

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X
STUDENTS OF NAUTICAL FISHING VESSEL STUDY PROGRAM
AT SMKN 2 CILACAP BASED ON CURRICULUM 2013**

A Thesis

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



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2014

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STUDENTS OF NAUTICAL FISHING VESSEL STUDY PROGRAM
AT SMKN 2 CILACAP BASED ON CURRICULUM 2013**



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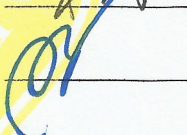
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A THESIS

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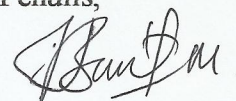
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FOR GRADE X STUDENTS OF NAUTICAL
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CILACAP BASED ON CURRICULUM 2013**

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, 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 terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

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MOTTO

يَا رَبِّ صَلِّ عَلَى مُحَمَّدٍ
وَافْتَحْ مِنَ الْخَيْرِ كُلَّ مَغْلَقٍ

“O Allah my Lord, bestow Your favor on Prophet Muhammad (SAW),
and open all the good things that are locked.”

-Mawlid Simtu'd Durar, Al-Habib Ali bin Muhammad bin Hussein Al-Habshi-

DEDICATION

*I fully dedicate this thesis to my beloved mother and father.
Thank you very much for your big support, motivation, du'a, and love.
This is the only thing that your the one and only daughter can give to you.*

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Last but not least, I hope this thesis to be useful for teachers and students of Nautical Fishing Vessel study program at SMKN 2 Cilacap. I realize that this thesis is not perfect. Therefore, suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, August 22nd, 2014

The Researcher

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ABSTRACT

The objectives of this study are: (1) to find out the target needs of the students of Nautical Fishing Vessel study program, (2) to find out the learning needs of the students of Nautical Fishing Vessel study program and (3) to develop appropriate learning materials for the students of Nautical Fishing Vessel study program at SMKN 2 Cilacap.

This is a Research and Development (R&D) study. The subjects of this study were the grade X students of NKPI I and NKPI II at SMKN 2 Cilacap. This study adapted the R&D model proposed by Thiagarajan (1974). The steps of this study were conducting the needs analysis, developing the course grid, developing the first draft materials, materials evaluation, revising the first draft materials and writing the final draft materials. There were two types of questionnaires to collect data. The first questionnaire was made for obtaining the data for the needs analysis while the second questionnaire in the form of Likert scale was used to obtain the data about the appropriateness of the materials through the expert judgement. The data obtained from needs analysis and expert judgement were analyzed quantitatively through descriptive statistics.

This study developed three units of materials. The materials were developed based on Curriculum 2013. The units have three main parts: introduction, main lesson, and reinforcement. The input is in the form of dialogues, monologue, texts, pictures, explanation, and the vocabulary list. The activities are developed based on the scientific approach consisting of six steps: observing, questioning, collecting data, analyzing data, communicating, and creating. The students are encouraged to participate actively in doing the tasks whether in small groups or individually. Based on the findings from the expert judgement, the materials are categorized appropriate. The mean score of all aspects of the three developed units is 3.74 which can be categorized as "Good".

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocational High Schools or *Sekolah Menengah Kejuruan (SMK)* based on the Act of the Republic Indonesia number 20 year 2003 on National Education System is one of the secondary schools which is the continuation of the basic education like Junior High Schools (*SMP or MTs*). Vocational High Schools prepares students in mastering a number of specific vocational skills needed for employment. In Indonesia, Vocational High School has various departments such as Technology and Engineering; Information, Communication and Technology; Health; Agribusiness and Agri-technology; Fisheries and Nautical; Business and Management; Tourism; Arts and Crafts; and Performing Arts.

SMKN 2 Cilacap is one of the Vocational High Schools in Cilacap regency. It has seven study programs in which six of them belong to Technology and Engineering department and one of them belongs to Fisheries and Nautical department. The one and only study program on Fisheries and Nautical department is called Nautical Fishing Vessel study program. Students of this study program are prepared to be a sailor or even captain of the fishing vessel which sails to other countries such as the United States of America, Japan, and some countries in Europe. The graduates of this study program will have a job above the sea in which they will move from one harbor to another harbor and from one country to another country. They

will have more interaction with foreigners than with Indonesian. The students need English very much as they will work, live, and interact with people from other countries which have language that they cannot understand so that they will surely use English as a means of communication.

