. Brian leaves for Jogjakarta ... bus.

Task 18

In pairs, complete an itinerary below with the words in the box.

Visiting Strawberry Cultivation Center
Friday April 5, 2013 – Sunday April 7, 2013
07.00 p.m.
Meeting strawberries' farmers
Arriving in Jogjakarta

Event: ...	
Date: ...	
Time	Activities
...	Leaving for Bogor by bus
05.00 a.m.	Arriving in Bogor
08.00 a.m.	Arriving in strawberry cultivation center and registration
08.30 a.m.	...
10.00 a.m.	Planting strawberry with the farmers
2.00 p.m.	Visiting the center of strawberry products industry
5.00 p.m.	Leaving for Jogjakarta
4.00 a.m.	...

Task 19

In the provided table, write your own itinerary based on the situation below.

- On April 8, 2103 you will participate on Agriculture Exhibition. First, you will do registration as a participant. Next, you will get briefing. Then, you will follow seminar related to agriculture exhibition. Further, you will follow opening ceremony of the exhibition. After that, you will join on the exhibition. The last, you will have closing ceremony. You are free to arrange the times, but the itinerary must be in a good order.

Event: ...	
Date: ...	
Time	Activities
...	...
...	...
...	...
...	...
...	...
...	...
...	...

C. Let's Do More

Task 20

In pairs, have a dialog with your classmate using expressions of asking information, thanking, and responding to thanks based on the following situation.

- You are in the train station. You want to know when the train going to Malang arrives. You may act as the passenger and your friend as the employee of the information center.

Task 21

Find a schedule of public transportation. Then, complete the following table.

Type of public transportation.	...
Destination.	...
Time of Arrival.	...
Time of Departure.	...

Task 22

Write your own itinerary in a table below. The following situation may help you.

- Imagine that you are a committee of an agriculture exhibition. Choose the title of your event. Decide the date of the event. Write the list of times and activities that you will present during the exhibition.

Event: ...	
Date: ...	
Time	Activities
...	...
...	...
...	...
...	...
...	...
...	...

D. Let's Make a Reflection

How much do you learn from this unit? Put a thick (√) in the column based on how much you have learned.

Aspects	Very Much	Much	Little
Identify expressions of asking information, thanking, and responding to thanks.			
Making dialog using expressions of asking information, thanking, and responding to thanks.			
Reading schedules of public transportation and itineraries.			
Writing itineraries.			

E. Let's Make a Summary

In this unit you learn:

1) Expressions of asking information, for example:

- Could you tell me ..., please?
- Excuse me, do you know ...?
- Can you tell me ..., please?

2) Expressions of thanking, for example:

- Thank you.
- Thanks.
- Thank you very much.

3) Expressions of responding to thanks, for example:

- Not at all.
- My pleasure.
- That's OK.

4) Schedules of public transportation:

A schedule of public transportation is a document setting out information on service times to assist passengers with planning a trip using public transport such as trains and buses. Typically, the schedule will list the times when the vehicles are scheduled to arrive at and depart from specified locations.

5) Itineraries:

An itinerary is a detailed plan or route of journey. It requires a list of things you are planning to do, and the time and date when you expect to do them, and also where you expect to do them. Since travel time is an important part of your schedule, scheduled departures and arrivals should be marked.

F. Vocabulary List

English	Indonesian
assist [ə'sɪst.] (kk)	<i>membantu</i>
avoid [ə'vɔɪd] (kkt)	<i>menghindari</i>
booked [bʊkd] (kkt)	<i>memesan</i>
center ['sen.tə] (kb)	<i>pusat</i>
colleague ['kɔː.liːg] (kb)	<i>rekan kerja</i>
delayed [dɪːleɪd] (ks)	<i>ditunda</i>
earliest [ˈɜː.liɪst] (ks)	<i>paling pagi</i>
employee [ɪm'plɔɪ.i:] (kb)	<i>pegawai</i>

exporter [ɪk'spɔːr.tə] (kb)	<i>eksportir</i>
greenhouse ['ɡriːn.haʊs] (kb)	<i>rumah kaca</i>
held [held] (kkt)	<i>diadakan</i>
late [leɪt] (ks)	<i>terlambat</i>
marked [mɑːrkt] (ks)	<i>ditandai</i>
participate [pɑː'tɪs.ə.peɪt] (kki)	<i>mengikuti sertakan</i>
passengers ['pæs.ən.dʒə] (kb)	<i>penumpang</i>
recent ['riːsnt] (ks)	<i>terakhir</i>
registration ['redʒ.ɪ'streɪ.ʃn] ()	<i>pendaftaran</i>
requires [rɪ'kwaɪrs] (kkt)	<i>memerlukan</i>
service ['sɜː.vɪs] (kb)	<i>pelayanan</i>
solved [sɔːlvd] (ks)	<i>diselesaikan</i>
specified ['spes.ɪ.faɪd] (ks)	<i>ditetapkan</i>
trip [trɪp] (kb)	<i>perjalanan</i>
unpredictable [ˌʌn.prɪ'dɪk.tə.bəl] (ks)	<i>tak dapat diramalkan</i>
weather ['weð.ə] (kb)	<i>cuaca</i>

WE CAN'T PARK THERE.



Picture 3.1

In your daily life you may want to prohibit and give reasons for the prohibition. Do you know how to do them very well?

You may also find signs and notices in your workplace later. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready

Task 1

In pairs, study the pictures and answer the questions that follow. The following words may help you.

job [dʒɔ:b] (kb) : *pekerjaan*

duty ['du:ti] (kb) : *tugas*

drive [draɪv] (kk) : *mengendarai*

traffic ['træf.ɪk] (kb) : *lalu-lintas*

sign [sain] (kb) : *rambu-rambu*

notice ['nəʊ.tɪs] (kb) : *peringatan*

park [pɑ:rk] (kb) : *memarkir*

prohibition [ˌprəʊ.hɪ'bɪʃ.ən] (kb) : *larangan*



Picture 3.2



Picture 3.3

Questions:

- 1) In your job, you may get a duty to conduct a business trip by driving a vehicle. Do you understand signs and notices that you may find?
- 2) What is the name of picture 3.2 and where you may see it?
- 3) What is the name of picture 3.3 and where you may see it?
- 4) Do picture 3.2 and picture 3.3 intend to give prohibition?
- 5) If you want to prohibit someone not to park in a certain area, what will you say?

B. Let's Act

1. Listen and Speak

Task 2

Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.

- Andi : Let's go down the hill to go sightseeing.
Bayu : It's a good idea. I'll come with you.
Andi : Look! There's a tea farm. Can we enter the farm? You know, I'm always interested in tea farming.
Bayu : I don't think so. 1) _____
Andi : Why?
Bayu : Look at that sign. It says "Private Farm". 2) _____, we aren't allowed to enter the farm without permission.
Andi : Oh, I see.

Task 3

In pairs, study the following expressions.

In the dialog in Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Function
<ul style="list-style-type: none">• It is prohibited to enter the farm.• Because the farm is owned personally, we aren't allowed to enter the farm without permission.	Expressing prohibition
<ul style="list-style-type: none">• Because the farm is owned personally, we aren't allowed to enter the farm without permission.	Giving reason

Below are some other expressions.

Expressions	Function
<ul style="list-style-type: none">• You aren't allowed to enter the plantation.• You aren't permitted to go into the farm office.	Expressing prohibition
<ul style="list-style-type: none">• Let me explain. You see, there is a prohibition.• The reason was the sign over there.	Giving reason

Task 4

In pairs, complete the following dialogs using expressions of expressing prohibition and giving reason.

- 1) Rian : ...
Febri : Why?
Rian : Let me explain. You see the sign means that vehicles can't stop.
Febri : Well, it's okay.
- 2) Bobby : You aren't allowed to turn left.
Rudy : What is the reason?
Bobby : ...
Rudy : I'm sorry, I didn't see the sign.
- 3) Zian : ...
Tony : Why?
Zian : The notice says "Don't pick the fruits".
Tony : All right.
- 4) Alfa : Don't step on the grass.
Reza : Why?
Alfa : ...
Reza : I'm sorry.

Task 5

Let's say it right

Following is the list of the words related to signs and notices that you find in **Task 4**. Listen and repeat after your teacher. Then, find their meaning from the words in the box.

berhenti	berputar	ijin
kendaraan	kiri	menginjak
dijinkan	memetik	rumpuk

No	English	Indonesian
1.	allowed [ə'laʊd] (kk)	...
2.	grass [græs] ()	...
3.	left [left] (kb)	...
4.	permission [pə'mɪʃ.ən] (kb)	...
5.	pick [pɪk] (kk)	...
6.	step [step] (kk)	...
7.	stop [stɔ:p] (kk)	...
8.	turn [tɜ:n] (kk)	...
9.	vehicle ['vi:.ɪ.kl] (kb)	...

Task 6

Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation: Mr. Gary wants to meet his friend in a farm area. He enters the farm without permission. Suddenly, a security guard comes and prohibits him entering the farm.

Questions:

- 1) What does the security say when he wants to prohibit Mr. Gary entering the farm?
- 2) What does the security say when he wants to tell the reason of the prohibition to Mr. Gary?
- 3) Why does Mr. Gary want to enter the farm?
- 4) Who is Mr. Gary's friend in the farm area?
- 5) What should Mr. Gary do before entering the farm?

Task 7

Study the following conversation. Underline the expressions of expressing prohibition and giving reason. Then, act the conversation with a classmate.

Situation: Andy and Bayu visit a farm area. They want to park their car. Then, they find a place like a parking area, but they see a prohibition sign.

Andy : This farm is very large.
 Bayu : Indeed, this is a large farm area.
 Andy : That place looks like as a parking area. Can we park there?
 Bayu : I don't so. I think we can't park there.
 Andy : Why?
 Bayu : It is because of the sign over there.
 Andy : What's wrong with the sign?
 Bayu : It says "Do Not Park Except to Tractor".
 Andy : Oh, I'm sorry.
 Bayu : Let's find a parking area to park our car.
 Andy : Okay.

Task 8

Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.

Situation: John and Ammar are in a tea farm. They enter the farm, but John doesn't close the gate. Ammar sees the sign at the gate and he warns John to close the gate again.

John, you aren't allowed to leave the gate open.
 It is because of the sign at the gate.
 we mustn't let the gate open.

Ammar : We are very lucky because we get chance for visiting this tea farm.
 John : Let's enter the farm and find a parking area to park our car.
 Ammar : Okay.
 John : There's a gate over there. We can go into the farm through that gate.
 Ammar : Let's go there.
 John : Okay.
 Ammar : It seems that there's no security guards here. Would you please open the gate so that we can go into the farm.
 John : Sure. I'll open the gate for us. You may enter the farm first.
 Ammar : 1) _____
 John : Why should I close the gate again?
 Ammar : 2) _____ The sign says, "Please Keep this Gate Shut".
 John : I see. If there's a sign like that, it means 3) _____ Is that right?
 Ammar : Yes.

Task 9

In pairs, have a dialog with your classmate using expressions of expressing prohibition and giving reason based one of the following situations.

- You and your friend are in the agricultural area. Your friend wants to ride a horse, but you prohibit your friend to ride the horse because you see a sign saya “NO HORSE RIDING” in the area.
- You and your friend are near to agricultural area. Your friend wants to enter the area, but you prohibit your friend to do that because you see a sign says “NO TRESPASSING” in the area.

2. Read and Write

Task 10

In pairs, study the following signs and answer the questions that follow.



Picture 3.6








Picture 3.7

Questions:

- 1) Have you ever seen the signs above?
- 2) Where did you see the signs above?
- 3) What does the sign in Picture 3.6 mean?
- 4) What does the sign in Picture 3.7 mean?
- 5) What should you do if you find the signs when you are driving vehicle?

