

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X
STUDENTS OF BEAUTY STUDY PROGRAM**

A Thesis

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



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A THESIS



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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis 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, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, July 2015

Penulis



Yohana Dian

MOTTO

And surely I am with you always, to the very end of the age.

(Matthew 28:20)

Where there is a will, there is a way

Dream – Believe – Make it Happen

DEDICATIONS

I truly dedicate this thesis to:

- ✚ My great father; Gabriel
- ✚ My super mother; Asteria Hariki Widowati
- ✚ My beloved brother; Antonius Hermanto Boera
- ✚ My lovely sisters; Alfonsa Biru Yuliasari and Katharina Anggrek Bulan
- ✚ My special partner; Thomas Triadi Wijaya
- ✚ And all my beloved friends whom I cannot mention one by one.

Without you all I will not be able to finish this thesis. Thank you so much for your love, motivation and prayers.

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Finally, I hope this thesis may be helpful for the readers, especially for those who write a similar research. However, I realize that this thesis is far from being perfect. Therefore, any criticism and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, July 2015
The Researcher



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LIST OF APPENDICES

Appendix A. The Needs Analysis Questionnaire

Appendix B. The Results of Needs Analysis Questionnaire

Appendix C. Syllabus

Appendix D. The First Draft of the Materials

Appendix E. The Description of the Tasks

Appendix F. The Expert Judgment Questionnaire

Appendix G. The Results of Expert Judgment Questionnaire

Appendix H. The Final Draft of the Materials

Appendix I. Permit Letters

LIST OF TABLES

Table 2.1 The Organization of CBI Principles	13
Table 2.2 The Organization of Dick & Carey's Systemic Instructional Design ...	22
Table 2.3 The Organization of Task Continuity	27
Table 3.1 The Organization of Needs Analysis Questionnaire	43
Table 3.2 The Organization of Expert Judgment Questionnaire	45
Table 3.3 The Organization of Descriptive Analysis	47
Table 4.1 Students' View about Their Learning Goal	49
Table 4.2 Students' View about Necessary Level to Have	49
Table 4.3 Students' View about Topic of Reading Text	50
Table 4.4 Students' View about Language Skill to Have	51
Table 4.5 Students' Current Level of English Proficiency	51
Table 4.6 Students' Want in Learning English	52
Table 4.7 Input Text of Learning Listening	54
Table 4.8 Listening Input Length	54
Table 4.9 Input Text of Learning Speaking	55
Table 4.10 Speaking Input Length	55
Table 4.11 Input Text of Learning Reading	56
Table 4.12 Reading Input Length	56
Table 4.13 Input Text of Learning Writing	57
Table 4.14 Writing Input Length	58
Table 4.15 Listening Procedure	58

Table 4.16 Speaking Procedure	59
Table 4.17 Reading Procedure	60
Table 4.18 Vocabulary Procedure	61
Table 4.19 Writing Procedure	62
Table 4.20 Grammar Procedure	62
Table 4.21 Pronunciation Procedure	63
Table 4.22 Setting of Teaching and Learning Process	64
Table 4.23 Setting of English Teaching and Learning Process	65
Table 4.24 Teacher's Role	65
Table 4.25 Learner's Role	67
Table 4.26 The Appropriateness of the Content of Unit 1	72
Table 4.27 The Appropriateness of the Presentation of Unit 1	73
Table 4.28 The Appropriateness of the Language of Unit 1	74
Table 4.29 The Appropriateness of the Lay-out of Unit 1	75
Table 4.30 The Revisions of Unit 1	76
Table 4.31 The Appropriateness of the Content of Unit 2	77
Table 4.32 The Appropriateness of the Presentation of Unit 2	79
Table 4.33 The Appropriateness of the Language of Unit 2	80
Table 4.34 The Appropriateness of the Lay-out of Unit 2	81
Table 4.35 The Revisions of Unit 2	82
Table 4.36 The Appropriateness of the Content of Unit 3	84
Table 4.37 The Appropriateness of the Presentation of Unit 3	85
Table 4.38 The Appropriateness of the Language of Unit 3	86

Table 4.39 The Appropriateness of the Lay-out of Unit 3	87
Table 4.40 The Revisions of Unit 3	89

LIST OF FIGURES

Figure 2.1 Classroom Setting	32
Figure 3.1 The Organization of the Research Procedure	40
Figure 4.1 The Unit Design	69

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
<i>PERNYATAAN</i>	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
LIST OF APPENDICES	viii
LIST OF TABLES	ix
LIST OF FIGURES	xii
TABLE OF CONTENTS	xiii
ABSTRACT	xvi
CHAPTER I. INTRODUCTION	1
A. Background of the Study	1
B. Identification of the problems	3
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objectives of the Research	6
F. Significance of the Research	6
CHAPTER II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	7
A. LITERATURE REVIEW	7
1. English at Vocational High School	7
a. The curriculum	7
b. Beauty Study Program	8
2. English for Specific Purposes	9
a. The Definition of ESP	9

b. The Needs Analysis	9
3. Content-Based instruction	12
a. Definition of Content-Based Instruction	12
b. Principles of Content-Based Instruction	13
c. Theory of Language	14
d. Theory of Learning	14
e. Design of Content-Based instruction	15
4. English Learning Materials	18
a. The Nature of Learning Materials	18
b. The Role of Learning Materials	18
c. Criteria of Good Learning Materials	19
5. Materials Development	20
a. Definition of Material Development	20
b. The Process of materials Development	21
6. Unit Design Development	23
a. Principles of Unit Development	23
b. Model of Unit Design	24
c. Task grading and sequencing	25
7. Task Design Development	29
a. Definition of Task	29
b. Component of Task	30
c. Principles of Task	33
8. Materials Evaluation	34
B. CONCEPTUAL FRAMEWORK	36
CHAPTER III. RESEARCH METHOD	39
A. Type of Study	39
B. Research Setting	39
C. Research Subject	40

D. Research Procedure	40
E. Data Collection Techniques	42
F. Data Collection Instruments	43
G. Data Analysis Techniques	46
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSIONS	48
A. Research Findings	48
1. The Results of Needs Analysis	48
2. Syllabus	67
3. The First Draft of Materials	69
4. The Expert Judgment	70
B. Discussion	90
CHAPTER V. CONCLUSIONS AND SUGGESTIONS	94
A. Conclusions	94
1. Target Needs	94
2. Learning Needs	95
3. Characteristics of English Learning materials for Grade X Students of Beauty Study Program	96
B. Suggestions	97
REFERENCES	99
APPENDICES	101

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF BEAUTY STUDY PROGRAM

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ABSTRACT

The aims of this study were: (1) to find out the target needs of the students of Beauty Study Program, (2) to find out the learning needs of the students of Beauty Study Program and (3) to develop appropriate English learning materials for the students of Beauty Study Program of SMK N 3 Magelang.

This is a Research and Development (R&D) study. The subjects of the research were Grade X students of Beauty Study Program of SMK N 3 Magelang in the academic year of 2014/2015. There were two types of questionnaires used in this research. The first was a needs analysis questionnaire to find out the target needs and the learning needs of the students. The second was a materials evaluation questionnaire adapted from *Instrumen Penilaian Buku Bahasa Inggris SMK* to assess the appropriateness of the developed materials. The assessment was done by a learning materials expert. This research was conducted by following Dick and Carey's model in Borg, Gall and Gall (2003) with some modification. The first step was conducting a needs analysis by distributing a questionnaire to the students. The results of the needs analysis were used to develop the syllabus. The syllabus was the guideline to develop the first draft of the materials. Then, the first draft was evaluated by a learning materials expert. The results of the materials evaluation were then analyzed through descriptive statistics and used to revise the first draft of the materials.

The product of this study is three units of English learning materials. Each unit has 25 tasks which are divided into three parts: introduction, lesson proper and reinforcement. The inputs were in the form of spoken and written texts and grammar explanation. The activities encourage the students to actively participate in the classroom discussion and be involved in solving the tasks. The tasks are done individually, in pairs and in small groups. Based on the materials evaluation; the content, the language, the presentation and the lay-out of the materials are appropriate. The mean score of all aspects of the developed materials was 3.12 which is categorized as "Good".

CHAPTER I

INTRODUCTION

This study is aimed at developing English learning materials for Grade X students of Beauty Study Program at Vocational High Schools. This chapter discusses about background, identification, limitation, formulation, objectives, and significance of the study.

A. Background of the Study

Vocational High Schools are designed to prepare the students to work right after they graduate. The fresh graduate students of Vocational High School are expected to master the skills of their expertise. Besides, English becomes very important since most of the job vacancies put English proficiency, both written and spoken, as one of the requirements. Moreover, the development of global communication and information era brings a strict competition among the job seekers. The students will get advantages if they master English of their expertise. In terms of education, English is always considered as one of the subjects to be taught in almost all levels of education. Considering the facts above, English has become an important skill to master by students of Vocational High School. In this case, students of Beauty Study Program.

SMK N 3 Magelang is one of the Vocational High Schools. It provides students with many kinds of study programs to master a specific skill of their interest. The study programs provided are *Akomodasi Perhotelan*, *Tata Boga*,

Tata Busana, and *Tata Kecantikan*. In this case, the researcher only concerns on Beauty (*Tata Kecantikan*) Study Program. As stated above, English is one of the important subject to help students to face the global competition. Regarding these, the English for Specific Purposes is required to support their English proficiency based on their expertise. Therefore, the teachers should consider English learning materials which are suitable for the students' needs.

The regulation of National Education Minister (2006) states that English teaching at the Vocational High School should aim at equipping the students with English communication skills in order to help them communicate in the context areas of their expertise. It means that English teaching at Vocational High School should consider the English required in the target situation of each study.

It fact, the English learning materials of Beauty Study Program at SMK N 3 Magelang are not related to the students' needs. Harsono (2005) says that English teachers usually teach their students by using available textbooks. However, the English learning materials which are really suitable with the needs of the students are not always available.

The students of Beauty Study Program cannot get the appropriate exposure of English which is needed for their future. There are no considerations about the target situation and the target needs of the students. Moreover, the texts or inputs are taken from general English course books. As a result, the course books contain very general input which are not contextualized for Beauty Study Program.

Concerning these, the English learning materials should be designed based on the students' needs in order to support the English learning process. Besides, the learning materials should be contextualized based on their study program.

B. Identification of the Problems

English learning materials have a crucial part in teaching and learning process in the classrooms. The school needs appropriate English materials based on the recent curriculum that also represents the characteristics of each department in each level to meet the students' need. However, there are some problems found by the researcher which are related to materials and media used in the teaching and learning process of Beauty Study Program at SMK N 3 Magelang. The English materials used in learning English for Beauty Study Program are not contextualized to their study program. The English materials which the students learn are still general English. They need specific English learning materials related to Beauty Study Program.

Based on the interview which was conducted in July 2014, the researcher found some problems related to the materials that the teacher used.

First, the course book that the teacher used is published by LP2IP Yogyakarta entitled "*Bahasa Inggris untuk SMK*". The English course book contains general English since it is used for all study programs. The content of the course book is all about grammar exercises. The pattern of the tasks is grammar explanation then followed by the tasks. There are no particular input texts and technical terms of Beauty Study Program. The teachers also sometimes adapted

and adopted supplementary materials from the internet. However the input texts still do not meet the students' needs.

Second, the audio materials available are in the form of Compact Disc (CD). The CDs are in one package with the course book. It means that the input texts of the audio materials are also too general.

Last, the teachers concern on developing English learning materials for *Akomodasi Perhotelan* Study Program only. It can be assumed that the Beauty Study Program is still lack of appropriate English learning materials.

Meanwhile, it is important for them to recognize vocabulary and expressions which are useful for their future job. However, the course books contain general English inputs which do not meet the students' needs. Therefore, students cannot learn the competences which will be required in the target situation later.

C. Limitation of the Problem

Based on the problems identified above, the researcher focuses on developing English learning materials for Grade X students of Beauty Study Program in the first semester. The developed materials are in the form of course book which consists of two sections; spoken (Listening & Speaking) and written (Reading & Writing) in each unit.

D. Formulation of the Problem

Based on the limitation of the problem above, the problems of this study can be formulated as follows:

1. What are the target needs of the Grade X students of Beauty Study Program?
2. What are the learning needs of the Grade X students of Beauty Study Program?
3. What are the appropriate English learning materials for the Grade X students of Beauty Study Program?

E. Objectives of the Research

Related to the formulation of the problem above, the objectives of this study are as follows:

1. To describe the target needs of the Grade X students of Beauty Study Program.
2. To describe the learning needs of the Grade X students of Beauty Study Program.
3. To develop appropriate English material for the Grade X students of Beauty Study Program.

F. Significance of the Research

There are some expected advantages of this study; the first advantage is for Grade X students of Beauty Study Program to use this product of the study to develop their English skills so that it can be useful for their future job especially in this global competition. Second, the advantage is for English teachers to use the English materials to be learned and then they can use the developed materials to teach the students. The last, the advantage is for the students of English Education Department to use the result of the study as a reference in developing other materials related to English for Specific Purposes materials.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, terms and concepts that are used in the discussion are presented. There are two parts of which the writer presents in this chapter. They are literature review and conceptual framework.

A. LITERATURE REVIEW

1. English at Vocational High School

a. The Curriculum

English is stated as an adaptive subject that has two major purposes. First is to comprehend the basic knowledge and skill program achieved, and second is to implement those skills and knowledge so that the students can interact well using spoken and written English at the intermediate level (BSNP, Jakarta: 2006).

According to the Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. The recent curriculum applied in school is curriculum 2013. It points out that the aim of education is to develop three aspects of student's competences which are attitude, knowledge, and skill. Those competences are formulated in the core competences (KI) which has one or more basic competences (KD). The first and second core competences (KI-1 and KI-2) are applied to develop the religious and social competences and the third and fourth core competences

(KI-3 and KI-4) are applied to develop the knowledge and skill competences of the students. Further, curriculum 2013 proposes scientific approach as the guidance in the language teaching and learning process. The scientific method steps used in the language classroom are: i) Observing, ii) Questioning, iii) Experimenting/collecting data/information, iv) Associating/analyzing data/information, v) Communicating, and vi) Creating.

b. Beauty Study Program

The Beauty Study Program is one of the specific skills which is provided by the vocational high schools. It covers make over, hairdo, skin care and wedding make-up. The work field of this department is relatively wide and varied, such as in the skin care, aesthetic center, beauty center, salon and other kinds of beauty companies. It prepares the students to be ready to work in beauty industries locally or even globally.

In this global era, English is required as a means of communication in all aspects, including education. English in vocational high schools is highly needed as the important role for the students to achieve their competence. It helps the students to compete in this global competition.

In line with the aim of the Vocational High Schools, the English learning materials should be specific based on its expertise. It leads the students to master the English of their specific skill. ESP as the basis approach could be the best way to develop English materials.

2. English for Specific Purposes

a. The Definition of ESP

Vocational high schools aim to prepare the students to compete on their work field of their expertise. English is one of the compulsory subject to be taught. However, there is a difference approach to teach English in vocational high schools. ESP is the best way to learn English based on their specific skill.

Hutchinson and Waters (1987: 18) argue that ESP is not a language methodology which teaches specialised varieties of English and consists of a specific type of learning materials but it is an approach to language learning which is based on learner's need. Nunan (2004:7) adds that ESP is an important subcomponent of language teaching that has its own approaches to curriculum development, material design, pedagogy, testing and research. Further, Tomlinson and Masuhara (2004) state that ESP is designed to fulfill the specific needs of the learner based on needs analysis.

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.

b. The Needs Analysis

Needs analysis is the very first step before designing the ESP materials. It helps the materials developer to create an appropriate materials based on the students' need so that it helps the students comprehending the English materials based on their expertise.

Chambers (1980) in Basturkmen (2010 : 17) states that needs analysis should be concerned with the establishment of communicative needs resulting from an analysis of the communication in the target situation. Richards (2001: 52) lists a number of reasons for conducting needs analysis before starting a course for a group of learners as follows:

- 1) to find out what languages skills a learner needs in order to perform a particular role
- 2) to help determine if an existing course adequately addresses the needs of potentials students
- 3) to determine which students from a group are most in need of training in particular language skills
- 4) to identify a change of direction that people in a reference group feel is important
- 5) to identify a gap between what students are able to do and what they need to be able to do
- 6) to collect information about a particular problem learners are experiencing

Hutchinson and Waters (1987: 54) define needs as the ability to comprehend and to produce the linguistic features into two categories: target needs and learning needs. The target needs are what knowledge and abilities the learner will require in order to be able to perform appropriately in the target

situation. The analysis of the target needs is divided into three points which are necessities, lacks, and wants.

- 1) **Necessities** is defined as the type of needs determined by the demands of the target situation.
- 2) **Lacks** is the gap between what the learners know already and what the learners do not know.
- 3) **Wants** is what the learners expect about language area that they want to master.

Hutchinson and Waters (1987: 53) find that the awareness of learning needs has an influence on the context of a language course and will exploit what is potential for the learners.

Hutchinson and Waters (1987: 6) draw three main reasons of the emergence of ESP course. They are:

- 1) The demands of a brave new world.
- 2) A revolution in linguistics
- 3) Focus on the students

Needs analysis is really important to be conducted at the beginning before designing ESP materials, since students' learning needs are the guidance in developing appropriate English learning materials. In line with ESP approach, another approach of language teaching which is so called as Content-Based Instruction points the importance of the using of authentic materials in the

classroom process. The other connection between ESP and CBI is drawn in one of its principles which states that Content-Based Instruction better reflects learners' needs for learning a second language (Richards and Rodgers, 2001: 207).

3. Content-Based Instruction

a. Definition of Content-Based Instruction

Richards and Rodgers (2001:204) note that Content-Based Instruction refers to an approach to language teaching in which teaching is organised around the content or information that students will acquire rather than around linguistic features. The Content-Based Instruction is likely drawn on the principles of Communicative Language Teaching. It argues focus on real communication and the exchange of information.

Content-Based Instruction is theoretically based on the communicative competence. It emphasizes the socially appropriate and meaningful use of language in communication by knowing how to effectively use the language rather than knowing about it (Lotherington in Davies & Elder, 2004:707).

In other word, Stoller in Richards and Renandya (2001:94) cites that Content-Based Instruction prefers to use content as the vehicle for developing language skills. Content refers to the information or subject matter that people learn or communicate through language rather than the language used to convey it (Richards, 2006:28). Moreover, Krahnke in Richards (2006:27) defines CBI as the teaching of content or information in the language being

learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.

b. Principles of Content-Based Instruction

Brinton (2003) in Nunan (2004:132) sets out five principles for CBI.

These are summarized in the following table.

Table 2.1 The Organization of CBI Principles

Principle	Comment
Base instructional decisions on content rather than criteria.	Content-based instruction allows the choice of content to dictate or influence the selection and sequencing of language items.
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 settings. In many school 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.

c. Theory of Language

According to Richards and Rodgers (2001), 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 purposes, but the language still gives direction, shape, and ultimately meaning to discourse and texts.

d. Theory of Learning

CBI stands in contrast to traditional approaches to language teaching in which language form is the primary focus of the syllabus and of classroom teaching. A number of additional assumptions that derive from the core principles of CBI is described 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 instruction addresses students' needs.
 - 4) Teaching builds on the previous experience of the learners.
- e. Design of Content-Based Instruction

1) The Objective of Learning

Brinton et al., in Richards and Rodgers (2001) describe that Content-Based Instructions should cover linguistics, strategic, and cultural objectives. The summaries of those objectives are to activate and develop existing English language skills, to acquire learning skills and strategies which can be applied. In addition, they state that the objectives are to:

- a. activate and develop existing English language skills
- b. acquire learning skills and strategies that could be applied in future language development opportunities
- c. develop general academic skills applicable whether in university studies or all subject areas
- d. Broaden students' understanding of English speaking people.

2) The syllabus and types of activities

The syllabus is derived from the content area, and these obviously vary widely in detail and format. It is typically only CBI following the theme-based model in which content and instructional sequence is chosen according to language learning goals. The theme-based model uses the syllabus type referred to as typical syllabus, the organization of which is

built around specific topics and subtopics, as the name implies (Richards & Rodgers, 2001: 213)

There are several types of activities which can be applied in Content-Based classroom. Stoller (1997) in Richards and Rodgers (2001:212-213) classifies those activities into five categories, which are: (i) language skills improvement, (ii) vocabulary building, (iii) discourse organization, (iv) communicative interaction, (v) study skills and synthesis of content materials and grammar.

3) Learner roles

Stryker and Leaver (1993) in Richards and Rodgers (2014) state that the students are the active interpreters of input. They are willing to tolerate uncertainty along the path of learning, to explore the alternative learning strategies, and to seek multiple interpretations of oral and written texts. In this approach, the learners are expected to be active interpreters of input.

Learners are also expected to be source of content and joint participants in the selection of topics and activities. These learner's role are derived from a notion proposed by Stryker and Leaver that a goal of CBI is for learners to become autonomous so that they come to understand their own learning from the very starts (Stryker and Leaver, 1993) in Richards and Rodgers (2014).

4) Teacher roles

CBI requires the teachers as more than just good language teachers. It indicates that they must have the knowledge in the subject matter and have the ability to elicit that knowledge from the students (Stryker and Leaver, 1993) in (Richards and Rodgers, 2014). They should also become the student needs analysts and create the learner-centered classroom (Brinton et.al., 1989) in (Richards and Rodgers, 2001:214)

5) The Materials

To facilitate the language learning, the materials in Content-Based Instruction are materials which are used in the subject matters of the content areas. As the central concern of Content-Based Instruction, a wide range of various materials are needed. The issue of authenticity is considered. However, the term authentic has two definitions. First, it refers to materials used by native speakers. Second, it refers to original sources such as newspaper, magazines articles, and any other media materials (Richards and Rodgers, 2001).

Materials are considered to be important in the teaching and learning process because a number of advantages such as providing linguistic input, context of learning and also guidance for the teacher. Therefore, developing materials for either ESP or CBI classroom has become a key characteristic in an English course.

4. English Learning Materials

a. The Nature of Learning 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) non-print materials, and (c) materials that comprise both print and non-print sources.

Tomlinson (2008:15) argues that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition. Hence, materials should provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and effectively. 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.

b. The Role of Learning Materials

The materials used in CBI are the materials that are used typically with the subject matter of content course. This approach makes use of authentic texts to which learners are expected primarily to respond in relation to the content. The authenticity itself implies that the materials are like the kind of materials used in native language instruction, such as reports or article in a newspaper,

magazine, and any other media materials that are not originally produced for language teaching purpose (Brinton et al., 1989: 17)

Considering to the purpose of this study, the characteristic of effective learning materials which are proposed by Hutchinson and Waters (1987) and criteria of learning materials targeted at the students of Vocational High School by BSNP (2011) will be the guide for developing the appropriate learning materials. In addition, the next section is about the process of materials development by which materials will be developed and supposed to have a significant impact in determining the success of learning the language.

c. Criteria of Good Learning Materials

Hutchinson and Waters (1987: 107) propose some ideas of the good learning materials such as; (i) good materials do not teach, they encourage learners to learn; (ii) good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learner and teacher can cope with; and (iii) good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning.

Tomlinson (1998) in Richards (2001: 263) suggests that good materials should achieve impact, help learners to feel at ease, help learners to develop confidence, require and facilitate learner self-investment, expose the learners to language in authentic use, provide the learners with opportunities to use the

target language to achieve communicative purposes, take into account that the positive effects of instruction are usually delayed, take into account that learners differ in affective attitudes, permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, not rely too much on controlled practice and provide opportunities for outcome feedback.

5. Materials Development

a. Definition of Material Development

Material development refers to a process of producing and using the materials for language learning including materials evaluation adaptation, design, production, exploitation and research (Tomlinson, 2012:143). Moreover, Graves (2000:149) describes materials development as the planning process by which a teacher can put the objectives and goals of the course into units and tasks.

Developing materials for a language course or language programme has some advantages compared with using the commercial course books. Richards (2001:261) coins four advantages of developing materials which are presented as follows.

1) Relevance

The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns.

2) Develop expertise

Developing materials benefit the other staffs language course to improve their expertise, giving them a greater understanding of the characteristic of effective materials.

3) Reputation

It will show the commitment to the language teaching because of providing relevant, specialised, and contextualised materials for the students.

4) Flexibility

The produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

Furthermore, Shulman (1987) in Richards (2001:202) cites that materials development lies at the intersection of content and pedagogy. It shows the capacity of the teachers or material developers to transform the content knowledge into pedagogical form which is relevant to the students' needs and background.

b. The Process of Materials Development

Dick and Carey (1996) propose Systematic Instructional Design. this design allows the materials developers to link instructional learning strategy with the designed learning outcome. The following steps, which are

summarised below, will be used as the guide for developing materials in this study.

Table 2.2 The Organization of Dick & Carey's Systemic Instructional Design

No	Components
1	Determine instructional goal – what do you want learners to be able to do when they have completed the instruction
2	Analyze the instructional goal – a step-by-step determination of what people are doing when they perform the goal and what entry behaviors are needed
3	Analyze learners and contexts – context in which the skills will be learned and the context in which the skills will be used
4	Write performance objectives – specific behavior skills to be learned, the conditions under which they must be performed and the criteria for successful performance
5	Develop assessment instruments – based on the objectives
6	Develop instructional strategy – identify strategy to achieve the terminal objective; emphasis on presentation of information, practice and feedback, testing
7	Develop and select instruction – using the stated strategy produce instructional materials
8	Design and conduct formative evaluation – testing of instructional materials in one-to-one, small groups or field evaluations so that the materials can be evaluated with learners and revised prior to distribution
9	Revise instruction – data from the formative evaluation are summarized and interpreted to attempt to identify difficulties experience by learners in achieving the objectives and to relate these difficulties to specific deficiencies in the materials
10	Summative evaluation – independent evaluation to judge the worth of the instruction

In designing materials, there should be a consideration about the units which are carried out in the materials. The unit normally consists of a number of activities which represents the principles and beliefs in language teaching.

6. Unit Design Development

a. Principles of Unit Development

Commonly, there are several considerations about the task sequence, which task should come first and which the next. Nunan (2004:31-33) proposes six steps of developing materials which can be used as the basis underlain the unit design development process.

1) Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the 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) Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. One way of doing this would be to present learners with a brief conversation between two people discussing accommodation options relating to one of the advertisements that they studied in the previous step.

3) Authentic listening practice

The next step involves learners in intensive listening practice. The listening texts could involve a number of native speakers inquiring about accommodation options, and the task for the learner would be to match the conversations with the advertisements from step 1. This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

4) Focus on linguistic elements

The exercises of this stage focus on one or more linguistic elements, such as the intonation (if the tasks are listening) or spelling, punctuation and other language mechanics if the tasks are reading or writing ones, and so on. It helps the students to see the relationship between communicative meaning and linguistic form.

5) Provide freer practice

The students have been working within the constraints of language models provided by the teacher and the materials. At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation.

b. Model of Unit Design

Hutchinson and Waters (1998:109) describe that to start writing the materials, a materials developer should create the framework as the basis of materials writing. The framework should, at least, have four elements: input, content focus, language focus and task.

- 1) **Input:** The input can be in the form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication.
- 2) **Content focus:** Language is used as a means of communication conveying information and feeling. Hence non-linguistic content can be exploited to generate meaningful communication in the classroom.
- 3) **Language focus:** Language knowledge is given in order to achieve the purpose of language learning which is enabling learners to use the language correctly.
- 4) **Task:** The communicative tasks are employed to make the learner use the content knowledge and language knowledge in the classroom.

c. Task grading and sequencing

Nunan (2004: 114) argues that the decisions on what to teach first, what second, and what last in a course-book or programme will reflect the beliefs of the coursebook writer or syllabus designer about grading, sequencing, and integrating content.

Gradation may be based on the complexity of an items, its frequency in written or spoken English, or its importance for the learner. The key of components to be considered as the factors are input, procedures, and the learner.

1) Grading input

According to Nunan (2004:115), difficulty will be affected by the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it is signalled. Another factor which influences the difficulty is the amount of support provided to the listener or reader. A passage with readings and subheadings which is supported with with photographs, drawings, tables, graphs, and so on should be easier to process than one in which there is no contextual support.

2) Task continuity

Nunan (2004:125) states that continuity refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence.

The following table presents the steps in a possible instructional sequences which require learners to undertake activities, moving from comprehension-based procedures to controlled production activities, and exercises, and finally to ones requiring authentic communicative interaction.

Table 2.3 The Organization of Task Continuity

Phases	Steps within phases
A. Processing (comprehension)	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	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	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.).

3) Within task sequencing

Nunan (2004:120) points out that within task sequence can be applied not only in a common communicative task but also in other types of tasks. He adds that the regular way to divide any mini-sequence is into

three phrases: a pre-task phase, a task-proper phase, and a follow-up phase.

Richards (2001:150) states that the sequencing of content in the course needs to be determined. It involves the decision of which content is needed early in the course and which provides a basis for things that will be learned later.

a) Simple to complex

The content presented earlier should be simpler than later items. For example in reading section, the reading texts may be simplified at the beginning and more complex at later levels.

b) Chronology

Content may be sequenced according to the order in which events occur in the real world. For example, in proficiency course, skills might be sequenced according to the sequence in which they are normally acquired: (1) listening, (2) speaking, (3) reading and (4) writing.

c) Need

Content may be sequenced according to when learners are most likely to need it outside of the classroom.

d) Prerequisite learning

The sequence of content may reflect what is necessary at one point as a foundation for the next step in the learning process. For example, a certain set of grammar items may be taught as a prerequisite to paragraph writing.

e) Whole to part or part to whole

In some cases, material at the beginning of a course may focus on the overall structure or organization of a topic before considering the individual components that make it up. Alternatively, the course might focus on practicing the parts before the whole. For example, students might read short stories and react to them as whole texts before going on to consider what the elements are that constitute an effective short story.

f) Spiral sequencing

This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them.

7. Task Design Development

a. Definition of Task

Nunan (2004) defines 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. He adds that task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

b. Component of Task

Candlin (1987) in Nunan (2004) suggests that that tasks should contain input, roles, settings, actions, monitoring, outcomes and feedback. Different from Wright (1987a) in Nunan (2004), he argues that, minimally, tasks need to contain only two elements. These are input data, which may be provided by materials, teachers or learners, and an initiating question, which instructs learners on what to do with the data. While Nunan (2004), proposes six components of task. They are described below.

1) Goals

Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner's behavior. Another point worth noting is that goals may not always be explicitly stated, although they can usually be inferred from the task itself. Additionally, there is not always a simple one-to-one relationship between goals and tasks. In the same cases, a complex task such as a

simulation with several steps and sub-tasks may have more than one underlying goal.

2) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources. The inclusion as input of such material raises the question of authenticity. Nunan (2004: 49) argues that it is not a matter of whether or not authentic materials should be used, but what combination of authentic, simulated and specially written materials provide learners with optimal learning opportunities.

3) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection (and, in the next section, we will look at what research has to say on this matter), some issues arise similar to those as we encountered when considering input.

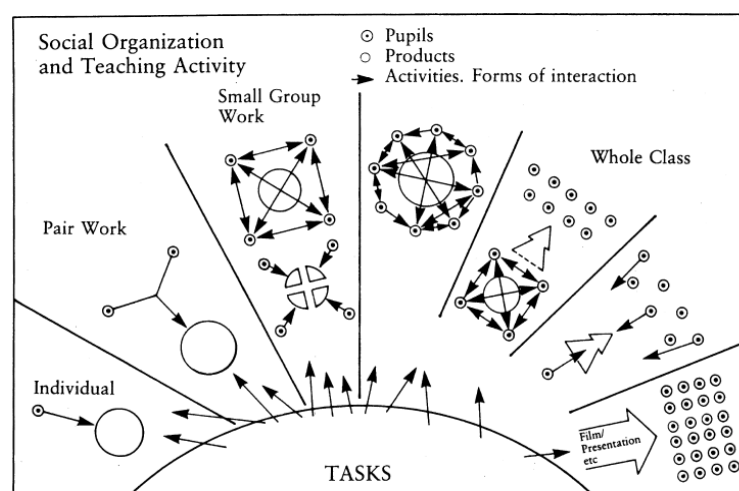
4) Teacher and learner roles

It refers to the parts that teachers and students are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Teacher roles and learner roles

are two sides of a coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role. According to Breen and Candlin (1980) in Nunan (2004), the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. The teacher may need to strike a balance between the roles that she feels appropriate and those demanded by the students.

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. Wright (1987: 15) in Nunan (2004) suggests the different ways in which learners might be grouped physically within the classroom as follows.



(Wright 1987: 58)

Figure 2.1 Classroom Setting

c. Principles of Task

To create meaningful tasks, there are some principles to follow (Nunan, 2004). Those principles are:

1) Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2) Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3) Recycling

Recycling language maximizes opportunities for learning and activates the 'organic' learning principle.