However English taught for Vocational High School here is not as expected. The textbook which is used to teach English in this school can be considered as a textbook for general English. It is English for Vocational High School in general. It is used not only to teach students of Nautical Fishing Vessel study program but also to teach students from other study programs which have different needs and interest.

The textbook used in SMKN 2 Cilacap is the book designed based on the 2006 curriculum standard. While SMKN 2 Cilacap is one of the schools which become the target of the implementation of Curriculum 2013 from the Ministry of National Education, this school needs a textbook which is also designed based on the standard from Curriculum 2013. However, the English textbook designed based on Curriculum 2013 for Vocational High School is not available yet.

Developing materials for grade X students of Vocational High School is very urgent to be conducted because there is an absence of the appropriate materials that meet the needs and the curriculum of the Vocational High School students of Nautical Fishing Vessel study program.

B. Identification of the Problem

Materials are an important factor in language teaching and learning. Materials help the teacher to teach the students better. The teacher knows what she or he should teach and the students know what they have to learn. Good materials are those which meet the students' needs and interests. In this case, the students' needs and interests are something that are related to their study program. That's why the English materials designed for Fisheries and Nautical department ideally should be different from those for Tourism or Engineering departments.

There are several materials related to the English language teaching in SMKN 2 Cilacap which are usually used by the English teacher. The materials can be categorized into written materials, audio materials, and multimedia materials.

The written materials include the students' book and the teacher's book. The book used by the teacher however is addressed to all study programs in *SMK*. It is not designed to a certain study program. There are seven study programs in SMKN 2 Cilacap and the English teachers use the same book to teach all the seven study programs. The book, of course, does not meet the needs and the interests of the students' background. It only consists of general English. Based on the content, all the books used for teaching grade X, XI, and XII students do not meet their needs and interests. Based on the curriculum, the books used for teaching grade XI and XII students already meet the needs. The grade XI and XII students are taught using the 2006

curriculum and the books are also designed based on the school-based curriculum standard (also known as the 2006 curriculum or *KTSP*). However, based on the curriculum, the book for the grade X students does not meet the needs of the X grade students because the grade X students of SMKN 2 Cilacap are taught using Curriculum 2013 and the book designed based on Curriculum 2013 is not available yet.

Audio materials are another materials used in English language teaching in order to fulfill the needs of the students related to the listening skill. The materials are in the form of CD/VCD/DVD. Audio materials in the form of listening materials are usually used in the language laboratory. The materials are used to prepare the grade XII students in facing the final examination because the students who usually use the laboratory are the grade XII students. The audio materials also belong to general English because the materials which are taught are the same for all of the study programs there.

Multimedia materials in this case are in the form of some materials and references from the internet. The materials and references also those which are designed for general English. However, the materials do not meet the specific needs of the students.

The English learning materials, therefore, will be developed based on the needs and the interests of the students of Nautical Fishing Vessel study program and based on Curriculum 2013.

C. Limitation of the Problem

Due to the limitation of time and the researcher's knowledge, the researcher focuses only on the development of English learning materials in the form of students' book referred to the second semester for grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap. The materials are developed based on the Core Competence and the Basic Competences of Curriculum 2013.

Therefore, the aim of this research is to develop English learning materials on the students' book in Nautical Fishing Vessel study program.

D. Formulation of the Problem

By considering the limitation of the problem, the researcher formulates the problems as follows:

1. What are the target needs of the grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap?
2. What are the learning needs of the grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap?
3. What are the appropriate materials for grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap?

E. Objectives of the Study

The objectives of this study are:

1. To describe the target needs of the grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap.
2. To describe the learning needs of the grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap.
3. To develop the appropriate materials for grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap.

F. Significances of the Study

This study is expected to give a valuable contribution to the following parties:

1. For the English teachers

This research not only provides materials for teaching for the teacher but also encourages the teacher to develop learning materials which are appropriate with their students.

2. For other researchers

This research can be later an input of reference to other researchers who conduct the same studies.