Task 11

Study the signs below. Then, choose the suitable statement for each sign from the right column.

No.	Signs	Answer	Statements
1)	 <p>Picture 3.8</p>	...	a. A lot of loose gravel on the street.
2)	 <p>Picture 3.9</p>	...	b. Slippery streets.
3)	 <p>Picture 3.10</p>	...	c. Uphill road.
4)	 <p>Picture 3.11</p>	...	d. Many tame animals tame cross the road.
5)	 <p>Picture 3.12</p>	...	e. Bumpy road.

Task 12

Read the following notices. Find meaning of the words that follow based on the context. You may use your dictionary.



Picture 3.13



Picture 3.14



Picture 3.15

- 1) farm [fɑ:rm] (n) : ...
- 2) mud [mʌd] (n) : ...
- 3) office ['ɑ:.fɪs] (n) : ...
- 4) tractors ['træk. tə:s] (n) : ...
- 5) turning ['tɜ:.nɪŋ] (n) : ...

Task 13

In pairs, read the notices in Task 12 again. Then, study the following statements. Based on the text, write T if the statement is true and write F if the statement is false.

No.	Statements	True	False
1.	The notices can be found in agricultural area.		
2.	The notices intend to give caution and information.		
3.	The notice in Picture 3.12 means that vehicles can't pass the road.		
4.	The notice in Picture 3.13 means that the turning is only can be used by tractors.		
5.	The notice in Picture 3.24 shows where the office is.		

Task 14

Study the following notes.




Notice is a board or a piece of paper containing information, prohibition, or instructions. It is usually written in a simple short language with a simple font.

There are many purposes of notices, for example to give:

- command: KEEP THE DOOR CLOSED,
- caution: WET FLOOR,
- information: FOR STAFF ONLY,
- prohibition: NO PARKING, and
- warning: WILD ANIMALS.

Task 15

Read the notices below. Then, write the purpose of each notice in the right column.

No.	Notice	Purpose
1)	 <p>Picture 3.16</p>	...
2)	 <p>Picture 3.17</p>	...
3)	 <p>Picture 3.18</p>	...

4)



Picture 3.19

...

5)



Picture 3.20

...

Task 16

Study the rules below.

In a notice, you may write a command. Here is an example of command sentence taken from **Task 15**.

- **DO NOT FEED THE HORSES**

Command sentence

- Verb 1 + ...
- Don't + verb 1 + ...
- No + ...

Examples:

- **KEEP THE GATE SHUT**
- **DON'T STEEP ON THE GRASS**
- **NO HORSE RIDING**

Task 17

In pairs, arrange the following jumbled words into a good sentence to express a command.

1) gardening - shears - **Use** - only

Answer:

2) on - the - footpath - **Walk**

Answer:

3) pick - the - **Don't** - fruits

Answer:

4) enter - **Don't** - the - garden

Answer:

5) **Don't** - stem - break - the

Answer:

Task 18

In pairs, write notices based on the purposes of notice below.

1) To give information.

Answer:

2) To give caution.

Answer:

3) To give command.

Answer:

4) To give warning.

Answer:

5) To give prohibition.

Answer:

Task 19

Write your own notice based on one of the situations below.

- You want to put a notice in your farm gate. The purpose of your notice is to give command to visitors to report to the farm office first before entering the farm.
- You want to put a notice in your farm storeroom. The purpose of your notice is to give information that the place is a farm storeroom and visitors aren't permitted to enter.

C. Let's Do More

Task 20

In pairs, have a dialog with your classmate using expressions of expressing prohibition and giving reason based on the following situation.

- Your friend wants to pick fruits in the orchard park, but you see the notice says "Don't Pick the Fruits".

Task 21

Find a sign near to an agriculture area. Then, complete the following table.

The sign.	The meaning of the sign.

Task 22

Write your own notice based on the following situation.

- You want to put a notice in your farm. The purpose of your farm is to prohibit visitors to throw away plastic garbage in your farm.

D. Let's Make a Reflection

How much do you learn from this unit? Put a thick (√) in the column based on how much you have learned.

Aspects	Very Much	Much	Little
Identify expressions of expressing prohibition and giving reason.			
Making dialogs using expressions of expressing prohibition and giving reason.			
Reading signs and notices.			
Writing notices.			

E. Let's Make a Summary

In this unit you learn:

1) Expressions of expressing prohibition, for example:

- It is prohibited to...
- We aren't allowed to...
- You aren't permitted to ...

2) Expression of giving reason, for example:

- Because ...
- Let me explain. You see ...
- The reason is ...

3) Signs:

Sign is one of street equipments. It can be in the form of symbol, letter, number, sentence and/or the combination of them. The functions of the signs are as warnings, prohibitions, orders or instructions to the street users.

4) Notices:

Notice is a board or a piece of paper containing information, prohibition, or instructions. It is usually written in a simple short language with a simple font.

F. Vocabulary List

English	Indonesian
allowed [ə'laʊd] (ks)	<i>dijinkan</i>
beware [bi'weɪə] (kki)	<i>hati-hati</i>
break [breɪk] (kkt)	<i>mematahkan</i>
bumpy ['bʌm.pi] (ks)	<i>bergelombang</i>
danger ['deɪn.dʒə] (kb)	<i>bahaya</i>
entrance ['en.trəns] (kb)	<i>pintu masuk</i>
explain [ɪk'spleɪn] (kkt)	<i>menjelaskan</i>
footpath ['fʊt.pæθ] (kb)	<i>jalan setapak</i>
forbidden [fə'bi:d.ɪn] (ks)	<i>dilarang</i>
gardening ['gɑ:rn.ɪŋ] (ks)	<i>berkebun</i>
gate [geɪt] (kb)	<i>pintu gerbang</i>
gravel ['græv.əl] (kb)	<i>kerikil</i>
interested ['ɪn.trɪs.tɪd] (ks)	<i>tertarik</i>
loose [lu:s] (ks)	<i>lepas</i>
office ['ɑ:fɪs] (kb)	<i>kantor</i>
park [pɑ:rk] (kkt)	<i>memarkir</i>
personally [pɜ:rsən.əl.i] (kk)	<i>secara pribadi</i>
report [rɪ'pɔ:rt] (kkt)	<i>melapor</i>
ride [raɪd] (kkt)	<i>menunggang</i>
road [rəʊd] (kb)	<i>jalan</i>
security [sɪ'kjʊr.ə.ti] (kb)	<i>keamanan</i>
shears [ʃɪz] (kb)	<i>gunting</i>
shut [ʃʌt] (kkt)	<i>menutup</i>
slippery ['slɪp.ə.i] (ks)	<i>licin</i>
stem [stem] (kb)	<i>batang</i>
storeroom ['stɔ:ru:m] (kb)	<i>gudang</i>
tame [teɪm] (ks)	<i>jinak</i>
uphill ['ʌp'hɪl] (ks)	<i>menanjak</i>
wet [wet] (ks)	<i>basah</i>
wild [waɪld] (ks)	<i>liar</i>

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Betty Schramper Azar. 1992. *Fundamentals of English Grammar: Second Edition*. New Jersey: Prentice Hall

PICTURES:

Unit I "I PREFER THE SPICY TO THE SWEET, PLEASE."

Picture 1.1 :

http://www.portlandground.com/archives/2006/06/strawberry_vendor_at_the.php

Picture 1.2 :

<http://www.bisnis-jatim.com/wp-content/uploads/2011/07/k22-struberii.jpg>

Picture 1.3 :

http://2.bp.blogspot.com/_LTFtTbIQoLc/S-f2LLU8pgI/AAAAAAAAARo/Zvc0PSzX3VQ/s1600/strawberry.jpg

Picture 1.4 :

<http://aglomeka2.blogspot.com/2012/11/sentra-industri-kecil-olahan-strawberry.html>

Unit II "WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?"

Picture 2.1 :

<http://www.jakartaairportonline.com/images/jkt32.jpg>

Picture 2.2 :

<http://www.kereta-api.co.id/Ebook%20Jadwal%20Perjalanan%20KAI.pdf>

Unit III "WE CAN'T PARK THERE."

Picture 3.1 :

<http://images.watoday.com.au/2013/05/09/4257385/parking460-300x200.jpg>

Picture 3.2 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.3 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.4 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.5 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.6 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.7 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.8 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.9 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.10 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.11 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.12 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.13 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.14 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.15 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.16:

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.17 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.18 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.19 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.20 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

LISTENING SCRIPT

UNIT I “I PREFER THE SPICY TO THE SWEET, PLEASE”

Task 2

Syifa : How if we buy some strawberry products to take home?

Bella : Okay. Let’s go to the store in the corner.

Syifa : Well, let’s see the menu on the board.

Tina : Jellies and sweets looked delicious. Which would you prefer, jellies or sweets?

Syifa : I’d prefer sweets to jellies. How about you? Do you like jellies better than sweets?

Tina : I like sweets more than jellies.

Syifa : OK. Let’s order jellies and sweets for us.

Task 6

Amar : There are seven items of strawberry products offered in the menu.

Rudy : What are they?

Amar : Jelly, sauce, jam, syrup, juice, sweets, and chips.

Rudy : How if we order the drink first? Would you prefer syrup **or** juice?

Amar : I prefer strawberry juice to syrup. It seems that the juice is very fresh. How about you? Which do you like better syrup or juice?

Rudy : I like strawberry syrup better than juice. I think the syrup will be sweeter than juice.

Amar : Let’s order the drinks.

UNIT II “WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?”

Task 2

Mr. Agus : Excuse me, miss.

Ms. Vivin : May I help you?

Mr. Agus : I want to ask some questions.

Ms. Vivin : Yes sir, please.

Mr. Agus : I take flight GA 203, but the flight is delayed. Can you tell me why the flight is delayed?

Ms. Vivin : Sure, it is because of this bad weather sir. I hope you can wait for a moment sir.

Ms. Agus : Well, I think we really can’t avoid this bad weather. Thank you for telling.

Ms. Vivin : Yes, sir. The weather is really unpredictable in recent days. You’re welcome, sir.

Task 6

Mr. Rudy : Excuse me. Could you tell me the flight schedule for today?

Ms. Nina : Yes, sir. What airline that you want to take sir?

Mr. Rudy : I do not know yet. If possible, I want to leave for Jakarta with the earliest flight this morning because I have a meeting.

Ms. Nina : Let me see the schedule. I think you can take flight QZ 7872. The flight will leave at 06.35 this morning and it will arrive in Jakarta at 08.40 a..m.

Mr. Rudy : Sorry to trouble, will the flight QZ 7872 arrive as schedule? I'm afraid I will be late attending the meeting.

Ms. Nina : The flight will arrive as schedule, sir. The weather is quite good.

Mr. Rudy : Okay. I think I will take that flight. Thank you.

Ms. Nina : You are welcome, sir.

UNIT III "WE CAN'T PARK THERE"

Task 2

Andi : Let's go down the hill to go sightseeing.

Bayu : It's a good idea. I'll come with you.

Andi : Look! There's a tea farm. Can we enter the farm? You know, I'm always interested in tea farming.

Bayu : I don't think so. It is forbidden to enter the farm.

Andi : Why?

Bayu : Look at that sign. It says "Private Farm". Because the farm is owned personally, we aren't allowed to enter the farm without permission.

Andi : Oh, I see.

Task 6

Security : Excuse me, sir. What are you doing here? You aren't allowed to enter this farm.

Mr. Gary : Why? I just want to meet my friend in the farm.

Security : I'm sorry, sir. The sign says "Private Farm Do Not Enter".