4) Active learning

A key principle behind this concept is that learners learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6) Reproduction to creation

In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways. This principle can be deployed not only with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

8. Material Evaluation

In ESP area, materials evaluation is defined as a means to measure whether the materials meet the learners' need or not. Hutchinson and Waters (1987) state evaluation is basically a matching process among the needs and possible solutions. It means that considerations in evaluating English learning materials should be based on the students' needs.

Skierso in Tomlinson (1998:221) proposes three steps of materials evaluation, which are:

- a. Identification of relevant contextual information relating to the students, the teacher, the course syllabus and the institution,

- b. Analysis of the features of the textbook followed by overall rating of the text, and
- c. The actual judging of the acceptability of the textbook, involving both the rating and weighting of specific evaluative criteria.

According to the theories about materials evaluation above, the preliminary efforts to start a materials evaluation is defining the criteria. This study uses the criteria which are proposed by BNSP (2011) as follows.

- a. The appropriateness of the content of the materials

The appropriateness of the content is determined by the completeness, the depth and the accuracy of the materials. In addition, the materials should refer to the most up to dated sources.

- b. The appropriateness of the language used in the materials.

The language used should be appropriate to learners' proficiency levels, understandable, and acceptable. Moreover, the text within the materials should be coherent and represent the integration of ideas.

- c. The appropriateness of the methodology

This item refers to the presentation of the materials. It includes grading and sequencing the tasks within the materials.

d. The appropriateness of the layout of the materials

The layout covers the description of fonts, text size, and the consistency of illustration.

B. CONCEPTUAL FRAMEWORK

English teaching at Vocational High Schools aims at developing the students' English proficiency by which the students can improve their professional skills. In addition, the English teaching should also develop students' communication abilities so that they can communicate in every social context such as expressing idea and feelings, participating in social activities and analyzing a certain event (BSNP, 2006).

The ideal learning materials for students of Vocational High School should meet their target needs. It means that the learning materials will be different for each study program. The learning materials should be specified by their study program. In fact, most of the Vocational High Schools use general English to teach their students, in this case, the students of Beauty Study Program. There are no learning materials which are related to beauty terms.

Therefore, ESP approach is used in this study to narrow the context of language teaching based on the target situation of the students. This is in accordance with Hutchinson and Waters (1987) who state that ESP is an approach which is based on the learners' needs. By using ESP approach, the English learning materials will be specified by, in this case, Beauty Study Program.

To collect the information of the students' needs, the research has been conducted by distributing questionnaire to the students of Beauty Study Program at SMK N 3 Magelang. Then, the needs' analysis was analyzed. The result of the needs analysis was used to create the syllabus. This syllabus was used as the basis to start developing the materials.

In accordance to the contents of the materials, CBI is used in the process of materials development. The reason of using CBI approach in this study is based on the principles of CBI which states that English is a means of communication to acquire information about the subject areas of the students (Richards & Rodgers, 2001). Through CBI, the materials will focus on the content of English for Beauty Study Program, by providing sufficient tasks and vocabularies related to English for Beauty Study Program.

The units that are developed refer to the curriculum 2013. Each unit covers two sections; spoken (listening & speaking) and written (reading & writing). Each section follows the scientific method. Further, the process of developing the materials should consider many aspect, such as principles of materials development (Tomlinson, 1998), so that the developed materials will achieve the goals of learning. Moreover, in the process of developing materials, the system approach proposed by Dick and Carey in Borg, Gall and Gall (2003) is used because it is relevant to achieve the goals of this study.

In materials development, one most important point is about developing tasks within the units. In designing appropriate tasks, the consideration should look up the principles of developing tasks proposed by Nunan (2004). After

developing the units, the materials are evaluated to check whether the purpose and goal of the materials are achieved or not. In evaluating the materials, the criteria proposed by BSNP (2011) are used. The criteria cover the items about contents, language, presentation, and layout. By using those criteria, the appropriateness of the materials is measured.

CHAPTER III

RESEARCH METHOD

In this chapter, there are discussions about the methodological steps which underlie this study. It covers the research design, research subject, research setting, research instrument, data collection techniques, data analysis techniques, and research procedure.

A. Type of Study

The objective of this research is to develop appropriate model of English learning materials for students of Beauty Study Program. Therefore, this research is classified as Research and Development since it aims to develop a finished product that can be used appropriately in an educational program (Borg, 2002:772).

B. Research Setting

The research was conducted in September 2014 at SMK N 3 Magelang which is located at Jalan Pierre Tendean 1 Magelang. There are four Study Programs in this Vocational High School. They are *Tata Busana*, *Tata Boga*, *Tata Kecantikan*, and *Akomodasi Perhotelan*.

C. Research Subject

The subjects of this research were Grade X students of Beauty Study Program at SMK N 3 Magelang. There are two classes of Grade X students of Beauty Study Program. Each class consists of 34 students. All of the students are female. The research subjects were limited for only one class.

D. Research Procedure

The procedure of this research refers to the system approach model proposed by Dick and Carey in Borg, Gall and Gall (2003). However, the system approach model has been adapted by the researcher to meet the condition of the research.

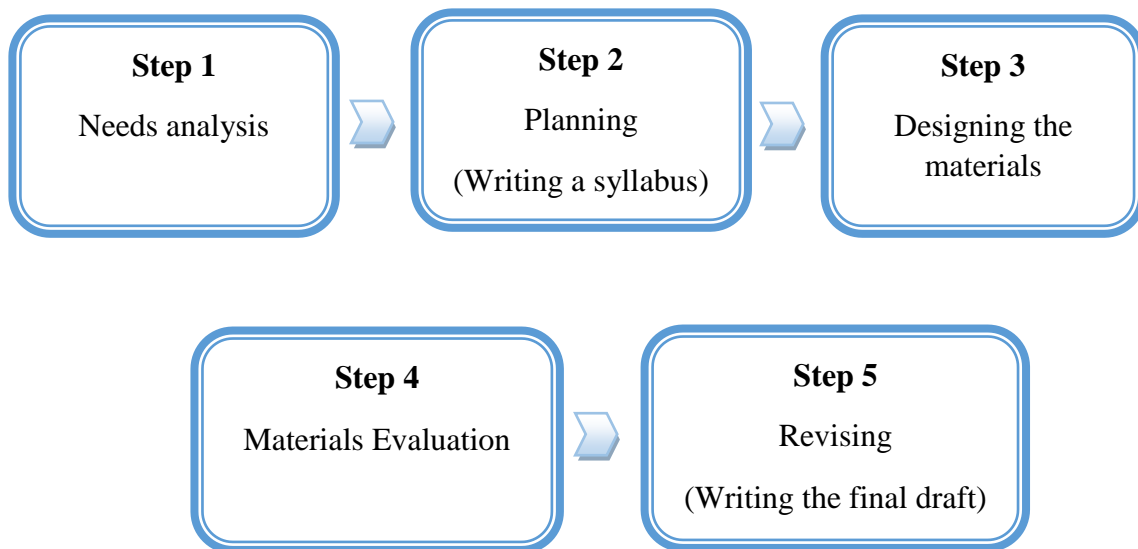


Figure 3.1 The Organization of the Research Procedure

The procedures of the research are described as follows:

1. Needs analysis

The purpose of the needs analysis is to gather the information of learners' needs and learning needs. The data were analyzed as the basis for developing English learning materials for the Grade X students of Beauty Study Program.

2. Planning

In this stage, the syllabus was developed based on the students' needs analysis questionnaire. There is also a consideration about the core competence and basic competences which underlie the English teaching at Vocational High School. The syllabus consists of core competence and basic competence, topics, unit titles, indicators, input texts, language focus that cover vocabulary and grammar, and learning procedure/activities.

3. Developing the materials

The developed materials were based on the syllabus. There were three units. Each unit consists of 25 tasks. Each unit is divided into two sections; spoken (listening and speaking) and written (reading and writing). Each section follows the scientific method, which are; observing, questioning, experimenting/collecting data/information, associating/analyzing data/information, communicating, and creating.

4. Materials Evaluation

The materials were evaluated by an expert to assess the appropriateness of the materials. The process of assessment uses expert judgment questionnaire. The questionnaire is adapted from the criteria of materials development proposed by BNSP 2011. The experts are also provided with some open-ended questions to write their opinions or suggestions.

5. Revising

The results of the expert judgment questionnaire were analyzed and then used as the basis to rewrite the final draft of the materials. The revisions are based on some categories such as the content, the language, the presentation, and the layout. After being revised, the materials are considered as appropriate English learning materials for the Grade X students of Beauty Study Program.

E. Data Collection Techniques

In this study, the data were collected through questionnaires. Firstly, the needs analysis questionnaire was used to gather the data of the target and learning needs in English. The learners were asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. The teacher was interviewed informally to support the data from the questionnaire.

Secondly, opinions and suggestions from the experts are proposed through the expert judgments questionnaire to find the appropriateness of the designed

materials. The expert judgments questionnaires used a *Likert Scale* to collect the data.

F. Data Collection Instruments

In collecting the data, the questionnaires were distributed to the students and a materials expert. There were two types of questionnaire used in this research. Those were the needs analysis questionnaire and expert judgment questionnaire. The organization of the questionnaires was elaborated through the tables below.

1. Needs analysis questionnaire

The need analysis questionnaire was distributed to find out the target needs and the learning needs of the Grade X students of Beauty Study Program at SMK N 3 Magelang. In developing the needs analysis questionnaire, this study referred to the theory of needs assessment proposed by Hutchinson and Waters (1987), Graves, and Nunan (2004).

Table 3.1 The Organization of Needs Analysis Questionnaire

No	Aspect	Number of Items	Purpose of the Questions	References
1	Personal Identity of the Students	1	To find out basic and personal information about the learners	Graves : 103
2	Goals	1	To find out the students' expectation toward the learning English	Graves : 104

(continued)

(continued)

Target Needs				
3	Necessities	3,4,5	To find out the students' needs in terms of the target situation	Hutchinson and Waters (1987: 55)
4	Lacks	2	To find out the gap between students' existing knowledge and the required knowledge level.	Hutchinson and Waters (1987: 55)
5	Wants	6	To find the students' wants related to the materials	Hutchinson and Waters (1987: 55)
Learning Needs				
6	Input	7-14	To find out the content should be carried out in the designed tasks	Nunan (2004: 47)
7	Procedure	15-21	To find out what students should do with the tasks	Nunan (2004: 52)
8	Setting	22,23	To find out how the tasks are carried out (group work, pair work or individually)	Nunan (2004: 70)
9	Teacher's role	25	To find out the teachers' role in the classroom	Nunan (2004: 64)
10	Learner's role	24	To find out the learner's role in the classroom	Nunan (2004: 67)

2. Expert judgment questionnaire

The second questionnaire was the expert judgment. It was proposed to a materials expert to know their opinion and suggestions about the developed materials.

Table 3.2 The Organization of Expert Judgment Questionnaire

No	Components of Evaluation	Aspects	Item Number	References
1	Content	Completeness	1,2	BSNP
		Depth	4	BSNP
		Accuracy	3	BSNP
		Language Features	8,9,10	BSNP
		Life Skill Development	5,6,7	BSNP
2	Presentation	Systematic	11,13,20,21	BSNP
		Balance between the Units	12	BSNP
		Student's center	14,15,16,17	BSNP
		Autonomous	18	BSNP
		Self-Evaluation	19	BSNP
3	Language	The appropriateness at Developmental level of Students	22,23,24	BSNP
		Language Accuracy	25,26	BSNP
		The unity of Ideas	27,28	BSNP
4	Graphic	Typography	29,30,31,32	BSNP

G. Data Analysis Techniques

1. Needs analysis questionnaire

The data of need analysis questionnaire were analyzed using frequencies and percentages. The highest percentages of the answers of each question were considered representing the students' needs. The percentage is calculating by dividing the frequency by the total of the respondents and then the results is multiplied by 100%.

2. Expert judgment questionnaire

Likert-Scale was used as the measurement to analyze the data of expert judgment questionnaire. The results of the questionnaire were calculated by using the formula proposed by Suharto (2006: 52-53).

Based on the results of the materials evaluation, it was found that the highest score was 4 and the lowest was 3.

$$R = \frac{4 - 3}{4} = 0.25$$

4

The data calculation above shows that the range of each four categories was 0.25. Further, the results of the calculation were converted to descriptive analysis by arranging its goodness as proposed by Suharto (2006: 52-53). The indicator to measure is the Mean (γ).

Table 3.3 The Organization of Descriptive Analysis

Scales	Interval	Descriptive Categories
1	$3.24 \leq X \leq 4$	Very Good
2	$2.5 \leq X \leq 3.24$	Good
3	$1.75 \leq X \leq 2.24$	Fair
4	$1 \leq X \leq 1.74$	Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The first part of this chapter presents the results of needs analysis, the syllabus of the materials, the first draft of the materials and the results of materials evaluation. The second part presents the discussion of the findings.

A. Research Findings

1. The Results of the Needs Analysis

A needs analysis was conducted to assess the students' target and learning needs. The questionnaire was distributed to the students in September 2014. The results are described below.

a. Target Needs

Target needs cover a number of important distinctions which include necessities, lacks, and wants (Hutchinson and Waters, 1987).

a) Necessities

Hutchinson and Waters (1987) define necessities as the type of need that the students should know in order to function effectively in the target situation. There are four questions provided by the researcher. The following table shows the students' view about the demand of their target situation.

Table 4.1 Students' View about Their Learning Goal

Item	Goal	N	f	Percentage
The students' goal of studying English	a. To get many kinds of vocabularies of beauty world which can support my future job	33	4	12.12%
	b. To be able to communicate in English both written and spoken to support my future job	33	14	42.42%
	c. To pass the National Exam.	33	13	39.39%
	d. Others	33	1	3.03%

In term of goal, the data above show that most of the students, which is 42.42%, claim that their main goal of studying English is to be able to communicate in English fluently. The second highest tendency (39.39%) is that they want to pass the National Exam.

Table 4.2 Students' View about Necessary Level to Have

Item	Level	N	f	Percentage
Students' view about necessary level to have to support their higher education	a. beginner: to be able to comprehend simple sentences and utterances in the daily life	33	1	3.03%
	b. intermediate: to be able to comprehend the main point of the text and give opinions	33	4	12.12%

(continued)

(continued)

	c. advanced: to be able to comprehend types of text and the explicit meaning of it	33	28	84.84%
	d. others	33	0	0%

Table 4.2 shows that most of the students consider that they need to be in advanced level (84.84%) in order to support their higher education level or their future job, while other participants (12.12%) consider that intermediate level is where they need to be.

Table 4.3 Students' View about Topic of Reading Text

Item	Topic of Reading Text	N	f	Percentage
Students' view about topic of reading text they will read the most as beauty experts	a. make-up procedures in English	33	13	39.39%
	b. recent beauty trend, including make-up and hairstyles	33	21	63.63%
	c. how to communicate with customer in English	33	14	42.42%
	d. others	33	0	0%

Table 4.3 shows that most of the students (63.63%) consider the topic of texts which contain the trend of the recent make-up and hairstyles as the type of text which they will find the most as the beauty experts, while the type of texts which provide conversation between a beauty expert and customer is the second higher option

(42.42%) that the students chose. In conclusion, they need to know kinds of make-up and hairstyles as they consider it important for their future job.

Table 4.4 Students' View about Language Skill to Have

Item	Skill	N	f	Percentage
Students' view about language skill to have as beauty experts	a. listening	33	14	42.42%
	b. speaking	33	28	84.84%
	c. reading	33	13	39.39%
	d. writing	33	0	0%

Table 4.4 shows most of the students (84.84%) believe that speaking is the skill which take the most important role for their future job as a beauty expert. The second most important skill that the students chose is listening (42.42%).

b) Lacks

The gap between the existing proficiency of the students and their target proficiency is called lacks (Hutchinson and Waters, 1987). The following table shows the lack of the students.

Table 4.5 Students' Current Level of English Proficiency

Item	Level	N	f	Percentage
Students' view about their current level of English	a. beginner: to be able to comprehend simple sentences and utterances in the daily life	33	17	51.51%

proficiency	b. intermediate: to be able to comprehend the main point of the text and give opinions	33	16	48.48%
	c. advanced: to be able to comprehend types of text and the explicit meaning of it	33	1	3.03%
	d. others	33	0	0%

Table 4.5 above shows that the students' English proficiency level is in the beginner (51.51%). It means they are able to comprehend simple sentences and utterances in the daily life, while 48.48% students claim that they are in the intermediate level. In brief, most of the students are in the beginner level.

c) Wants

Wants refer to the students' view about their needs (Hutchinson and Waters, 1987). The table below describes the students' wants.

Table 4.6 Students' Want in Learning English

Item	Want	N	f	Percentage
Students' want in learning English	a. able to master vocabulary well, both general vocabulary and technical term of beauty world	33	26	78.78%
	b. able to comprehend grammar well	33	15	45.45%
	c. able to comprehend and to use every word,	33	16	48.48%

	sentence, and utterance in English			
	d. able to distinguish formal and informal utterances in a certain text	33	2	6.06%
	e. Others	33	0	0%

From the result above, it can be concluded that the students' wants in learning English are being able to master vocabulary (78.78%), while the other respondents (48.48%) want to be able to comprehend and to use every word, sentence, and utterance in English.

b. Learning Needs

Hutchinson and Waters (1987: 60) define learning needs as knowledge and abilities the students will require in order to be able to perform particular competence in the target situation. The tables below present the students' learning needs based on the result of the questionnaire.

a) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task (Nunan, 2004). Input can come from a wide range of sources. Here are the result of the questionnaire related to the type of input texts that the students want in the learning process.

Table 4.7 Input Text of Learning Listening

Item	Listening Input	N	f	Percentage
Type of listening text that the students want	a. Monolog and dialog	33	4	12.12%
	b. Monolog and dialog with pictures	33	15	45.45%
	c. Monolog and dialog which contain new vocabulary	33	4	12.12%
	d. Authentic materials such as news, films, and songs	33	10	30.30%
	e. Others	33	0	0%

From the result above, most of the students (45.45%) prefer monolog and dialog with pictures for the listening materials. The other respondents (30.30%) want authentic materials for the listening materials.

Table 4.8 Listening Input Length

Item	Input Length	N	f	Percentage
The length of the listening input that the students can comprehend	a. >250 words (long)	33	0	0%
	b. 150-200 words (medium)	33	18	54.54%
	c. <150 words (short)	33	15	45.45%

The result above shows that 54.54% students want to have texts which have length 150-200 words, while the rest of the students (45.45%) want to have short texts.

Table 4.9 Input Text of Learning Speaking

Item	Speaking Input	N	f	Percentage
Type of speaking text that the students want	a. Monolog and dialog	33	4	12.12%
	b. Monolog and dialog with pictures	33	19	57.57%
	c. Monolog and dialog which contain new vocabulary	33	6	18.18%
	d. Authentic materials such as news, films, and songs	33	7	21.21%
	e. Others	33	0	0%

The result above shows that most students (57.57%) want to have input texts of speaking which provide monolog and dialog with pictures, while 21.21% students want to have authentic materials.

Table 4.10 Speaking Input Length

Item	Input Length	N	f	Percentage
The length of the speaking input that the students can comprehend	a. >250 words (long)	33	3	9.09%
	b. 150-200 words (medium)	33	19	57.57%
	c. <150 words (short)	33	11	33.33%

In term of the length of the input texts, 57.57% students want to have texts with length 150-200 words, while other respondents (33.33%) want to have short texts.

Table 4.11 Input Text of Learning Reading

Item	Reading Input	N	f	Percentage
Type of reading text that the students want	a. A simple text	33	4	12.12%
	b. Text with a list of vocabularies	33	6	18.18%
	c. Text with pictures	33	15	45.45%
	d. Text with table, diagram, or graphic	33	0	0%
	e. Authentic materials such as magazine, newspaper, receipt, advertisements, etc.	33	10	30.30%
	f. Others	33	0	0%

In learning reading, most students want to have input texts which contain pictures (42.85%), whereas 28.57% of the students wanted to have authentic materials such as magazines, newspapers, advertisements, etc.

Table 4.12 Reading Input Length

Item	Input Length	N	f	Percentage
The length of the reading	a. >300 words (long)	33	0	0%
	b. 250-300 words (medium)	33	9	27.27%

input that the students can comprehend	c. 150-200 words (short)	33	24	72.72%
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From the table above, it can be seen that 72.72% students want to have reading texts which have 150-200 words in length. The other students (27.27%) want to have texts which have 250-300 words in length.

Table 4.13 Input Text of Learning Writing

Item	Writing Input	N	f	Percentage
Type of writing text that the students want	a. Text with a list of vocabularies	33	8	24.24%
	b. A simple text containing terms on beauty	33	19	57.57%
	c. The generic structure of a text	33	2	6.06%
	d. In the form of table, diagram, or graphic	33	4	12.12%
	e. Others	33	0	0%

Table 4.14 shows that in learning writing; most of the students (57.57%) want to have texts which contain terms on beauty, while the other respondents (24.24%) want to have texts with a list of vocabularies.

Table 4.14 Writing Input Length

Item	Input Length	N	f	Percentage
The length of the writing input that the students can comprehend	a. >300 words (long)	33	1	3.03%
	b. 250-300 words (medium)	33	12	36.36%
	c. 150-200 words (short)	33	20	60.60%

From the table above, it can be seen that 60.60% students want to have texts which have 150-200 words in length. The other students (36.36%) want to have texts which have 250-300 words

b) Procedure

Procedure specifies what learners will actually do with the input to achieve particular goals on each task (Nunan, 2004). Here are the results of the needs analysis questionnaire in term of learning procedures.

Table 4.15 Listening Procedure

Item	Listening Activity	N	f	Percentage
Type of listening activity that the students want	a. Completing blanks on an incomplete text	33	8	24.24%
	b. Writing down some important points of the texts	33	6	18.18%

(continued)

(continued)

	c. Retelling a story with own words	33	2	6.06%
	d. Identifying the general point of the text	33	4	12.12%
	e. Identifying the detail information of the text by answering the questions provided	33	13	39.39%
	f. Others	33	0	0%

In terms of listening activities, 39.39% students want to have tasks of identifying the detail information of the text by answering the questions provided. The second type of tasks that the students want to have is completing blanks on an incomplete text (24.24%).

Table 4.16 Speaking Procedure

Item	Speaking Activity	N	f	Percentage
Type of speaking activity that the students want	a. Demonstrating a dialog/monolog which is provided in the textbook	33	8	24.24%
	b. Writing a dialog and demonstrating it	33	1	3.03%
	c. Role-playing	33	17	51.51%
	d. Discussing a topic and giving opinion about the topic	33	6	18.18%

(continued)

(continued)

	e. Representing a report, story, public speaking, etc.	33	1	3.03%
	f. Others	33	0	0%

In terms of speaking activities, 51.51% students are interested to have role-playing, while 24.24% students are interested in demonstrating a dialog/monolog which is provided in the textbook.

Table 4.17 Reading Procedure

Item	Reading Activity	N	f	Percentage
Type of reading activity that the students want	a. Reading a text and answering some questions based on the text	33	17	51.51%
	b. Reading aloud	33	3	9.09%
	c. Arranging jumbled paragraph into a well meaningful paragraph	33	1	3.03%
	d. Summarizing a text	33	3	9.09%
	e. Discussing the topic of the text	33	9	27.27%
	f. Others	33	0	0%

In terms of reading activities, 51.51% students are interested to have task of reading a text and answering some questions based on the

text given, while 27.27% students want to discuss the topic of the text and its usage based on the context.

Table 4.18 Vocabulary Procedure

Item	Vocabulary Task	N	f	Percentage
Type of vocabulary tasks that the students want	a. Finding new words in a text and their meaning based on the context	33	13	39.39%
	b. Creating sentences using vocabularies provided	33	4	12.12%
	c. Completing blanks on incomplete sentences or paragraphs	33	5	33.33%
	d. Listing and categorizing new vocabularies based on its meaning, pronunciation, parts of speech, synonym, antonym, etc.	33	11	15.15%
	e. Others	33	0	0%

In terms of vocabulary tasks, 39.39% students want to have tasks of finding new words in a text and their meaning, while 33.33% students want to complete blanks on incomplete sentences or paragraphs.

Table 4.19 Writing Procedure

Item	Writing Activity	N	f	Percentage
Type of writing activity that the students want	a. Rewriting a text as same as the model text	33	6	18.18%
	b. Completing blanks on an incomplete paragraph	33	11	33.33%
	c. Writing a simple text	33	4	12.12%
	d. Arranging jumbled paragraph into a well-meaning paragraph	33	8	24.24%
	e. Writing a text based on pictures, tables, diagrams, or graphics provided	33	4	12.12%
	f. Others	33	0	0%

In terms of writing activities, 33.33% students want to have tasks of completing blanks on an incomplete paragraph, while 24.24% students want to arrange jumbled sentences into a good paragraph.

Table 4.20 Grammar Procedure

Item	Grammar Exercise	N	f	Percentage
Type of grammar exercise that the students want	a. Memorizing the grammar formulas	33	10	21.21%
	b. Filling the blanks	33	11	33.33%
	c. Writing a sentence based on the	33	5	15.15%

	formula that has been taught			
	d. Identifying incorrect sentence structures and correcting them	33	7	30.30%
	e. Others	33	0	0%

In terms of grammar tasks, 33.33% students wanted to have tasks of filling the blanks, while 30.30% students want to identify incorrect sentence structures and correct them.

Table 4.21 Pronunciation Procedure

Item	Pronunciation Task	N	f	Percentage
Type of pronunciation task that the students want	a. Learning how to pronounce a word from dictionary	33	3	9.09%
	b. Reading aloud	33	5	15.15%
	c. Listening and repeating the way the teacher pronounce words	33	8	24.24%
	d. Pronouncing word by word	33	9	27.27%
	e. Pronouncing words which have sound alike	33	3	9.09%
	f. Pronouncing a sentence with stressing and intonation	33	5	15.15%
	g. Others	33	0	0%

In terms of pronunciation tasks, 27.27% students want to have tasks of pronouncing word by word. The other students (24.24%) want to listen and repeat the way the teacher pronounces a word.

c) Setting

Settings refer to the classroom arrangements specified or implied in the task (Nunan, 2004). The presentation of the data about how to carry out the task is shown on the table below.

Table 4.22 Setting of Teaching and Learning Process

Item	Setting	N	f	Percentage
Students' view about a better place for the teaching and learning process	a. The classroom	33	6	18.18%
	b. Outside the classroom	33	13	39.39%
	c. The library	33	4	12.12%
	d. The language laboratory	33	9	27.27%
	e. Others	33	1	3.03%

In terms of setting, most of students (39.39%) want to do the task outside the classroom. Meanwhile, the other students (27.27%) want to perform the tasks in the language laboratory.

Table 4.23 Setting of English Teaching and Learning Process

Item	Setting	N	f	Percentage
Students' view about a better way to do the tasks	a. Individually	33	3	9.09%
	b. In pairs	33	7	21.21%
	c. In a small group (3-4 students)	33	18	54.54%
	d. In a large group	33	0	0%
	e. Unlimited	33	5	15.15%

In terms of setting, most of students (54.54%) want to do the task in a small group (3-4 students). Meanwhile, the other students (21.21%) want to perform the tasks in pairs.

d) Teacher's role

Teacher's role refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004).

Table 4.24 Teacher's Role

Item	Teacher's Role	N	f	Percentage
Students' view about the teacher's role	a. Motivating the students in doing the tasks	33	8	24.24%
	b. Supporting and guiding the students to use their creativity	33	4	12.12%

(continued)

(continued)

	c. Guiding the students in doing the tasks	33	4	12.12%
	d. Giving advice, correction, and opinion to the students' work	33	2	6.06%
	e. Creating a good atmosphere to get the students involve in the classroom activity	33	15	45.45%
	f. Others	33	0	0%

From the text above, it can be concluded that the role of the teacher according to the students is creating a good atmosphere to get the students involve in the classroom activity (45.45%), whereas the other students (24.24%) consider that the teacher should motivating the students in doing the tasks.

e) Learner's role

Learner's role refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004).

Table 4.25 Learner's Role

Item	Learner's Role	N	f	Percentage
Students' view about their role	a. Listening to the teacher	33	2	6.06%
	b. Being guided when doing the tasks	33	9	27.27%
	c. Using the creativity in doing the tasks	33	8	24.24%
	d. Asking questions and giving opinions	33	0	0%
	e. Discussing and being involve to solve the tasks	33	14	42.42%
	f. Others	33	0	0%

From the text above, it can be concluded that most of the students (42.42%) consider that they have to participate in the classroom activities, whereas the other students (27.27%) consider that they need to be guided in doing the tasks.

2. Syllabus

The syllabus is used as the guideline to develop the learning materials. The design of the syllabus based on the results of the needs analysis questionnaire. The developed syllabus consists of the identity of the syllabus, core competence and basic competence, the number and names of the unit, the titles of the unit, type of tasks, procedures to do the tasks and also the sources taken to develop the English learning materials for students of Grade X of Beauty Study Program.

1. Syllabus of Unit 1

The syllabus of unit 1 consists of core competence 1,2,3,4 and basic competence 1.1, 2.3, 3.7, and 4.10 (*Descriptive texts*). The topic of this unit is about celebrities with make-up. The focus of this unit is about the adjectives that are used to describe the physical appearances of the celebrities with their make-up and hairstyles. The description about people also covers the characters. The focus of the grammar is a simple present tense.

2. Syllabus of Unit 2

The syllabus of unit 2 consists of core competence 1,2,3,4 and basic competence 1.2, 2.3, 3.8 and 4.12 (*Announcement texts*). The topic of this unit is about make-up contest. This unit focuses on creating simple spoken and written announcement texts. The focused grammar is the use of modal “will”.

3. Syllabus of Unit 3

The syllabus of unit 3 is derived from core competence 1,2,3,4 and basic competence 1.1, 2.1, 3.2, 3.5, 4.3 and 4.6 (*Expressions of Compliment and Congratulations*). The topic of this unit is about make-up and hairdo. This unit focuses on the language function of expressing compliments and congratulations. The focus of the grammar is the use of the linking verb “look”, “seem” etc.

3. The First Draft of Materials

The first draft of materials consists of three units. Each unit has three main parts; *Introduction*, *Lesson Proper* and *Reinforcement*. The design of the unit is shown in the diagram below and the elaboration of the unit's parts is in the following paragraphs.

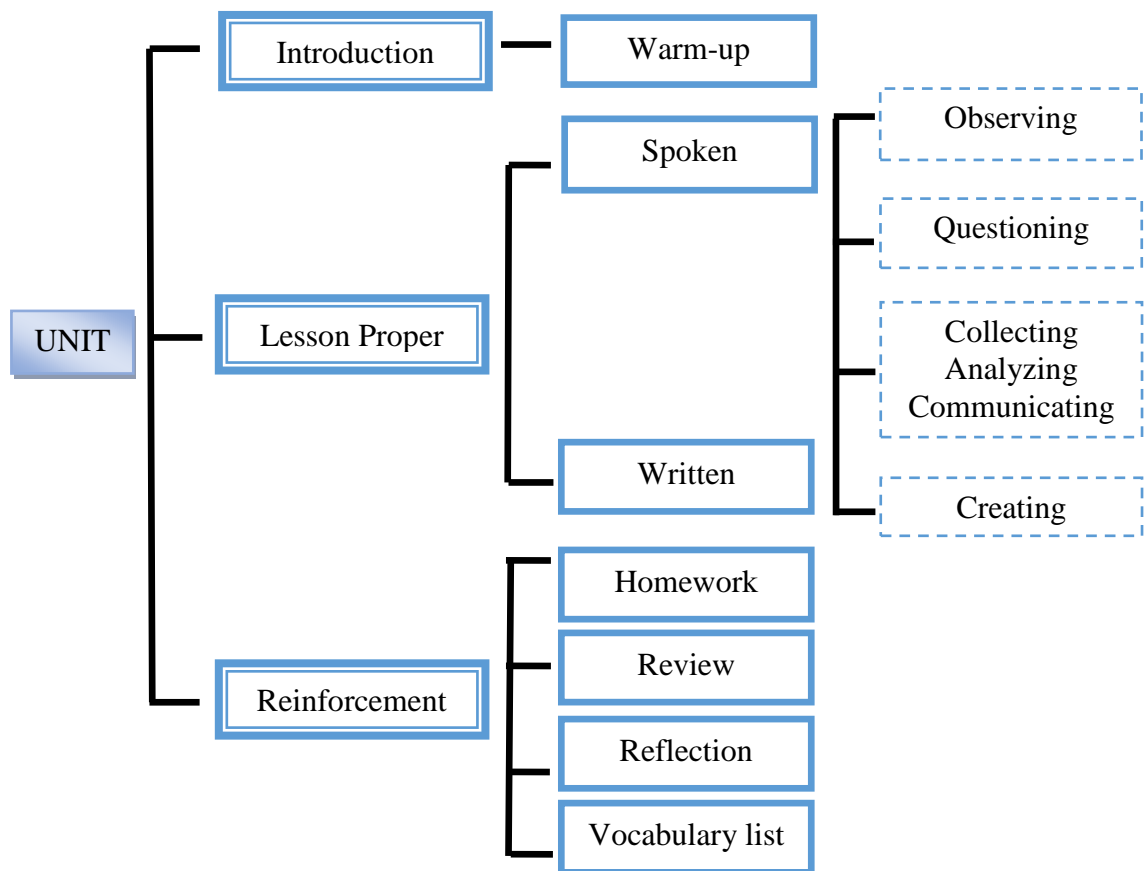


Figure 4.1 The Unit Design

The *Introduction* stage comes first in each unit. It covers warm-up activity which aims to build the background knowledge of the students about what they will learn in the unit. Before the warm-up activity, there is a description of the unit's objectives which is placed in the very front of the page. It explains the objectives of the unit.