3. For the students

The materials developed by the researcher can enrich their knowledge about English that meet their background study. It can motivate them in learning English.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Chapter II presents some theories and the conceptual framework of this study. The literature review covers the issues of Curriculum 2013, English for Specific Purposes, needs analysis, Content-Based Instruction, materials development, unit design development, task development, and materials evaluation. The conceptual framework covers the concept of developing the materials.

A. Literature Review

1. Curriculum of the Vocational High School

a. Curriculum 2013

Curriculum based on the Indonesian Education Act No. 20 Year 2003 is a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives.

Curriculum in Indonesia has changed from time to time. Curriculum is modified and developed because the technology, the teaching-learning method, the needs of the students and everything in the world change. It is a fact that the needs, the technology, and the method in the past are different from those now. Curriculum should be changed and developed so it is relevant to the current condition. In 2004, the competency-based curriculum (*Kurikulum Berbasis Kompetensi or KBK*) was applied. Competency-based

curriculum emphasized the students' competence achievement. However, the *KBK* was only used for two years since in 2006 the government revised the competency-based curriculum and developed the 2006 curriculum called school-based curriculum.

After seven years school-based curriculum has been applied, the government decides to revise the curriculum and back to the concept of competency-based curriculum. The new curriculum which is called Curriculum 2013 is the continuation of competency-based curriculum. As stated in the preamble of the Regulation of Minister of Education and Culture Number 70 Year 2013 on Basic Framework and Curriculum Structure of Vocational High School, Curriculum 2013 is developed based on the theory of standard-based education and competency-based education. The competency-based curriculum is designed to give the learning experience to the students in order to develop their competence.

The main characteristic of this curriculum is the emphasis on character education. The other characteristics of this curriculum are the content which consists of competences in the form of core competences (*Kompetensi Inti / KI*) and basic competences (*Kompetensi Dasar / KD*), the existence of attitude, knowledge, and skill aspect in the core competences, and the use of scientific approach to teach all the lessons.

The teaching-learning process principles of Curriculum 2013 are:

1. Learning takes place through the scientific approach steps.
2. Learning activities are learner-centered.
3. Learning activities do not only take place in the classroom.
4. Learning process utilizes ICT.
5. Learning process is supported with the development of reading culture.

While the scientific approach steps in the language classroom based on Curriculum 2013 consist of six steps, they are:

1. Observing

In observing, the students read and/or listen to texts to list items they need to know in order to understand and/or produce texts (communicate ideas in the target language).

2. Questioning

In questioning, students limit the items they want to know and formulate questions + propose temporary answers to their questions (based on their knowledge and/or limited information they have).

3. Collecting Data

In this step, students collect data/information relevant to the questions using one or more techniques such as observation, interview, and reading books.

4. Analyzing Data

In analyzing data, students sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions.

5. Communicating

In communicating, students communicate their answers to the questions orally and/or in writing.

6. Creating

Finally, students create texts to express thought or ideas in creating.

In the table below, the scientific approach is compared to the steps in Genre-based Approach.

Table 2.1. Comparing Scientific approach and GBA.

Scientific approach	Genre-based Approach
Observing	BKOF
Questioning	BKOF
Exploring	MOT
Associating	MOT
Communicating	MOT
Creating	JCOT and ICOT

b. English for Vocational High School based on Curriculum 2013

English has only two hours in the time allocation of teaching-learning process for a week (Mulyasa, 2013). Two hours here means 2 x 45 minutes. The time allocation is two hours shorter than that in the 2006 curriculum. There is no novice, elementary and intermediate level in the standard competence. Even the term standard competence is already changed with core competence. There are four core competences in each grade and each core competence has one or more basic competences. The first and second core competences (KI-1 and KI-2) are applied to develop the religious and social competences while the third and four (KI-3 and KI-4) core competences are applied to develop the knowledge and skill competence of the students. Therefore, from KI-3 and KI-4 it can be seen what competences of English that the students need to achieve.

Based on the Regulation of Minister of Education and Culture Number 70 Year 2013 on Basic Framework and Curriculum Structure of Vocational High School, the basic competences for grade X students of SMK consist of some language functions, texts, and short functional text. The language functions are the self-introduction, complimenting, caring, intention to do something, and asking and telling about past events. The texts are descriptive text which is related to person, tourism object, and historical building;

recount text about experience, and events; and narrative text in the form of legends. The short functional text in the form of announcement is also taught for the tenth grade students of SMK. There is another addition of the competence that should be learned by the students. It is learning the social function and linguistic structure of a simple English song.