Mr. Gary : All right, but I want to meet my friend here. His name is Mr. Andy. He said that I can meet him here.

Security : Well, that's OK. I think you should report to the security office first before entering the farm, you can wait for Mr. Andy there.

Mr. Gary : Where is the security office?

Security : It is over there near to farm storeroom. In front of office there is a sign says "Security Office"

Mr. Gary : Thank you.

Appendix E

The Final Draft of the Materials

I PREFER SPICY CHIPS TO SWEET.



Picture 1.1

In your daily life you may need to ask someone's preferences and express your preferences. Do you know how to do them very well?

You may also find simple menus and memos in your workplace later. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready

Task 1

In pairs, study the pictures and answer the questions that follow. The following words may help you.

agriculture ['æɡ.rɪ.kʌl.tʃə] (n) : *pertanian*

farm [fɑ:rm] (n) : *kebun*

farmer ['fɑ:r.mə] (kb) : *petani*

plant [plænt] (v) : *menanam*

vegetables ['vedʒ.tə.bls] (n) : *sayuran*

fruits [fru:ts] (n) : *buah*

harvest ['hɑ:rvɪst] (v) : *memanen*

strawberry ['strɑ:ber.i] (n) : *stroberi*

commercial [kə'mɜ: .ʃ ə l] (n) : *perdagangan*

products ['prɑ:dʌkt] (n) : *hasil*

goods [ɡʊdz] (n) : *barang*



Picture 1.2



Picture 1.3



Picture 1.4

Questions:

- 1) What do you know about agriculture and farmer?
- 2) If you become a farmer, do you prefer to plant vegetables or fruits?
- 3) If you prefer to plant fruits to vegetables, for example strawberry, what will you do with the fruits after you harvest them?
- 4) Do you like to sell the fruits as commercial goods better than farm products?

B. Let's Act

1. Listen and Speak

Task 2

Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.

Syifa : How if we buy some strawberry products to take home?

Bella : Okay. Let's go to the store in the corner.

Syifa : Well, let's see the menu on the board.

Bella : Jellies and sweets look delicious. 1) _____ jellies or sweets?

Syifa : I'd prefer sweets to jellies. How about you? Do you like jellies better than sweets?

Bella : 2) _____

Syifa : Okay. Let's order jellies and sweets for us.

Task 3

In pairs, study the following expressions.

In the dialog in Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
<ul style="list-style-type: none">• Which would you prefer, jellies or sweets?• Do you like jellies better than sweets?	Asking preferences
<ul style="list-style-type: none">• I'd prefer sweets to jellies.• I like sweets more than jellies.	Giving preferences

Below are some other expressions.

Expressions	Functions
<ul style="list-style-type: none">• Do you prefer small or big package?• Which do you like better cookies or cake?	Asking preferences
<ul style="list-style-type: none">• I prefer big package to small.• I like cookies better than cake.	Giving preferences

Task 4

In pairs, complete the following dialogs using expressions of asking and giving preferences.

- 1) Bella : ...
Liza : I like strawberry cake better than pie.
- 2) Lilla : Do you prefer strawberry sweets or chips?
Ella : ...
- 3) Tony : Which do you like better strawberry pudding or jelly?
Rudy : ...
- 4) Betty : Which would you prefer strawberry cupcake or tart?
Rany : ...
- 5) Ian : ...
Hafit : I prefer strawberry sauce to jam.

Task 5

Let's say it right.

Following is the list of strawberry products that you find in **Task 4**. Listen and repeat after your teacher. Then, find their meaning from the words in the box.

<i>kue kering</i>	<i>sirup</i>	<i>selai</i>
<i>sambal</i>	<i>agar-agar</i>	<i>minuman jus</i>
<i>kue</i>	<i>keripik</i>	<i>manisan</i>

No	English	Indonesian
1.	cake [keɪk]	...
2.	chips [tʃɪps]	...
3.	cookies ['kʊk.is]	...
4.	jam [dʒæm]	...
5.	jelly ['dʒel.i]	...
6.	juice [dʒu:s]	...
7.	sauce [sɑ:s]	...
8.	sweets [swi:ts]	...
9.	syrup ['sɪr.əp]	...

Task 6

Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation: Ammar and Rudy are in the Strawberry Cultivation Center. They want to buy drinks made of strawberry.

Questions:

1. How many items of strawberry products are offered in the menu?
2. What does Rudy say to Ammar to ask his preference?
3. What does Ammar say to Rudy to express his preference?
4. What does Ammar say to Rudy to ask his preference?
5. What does Rudy say to Ammar to express his preference?

Task 7

Study the following conversation. Underline the expressions of asking and giving preferences. Then, act the conversation with a classmate.

Situation: Antony visits Orchard Park. He wants to buy strawberry chips. He talks to shopkeeper of strawberry store.

- Antony : Excuse me, I want to buy strawberry chips to take home.
Shopkeeper : There are two kinds of strawberry chips, sir. Do you prefer sweet chips or spicy?
Antony : I prefer spicy chips to sweet.
Shopkeeper : How about the package, sir? Do you like big package better than small?
Antony : I like big package better than small. Please take two big packages for me.
Shopkeeper : I'll take them for you, sir. Please wait for a moment.
Antony : Sure.

Task 8

Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.

Situation: John and Lynda are in the orchard park. They want to buy some strawberry products to take home. They are choosing the products.

I think our family will like strawberry foods better than drinks.

Which do you like better strawberry chips or cookies?

It seems that they'd prefer strawberry cookies to chips.

- John : I've just known that strawberry can be made as commercial food products.
- Lynda : So have I. Visiting orchard park, we can know many things about agriculture especially strawberry.
- John : Indeed, we can know that there are some products made of strawberry.
- Lynda : Anyway, how if we buy strawberry products for our families at home?
- John : That's a nice idea. There are some strawberry foods and drinks offered in the menu.
- Lynda : 1) _____ The foods have expired date longer than the drinks.
- John : I'm confused to choose between strawberry chips or cookies for my family.
- Lynda : 2) _____
- John : I like strawberry cookies more than chips. So, I will buy the cookies.
- Lynda : Then, I will also buy strawberry cookies for my family. 3) _____

Task 9

In pairs, have a dialog with your classmate using expressions of asking and giving preferences based on one of the following situations.

- You and your friend want to buy strawberry sweets in an orchard park. You are choosing between big and small package of sweets.
- You and your friend just bought some strawberries. You are choosing whether you want to make strawberry cookie or shortcake.

2. Read and Write

Task 10

Read the following text. Find meaning of the words that follow based on the context. You may use your dictionary.

Vegetarian Cafe

Foods:

Rice \$ 1.00
(white / red)

Vegetable Soup \$ 3.00
(broccoli, carrots, potatoes, tomatoes)

Vegetable Curry \$ 4.00
(potatoes, mushrooms, green beans, corn, carrots)

Tofu Satay \$ 2.00
(fried tofu, peanut sauce)

Drinks:

Tea \$ 1.00
(hot / iced)

Juice \$ 2.00
(orange, mango, guava, pineapple, strawberry)

Water \$ 1.00

- 1) broccoli ['brɑ:k ə l.i] (n) : ...
- 2) carrots ['ker.əts] (n) : ...
- 3) green beans [gri:n bi:ns] (n) : ...
- 4) guava ['gwa:.və] (n) : ...

- 5) mango ['mæŋ.goo] (n) : ...
- 6) orange ['ɔ:r.ɪndʒ] (n) : ...
- 7) pineapple ['paɪn,æp.l] (n) : ...
- 8) potatoes [pə'teɪ.tʊs] (n) : ...
- 9) strawberry ['strɑ:ber.i] (n) : ...
- 10) tomatoes [tə'meɪ.tʊs] (n) : ...

Task 11

In pairs, read the menu in Task 10 again and answer the following questions.

- 1) What is the name of the restaurant?
- 2) How many types of foods and drinks are offered in the menu?
- 3) What is the most expensive item offered in the restaurant? How much is it?
- 4) What is the cheapest item offered in the restaurant? How much is it?
- 5) If you order white rice, vegetable soup, and water, how much you should pay?

Task 12

Read the menu below. Then, study the statements that follow. Write T if the statement is true and F if the statement is false.

Jejamuran

Foods:

White Rice	Rp. 5.000,-
<i>Jamur</i> Satay	Rp. 15.000,-
<i>Jamur Penyet</i>	Rp. 10.000,-
<i>Jamur</i> Soup	Rp. 15.000,-
Spicy Roasted <i>Jamur</i>	Rp. 20.000,-

Drinks:

Mango Juice	Rp. 12.000,-
Guava Juice	Rp. 12.000,-
Lemon (Hot/Ice)	Rp. 10.000,-
Tea (Hot/Ice)	Rp. 5.000,-
Coffe (Hot/Ice)	Rp. 5.000,-



No.	Statements	True	False
1.	The name of the restaurant is "Jejamuran".		
2.	There are five types of foods offered in the menu.		
3.	There are six types of drinks offered in the menu.		
4.	The restaurant offers "Apple Juice" in the menu.		
5.	"Spicy Roasted <i>Jamur</i> " is very expensive.		

Task 13

Read the memo below and answer the questions that follow.

Memo	
To	: Farm Secretary
From	: Farm Manager
Date	: March 13, 2013
Subject:	Staffs Meeting
Please arrange meeting with all farm staffs on March 15, 2013, to discuss quality of strawberry products.	

Questions:

- 1) Who writes the memo?
- 2) Who is the recipient?
- 3) When the memo is written?
- 4) Why does the farm manager write the memo?
- 5) What should the secretary do?

Task 14

Study the following notes.

A memo is usually written to people inside your company. If you have a job, you may need to read and write memos at work. Following are parts of a memo:

- To : tells the memo is addressed to.
- From : tells who the memo is from.
- Date : tells the date that the memo was written.
- Subject or RE: tells the topic of the memo.
- Body : tells the message.

Though you'll work in agricultural area, you may need to read or write a memo in certain situations. But, the topic of the memo will be related to agricultural business or farming.

Task 15

In pairs, complete a memo below with the words in the box.

To From Date Subject Body

Memo

- (1) _____: Ms. Evi
(2) _____: Mr. Leo
(3) _____: April 1, 2013
(4) _____: Meeting Schedule

(5) _____:

Please arrange a meeting schedule to discuss about selling decrease of strawberry products with all subsections. The meeting should be scheduled on this week.

Task 16

Study the rules below.

In a memo, you may write a request to someone. Here is an example of request sentence taken from **Task 15**.

- **Please arrange** the meeting schedule to discuss about selling decrease of strawberry products with all subsections.

Requests sentence:

- Please + verb 1 +
- verb 1 + ... + please
- Please + don't + verb 1 +

Examples:

- **Please distribute** strawberry products to the store on time.
- **Announce** to treasurer that production subsection needs fund to buy strawberry for production process, **please**.
- **Please don't forget** to submit selling report of strawberry products this month.

Task 17

In pairs, arrange the following jumbled words into a good request sentence.

- 1) prepare - to - distribute - **Please** - the - products - strawberry - week - this - on

Answer: Please

- 2) don't - **Please** - forget - check - to - of - packaging - product - each - strawberry - the

Answer: Please don't.....

- 3) **Announce** - production - to - the - subsection - add - to - production - the - chips - strawberry - of - please

Answer: Announce.....

- 4) reduce - production - the - of - pudding - strawberry - to - due - tell - subsection - production - the - **Please**

Answer: Please.....

- 5) inform - **Please** - don't - forget - to - subsection - distribution - take - to - products - strawberry - expired - stores - from

Answer: Please.....

Task 18

In pairs, complete a memo below with the words in the box.

Ms. Shinta
April 2, 2013
Selling Report
The report is in the "Selling Folder" in the computer.