The next stage is *Lesson Proper*. The lesson proper consists of two sections, they are spoken (*Let's Listen and Speak*) and written (*Let's read and write*). Each section follows the scientific steps which is required by Curriculum 2013; i) Observing: students read or listen to texts to list items they want to know in order to understand and produce texts, ii) Questioning: students formulate questions and propose temporary answers to their questions, iii) Collecting, Analyzing, Communicating: students sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions, iv) Creating: students create texts to express thoughts/ideas.

The last stage is *Reinforcement*. It has four parts. The first is *Homework*. It gives the students chances to explore what they want to know and/or what they want to learn outside the class. The second is *Review*. There are some activities in this part which is intended to check the students' understanding about what they have learned. Then, there is a *Reflection* to self-assess the students' level of understanding. The last is *Vocabulary list*. It covers words which are related to the topic and their Indonesian meaning.

4. The Expert Judgment

After the first draft of materials was developed, the materials were then evaluated by an expert. The evaluation was conducted by providing a questionnaire to the expert. The questionnaire was adapted

from the Standard of Course Book Assessment for Vocational High School by BSNP 2011 and consists of four aspects; i.e. content appropriateness, language appropriateness, presentation appropriateness, and lay-out appropriateness.

The materials expert who evaluated the materials is a credible lecturer from English Education Department of State University of Yogyakarta. The expert is an M.Pd holder. He is a permanent lecturer of State University of Yogyakarta and has been teaching for 31 years. By looking at his experience and expertise, his suggestions are considered to be valid.

The results of the materials evaluation were then presented in the form of descriptive statistics. The results are also used as the basis to rewrite the learning materials. The following explanations describe the results of expert judgment and revisions.

1. The Results of Expert Judgment and Revisions of Unit 1

1) The Results of Expert Judgment

a. The appropriateness of the content

The first aspect to evaluate was the appropriateness of the content. The table below shows the analysis of content appropriateness of Unit 1.

Table 4.26 The Appropriateness of the Content of Unit 1

No	Items	Score
1	The developed materials are relevant to teaching descriptive texts for Grade X students of Beauty study program.	3
2	The developed materials are relevant to students' daily life.	3
3	Materials (text/figures/tables) are relevant to the topics being discussed, that is describing people's physical appearance (make-up & hairstyle) and characters.	3
4	The developed materials provide recent beauty trends.	3
5	The developed materials are in accordance with students' target competence of beauty study program.	3
6	The developed materials contain knowledge about life skill.	3
7	The developed materials reflect attitude that is useful for students' life skill.	3
8	The developed materials lead the students to understand the social function of the descriptive text.	3
9	The developed materials lead the students to understand the generic structure of the descriptive text.	3
10	The developed materials lead the students to understand the linguistic features of the descriptive text.	3
Mean (\bar{x})		3

From the table 4.26, it can be seen that the mean value of the content appropriateness of Unit 1 is 3. The value is categorized as "Good" due to its position in the interval of $2.5 \leq X \leq 3.24$.

b. The appropriateness of the presentation

The second aspect to evaluate is the appropriateness of the presentation of Unit 1. The following table shows the results of the presentation appropriateness of the developed materials of Unit 1.

Table 4.27 The Appropriateness of the Presentation of Unit 1

No	Items	Score
11	The developed tasks are well-organized, systematically graded, from the easiest task up to the most difficult task.	3
12	There is good balance among the tasks in a unit with the tasks in the next unit.	3
13	The developed materials contain opening activities, main activities and closing activities.	3
14	The developed tasks encourage students to perform oral communication effectively.	4
15	The developed materials encourage students to perform written communication effectively.	4
16	The developed tasks encourage students to think creatively.	3
17	The developed tasks encourage students to act creatively.	3
18	The developed materials encourage students to learn independently.	3
19	The developed materials provide evaluation forms for the students to check their understanding.	3
20	The developed materials contain vocabulary that is related to the topic of the unit.	4
21	The developed materials contain technical terms that are related to the topic of the unit.	4
Mean (\bar{x})		3.36

Table 4.27 shows that the mean value of the presentation appropriateness reached 3.36. The value is in the interval of $3.24 \leq X$

≤ 4 . It means that the presentation appropriateness is in the “Very Good” category.

c. The appropriateness of the language

The third aspect to evaluate was the appropriateness of the language. The table below shows the analysis of language appropriateness of the developed materials of Unit 1.

Table 4.28 The Appropriateness of the Language of Unit 1

No	Items	Score
22	The language used is relevant to the development of students' language ability.	3
23	The language of instruction can be easily understood by the students.	3
24	The language of the materials provided can be easily understood by the students.	3
25	The materials are developed in a grammatically-correct English.	3
26	The choice of words of the materials is in accordance with word choice principle.	3
27	The developed materials in a unit/task/paragraph are in accordance with one another.	3
28	The developed materials reflect the unity of ideas.	3
Mean (\bar{x})		3

The mean value of the table above is 3. The value is the interval of $2.5 \leq X \leq 3.24$. It can be concluded that the appropriateness of the language falls into a “Good” category. However, there are some grammatical mistakes found; such as inappropriate prepositions, the

missing determiners and inconsistency of using British or American English.

d. The appropriateness of the lay-out

The fourth aspect to evaluate was the appropriateness of the lay-out. The table below shows the analysis of lay-out appropriateness of the developed materials of Unit 1.

Table 4.29 The Appropriateness of the Lay-out of Unit 1

No	Items	Score
29	The fonts used are not too various.	3
30	The fonts used are not too big/ too small.	3
31	The color of the materials supports the materials delivery.	3
32	The pictures are provided for aesthetic and functional purposes.	3
Mean (\bar{x})		3

From the table above, it can be seen that the mean value of the appropriateness of the lay-out is 3. The value is in the interval of $2.5 \leq X \leq 3.24$. It can be concluded that the appropriateness of the lay-out is categorized as “Good”.

2) The Revisions of Unit 1

Overall, the materials of Unit 1 are adequate. However, there is no consistency of using British or American English. Besides, there are still grammatical mistakes found. The expert suggested that the researcher should choose whether using British or American English. It is also suggested to correct the grammatical mistakes. The complete

revisions of the developed materials of Unit 1 are elaborated through table below.

Table 4.30 The Revisions of Unit 1

Items	Points to Revise	Revisions
Unit Description	The sentence “ <i>Do you ever talking about...</i> ” is grammatically incorrect. There is no article before the words “descriptive text”. The words “study program” should be capitalized in the beginning of each word.	Changing the sentence into “ <i>Do you ever talk about...</i> ” Adding an article “a” in front of “descriptive text”. Capitalizing the alphabet “S” and “P” in the “Study Program”
Task 5	There is no article before the word “adjective”.	Adding an article “an” in front of the word “adjective”.
Task 6	Incorrect word of “Indonesia”.	Changing the word “Indonesia” into “Indonesian”.
Task 7	The phrase “one of her character” is incorrect.	Changing the phrase into “one of her characters”.
Task 8	Inappropriate use of preposition “on”. Incorrect phrase of “your classmate”.	Changing the preposition “on” into “in”. Changing the phrase into “your classmates”.
Task 9	Inappropriate use of preposition “on”.	Changing the preposition “on” into “in”.
Task 10	The word “he” should be capitalized in the beginning.	Capitalizing the alphabet “H” in “He”.
Task 18	There is no articles before the words “descriptive text” and “simple present tense”	Adding articles “a” in front of “descriptive text” and “simple present tense”.
Task 20	The sentence “ <i>only soft, glossy, red lips and rosy cheeks</i> ” is not parallel. The word “girl”	Split the sentence into two. Adding the “s” after “girl”

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Reflection	There is no articles before the words “descriptive text” and “simple present tense”	Adding articles “a” in front of “descriptive text” and “simple present tense”.
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2. The Results of Expert Judgment and Revisions of Unit 2

1) The Results of Expert Judgment

a. The appropriateness of the content

The first aspect to evaluate was the appropriateness of the content. The table below shows the analysis of content appropriateness of Unit 2.

Table 4.31 The Appropriateness of the Content of Unit 2

No	Items	Score
1	The developed materials are relevant to teaching announcement texts for Grade X students of Beauty study program.	3
2	The developed materials are relevant to students' daily life.	3
3	Materials (text/figures/tables) are relevant to the topic being discussed, that is Beauty competition.	3
4	The developed materials provide recent beauty trends.	3
5	The developed materials are in accordance with students' target competence of beauty study program.	3
6	The developed materials contain knowledge about life skill.	3
7	The developed materials reflect attitude that is useful for students' life skill.	3
8	The developed materials lead the students to understand the social function of the announcement text.	3

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9	The developed materials lead the students to understand the generic structure of the announcement text.	3
10	The developed materials lead the students to understand the linguistic features of the announcement text.	3
Mean (\bar{x})		3

From the table above, it can be seen that the mean value of the content appropriateness of Unit 2 is 3. The value is categorized as “Good” due to its position in the interval of $2.5 \leq X \leq 3.24$.

b. The appropriateness of the presentation

The second aspect to evaluate is the appropriateness of the presentation of Unit 2. The following table shows the results of the presentation appropriateness.

Table 4.32 The Appropriateness of the Presentation of Unit 2

No	Items	Score
11	The developed tasks are well-organized, systematically graded, from the easiest task up to the most difficult task.	3
12	There is good balance among the tasks in a unit with the tasks in the next unit.	3
13	The developed materials contain opening activities, main activities and closing activities.	3
14	The developed tasks encourage students to perform oral communication effectively.	4
15	The developed materials encourage students to perform written communication effectively.	4

(continued)

(continued)

16	The developed tasks encourage students to be creative.	3
17	The developed materials encourage students to learn independently.	3
18	The developed materials provide evaluation forms for the students to check their understanding.	3
19	The developed materials contain vocabulary that is related to the topic of the unit.	3
20	The developed materials contain vocabulary that is related to the topic of the unit.	4
21	The developed materials contain technical terms that are related to the topic of the unit.	4
Mean (\bar{x})		3.36

The table above shows that the mean value of the presentation appropriateness reached 3.36. The value is in the interval of $3.24 \leq X \leq 4$. It means that the presentation appropriateness falls into a “Very Good” category.

c. The appropriateness of the language

The third aspect to evaluate was the appropriateness of the language. The table below shows the analysis of language appropriateness of the developed materials of Unit 2.

Table 4.33 The Appropriateness of the Language of Unit 2

No	Items	Score
22	The language used is relevant to the development of students' language ability.	3
23	The language of instruction can be easily understood by the students.	3
24	The language of the materials provided can be easily understood by the students.	3
25	The materials are developed in a grammatically-correct English.	3
26	The choice of words of the materials is in accordance with word choice principle.	3
27	The developed materials in a unit/task/paragraph are in accordance with one another.	3
28	The developed materials reflect the unity of ideas.	3
Mean (\bar{x})		3

The mean value of the table above is 3. The value is the interval of $2.5 \leq X \leq 3.24$. It can be concluded that the appropriateness of the language falls into a "Good" category. However, there are some suggestions proposed by the materials expert. The same as Unit 1, some inappropriate prepositions need to be revised and some missing determiners need to be added. In addition, the use of capital letters and the use of single or plural forms also need to be corrected.

d. The appropriateness of the lay-out

The fourth aspect to evaluate was the appropriateness of the lay-out. The table below shows the analysis of lay-out appropriateness of the developed materials of Unit 2.

Table 4.34 The Appropriateness of the Lay-out of Unit 2

No	Items	Score
29	The fonts used are not too various.	3
30	The fonts used are not too big/ too small.	3
31	The color of the materials supports the materials delivery.	3
32	The pictures are provided for aesthetic and functional purposes.	3
Mean (\bar{x})		3

From the table above, it can be seen that the mean value of the appropriateness of the lay-out is 3. The value is in the interval of $2.5 \leq X \leq 3.24$. It can be concluded that the appropriateness of the lay-out is categorized as “Good”. However, the materials expert found that the color of the vocabulary list is unclear. Therefore, the revision is needed to make it clear.

2) The Revisions of Unit 2

Overall, the materials of Unit 2 are adequate. However, there is no consistency of using British or American English. Besides, some grammatical mistakes were found. In terms of lay-out, the expert found that the color of the vocabulary list is unclear. The expert suggested that the researcher should choose whether using British or American English. It is also suggested to correct the grammatical mistakes. Moreover, the revision for the color of the vocabulary list is needed to make it clear. The complete revisions of the developed materials of Unit 2 are elaborated through table below.

Table 4.35 The Revisions of Unit 2

Items	Points to Revise	Revisions
Unit Description	The word “are” in the “ <i>some information which are attached...</i> ” is incorrect since the word “information” is an uncountable noun.	Changing the word “are” into “is”.
Task 1	The word “does” in the “ <i>Where does the possible place...</i> ” is incorrect.	Changing the word “does” into “is”.
Task 2	There is no article before the words “school announcement”.	Adding an article “a” in front of “school announcement”.
Task 3	There is no article before the words “spoken announcement”.	Adding an article “a” in front of “spoken announcement”.
Task 5	Inappropriate use of preposition “on”. The question “ <i>Who does deliver the announcement?</i> ” is grammatically incorrect.	Changing the preposition “on” into “in”. Changing the question into “ <i>Who delivers the announcement?</i> ”
Task 6	The words “study program” need to be capitalized in the beginning of each word.	Capitalizing the alphabets “S” and “P” in the “Study Program”
Task 7	There is no article before the words “announcement” and “spoken announcement”.	Adding articles “an” in front of “announcement” and “a” in front of “spoken announcement”.
Task 8	The words “true” and “false” need to be capitalized.	Capitalizing the words into “TRUE” and “FALSE”.
Task 10	The phrase “for all grade students...” is incorrect.	Changing the phrase into “for Grade X students...”

(continued)

(continued)

Task 11	The word “grade” needs to be capitalized in the beginning. Inappropriate use of preposition “on” for “weekend”.	Capitalizing alphabet “G” in “Grade”. Changing the preposition “on” into “at”.
Task 16	There is no article before the word “announcement”.	Adding articles “an” in front of “announcement”.
Task 18	Inappropriate use of preposition “on”.	Changing the preposition “on” into “in”.
Task 20	There is no article before the word “modal”.	Adding articles “a” in front of “modal”.
Task 21	There is no article before the words “make-up contest”.	Adding an article “a” in front of “make-up contest”.
Task 22	The word “group” in “in group of three” is incorrect. The word “creative” in “as creative as” is inappropriate.	Changing the word “group” into “groups”. Changing the word “creative” into “creatively”
Task 23	The words “school”, “newspaper” and “magazine” need to be plural.	Adding a consonant “s” after “school”, “newspaper” and “magazine”.
Task 24	There is no article before the words “spoken announcement” and “written announcement”.	Adding articles “a” in front of “spoken announcement” and “written announcement”.

3. The Results of Expert Judgment and Revisions of Unit 3

1) The Results of Expert Judgment

a. The appropriateness of the content

The first aspect to evaluate was the appropriateness of the content. The table below shows the analysis of content appropriateness of the Unit 3 of the developed materials.

Table 4.36 The Appropriateness of the Content of Unit 3

No	Items	Score
1	The developed materials are relevant to teaching Expressions of Compliment and Congratulations for Grade X students of Beauty study program.	3
2	The developed materials are relevant to students' daily life.	3
3	Materials (text/figures/tables) are relevant to the topics being discussed, that is make-up and hairdo.	3
4	The developed materials provide recent beauty trends.	3
5	The developed materials are in accordance with students' target competence of beauty study program.	3
6	The developed materials contain knowledge about life skill.	3
7	The developed materials reflect attitude that is useful for students' life skill.	3
8	The developed materials lead the students to understand the social function of the discussed text (expressions of compliment and congratulations).	3
9	The developed materials lead the students to understand the generic structure of the discussed text (expressions of compliment and congratulations).	3

(continued)

(continued)

10	The developed materials lead the students to understand the linguistic features of the discussed text (expressions of compliment and congratulations).	3
Mean (\bar{x})		3

From the table above, it can be seen that the mean value of the content appropriateness of Unit 3 is 3. The value is categorized as “Good” due to its position in the interval of $2.5 \leq X \leq 3.24$.

b. The appropriateness of the presentation

The second aspect to evaluate is the appropriateness of the presentation of Unit 3. The following table shows the results of the presentation appropriateness of the developed materials of Unit 3.

Table 4.37 The Appropriateness of the Presentation of Unit 3

No	Items	Score
11	The developed tasks are well-organized, systematically graded, grading from the easiest task up to the most difficult task.	3
12	There is good balance among the tasks in a unit with the tasks in the next unit.	3
13	The developed materials contain opening activities, main activities and closing activities.	3
14	The developed tasks encourage students to perform oral communication effectively.	4
15	The developed materials encourage students to perform written communication effectively.	4
16	The developed tasks encourage students to be creative.	3

(continued)

(continued)

17	The developed materials encourage students to learn independently.	3
18	The developed materials provide evaluation forms for the students to check their understanding.	3
19	The developed materials contain vocabulary that is related to the topic of the unit.	3
20	The developed materials contain vocabulary that is related to the topic of the unit.	4
21	The developed materials contain technical terms that are related to the topic of the unit.	4
Mean (\bar{x})		3.36

The table above shows that the mean value of the presentation appropriateness reached 3.36. The value is in the interval of $3.24 \leq X \leq 4$. It means that the presentation appropriateness is in the “Very Good” category.

c. The appropriateness of the language

The third aspect to evaluate was the appropriateness of the language. The table below shows the analysis of language appropriateness of the developed materials of Unit 3.

Table 4.38 The Appropriateness of the Language of Unit 3

No	Items	Score
22	The language used is relevant to the development of students' language ability.	3
23	The language of instruction can be easily understood by the students.	3

(continued)

(continued)

24	The language of the materials provided can be easily understood by the students.	3
25	The materials are developed in a grammatically-correct English.	3
26	The choice of words of the materials is in accordance with word choice principle.	3
27	The developed materials in a unit/task/paragraph are in accordance with one another.	3
28	The developed materials reflect the unity of ideas.	3
Mean (\bar{x})		3

The mean value of the table above is 3. The value is the interval of $2.5 \leq X \leq 3.24$. It can be concluded that the appropriateness of the language falls into a “Good” category. However, some grammatical mistakes are still found. The common mistakes are about the word choice to use in the instructions.

d. The appropriateness of the lay-out

The fourth aspect to evaluate was the appropriateness of the lay-out. The table below shows the analysis of lay-out appropriateness of the developed materials of Unit 3.

Table 4.39 The Appropriateness of the Lay-out of Unit 3

No	Items	Score
29	The fonts used are not too various.	3
30	The fonts used are not too big/ too small.	3

(continued)

(continued)

31	The color of the materials supports the materials delivery.	3
32	The pictures are provided for aesthetic and functional purposes.	3
Mean (\bar{x})		3

From the table above, it can be seen that the mean value of the appropriateness of the lay-out is 3. The value is in the interval of $2.5 \leq X \leq 3.24$. It can be concluded that the appropriateness of the lay-out is categorized as “Good”. However, the materials expert found that the color of the vocabulary list is unclear.

2) The Revisions of Unit 3

Overall, the materials of Unit 3 are adequate. However, there is no consistency of using British or American English. Besides, there are still grammatical mistakes found. In terms of lay-out, the expert found that the color of the vocabulary list is unclear. The expert suggested that the researcher should choose whether using British or American English. It is also suggested to correct the grammatical mistakes. Moreover, the revision for the color of the vocabulary list is needed to make it clear. The complete revisions of the developed materials of Unit 3 are elaborated through table below.

Table 4.40 The Revisions of Unit 3

Items	Points to Revise	Revisions
Unit Description	The word “response” in “ <i>they will give response</i> ” needs to be plural.	Changing “response” into “responses”.
Task 1	There is no article before the word “compliment”.	Adding an article “a” in front of “compliment”.
Task 2	The phrase “a new wavy hair” is grammatically incorrect. The word “congratulation” is incorrect.	Omitting the article “a”. Changing the word into “congratulations”
Task 6	The word “partner” is inappropriate.	Changing the word into “classmates”.
Task 7	The word “response” needs to be plural.	Changing the word into “classmates”.
Task 8	The word “partner” is inappropriate. The phrase “Mom dress” is incorrect.	Changing the word into “classmates”. Changing the phrase into “Mom’s dress”.
Task 9	The word “partner” is inappropriate.	Changing the word into “classmates”.
Task 10	There is no full stop at the end of the instruction. The word “amaze” in “ <i>You amaze at...</i> ” is incorrect.	Adding full stop at the end of the instruction. Changing the sentence into “ <i>You are amazed at...</i> ”
Task 13	Inappropriate use of preposition “on”.	Changing the preposition “on” into “in”.
Task 14	The word “aspect” in “some aspect” needs to be plural.	Changing the word into “aspects”.
Task 15	There is no articles before the word “response”.	Adding an article “a” in front of “response”.
Task 16	Inappropriate use of preposition “on”.	Changing the preposition “on” into “in”.

(continued)

(continued)

Task 19	The word “partner” is inappropriate.	Changing the word into “classmates”.
Task 21	The word “group” in “in group of three” is incorrect. The sentence “ <i>Create a greeting card according to the situations given</i> ” is incorrect.	Changing the word “group” into “groups”. Changing the sentence into “ <i>Create a greeting card based on the situation given.</i> ”
Reflection	The words “compliment” and “understand” need to be in the form of verb-ing.	Changing the words into “Complimenting” and “Understanding”.

B. Discussion

This research aims to develop English learning materials for Beauty Study Program. The materials that are developed is based on the needs analysis since this study uses an ESP approach. It is designed to fulfill the specific needs of the learners (Tomlinson and Masuhara, 2004: 169).

The very first step to develop the materials is conducting a needs analysis. The needs analysis was conducted in September 2014 by distributing questionnaires to the students. The questionnaires were developed based on the principle of needs analysis proposed by Hutchinson and Waters (1987) that cover *Target needs* and *Learning needs*. The target needs cover necessities, lacks and wants. The learning needs cover input, procedures, setting, learners’ role and teacher’s role. All of those components are considered as the basis for developing English learning materials for Beauty study program.

The first component is input. Based on the results of the needs analysis, the input texts that are needed by the students are those related to beauty. It can be both make-up and hairdo. Considering that the beauty world always changes rapidly, the students then need texts with current beauty trend. In addition, the students consider to have simple texts accompanied by pictures which contain beauty terms. Since the developed materials cover four skills, the input texts were in the form of spoken and written texts.

The second component is procedure. Based on the results of the needs analysis, the learning procedures that the students want are varied since the unit covers four skills. In terms of listening and speaking, most of the students want to identify detail information of texts and have role-playing, while in terms of reading and writing, the students like to complete blanks in incomplete texts and answer comprehension questions based on the texts given.

The third aspect is setting. Based on the needs analysis, most of the students prefer working in small groups. However, the tasks are also designed to be done individually and in pairs to create balance among the activities. The students also like to do the tasks outside the classroom.

The last aspects are learner's role and teacher's role. By referring to needs analysis result, in terms of learner's role, most of the students prefer to actively participate in the classroom discussion and be involved in solving the tasks. In terms of teacher's role, the students want the teacher to be able to

create a good atmosphere in the teaching and learning process in order to get the students' involvement in the classroom activities.

The next step after analyzing the needs analysis is developing a syllabus. The syllabus was developed as the basic outline to develop the materials. The results of the needs analysis were the basis to design the syllabus. Moreover, the core competence and basic competence were also considered in developing the syllabus. The syllabus covers the topic of the unit, the title of the unit, the learning indicators, language focus (grammar and vocabulary), a description of the activities and the list of input texts.

There are three units in the developed materials. Each unit covers four skills. This decision is based on Grave's theory (2000) stating that activities should integrate the four skills of speaking, listening, reading, and writing because the four skills mutually reinforce each other. Each unit of the developed materials consists of 25 tasks. The unit starts with the title of the unit and a brief description about the unit. The first task is warm-up. It aims to introduce the students to the topic. The second part is lesson proper which is divided into two cycles, spoken and written. Each cycle follows the scientific steps. The spoken cycle encourages the students to perform oral communication, while the written cycle encourages the students to produce written texts. The third part is reinforcement. In this stage, the students are given homework. Moreover, the review part is also given to recall the students' understanding about the unit they have learned. In addition, the developed materials are completed by a reflection part to give chances to

students to evaluate themselves. To end the unit, there is a list of relevant vocabularies and the Indonesian meaning.

The developed materials are then evaluated by the materials expert. The evaluation was done by distributing a questionnaire to the expert. The questionnaire consists of four aspects which are taken from *Instrumen Penilaian Buku Bahasa Inggris SMK*. Those aspects are appropriateness of content, appropriateness of presentation, appropriateness of language and appropriateness of lay-out. Based on the results, the English learning materials for Beauty Study program that are developed are considered appropriate with the needs of Grade X students of Beauty Study Program.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The aim of this research is to find out the target needs and the learning needs and to develop appropriate English learning materials for Grade X students of Beauty Study Program. This chapter presents the conclusions and proposes suggestions based on the findings.

A. Conclusions

1. Target Needs

Based on the results of the needs analysis, it can be concluded that the target needs are as follows:

- a. The main goal of the students to learn English is to be able to communicate in English both written and oral to support their future job (42.42%). The second highest tendency is 39.39%, where the students' goal is to pass the national exam.
- b. Most of the students (51.51%) consider that their current English proficiency is at the level of beginner. However, the majority of the students (84.84%) consider that the necessary level to have is at the level of advanced.
- c. The highest tendency of the respondents (63.63%) consider that the topic of texts they will find when they work is about recent beauty trends (make-up & hairstyle). The students (78.78%) also want to master words that are related to their expertise.

- d. Most of the students (84.84%) believe that speaking is the skill which takes the most important role for their future job.

2. Learning Needs

In terms of learning needs, the students' view about their learning needs is as follows:

- a. In terms of input, the students want texts related to the beauty world. In reading and writing section, the students prefer to have texts with pictures and also containing terms on beauty (51.51%). It is the same as listening and speaking section, they want to have monolog and/or dialog with pictures (51.51%).
- b. Regarding the activities, most of the students admit that they prefer to do tasks about identifying detail information of texts (39.39%) and having role-playing (51.51%) in listening and speaking section, whereas in reading and writing section, they prefer to complete blanks in an incomplete text (33.33%) and answer comprehension questions based on the text given (51.51%).
- c. To do the tasks, the students prefer to work in small groups (54.54%) outside the class (39.39%). The students (42.42%) also like to participate in the classroom discussion and be involved in solving the tasks. To support those, the students want the teacher to create a good atmosphere of teaching and learning process (45.45%).

3. Characteristics of English Learning Materials for Grade X Students of Beauty Study Program

Based on the results of the materials evaluation, the developed materials are considered appropriate. The developed materials have the characteristics as described in the following paragraphs.

To give a brief picture about the content of the unit, there is a title at the very beginning. The title of the unit is derived from the expression of the text of each unit i.e. *She Wears her Hair in a Fishtail Bun, The Contest will be Held on Saturday 14th and Congratulations!* Following the title of the unit is a picture that reflects the title. Then, it is followed by a brief description of the unit's objectives. The unit's objectives are presented in the form of paragraphs with guided questions that lead the students to find out the answer by themselves.

The next is *Warm-Up*. The task is designed to build background knowledge of the students. The tasks of each unit are various. In Unit 1, the students are to fill in the blanks based on the pictures, while in Unit 2 and 3, there are pictures and some questions that lead the students to the topic of the unit.

The main part of the unit is *Lesson Proper*. The tasks are divided into two sections; spoken and written. The four skills are all integrated. In the spoken section (*Let's Listen and Speak*), the students are given the tasks that help them to perform oral communication, whereas in the written section

(*Let's Read and Write*), the tasks are designed to help the students to produce written texts.

The last part of the unit is *Reinforcement*. The reinforcement covers *Homework, Review, Reflection* and *Vocabulary list*. The *Homework* aims to give students further chances to learn outside the class. The *Review* is provided to check the students' understanding about what they have learned by doing some tasks. Following the *Review* is the *Reflection*. The *Reflection* is required to check the students' level of understanding. To end the unit, there is a *Vocabulary List* that provides the students with some new words and their Indonesian meaning. The final draft of the materials is in the Appendix.

B. Suggestions

The final product of this research is English learning materials for Grade X students of Beauty Study Program. The result of this research is expected to be beneficial for the English teacher in Vocational High Schools and other materials developers.

The first suggestion is related to the input of the materials. Based on the results of the needs analysis, the students of Beauty Study Program want to have input texts that are related to their expertise. It is suggested to provide texts that contain current beauty trends (make-up and hairstyles) and relevant vocabulary. The texts can be adopted or adapted from many sources, such as beauty magazines. It is also suggested to insert some pictures for the need of

materials' presentation. The pictures may help the students to acquire the materials well and motivate students in the learning process.

The second suggestion is about the learning activity. The results of the needs analysis show that the activities that the students want are various. It is suggested to provide relevant activities for each skill. The activities for the spoken section (listening & speaking) should be different from the activities for the written section (reading & writing). The spoken activities could be identifying detail information of a text or having a role-play, while answering comprehension questions based on the text given and completing blanks in incomplete texts could be put in the written section.

The third suggestion is concerned about the learners' role and teacher's role. The teaching and learning process can run well with the roles of both teacher and learner. From the results of the needs analysis, it is suggested to provide tasks which involve students to actively participate in the classroom discussion. The teacher also should be able to create an interesting environment of a teaching and learning process.

The last suggestion deals with the lay-out of the materials. The students' motivation of learning may come from interesting materials. The availability of the pictures is not only for aesthetic purpose, but it also helps the students to receive the input and produce an output well. The fonts and colors that are used should support the materials presentation.

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APPENDICES

APPENDIX A

THE NEEDS ANALYSIS QUESTIONNAIRE

Kepada
Siswa dan Siswi kelas X
Jurusan Tata Kecantikan
SMK N 3 Magelang

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk kelas X jurusan Tata Kecantikan, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi angket berikut ini.

Angket ini terdiri dari dua bagian. Bagian pertama bertujuan untuk mengetahui gambaran umum mengenai Anda, sedangkan bagian kedua bertujuan untuk mengetahui kebutuhan belajar Bahasa Inggris sesuai dengan sudut pAndang Anda.

Angket ini tidak akan berpengaruh terhadap nilai pembelajaran Bahasa Inggris Anda, melainkan hanya untuk mengumpulkan informasi mengenai kebutuhan Anda dalam belajar Bahasa Inggris. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan. Data yang Anda berikan akan saya jaga kerahasiaannya sesuai dengan kode etik penelitian.

Terima kasih atas kesediaan Anda meluangkan waktu untuk mengisi angket ini.

Yogyakarta, Agustus 2014
Peneliti
Mahasiswa Jurusan Pendidikan Bahasa Inggris UNY

Yohana Dian
NIM 10202244056

ANGKET DATA PENELITIAN

1. Data Pribadi Siswa

Isilah data diri Anda sesuai dengan format sebagai berikut.

Nama (*boleh tidak diisi*) :

.....

Umur (*boleh tidak diisi*) :

.....

Jenis Kelamin : L / P (*lingkari yang sesuai*)

Alamat (*boleh tidak diisi*) :

.....

2. Kebutuhan

Pilihlah jawaban dengan memberi tanda silang (X) pada jawaban yang Anda pilih. Apabila Anda memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisisioner ini, Anda diperkenankan menulis jawaban Anda secara singkat.