2. English for Specific Purposes

a. Definition of English for Specific Purposes

English teaching for Vocational High School (SMK) students ideally should be different from that for Senior High School students. It is because the students of SMK have specific need of English in relation to their work in the future. In English Language Teaching, approach to teach English for a specific need is called English for Specific Purposes (ESP).

Hutchinson and Waters (1987: 19) state “English for Specific Purposes (ESP) is an approach to language teaching in which all the content and method are based on the learners’ reason for learning.” While Johns and Price-Machado in Celce Murcia (2001: 43) propose that ESP is a movement based on the proposition that all language teaching should be adjusted to the specific learning and language use needs of a group of students which is also sensitive to the socio-cultural contexts in which they will use English. Basturkmen (2010: 5) makes a conclusion from the experts’ statements that ESP course

is narrower in focus than English Language Teaching (ELT) course. Paltridge and Starfield (2013: 2) claim that ESP focuses on the language, skills, and genres which are appropriate to the students' needs. Therefore, it can be concluded that ESP is an approach in English Language Teaching which focuses on the students' needs and is adjusted based on the contexts in which they will use English.

Since ESP is developed based on the students' needs, it is then important for the researcher to obtain some information related to their needs. This activity of obtaining information is called need analysis.

b. Needs Analysis

Needs analysis is a procedure used to collect information about the learners' needs (Richards, 2001: 51). Basturkmen (2010: 19) defines needs analysis as a process in which the language and skills that the students will use in their vocational workplace are identified and considered. Hutchinson and Waters (1987: 54) distinguish between target needs and learning needs.

1. Target needs are what learner needs to do in the target situation.

Target needs are closely related to some terms such as necessities, lacks, and wants.

- a. Necessities are the type of need determined by the demands of the target situation, for example a student of fisheries and nautical department might need to understand the English

terms related to sailing in order to communicate effectively with their captain or other crew from other countries.

- b. Lacks are the gap between the target proficiency and the present existing proficiency of the learners (Hutchinson and Waters (1987: 56).
 - c. Wants are the point of view of the students related to what their needs are.
2. Learning needs can be defined as what the learner needs to do in order to learn. “The needs, potential, and constraints of the route (i.e. the learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs,” (Hutchinson and Waters, 1987: 61). The learners, therefore, must choose their own route according to the conditions of the learning situation, the knowledge, the skills, the learning strategies, and their motivation in learning English.

Dudley-Evans and St. John (1998) as cited in Basturkmen (2010: 18) offer a concept of needs analysis:

- a. Professional information about the learners: The tasks and activities learners will be using English for – *target situation analysis* and *objective needs*.
- b. Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and

expectations of it, attitude to English – *wants, means and subjective needs*.

- c. English language information about the learners: What their current skills and language use are – *present situation analysis* – which allows us to assess (d).
- d. The learners' lacks: The gap between (c) and (a) – *lacks*.
- e. Language learning information: Effective ways of learning the skills and language in (d) – *learning needs*.
- f. Professional communication information about (a): Knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, genre analysis*.
- g. What is wanted from the *course*.
- h. Information about how the course will be run – *means analysis*.

Basturkmen (2010: 19) states that the needs analysis process involves:

- a. Target situation analysis: Identification of tasks, activities and skills learners will be using English for; what the learners should ideally know and be able to do.
- b. Discourse analysis: Descriptions of the language used.
- c. Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.

- d. Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- e. Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer.

Richards (2001: 52) proposes some purposes of the needs analysis, such as to find out what language skills learner needs in order to perform a particular role, to identify a gap between what students are able to do and what they need to be able to do, to identify a change of direction that people in a reference group feel is important, and to collect information about a particular problem learners are experiencing.

Therefore, need analysis is a process of collecting and obtaining information related to the students' needs, which consists of target needs (i.e. the language and skills that the students will use, the present state of knowledge of the students, their perceptions of their need) and learning needs (i.e. the practical possibilities and constraints of the teaching context), that has purposes to identify language skills they need for their future workplace, to identify the gap, and to collect information related to the problem that the students have.