Memo

To : Mr. Bambang
From : (1) ...
Date : (2) ...
Subject : (3) ...

Body:
The last month selling report of the strawberry has been finished. (4) ...

Task 19

Write your own memo based on one of the situations below.

- Mr. Richard is a farm owner. On March 29, 2013 he asks farm manager to make an announcement that on March 30, 2013 the farm is closed.
- Mr. Rian is farm manager. On June 5, 2013 he asks his secretary to submit the finances report from the last strawberry selling.

C. Let's Do More

Task 20

In pairs, have a dialog with your classmate using expressions of asking and giving preferences based on the following situation.

- You and your friend just picked strawberries from your friend's farm. You are choosing whether you want to make juice or sweets from the strawberries.

Task 21

Find a vegetarian menu. Then, complete the following table.

The name of the restaurant.	...
The most expensive food.	...
The most expensive drink.	...
The cheapest food.	...
The cheapest drink.	...

Task 22

Write your own memo based on the situation below.

- Ms. Vina is a secretary in a strawberry farm. She writes a memo to farm manager, Mr. Andy, on April 3, 2013. She wants to tell Mr. Andy that there will be a visit from the farm owner on April 4, 2013 to check the condition of the farm.

D. Let's Make a Reflection

How much do you learn from this unit? Put a thick (✓) in the column based on how much you have learned.

Aspects	Very Much	Much	Little
Identify expressions of asking and giving preferences.			
Making dialogs of asking and giving preferences.			
Reading simple menus and memos.			
Writing memos.			

E. Let's Make a Summary

In this unit you learn:

- Expressions of asking preferences, for example:
 - Which would you prefer ... or ...?
 - Do you like ... better than ...?
 - Do you prefer ... to ...?
- Expressions of giving preferences, for example:
 - I'd prefer ...
 - I like ... more than
 - I prefer ... to
- Menus:

A menu is a list of foods and drinks offered in a restaurant. It also has a list of prices of the foods and drinks offered.

4) Memos:

A memo is a written short message addressed to people in a company.

Following are parts of a memo:

To : Tells who the memo is addressed to.

From : Tells who the memo is from.

Date : Tells the date that the memo was written.

Subject : Tells the topic of the memo.

Body : Tells the message.

F. Vocabulary List

English	Indonesian
announcement [ə'naʊnt.smənt] (kb)	<i>pengumuman</i>
clear [klaɪr] (kkt)	<i>membersihkan</i>
confused [kən'fju:zd] (ks)	<i>bingung</i>
decrease ['di:kri:s] (kb)	<i>pengurangan</i>
delicious [dɪ'lɪʃ.əs] (ks)	<i>enak</i>
finance ['faɪ.nænts] (kb)	<i>keuangan</i>
market ['mɑ:r.kɪt] (kb)	<i>pasar</i>
menu ['men.ju:] (kb)	<i>daftar makanan</i>
offered [ɑ:fəd] (ks)	<i>ditawarkan</i>
orchard [ɔ:r.tʃəd] (kb)	<i>kebun buah</i>
order ['ɔ:r.də] (ks)	<i>memesan</i>
owner ['oʊ.nə] (kb)	<i>pemilik</i>
package ['pæk.ɪdʒ] (kb)	<i>bungkus</i>
park [pɑ:rk] (kb)	<i>taman</i>
pick [pɪk] (kkt)	<i>memetik</i>
plants [plænts] (kb)	<i>tanaman</i>
prefer [prɪ:fə:] (kkt)	<i>memilih</i>
produced [prə'du:sd] (kkt)	<i>diproduksi</i>
ripe [raɪp] (ks)	<i>masak</i>
selling [selɪŋ] (kb)	<i>penjualan</i>
spicy ['spaɪ.si] (ks)	<i>pedas</i>
sweet [swi:t] (ks)	<i>manis</i>

WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?



Picture 2.1

In your daily life you may need to ask information. After you get the information, you may want to express thanks. At times, you may want to respond to thanks. Do you know how to do them very well?

You may also find schedules of public transportation and itineraries in your workplace later. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready

Task 1

In pairs, study the picture and answer the questions that follow. The following words may help you.

agricultural [ˌæɡ.rɪˈkʌl.tʃə.əl] (adj) : *pertanian*

destination [ˌdes.tɪˈneɪ.ʃən] (kb) : *tujuan*

industry [ˈɪn.də.stri] (kb) : *industri*

origin [ˈɔr.ədʒɪn] (kb) : *asal*

public [ˈpʌb.lɪk] (ks) : *umum*

schedule [ˈsked.ju:l] (kb) : *jadwal*

transportation [ˌtræn.spəˈteɪ.ʃən] (kb) : *kendaraan*

SEMARANG - JAKARTA		
Stasiun (Station)	KA 13	
	Kedatangan (Arrival)	Keberangkatan (Departure)
Sm. Tawang	-	16.00
Pekalongan	17.18	17.23
Tegal	18.09	18.14
Cirebon	19.13	19.20
Jatinegara	21.52	21.54
Gambir	22.04	-

Picture 2.2

Questions:

- 1) In agricultural industry, sometimes you may need to go to some places by taking public transportation. What public transportation will you take?
- 2) Do you need to get information related to the transportation and its schedule?
- 3) If you have questions related to the schedule, to whom you can ask for an answer?
- 4) Will you say thanks after you address your questions?
- 5) What will people say to you after you say thanks to them?

B. Let's Act

1. Listen and Speak

Task 2

Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.

Mr. Agus : Excuse me, miss.

Ms. Vivin : May I help you?

Mr. Agus : I want to ask some questions.

Ms. Vivin : Yes sir, please.

Mr. Agus : I take flight GA 203, but the flight is delayed. 1) _____

Ms. Vivin : Sure, it is because of this bad weather sir. I hope you can wait for a moment sir.

Ms. Agus : Well, I think we really can't avoid this bad weather. 2) _____

Ms. Vivin : Yes, sir. The weather is really unpredictable in recent days. 3) _____

Task 3

In pairs, study the following expressions.

In Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Can you tell me why the flight is delayed?	Asking information
• Thank you for telling.	Thanking
• You're welcome.	Responding to thanks

Below are some other expressions.

Expressions	Functions
• Sorry to trouble you, will KA 39 arrive as scheduled?	Asking information
• I'd like to know, is flight GA 203 on time?	
• I wonder if you could tell me, the arrival of GA 203?	

<ul style="list-style-type: none"> • Thank you • Thanks a lot. • Thank you so much. 	Thanking
<ul style="list-style-type: none"> • It's a pleasure. • That's all right. • I'm glad to help you. 	Responding to thanks

Task 4

In pairs, complete the following dialogs using expressions of asking information, thanking, and responding to thanks.

- 1) Mr. Ary : ...
 Ms. Ifa : It'll arrive at 04.30 p.m. if there is no technical problem with the plane.
 Mr. Ary : Thank you.
 Ms. Ifa : You're welcome.
- 2) Mr. Alan : Sorry to trouble you, will KA 40 to Bandung leave as schedule?
 Ms. Vina : Yes, sir. The train will leave as schedule at 08.30 a.m.
 Mr. Alan : ...
 Ms. Vina : I'm glad to help you, sir.
- 3) Mr. Arya : Excuse me, is there any available flight for tomorrow evening?
 Ms. Ajeng : Yes, sir. You can take flight QZ 7551. The flight will leave at 04.10 p.m.
 Mr. Arya : Thank you for telling.
 Ms. Ajeng : ...

Task 5

Let's say it right.

Following is the list of words related to schedule of public transportation that you find in **Task 4**. Listen and repeat after your teacher. Then, find their meaning from the words in the box.

<i>datang</i>	<i>berangkat</i>	<i>ada</i>
<i>penerbangan</i>	<i>menggunakan</i>	<i>teknis</i>
<i>masalah</i>	<i>pesawat</i>	<i>kereta</i>

No	English	Indonesian
1.	arrive [ə'raɪv]	...
2.	available [ə'veɪ.lə.bəl]	...
3.	delayed [dɪ'leɪd]	...
4.	flight [flaɪt]	...
5.	leave [li:v]	...
6.	plane [pleɪn]	...
7.	problem ['prɒ:bləm]	...
8.	take [teɪk]	...
9.	technical ['tek.nɪ.kəl]	...

Task 6

Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation: Mr. Rudy is in the airport. He wants to go to Jakarta with the earliest flight, for he has to meet an exporter of *salak* fruit. He asks to Ms. Nina in the information center about the flight schedule.

Questions:

- 1) Why does Mr. Rudy want to go to Jakarta with the earliest flight?
- 2) What does Mr. Rudy say when he wants to ask information?
- 3) What flight will Mr. Rudy take to go to Jakarta?
- 4) What does Mr. Rudy say when he wants to say thanks?
- 5) What does Ms. Nina say when she wants to respond thanks to Mr. Rudy?

Task 7

Study the following conversation. Underline the expressions of asking information, thanking, and responding to thanks. Then, act the conversation with a classmate.

Situation: Mr. Yoga is going to Jakarta to attend a seminar on "Agriculture Development" held by the Ministry of Agriculture. He waits for *KA Taksaka*. He asks to Ms. Tina the employee of the information center.

Mr. Yoga : Excuse me.

Ms. Tina : Yes, may I help you, sir?

Mr. Yoga : I already booked one ticket of KA Taksaka. I think the train should be here right now. I want to know why the train does not come yet. Is there any problem with the train?

Ms. Tina : I am sorry, sir. The train gets technical problem right now. The problem will be solved quickly, sir.

Mr. Yoga : How long the problem will be solved?

Ms. Tina : It will not take for a long time. I hope you can wait for a moment.

Mr. Yoga : Okay. Thank you for your information. I will wait for the train.

Ms. Tina : It's my pleasure, sir.

Task 8

Complete the following conversation with the correct expressions in the box. Compare your answers with your classmate's. Then, act the conversation out.

Situation: Mr. Andy is going to Banten. He wants to go there by train. He asks Ms. Ella in the information center whether there is still an available ticket to Banten.

Do you know whether there is still an available ticket to Banten?
Can you tell me the departure time of the train?
Thank you for the information.
I'm glad to help you sir.

Mr. Andy: Good morning. 1) _____

Ms. Ella : Good morning, sir. Let me check the schedule first.

Mr. Andy: Okay.

Ms. Ella : There is still one ticket for to Banten, sir.

Mr. Andy: 2) _____

Ms. Ella : Well, the train will leave from here to go to Banten at 2.30 p.m. Will you take it, sir?

Mr. Andy: Yes, I will take the ticket. 3) _____

Ms. Ella : 4) _____ Now, you may go to the ticket counter to get the ticket, sir.

Task 9

In pairs, have a dialog with your classmate using expressions of asking information, thanking, and responding to thanks based on one the following situations.

- You are in the train station. You want to know when the train comes. You ask for an answer in information center.
- You are in the airport. The flight that you will take is delayed. You want to know how long the delay is. You ask the employee of the information center.

2. Read and Write

Task 10

In pairs, read the schedule of public transportation below and answer the questions that follow.

TAKSAKA TRAIN (EXECUTIVE) YOGYAKARTA - GAMBIR

Stations	KA 39	
	Arrivals	Departures
Yogyakarta	-	10.00
Kutoarjo	10.48	10.50
Cirebon	14.29	14.34
Jatinegara	17.06	17.08
Gambir	17.18	-

Questions:

- 1) Where can you find the schedule?
- 2) What is the name and the code number of train?
- 3) What class does the train belong to?
- 4) What is the last destination of the train?
- 5) If you want to go to Cirebon, when will you arrive there?