1. Apakah tujuan Anda belajar bahasa Inggris di sekolah?
 - a. Agar mendapatkan berbagai macam kosakata sesuai jurusan saya yang dapat menunjang pekerjaan saya kelak.
 - b. Agar mampu berbahasa Inggris baik lisan maupun tertulis demi kepentingan pekerjaan saya kelak.
 - c. Agar dapat lulus Ujian Nasional.
 - d. Lainnya (*sebutkan*) _____
2. Kemampuan bahasa Inggris Anda saat ini berada pada level:
 - a. pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - b. menengah (*intermediate*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
 - c. mahir (*advanced*): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
 - d. Lainnya (*sebutkan*) _____
3. Untuk dapat menunjang pendidikan ke jenjang yang lebih tinggi atau menunjang pekerjaan Anda kelak, seharusnya Anda berada pada level:
 - a. Pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.

- b. Menengah (*intermediate*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
 - c. Mahir (*advanced*): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
 - d. Lainnya (*sebutkan*) _____
4. Jenis bacaan yang akan sering saya temui saat menjadi ahli tata kecantikan adalah teks dengan tema (*Jawaban boleh lebih dari satu*):
- a. Cara-cara *make up* dalam Bahasa Inggris
 - b. Trend kecantikan terbaru dalam Bahasa Inggris
 - c. Cara berkomunikasi dengan pelanggan dalam Bahasa Inggris
 - d. Lainnya (*sebutkan*) _____
5. *Skill* Bahasa Inggris yang akan sering saya gunakan saat menjadi ahli tata kecantikan adalah (*Jawaban boleh lebih dari satu*):
- a. *Listening* (mendengarkan)
 - b. *Speaking* (berbicara)
 - c. *Reading* (membaca)
 - d. *Writing* (menulis)
6. Secara umum, saya menginginkan pembelajaran Bahasa Inggris yang menjadikan saya (*Jawaban boleh lebih dari satu*):
- a. Mampu menguasai kosa kata dengan baik, baik kosa kata umum, maupun istilah-istilah dunia Tata Kecantikan
 - b. Mampu menguasai *grammar* (tata bahasa) dengan baik
 - c. Mampu memahami dan menggunakan setiap kata, kalimat dan ungkapan dalam Bahasa Inggris
 - d. Mampu membedakan ungkapan-ungkapan formal dan non-formal dalam suatu teks tertentu
 - e. Lainnya. Sebutkan _____
7. Di dalam pembelajaran mendengarkan (*listening*), bentuk teks sebagai input pembelajaran yang saya inginkan adalah:
- a. Monolog dan dialog.
 - b. Monolog dan dialog yang disertai gambar.
 - c. Monolog dan dialog yang disertai kosa kata baru.
 - d. Materi otentik seperti acara berita, siaran radio, film, dan lagu.
 - e. Lainnya. Sebutkan _____
8. Berapa panjang teks sebagai input pembelajaran mendengarkan (*listening*) yang mampu Anda pahami?
- a. > 250 kata (panjang)
 - b. 150-200 kata (sedang)
 - c. < 150 kata (pendek)

9. Di dalam pembelajaran berbicara (*speaking*), bentuk teks sebagai input pembelajaran yang saya inginkan adalah:
 - a. Monolog dan dialog.
 - b. Monolog dan dialog yang disertai gambar.
 - c. Monolog dan dialog yang disertai kosa kata baru.
 - d. Materi otentik seperti acara berita, siaran radio, film, dan lagu.
 - e. Lainnya. Sebutkan _____
10. Berapa panjang teks yang Anda inginkan dalam pembelajaran berbicara (*speaking*)?
 - a. > 250 kata (panjang)
 - b. 150-200 kata (sedang)
 - c. <150 kata (pendek)
11. Di dalam pembelajaran membaca (*reading*), bentuk teks sebagai input pembelajaran yang saya inginkan adalah:
 - a. Teks bacaan terdiri dari beberapa paragraf.
 - b. Teks bacaan disertai daftar kosa kata.
 - c. Teks bacaan disertai gambar-gambar.
 - d. Teks bacaan disertai tabel, diagram, bagan, atau grafik.
 - e. Materi otentik yang dengan mudah dapat di jumpai dalam keseharian (contoh: majalah, surat kabar, resep, pengumuman, dll)
 - f. Lainnya. Sebutkan _____
12. Berapa panjang teks sebagai input pembelajaran membaca (*reading*) yang mampu Anda pahami?
 - a. > 300 kata
 - b. > 250-300 kata
 - c. > 150-200 kata
13. Di dalam pembelajaran menulis (*writing*), bentuk teks sebagai input pembelajaran yang saya inginkan adalah:
 - a. Berupa contoh model teks yang akan dipelajari/digunakan dalam latihan menulis.
 - b. Berupa contoh kosa kata yang akan digunakan dalam teks dan disertai penjelasannya.
 - c. Berupa contoh struktur kalimat yang berkaitan dengan teks.
 - d. Berupa gambar, tabel, diagram, bagan, atau grafik.
 - e. Lainnya. Sebutkan _____
14. Berapa panjang teks yang Anda inginkan dalam pembelajaran menulis (*writing*)?
 - a. > 300 kata
 - b. > 250-300 kata
 - c. > 150-200 kata

15. Jenis kegiatan pembelajaran mendengarkan (*listening*) yang saya inginkan adalah:
- Melengkapi teks rumpang.
 - Mencatat poin-poin penting.
 - Menceritakan kembali isi teks dengan bahasa sendiri.
 - Mengidentifikasi isi teks menyimak secara garis besar.
 - Mengidentifikasi rincian/ detail informasi dari teks menyimak yang diperdengarkan dengan menjawab beberapa pertanyaan yang telah disediakan.
 - Lainnya. Sebutkan _____
16. Jenis kegiatan pembelajaran berbicara (*speaking*) yang saya inginkan adalah:
- Mempraktikan sebuah model dialog/monolog yang tersedia di dalam buku atau materi.
 - Membuat sebuah dialog lalu mempraktekkan.
 - Bermain peran (*Role-playing*)
 - Berdiskusi tentang sebuah topik dan menyampaikan pendapat berkaitan dengan topik tersebut.
 - Mempersentasikan laporan, cerita, pidato/hasil diskusi.
 - Lainnya. Sebutkan _____
17. Jenis kegiatan pembelajaran membaca (*reading*) yang saya inginkan adalah:
- Membaca teks bacaan lalu menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut.
 - Membaca nyaring teks dengan pengucapan dan intonasi yang benar.
 - Meyusun paragraf/kalimat acak menjadi sebuah urutan paragraf/kalimat yang benar atau logis.
 - Meringkas isi bacaan.
 - Mendiskusikan isi atau arti ungkapan-ungkapan tertentu yang terdapat dalam bacaan tersebut dan penggunaan isi atau arti ungkapan-ungkapan tersebut berdasarkan konteks.
 - Lainnya. Sebutkan _____
18. Jenis kegiatan pembelajaran pengayaan kosa kata (*vocabulary*) yang saya inginkan adalah:
- Menemukan kosa kata baru di dalam sebuah teks dan mencari arti atau terjemahannya di dalam kamus.
 - Menemukan kosa kata baru di dalam sebuah teks dan mengidentifikasi arti atau terjemahannya berdasarkan konteks di dalam teks bacaan.
 - Melengkapi kalimat/paragraf dengan pengetahuan sendiri.

- d. Mengelompokkan kosa kata baru di dalam sebuah tabel kemudian mencari arti/terjemahan berdasarkan konteks di dalam bacaan, cara pengucapan, jenis kata, persamaan, lawan kata, dan contoh penggunaannya.
 - e. Lainnya. Sebutkan _____
19. Jenis kegiatan pembelajaran menulis (*writing*) yang saya inginkan adalah:
- a. Menulis teks yang sama dengan contoh model teks yang diberikan sesuai dengan tata bahasa dan struktur penyusunan paragraf yang benar.
 - b. Melengkapi paragraf rumpang dengan kalimat yang sesuai.
 - c. Membetulkan struktur kalimat, ejaan, dan tAnda baca yang salah.
 - d. Menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar.
 - e. Menulis teks berdasarkan gambar, tabel, diagram, bagan, atau grafik.
 - f. Lainnya. Sebutkan _____
20. Jenis kegiatan pembelajaran tata bahasa (*grammar/structure*) yang saya inginkan adalah:
- a. Menghafalkan rumus/ formula struktur tata bahasa.
 - b. Mengerjakan soal-soal latihan tentang tata bahasa.
 - c. Membuat kalimat sendiri berdasarkan pola yang diajarkan.
 - d. Mengidentifikasi struktur kalimat yang salah lalu memperbaikinya
Lainnya. Sebutkan _____
21. Jenis kegiatan pembelajaran pengucapan/pelafalan (*pronunciation*) yang saya inginkan adalah:
- a. Mencari cara pengucapan di dalam kamus.
 - b. Membaca secara nyaring dan melihat cara pengucapannya di dalam kamus.
 - c. Mendengar dan menirukan cara pengucapan dari guru.
 - d. Berlatih mengucapkan dari kata-perkata.
 - e. Berlatih mengucapkan kata yang memiliki bunyi yang hampir sama.
 - f. Berlatih mengucapkan setiap kalimat termasuk cara penekanan (*stress*) dan intonasi pengucapan.
 - g. Lainnya. Sebutkan _____
22. Anda merasa lebih nyaman jika proses pembelajaran Bahasa Inggris dilaksanakan di:
- a. ruang kelas.
 - b. luar kelas, seperti pinggiran kelas, taman, aula sekolah.
 - c. perpustakaan.
 - d. laboratorium bahasa/ ruang praktek.

- e. Lainnya. Sebutkan _____
23. Dalam proses pembelajaran Bahasa Inggris, Anda lebih suka mengerjakan tugas/kegiatan Bahasa Inggris secara:
- a. individu.
 - b. berpasangan dengan teman sebangku.
 - c. dalam sebuah kelompok kecil terdiri dari 3-4 orang.
 - d. dibuat menjadi proyek kelompok besar.
 - e. bekerja sama dengan semua teman sekelas.
 - f. Lainnya. Sebutkan _____
24. Pada saat proses belajar mengajar berlangsung, Anda lebih suka:
- a. hanya mendengarkan penjelasan dari guru.
 - b. dituntun dalam setiap mengerjakan tugas/latihan dari guru.
 - c. menggunakan kreativitas Anda dalam mengerjakan tugas.
 - d. mengajukan pertanyaan dan pendapat Anda.
 - e. berdiskusi dan aktif dalam penyelidikan untuk memecahkan masalah dan mengerjakan tugas.
 - f. Lainnya. Sebutkan _____
25. Pada saat proses belajar mengajar berlangsung, Anda lebih menginginkan jika guru:
- a. memotivasi Anda saat mengerjakan setiap soal latihan.
 - b. mendorong dan mengarahkan Anda untuk menggunakan kreativitas Anda.
 - c. mengarahkan para siswa untuk mengerjakan soal/latihan.
 - d. memberi saran, koreksi, dan komentar terhadap setiap hasil kerja siswa.
 - e. menciptakan suasana bagi para siswa untuk aktif dalam memecahkan masalah dan mengerjakan tugas.
 - f. Lainnya. Sebutkan _____

APPENDIX B

THE RESULTS OF NEEDS

ANALYSIS QUESTIONNAIRE

THE RESULTS OF THE NEEDS ANALYSIS QUESTIONNAIRE

No	Aspects	Questions/ Statements	Items	N	F	Percentage
1	Target Needs					
	Necessities	The students' goal of studying English	To get many kinds of vocabularies of beauty world which can support my future job	33	4	12.12%
			To be able to communicate in English both written and spoken to support my future job	33	14	42.42%
			To pass the National Exam.	33	13	39.39%
			Others	33	1	3.03%
	Students' view about necessary level to have to support their higher education	beginner: to be able to comprehend simple sentences and utterances in the daily life	33	1	3.03%	
		intermediate: to be able to comprehend the main point of the text and give opinions	33	4	12.12%	
		advanced: to be able to comprehend types of text and the explicit meaning of it	33	28	84.84%	

		others	33	0	0%
	Students' view about topic of reading text they will read the most as beauty experts	make-up procedures	33	13	39.39%
		recent beauty trend, including make-up and hairstyles	33	21	63.63%
		how to communicate with customer in English	33	14	42.42%
		others	33	0	0%
		Students' view about language skill to have as beauty experts	listening	33	14
	speaking		33	28	84.84%
	reading		33	13	39.39%
	writing		33	0	0%
Lacks	Students' view about their current level of English proficiency	beginner: to be able to comprehend simple sentences and utterances in the daily life	33	17	51.51%
		intermediate: to be able to comprehend the main point of the text and give opinions	33	16	48.48%
		advanced: to be able to comprehend types of text and the explicit meaning of it	33	1	3.03%
		others	33	0	0%

	Wants	Students' want in learning English	able to master vocabulary well, both general vocabulary and technical term of beauty world	33	26	78.78%
			able to comprehend grammar well	33	15	45.45%
			able to comprehend and to use every word, sentence, and utterance in English	33	16	48.48%
			able to distinguish formal and informal utterances in a certain text	33	2	6.06%
			Others	33	0	0%
2	Learning Needs					
	Input	Type of listening text that the students want	Monolog and dialog	33	4	12.12%
			Monolog and dialog accompanied by pictures	33	15	45.45%
			Monolog and dialog which contain new vocabulary	33	4	12.12%
			Authentic materials such as news, films,	33	10	30.30%

		and songs			
		Others	33	0	0%
The length of the listening input that the students can comprehend	>250 words (long)	33	0	0%	
	150-200 words (medium)	33	18	54.54%	
	<150 words (short)	33	15	45.45%	
Type of speaking text that the students want	Monolog and dialog	33	4	12.12%	
	Monolog and dialog with pictures	33	19	57.57%	
	Monolog and dialog which contain new vocabulary	33	6	18.18%	
	Authentic materials such as news, films, and songs	33	7	21.21%	
	Others	33	0	0%	
The length of the speaking input that the students can comprehend	>250 words (long)	33	3	9.09%	
	150-200 words (medium)	33	19	57.57%	
	<150 words (short)	33	11	33.33%	
Type of reading text that the students want	A simple text	33	4	12.12%	
	Text with a list of vocabularies	33	6	18.18%	
	Text with pictures	33	15	45.45%	
	Text with table, diagram, or graphic	33	0	0%	

		Authentic materials such as magazine, newspaper, receipt, advertisements, etc.	33	10	30.30%	
		Others	33	0	0%	
	The length of the reading input that the students can comprehend	>300 words (long)	33	0	0%	
		250-300 words (medium)	33	9	27.27%	
		150-200 words (short)	33	24	72.72%	
	Type of writing text that the students want	Text with a list of vocabularies	33	8	24.24%	
		A simple text containing terms on beauty	33	19	57.57%	
		The generic structure of a text	33	2	6.06%	
		In the form of table, diagram, or graphic	33	4	12.12%	
		Others	33	0	0%	
	The length of the writing input that the students can comprehend	>300 words (long)	33	1	3.03%	
		250-300 words (medium)	33	12	36.36%	
		150-200 words (short)	33	20	60.60%	
	Procedure	Type of listening activity that the students	Completing blanks on an incomplete text	33	8	24.24%

	want	Writing down some important points of the texts	33	6	18.18%
		Retelling a story with own words	33	2	6.06%
		Identifying the general point of the text	33	4	12.12%
		Identifying the detail information of the text by answering the questions provided	33	13	39.39%
		a. Others	33	0	0%
	Type of speaking activity that the students want	Demonstrating a dialog/monolog which is provided in the textbook	33	8	24.24%
		Writing a dialog and demonstrating it	33	1	3.03%
		Role-playing	33	17	51.51%
		Discussing a topic and giving opinion about the topic	33	6	18.18%
		Representing a report, story,	33	1	3.03%

			public speaking, etc.			
			Others	33	0	0%
		Type of reading activity that the students want	Reading a text and answering some questions about the text	33	17	51.51%
			Reading aloud	33	3	9.09%
			Arranging jumbled paragraph into a well meaningful paragraph	33	1	3.03%
			Summarizing a text	33	3	9.09%
			Discussing the topic of the text	33	9	27.27%
			Others	33	0	0%
			Type of vocabulary tasks that the students want	Finding new vocabularies in a text and its meaning based on the context	33	13
		Creating sentences using vocabularies provided		33	4	12.12%
		Completing blanks on incomplete		33	5	33.33%

			sentences or paragraphs			
			Listing and categorizing new vocabularies based on its meaning, pronunciation, parts of speech, synonym, antonym, etc.	33	11	15.15%
			Others	33	0	0%
	Type of writing activity that the students want		Rewriting a text as same as the model text	33	6	18.18%
			Completing blanks on an incomplete paragraph	33	11	33.33%
			Writing a simple text	33	4	12.12%
			Arranging jumbled paragraph into a well-meaning paragraph	33	8	24.24%
			Writing a text based on pictures, tables, diagrams, or graphics provided	33	4	12.12%
			Others	33	0	0%

	Type of grammar exercise that the students want	Memorizing the grammar formulas	33	10	21.21%
		Filling the blanks	33	11	33.33%
		Writing a sentence based on the formula that has been taught	33	5	15.15%
		Identifying incorrect sentence structures and correcting them	33	7	30.30%
		Others	33	0	0%
	Type of pronunciation task that the students want	Learning how to pronounce a word from dictionary	33	3	9.09%
		Reading aloud	33	5	15.15%
		Listening and repeating the way the teacher pronounce words	33	8	24.24%
		Pronouncing word by word	33	9	27.27%
		Pronouncing words which have sound alike	33	3	9.09%
		Pronouncing a sentence	33	5	15.15%

			with stressing and intonation			
			Others	33	0	0%
Setting	Students' view about a better place for the teaching and learning process	The classroom	33	6	18.18%	
		Outside the classroom	33	13	39.39%	
		The library	33	4	12.12%	
		The language laboratory	33	9	27.27%	
		Others	33	1	3.03%	
	Students' view about a better way to do the tasks	Individually	33	3	9.09%	
		In pairs	33	7	21.21%	
		In a small group (3-4 students)	33	18	54.54%	
		In a large group	33	0	0%	
		Unlimited	33	5	15.15%	
	Teacher's role	Students' view about the teacher's role	Motivating the students in doing the tasks	33	8	24.24%
Supporting and guiding the students to use their creativity			33	4	12.12%	
Guiding the students in doing the tasks			33	4	12.12%	
Giving advice, correction, and opinion to			33	2	6.06%	

			the students' work			
			Creating a good atmosphere to get the students involve in the classroom activity	33	15	45.45%
			Others	33	0	0%
Learner's role	Students' view about their role	Listening to the teacher	33	2	6.06%	
		Being guided when doing the tasks	33	9	27.27%	
		Using the creativity in doing the tasks	33	8	24.24%	
		Asking questions and giving opinions	33	0	0%	
		Discussing and being involve to solve the tasks	33	14	42.42%	
		Others	33	0	0%	

APPENDIX C

SYLLABUS

SYLLABUS UNIT 1

Name of School : SMK N 3 Magelang
Program of Expertise : Beauty Study Program
Class/Semester : X/1
Basic competence :

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari **teks deskriptif tentang orang**, tempat wisata, dan bangunan bersejarah terkenal, sederhana, sesuai dengan konteks penggunaannya.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit Title	Topic	Indicators	Input	Language Focus		Activities
				Vocabulary	Grammar	
<i>She wears her hair in a fishtail bun</i>	Celebrities with make-up	<p>Students are able to:</p> <ul style="list-style-type: none"> - Identify the social function of descriptive text - Identify the meaning of adjectives in the descriptive text related to the topic being discussed - Identify the generic structure of descriptive text - Create a simple descriptive text about people 	<p>Listening & Speaking</p> <ul style="list-style-type: none"> - Dialogue about actress' physical appearance and characters <p>Reading & Writing</p> <ul style="list-style-type: none"> - Adapted text about actress' physical appearance and characters 	<ul style="list-style-type: none"> - Adjectives to describe people 	<ul style="list-style-type: none"> - The use of Simple Present - Order of adjectives 	<p>Warm-up</p> <ul style="list-style-type: none"> - Matching the pictures with the appropriate adjectives <p>Lesson Proper</p> <p>Listening & Speaking</p> <p>Observing</p> <ul style="list-style-type: none"> - Listing items which they want to know based on the dialogue provided <p>Questioning</p> <ul style="list-style-type: none"> - Formulate questions based on the items they want to know further <p>Collecting, Analyzing, Communicating</p> <ul style="list-style-type: none"> - Answering some questions based on the text - Matching adjectives with its meaning - Determining a statement whether it is True or False - Completing dialogue with the expressions provided <p>Creating</p> <ul style="list-style-type: none"> - Creating dialogue of describing people based on the pictures provided <p>Reading & Writing</p> <p>Observing</p> <ul style="list-style-type: none"> - Listing items which they want to know based on the text provided

						<p>Questioning</p> <ul style="list-style-type: none">- Formulate questions based on the items they want to know further <p>Collecting, Analyzing, Communicating</p> <ul style="list-style-type: none">- Answering some questions based on the text- Matching pictures with the appropriate adjectives- Arranging adjectives into a correct order- Completing missing words of a text- Arranging jumbled sentences into a good paragraph- Describing the physical appearances of the celebrities. <p>Creating</p> <ul style="list-style-type: none">- Writing a simple descriptive text about favorite actor/actress <p>Homework</p> <ul style="list-style-type: none">- Identifying the generic structure of a text and finding the Indonesian of the adjectives. <p>Review</p> <ul style="list-style-type: none">- Arranging the adjectives into a good one- Writing the physical appearances and the characters of classmate
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SYLLABUS UNIT 2

Name of School : SMK N 3 Magelang
Program of Expertise : Beauty Study Program
Class/Semester : X/1
Basic competence :

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*) sesuai dengan konteks penggunaannya.
- 4.12 Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit Title	Topic	Indicators	Input	Language Focus		Activities
				Vocabulary	Grammar	
<i>The make-up contest will be held on Saturday, 14th</i>	Make-up contest	<p>Students are able to:</p> <ul style="list-style-type: none"> - Identify the social function of announcement text - Identify the detailed information in announcement text - Identify the generic structure of announcement text - Create an announcement text about make-up contest 	<p>Listening & Speaking</p> <ul style="list-style-type: none"> - Monologues about school announcements <p>Reading & Writing</p> <ul style="list-style-type: none"> - An announcement text about recruiting make-up artists 	<p>Words related to announcement</p> <ul style="list-style-type: none"> - <i>event</i> - <i>contest</i> - <i>competition</i> - <i>date</i> - <i>registration</i> 	<ul style="list-style-type: none"> - The use modal “will” 	<p>Warm-up</p> <ul style="list-style-type: none"> - Answering some questions in order to build a background knowledge of the field based on the picture <p>Lesson Proper</p> <p>Listening & Speaking</p> <p>Observing</p> <ul style="list-style-type: none"> - Listing items which they want to know based on the monologue provided <p>Questioning</p> <ul style="list-style-type: none"> - Formulate questions based on the items they want to know further <p>Collecting, Analyzing, Communicating</p> <ul style="list-style-type: none"> - Pronouncing words - Answering some questions based on the monologue - Determining a statement whether it is <i>True</i> or <i>False</i> - Completing announcement texts with the phrases provided - Completing blank spaces of announcement text based on the situation <p>Creating</p> <ul style="list-style-type: none"> - Writing a spoken announcement based on the situation provided

					<p>Reading & Writing</p> <p>Observing</p> <ul style="list-style-type: none">- Listing items which they want to know based on the text provided <p>Questioning</p> <ul style="list-style-type: none">- Formulate questions based on the items they want to know further <p>Collecting, Analyzing, Communicating</p> <ul style="list-style-type: none">- Finding the Indonesian of words- Answering some questions based on the text- Labeling parts of announcement text in terms of generic structure- Arranging the jumbled announcement into a good one- Writing announcement text based on the picture- Arranging jumbled sentences into a good paragraph <p>Creating</p> <ul style="list-style-type: none">- Writing an announcement text <p>Homework</p> <ul style="list-style-type: none">- Finding the information of the announcement text <p>Review</p> <ul style="list-style-type: none">- Finding the differences between spoken and written announcement- Arranging jumbled sentences into a good one
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SYLLABUS UNIT 3

Name of School : SMK N 3 Magelang
Program of Expertise : Beauty Study Program
Class/Semester : X/1
Basic competence :

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap, serta responnya, sesuai dengan konteks penggunaannya.
- 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, serta responnya, sesuai dengan konteks penggunaannya.
- 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit Title	Topic	Indicators	Input	Language Focus		Activities
				Vocabulary	Grammar	
<i>Congratulations!</i>	Make-up and hairdo	Students are able to: <ul style="list-style-type: none"> - Identify the social function of expression of compliment and congratulations - Use the expression of compliment and congratulations - Respond to expression of compliment and congratulations - Create a dialogue about complimenting and congratulating 	Dialogues about complimenting and congratulating	Words related to compliment and congratulations: <ul style="list-style-type: none"> - <i>amazing</i> - <i>well done</i> - <i>nice</i> - <i>great</i> - <i>congratulations</i> 	- The use of linking verbs “look” and “seem”	Warm-up <ul style="list-style-type: none"> - Answering some questions in order to build a background knowledge of the field based on the picture - Matching picture with appropriate expressions provided Lesson Proper Listening & Speaking Observing <ul style="list-style-type: none"> - Listing items which they want to know based on the dialogue Questioning <ul style="list-style-type: none"> - Formulate questions based on the items they want to know further Collecting, Analyzing, Communicating <ul style="list-style-type: none"> - Pronouncing words - Determining a statement whether it is <i>True</i> or <i>False</i> - Completing dialogues with the missing expressions - Completing conversation with the expressions provided Creating <ul style="list-style-type: none"> - Writing and having dialogue with partner based on the situations

						<p>Reading & Writing</p> <p>Observing</p> <ul style="list-style-type: none"> - Listing items which they want to know based on the text provided <p>Questioning</p> <ul style="list-style-type: none"> - Formulate questions based on the items they want to know further <p>Collecting, Analyzing, Communicating</p> <ul style="list-style-type: none"> - Answering some questions based on the text - Matching the expressions with the appropriate situation - Writing an expressions using the words provided - Completing the dialogues with the possible expressions <p>Creating</p> <ul style="list-style-type: none"> - Writing a greeting card according to the situation given - Creating a greeting card independently <p>Homework</p> <ul style="list-style-type: none"> - Creating a compliment card <p>Review</p> <ul style="list-style-type: none"> - Having a dialogue based on the clues provided - Creating a sentence using the words provided
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APPENDIX D
THE FIRST DRAFT OF
MATERIALS



ENGLISH FOR BEAUTY STUDY PROGRAM

English For Vocational High School
Students X

Yohana Dian
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UNIT 1

SHE WEARS HER HAIR IN A FISHTAIL BUN



Do you ever read a text about the physical appearance of someone? Do you ever talking about your friend's look? A brief description of something that you have ever read or talked about is called descriptive text.

In this unit, you will learn more about descriptive texts. You will find more description related to your major, that is Beauty study program.

A. WARM-UP



Task 1

Match the following pictures with appropriate adjectives in the box.

black luminous oval



Picture 1.1

1. She has _____ face.



Picture 1.2

2. She has _____ skin.



Picture 1.3

3. She has _____ hair.

B. LESSON PROPER

LET'S LISTEN AND SPEAK

Observing



Task 2

Study the picture and listen carefully to the dialogue. Then tick items that you want to know and/or be able to produce.



Picture 1.4

What do you want to know?	Tick here
The content of the dialogue	
The purpose of the dialogue	
The Indonesian of the adjectives used in the dialogue	
The expressions of describing people	
Adjectives to describe people	

Write more things you want to know further

Questioning



Task 3

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions
What is the dialogue about?
What is the purpose of the dialogue?
What are the Indonesians of the adjectives used in the dialogue?
What are the expressions of describing people?
What are the adjectives to describe people?
...
...
...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 4

Listen to the dialogue on Task 2 once more to answer the questions below. Then, report your answers to the class.

1. What are they talking about?
2. What is the dialogue about?
3. List the physical appearances and the characters of Emma Watson in the table below.

Emma's physical appearance	Emma's characters



Task 5

Study the following explanation.

What is Adjective?

Adjective is a word that describe a person or thing in a sentence.

Example:

Mila Kunis is *beautiful*.

The word “beautiful” is an adjective. It explains Mila Kunis.

1. To describe a person’s physical appearance, you can use the following words.

Physical Appearance

Body	Hair	Face	Eyes	Skin	Lips	Eyebrows	Cheeks
slim	long	round	wide	bright	pouty	bold	chubby
thin	short	oval	round	dark	full	thick	rosy
plump	curly	square	blue	luminous	red	dark	freckled
fat	wavy	pale	brown	fair	pink	brown	dimpled
skinny	bob	heart-shaped	green	oily		bushy	
	braided			pale			
	bun						
	shaggy						

2. To describe a person's characters, you can use the following words.

Character				
careful	careless	ambitious	honest	dishonest
good	bad	brave	calm	friendly
confident	shy	charismatic	humorous	responsible
extrovert	introvert	clever	independent	mature
generous	stingy	smart	loyal	sentimental
diligent	lazy	creative	stubborn	wise



Task 6

Read aloud the following words. Then, match the adjectives on the left side with its meaning on the right.

No	English	Indonesia
1	brilliant /'brɪl.i.ənt/	rendah hati
2	confident /'kɒn.fi.d ə nt/	cerdas
3	humble /'hʌm.bl/	percaya diri
4	gorgeous /'gɔ:.dʒəs/	berbintik-bintik
5	generous /'dʒen. ə r.əs/	kuning langsung
6	luminous /'lu:.mɪ.nəs/	lebat/tebal
7	braid /breɪd/	bercahaya
8	freckled /'frek.lɪd/	kepang
9	bushy /'bʊʃ.i/	sanggul
10	bun /bʌn/	murah hati
11	fair /fer/	indah



Task 7

Listen carefully to the dialogue and answers the questions in pairs. Then, tell the class your answers.



Picture 1.5

Questions

1. What is the dialogue about?
2. Who are they talking about?
3. What does she look like?
4. What are her characters?
5. Mention one of her character that you like the most. Why?



Task 8

In pairs, list and find the meaning of adjective words you found on Task 7. Then, compare your work with your classmate. Look at the example. You may use your dictionary.

No	English	Indonesian
1	beautiful	cantik
2		
3		
4		
5		

6		
7		
8		
9		
10		



Task 9

Listen again to the dialogue on Task 7. Then, write **T** if the statement is **TRUE** and **F** if the statement is **FALSE**. Correct the false statements. Tell your answers to the class.

No	Statements	T/F	Corrections
1	Maudy Koesnaedi is a singer.	F	Maudy Koesnaedi is an actress.
2	Maudy Koesnaedi has black hair.		
3	She applies pink lipstick on her lips.		
4	Her hair is styled in a classy low bun.		
5	Her eye make-up is dramatic.		
6	She is kind and charismatic.		



Task 10

Complete the following dialogue with the expressions provided in the box. Then, act it out in front of the class.

That is the characteristic of Papuan.	he has dimples that make him sweet.
What do you think about him?	He's got very curly hair.
Who is he?	What about his physical appearance?

Sinta : Wina, do you know Julian Liberty?

Wina : _____

Sinta : Look at this! You must know him.

Wima : Oh I see. He is the star of *Marmut Merah Jambu*, right?

Sinta : That's right. _____

Wina : I think he is funny, brave, and confident.

Sinta : _____

Wina : He has dark skin. But his teeth are all white.

Sinta : In addition, _____

Wina : The most unique part of him is his hair. _____

Sinta : Yes, you're right. He's from Papua. _____



Picture 1.6

Creating



Task 11

In pairs, make a dialogue of describing people based on the following pictures. Then, perform it in front of the class.



Picture 1.7



Picture 1.8



Picture 1.9

LET'S READ AND WRITE

Observing



Task 12

Read the following text about Jamie Chung and tick items that you want to know and/or be able to produce.

Jamie Chung's Soft Wavy Hair and Smoky Eyes

Annual Academy Awards (Oscars) is the most prestigious movie awards in the world. All celebrities wear their best dress and make-up. No exception for Jamie Chung. She prepares her best, especially for her make-up look.

Jamie Chung is all perfection with her fresh make-up look and the glamorous wavy hairstyle with a side part. Placing the focus on the dramatic smoky eyes, she keep her face dewy and radiant. Moreover, she applies peach blush on her cheekbone. While her lips are colored with a nude lipstick to create harmony with her eye make-up. Overall, her best make-up is her smile. She is friendly to everyone she has just met. She is also calm and smart.



Adapted from: <http://www.fashionisers.com/hairstyles-hair-products/oscars-2015-celebrity-hairstyles-makeup/>

What do you want to know?

Tick here

The type of the text

The purpose of the text

The generic structure of the text

The order of the adjectives to describe people

The tenses used in the text

Write more things you want to know further

Questioning



Task 13

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the text about?

What is the purpose of the text?