3. Content-Based Instruction (CBI)

a. Definition

Since the materials are developed based on the specific needs of the students, the best approach to deal with the materials development is Content-Based Instruction (CBI).

There are several definitions of CBI proposed by the experts. Content-Based Instruction (CBI) according to Richards and Rodger (2001) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Richards and Rodger (2001: 207) also claims that Content-Based Instruction (CBI) has a close relationship with ESP (English for Specific Purposes) since it is drawn that one of the principles of CBI is that CBI better reflects learners' needs for learning a second language. While Brinton in Nunan (2003: 201) emphasizes that the characteristic feature of Content-Based Instruction is the teaching of language through exposure to content that is interesting and relevant to learners.

While Nunan (2004: 131-132) explains that the strengths of CBI are its syllabus design and materials development which are generated from students' interests and needs, it also can raise students' motivation and heighten their engagement in their own learning process because it is supported by the analytical approach to

language development, it helps the students master other aspects of school learning in addition to language, and it provides a framework within which learners can have sustained engagement on both content mastery and second language acquisition.

Content-Based Instruction, therefore, can be defined as an approach in language teaching which reflects learners' needs, which has characteristic of language teaching through exposure to content that is relevant to learners, which has the materials development derived from experiential content and can raise students' motivation in the learning process.

b. Principles

In order to understand CBI, it is important to know the principles beyond the approach. Here are the explanations related to the principles of CBI.

Richards and Rodger (2001: 207) claim that CBI is grounded on the principle stating that people learn a second language more successfully when they use the language as a means of acquiring information, and CBI better reflects learners' needs for learning a second language.

Brinton (2003) in Nunan (2003: 205-209) also sets out six principles of CBI. The first principle states that its instructional decision is based on content rather than language criteria. CBI also integrates the four language skills as well as grammar and

vocabulary. CBI chooses content for its relevance to students' live, interests and / or academic goals. In CBI, since the objective is to aim for authenticity of task, the tasks and the text should be those that would take place in the real world. CBI makes use of awareness-raising tasks to draw attention to specific language features found in the authentic texts. CBI also involves students actively in all phases of the learning process. They do not depend on the teacher to direct all learning or to be the source of all information (Brinton in Nunan, 2003: 207). Richards and Rodger (1985) and Nunan (1989) as cited by Brinton (2003: 207) characterize some roles played by the students in the communicatively-oriented classroom as recipient/listener; planner, interactor and negotiator, tutor of other learners; and evaluator/monitor of his/her own progress.

Although the students are actively involved in the teaching learning process, the teacher's roles are also important in a CBI classroom. Stryker and Leaver (1993) as cited in Richards and Rodger (2001: 214) denote that the teachers of a CBI classroom should be knowledgeable, should be able to select and adapt the materials that reflect the students' target and learning needs, vary the format of classroom instruction, use group work and team-building techniques, organize jigsaw reading arrangements, define the background knowledge and language skills required for student success, help students develop coping strategies, use process

approaches to writing, and develop and maintain high levels of student esteem.

From the explanation above, the principles of CBI can be concluded as follows CBI better reflects learners' needs for learning a second language, it integrates skills, it involves students actively in the teaching learning process, it chooses content for its relevance to students' interests, it uses authentic texts, it draws overt attention to language features, and it is based on the instructional decisions on content.

c. Teaching and Learning Activities

There are some teaching and learning activities which are related to CBI. Stoller (1997) in Richards and Rodger (2001: 212-213) provides a list of activity types in CBI. They are language skills improvement, vocabulary building, discourse organization, communicative interaction, study skills, and synthesis of content materials and grammar. While Brinton in Nunan (2003: 209-210) has more specific explanation related to the real techniques and tasks which reflect the principles of CBI. They are pair and group work, information gap, jigsaw, graphic organizers, discussion and debate, survey tasks, process writing, problem solving, sequencing, role-play, ranking, and values clarification.