Task 11

Read the following text. Find meaning of the words that follow based on the context. You may use your dictionary.

Flight Schedule: Yogyakarta to Jakarta.

Airlines	Flight Numbers	ETD	ETA	Flight Times	Day of Services
Airasia	QZ 7872	06.35	08.40	2 hours 5 minutes	Everyday
Airasia	QZ 7553	12.10	13.15	1 hour 5 minutes	Everyday
Garuda Indonesia	GA 201	06.00	07.10	1 hour 10 minutes	Everyday
Garuda Indonesia	GA 203	08.05	09.15	1 hour 10 minutes	Everyday
Lion Air	JT 561	06.50	08.05	1 hour 5 minutes	Everyday
Lion Air	JT 565	07.40	08.45	1 hour 5 minutes	Everyday
Sriwijaya Air	SJ 231	10.20	11.25	1 hour 5 minutes	Everyday

Description:

ETA = Estimated Time of Arrival

ETD = Estimated Time of Departure

- 1) airlines : ...
- 2) day of services : ...
- 3) estimated : ...
- 4) flight number : ...
- 5) flight times : ...

Task 12

Read the schedule of public transportation in Task 11 again. Then, study the following statements. Based on the text, write T if the statement is true and F if the statement is false.

No.	Statements	True	False
1.	The schedule may probably be found in the airport.		
2.	The flights are going to Jakarta.		
3.	All of the airlines have the same day of services.		
4.	Flight QZ 7872 will arrive in Jakarta at 08.40 a.m.		
5.	The earliest flight to Jakarta is flight GA 201.		

Task 13

Read the itinerary below and answer the questions that follow.

Situation: Mr. Ahmad attends a seminar on "*Pemberdayaan dan Perlindungan Petani*" in Jakarta. To make his schedule works as planned, he makes an itinerary.

Date: Tuesday May 22, 2013 - Wednesday May 23, 2013

Time	Activities
06.00 a.m.	Leaving for Jakarta by plane.
08.00 a.m.	Arriving in Jakarta.
09.00 a.m.	Registration and Opening of Seminar on " <i>Pemberdayaan dan Perlindungan Petani</i> ".
09.30 a.m.	Starting First Day Seminar.
05.00 p.m.	Taking Break and Free Time.
07.00 a.m.	Second Day Seminar.
03.00 p.m.	Closing.
04.00 p.m.	Leaving for Jogjakarta by plane.
06.00 p.m.	Arriving in Jogjakarta.

Questions:

- 1) How many activities are listed in Mr. Ahmad's itinerary?
- 2) When will Mr. Ahmad leave from Jogjakarta and arrive in Jakarta?
- 3) What kind of public transportation does Mr. Ahmad take?
- 4) What is the title of the seminar that Mr. Ahmad will attend?
- 5) How long does Mr. Ahmad attend the seminar?

Task 14

Study the following notes.

An itinerary is a detailed plan or route of journey. It requires a list of:

- **Date** : The date we expect to do the activities of the plan.
- **Times** : The time we expect to do each activity of the plan.
- **Activities** : The detailed information related to the activities we expect to do.

Task 15

In pairs, complete an itinerary below with the words in the box.

Date	Time	Activities
------	------	------------

(1) _____ : Monday 11, 2013 - Tuesday 12, 2013

(2) _____	(3) _____
06.30 p.m.	Leaving for Jakarta by train.
03.30 a.m.	Arriving in Jakarta and leaving for Bogor.
05.00 a.m.	Arriving in <i>Mekarsari</i> Orchard.
09.00 a.m.	Registration.
09.30 a.m.	Visiting garden center and watermelon greenhouse.
11.00 a.m.	Writing and submitting short reports.
12.30 p.m.	Taking break time and playing games.
06.00 p.m.	Leaving for Jogjakarta by train.
03.00 a.m.	Arriving in Jogjakarta.

Task 16

Study the rules below.

In the **Task 12** and **Task 14** you find connected words such as for, in, on, and by. Those are called as preposition. Here are the explanations presented in a table.

Preposition	Functions and Examples
for	<ul style="list-style-type: none"> To show direction that someone will take. For example: Leaving for Bandung by train.
in	<ul style="list-style-type: none"> To show place where someone is. For example: Arriving in Bandung.
on	<ul style="list-style-type: none"> To give explanations related to the topic. For example: Attending seminar on Agriculture Development.
by	<ul style="list-style-type: none"> To show how someone does something. For example: Leaving for Bandung by train.

Task 17

In pairs, complete the following sentences with preposition *for, in, on, or by*.

- The train leaves ... Bogor every 5 hours.
- Mr. Brian arrives ... Bogor safely.
- Mr. Brian attends a seminar ... Technology and Agriculture.
- Mr. Brian leaves for Jogjakarta ... bus.

Task 18

In pairs, complete an itinerary below with the words in the box.

Visiting Strawberry Cultivation Center
 Friday April 5, 2013 - Sunday April 7, 2013
 07.00 p.m.
 Meeting strawberries' farmers
 Arriving in Jogjakarta

Event: ...	
Date: ...	
Time	Activities
...	Leaving for Bogor by bus
05.00 a.m.	Arriving in Bogor
08.00 a.m.	Arriving in strawberry cultivation center and registration
08.30 a.m.	...
10.00 a.m.	Planting strawberry with the farmers
2.00 p.m.	Visiting the center of strawberry products industry
5.00 p.m.	Leaving for Jogjakarta
4.00 a.m.	...

Task 19

In the provided table, write your own itinerary based on the situation below.

- On April 8, 2103 you will participate on Agriculture Exhibition. First, you will do registration as a participant. Next, you will get briefing. Then, you will follow seminar related to agriculture exhibition. Further, you will follow opening ceremony of the exhibition. After that, you will join on the exhibition. The last, you will have closing ceremony. You are free to arrange the times, but the itinerary must be in a good order.

Event: ...	
Date: ...	
Time	Activities
...	...
...	...
...	...
...	...
...	...
...	...

C. Let's Do More

Task 20

In pairs, have a dialog with your classmate using expressions of asking information, thanking and responding to thanks based on the following situation.

- You are in the train station. You want to know when the train going to Malang arrives. You may act as the passenger and your friend as the employee of the information center.

Task 21

Find a schedule of public transportation. Then, complete the following table.

Type of public transportation.	...
Destination.	...
Time of Arrival.	...
Time of Departure.	...

Task 22

Write your own itinerary in a table below. The following situation may help you.

- Imagine that you are a committee of an agriculture exhibition. Choose the title of your event. Decide the date of the event. Write the list of times and activities that you will present during the exhibition.

Event: ...	
Date: ...	
Time	Activities
...	...
...	...
...	...
...	...
...	...
...	...

D. Let's Make a Reflection

How much do you learn from this unit? Put a thick (√) in the column based on how much you have learned.

Aspects	Very Much	Much	Little
Identify expressions of asking information, thanking, and responding to thanks.			
Making dialogs of asking information, thanking, and responding thanks.			
Reading schedules of public transportation and itineraries.			
Writing itineraries.			

E. Let's Make a Summary

In this unit you learn:

1) Expressions of asking information, for example:

- Could you tell me ..., please?
- Excuse me, do you know ...?
- Can you tell me ..., please?

2) Expressions of thanking, for example:

- Thank you.
- Thanks.
- Thank you very much.

3) Expressions of responding to thanks, for example:

- Not at all.
- My pleasure.
- That's OK.

4) Schedules of public transportation:

A schedule of public transportation is a document setting out information on service times to assist passengers with planning a trip using public transport such as trains and buses. Typically, the schedule will list the times when the vehicles are scheduled to arrive at and depart from specified locations.

5) Itineraries:

An itinerary is a detailed plan or route of journey. It requires a list of things you are planning to do, and the time and date when you expect to do them, and also where you expect to do them. Since travel time is an important part of your schedule, scheduled departures and arrivals should be marked.

F. Vocabulary List

English	Indonesian
assist [ə'sɪst.] (kk)	<i>membantu</i>
avoid [ə'vɔɪd] (kkt)	<i>menghindari</i>
booked [bʊkd] (kkt)	<i>memesan</i>
center ['sen.tə] (kb)	<i>pusat</i>
colleague ['kɔː.liːg] (kb)	<i>rekan kerja</i>
delayed [dɪːleɪd] (ks)	<i>ditunda</i>
earliest [ˈɜː.liɪst] (ks)	<i>paling pagi</i>
employee [ɪm'plɔɪ.i:] (kb)	<i>pegawai</i>

exporter [ɪk'spɔːr.tə] (kb)	<i>eksportir</i>
greenhouse ['ɡriːn.haʊs] (kb)	<i>rumah kaca</i>
held [held] (kkt)	<i>diadakan</i>
late [leɪt] (ks)	<i>terlambat</i>
marked [mɑːrkt] (ks)	<i>ditandai</i>
participate [pɑːr'tɪs.ə.peɪt] (kki)	<i>mengikutsertakan</i>
passengers ['pæs.ə.n.dʒə] (kb)	<i>penumpang</i>
recent ['riː.sənt] (ks)	<i>terakhir</i>
registration ['redʒ.ɪ'streɪ.ʃən] ()	<i>pendaftaran</i>
requires [rɪ'kwaɪrs] (kkt)	<i>memerlukan</i>
service ['sɜː.vɪs] (kb)	<i>pelayanan</i>
solved [sɔːlvd] (ks)	<i>diselesaikan</i>
specified ['spes.ɪ.faɪd] (ks)	<i>ditetapkan</i>
trip [trɪp] (kb)	<i>perjalanan</i>
unpredictable [ˌʌn.prɪ'dɪk.tə.bəl] (ks)	<i>tak dapat diramalkan</i>
weather ['weð.ə] (kb)	<i>cuaca</i>

WE CAN'T PARK THERE.



Picture 3.1

In your daily life you may want to prohibit and give reasons for the prohibition. Do you know how to do them very well?

You may also find traffic signs and notices in your workplace later. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready

Task 1

In pairs, study the pictures and answer the questions that follow. The following words may help you.

job [dʒɑ:b] (kb) : *pekerjaan*

duty ['du:ti] (kb) : *tugas*

drive [draɪv] (kk) : *mengendarai*

traffic ['træf.ɪk] (kb) : *lalu-lintas*

sign [sain] (kb) : *rambu-rambu*

notice ['nəʊ.tɪs] (kb) : *peringatan*

park [pɑ:rk] (kb) : *memarkir*

prohibition [ˌprəʊ.hɪ'bɪʃ.ən] (kb) : *larangan*



Picture 3.2



Picture 3.3

Questions:

- 1) In your job, you may get a duty to conduct a business trip by driving a vehicle. Do you understand traffic signs and notices that you may see?
- 2) What is the name of picture 3.2 and where you may see it?
- 3) What is the name of picture 3.3 and where you may see it?
- 4) Do picture 3.2 and picture 3.3 intend to give prohibition?
- 5) If you want to prohibit someone not to park in a certain area, what will you say?

B. Let's Act

1. Listen and Speak

Task 2

Listen to the following dialog and complete the missing expressions. Compare your answers with a classmate's. The listening script is in the Appendix.

- Andi : Let's go down the hill to go sightseeing.
Bayu : It's a good idea. I'll come with you.
Andi : Look! There's a tea farm. Can we enter the farm? You know, I'm always interested in tea farming.
Bayu : I don't think so. 1) _____
Andi : Why?
Bayu : Look at that sign. It says "Private Farm". 2) _____, we aren't allowed to enter the farm without permission.
Andi : Oh, I see.

Task 3

In pairs, study the following expressions.