What is the generic structure of the text?

How to order the adjectives in a single noun?

What is the tenses used in the text?

...

...

...

Temporary Answers

...

...

...

...



Task 14

Read again the text on Task 12 and answer the questions.

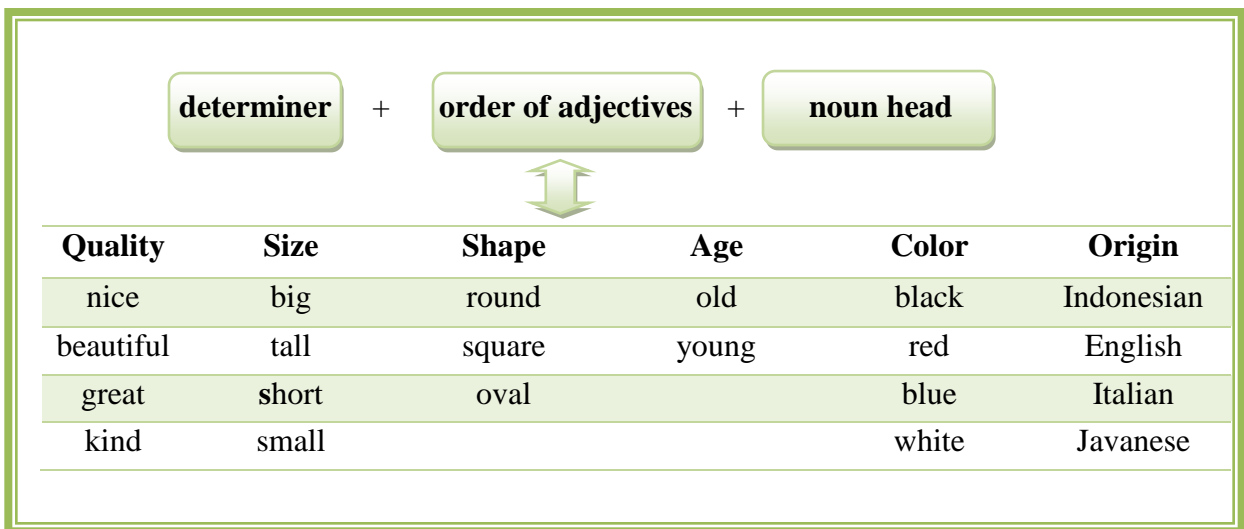
1. What is the text about?
2. Who is Jamie Chung?
3. List the description about Jamie Chung in the table below.

Jamie's physical appearances	Jamie's characters



Task 15

Study the following explanation.



Example:

She has a nice pointed nose.
det. quality color noun head
order of adjectives

More examples:

Sinta has beautiful, curly, black hair.

Rima's got an oval face.

Dina is a kind, smart, Javanese girl.



Task 16

Match the pictures below with the correct description.



Picture 1.10, 1.11, 1.12, 1.13

- dark skin
- bushy eyebrows
- smoky eyes
- red lips
- flushed cheeks
- long eyelashes
- low bun
- braided hair



Picture 1.14, 1.15, 1.16, 1.17



Task 17

In pairs, arrange the adjectives below into a correct order. Then, tell the class your answers.

1. Rina is an (young/short/awesome) girl in School.

Answer: *Rina is an awesome, short, young girl in School.*

2. Thomas has (brown/perfect/slanting) eyes.

Answer: _____.

3. Mira wears (bushy/nice/long) eyelashes.

Answer: _____.

4. My favorite actress wears her hair in a (braided/casual) bun.

Answer: _____.

5. Marco has (brown/dark/exotic) skin.

Answer: _____.



Task 18

Study the following explanation.

Descriptive Text

Descriptive text is a type of text telling the readers about something specific. It describes the specific parts of a thing. In this case, we describe about people. When we describe people, we usually tell about the physical appearance and the characters.

1. **General identification** → it tells the readers about the general description about what will be discussed in the text.

2. **Description** → it tells the readers about the specific information about something related to the topic.

The descriptive text usually use **simple present tense** (S + V1 + O/Adv.)

Example of descriptive text

Annual Academy Awards (Oscars) is the most prestigious movie awards in the world. All celebrities wear their best dress and make-up. No exception for Jamie Chung. She prepares her best, especially for her make-up look.

General identification

Jamie Chung is all perfection with her fresh make-up look and the glamorous wavy hairstyle with a side part. Placing the focus on the dramatic smoky eyes, she keep her face dewy and radiant. Moreover, she applies peach blush on her cheekbone. While her lips are colored with a nude lipstick to create harmony with her eye make-up. Overall, her best make-up is her smile. She is friendly to everyone she has just met. She is also calm and smart.

Description



Task 19

Read the text below and fill in the blanks with the words provided in the box.

look

long

amazing

red

glow

Lupita Nyong'o's Braided Bun and Bright Lips



Lupita Nyong'o is a pure perfection at SAG Awards ceremony. Her (1) _____ outfit suits her radiant beauty (2) _____. She wears her hair in an intricate braided bun. She completes her look with bright (3) ___ lips and a subtle smoky eye make-up, which are beautifully combined with the (4) _____ of her radiant skin. While she has been spotted with short hair numerous times lately, her latest look proves that she can look equally smashing having (5) _____ black hair.

Adapted from: <http://www.fashionisers.com/hairstyles-hair-products/sag-awards-2015-hairstyles-makeup/>



Task 20

In pairs, rearrange the jumbled sentences below into a good paragraph. Then, share your answer to the class.

- ✓ Everybody compliments her awesome look.
- ✓ Moreover, she has bright skin.
- ✓ It fits her slim body perfectly.
- ✓ She finishes off her look with a natural make-up.
- ✓ She is just as wonderful as her red dress.
- ✓ Her straight black hair is styled in a classy low bun with a white flower on the side part.
- ✓ Only soft, glossy, red lips and rosy cheeks.



Picture 1.18

WRITE HERE

*Cinta Laura is one of the outstanding Indonesian girls on Oscars' red carpet.*_____



Task 21

In groups of three, describe the physical appearances of the celebrities below. Then, present your answers to the class. Look at the example.

1. Bunga Citra Lestari



Picture 1.19

Physical Appearance:

She has brown hair.

2. Atiqah Hasiholan



Picture 1.20

Physical Appearance:

3. Zoe Saldana



Picture 1.21

Physical Appearance:

4. Raisa Andriana



Picture 1.22

Physical Appearance:

5. Lady Gaga



Picture 1.23

Physical Appearance:



Task 22

Choose one favorite actor/actress of yours. Write a descriptive text about him/her.

C. HOMEWORK



Task 23

Find a descriptive text about people. Identify the generic structure of the text and find the Indonesian of the adjectives used in the text.

D. REVIEW



Task 24

Arrange the adjectives below into a correct order.

1. Puji has (curly/short/brown) hair.

Answer: _____.

2. Putri's got (fair/nice) skin.

Answer: _____.

3. Bobi is known as a (big/fierce) boy in school.

Answer: _____.

4. Gina always wears (pink/glossy/nice) lipstick when she goes out.

Answer: _____.

5. Santi puts up her hair in a (super-high/sleek) ponytail.

Answer: _____.



Task 25

Go around the class and write the physical appearances and the characters of your classmates (3).

Name	Physical Appearances	Characters
	body: hair: eyes: skin: lips: etc.	
	body: hair: eyes: skin: lips: etc.	
	body: hair: eyes: skin: lips: etc.	

E. REFLECTION

How much do you learn from this unit? Put a tick (v) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Adjectives used to describe people			
The order of the adjectives			
The purpose of the descriptive text			
The generic structure of descriptive text			
Vocabulary			
Understand simple present			
Writing descriptive text			

VOCABULARY LIST

English	Indonesian
talented /'tæl. ə n.tɪd/	bertalenta
thick /θɪk/	tebal
quite /kwaɪt/	cukup
personality /,pɜː.s ə n'æɪ.lə.ti/	kepribadian
easy-going /,iː.zi'gəʊ.ɪŋ/	supel
lazy /'leɪ.zi/	malas
smart /smɑːrt/	pintar
humorous /'hjuː.mə.rəs/	lucu
shy /ʃaɪ/	malu
generous /'dʒen. ə r.əs/	murah hati
tall /tɑːl/	tinggi
thin /θɪn/	kurus
curly /'kɜː.li/	keriting
big /bɪg/	besar
chubby /'tʃʌb.i/	gendut
exotic /ɪg'zɒt.ɪk/	eksotis
cool /kuːl/	keren
wear /weə r/	mengenakan
well-known /wel nəʊn/	terkenal
work /wɜːk/	karya
flawless /'flɔː.ləs/	sempurna
luminous /'luː.mɪ.nəs/	bercahaya
low-key /,ləʊ'kiː/	sederhana
pale /peɪl/	pucat
dark /dɑːk/	gelap
blonde /blɒnd/	pirang
eyebrow /'aɪ.braʊ/	alis
eyelash /'aɪ.læʃ/	bulu mata
catchy /'kætʃ.i/	menarik
bun /bʌn/	sanggul
braid /breɪd/	kepang
twist /twɪst/	simpul
bold /bɔːld/	tebal
fair /feə r/	kuning langsung

PICTURE SOURCE

Cover	allure.com/bianca-brandolini-d-adda-long-hair
	allure.com/claire-danes-fishtail-bun
Picture 1.1	allure.com/oval-face-brows-camilla-belle
Picture 1.2	allure.com/jessica-biel-luminous-skin
Picture 1.3	allure.com/selena-gomez-low-key-cat-eyes
Picture 1.4	allure.com/emma-watson-makeup-look
Picture 1.5	www.youtube.com
Picture 1.6	danieldokter.wordpress.com
Picture 1.7	www.getscoop.com
Picture 1.8	www.kapanlagi.com
Picture 1.9	sidomi.com
Picture 1.10	allure.com/5-minute-makeup-anna-sui
Picture 1.11	allure.com/5-minute-makeup-donna-karan
Picture 1.12	allure.com/lily-collins-low-bun
Picture 1.13	allure.com/brunettes-victoria-beckham-chestnut-brown
Picture 1.14	allure.com/date-night-makeup-julianne-moore
Picture 1.15	allure.com/date-night-makeup-eva-longoria
Picture 1.16	allure.com/flushed-cheeks-look
Picture 1.17	allure.com/kerry-washington-rosy-palette
Picture 1.18	httpwww.vemale.com/fashionberita49927-pakai-dress-cantik-cinta-laura-tuai-pujian-di-oscar-2014.html
Picture 1.19	www.kapanlagi.com
Picture 1.20	www.satelitnews.com
Picture 1.21	allure.com/zoe-saldana-makeup-look



Picture 1.22

www.thegaspol.com

Picture 1.23

allure.com/oscars-2015-lady-gaga

UNIT 2

THE MAKE-UP CONTEST WILL BE HELD ON SATURDAY 14TH



Beauty Central **MAKE-UP COMPETITION**
Are you ready for the spotlight?

SM DEPARTMENT STORE BEAUTY SECTION and ELITE Paris is searching for the next big make-up artist in Manila.

Join the Beauty Central Make-up Competition and be the grand prize winner of Php 25,000 worth of Elite make-up and accessories.

Make-Up Competition will be held at the following malls:

- SM MOA - May 25, 2011 - Main Atrium - 3:00 - 5:00pm
- SM North Edsa - June 25, 2011 - Main Mall - 3:00 - 5:00pm

elite DEPARTMENT STORE

SUN-KISSED Summer Look CONTEST!

Starting July 9th, upload a photo of your best sun-kissed summer make-up look to 2nd Love Cosmetics' Facebook fan page in order to WIN a GRAND Prize selection of 2nd Love Cosmetics!

The Grand Prize will be based on the number of Facebook Fan "LIKES" on your photo. Visitors to 2nd Love's fan page can vote on their favorite makeup look by "liking" the photo.



As a student, you must often read some information which are attached on the wall magazine in your school. You also listen to your teacher delivering information before the class ends. Do you notice that some of them are announcements?

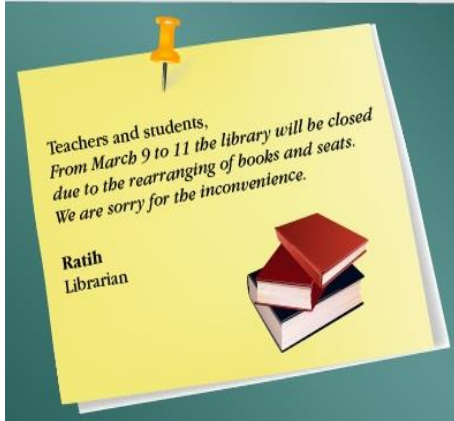
Announcements could be spoken and written. Find out more about announcements in this unit.

A. WARM-UP



Task 1

Study the following picture and answer the questions.



Picture 2.1

1. What is the text about?
2. What is the purpose of the text?
4. Have you ever found and read this kind of text?
5. Where does the possible place to find this kind of text?
6. Do you ever deliver or write an announcement?
7. The picture is an announcement in written form, do you know a spoken announcement?

B. LESSON PROPER

LET'S LISTEN AND SPEAK

Observing



Task 2

Listen carefully to the monologue about school announcement. Then tick items that you want to know and/or be able to produce.

What do you want to know?	Tick here
The content of the monologue	
The purpose of the monologue	
The expression used in the monologue	
Where to find the spoken announcement	
What spoken announcement is	

Write more things you want to know further

Questioning



Task 3

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the monologue about?

What is the purpose of the monologue?

What are the expressions used in the announcement texts?

Where do we find spoken announcements?

What is meant by spoken announcement?

...

...

...

Temporary Answers

...

...

...

...



Task 4

Study the following words and repeat after your teacher.

English	Indonesian
announce /ə'naʊn t s/	mengumumkan
announcement /ə'naʊn t .smənt/	pengumuman
contest /'kɒn.test/	kontes
dateline /'deɪt.laɪn/	jatuh tempo
further /'fɜː.ðə r /	lebih lanjut
information /,ɪn.fə'meɪ.ʃ ə n/	informasi
portfolio /,pɔːt'fəʊ.li.əʊ/	portofolio
require /rɪ'kwaɪə r /	membutuhkan
submit /səb'mɪt/	mengumpulkan
work /wɜ:k/	karya



Task 5

Listen again to the monologue on Task 2 and answer the questions. Then, tell the class your answers.

1. What is the monologue about?
2. What is the message of the announcement?
3. When is the dateline of the submission?
4. Who does deliver the announcement?
5. To whom the announcement is addressed?



Task 6

Listen to the monologue and write T if the statement is TRUE and F if the statement is FALSE. Correct the false sentence. Then, tell the class your answers.

Statements	T/F	Correction
The make-up contest will be held on Sunday.	F	<i>The contest will be held on Saturday.</i>
The contest is only for students of Beauty study program.		
The headmaster announces the make-up contest in the middle of the flag ceremony.		
The students of Beauty study program should join the contest.		
The students may ask their head teacher for further information.		
The students of Beauty study program will collect a point if they join the contest.		



Task 7



Study the following explanation.

Announcement

Announcement is a text that tells the reader about something that is going to happen. The information of the announcement is usually set for public.

The monologue you have listened on Task 2 is called spoken announcement. **Spoken announcement** is an announcement that is delivered directly by a person to public.

Where do you find spoken announcement?

-  Mass media e.g. radio, TV
-  Public places e.g. school, airport, train station, mall

The generic structure of spoken announcement

Pay attention please,

Today I would like to announce an important information to all grade students, especially of Beauty Study Program. There will be a Beauty contest held on Saturday, 20th at our school. This contest is a must for students of Beauty study program since you will collect a point for this semester.

For further information you may ask your head teacher.

Thank you.

Opening

Content

Closing

Study the following expression

To open:

- ✚ Attention, please.
- ✚ Pay attention, please.
- ✚ Your attention, please.

To close:

- ✚ Thank you
- ✚ For further information ...



Task 8

Listen carefully to the following announcements. Match with the places where the announcement most likely to be heard and answer the questions. Then, report your answers to the class.



Picture 2.2

1. The setting is in the airport. ()
2. The flight will be heading to Rome. ()
3. The regular boarding will begin in approximately fifteen minutes. ()



Picture 2.3

1. The setting is in the Mall. ()
2. The girl's name is Selly. ()
3. She is about 10 years old. ()



Picture 2.4

1. The setting is in the train station. ()
2. The train is now at platform 2. ()
3. The train is heading to Euston. ()



Task 9

Study the following announcements. Complete the announcements by using phrases provided in the box. Then, act it out in front of the class.

<p>_____ ,</p> <p>I am a chief of Students' Association.</p> <p>_____ you all to a student gathering for students of grade X of Beauty study program on March 3rd _____ .</p> <p>Please all students come and _____ since we have a little surprise for the best one.</p> <p>_____ .</p>	<p>_____ ,</p> <p><i>Sari Ayu</i> beauty house will hold a make-up contest for students of Beauty study program.</p> <p>_____ on Sunday 15th. There will be special awards to those who win.</p> <p>_____ , please let me know as soon as possible.</p> <p>_____ .</p>
---	---

- | | |
|--------------------------|---------------------------------------|
| Attention, please. | Thank you (x2) |
| Your attention, please. | Any of you who are interested to join |
| I'd like to invite | wear your creative make-up |
| The contest will be held | at the hall after school |



Task 10

Complete the blank spaces of the following announcement based on the situation. Then, perform it in front of the class.

Situation: *The teacher informs the students about the schedule of the class meeting the next day. There will be a make-up competition for all grade students of Beauty study program. Each class should send a representative for this competition. For further information, the students may ask their head teacher.*

Your attention, please.

I'd like to inform you all that _____

Thank you.

Creating



Task 11

Create a spoken announcement based on the situation below. Then, act it out in front of the class.

- ✚ Your head teacher informs you grade X students of Beauty study program that a national TV staff will hold an audition in your school to recruit young creative professional make-up artists on weekend (Saturday & Sunday).

- ✚ Your teacher informs you that there will be a final project for grade X students of Beauty study program. It will be held at the end of the semester. Every student should do a night make-up, including hair-do.
- ✚ Your class leader informs you that the listed winners of the school make-up contest will be announced next Monday. It will be attached on the wall magazine.

LET'S READ AND WRITE

Observing



Task 12

Read carefully to the following text about school announcement which is attached on the wall magazine. Then tick items that you want to know and/or be able to produce.

ANNOUNCEMENT

The Committee of Art Week needs some make-up artists for the Drama Show.

For those who are interested to participate, please come to the Students' Association office on Monday 2nd - Saturday 7th, and bring the following requirements:

- the registration form
- the photograph of your latest work (2)

The list of the selected candidates will be announced the next Monday.

We do appreciate your participation. Thank you.

The Committee

What do you want to know?	Tick here
The content of the text	
The purpose of the text	
The tenses used in the text	
The generic structure of the text	
To write an announcement	

Write more things you want to know further

Questioning



Task 13

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the text about?
What is the purpose of the text?
What is the tenses used in the text?
What is the generic structure of the text?
How to write an announcement?
...
...
...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 14

Study the following words and then find the Indonesian based on the text on Task 12.

English	Indonesian
announcement /ə'naʊn t̩ .smənt/	
artist /'ɑː.tɪst/	
candidate /'kæn.dɪ.dət/	
committee /kə'mɪt.i/	
participation /pɑːtɪs.ɪ'peɪ.ʃ ə n/	
photograph /'fəʊ.tə.grɑːf/	
registration /,redʒ.ɪ'streɪ.ʃ ə n/	
requirement /rɪ'kwaɪə.mənt/	
work /wɜːk/	



Task 15

Read again the text on Task 12 and answer the following questions. Then, tell the class your answers.

1. What is the announcement about?
2. Who is the writer?

3. To whom the announcement is addressed?
4. What are the requirements to participate as a make-up artist?
5. When will the selected candidates be announced?
6. Where can you find this announcement?
7. Have you ever found an announcement? Where did you find it?



Task 16

Study the following explanation.

Announcement

Announcement has three parts. They are:

- ✚ HEAD is the title of the announcement.
- ✚ BODY is the content of the announcement.
- ✚ CLOSING is the end of the announcement.
- ✚ WRITER is the one who writes the announcement.

Where can you find a written announcement?

- ✚ School wall magazine
- ✚ Newspaper, magazine e.g. job vacancy
- ✚ Public places

Here are some tips to write an announcement:

- ✚ Write your announcement straightforward so the reader can easily get the information.
- ✚ Keep it short, inviting, and to the point.
- ✚ Make the information in your announcement clear and complete.



Task 17

Read carefully the jumbled announcement below and label the parts of the announcement. Do it individually. Then, tell the class your answers.

Parts of Announcement	Label
The Association of Beauty Student will hold a Beauty contest for all students. It covers make-up and hair-do. The contest will be held on Saturday 14 th . Register yourself soon!	
For more information, please contact the number below. Thank you.	
Mrs. Sinta	
Beauty Contest	



Task 18

In pairs, rearrange the jumbled announcement on Task 17 into a good one. Then, share your answer to the class.



Task 19

Study the following explanation.

Future Tense

In the announcements above you read the following sentences:

- + The contest *will* be held on Saturday 14th.
- + The Association of Beauty Student *will* hold a Beauty contest.

We use “will” to talk about the future.

S	+	will	+	V1
---	---	------	---	----

Examples:

- + We **will** be late.
- + Rina **will** go to Bandung tomorrow.
- + The Air Asia airline **will** depart in ten minutes.



Task 20

Make future tense sentences using the words below.

Words	Sentences
hold	
go	
make	
cook	
buy	
send	
attend	
sing	
bring	
be	



Task 21

In pairs, write an announcement about make-up contest based on the pictures below. Then, share your work to the class. Use the outline below.

Crazy Colours
Makeup Contest
July 29th - August 26th
Voting will continue until the 30th for the last minute entries
 Submit a colourful look for a chance to win prizes from:

makeup geek **lit** **Dolluxe**
by Charles Reger

Submit your pictures to katie.alves@hotmail.com

details in the description

Picture 2.5

Beat the Artist

NEW CONTEST!

FOR A CHANCE TO WIN A \$500 GIFT CARD, CREATE A BETTER LOOK THAN OUR MAKEUP ARTIST.

Picture 2.6

TITLE

We will hold a _____
 on _____
 registration _____
 etc. _____

For further information _____

 _____.

Thank you

P.S. _____



Task 22

In group of three, write an announcement as creative as you can. Then, compare your work with other groups.

C. HOMEWORK



Task 23

Find announcements (in school, newspaper/magazine, and public places) and find the information below.

Writer:
Receiver:
Content:

D. REVIEW



Task 24

Find the differences between spoken announcement and written announcement.

Spoken Announcement	Written Announcement



Task 25

Arrange the jumbled sentences below into a good one.

1. contest – The – Monday – school – committee – will – hold – on – make-up – an.
_____.
2. Airline – Garuda – depart – in – minute – five – depart – will.
_____.
3. submit – Please – your – Saturday – on – work.
_____.
4. please – further – contact – below – information – number – for – the.
_____.
5. candidates – listed – will – announced – magazine – be – short – The – wall – on – the.
_____.

E. REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Spoken announcement			
Written announcement			
The generic structure of an announcement			
The modal “will”			
The expressions in spoken announcement			
Writing an announcement			

VOCABULARY LIST

English	Indonesian
announce /ə'naʊn t s/	mengumumkan
announcement /ə'naʊn t .smənt/	pengumuman
artist /'ɑ:.tɪst/	seniman
candidate /'kændɪ.dət/	kandidat
collect /kə'lekt/	mengumpulkan
committee /kə'mɪt.i/	komite
contest /'kɒn.test/	kontes
further /'fɜ:.ðə r/	lebih lanjut
grade /greɪd/	tingkat
held /held/	mengadakan
participation /pɑ:ˌtɪs.rɪ'peɪ.ʃ ə n/	partisipasi
photograph /'fəʊ.tə.grɑ:f/	foto
point /pɔɪnt/	poin
registration /ˌredʒ.rɪ'streɪ.ʃ ə n/	pendaftaran
requirement /rɪ'kwaɪə.mənt/	syarat
work /wɜ:k/	karya

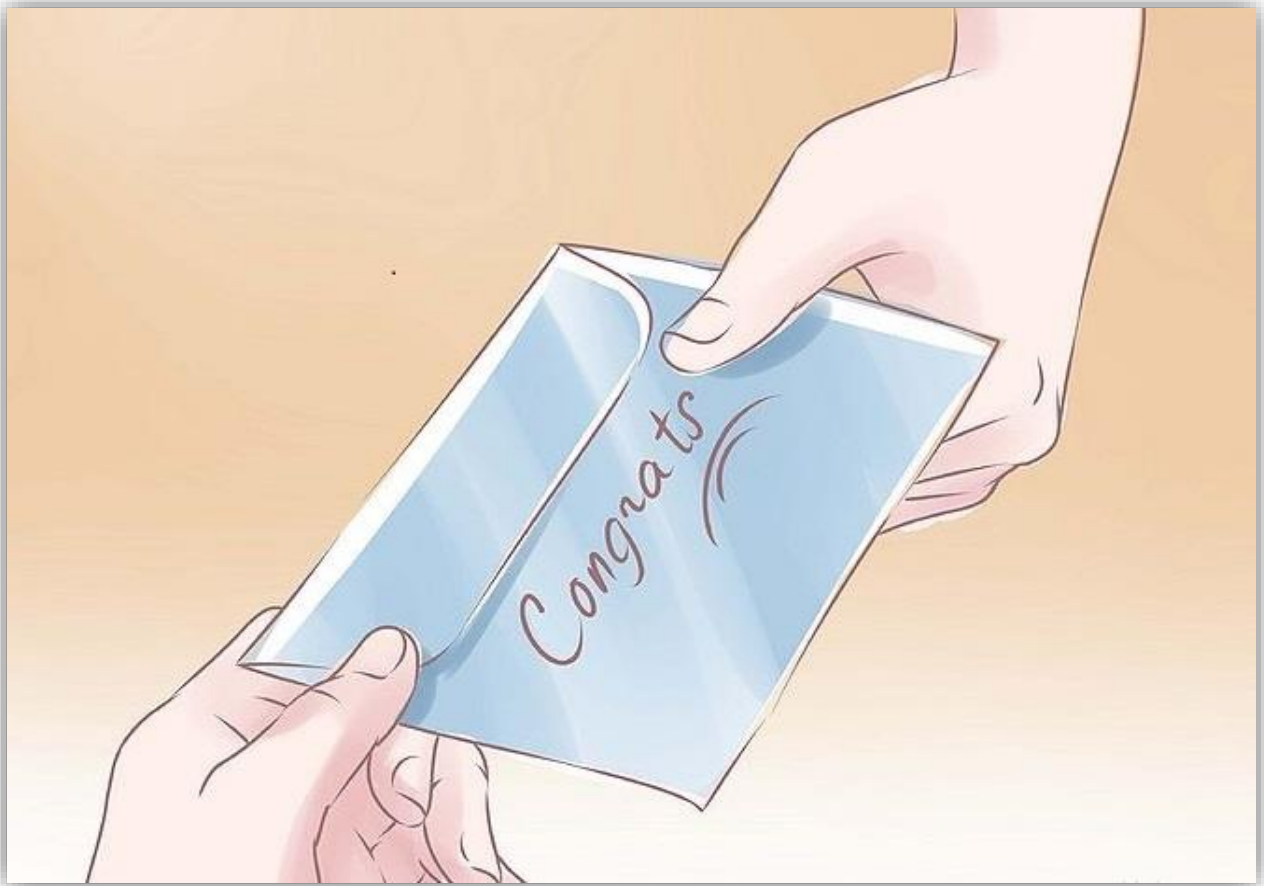
PICTURE SOURCE

Cover	manalomatalo.blogspot.com
	www.2ndlovecosmetics.com
Picture 2.1	sdmuhcc.net
Picture 2.2	exclusivelybali.net
Picture 2.3	www.2747.com
Picture 2.4	www.sundoginteractive.com
Picture 2.5	katiealves.deviantart.com
Picture 2.6	online-shopping-bags.com



UNIT 3

CONGRATULATIONS!



You often compliment and congratulate your friends or people around you, for example when they win a competition, get a scholarship, etc. When you compliment or congratulate them, they will give response. You will do the same if it happens to you.

Do you know how to give compliment and congratulations in English? Do you know how to respond to it? Let's learn about it in this unit.

A. WARM-UP



Task 1

Look at the picture and answer the questions.



Picture 3.1

1. What are they doing?
2. Do you know how to compliment someone?
3. Do you know how to congratulate someone?
4. Do you know how to respond to compliment?
5. Do you know how to respond to congratulations?
6. On what occasions do people usually compliment or congratulate each other?



Task 2

Match the pictures with the possible expressions in the box.



Picture 3.2



Picture 3.3

1. _____

2. _____



Picture 3.4



Picture 3.5

3. _____

4. _____

Congratulations on your new job!

Your design work is amazing.

Hey, you have a nice wavy hair.

Congratulation on your graduation!

B. LESSON PROPER

LET'S LISTEN AND SPEAK

Observing

Task 3

Listen carefully to the dialogue. Then tick items that you want to know and/or be able to produce.

What do you want to know?	Tick here
The dialogue is about	<input type="checkbox"/>
The purpose of the dialogue	<input type="checkbox"/>
The expressions in the dialogue	<input type="checkbox"/>

The responses to the expressions

More expressions of compliment and
congratulation

Write more things you want to know further

Questioning



Task 4

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Example are provided for you.

Questions

What is the dialogue about?

What is the purpose of the dialogue?

What are the expressions used in the dialogue?

How to respond to the expressions of compliment and congratulations?

What are more expressions about compliment and congratulation?

...

...

...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 5

Study the following words and repeat after your teacher.

English	Indonesia
braid /breɪd/	kepang
competition /ˌkɒm.pə'tɪʃ. ə n/	kompetisi
compliment /'kɒm.plɪ.mənt/	pujian
congratulations /kənˌgræt.jʊ'leɪ.ʃ ə n/	selamat
haircut /'heə.kʌt/	potongan rambut
hairdo /'heə.du:/	tatanan rambut
hairstyle /'heə.staɪl/	model rambut
hairstylist / 'heə.staɪ.lɪst/	penata rambut
prize /praɪz/	hadiah
win /wɪn/	menang



Task 6

Listen carefully to the dialogue between Dini and Tuti. Then write T if the statement is TRUE and F if the statement is FALSE. Then, compare your answers with your partner.

Statement	T/F	Correction
Dini has her hair cut.	F	<i>Dini has her hair cut.</i>
Tuti has a short, bob hairstyle.		

Dini has a nice haircut.		
Tuti won a hair-do competition.		
Dini saw some pictures of Tuti's work.		
Tuti didn't work hard for the competition.		



Task 7

Study the following expressions.

Expressions of Compliment

Expressions	Response
I really like your French braid!	Thank you.
I just love your flawless make-up.	Thank you, but it really isn't anything special.
You look amazing in that green eye shadow.	Thank you. It's nice of you to say so.
What a gorgeous hair do!	Thank you. Yours is even nicer.
You look great!	Thanks.

Expressions of Congratulation

Expressions	Response
Congratulations on winning ...	Thank you.
I'd like to congratulate you on ...	Thanks.
I must congratulate you on ...	Oh, it's nothing special actually.
Congratulations!	How nice of you to say so.
Well done!	



Task 8

Listen to the dialogues to complete the missing expressions. Then, compare your answers with your partner.

1. Willy : I heard you got a scholarship for your beauty college. _____!
Tita : Thank you.
2. Gina : I like your new, red lipstick.
Tata : _____. I bought it in the *Make-up Corner* store.
3. Santi : _____ in that red dress. Where did you buy it?
Maya : Thanks. I didn't buy it. It's my Mom dress.
Santi : Oh great!
4. Vina : _____! You're selected as a school's representative in a national hairdo competition.
Rina : _____.
5. Lisa : _____!
Lusi : _____. Tina helped me to do this hairstyle.



Task 9

In pairs, complete the following conversation with the expressions in the box. Then, perform it with your partner.

Thanks	What a nice hairstyle
You did it very well	Congratulations

- Rika : Hi Hani! (1) _____!
- Hani : Thank you, Hani.
- Tuti : Your hairdo impressed the jury. (2) _____.
- Hani : Thank you for saying so. Look! The runner-up is coming!
- Cindy : She did her hairstyle very well.
- Hani : Yes, you're right.

Tuti : Hi Cindy. (3) _____!

Cindy : (4) _____.

Rika : You must prepare very well.

Cindy : Oh, not really.

Hani : Let's have a party.

Creating



Task 10

Have dialogues with your partner based on the following situations.

- Your classmate do a gorgeous hairstyle.
- Your classmate won a national hairdo competition.
- You amaze at your classmate hairdo.

LET'S READ AND WRITE

Observing



Task 11

Read carefully to the following dialogue. Then tick items that you want to know and/or be able to produce.