Therefore, from the two explanations above, it can be concluded that the teaching and learning activities which reflect the principles

of CBI are mostly in the form of the communicative activities and logical thinking activities which mostly involve students to work in pair or group.

d. Roles of Materials

The roles of materials in CBI are important as well since not all types of materials can facilitate language learning. There are some key characteristics of materials that facilitate language learning in CBI according to Richards and Rodger (2001: 215) : they are used typically with the subject matter of content course, they are authentic, which are like the kinds of materials used in native-language instruction, and they are comprehensible, which means linguistic simplification or adding redundancy to text materials.

The roles of materials in CBI are important, so are they in language teaching. Cunningsworth (1995) as cited in Richards (2001: 251) summarizes the role of materials in language teaching as a resource for presentation materials (spoken and written); a source of activities for learner practice and communicative interaction; a reference source for learners on grammar, vocabulary, pronunciation, and so on; a source of stimulation and ideas for classroom activities; a syllabus (which reflect learning objectives); and a support for less experienced teachers who have yet to gain in confidence.

While Dudley-Evans and St. John (1998) in Richards (2001: 251-252) also summarize the functions of the materials: as a source of language, as a learning support, for motivation and stimulation, and for reference.

Richards (2001: 252) also mentions his own theory related to the role of materials. He summarizes that materials have the following roles: to provide exposure to the specialized genres and registers of ESP; to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow; to motivate learners by providing achievable challenges and interesting content; to provide a resource for self-study outside of the classroom; to provide the basis for the content lessons, the balance of skills taught, and the kinds of language practice students take part in; to serve primarily to supplement the teacher's instruction; and to provide the major source of contact they have with the language apart from the teacher.

The roles of materials then can be concluded as a source of language, as a learning support, for motivation and stimulation, and for reference. Since materials play important roles in CBI, it is also important to understand the theory of learning materials, the definition of materials, the materials development and the considerations of developing materials.

4. Learning Materials

As the role of materials in CBI is very important, the theories related to the materials also have to be explained here. There are some considerations and principles in developing materials that should be known by the materials developer in this case the researcher.

a. Definition of materials

Materials, according to Tomlinson (1998: 2), can be anything which is used to increase the learners' knowledge and/or experience of the language. Materials can be in the form of cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks, photocopied exercises, newspapers, food packages, photographs, live talks by invited native speakers, instruction given by a teacher, tasks written on cards or discussions between learners. While Richards (2001: 251) defines instructional materials as the basis for much of the language input learners receive and the language practice that occurs in the classroom. The materials may take the form of (a) printed materials such as books, workbooks, worksheets or readers; (b) non print materials such as cassette or audio materials, videos, or computer-based materials; and (c) materials that comprise both print and non print sources such as self-access materials and materials on the internet. In line with Tomlinson (1998) and Richards (2001), Richards and Schmidt (2002: 322) also define materials in language teaching as anything which can be used by teachers or learners to

facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the internet or through live performance or display.

Then, it can be concluded that materials are anything which help the students learn the language and it can be in the form of printed (i.e. textbooks), non printed materials (i.e. audio materials), and materials that comprise both print and non print sources (i.e. self-access materials, and materials from the internet).

b. Materials Development

Tomlinson (1998: 2) defines materials development as anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the supplying of information about the language in ways designed to promote language learning. While Grave (2000: 150) explains that materials development means creating, choosing or adapting, and organizing materials and activities in order to help the students reach the objectives.

Materials development, therefore, can be defined as developing materials done by the writers, teachers, or learners in the form of writing or creating, adapting, and organizing materials in order to achieve the objective in the language learning.

c. **Consideration for developing materials**

In developing materials, including writing the materials, there are some principles and considerations that the writers should notice. Hutchinson and Waters (1987: 107) identify some following principles: materials provide a stimulus to learning; materials help to organize the teaching-learning process by providing a path through the complex mass of the language to be learnt; materials embody a view of the nature of language and learning. Materials should reflect what you think and feel about the learning process; materials reflect the nature of the learning task; materials can have a very useful function in broadening the basis of teacher training; materials provide models of correct and appropriate language use.

While Graves (2000: 152-155) proposes fifteen considerations related to the activities in developing materials which is related to the learners, learning, language, social context, activity, and materials: Learners: materials should be relevant to the learners' experience and background, should be relevant to their target needs, and should be relevant to their affective needs. Learning: materials should engage in discovery, problem solving, analysis, and should develop specific skills and strategies. Language: materials should target relevant aspects, should integrate four skills, and should use authentic texts. This consideration is in line with the principle of CBI stating that CBI integrate the four skills and use authentic texts.