In the dialog in Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Function
<ul style="list-style-type: none">• It is prohibited to enter the farm.• Because the farm is owned personally, we aren't allowed to enter the farm without permission.	Expressing prohibition
<ul style="list-style-type: none">• Because the farm is owned personally, we aren't allowed to enter the farm without permission.	Giving reason

Below are some other expressions.

Expressions	Function
<ul style="list-style-type: none">• You aren't allowed to enter the plantation.• You aren't permitted to go into the farm office.	Expressing prohibition
<ul style="list-style-type: none">• Let me explain. You see, there is a prohibition.• The reason is the sign over there.	Giving reason

Task 4

In pairs, complete the following dialogs using expressions for expressing prohibition and giving reason.

- 1) Rian : ...
Febri : Why?
Rian : Let me explain. You see the sign means that vehicles can't stop here.
Rian : Well, it's okay.
- 2) Bobby : You aren't allowed to turn left.
Rudy : What is the reason?
Bobby : ...
Rudy : I'm sorry, I didn't see the sign.
- 3) Zian : ...
Tony : Why?
Zian : The notice says "Don't pick the fruits".
Tony : All right.
- 4) Alfa : Don't step on the grass.
Reza : Why?
Alfa : ...
Reza : I'm sorry.

Task 5

Let's say it right

Following is the list of the words related to signs and notices that you find in **Task 4**. Listen and repeat after your teacher. Then, find their meaning from the words in the box.

<i>berhenti</i>	<i>berputar</i>	<i>ijin</i>
<i>kendaraan</i>	<i>kiri</i>	<i>menginjak</i>
<i>dijinkan</i>	<i>memetik</i>	<i>rumput</i>

No	English	Indonesian
1.	allowed [ə'laʊd] (kk)	...
2.	grass [græs] ()	...
3.	left [left] (kb)	...
4.	permission [pə'mɪʃ.ən] (kb)	...
5.	pick [pɪk] (kk)	...
6.	step [step] (kk)	...
7.	stop [stɔ:p] (kk)	...
8.	turn [tɜ:n] (kk)	...
9.	vehicle ['vi:.ɪ.kl] (kb)	...

Task 6

Listen to the conversation and answer the questions. Before listening, read the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation: Mr. Gary wants to meet his friend in a farm area. He enters the farm without permission. Suddenly, a security guard comes and prohibits Mr. Gary entering the farm.

Questions:

- 1) What does the security say when he wants to prohibit Mr. Gary enters the farm?
- 2) What does the security say when he wants to tell the reason of prohibition to Mr. Gary?
- 3) Why does Mr. Gary want to enter the farm?
- 4) Who is Mr. Gary's friend in the farm area?
- 5) What should Mr. Gary do before entering the farm?

Task 7

Study the following conversation. Underlie the expressions of expressing prohibition and giving reason. Then, act the conversation with a classmate.

Situation: Andy and Bayu visit a farm. They want to park their car. Then, they find a place likes a parking area, but they see a prohibition sign.

Andy : This farm is very large.
 Bayu : Indeed, this is a large farm area.
 Andy : That place looks like as a parking area. Can we park there?
 Bayu : I don't think so. I think we can't park there.
 Andy : Why?
 Bayu : It is because of the sign over there.
 Andy : What's wrong with the sign?
 Bayu : It says "Do Not Park Except to Tractor".
 Andy : Oh, I'm sorry.
 Bayu : Let's find a parking area to park our car.
 Andy : Okay.

Task 8

Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.

Situation: John and Ammar are in a tea farm. They enter the farm, but John doesn't close the gate. Ammar sees the sign at the gate and he warns John to close the gate again.

John, you aren't allowed to leave the gate open.
 It is because of the sign at the gate.
 we mustn't let the gate open.

Ammar : We are very lucky because we get chance for visiting this tea farm.
 John : Let's enter the farm and find a parking area to park our car.
 Ammar : Okay.
 John : There's a gate over there. We can go into the farm through that gate.
 Ammar : Let's go there.
 John : Okay.
 Ammar : It seems that there's no security guards here. Would you please open the gate so that we can go into the farm.
 John : Sure. I'll open the gate for us. You may enter the farm first.
 Ammar : 1) _____
 John : Why should I close the gate again?
 Ammar : 2) _____ The sign says, "Please Keep this Gate Shut".
 John : I see. If there's a sign like that, it means 3) _____ Is that right?
 Ammar : Yes.

Task 9

In pairs, have a dialog with your classmate using expressions for expressing prohibition and giving reason based on one of the following situations.

- You and your friend are in the agricultural area. Your friend wants to ride a horse, but you prohibit your friend to ride the horse because you see a sign says “NO HORSE RIDING” in the area.
- You and your friend are near to agricultural area. Your friend wants to enter the area, but you prohibit your friend to do that because you see a sign says “NO TRESPASSING” in the area.

2. Read and Write

Task 10

In pairs, study the following signs and answer the questions that follow.



Picture 3.6








Picture 3.7

Questions:

- 1) Have you ever seen the signs above?
- 2) Where did you see the signs above?
- 3) What does the sign in Picture 3.6 mean?
- 4) What does the sign in Picture 3.7 mean?
- 5) What should you do if you find the signs when you are driving vehicle?

Task 11

Study the signs below. Then, choose the suitable statements for each sign from the right column.

No.	Signs	Answer	Statements
1)	 <p>Picture 3.8</p>	...	a. A lot of loose gravel on the street.
2)	 <p>Picture 3.9</p>	...	b. Slippery streets.
3)	 <p>Picture 3.10</p>	...	c. Uphill road.
4)	 <p>Picture 3.11</p>	...	d. Many tame animals cross the road.
5)	 <p>Picture 3.12</p>	...	e. Bumpy road.

Task 12

Read the following notices. Find meaning of the words that follow based on the context. You may use your dictionary.



Picture 3.13



Picture 3.14



Picture 3.15

- 1) farm [fɑ:rm] (n) : ...
- 2) mud [mʌd] (n) : ...
- 3) office ['ɑ:.fɪs] (n) : ...
- 4) tractors ['træk. tə-s] (n) : ...
- 5) turning ['tɜ:.nɪŋ] (n) : ...

Task 13

In pairs, read the notices in Task 12 again. Then, study the following statements. Based on the text, write T if the statement is true and write F if the statement is false.

No.	Statements	True	False
1.	The notices can be found in agricultural area.		
2.	The notices intend to give caution and information.		
3.	The notice in Picture 3.12 means that vehicles can't pass the road.		
4.	The notice in Picture 3.13 means that the turning is only can be used by tractors.		
5.	The notice in Picture 3.24 shows where the office is.		

Task 14



Study the following notes.

Notice is a board or a piece of paper containing information, prohibition, or instructions. It is usually written in a simple short language with a simple font. There are many purposes of notices, for example to give:

- command: KEEP THE DOOR CLOSED,
- caution: WET FLOOR,
- information: FOR STAFF ONLY,
- prohibition: NO PARKING, and
- warning: WILD ANIMALS.

Task 15

Read the notices below. Then, write the purpose of each notice in the right column.

No.	Notice	Purpose
1)	 Picture 3.16	...
2)	 Picture 3.17	...

3)



Picture 3.18

...

4)



Picture 3.19

...

5)



Picture 3.20

...

Task 16

Study the rules below.

In a notice, you may write a command. Here is an example of command sentence taken from **Task 15**.

- **DO NOT FEED THE HORSES**

Command sentence

- Verb 1 + ...
- Don't + verb 1 + ...
- No + ...

Examples:

- **KEEP THE GATE SHUT**
- **DON'T STEEP ON THE GRASS**
- **NO HORSE RIDING**

Task 17

In pairs, arrange the following jumbled words into a good sentence to express a command.

- 1) gardening - shears - **Use** - only

Answer:

- 2) on - the - footpath - **Walk**

Answer:

- 3) pick - the - **Don't** - fruits

Answer:

- 4) enter - **Don't** - the - garden

Answer:

- 5) **Don't** - stem - break - the

Answer:

Task 18

In pairs, write notices based on five purposes of notice below.

- 1) To give information.

Answer:

- 2) To give caution.

Answer:

- 3) To give command.

Answer:

- 4) To give warning.

Answer:

- 5) Prohibition:

Answer:

Task 19

Write your own notice based on one of the situations below.

- You want to put a notice in your farm gate. The purpose of your notice is to give command to visitors to report to the farm office first before entering the farm.
- You want to put a notice in your farm storeroom. The purpose of your notice is to give information that the place is a farm storeroom and visitors aren't permitted to enter.

C. Let's Do More

Task 20

In pairs, have a dialog with your classmate using expressions for expressing prohibition and giving reason based on the following situation.

- Your friend wants to pick fruits in the orchard park, but you see the notice says "Don't Pick the Fruits".

Task 21

Find a sign near to an agriculture area. Then, complete the following table.

The sign.	The meaning of the sign.

Task 22

Write your own notice based on the following situation.

- You want to put a notice in your farm. The purpose of your farm is to prohibit visitors to throw away plastic garbage in your farm.

D. Let's Make a Reflection

How much do you learn from this unit? Put a thick (√) in the column based on how much you have learned.

Aspects	Very Much	Much	Little
Identify expressions of expressing prohibition and giving reason.			
Making dialogs of expressing prohibition and giving reason.			
Reading signs and notices.			
Writing notices.			

E. Let's Make a Summary

In this unit you learn:

1) Expressions of expressing prohibition, for example:

- It is prohibited to...
- We aren't allowed to...
- You aren't permitted to ...

2) Expression of giving reason, for example:

- Because ...
- Let me explain. You see ...
- The reason is ...

3) Signs:

Sign is one of street equipments. It can be in the form of symbol, letter, number, sentence and/or the combination of them. The functions of the sign are as warnings, prohibitions, orders or instructions to the street users.

4) Notices:

Notice is a board or a piece of paper containing information, prohibition, or instructions. It is usually written in a simple short language with a simple font.

F. Vocabulary List

English	Indonesian
allowed [ə'laʊd] (ks)	<i>dijinkan</i>
beware [bɪ'weɪə] (kki)	<i>hati-hati</i>
break [breɪk] (kkt)	<i>mematahkan</i>
bumpy ['bʌm.pi] (ks)	<i>bergelombang</i>
danger ['deɪn.dʒə] (kb)	<i>bahaya</i>
entrance ['en.trəns] (kb)	<i>jalan masuk</i>
explain [ɪk'spleɪn] (kkt)	<i>menjelaskan</i>
footpath ['fʊt.pæθ] (kb)	<i>jalan setapak</i>
forbidden [fə'brɪd.ɪn] (ks)	<i>dilarang</i>
gardening ['gɑːr.dɪn.ɪŋ] (ks)	<i>berkebun</i>
gate [geɪt] (kb)	<i>pintu gerbang</i>
gravel ['græv.əl] (kb)	<i>kerikil</i>
interested ['ɪn.trɪs.tɪd] (ks)	<i>tertarik</i>
loose [luːs] (ks)	<i>lepas</i>
office ['ɑːfɪs] (kb)	<i>kantor</i>
park [pɑːrk] (kkt)	<i>memarkir</i>
personally [pɜːr.sən.əl.i] (kk)	<i>secara pribadi</i>
report [rɪ'pɔːrt] (kkt)	<i>Melapor</i>
ride [raɪd] (kkt)	<i>menunggang</i>
road [rəʊd] (kb)	<i>Jalan</i>
security [sɪ'kjʊr.ə.ti] (kb)	<i>Keamanan</i>
shears [ʃɪz] (kb)	<i>gunting</i>
shut [ʃʌt] (kkt)	<i>menutup</i>
slippery ['slɪp.ə.i] (ks)	<i>licin</i>
stem [stem] (kb)	<i>batang</i>
storeroom ['stɔːru:m] (kb)	<i>gudang</i>
tame [teɪm] (ks)	<i>jinak</i>
uphill ['ʌp'hɪl] (ks)	<i>menanjak</i>
wet [wet] (ks)	<i>basah</i>
wild [waɪld] (ks)	<i>liar</i>

REFERENCES

Blundel, Jon., Higgins, Jonathan., and Middlemiss, Nigel. 1992. *Function in English*. Oxford: Oxford University Press

Betty Schramper Azar. 1992. *Fundamentals of English Grammar: Second Edition*. New Jersey: Prentice Hall

PICTURES:

Unit I "I PREFER SPICY CHIPS TO SWEET."