Dina is passing Sari's home after she has her hair cut.

Dina : Hi, Sari! How are you doing?

Sari : Fine, thanks. And you?

Dina : I'm feeling great today. What are you doing?

Sari : I'm practicing a waterfall braid hairdo. What do you think?

Dina : It looks wonderful. Where did you learn it?
 Sari : Thank you. I searched for the tutorial from youtube.
 Dina : Great.
 Sari : Hey, I just noticed that you have a new haircut.
 Dina : Yes, I just have my hair cut.
 Sari : That shoulders-length hair fits your oval face perfectly.
 Dina : Thank you for saying so. By the way, I heard you won a make-up contest held by Wardah. Congratulations!
 Sari : Thanks a lot, Dina.

What do you want to know?	Tick here
The text is about	<input type="checkbox"/>
The purpose of the text	<input type="checkbox"/>
The Indonesian of the expressions	<input type="checkbox"/>
The purpose of the speaker when he/she says those expressions	<input type="checkbox"/>
When to say those expressions	<input type="checkbox"/>

Write more things you want to know further

Questioning



Task 12

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Example are provided for you.

Questions

What is the text about?

What is the purpose of the text?

What are the Indonesian of those expressions?

What are the purpose of the speaker when he/she says those expressions?

In what occasion we say those expressions of compliment and congratulation?

...

...

...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 13

Read again the text on Task 11 and answer the questions below.

1. What is the text about?
2. Where were Dina from?
3. Write the expressions of compliment and congratulations that you found in the dialogue above.

Compliment	Response	Congratulations	Response



Task 14

Study the following explanation.

- ✚ **Compliment** is an expression that we show or say to express/give praise. Compliments express approval and are aimed at showing that you like some aspect of other person's appearance, belonging or work. It is also to appreciate other people.
- ✚ **Congratulation** is an expression that we use to congratulate someone when he/she succeeds in doing something.



Task 15

Match the following expressions with the appropriate situation.

Expressions	Situations
1. What a nice hair-do!	a. You compliment someone on their appearance.
2. You look great!	b. You say nice thing about your friend's hairstyle.
3. You're looking glamorous.	c. Your classmate is very fashionable and well-dress.
4. Congratulations!	d. Your friend has just passed an important exam.
5. Well done.	e. Your brother have got an award.
6. Thank you very much.	f. You give response to your friend compliment/congratulation.



Task 16

Study the following explanation.

Linking Verb

In the dialogue on Task 11 you find the following sentence:

- It **looks** wonderful.

The word “look” in that sentence is called **linking verb**. Linking verb is a verb which connects a subject to its predicate without expressing an action. The most common linking verb is “to be”. The other kinds of linking verbs are:

seem	feel
appear	sound

Examples:

- Dian Sastro **looks** beautiful in that gown.
- You **seem** younger with that hairstyle.
- “Let’s join a hairdo competition”. “That **sounds** good”.
- Rina **appears** to like her new haircut.



Task 17

Make expressions of compliment/congratulations with the words provided below.

Look at the example.

No	Words	Expressions
1	great	<i>You look great!</i>
2	charming	
3	fantastic	
4	congratulate	
5	terrific	

- 6 | farewell
- 7 | achievements
- 8 | extremely
- 9 | amazing
- 10 | nice



Task 18

Complete the dialogues below with the possible expressions. Then, share your answers to the class.

1.

I like your new high heels.

2.

Congratulations on your graduation!

3.

Thanks. It's nice of you to say so.

4.

Thank you. It's really nothing.

5.

Thanks. Yours is
even nicer.

6.

What an amazing
daily make-up
you wear!



Task 19

In pairs, complete the dialogues with the appropriate expressions. Then, compare your answers to your partner.

1. Tina : I got a scholarship to study in Aussie Beauty College.

Putri : _____.

2. Rini : I won the school hair-do competition.

Susi : _____.

3. Lani : I got a make-up parcel from Martha Tilaar.

Desi : _____.

4. Fira : My mother gave me a voucher of Rudy Salon for my birthday.

Lili : _____.

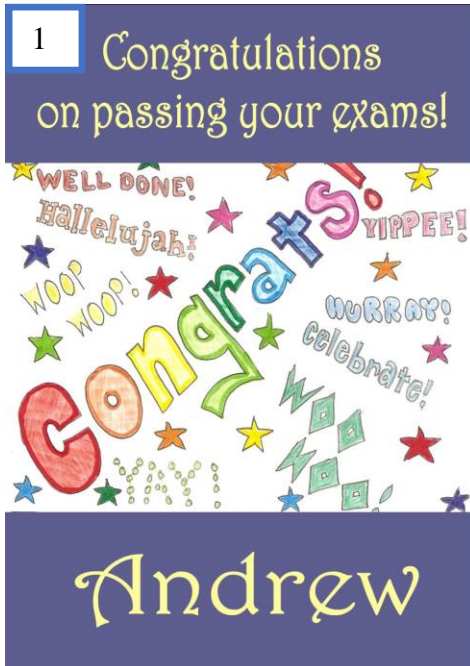
5. Santi : I just won first prize from a quiz.

Lala : _____.



Task 20

Read the greeting cards below and answer the questions. Then, tell the class your answers.



Picture 5



Picture 6

1

- What is the greeting card probably about? Elaborate your answer here.

2

- What is the greeting card probably about? Elaborate your answer here.



Task 21

Work in group of three. Create a greeting card according to the situations given.

1. Your classmate got the best score in class for the hairdo work. You make her a greeting card.
2. Firda is celebrating her 17th birthday. You would like to make her a greeting card.
3. Siska just won an international hairdo competition. You and your classmate would like to make her a greeting card.



Task 22

Complete the following greeting card. Use your own idea.

Congratulations on your _____

_____.

C. HOMEWORK



Task 23

Create some compliment cards. Design the card as beautiful as you can. Give it to your friends the next day. Look at the example.



D. REVIEW



Task 24

In pairs, make a dialogue based on the following story. Act it out in front of the class.

Story: *Putri comes to Silvi's house to practice make-up. She looks at some pictures of Silvi's work. She compliments Silvi's work. Putri eventually finds a certificate of a beauty contest held by Silvi's school. Then, she congratulates her because she stood as the first winner.*



Task 25

Make a sentence using these words.

1. look
2. congratulations
3. seem
4. great
5. gorgeous

E. REFLECTION

How much do you learn from this unit? Put a tick (v) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Compliment someone			
Congratulating someone			
Responding to compliments and congratulation			
Understand the purpose of complimenting and congratulating			
Vocabulary			

VOCABULARY LIST

English	Indonesian
amazing /ə'meɪ.zɪŋ/	mengagumkan
award /-ˈwɔːrd/	penghargaan
braid /breɪd/	kepang
celebrate /ˈsel.ɪ.breɪt/	merayakan
charming /ˈtʃɑː.mɪŋ/	mempesona
compliment /ˈkɒm.plɪ.mənt/	pujian
congratulations /kənˌgræt.jʊˈleɪ.ʃən/	selamat
contest /ˈkɒn.test/	kontes
extremely /ɪk'stri:m.li/	sangat
fantastic /fæn'tæs.tɪk/	luar biasa
farewell /ˌfeəˈwel/	perpisahan
glamorous /ˈglæm.ə.rəs/	glamor
gorgeous /ˈgɔː.dʒəs/	indah, cantik
hairdo /ˈheə.duː/	tatanan rambut
jury /ˈdʒʊə.ri/	juri
look /lʊk/	terlihat
nice /naɪs/	bagus
notice /ˈnəʊ.tɪs/	memperhatikan
practice /ˈpræk.tɪs/	latihan
prize /praɪz/	hadiah
terrific /təˈrɪf.ɪk/	hebat
win /wɪn/	menang
wonderful /ˈwʌn.də.fəl/	hebat

PICTURE SOURCE

Cover

wikihow1.blogspot.com

Picture 3.1

youvegothelp.com

Picture 3.2

pretty-little-liars.wikia.com

Picture 3.3

www.gograph.com

Picture 3.4

www.wikihow.com

Picture 3.5

institute.catholicmatch.com



LISTENING SCRIPT

UNIT 1 SHE WEARS HER HAIR IN A FISHTAIL BUN

Task 2

Putri and Sinta are in the canteen. They are talking about Emma Watson.

Putri : Sinta, look at this picture! Do you know her?

Sinta : Of course I do. She is my favorite actress, Emma Watson.

Putri : Yes. What do you think about her look?

Sinta : I think she looks beautiful. She wears red lipstick and pink blush. It looks so modern.

Putri : Yes. I love her bushy brown eyebrows. It fits her beautiful eyes perfectly. Moreover, she wears nice bold eyelashes.

Sinta : She also has an oval face. Nothing cannot go wrong with an oval face.

Putri : What do you think about her personality? You're a big fan of her, so you must know her more than I do.

Sinta : She is brilliant, hard worker, and confident.

Putri : I see.

Task 5

Tanti : Fira, do you know Maudy Koesnaedi?

Fira : Yes, I do. She is my favorite actress.

Tanti : Look at this picture! She looks awesome on the red carpet in Cannes Film Festival. How would you describe her look?

Fira : She wears natural eye make-up. I think she only applies soft golden eye shadow and wears long eyelashes.

Tanti : I think so. It matches her bold red lips and rosy cheeks.

Fira : What about her hair?

Tanti : I think she wears her hair in a classy low bun.

Fira : Her overall look is so beautiful. But, she's also beautiful inside.
Fira : Yes, she is. I think she is mature.
Tanti : Besides, she is kind and charismatic.

Task 10

Sinta : Wina, do you know Julian Liberty?
Wina : Who is he?
Sinta : Look at this! You must know him.
Wima : Oh I see. He is the star of *Marmut Merah Jambu*, right?
Sinta : That's right. What do you think about him?
Wina : I think he is funny, brave, and confident.
Sinta : What about his physical appearance?
Wina : He has dark skin. But his teeth are all white.
Sinta : In addition, he has dimples that make him sweet.
Wina : The most unique part of him is his hair. He's got very curly hair.
Sinta : Yes, you're right. He's from Papua. That is the characteristic of Papuan.

UNIT 2 THE MAKE-UP COMPETITION WILL BE HELD ON SATURDAY, 14TH

Task 2

Attention please,

Today I would like to announce an important information to grade X students of Beauty Study Program. Every student is required to submit the make-up work during this semester in the form of portfolio. The dateline of the submission will be on Monday, 20th.

Don't forget to write your name and your student's number.

Thank you.

Task 5

The teacher is announcing an information at the end of the flag ceremony.

Pay attention please,

Today I would like to announce an information to all grade students, especially of Beauty Study Program. There will be a make-up contest held on Saturday, 14th at our school. This contest is a must for students of Beauty study program since you will collect a point for this semester.

For further information you may ask your head teacher.

Thank you.

Task 8

1. Airport

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes time. Thank you.

<https://www.englishclub.com/english-for-work/airline-announcements.htm>

2. Mall

Good afternoon ladies and gentlemen. This is a Customer announcement. We have found a little girl, approximately 3 years old, who tells us her name is Sarah and that she is here with her daddy today. If you are with Sarah, please come to the nearest customer service desk.

<https://www.englishforums.com/English/HowAnnouncementProperly/cjwjr/post.htm>

3. Train

The train now standing at Platform 1 is the 10:17 London Over ground service to Euston calling at Kilburn High Road, South Hampstead and Euston

<http://ilyabirman.net/meanwhile/all/london-underground-voice-announcements/>

UNIT 3 CONGRATULATIONS!

Task 3

- Tami : Hi! Come in!
- Lulu : Hi, Tami. Thank you.
- Tami : How are you doing?
- Lulu : I'm fine, thanks. And you?
- Tami : Great. Oh, look! **Your braided bun is really nice.**
- Lulu : Thank you for saying so. By the way, **congratulations on winning the first prize on hair-do competition** yesterday.
- Tami : Thank you very much.

Task 5

- Dini : Hi, Tuti. Where were you?
- Tuti : Hi, Dini. I was from Salon. I have my hair cut.
- Dini : You have a nice haircut. **You look beautiful with that short, bob hairstyle.**
- Tuti : **Thanks. It's nice of you to say so.**
- Dini : I heard you won the first prize of hairdo competition. **Congratulations!**
- Tuti : **Thank you**, Dini.
- Dini : I've seen some pictures of your work. **You're a great hairstylist.**
- Tuti : **Thanks.** I worked hard to prepare everything.

Task 8

1. Willy : I heard you got a scholarship for your beauty college. **Congratulations!**
Tita : Thank you.
2. Gina : I like your new, red lipstick.
Tata : **Thank you.** I bought it in the *Make-up Corner* store.
3. Santi : **You look beautiful** in that red dress. Where did you buy it?
Maya : Thanks. I didn't buy it. It's my Mom dress.

Santi : Oh great!

4. Vina : **Congratulations!** You're selected as a school's representative in national Beauty competition.

Rina : **Thank you very much.**

5. Lisa : **Your hairstyle is so gorgeous!**

Lusi : **Thanks to say so.** Tina helped me to do this hairstyle.

APPENDIX E
THE DESCRIPTIONS OF THE
TASKS

Unit 1 She Wears Her Hair in A Fishtail Bun

This unit encourages the students to learn about descriptive text about people, especially in beauty field by using proper adjectives.

A. Warm Up

Task 1

Instruction:

Match the following pictures with appropriate adjectives in the box.

Description:

This task leads the students to have background knowledge about the topic of the unit. By matching the pictures with the appropriate adjectives, the students are expected to have view about what they will learn.

B. Lesson Proper

1. Let's Listen and Speak

Observing

Task 2

Instruction:

Study the picture and listen carefully to the dialog. Then tick items that you want to know and/or be able to produce.

Description:

This task aims at giving students a chance to observe the input by listening to the dialog given. Then, the students are to tick items they want to know further.

Questioning

Task 3

Instruction:

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Description:

This task leads the students to formulate some relevant questions based on the items they have chosen. The students are also encouraged to propose temporary answer based on their current knowledge.

Collecting, Analyzing, Communicating

<p>Task 4</p> <p>Instruction:</p> <p><i>Listen to the dialogue on Task 2 once more to answer the questions below. Then, report your answer to the class.</i></p>	<p>Description:</p> <p>Through this task, the students are to listen to the dialog to answer the questions provided.</p>
<p>Task 5</p> <p>Instruction:</p> <p><i>Study the following explanation</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the adjectives used to describe people.</p>
<p>Task 6</p> <p>Instruction:</p> <p><i>Read aloud the following words. Then, match the adjectives on the left side with its meaning on the right.</i></p>	<p>Description:</p> <p>This task is designed to give students chance to read aloud the words provided to help them pronounce correctly and then they are asked to match the adjective with their Indonesian meaning.</p>
<p>Task 7</p> <p>Instruction:</p> <p><i>Listen carefully to the dialogue and answers the questions in pairs. Then, tell the class your answers.</i></p>	<p>Description:</p> <p>Students are given chances to listen to the dialog again and answer the questions provided.</p>
<p>Task 8</p> <p>Instruction:</p> <p><i>In Pairs, list and find the meaning of adjective words you found on Task 7. Then, compare your work with your classmate. Look at the</i></p>	<p>Description:</p> <p>In this task, the students are to list the adjectives that they already found in Task 7 and find the Indonesian meaning. They also have a chance to compare the work with their</p>

<i>example. You may use your dictionary.</i>	classmates.
<p>Task 9</p> <p>Instruction:</p> <p><i>Listen again to the dialogue on Task 7. Then, write T if the statement is TRUE and F if the statement is FALSE. Correct the false statements. Tell your answers to the class.</i></p>	<p>Description:</p> <p>Through this task, the students are given chances to determine the statements related to the Task 7. The students are to determine whether the statements are true or false. They also have to correct the false statements.</p>
<p>Task 10</p> <p>Instruction:</p> <p><i>Complete the following dialogue with the expressions provided in the box. Then, act it out in front of the class.</i></p>	<p>Description:</p> <p>In this task, the students are to complete the dialog with the appropriate expressions provided. Then, they should perform the dialog in front of the class.</p>
Creating	
<p>Task 11</p> <p>Instruction:</p> <p><i>In pairs, make a dialogue of describing people based on the following pictures. Then, perform it in front of the class.</i></p>	<p>Description:</p> <p>This is a free-guided task. The students are asked to make a dialog of describing people based on the pictures provided. Then, perform it in front of the class.</p>
2. Let's Read and Write	
Observing	
<p>Task 12</p> <p>Instruction:</p> <p><i>Read the following text about Jamie Chung and tick items that</i></p>	<p>Description:</p> <p>This task aims at giving students a chance to observe the input by reading a descriptive text given. Then, the</p>

<i>you want to know and/or be able to produce.</i>	students are to tick items they want to know further.
<p>Task 13</p> <p>Instruction:</p> <p><i>Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.</i></p>	<p>Description:</p> <p>This task leads the students to formulate some relevant questions based on the items they have chosen. The students are also encouraged to propose temporary answer based on their current knowledge.</p>
Collecting, Analyzing, Communicating	
<p>Task 14</p> <p>Instruction:</p> <p><i>Read again the text on Task 12 and answer the questions.</i></p>	<p>Description:</p> <p>Students are given chances to read to the text and answer the questions provided.</p>
<p>Task 15</p> <p>Instruction:</p> <p><i>Study the following explanation.</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the use of adjectives and how to order the adjectives.</p>
<p>Task 16</p> <p>Instruction:</p> <p><i>Match the pictures below with the correct description.</i></p>	<p>Description:</p> <p>The students are given some pictures. They are asked to match the picture with the correct description.</p>
<p>Task 17</p> <p>Instruction:</p> <p><i>In pairs, arrange the adjectives below into a correct order. Then, tell the class your answers.</i></p>	<p>Description:</p> <p>To follow up the explanation given in Task 15, the students are asked to order the adjectives into a correct order.</p>

<p>Task 18</p> <p>Instruction:</p> <p><i>Study the following explanation.</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the use of adjectives and how to order the adjectives.</p>
<p>Task 19</p> <p>Instruction:</p> <p><i>Read the text below and fill in the blanks with the words provided in the box.</i></p>	<p>Description:</p> <p>In this task, the students are asked to fill the incomplete text with the words provided in the box.</p>
<p>Task 20</p> <p>Instruction:</p> <p><i>In pairs, rearrange the jumbled sentences below into a good paragraph. Then, share your answer to the class.</i></p>	<p>Description:</p> <p>Through this task, the students learn the generic structure of a descriptive text by arranging the jumbled sentences into a good paragraph.</p>
<p>Task 21</p> <p>Instruction:</p> <p><i>In groups of three, describe the physical appearances of the celebrities below. Then, present your answers to the class. Look at the example.</i></p>	<p>Description:</p> <p>The students work in group of three to describe the physical appearances of the celebrities. They are also given chances to present the answers to the class.</p>
<p>Creating</p>	
<p>Task 22</p> <p>Instruction:</p> <p><i>Choose one favorite actress/actor of yours. Write a descriptive text about him/her.</i></p>	<p>Description:</p> <p>This is a free-guided task. The students are asked to choose their favorite actor/actress and then write the description about them.</p>
<p>C. Homework</p>	

<p>Task 23</p> <p>Instruction:</p> <p><i>Find a descriptive text about people. Identify the generic structure of the text and find the Indonesian of the adjectives used in the text.</i></p>	<p>Description:</p> <p>In this task, the students are given homework that is to find a descriptive text then identify the generic structure and find the adjectives with the Indonesian meaning.</p>
<p>D. Review</p>	
<p>Task 24</p> <p>Instruction:</p> <p><i>Arrange the adjectives below into a correct order.</i></p>	<p>Description:</p> <p>This task aims at recall the students understanding about what they have learned by arranging the adjectives into a correct order.</p>
<p>Task 25</p> <p>Instruction:</p> <p><i>Go around the class and write the physical appearances and the characters of your classmates (3).</i></p>	<p>Description:</p> <p>This task aims at recall the students understanding about what they have learned by writing the physical appearances of their classmates.</p>

<p align="center">Unit 2 The Make-Up Contest Will Be Held on Saturday 14th</p> <p>This unit encourages the students to learn about a short functional text: announcements, both spoken and written.</p>	
<p>A. Warm Up</p>	
<p>Task 1</p> <p>Instruction:</p> <p><i>Study the following picture and answer the questions.</i></p>	<p>Description:</p> <p>This task leads the students to have background knowledge about the topic of the unit. The students are expected to have view about what they will learn.</p>

B. Lesson Proper	
1. Let's Listen and Speak	
Observing	
<p>Task 2</p> <p>Instruction:</p> <p><i>Listen carefully to the monologue about a school announcement. Then tick items that you want to know and/or be able to produce.</i></p>	<p>Description:</p> <p>This task aims at giving students a chance to observe the input by listening to a school announcement given. Then, the students are to tick items they want to know further.</p>
Questioning	
<p>Task 3</p> <p>Instruction:</p> <p><i>Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.</i></p>	<p>Description:</p> <p>This task leads the students to formulate some relevant questions based on the items they have chosen. The students are also encouraged to propose temporary answer based on their current knowledge.</p>
Collecting, Analyzing, Communicating	
<p>Task 4</p> <p>Instruction:</p> <p><i>Study the following words and repeat after your teacher.</i></p>	<p>Description:</p> <p>The students are given chances to pronounce the words provided by repeating after the teacher.</p>
<p>Task 5</p> <p>Instruction:</p> <p><i>Listen again to the monologue in Task 2 and answer the questions. Then, tell the class your answers.</i></p>	<p>Description:</p> <p>The students are to listen to the monolog and find the information of the monolog by answering some questions provided.</p>
<p>Task 6</p> <p>Instruction:</p> <p><i>Listen to the monolog and write T</i></p>	<p>Description:</p> <p>The students are to determine whether the statements are True or False while</p>

<p><i>if the statement is TRUE and F if the statement is FALSE. Correct the false sentence. Then, tell the class your answers.</i></p>	<p>they are listening to the monolog. They should also correct the false statements. After that, they share the answer to the class.</p>
<p>Task 7 Instruction: <i>Study the following explanation.</i></p>	<p>Description: The students are given deeper explanation about announcement texts.</p>
<p>Task 8 Instruction: <i>Listen carefully to the following announcements. Write T if the statement is TRUE and F if the statement is FALSE. Then, report your answers to the class.</i></p>	<p>Description: To follow up the explanation in Task 7, the students are given pictures with statements in each. They are asked to determine whether the statements are True or False while they are listening to the monolog.</p>
<p>Task 9 Instruction: <i>Study the following announcements. Complete the announcements by using phrases provided in the box. Then, act it out in front of the class.</i></p>	<p>Description: In this task, the students are to fill the incomplete announcements with the phrases provided. They are also given chances to act it out in front of the class.</p>
<p>Task 10 Instruction: <i>Complete the blank spaces of the following announcement based on the situation. Then, perform it in front of the class.</i></p>	<p>Description: This is a semi-guided task. The students are asked to complete the announcement based on the situation given.</p>
<p>Creating</p>	
<p>Task 11 Instruction:</p>	<p>Description: This is a free-guided task. The students</p>

<p><i>Create an announcement based on the situation below. Then, act it out in front of the class.</i></p>	<p>are asked to create an announcement based on the situation given. They also have a chance to act it out in front of the class.</p>
<p>2. Let's Read and Write</p>	
<p style="text-align: center;">Observing</p>	
<p>Task 12</p> <p>Instruction:</p> <p><i>Read carefully to the following text about a school announcement which is attached on the wall magazine. Then tick items that you want to know and/or be able to produce.</i></p>	<p>Description:</p> <p>This task aims at giving students a chance to observe the input by reading a school announcement given. Then, the students are to tick items they want to know further.</p>
<p style="text-align: center;">Questioning</p>	
<p>Task 13</p> <p>Instruction:</p> <p><i>Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.</i></p>	<p>Description:</p> <p>This task leads the students to formulate some relevant questions based on the items they have chosen. The students are also encouraged to propose temporary answer based on their current knowledge.</p>
<p style="text-align: center;">Collecting, Analyzing, Communicating</p>	
<p>Task 14</p> <p>Instruction:</p> <p><i>Study the following words and then find the Indonesian meaning based on the text in Task 12.</i></p>	<p>Description:</p> <p>This task aims at showing students some words that are related to the topic and giving them chances to find out the Indonesian meaning.</p>

<p>Task 15</p> <p>Instruction:</p> <p><i>Read again the text in Task 12 and answer the following questions. Then, tell the class your answers.</i></p>	<p>Description:</p> <p>Through this task, the students are to find detail information of the text by answering the questions provided.</p>
<p>Task 16</p> <p>Instruction:</p> <p><i>Study the following explanation.</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the generic structure of announcements and some tips how to write an announcement.</p>
<p>Task 17</p> <p>Instruction:</p> <p><i>Read carefully the jumbled announcement below and label the parts of the announcement. Do it individually. Then, tell the class your answers.</i></p>	<p>Description:</p> <p>To follow up the explanation in Task 16, the students are asked to label the announcements part. They are also given chances to tell the answers to the class.</p>
<p>Task 18</p> <p>Instruction:</p> <p><i>In pairs, rearrange the jumbled announcement on Task 16 into a good one. Then, share your answer to the class.</i></p>	<p>Description:</p> <p>After labeling the announcement parts, the students are considered understand about the announcement parts, so they are given a further task that is arranging the jumbled announcement into a good one.</p>
<p>Task 19</p> <p>Instruction:</p> <p><i>Study the following explanation.</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the use of modal “will” and the examples.</p>

<p>Task 20</p> <p>Instruction:</p> <p><i>Make future condition sentences by using a modal “will” and the words below.</i></p>	<p>Description:</p> <p>To follow up the explanation in Task 19, the students are asked to make sentences using the modal “will” and the words provided.</p>
<p>Task 21</p> <p>Instruction:</p> <p><i>In pairs, write an announcement about a make-up contest based on the pictures below. Then, share your work to the class. Use the outline below.</i></p>	<p>Description:</p> <p>The students, in pairs, are asked to write an announcement about a make-up contest based on the pictures provided. Since this is a semi-guided task, the outline is provided to help the students.</p>
<p>Creating</p>	
<p>Task 22</p> <p>Instruction:</p> <p><i>In groups of three, write an announcement as creatively as you can. Then compare your work with other groups.</i></p>	<p>Description:</p> <p>This is a free-guided task. The students are asked to write an announcement in groups of three as creatively as they can. They also have a chance to compare their announcement to the other groups.</p>
<p>C. Homework</p>	
<p>Task 23</p> <p>Instruction:</p> <p><i>Find announcements (in schools, newspapers/magazines, and public places) and find the information below.</i></p>	<p>Description:</p> <p>In this task, the students are given homework that is to find an announcement text and find the information of the announcement.</p>
<p>D. Review</p>	

<p>Task 24</p> <p>Instruction:</p> <p><i>Find the differences between a spoken announcement and a written announcement.</i></p>	<p>Description:</p> <p>This task aims at recall the students understanding about what they have learned in this unit by finding the differences between spoken and written announcements.</p>
<p>Task 25</p> <p>Instruction:</p> <p><i>Arrange the jumbled sentences below into a good one.</i></p>	<p>Description:</p> <p>This task aims at recall the students understanding about what they have learned in this unit by arranging the jumbled sentences into a good one.</p>

<p>Unit 3 Congratulations!</p> <p>This unit encourages the students to learn how to compliment and congratulate someone and also learn how to respond to it.</p>	
<p>A. Warm Up</p>	
<p>Task 1</p> <p>Instruction:</p> <p><i>Look at the picture and answer the questions.</i></p>	<p>Description:</p> <p>This task leads the students to have background knowledge about the topic of the unit. The students are expected to have view about what they will learn.</p>
<p>Task 2</p> <p>Instruction:</p> <p><i>Match the pictures with the possible expressions in the box.</i></p>	<p>Description:</p> <p>This task leads the students to have background knowledge about the topic of the unit. The students are expected to have view about what they will learn.</p>

B. Lesson Proper	
1. Let's Listen and Speak	
Observing	
<p>Task 3</p> <p>Instruction:</p> <p><i>Listen carefully to the dialog. Then tick items that you want to know and/or be able to produce.</i></p>	<p>Description:</p> <p>This task aims at giving students a chance to observe the input by listening to the dialog given. Then, the students are to tick items they want to know further.</p>
Questioning	
<p>Task 4</p> <p>Instruction:</p> <p><i>Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.</i></p>	<p>Description:</p> <p>This task leads the students to formulate some relevant questions based on the items they have chosen. The students are also encouraged to propose temporary answer based on their current knowledge.</p>
Collecting, Analyzing, Communicating	
<p>Task 5</p> <p>Instruction:</p> <p><i>Study the following words and repeat after your teacher.</i></p>	<p>Description:</p> <p>The students are given chances to pronounce the words provided by repeating after the teacher.</p>
<p>Task 6</p> <p>Instruction:</p> <p><i>Listen again to the dialogue on Task 5. Then write T if the statement is TRUE and F if the statement is FALSE. Then, compare your answers with your partner.</i></p>	<p>Description:</p> <p>In this task, the students are to determine whether the statements are True or False while they are listening to the monolog. They should also correct the false statements. After that, they share the answer to the class.</p>

<p>Task 7</p> <p>Instruction:</p> <p><i>Study the following expressions.</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the expressions of compliment and congratulations and also how to respond to it.</p>
<p>Task 8</p> <p>Instruction:</p> <p><i>Listen to the dialogues to complete the missing expressions. Then, compare your answers with your friend.</i></p>	<p>Description:</p> <p>To follow up the explanation in the Task 7, the students are to listen to the dialog to complete the missing expressions.</p>
<p>Task 9</p> <p>Instruction:</p> <p><i>In pairs, complete the following conversation with the expressions in the box. Then, perform it with your friend.</i></p>	<p>Description:</p> <p>Through this task, the students are given chances to implement their understanding about expressions of compliment and congratulations by completing the conversations given.</p>
Creating	
<p>Task 10</p> <p>Instruction:</p> <p><i>Make a dialog with your friend based on the following situations. Then, perform it in front of the class.</i></p>	<p>Description:</p> <p>This is a free-guided task. The students are asked to make a dialog in pairs based on the situation provided. Then, they perform it in front of the class.</p>
2. Let's Read and Write	
Observing	
<p>Task 11</p> <p>Instruction:</p> <p><i>Read carefully to the following dialog. Then tick items that you</i></p>	<p>Description:</p> <p>This task aims at giving students a chance to observe the input by reading to the dialog given. Then, the students</p>

<i>want to know and/or be able to produce.</i>	are to tick items they want to know further.
Questioning	
<p>Task 12</p> <p>Instruction:</p> <p><i>Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.</i></p>	<p>Description:</p> <p>This task leads the students to formulate some relevant questions based on the items they have chosen. The students are also encouraged to propose temporary answer based on their current knowledge.</p>
Collecting, Analyzing, Communicating	
<p>Task 13</p> <p>Instruction:</p> <p><i>Read again the text on Task 11 and answer the questions below.</i></p>	<p>Description:</p> <p>Through this task, the students are to find detail information of the text by answering the questions provided.</p>
<p>Task 14</p> <p>Instruction:</p> <p><i>Study the following explanation.</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the purpose of complimenting and congratulating people.</p>
<p>Task 15</p> <p>Instruction:</p> <p><i>Match the following expressions with the appropriate situation.</i></p>	<p>Description:</p> <p>To follow up the explanation in Task 14, the students are to match the expressions with their appropriate situations.</p>
<p>Task 16</p> <p>Instruction:</p> <p><i>Study the following explanation.</i></p>	<p>Description:</p> <p>The students are given deeper explanation about the linking verbs related to the topic.</p>

<p>Task 17</p> <p>Instruction:</p> <p><i>Make expressions of compliment/congratulations with the words provided below. Look at the example.</i></p>	<p>Description:</p> <p>To follow up the explanation in Task 16, the students are to make expressions using linking verbs and the words provided.</p>
<p>Task 18</p> <p>Instruction:</p> <p><i>Write appropriate expression to complete the dialog below. Then, share your answers to the class.</i></p>	<p>Description:</p> <p>In this task, the students are given incomplete dialogs. They are asked to complete the dialogs with the appropriate expressions.</p>
<p>Task 19</p> <p>Instruction:</p> <p><i>In pairs, complete the dialogues with the appropriate expressions. Then, compare your answers to your partner.</i></p>	<p>Description:</p> <p>Through this task, the students learn how to write appropriate expressions based on the situations provided. They are also given chances to share their answers to the class.</p>
<p>Task 20</p> <p>Instruction:</p> <p><i>Read the greeting cards below and answer the questions. Then, tell the class your answers.</i></p>	<p>Description:</p> <p>In this task, the students are provided with two greeting cards, they are asked to elaborate what the greetings cards are probably about.</p>
<p>Creating</p>	
<p>Task 21</p> <p>Instruction:</p> <p><i>Work in groups of three. Create a greeting card based on the situations given.</i></p>	<p>Description:</p> <p>This is a free-guided task. The students are asked to work in groups of three to create a greeting card based on the situation given.</p>

<p>Task 22</p> <p>Instruction:</p> <p>Complete the following greeting card. Use your own idea.</p>	<p>Description:</p> <p>This is a free-guided task. The students are asked to complete the greeting card provided.</p>
<p>C. Homework</p>	
<p>Task 23</p> <p>Instruction:</p> <p><i>Create some compliment cards. Design the card as beautiful as you can. Give it to your friends the next day. Look at the example.</i></p>	<p>Description:</p> <p>In this task, the students are given homework that is to create some compliment cards to give it to their friends the next day.</p>
<p>D. Review</p>	
<p>Task 24</p> <p>Instruction:</p> <p><i>In pairs, make a dialogue based on the following story. Then, act it out in front of the class.</i></p>	<p>Description:</p> <p>This task aims at recall the students understanding about what they have learned in this unit by making a dialog based on the situations provided.</p>
<p>Task 25</p> <p>Instruction:</p> <p>Make a sentence using these words.</p>	<p>Description:</p> <p>This task aims at recall the students understanding about what they have learned in this unit by making sentences using the words provided.</p>

APPENDIX F

THE EXPERT JUDGMENT

QUESTIONNAIRE

ANGKET EVALUASI MATERI PEMBELAJARAN
UNTUK SMK KELAS X JURUSAN TATA KECANTIKAN

A. IDENTITAS EVALUATOR

Nama :
Jenis Kelamin : L / P (*lingkari yang sesuai*)
Pekerjaan :
Pendidikan :
Lama Mengajar :

B. PETUNJUK PENILAIAN

- ❖ Berilah tanda centang (✓) pada salah satu kolom skor di masing-masing pernyataan sesuai dengan pendapat Bapak/Ibu mengenai materi yang telah disusun.