Social context: materials should provide intercultural focus and develop critical social awareness. Activity: materials should aim for authentic tasks, vary roles and groupings, and vary activities and purposes. Materials: materials should contain authentic texts, and they also should be varied (print, visuals, audio, etc.).

Then, the considerations of developing materials are: the materials should be relevant to the learners' background and needs, they should engage the students in discovery, problem solving, and analysis, they should integrate the four skills, and they should use authentic texts and tasks.

d. Criteria of good learning materials

While there are considerations of developing materials, there are also some criteria of what good learning materials are like. Hutchinson and Waters (1987: 107) propose some ideas of the learning good materials such as: (a) Good materials do not teach: they encourage learners to learn; (b) 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 (c) 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.

Rowntree (1997) in Richards (2001: 263) also proposes some criteria of good learning materials that they should arouse the learners' interest, remind them of earlier learning, tell them what they will be learning next, explain new learning content to them, relate these ideas to learners' previous learning, get learners to think about new content, help them get feedback on their learning, encourage them to practice, make sure they know what they are supposed to be doing, enable them to check their progress, and help them to do better.

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 learning styles, 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.

Therefore, it can be concluded that good learning materials should encourage learners to learn, contain interesting texts, tell

them what they will be learning next, make sure they know what they are supposed to be doing, enable them to check their progress, encourage them to practice, expose the learners to language in authentic use, not rely too much on controlled practice, help learners to develop confidence, and permit a silent period at the beginning of instruction.

e. Steps of developing materials

In developing the materials, there are some steps that should be followed. Jolly Bolitho in Tomlinson (1998: 98) proposed those steps. They are explained below:

1. Identification of need for materials

In identification of need for materials, the material developer identifies a need to fulfill or a problem to solve by the creation of materials.

2. Exploration of need

In the next step, material developers need to explore the area of problem in the case of language forms and functions.

3. Contextual realization of materials

Then, they have to prepare contextualization of the materials that is the local content area of the materials to be involved in reading, writing, listening, and speaking resources.

4. Pedagogical realization of materials

Next, pedagogical realization involves the use of instruction and appropriate exercises and activities.

5. Production of materials

The physical production of the materials in the form of course books including the layout, visual, and size of the books.

6. Students' use of materials

Then, the materials are used by the students. One of the ways of using the materials is also can be done by completing and doing the worksheet at home and discussing it in the next meeting with the teacher.

7. Evaluation of the materials

In evaluation, the students give comments and difficulties in completing the worksheet.

Therefore, in developing the materials, those seven steps are applied by the researcher but with some modification. There is no students' use of materials since there is no try out in this research. The evaluation of the materials is not conducted by the students but by materials experts through expert judgement.