Picture 1.1 :

http://www.portlandground.com/archives/2006/06/strawberry_vendor_at_the.php

Picture 1.2 :

<http://www.bisnis-jatim.com/wp-content/uploads/2011/07/k22-struberii.jpg>

Picture 1.3 :

http://2.bp.blogspot.com/_LTFtTbIQoLc/S-f2LLU8pgI/AAAAAAAAARo/Zvc0PSzX3VQ/s1600/strawberry.jpg

Picture 1.4 :

<http://aglomeka2.blogspot.com/2012/11/sentra-industri-kecil-olahan-strawberry.html>

Unit II "WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?"

Picture 2.1 :

<http://www.jakartaairportonline.com/images/jkt32.jpg>

Picture 2.2 :

<http://www.kereta-api.co.id/Ebook%20Jadwal%20Perjalanan%20KAI.pdf>

Unit III "WE CAN'T PARK THERE."

Picture 3.1 :

<http://images.watoday.com.au/2013/05/09/4257385/parking460-300x200.jpg>

Picture 3.2 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.3 :

<http://www.stocksigs.co.uk/category-Agriculture-Signs-44>

Picture 3.4 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.5 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.6 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.7 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.8 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.9 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.10 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.11 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.12 :

<http://xa.yimg.com/kq/groups/17366665/1193281615/name/Gambar+Rambu+Lalu+Lintas.pdf>

Picture 3.13 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.14 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.15 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.16:

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.17 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.18 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.19:

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

Picture 3.20 :

<http://www.stocksigns.co.uk/category-Agriculture-Signs-44>

LISTENING SCRIPT

UNIT I "I PREFER SPICY CHIPS TO SWEET"

Task 2

Syifa : How if we buy some strawberry products to take home?

Bella : Okay. Let's go to the store in the corner

Syifa : Well, Let's see the menu on the board.

Tina : Jellies and sweets look delicious. Which would you prefer, jellies or sweets?

Syifa : I'd prefer sweets to jellies. How about you? Do you like jellies better than sweets?

Tina : I like sweets more than jellies.

Syifa : OK. Let's order the jellies and sweets for us.

Task 6

Amar : There are seven items of strawberry products offered in the menu.

Rudy : What are they?

Amar : Jelly, sauce, jam, syrup, juice, sweets, and chips.

Rudy : How if we order the drink first? Would you prefer syrup **or** juice?

Amar : I prefer strawberry juice to syrup. It seems that the juice is very fresh. How about you? Which do you like better syrup or juice?

Rudy : I like strawberry syrup better than juice. I think the syrup will be sweeter than juice.

Amar : Let's order the drinks.

UNIT II "WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?"

Task 2

Mr. Agus : Excuse me, miss.

Ms. Vivin : May I help you?

Mr. Agus : I want to ask some questions.

Ms. Vivin : Yes sir, please.

Mr. Agus : I take flight GA 203, but the flight is delayed. Can you tell me why the flight is delayed?

Ms. Vivin : Sure, it is because of this bad weather sir. I hope you can wait for a moment sir.

Ms. Agus : Well, I think we really can't avoid this bad weather. Thank you for telling.

Ms. Vivin : Yes, sir. The weather is really unpredictable in recent days. You're welcome, sir.

Task 6

Mr. Rudy : Excuse me. Could you tell me the flight schedule for today?

Ms. Nina : Yes, sir. What airline that you want to take sir?

Mr. Rudy : I do not know yet. If possible, I want to leave for Jakarta with the earliest flight this morning because I have a meeting.

Ms. Nina : Let me see the schedule. I think you can take flight QZ 7872. The flight will leave at 06.35 this morning and it will arrive in Jakarta at 08.40 a.m.

Mr. Rudy : Sorry to trouble, will the flight QZ 7872 arrive as schedule? I'm afraid I will be late attending the meeting.

Ms. Nina : The flight will arrive as schedule, sir. The weather is quite good.

Mr. Rudy : Okay. I think I will take that flight. Thank you.

Ms. Nina : You are welcome, sir.

UNIT III "WE CAN'T PARK THERE"

Task 2

Andi : Let's go down the hill to go sightseeing.

Bayu : It's a good idea. I'll come with you.

Andi : Look! There's a tea farm. Can we enter the farm? You know, I'm always interested in tea farming.

Bayu : I don't think so. It is forbidden to enter the farm.

Andi : Why?

Bayu : Look at that sign. It says "Private Farm". Because the farm is owned personally, we aren't allowed to enter the farm without permission.

Andi : Oh, I see.

Task 6

Security : Excuse me, sir. What are you doing here? You aren't allowed to enter this farm.

Mr. Gary : Why? I just want to meet my friend in the farm.

Security : I'm sorry, sir. The sign says "Private Farm Do Not Enter".

Mr. Gary : All right, but I want to meet my friend here. His name is Mr. Andy. He said that I can meet him here.

Security : Well, that's OK. I think you should report to the security office first before entering the farm, you can wait for Mr. Andy there.

Mr. Gary : Where is the security office?

Security : It is over there near to farm storeroom. In front of office there is a sign says "Security Office"

Mr. Gary : Thank you.

Appendix F

Expert Judgment Questionnaire

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK SISWA KELAS X JURUSAN PERTANIAN
(EXPERT JUDGMENT)**

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Pertanian di SMK Muhammadiyah 2 Mertoyudan. Angket ini diadaptasi dari Instrumen Penilaian Buku Teks Bahasa Inggris SMK dari BSNP.

A. DATA RESPONDEN

Nama :
NIP :
Institusi :
Bidang Keahlian :

B. EVALUASI MATERI PEMBELAJARAN

Pentunjuk Pengisian:

Berilah tanda centang (√) pada salah satu kolom SS, S, TS, STS pada pernyataan yang ada di tabel.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. UNIT I “ I PREFER THE SPICY TO THE SWEET, PLEASE”

No.	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1.	Materi yang disusun sesuai dengan SK dan KD Bahasa Inggris SMK mencakup keterampilan menyimak, berbicara, membaca, dan menulis.				
2.	Materi yang disusun memberikan gambaran Bahasa Inggris yang relevan dalam kehidupan siswa sehari-hari setelah mereka bekerja.				

3.	Materi yang disusun mampu memberikan pemahaman tentang fungsi sosial, unsur dan struktur makna, dan fitur linguistik dari teks yang dipelajari.				
4.	Materi yang disusun mampu memberikan bimbingan bagi peserta didik untuk menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan teks yang dipelajari dengan memperhatikan unsur dan struktur makna dan fitur linguistik.				
5.	Materi yang disusun mampu mengarahkan peserta didik untuk mencapai fungsi sosial terkait kehidupan sehari-hari baik secara lisan dan tertulis dari teks yang dipelajari.				
6.	Materi yang disusun mengarahkan siswa mengembangkan kemampuan berpikir runtut dan sistematis dari teks yang dipelajari.				
7.	Materi yang disusun mengarahkan siswa mengembangkan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.				
8.	Materi yang disusun diambil dari sumber-sumber yang relevan dan mutakhir terkait dengan topik yang dibahas.				
9.	Materi yang disusun memotivasi siswa untuk mengembangkan kecakapan hidup secara personal, sosial, akademik, dan vokasional.				
10.	Materi yang disusun memotivasi siswa untuk mengembangkan wawasan kebhinekaan.				
Tanggapan dan saran perbaikan untuk kelayakan isi Unit I:					

Kelayakan Bahasa					
11.	Instruksi dalam Bahasa Inggris yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris siswa kelas X.				
12.	Instruksi dalam Bahasa Inggris yang digunakan sesuai dengan situasi sosial-emosional remaja.				
13.	Materi yang disajikan menggunakan bahasa yang jelas dan mudah dipahami oleh siswa.				
14.	Materi yang disajikan sesuai tata Bahasa Inggris yang tepat.				
15.	Materi yang disajikan mencerminkan keruntutan penyampaian makna.				
16.	Materi yang disajikan mencerminkan ketertautan makna.				
Tanggapan dan atau saran perbaikan untuk kelayakan bahasa Unit I:					
Kelayakan Penyajian					
17.	Materi disajikan secara sistematis menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi terdiri dari Pendahuluan, Isi, dan Penutup.				
18.	Materi yang disajikan memiliki keseimbangan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang.				
19.	Penyajian materi dalam pembelajaran mendorong terjadinya interaksi dalam Bahasa Inggris yang berpusat pada peserta didik.				
20.	Penyajian materi dalam pembelajaran mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik secara lisan dan tulis.				
21.	Penyajian materi dalam pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Penyajian materi dalam pembelajaran mengembangkan				

	kemampuan siswa untuk refleksi/evaluasi diri dari kegiatan belajar dan berkomunikasi.				
23.	Materi disajikan secara lengkap melalui bagian Pendahuluan yang berisi <i>Unit Title</i> dan <i>Learning Objectives</i> .				
24.	Materi disajikan secara lengkap melalui bagian Isi yang berisi <i>Let's Get Ready</i> dan <i>Let's Act (Let's Listen and Speak dan Let's Read and Write.)</i>				
25.	Materi disajikan secara lengkap melalui bagian Penutup yang berisi <i>Let's Do More, Let's Make a Reflection, Let's Make a Summary, dan Vocabulary List.</i>				
Tanggapan dan atau saran perbaikan untuk kelayakan penyajian Unit I:					
Kelayakan Kegrampilan					
26.	Desain isi buku menggunakan unsur tata letak lengkap baik judul bab, subjudul, angka halaman, dan ilustrasi dan keterangan gambar (<i>caption</i>).				
27.	Ilustrasi isi buku menimbulkan daya tarik.				
28.	Penyusunan materi tidak menggunakan terlalu banyak kombinasi jenis huruf				
29.	Penyusunan materi menggunakan ilustrasi dimana bentuk, warna, ukuran, proporsi obyek sesuai realita.				
Tanggapan dan atau saran perbaikan untuk kelayakan kegrafikan Unit I:					

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK SISWA KELAS X JURUSAN PERTANIAN
(EXPERT JUDGMENT)**

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Pertanian di SMK Muhammadiyah 2 Mertoyudan. Angket ini diadaptasi dari Instrumen Penilaian Buku Teks Bahasa Inggris SMK dari BSNP.

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NIP :
Institusi :
Bidang Keahlian :

B. EVALUASI MATERI PEMBELAJARAN

Pentunjuk Pengisian:

Berilah tanda centang (√) pada salah satu kolom SS, S, TS, STS pada pernyataan yang ada di tabel.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. UNIT II “WILL THE FLIGHT QZ 7872 LEAVE AS SCHEDULE?”

No.	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1.	Materi yang disusun sesuai dengan SK dan KD Bahasa Inggris SMK mencakup keterampilan menyimak, berbicara, membaca, dan menulis.				
2.	Materi yang disusun memberikan gambaran Bahasa Inggris yang relevan dalam kehidupan siswa sehari-hari setelah mereka bekerja.				