Keterangan:

STS : Sangat Tidak Setuju
TS : Tidak Setuju
S : Setuju
SS : Sangat Setuju

- ❖ Tuliskan pendapat Bapak/Ibu pada bagian akhir setiap tabel yang telah disediakan.

C. TABEL EVALUASI MATERI PEMBELAJARAN

EVALUASI MATERI PEMBELAJARAN UNIT 1 SHE WEARS HER HAIR IN A FISHTAIL BUN

Disusun berdasarkan Kompetensi Dasar berikut:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal, sederhana, sesuai dengan konteks penggunaannya.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

1. Kelayakan Isi

No	Pernyataan	STS	TS	S	SS
1	Materi yang disusun sesuai untuk pembelajaran <i>Descriptive text</i> SMK kelas X jurusan Tata Kecantikan				
2	Materi yang disusun relevan dengan kehidupan sehari-hari siswa.				
3	Materi (teks/gambar/tabel) relevan dengan topik yang dibahas, yaitu mendeskripsikan ciri-ciri fisik (<i>makeup & hairstyles</i>) dan karakter orang.				
4	Materi yang disusun mengangkat isu-isu kecantikan terbaru.				

5	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja Kecantikan.				
6	Materi yang disusun mengandung pengetahuan yang berguna bagi kecakapan hidup siswa.				
7	Materi yang disusun mencerminkan sikap yang berguna bagi kecakapan hidup siswa.				
8	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas (<i>descriptive text</i>).				
9	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur makna dari teks yang dibahas (<i>descriptive text</i>).				
10	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas (<i>descriptive text</i>).				

Lain-lain:

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2. Kelayakan Penyajian

No	Pernyataan	STS	TS	S	SS
11	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Materi pembelajaran seimbang pada				

	setiap unit/bab.				
13	Terdapat bagian pendahuluan, inti, dan penutup pada materi yang telah disusun.				
14	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara lisan.				
15	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
16	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk berpikir secara kreatif.				
17	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk bertindak secara kreatif.				
18	Kegiatan pembelajaran (<i>task</i>) yang disusun mendorong siswa untuk belajar mandiri.				
19	Materi yang disusun mencakup evaluasi bagi siswa untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas.				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing (<i>technical term</i>) yang sesuai dengan materi yang dibahas.				

Lain-lain:

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3. Kelayakan Bahasa

No	Pernyataan	STS	TS	S	SS
22	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa siswa.				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
24	Bahasa yang digunakan pada isi materi mudah dipahami oleh siswa.				
25	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata.				
27	Materi yang disajikan dalam satu unit/ aktivitas/ paragraf/ kalimat/ mencerminkan keruntutan penyampaian makna.				
28	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				

Lain-lain:

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4. Kegrafikan

No	Pernyataan	STS	TS	S	SS
29	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.				
30	Pemilihan ukuran <i>font</i> dalam penyajian materi tidak terlalu besar atau kecil.				
31	Pemilihan warna pada materi mendukung penyampaian materi.				
32	Penyajian gambar bersifat estetis dan fungsional.				

Lain-lain:

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.....

1. Apa penilaian Bapak/Ibu secara umum mengenai materi pada Unit 1 yang saya kembangkan?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi pada Unit 1 yang saya kembangkan ini?

3. Apakah saran Bapak/Ibu untuk materi pada unit 1 ini?

REKOMENDASI

Mengacu pada hasil penilaian diatas, maka dengan ini Unit 1 dinyatakan:

- Layak tanpa revisi
- Tidak Layak
- Layak dengan revisi

Yogyakarta, April 2015

Evaluator Materi,

(Nama Evaluator Materi)

NIP. _____

EVALUASI MATERI PEMBELAJARAN UNIT 2
THE MAKE-UP CONTEST WILL BE HELD ON SATURDAY, 14TH

Disusun berdasarkan Kompetensi Dasar berikut:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*) sesuai dengan konteks penggunaannya.
- 4.12 Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

1. Kelayakan Isi

No	Pernyataan	STS	TS	S	SS
1	Materi yang disusun sesuai untuk pembelajaran <i>Announcement text</i> SMK kelas X jurusan Tata Kecantikan				
2	Materi yang disusun relevan dengan kehidupan sehari-hari siswa.				
3	Materi (teks/gambar/tabel) relevan dengan topik yang dibahas, yaitu <i>Beauty competition</i> .				
4	Materi yang disusun mengangkat isu-isu kecantikan terbaru.				
5	Materi yang disusun sesuai dengan kecakapan vokasional yang akan				

	dihadapi para siswa di dunia kerja Kecantikan.				
6	Materi yang disusun mengandung pengetahuan yang berguna bagi kecakapan hidup siswa.				
7	Materi yang disusun mencerminkan sikap yang berguna bagi kecakapan hidup siswa.				
8	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas (<i>announcement text</i>).				
9	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur makna dari teks yang dibahas (<i>announcement text</i>).				
10	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas (<i>announcement text</i>).				

Lain-lain:

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2. Kelayakan Penyajian

No	Pernyataan	STS	TS	S	SS
11	Kegiatan pembelajaran (<i>task</i>) disusun				

	secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Materi pembelajaran seimbang pada setiap unit/bab.				
13	Terdapat bagian pendahuluan, inti, dan penutup pada materi yang telah disusun.				
14	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara lisan.				
15	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
16	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk berpikir secara kreatif.				
17	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk bertindak secara kreatif.				
18	Kegiatan pembelajaran (<i>task</i>) yang disusun mendorong siswa untuk belajar mandiri.				
19	Materi yang disusun mencakup evaluasi bagi siswa untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas.				
21	Materi yang disusun dilengkapi dengan				

	istilah-istilah asing (<i>technical term</i>) yang sesuai dengan materi yang dibahas.				
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Lain-lain:

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3. Kelayakan Bahasa

No	Pernyataan	STS	TS	S	SS
22	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa siswa.				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
24	Bahasa yang digunakan pada isi materi mudah dipahami oleh siswa.				
25	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata.				
27	Materi yang disajikan dalam satu unit/ aktivitas/ paragraf/ kalimat/ mencerminkan keruntutan penyampaian makna.				
28	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				

Lain-lain:

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4. Kefrafikan

No	Pernyataan	STS	TS	S	SS
29	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.				
30	Pemilihan ukuran <i>font</i> dalam penyajian materi tidak terlalu besar atau kecil.				
31	Pemilihan warna pada materi mendukung penyampaian materi.				
32	Penyajian gambar bersifat estetis dan fungsional.				

Lain-lain:

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.....

1. Apa penilaian Bapak/Ibu secara umum mengenai materi pada Unit 2 yang saya kembangkan?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi pada Unit 2 yang saya kembangkan ini?

3. Apakah saran Bapak/Ibu untuk materi pada unit 2 ini?

REKOMENDASI

Mengacu pada hasil penilaian diatas, maka dengan ini Unit 2 dinyatakan:

- Layak tanpa revisi
- Tidak Layak
- Layak dengan revisi

Yogyakarta, April 2015

Evaluator Materi,

(Nama Evaluator Materi)

NIP. _____

EVALUASI MATERI PEMBELAJARAN UNIT 3
CONGRATULATIONS!

Disusun berdasarkan Kompetensi Dasar berikut:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap, serta responnya, sesuai dengan konteks penggunaannya.
- 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, serta responnya, sesuai dengan konteks penggunaannya.
- 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

1. Kelayakan Isi

No	Pernyataan	STS	TS	S	SS
1	Materi yang disusun sesuai untuk pembelajaran <i>Expressions of Compliment and Congratulations</i> SMK kelas X jurusan Tata Kecantikan				
2	Materi yang disusun relevan dengan kehidupan sehari-hari siswa.				

3	Materi (teks/gambar/tabel) relevan dengan topik yang dibahas, yaitu <i>makeup & hairdo</i> .				
4	Materi yang disusun mengangkat isu-isu kecantikan terbaru.				
5	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja Kecantikan.				
6	Materi yang disusun mengandung pengetahuan yang berguna bagi kecakapan hidup siswa.				
7	Materi yang disusun mencerminkan sikap yang berguna bagi kecakapan hidup siswa.				
8	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas (<i>expressions of compliment and congratulations</i>).				
9	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur makna dari teks yang dibahas (<i>expressions of compliment and congratulations</i>).				
10	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas (<i>expressions of compliment and congratulations</i>).				

Lain-lain:

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2. Kelayakan Penyajian

No	Pernyataan	STS	TS	S	SS
11	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Materi pembelajaran seimbang pada setiap unit/bab.				
13	Terdapat bagian pendahuluan, inti, dan penutup pada materi yang telah disusun.				
14	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara lisan.				
15	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
16	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk berpikir secara kreatif.				
17	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk bertindak secara kreatif.				
18	Kegiatan pembelajaran (<i>task</i>) yang disusun mendorong siswa untuk belajar mandiri.				

19	Materi yang disusun mencakup evaluasi bagi siswa untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas.				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing (<i>technical term</i>) yang sesuai dengan materi yang dibahas.				

Lain-lain:

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3. Kelayakan Bahasa

No	Pernyataan	STS	TS	S	SS
22	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa siswa.				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
24	Bahasa yang digunakan pada isi materi mudah dipahami oleh siswa.				
25	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan				

	kata.				
27	Materi yang disajikan dalam satu unit/ aktivitas/ paragraf/ kalimat/ mencerminkan keruntutan penyampaian makna.				
28	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				

Lain-lain:

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4. Kefrafikan

No	Pernyataan	STS	TS	S	SS
29	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.				
30	Pemilihan ukuran <i>font</i> dalam penyajian materi tidak terlalu besar atau kecil.				
31	Pemilihan warna pada materi mendukung penyampaian materi.				
32	Penyajian gambar bersifat estetis dan fungsional.				

Lain-lain:

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1. Apa penilaian Bapak/Ibu secara umum mengenai materi pada Unit 3 yang saya kembangkan?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi pada Unit 3 yang saya kembangkan ini?

3. Apakah saran Bapak/Ibu untuk materi pada unit 3 ini?

REKOMENDASI

Mengacu pada hasil penilaian diatas, maka dengan ini Unit 3 dinyatakan:

- Layak tanpa revisi
- Tidak Layak
- Layak dengan revisi

Yogyakarta, April 2015

Evaluator Materi,

(Nama Evaluator Materi)

NIP. _____

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesiediaan *Expert Judgment*

Lampiran : 1 bendel

Kepada Yth.

Bapak/Ibu _____

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Yohana Dian

NIM : 10202244056

Judul Penelitian : *Developing English Learning Materials for Grade X Students of Beauty Study Program*

Memohon dengan sangat kesediaan Bapak/Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk siswa SMK kelas X jurusan Tata Kecantikan.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya ucapkan banyak terima kasih.

Yogyakarta, April 2015

Pemohon

Yohana Dian

NIM. 10202244056

APPENDIX G
THE RESULTS
OF EXPERT JUDGMENT
QUESTIONNAIRE

**THE RESULTS OF MATERIALS EVALUATION QUESTIONNAIRE
(EXPERT JUDGMENT)**

UNIT 1

No	Aspects	Items	Score
1	Content	The developed materials are relevant to teaching descriptive texts for Grade X students of Beauty study program.	3
		The developed materials are relevant to students' daily life.	3
		Materials (text/figures/tables) are relevant to the topics being discussed, that is describing people's physical appearance (make-up & hairstyle) and characters.	3
		The developed materials provide recent beauty trends.	3
		The developed materials are in accordance with students' target competence of beauty study program.	3
		The developed materials contain knowledge about life skill.	3
		The developed materials reflect attitude that is useful for students' life skill.	3
		The developed materials lead the students to understand the social function of the descriptive text.	3
		The developed materials lead the students to understand the generic structure of the descriptive text.	3

		The developed materials lead the students to understand the linguistic features of the descriptive text.	3
2	Presentation	The developed tasks are well-organized, systematically graded, from the easiest task up to the most difficult task.	3
		There is good balance among the tasks in a unit with the tasks in the next unit.	3
		The developed materials contain opening activities, main activities and closing activities.	3
		The developed tasks encourage students to perform oral communication effectively.	4
		The developed materials encourage students to perform written communication effectively.	4
		The developed tasks encourage students to think creatively.	3
		The developed tasks encourage students to act creatively.	3
		The developed materials encourage students to learn independently.	3
		The developed materials provide evaluation forms for the students to check their understanding.	3
		The developed materials contain vocabulary that is related to the topic of the unit.	4

		The developed materials contain technical terms that is related to the topic of the unit.	4
3	Language	The language used is relevant to the development of students' language ability.	3
		The language of instruction can be easily understood by the students.	3
		The language of the materials provided can be easily understood by the students.	3
		The materials are developed in a grammatically-correct English.	3
		The choice of words of the materials are in accordance with word choice principle.	3
		The developed materials in a unit/task/paragraph are in accordance with one another.	3
		The developed materials reflect the unity of ideas.	3
4	Lay-out	The fonts used are not too various.	3
		The fonts used are not too big/ too small.	3
		The colors of the materials support the materials delivery.	3
		The pictures are provided for aesthetic and functional purposes.	3

UNIT 2

No	Aspects	Items	Score
1	Content	The developed materials are relevant to teaching announcement texts for Grade X students of Beauty study program.	3
		The developed materials are relevant to students' daily life.	3
		Materials (text/figures/tables) are relevant to the topic being discussed, that is Beauty competition.	3
		The developed materials provide recent beauty issue.	3
		The developed materials are in accordance with students' target competence of beauty study program.	3
		The developed materials contain knowledge about life skill.	3
		The developed materials reflect attitude that is useful for students' life skill.	3
		The developed materials lead the students to understand the social function of the announcement text.	3
		The developed materials lead the students to understand the generic structure of the announcement text.	3
		The developed materials lead the students to understand the linguistic features of the announcement text.	3
2	Presentation	The developed tasks are well-organized, systematically graded, from	3

		the easiest task up to the most difficult task.	
		There is good balance among the tasks in a unit with the tasks in the next unit.	3
		The developed materials contain opening activities, main activities and closing activities.	3
		The developed tasks encourage students to perform oral communication effectively.	4
		The developed materials encourage students to perform written communication effectively.	4
		The developed tasks encourage students to think creatively.	3
		The developed tasks encourage students to act creatively.	3
		The developed materials encourage students to learn independently.	3
		The developed materials provide evaluation forms for the students to check their understanding.	3
		The developed materials contain vocabulary that is related to the topic of the unit.	4
		The developed materials contain technical terms that are related to the topic of the unit.	4
3	Language	The language used is relevant to the development of students' language	3

		ability.	
		The language of instruction can be easily understood by the students.	3
		The language of the materials provided can be easily understood by the students.	3
		The materials are developed in grammatically-correct English.	3
		The choice of words of the materials is in accordance with word choice principle.	3
		The developed materials in a unit/task/paragraph are in accordance with one another.	3
		The developed materials reflect the unity of ideas.	3
3	Lay-out	The fonts used are not too various.	3
		The fonts used are not too big/ too small.	3
		The colors of the materials support the materials delivery.	3
		The pictures are provided for aesthetic and functional purposes.	3

UNIT 3

No	Aspects	Items	Score
1	Content	The developed materials are relevant to teaching Expressions of Compliment and Congratulations for Grade X students of Beauty study program.	3

		The developed materials are relevant to students' daily life.	3
		Materials (text/figures/tables) are relevant to the topics being discussed, that is make-up and hairdo.	3
		The developed materials provide recent beauty issue.	3
		The developed materials are in accordance with students' target competence of beauty study program.	3
		The developed materials contain knowledge about life skill.	3
		The developed materials reflect attitude that is useful for students' life skill.	3
		The developed materials lead the students to understand the social function of the discussed text (expressions of compliment and congratulations).	3
		The developed materials lead the students to understand the generic structure of the discussed text (expressions of compliment and congratulations).	3
		The developed materials lead the students to understand the linguistic features of the discussed text (expressions of compliment and congratulations).	3
2	Presentation	The developed tasks are well-	3

	organized, systematically graded, from the easiest task up to the most difficult task.	
	There is good balance among the tasks in a unit with the tasks in the next unit.	3
	The developed materials contain opening activities, main activities and closing activities.	3
	The developed tasks encourage students to perform oral communication effectively.	4
	The developed materials encourage students to perform written communication effectively.	4
	The developed tasks encourage students to think creatively.	3
	The developed tasks encourage students to act creatively.	3
	The developed materials encourage students to learn independently.	3
	The developed materials provide evaluation forms for the students to check their understanding.	3
	The developed materials contain vocabulary that is related to the topic of the unit.	4
	The developed materials contain technical terms that are related to the topic of the unit.	4

3	Language	The language used is relevant to the development of students' language ability.	3
		The language of instruction can be easily understood by the students.	3
		The language of the materials provided can be easily understood by the students.	3
		The materials are developed in grammatically-correct English.	3
		The choice of words of the materials is in accordance with word choice principle.	3
		The developed materials in a unit/task/paragraph are in accordance with one another.	3
		The developed materials reflect the unity of ideas.	3
4	Lay-out	The fonts used are not too various.	3
		The fonts used are not too big/ too small.	3
		The colors of the materials support the materials delivery.	3
		The pictures are provided for aesthetic and functional purposes.	3

APPENDIX H
THE FINAL DRAFT OF THE
MATERIALS



ENGLISH FOR BEAUTY STUDY PROGRAM

English For Grade X Students
of Vocational High School

Yohana Dian
Joko Priyana, Ph.D
Lusi Nurhayati, M.App.Ling.

UNIT 1

SHE WEARS HER HAIR IN A FISHTAIL BUN



Do you ever read a text about the physical appearance of someone? Do you ever talk about your friend's look? A brief description of something that you have ever read or talked about is called a descriptive text.

In this unit, you will learn more about descriptive texts. You will find more description related to your major, that is Beauty Study Program.

A. WARM-UP



Task 1

Match the following pictures with appropriate adjectives in the box.

black luminous oval



Picture 1.1

1. She has _____ face.



Picture 1.2

2. She has _____ skin.



Picture 1.3

3. She has _____ hair.

B. LESSON PROPER

LET'S LISTEN AND SPEAK

Observing



Task 2

Study the picture and listen carefully to the dialog. Then tick items that you want to know and/or be able to produce.



Picture 1.4

What do you want to know?	Tick here
The content of the dialog	
The purpose of the dialog	
The Indonesian of the adjectives used in the dialog	
The expressions of describing people	
Adjectives to describe people	

Write more things you want to know further

Questioning



Task 3

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the dialog about?

What is the purpose of the dialog?

What are the Indonesians of the adjectives used in the dialog?

What are the expressions of describing people?

What are the adjectives to describe people?

...

...

...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 4

Listen to the dialog in Task 2 once more to answer the questions below. Then, report your answers to the class.

1. What are they talking about?
2. What is the dialog about?
3. List the physical appearances and the characters of Emma Watson in the table below.

Emma's physical appearance	Emma's characters



Task 5

Study the following explanation.

What is an Adjective?

An adjective is a word that describes a person or thing in a sentence.

Example:

Emma Watson is *beautiful*.

The word “beautiful” is an adjective. It explains Emma Watson.

1. To describe a person’s physical appearance, you can use the following words.

Physical Appearance

Body	Hair	Face	Eyes	Skin	Lips	Eyebrows	Cheeks
slim	long	round	wide	bright	pouty	bold	chubby
thin	short	oval	round	dark	full	thick	rosy
plump	curly	square	blue	luminous	red	dark	freckled
fat	wavy	pale	brown	fair	pink	brown	dimpled
skinny	bob	heart-shaped	green	oily		bushy	
	braided			pale			
	bun						
	shaggy						

2. To describe a person's characters, you can use the following words.

Characters				
careful	careless	ambitious	honest	dishonest
good	bad	brave	calm	friendly
confident	shy	charismatic	humorous	responsible
extrovert	introvert	clever	independent	mature
generous	stingy	smart	loyal	sentimental
diligent	lazy	creative	stubborn	wise



Task 6

Read aloud the following words. Then, match the adjectives on the left side with the Indonesian meaning on the right.

No	English	Indonesian
1	brilliant /'brɪl.i.ənt/	rendah hati
2	confident /'kɒn.fi.d ə nt/	cerdas
3	humble /'hʌm.bl/	percaya diri
4	gorgeous /'gɔ:.dʒəs/	berbintik-bintik
5	generous /'dʒen. ə r.əs/	kuning langsung
6	luminous /'lu:.mɪ.nəs/	lebat/tebal
7	braid /breɪd/	bercahaya
8	freckled /'frek.lɪd/	kepang
9	bushy /'bʊʃ.i/	sanggul
10	bun /bʌn/	murah hati
11	fair /fer/	indah



Task 7

Listen carefully to the dialog and answers the questions in pairs. Then, tell the class your answers.



Picture 1.5

Questions

1. What is the dialog about?
2. Who are they talking about?
3. What does she look like?
4. What are her characters?
5. Mention one of her characters that you like the most. Why?



Task 8

In pairs, list and find the Indonesian meaning of adjective words you found in Task 7. Then, compare your work with your classmates'. Look at the example. You may use your dictionary.

No	English	Indonesian
1	beautiful	cantik
2		
3		
4		
5		

6		
7		
8		
9		
10		



Task 9

Listen again to the dialog in Task 7. Then, write **T** if the statement is **TRUE** and **F** if the statement is **FALSE**. Correct the false statements. Tell your answers to the class.

No	Statements	T/F	Corrections
1	Maudy Koesnaedi is a singer.	F	<i>Maudy Koesnaedi is an actress.</i>
2	Maudy Koesnaedi has black hair.		
3	She applies pink lipstick on her lips.		
4	Her hair is styled in a classy low bun.		
5	Her eye make-up is dramatic.		
6	She is kind and charismatic.		



Task 10

Complete the following dialog with the expressions provided in the box. Then, act it out in front of the class.

That is the characteristic of Papuan.	He has dimples that make him sweet.
What do you think about him?	He's got very curly hair.
Who is he?	What about his physical appearance?

Sinta : Wina, do you know Julian Liberty?

Wina : _____

Sinta : Look at this. You must know him.

Wima : Oh I see. He is the star of *Marmut Merah Jambu*, right?

Sinta : That's right. _____

Wina : I think he is funny, brave, and confident.

Sinta : _____

Wina : He has dark skin. But his teeth are all white.

Sinta : In addition, _____

Wina : The most unique part of him is his hair. _____

Sinta : Yes, you're right. He's from Papua. _____



Picture 1.6

Creating



Task 11

In pairs, make a dialog of describing people based on the following pictures. Then, perform it in front of the class.



Picture 1.7



Picture 1.8



Picture 1.9

LET'S READ AND WRITE

Observing



Task 12

Read the following text about Jamie Chung and tick items that you want to know and/or be able to produce.

Jamie Chung's Soft Wavy Hair and Smoky Eyes

Annual Academy Awards (Oscars) is the most prestigious movie awards in the world. All celebrities wear their best dress and make-up. No exception for Jamie Chung. She prepares her best, especially for her make-up look.

Jamie Chung is all perfection with her fresh make-up look and the glamorous wavy hairstyle with a side part. Placing the focus on the dramatic smoky eyes, she keeps her face dewy and radiant. Moreover, she applies peach blush on her cheekbone. Her lips are colored with a nude lipstick to create harmony with her eye make-up. Overall, her best make-up is her smile. She is friendly to everyone she has just met. She is also calm and smart.



Adapted from: <http://www.fashionisers.com/hairstyles-hair-products/oscars-2015-celebrity-hairstyles-makeup/>

What do you want to know?

Tick here

The type of the text

The purpose of the text

The generic structure of the text

The order of the adjectives to describe people

The tenses used in the text

Write more things you want to know further

Questioning



Task 13

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the text about?

What is the purpose of the text?

What is the generic structure of the text?

How to order the adjectives in a single noun?

What is the tenses used in the text?

...

...

...

Temporary Answers

...

...

...

...



Task 14

Read again the text in Task 12 and answer the questions.

1. What is the text about?
2. Who is Jamie Chung?
3. List the description about Jamie Chung in the table below.

Jamie's physical appearances	Jamie's characters



Task 15

Study the following explanation.

determiner +
 order of adjectives +
 noun head

Quality	Size	Shape	Age	Color	Origin
nice	big	round	old	black	Indonesian
beautiful	tall	square	young	red	English
great	short	oval		blue	Italian
kind	small			white	Javanese

Example:

She has a nice pointed nose.
det. quality color noun head
order of adjectives

More examples:

Sinta has beautiful, curly, black hair.

Rima's got an oval face.

Dina is a kind, smart, Javanese girl.



Task 16

Match the pictures below with the correct description.



Picture 1.10, 1.11, 1.12, 1.13

- dark skin
- bushy eyebrows
- smoky eyes
- red lips
- flushed cheeks
- long eyelashes
- low bun
- braided hair



Picture 1.14, 1.15, 1.16, 1.17



Task 17

In pairs, arrange the adjectives below into a correct order. Then, tell the class your answers.

1. Rina is an (young/short/awesome) girl in School.

Answer: *Rina is an awesome, short, young girl in School.*

2. Thomas has (brown/perfect/slanting) eyes.

Answer: _____.

3. Mira wears (bushy/nice/long) eyelashes.

Answer: _____.

4. My favorite actress wears her hair in a (braided/casual) bun.

Answer: _____.

5. Marco has (brown/dark/exotic) skin.

Answer: _____.



Task 18

Study the following explanation.

Descriptive Text

A descriptive text is a type of text telling the readers about something specific. It describes the specific parts of a thing. In this case, we describe about people. When we describe people, we usually tell about the physical appearance and the characters.

1. **General identification** → it tells the readers about the general description about what will be discussed in the text.

2. **Description** → it tells the readers about the specific information about something related to the topic.

The descriptive text usually uses a **simple present tense** (S + V1 + O/Adv.)

Example of a descriptive text

Annual Academy Awards (Oscars) is the most prestigious movie awards in the world. All celebrities wear their best dress and make-up. No exception for Jamie Chung. She prepares her best, especially for her make-up look.

General identification

Jamie Chung is all perfection with her fresh make-up look and the glamorous wavy hairstyle with a side part. Placing the focus on the dramatic smoky eyes, she keeps her face dewy and radiant. Moreover, she applies peach blush on her cheekbone. Her lips are colored with a nude lipstick to create harmony with her eye make-up. Overall, her best make-up is her smile. She is friendly to everyone she has just met. She is also calm and smart.

Description



Task 19

Read the text below and fill in the blanks with the words provided in the box.

look

long

amazing

red

glow

Lupita Nyong'o's Braided Bun and Bright Lips



Lupita Nyong'o is a pure perfection at SAG Awards ceremony. Her (1) _____ outfit suits her radiant beauty (2) _____. She wears her hair in an intricate braided bun. She completes her look with bright (3) ___ lips and a subtle smoky eye make-up, which are beautifully combined with the (4) _____ of her radiant skin. While she has been spotted with short hair numerous times lately, her latest look proves that she can look equally smashing having (5) _____ black hair.

Adapted from: <http://www.fashionisers.com/hairstyles-hair-products/sag-awards-2015-hairstyles-makeup/>



Task 20

In pairs, rearrange the jumbled sentences below into a good paragraph. Then, share your answer to the class.

- ✓ Everybody compliments her awesome look.
- ✓ Moreover, she has bright skin.
- ✓ It fits her slim body perfectly.
- ✓ She finishes off her look with a natural make-up.
- ✓ She is just as wonderful as her red dress.
- ✓ Her straight black hair is styled in a classy low bun with a white flower on the side part.
- ✓ She only put on soft, glossy, red lips and rosy cheeks.



Picture 1.18

WRITE HERE

Cinta Laura is one of the outstanding Indonesian girls on Oscars' red carpet. _____



Task 21

In groups of three, describe the physical appearances of the celebrities below. Then, present your answers to the class. Look at the example.

1. Bunga Citra Lestari



Picture 1.19

Physical Appearance:

She has brown hair.

2. Atiqah Hasiholan



Picture 1.20

Physical Appearance:

3. Zoe Saldana



Picture 1.21

Physical Appearance:

4. Raisa Andriana



Picture 1.22

Physical Appearance:

5. Lady Gaga



Picture 1.23

Physical Appearance:



Task 22

Choose one favorite actor/actress of yours. Write a descriptive text about him/her.

C. HOMEWORK



Task 23

Find a descriptive text about people. Identify the generic structure of the text and find the Indonesian of the adjectives used in the text.

D. REVIEW



Task 24

Arrange the adjectives below into a correct order.

1. Puji has (curly/short/brown) hair.

Answer: _____.

2. Putri's got (fair/nice) skin.

Answer: _____.

3. Bobi is known as a (big/fierce) boy in school.

Answer: _____.

4. Gina always wears (pink/glossy/nice) lipstick when she goes out.

Answer: _____.

5. Santi puts up her hair in a (super-high/sleek) ponytail.

Answer: _____.



Task 25

Go around the class and write the physical appearances and the characters of your classmates (3).

Name	Physical Appearances	Characters
	body: hair: eyes: skin: lips: etc.	
	body: hair: eyes: skin: lips: etc.	
	body: hair: eyes: skin: lips: etc.	

E. REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Adjectives used to describe people			
The order of the adjectives			
The purpose of a descriptive text			
The generic structure of a descriptive text			
Vocabulary			
Understanding a simple present tense			
Writing a descriptive text			

VOCABULARY LIST

English	Indonesian
talented /'tæl. ə n.tɪd/	bertalenta
thick /θɪk/	tebal
quite /kwaɪt/	cukup
personality /,pɜː.s ə n'æɪ.lə.ti/	kepribadian
easy-going /,iː.zi'gəʊ.ɪŋ/	supel
lazy /'leɪ.zi/	malas
smart /smɑːrt/	pintar
humorous /'hjuː.mə.rəs/	lucu
shy /ʃaɪ/	malu
generous /'dʒen. ə r.əs/	murah hati
tall /tɑːl/	tinggi
thin /θɪn/	kurus
curly /'kɜː.li/	keriting
big /bɪg/	besar
chubby /'tʃʌb.i/	gendut
exotic /ɪg'zɒt.ɪk/	eksotis
cool /kuːl/	keren
wear /weə r/	mengenakan
well-known /wel nəʊn/	terkenal
work /wɜːk/	karya
flawless /'flɔː.ləs/	sempurna
luminous /'luː.mɪ.nəs/	bercahaya
low-key /,ləʊ'kiː/	sederhana
pale /peɪl/	pucat
dark /dɑːk/	gelap
blonde /blɒnd/	pirang
eyebrow /'aɪ.braʊ/	alis
eyelash /'aɪ.læʃ/	bulu mata
catchy /'kætʃ.i/	menarik
bun /bʌn/	sanggul
braid /breɪd/	kepang
twist /twɪst/	simpul
bold /bɔʊld/	tebal
fair /feə r/	kuning langsung

PICTURE SOURCES

Cover	allure.com/bianca-brandolini-d-adda-long-hair
	allure.com/claire-danes-fishtail-bun
Picture 1.1	allure.com/oval-face-brows-camilla-belle
Picture 1.2	allure.com/jessica-biel-luminous-skin
Picture 1.3	allure.com/selena-gomez-low-key-cat-eyes
Picture 1.4	allure.com/emma-watson-makeup-look
Picture 1.5	www.youtube.com
Picture 1.6	danieldokter.wordpress.com
Picture 1.7	www.getscoop.com
Picture 1.8	www.kapanlagi.com
Picture 1.9	sidomi.com
Picture 1.10	allure.com/5-minute-makeup-anna-sui
Picture 1.11	allure.com/5-minute-makeup-donna-karan
Picture 1.12	allure.com/lily-collins-low-bun
Picture 1.13	allure.com/brunettes-victoria-beckham-chestnut-brown
Picture 1.14	allure.com/date-night-makeup-julianne-moore
Picture 1.15	allure.com/date-night-makeup-eva-longoria
Picture 1.16	allure.com/flushed-cheeks-look
Picture 1.17	allure.com/kerry-washington-rosy-palette
Picture 1.18	httpwww.vemale.com/fashionberita49927-pakai-dress-cantik-cinta-laura-tuai-pujian-di-oscar-2014.html
Picture 1.19	www.kapanlagi.com
Picture 1.20	www.satelitnews.com
Picture 1.21	allure.com/zoe-saldana-makeup-look



Picture 1.22

www.thegaspol.com

Picture 1.23

allure.com/oscars-2015-lady-gaga

UNIT 2

THE MAKE-UP CONTEST WILL BE HELD ON SATURDAY 14TH



Beauty Central **MAKE-UP COMPETITION**
Are you ready for the spotlight?