3.	Materi yang disusun mampu memberikan pemahaman tentang fungsi sosial, unsur dan struktur makna, dan fitur linguistik dari teks yang dipelajari.				
4.	Materi yang disusun mampu memberikan bimbingan bagi peserta didik untuk menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan teks yang dipelajari dengan memperhatikan unsur dan struktur makna dan fitur linguistik.				
5.	Materi yang disusun mampu mengarahkan peserta didik untuk mencapai fungsi sosial terkait kehidupan sehari-hari baik secara lisan dan tertulis dari teks yang dipelajari.				
6.	Materi yang disusun mengarahkan siswa mengembangkan kemampuan berpikir runtut dan sistematis dari teks yang dipelajari.				
7.	Materi yang disusun mengarahkan siswa mengembangkan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.				
8.	Materi yang disusun diambil dari sumber-sumber yang relevan dan mutakhir terkait dengan topik yang dibahas.				
9.	Materi yang disusun memotivasi siswa untuk mengembangkan kecakapan hidup secara personal, sosial, akademik, dan vokasional.				
10.	Materi yang disusun memotivasi siswa untuk mengembangkan wawasan kebhinekaan.				

Tanggapan dan saran perbaikan untuk kelayakan isi Unit II:

Kelayakan Bahasa					
11.	Instruksi dalam Bahasa Inggris yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris siswa kelas X.				
12.	Instruksi dalam Bahasa Inggris yang digunakan sesuai dengan situasi sosial-emosional remaja.				
13.	Materi yang disajikan menggunakan bahasa yang jelas dan mudah dipahami oleh siswa.				
14.	Materi yang disajikan sesuai tata Bahasa Inggris yang tepat.				
15.	Materi yang disajikan mencerminkan keruntutan penyampaian makna.				
16.	Materi yang disajikan mencerminkan ketertautan makna.				
Tanggapan dan atau saran perbaikan untuk kelayakan bahasa Unit II:					
Kelayakan Penyajian					
17.	Materi disajikan secara sistematis menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi terdiri dari Pendahuluan, Isi, dan Penutup.				
18.	Materi yang disajikan memiliki keseimbangan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang.				
19.	Penyajian materi dalam pembelajaran mendorong terjadinya interaksi dalam Bahasa Inggris yang berpusat pada peserta didik.				
20.	Penyajian materi dalam pembelajaran mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik secara lisan dan tulis.				
21.	Penyajian materi dalam pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Penyajian materi dalam pembelajaran mengembangkan				

	kemampuan siswa untuk refleksi/evaluasi diri dari kegiatan belajar dan berkomunikasi.				
23.	Materi disajikan secara lengkap melalui bagian Pendahuluan yang berisi <i>Unit Title</i> dan <i>Learning Objectives</i> .				
24.	Materi disajikan secara lengkap melalui bagian Isi yang berisi <i>Let's Get Ready</i> dan <i>Let's Act (Let's Listen and Speak dan Let's Read and Write)</i> .				
25.	Materi disajikan secara lengkap melalui bagian Penutup yang berisi <i>Let's Do More, Let's Make a Reflection, Let's Make a Summary</i> , dan <i>Vocabulary List</i> .				
Tanggapan dan atau saran perbaikan untuk kelayakan penyajian Unit II:					
Kelayakan Kegrafikan					
26.	Desain isi buku menggunakan unsur tata letak lengkap baik judul bab, subjudul, angka halaman, dan ilustrasi dan keterangan gambar (<i>caption</i>).				
27.	Ilustrasi isi buku menimbulkan daya tarik.				
28.	Penyusunan materi tidak menggunakan terlalu banyak kombinasi jenis huruf				
29.	Penyusunan materi menggunakan ilustrasi dimana bentuk, warna, ukuran, proporsi obyek sesuai realita.				
Tanggapan dan atau saran perbaikan untuk kelayakan kegrafikan Unit II:					

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK SISWA KELAS X JURUSAN PERTANIAN
(EXPERT JUDGMENT)**

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Pertanian di SMK Muhammadiyah 2 Mertoyudan. Angket ini diadaptasi dari Instrumen Penilaian Buku Teks Bahasa Inggris SMK dari BSNP.

A. DATA RESPONDEN

Nama :
NIP :
Institusi :
Bidang Keahlian :

B. EVALUASI MATERI PEMBELAJARAN

Pentunjuk Pengisian:

Berilah tanda centang (√) pada salah satu kolom SS, S, TS, STS pada pernyataan yang ada di tabel.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. UNIT III “WE CAN’T PARK THERE”

No.	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1.	Materi yang disusun sesuai dengan SK dan KD Bahasa Inggris SMK mencakup keterampilan menyimak, berbicara, membaca, dan menulis.				
2.	Materi yang disusun memberikan gambaran Bahasa Inggris yang relevan dalam kehidupan siswa sehari-hari setelah mereka bekerja.				

3.	Materi yang disusun mampu memberikan pemahaman tentang fungsi sosial, unsur dan struktur makna, dan fitur linguistik dari teks yang dipelajari.				
4.	Materi yang disusun mampu memberikan bimbingan bagi peserta didik untuk menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan teks yang dipelajari dengan memperhatikan unsur dan struktur makna dan fitur linguistik.				
5.	Materi yang disusun mampu mengarahkan peserta didik untuk mencapai fungsi sosial terkait kehidupan sehari-hari baik secara lisan dan tertulis dari teks yang dipelajari.				
6.	Materi yang disusun mengarahkan siswa mengembangkan kemampuan berpikir runtut dan sistematis dari teks yang dipelajari.				
7.	Materi yang disusun mengarahkan siswa mengembangkan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.				
8.	Materi yang disusun diambil dari sumber-sumber yang relevan dan mutakhir terkait dengan topik yang dibahas.				
9.	Materi yang disusun memotivasi siswa untuk mengembangkan kecakapan hidup secara personal, sosial, akademik, dan vokasional.				
10.	Materi yang disusun memotivasi siswa untuk mengembangkan wawasan kebhinekaan.				

Tanggapan dan saran perbaikan untuk kelayakan isi Unit III:

Kelayakan Bahasa					
11.	Instruksi dalam Bahasa Inggris yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris siswa kelas X.				
12.	Instruksi dalam Bahasa Inggris yang digunakan sesuai dengan situasi sosial-emosional remaja.				
13.	Materi yang disajikan menggunakan bahasa yang jelas dan mudah dipahami oleh siswa.				
14.	Materi yang disajikan sesuai tata Bahasa Inggris yang tepat.				
15.	Materi yang disajikan mencerminkan keruntutan penyampaian makna.				
16.	Materi yang disajikan mencerminkan ketertautan makna.				
Tanggapan dan atau saran perbaikan untuk kelayakan bahasa Unit III:					
Kelayakan Penyajian					
17.	Materi disajikan secara sistematis menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi terdiri dari Pendahuluan, Isi, dan Penutup.				
18.	Materi yang disajikan memiliki keseimbangan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang.				
19.	Penyajian materi dalam pembelajaran mendorong terjadinya interaksi dalam Bahasa Inggris yang berpusat pada peserta didik.				
20.	Penyajian materi dalam pembelajaran mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik secara lisan dan tulis.				
21.	Penyajian materi dalam pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Penyajian materi dalam pembelajaran mengembangkan				

	kemampuan siswa untuk refleksi/evaluasi diri dari kegiatan belajar dan berkomunikasi.				
23.	Materi disajikan secara lengkap melalui bagian Pendahuluan yang berisi <i>Unit Title</i> dan <i>Learning Objectives</i> .				
24.	Materi disajikan secara lengkap melalui bagian Isi yang berisi <i>Let's Get Ready</i> dan <i>Let's Act (Let's Listen and Speak dan Let's Read and Write)</i> .				
25.	Materi disajikan secara lengkap melalui bagian Penutup yang berisi <i>Let's Do More, Let's Make a Reflection, Let's Make a Summary</i> , dan <i>Vocabulary List</i> .				
Tanggapan dan atau saran perbaikan untuk kelayakan penyajian Unit III:					
Kelayakan Kegrafikan					
26.	Desain isi buku menggunakan unsur tata letak lengkap baik judul bab, subjudul, angka halaman, dan ilustrasi dan keterangan gambar (<i>caption</i>).				
27.	Ilustrasi isi buku menimbulkan daya tarik.				
28.	Penyusunan materi tidak menggunakan terlalu banyak kombinasi jenis huruf				
29.	Penyusunan materi menggunakan ilustrasi dimana bentuk, warna, ukuran, proporsi obyek sesuai realita.				
Tanggapan dan atau saran perbaikan untuk kelayakan kegrafikan Unit III:					

Appendix G

Research Licenses



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
[http://www.fbs.uny.ac.id//](http://www.fbs.uny.ac.id/)

FRM/FBS/33-01
10 Jan 2011

Nomor : 0102b/UN.34.12/DT/I/2013
Lampiran : -
Hal : **Permohonan Izin Observasi**

23 Januari 2013

Kepada Yth.
Kepala SMK Muhammadiyah 2 Mertoyudan
Magelang

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

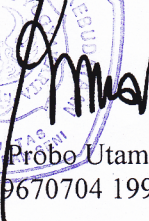
Developing English Learning Materials for Grade X Students of Agriculture Study Program of SMK Muhammadiyah 2 Mertoyudan Magelang

Mahasiswa dimaksud adalah :

Nama : NUNUN NUKI ERFIANI
NIM : 08202244029
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari – Februari 2013
Lokasi Observasi : SMK Muhammadiyah 2 Mertoyudan Magelang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0290a/UN.34.12/DT/III/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

20 Maret 2013

Kepada Yth.
Ketua Majelis Dikdasmen PDM Kabupaten Magelang
di Mungkid

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing English Learning Materials for Grade X Students of Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan

Mahasiswa dimaksud adalah :

Nama : NUNUN NUKI ERFIANI
NIM : 08202244029
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret - Mei 2013
Lokasi Penelitian : SMK Muhammadiyah 2 Mertoyudan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH
KABUPATEN MAGELANG**

Alamat : Jl. Magelang - Yogyakarta Km. 11 Telp./Fax. (0293) 782188 Babrik, Mungkid, Magelang 56551



SURAT REKOMENDASI

Nomor : **24**/REK/III.4/F/I/2013

Dasar : Surat Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta nomor : 0290a/UN.34.12/DT/III/2013 tanggal 20 Maret 2013 perihal permohonan ijin penelitian.

Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kabupaten Magelang, dengan ini memberikan rekomendasi kepada :

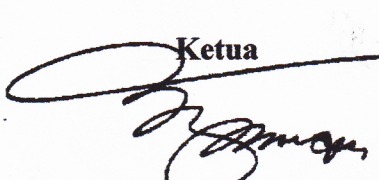
Nama : Nunun Nuki Erfiani
NIM : 08202244029
Program Studi : Pendidikan Bahasa Inggris

Untuk Melakukan Penelitian pada SMK Muhammadiyah 2 Mertoyudan sehubungan dengan penulisan tugas akhir skripsi yang berjudul :

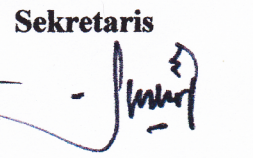
DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENST OF AGRICULTURE STUDY PROGRAM AT SMK MUHAMMADIYAH 2 MERTOYUDAN.

Demikian rekomendasi ini diberikan untuk dapat dipergunakan sebagaimana mestinya, dengan penuh rasa tanggung jawab dan dimohon laporan setelah usainya kegiatan.

Mungkid, 28 Maret 2013

Ketua

Drs. Suliswiyadi, M.Ag.
NBM. 782 447



Sekretaris

Drs. H. Muh Rofi, M.Pd.
NBM. 988 071