SM DEPARTMENT STORE BEAUTY SECTION and ELITE Paris is searching for the next big make-up artist in Manila.

Join the Beauty Central Make-up Competition and be the grand prize winner of Php 25,000 worth of Elite make-up and accessories.

Make-Up Competition will be held at the following malls:

- SM MOA - May 25, 2011 - Main Atrium - 3:00 - 5:00pm
- SM North Edsa - June 25, 2011 - Main Mall - 3:00 - 5:00pm

elite DEPARTMENT STORE

SUN-KISSED Summer Look CONTEST!

Starting July 9th, upload a photo of your best sun-kissed summer make-up look to 2nd Love Cosmetics' Facebook fan page in order to WIN a GRAND Prize selection of 2nd Love Cosmetics!

The Grand Prize will be based on the number of Facebook Fan "LIKES" on your photo. Visitors to 2nd Love's fan page can vote on their favorite makeup look by "liking" the photo.



As a student, you must often read some information which is attached on the wall magazine in your school. You also listen to your teacher delivering information before the class ends. Do you notice that some of them are announcements?

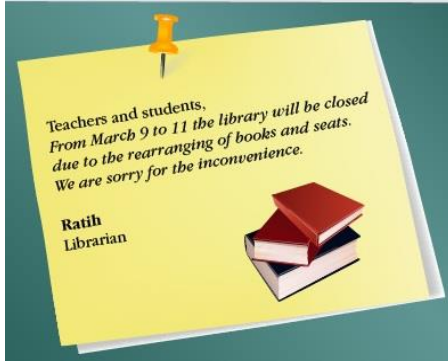
Announcements could be spoken and written. Find out more about announcements in this unit.

A. WARM-UP



Task 1

Study the following picture and answer the questions.



Picture 2.1

1. What is the text about?
2. What is the purpose of the text?
4. Have you ever found and read this kind of text?
5. Where is the possible place to find this kind of text?
6. Do you ever deliver or write an announcement?
7. The picture is an announcement in written form, do you know a spoken announcement?

B. LESSON PROPER

LET'S LISTEN AND SPEAK

Observing



Task 2

Listen carefully to the monolog about a school announcement. Then tick items that you want to know and/or be able to produce.

What do you want to know?	Tick here
The content of the monolog	
The purpose of the monolog	
The expression used in the monolog	
Where to find the spoken announcement	
What a spoken announcement is	

Write more things you want to know further

Questioning



Task 3

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the monolog about?

What is the purpose of the monolog?

What are the expressions used in the announcement texts?

Where do we find spoken announcements?

What is meant by a spoken announcement?

...

...

...

Temporary Answers

...

...

...

...



Task 4

Study the following words and repeat after your teacher.

English	Indonesian
announce /ə'naʊn t s/	mengumumkan
announcement /ə'naʊn t .smənt/	pengumuman
contest /'kɒn.test/	kontes
dateline /'deɪt.laɪn/	jatuh tempo
further /'fɜː.ðə r /	lebih lanjut
information /,ɪn.fə'meɪ.ʃ ə n/	informasi
portfolio /,pɔːt'fəʊ.li.əʊ/	portofolio
require /rɪ'kwaɪə r /	membutuhkan
submit /səb'mɪt/	mengumpulkan
work /wɜ:k/	karya



Task 5

Listen again to the monolog in Task 2 and answer the questions. Then, tell the class your answers.

1. What is the monolog about?
2. What is the message of the announcement?
3. When is the deadline of the submission?
4. Who delivers the announcement?
5. To whom the announcement is addressed?



Task 6

Listen to the monolog and write T if the statement is TRUE and F if the statement is FALSE. Correct the false sentence. Then, tell the class your answers.

Statements	T/F	Correction
The make-up contest will be held on Sunday.	F	<i>The contest will be held on Saturday.</i>
The contest is only for students of Beauty Study Program.		
The headmaster announces the make-up contest in the middle of the flag ceremony.		
The students of Beauty Study Program should join the contest.		
The students may ask their head teacher for further information.		
The students of Beauty Study Program will collect a point if they join the contest.		



Task 7



Study the following explanation.

Announcement

An announcement is a text that tells the reader about something that is going to happen. The information of the announcement is usually set for public.

The monolog you have listened in Task 2 and Task 6 are called spoken announcement. A **spoken announcement** is an announcement that is delivered directly by a person to public.

Where do you find a spoken announcement?

-  Mass media e.g. radio, TV
-  Public places e.g. school, airport, train station, mall

The generic structure of a spoken announcement

Pay attention please,

Today I would like to announce an important information to all grade students, especially of Beauty Study Program. There will be a Beauty contest held on Saturday, 20th at our school. This contest is a must for students of Beauty Study Program since you will collect a point for this semester.

For further information you may ask your head teacher.

Thank you.

Opening

Content

Closing

Study the following expression

To open:

- ✚ Attention, please.
- ✚ Pay attention, please.
- ✚ Your attention, please.

To close:

- ✚ Thank you
- ✚ For further information ...



Task 8

Listen carefully to the following announcements. Write **T** if the statement is **TRUE** and **F** if the statement is **FALSE**. Then, report your answers to the class.



Picture 2.2

1. The setting is in the airport. ()
2. The flight will be heading to Rome. ()
3. The regular boarding will begin in approximately fifteen minutes. ()



Picture 2.3

1. The setting is in the Mall. ()
2. The girl's name is Selly. ()
3. She is about 10 years old. ()



Picture 2.4

1. The setting is in the train station. ()
2. The train is now at platform 2. ()
3. The train is heading to Euston. ()



Task 9

Study the following announcements. Complete the announcements by using phrases provided in the box. Then, act it out in front of the class.

<p>_____ ,</p> <p>I am a chief of Students' Association.</p> <p>_____ you all to a student gathering for students of grade X of Beauty study program on March 3rd _____ .</p> <p>Please all students come and _____ since we have a little surprise for the best one.</p> <p>_____ .</p>	<p>_____ ,</p> <p><i>Sari Ayu</i> beauty house will hold a make-up contest for students of Beauty study program.</p> <p>_____ on Sunday 15th. There will be special awards to those who win.</p> <p>_____ , please let me know as soon as possible.</p> <p>_____ .</p>
---	---

Attention, please.	Thank you (x2)
Your attention, please.	Any of you who are interested to join
I'd like to invite	wear your creative make-up
The contest will be held	at the hall after school



Task 10

Complete the blank spaces of the following announcement based on the situation. Then, perform it in front of the class.

Situation: *The teacher informs the students about the schedule of the class meeting the next day. There will be a make-up competition for Grade X students of Beauty Study Program. Each class should send a representative for this competition. For further information, the students may ask their head teacher.*

Your attention, please.

I'd like to inform you all that _____

Thank you.

Creating



Task 11

Create a spoken announcement based on the situation below. Then, act it out in front of the class.

- ✚ Your head teacher informs you Grade X students of Beauty Study Program that a national TV staff will hold an audition in your school to recruit young creative professional make-up artists at weekend (Saturday & Sunday).

- ✚ Your teacher informs you that there will be a final project for Grade X students of Beauty Study Program. It will be held at the end of the semester. Every student should do a night make-up, including hairdo.
- ✚ Your class leader informs you that the listed winners of the school make-up contest will be announced next Monday. It will be attached on the wall magazine.

LET'S READ AND WRITE

Observing



Task 12

Read carefully to the following text about a school announcement which is attached on the wall magazine. Then tick items that you want to know and/or be able to produce.

ANNOUNCEMENT

The Committee of Art Week needs some make-up artists for the Drama Show.

For those who are interested to participate, please come to the Students' Association office on Monday 2nd - Saturday 7th, and bring the following requirements:

- the registration form
- the photograph of your latest work (2)

The list of the selected candidates will be announced the next Monday.

We do appreciate your participation. Thank you.

The Committee

What do you want to know?	Tick here
The content of the text	
The purpose of the text	
The tenses used in the text	
The generic structure of the text	
To write an announcement	

Write more things you want to know further

Questioning



Task 13

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the text about?
What is the purpose of the text?
What is the tenses used in the text?
What is the generic structure of the text?
How to write an announcement?
...
...
...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 14

Study the following words and then find the Indonesian based on the text in Task 12.

English	Indonesian
announcement /ə'naʊn t̩ .smənt/	
artist /'ɑː.tɪst/	
candidate /'kæn.dɪ.dət/	
committee /kə'mɪt.i/	
participation /pɑːtɪs.ɪ'peɪ.ʃ ə n/	
photograph /'fəʊ.tə.grɑːf/	
registration /,redʒ.ɪ'streɪ.ʃ ə n/	
requirement /rɪ'kwaɪə.mənt/	
work /wɜːk/	



Task 15

Read again the text in Task 12 and answer the following questions. Then, tell the class your answers.

1. What is the announcement about?
2. Who is the writer?

3. To whom the announcement is addressed?
4. What are the requirements to participate as a make-up artist?
5. When will the selected candidates be announced?
6. Where can you find this announcement?
7. Have you ever found an announcement? Where did you find it?



Task 16

Study the following explanation.

Announcement

An announcement has three parts. They are:

- ✚ HEAD is the title of the announcement.
- ✚ BODY is the content of the announcement.
- ✚ CLOSING is the end of the announcement.
- ✚ WRITER is the one who writes the announcement.

Where can you find a written announcement?

- ✚ School wall magazine
- ✚ Newspaper, magazine e.g. job vacancy
- ✚ Public places

Here are some tips to write an announcement:

- ✚ Write your announcement straightforward so the reader can easily get the information.
- ✚ Keep it short, inviting, and to the point.
- ✚ Make the information in your announcement clear and complete.



Task 17

Read carefully the jumbled announcement below and label the parts of the announcement. Do it individually. Then, tell the class your answers.

Parts of Announcement	Label
The Association of Beauty Student will hold a Beauty contest for all students. It covers make-up and hair-do. The contest will be held on Saturday 14 th . Register yourself soon!	
For more information, please contact the number below. Thank you.	
Mrs. Sinta	
Beauty Contest	



Task 18

In pairs, rearrange the jumbled announcement in Task 17 into a good one. Then, share your answer to the class.



Task 19

Study the following explanation.

Modal "will"

In the announcements above you read the following sentences:

- + The contest *will* be held on Saturday 14th.
- + The Association of Beauty Student *will* hold a Beauty contest.

We use "will" to talk about the future.

S	+	will	+	V1
---	---	------	---	----

Examples:

- + We **will** be late.
- + Rina **will** go to Bandung tomorrow.
- + The Air Asia airline **will** depart in ten minutes.



Task 20

Make future condition sentences by using a modal "will" and the words below.

Words	Sentences
hold	
go	
make	
cook	
buy	
send	
attend	
sing	
bring	
be	



Task 21

In pairs, write an announcement about a make-up contest based on the pictures below. Then, share your work to the class. Use the outline below.

Crazy Colours
Makeup Contest
July 29th - August 26th
Voting will continue until the 30th for the last minute entries
 Submit a colourful look for a chance to win prizes from:

makeup geek **lit** **Dolluxe**
by Charles Feger

Submit your pictures to katie.alves@hotmail.com

details in the description

Picture 2.5

Beat the Artist

NEW CONTEST!

FOR A CHANCE TO WIN A \$500 GIFT CARD, CREATE A BETTER LOOK THAN OUR MAKEUP ARTIST.

Picture 2.6

TITLE

We will hold a _____
 on _____
 registration _____
 etc. _____

 _____.

For further information _____

 _____.

Thank you

P.S. _____



Task 22

In groups of three, write an announcement as creatively as you can. Then, compare your work with other groups.

C. HOMEWORK



Task 23

Find announcements (in schools, newspapers/magazines, and public places) and find the information below.

Writer:
Receiver:
Content:

D. REVIEW



Task 24

Find the differences between a spoken announcement and a written announcement.

Spoken Announcement	Written Announcement



Task 25

Arrange the jumbled sentences below into a good one.

1. contest – The – Monday – school – committee – will – hold – on – make-up – an.
_____.
2. Airline – Garuda – depart – in – minute – five – depart – will.
_____.
3. submit – Please – your – Saturday – on – work.
_____.
4. please – further – contact – below – information – number – for – the.
_____.
5. candidates – listed – will – announced – magazine – be – short – The – wall – on – the.
_____.

E. REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Spoken announcement			
Written announcement			
The generic structure of an announcement			
The modal “will”			
The expressions in spoken announcement			
Writing an announcement			

PICTURE SOURCES

Cover	manalomatalo.blogspot.com
	www.2ndlovecosmetics.com
Picture 2.1	sdmuhcc.net
Picture 2.2	exclusivelybali.net
Picture 2.3	www.2747.com
Picture 2.4	www.sundoginteractive.com
Picture 2.5	katiealves.deviantart.com
Picture 2.6	online-shopping-bags.com



UNIT 3

CONGRATULATIONS!



You often compliment and congratulate your friends or people around you, for example when they win a competition, get a scholarship, etc. When you compliment or congratulate them, they will give responses. You will do the same if it happens to you.

Do you know how to give compliment and congratulations in English? Do you know how to respond to it? Let's learn about it in this unit.

A. WARM-UP



Task 1

Look at the picture and answer the questions.



Picture 3.1

1. What are they doing?
2. Do you know how to compliment someone?
3. Do you know how to congratulate someone?
4. Do you know how to respond to compliments?
5. Do you know how to respond to congratulations?
6. On what occasions do people usually compliment or congratulate each other?



Task 2

Match the pictures with the possible expressions in the box.



Picture 3.2



Picture 3.3

1. _____

2. _____



Picture 3.4



Picture 3.5

3. _____

4. _____

Congratulations on your new job!

Your design work is amazing.

Hey, you have nice wavy hair.

Congratulations on your graduation!

B. LESSON PROPER

LET'S LISTEN AND SPEAK

Observing

Task 3

Listen carefully to the dialog. Then tick items that you want to know and/or be able to produce.

What do you want to know?	Tick here
The dialog is about	<input type="checkbox"/>
The purpose of the dialog	<input type="checkbox"/>
The expressions in the dialog	<input type="checkbox"/>

The responses to the expressions

More expressions of compliment and
congratulation

Write more things you want to know further

Questioning



Task 4

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Example are provided for you.

Questions

What is the dialog about?

What is the purpose of the dialog?

What are the expressions used in the dialog?

How to respond to the expressions of compliment and congratulations?

What are more expressions about compliment and congratulation?

...

...

...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 5

Study the following words and repeat after your teacher.

English	Indonesian
braid /breɪd/	kepang
competition /ˌkɒm.pəˈtɪʃ. ə n/	kompetisi
compliment /'kɒm.plɪ.mənt/	pujian
congratulations /kənˌgræt.jʊˈleɪ.ʃ ə n/	selamat
haircut /'heə.kʌt/	potongan rambut
hairdo /'heə.duː/	tatanan rambut
hairstyle /'heə.staɪl/	model rambut
hairstylist / 'heə.staɪ.lɪst/	penata rambut
prize /praɪz/	hadiah
win /wɪn/	menang



Task 6

Listen carefully to the dialog between Dini and Tuti. Then write T if the statement is TRUE and F if the statement is FALSE. Then, compare your answers with your classmates.

Statement	T/F	Correction
Dini has her hair cut.	F	<i>Tuti has her hair cut.</i>
Tuti has a short, bob hairstyle.		

Dini has a nice haircut.		
Tuti won a hairdo competition.		
Dini saw some pictures of Tuti's work.		
Tuti didn't work hard for the competition.		



Task 7

Study the following expressions.

Expressions of Compliment

Expressions	Responses
I really like your French braid!	Thank you.
I just love your flawless make-up.	Thank you, but it really isn't anything special.
You look amazing in that green eye shadow.	Thank you. It's nice of you to say so.
What a gorgeous hairdo!	Thank you. Yours is even nicer.
You look great!	Thanks.

Expressions of Congratulation

Expressions	Responses
Congratulations on winning ...	Thank you.
I'd like to congratulate you on ...	Thanks.
I must congratulate you on ...	Oh, it's nothing special actually.
Congratulations!	How nice of you to say so.
Well done!	



Task 8

Listen to the dialogs to complete the missing expressions. Then, compare your answers with your classmates’.

1. Willy : I heard you got a scholarship for your beauty college. _____!
Tita : Thank you.
2. Gina : I like your new, red lipstick.
Tata : _____. I bought it in the *Make-up Corner* store.
3. Santi : _____ in that red dress. Where did you buy it?
Maya : Thanks. I didn’t buy it. It’s my Mom’s dress.
Santi : Oh great!
4. Vina : _____! You’re selected as a school’s representative in a national hairdo competition.
Rina : _____.
5. Lisa : _____!
Lusi : _____. Tina helped me to do this hairstyle.



Task 9

In pairs, complete the following conversation with the expressions in the box. Then, perform it with your classmates.

Thanks	What a nice hairstyle
You did it very well	Congratulations

- Rika : Hi Hani! (1) _____!
- Hani : Thank you, Rika.
- Tuti : Your hairdo impressed the jury. (2) _____.
- Hani : Thank you for saying so. Look! The runner-up is coming!
- Cindy : She did her hairstyle very well.
- Hani : Yes, you’re right.

Tuti : Hi Cindy. (3) _____!

Cindy : (4) _____.

Rika : You must prepare very well.

Cindy : Oh, not really.

Hani : Let's have a party.

Creating



Task 10

Make a dialog with your friend based on the following situations. Then, perform it in front of the class.

- Your classmate do a gorgeous hairstyle.
- Your classmate won a national hairdo competition.
- You are amazed at your classmate hairdo.

LET'S READ AND WRITE

Observing



Task 11

Read carefully to the following dialog. Then tick items that you want to know and/or be able to produce.

Dina is passing Sari's home after she has her hair cut.

Dina : Hi, Sari! How are you doing?

Sari : Fine, thanks. And you?

Dina : I'm feeling great today. What are you doing?

Sari : I'm practicing a waterfall braid hairdo. What do you think?
 Dina : It looks wonderful. Where did you learn it?
 Sari : Thank you. I searched for the tutorial from youtube.
 Dina : Great.
 Sari : Hey, I just noticed that you have a new haircut.
 Dina : Yes, I just have my hair cut.
 Sari : That shoulders-length hair fits your oval face perfectly.
 Dina : Thank you for saying so. By the way, I heard you won a make-up contest held by *Wardah*. Congratulations!
 Sari : Thanks a lot, Dina.

What do you want to know?	Tick here
The content of the dialog	<input type="checkbox"/>
The purpose of the dialog	<input type="checkbox"/>
The Indonesian of the expressions	<input type="checkbox"/>
The purpose of the speaker when he/she says those expressions	<input type="checkbox"/>
When to say those expressions	<input type="checkbox"/>

Write more things you want to know further

Questioning



Task 12

Referring to the items you want to know and/or texts you want to produce, make relevant questions. Examples are provided for you.

Questions

What is the dialog about?

What is the purpose of the dialog?

What are the Indonesian of those expressions?

What are the purpose of the speaker when he/she says those expressions?

In what occasion we say those expressions of compliment and congratulation?

...

...

...

Temporary Answers

...

...

...

...

Collecting, Analyzing, Communicating



Task 13

Read again the text in Task 11 and answer the questions below.

1. What is the dialog about?
2. Where were Dina from?
3. Write the expressions of compliment and congratulations that you found in the dialog above.

Compliment	Response	Congratulations	Response



Task 14

Study the following explanation.

- ✚ **Compliment** is an expression that we show or say to express/give praise. Compliments express approval and are aimed at showing that you like some aspects of other people’s appearance, belonging or work. It is also to appreciate other people.
- ✚ **Congratulation** is an expression that we use to congratulate someone when he/she succeeds in doing something.



Task 15

Match the following expressions with the appropriate situation.

Expressions	Situations
1. What a nice hairdo!	a. You compliment someone on their appearance.
2. You look great!	b. You say nice thing about your friend’s hairstyle.
3. You’re looking glamorous.	c. Your classmate is very fashionable and well-dress.
4. Congratulations!	d. Your friend has just passed an important exam.
5. Well done.	e. Your brother has got an award.
6. Thank you very much.	f. You give a response to your friend compliment/congratulation.



Task 16

Study the following explanation.

Linking Verb

In the dialog in Task 11 you find the following sentence:

- It **looks** wonderful.

The word “look” in that sentence is called **linking verb**. Linking verb is a verb which connects a subject to its predicate without expressing an action. The most common linking verb is “to be”. The other kinds of linking verbs are:

seem	feel
appear	sound

Examples:

- Dian Sastro **looks** beautiful in that gown.
- You **seem** younger with that hairstyle.
- “Let’s join a hairdo competition”. “That **sounds** good”.
- Rina **appears** to like her new haircut.



Task 17

Make expressions of compliment/congratulations with the words provided below.

Look at the example.

No	Words	Expressions
1	great	<i>You look great!</i>
2	gorgeous	
3	fantastic	
4	congratulate	
5	terrific	

- 6 | brilliant
- 7 | excellent
- 8 | extremely
- 9 | amazing
- 10 | nice



Task 18

Write appropriate expressions to complete the dialogs below. Then, share your answers to the class.

1.

I like your new high heels.

2.

Congratulations on your graduation!

3.

Thanks. It's nice of you to say so.

4.

Thank you. It's really nothing.

5.

Thanks. Yours is
even nicer.

6.

What an amazing
daily make-up
you wear!



Task 19

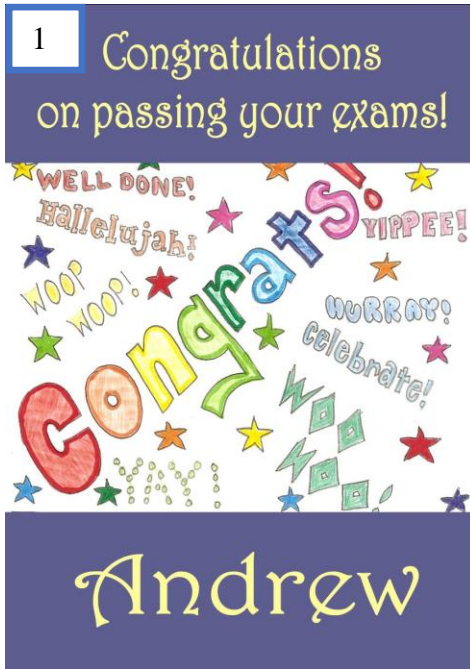
In pairs, complete the dialogs with the appropriate expressions. Then, share your answers to the class.

- Tina : I got a scholarship to study in Aussie Beauty College.
Putri : _____.
- Rini : I won the school hair-do competition.
Susi : _____.
- Lani : I got a make-up parcel from *Martha Tilaar*.
Desi : _____.
- Fira : My mother gave me a voucher of *Rudy Salon* for my birthday.
Lili : _____.
- Santi : I just won first prize from a quiz.
Lala : _____.



Task 20

Read the greeting cards below and answer the questions. Then, tell the class your answers.



Picture 5



Picture 6

1

- What is the greeting card probably about? Elaborate your answer here.

2

- What is the greeting card probably about? Elaborate your answer here.

**Task 21**

Work in groups of three. Create a greeting card based on the situations given.

1. Your classmate got the best score in class for the hairdo work. You make her a greeting card.
2. Firda is celebrating her 17th birthday. You would like to make her a greeting card.
3. Siska just won an international hairdo competition. You and your classmate would like to make her a greeting card.

**Task 22**

Complete the following greeting card. Use your own idea.

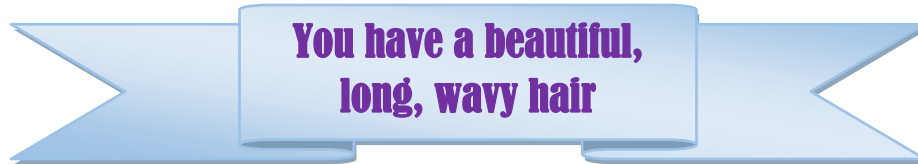
Congratulations on your _____

C. HOMEWORK



Task 23

Create some compliment cards. Design the card as beautiful as you can. Give it to your friends the next day. Look at the example.



D. REVIEW



Task 24

In pairs, make a dialog based on the following story. Then, act it out in front of the class.

Story: Putri comes to Silvi's house to practice make-up. She looks at some pictures of Silvi's work. She compliments Silvi's work. Putri eventually finds a certificate of a beauty contest held by Silvi's school. Then, she congratulates her because she stood as the first winner.



Task 25

Make sentences using these words.

1. look
2. congratulations
3. seem
4. great
5. gorgeous

E. REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Complimenting someone			
Congratulating someone			
Responding to compliments and congratulation			
Understanding the purpose of complimenting and congratulating			
Vocabulary			

VOCABULARY LIST

English	Indonesian
amazing /ə'meɪ.zɪŋ/	mengagumkan
award /-ˈwɔːrd/	penghargaan
braid /breɪd/	kepang
celebrate /ˈsel.ɪ.breɪt/	merayakan
charming /ˈtʃɑː.mɪŋ/	mempesona
compliment /ˈkɒm.plɪ.mənt/	pujian
congratulations /kənˌgræt.jʊˈleɪ.ʃən/	selamat
contest /ˈkɒn.test/	kontes
extremely /ɪk'striːm.li/	sangat
fantastic /fæn'tæs.tɪk/	luar biasa
farewell /ˌfeəˈwel/	perpisahan
glamorous /ˈglæm.ə.rəs/	glamor
gorgeous /ˈgɔː.dʒəs/	indah, cantik
hairdo /ˈheə.duː/	tatanan rambut
jury /ˈdʒʊə.ri/	juri
look /lʊk/	terlihat
nice /naɪs/	bagus
notice /ˈnəʊ.tɪs/	memperhatikan
practice /ˈpræk.tɪs/	latihan
prize /praɪz/	hadiah
terrific /təˈrɪf.ɪk/	hebat
win /wɪn/	menang
wonderful /ˈwʌn.də.fəl/	hebat

PICTURE SOURCES

Cover

wikihow1.blogspot.com

Picture 3.1

youvegothelp.com

Picture 3.2

pretty-little-liars.wikia.com

Picture 3.3

www.gograph.com

Picture 3.4

www.wikihow.com

Picture 3.5

institute.catholicmatch.com



LISTENING SCRIPT

UNIT 1 SHE WEARS HER HAIR IN A FISHTAIL BUN

Task 2

Putri and Sinta are in the canteen. They are talking about Emma Watson.

Putri : Sinta, look at this picture! Do you know her?

Sinta : Of course I do. She is my favorite actress, Emma Watson.

Putri : Yes. What do you think about her look?

Sinta : I think she looks beautiful. She wears red lipstick and pink blush. It looks so modern.

Putri : Yes. I love her bushy brown eyebrows. It fits her beautiful eyes perfectly. Moreover, she wears nice bold eyelashes.

Sinta : She also has an oval face. Nothing cannot go wrong with an oval face.

Putri : What do you think about her personality? You're a big fan of her, so you must know her more than I do.

Sinta : She is brilliant, hard worker, and confident.

Putri : I see.

Task 5

Tanti : Fira, do you know Maudy Koesnaedi?

Fira : Yes, I do. She is my favorite actress.

Tanti : Look at this picture! She looks awesome on the red carpet in Cannes Film Festival. How would you describe her look?

Fira : She wears natural eye make-up. I think she only applies soft golden eye shadow and wears long eyelashes.

Tanti : I think so. It matches her bold red lips and rosy cheeks.

Fira : What about her hair?

Tanti : I think she wears her hair in a classy low bun.

Fira : Her overall look is so beautiful. But, she's also beautiful inside.
Fira : Yes, she is. I think she is mature.
Tanti : Besides, she is kind and charismatic.

Task 10

Sinta : Wina, do you know Julian Liberty?
Wina : Who is he?
Sinta : Look at this! You must know him.
Wima : Oh I see. He is the star of *Marmut Merah Jambu*, right?
Sinta : That's right. What do you think about him?
Wina : I think he is funny, brave, and confident.
Sinta : What about his physical appearance?
Wina : He has dark skin. But his teeth are all white.
Sinta : In addition, he has dimples that make him sweet.
Wina : The most unique part of him is his hair. He's got very curly hair.
Sinta : Yes, you're right. He's from Papua. That is the characteristic of Papuan.

UNIT 2 THE MAKE-UP COMPETITION WILL BE HELD ON SATURDAY, 14TH

Task 2

Attention please,

Today I would like to announce important information to Grade X students of Beauty Study Program. Every student is required to submit the make-up work during this semester in the form of portfolio. The deadline of the submission will be on Monday, 20th.

Don't forget to write your name and your student's number.

Thank you.

Task 5

The teacher is announcing information at the end of the flag ceremony.

Pay attention please,

Today I would like to announce an information to all grade students, especially of Beauty Study Program. There will be a make-up contest held on Saturday, 14th at our school. This contest is a must for students of Beauty study program since you will collect a point for this semester.

For further information you may ask your head teacher.

Thank you.

Task 8

1. Airport

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes time. Thank you.

<https://www.englishclub.com/english-for-work/airline-announcements.htm>

2. Mall

Good afternoon ladies and gentlemen. This is a Customer announcement. We have found a little girl, approximately 3 years old, who tells us her name is Sarah and that she is here with her daddy today. If you are with Sarah, please come to the nearest customer service desk.

<https://www.englishforums.com/English/HowAnnouncementProperly/cjwjr/post.htm>

3. Train

The train now standing at Platform 1 is the 10:17 London Over ground service to Euston calling at Kilburn High Road, South Hampstead and Euston

<http://ilyabirman.net/meanwhile/all/london-underground-voice-announcements/>

UNIT 3 CONGRATULATIONS!

Task 3

- Tami : Hi! Come in!
- Lulu : Hi, Tami. Thank you.
- Tami : How are you doing?
- Lulu : I'm fine, thanks. And you?
- Tami : Great. Oh, look! **Your braided bun is really nice.**
- Lulu : Thank you for saying so. By the way, **congratulations on winning the first prize on hair-do competition** yesterday.
- Tami : Thank you very much.

Task 5

- Dini : Hi, Tuti. Where were you?
- Tuti : Hi, Dini. I was from Salon. I have my hair cut.
- Dini : You have a nice haircut. **You look beautiful with that short, bob hairstyle.**
- Tuti : **Thanks. It's nice of you to say so.**
- Dini : I heard you won the first prize of hairdo competition. **Congratulations!**
- Tuti : **Thank you**, Dini.
- Dini : I've seen some pictures of your work. **You're a great hairstylist.**
- Tuti : **Thanks.** I worked hard to prepare everything.

Task 8

1. Willy : I heard you got a scholarship for your beauty college. **Congratulations!**
Tita : Thank you.
2. Gina : I like your new, red lipstick.
Tata : **Thank you.** I bought it in the *Make-up Corner* store.
3. Santi : **You look beautiful** in that red dress. Where did you buy it?
Maya : Thanks. I didn't buy it. It's my Mom dress.

Santi : Oh great!

4. Vina : **Congratulations!** You're selected as a school's representative in a national beauty competition.

Rina : **Thank you very much.**

5. Lisa : **Your hairstyle is so gorgeous!**

Lusi : **Thanks to say so.** Tina helped me to do this hairstyle.