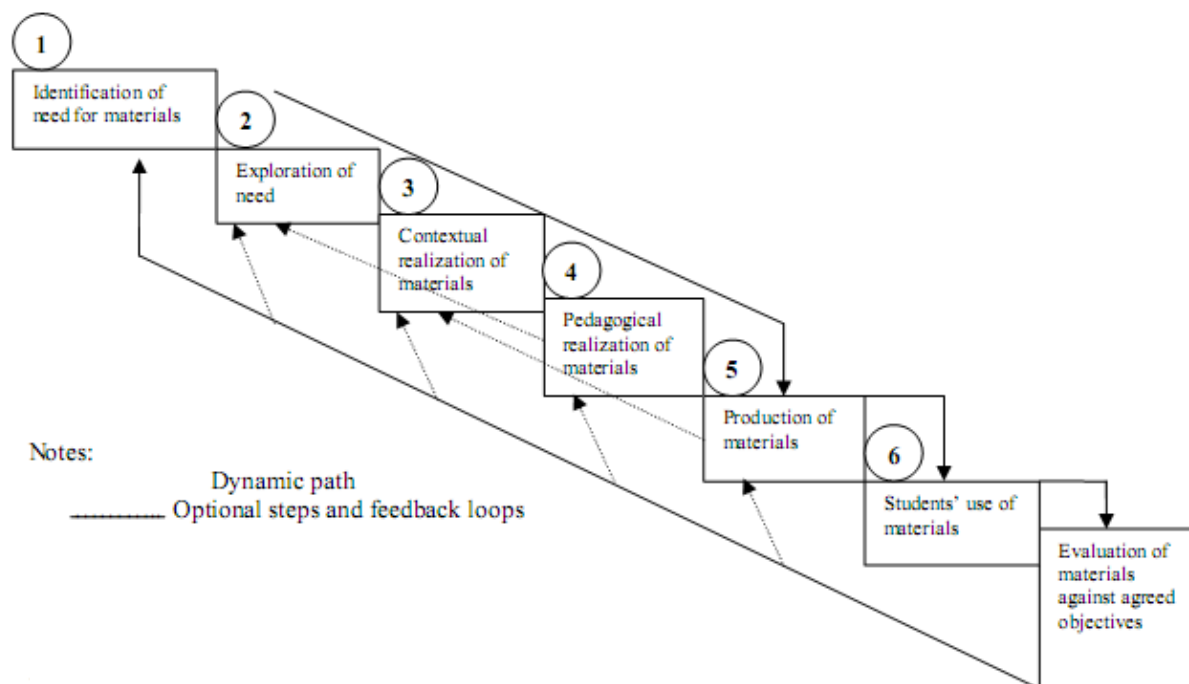


Figure 2.1. Model design from Jolly & Bolitho in Tomlinson (1998)

5. Unit design development

The materials that are developed here is the materials for grade X SMK in the form of students' book which consist of three units. Therefore, presenting the theory of unit development is important.

a. Component of a unit

In developing a unit, the components that are developed by the researcher are (1) title which includes the unit title which is related to the students' study program; (2) objective which tells the students what language function, and what texts they will learn in that unit; (3) sequence of tasks which consists of warming up, main lesson, homework, and evaluation. The warming up is the beginning of the task, it consists of some questions and gives opportunity to the

students to have a brainstorming before study the unit. Main lesson is the main tasks that should be learned by the students. In main lesson, there are some kinds of tasks based on Curriculum 2013 i.e. Observing tasks, Questioning tasks, Collecting data tasks, Analyzing data tasks, Communicating tasks, and Creating tasks. Homework and evaluation also consist of some additional task to be done by the students; (4) reflection which gives the opportunity to the students to reflect on what they have learned in that unit; (5) summary which consists of the language functions, structure, or texts that have been learned the whole unit; (6) vocabulary or glossary which consists of some difficult words or technical terms and their phonetic transcriptions and meanings; and (7) fun space which is optional and is used to fulfill the blank space in the unit with something funny such as riddles or jokes.

b. Developing units of work

Nunan (2004: 31-33) proposes six-step pedagogical sequence for introducing tasks.

1. Schema building

Schema-building tasks are created to introduce initial vocabulary, language and context for the task.

2. Controlled practice

Controlled practice is given to the learners in the form of target language, vocabulary, structures and functions.

3. Authentic listening practice

Giving the learners authentic listening practice is the third step here. This step could expose the learners to authentic or simulated conversation.

4. Focus on linguistic elements

The fourth step is focusing on linguistic elements, e.g. grammar and vocabulary after the students have seen, heard and spoken the target language within a communicative context.

5. Provide freer practice

The students then are provided freer practice after working with the language models provided by the teacher. In this step, the students are encouraged to use whatever language that they have learned to complete the task.

For example: Pair works: information gap role play.

6. Introduce the pedagogical task

This step includes the group work discussion and decision making task in order to complete the task.

The examples of each steps can be seen clearly in the table below.

Table 2.2. A pedagogical sequence for introducing tasks

Steps	Example
Schema Building	Look at newspaper advertisements for renting accommodation and identify key words and match people with

continued

continued

	accommodation.
Controlled Practice	Listen to a model conversation between two people discussing accommodation options and practice the conversation.
Authentic listening practice	Listen to several native speakers and match the conversations with newspaper ads.
Focus on linguistic elements	Listen again to conversations and use cue words to write complete questions and answers involving comparatives and superlatives.
Provide freer practice	Pair work: information gap role play. Student A plays the part of a potential tenant. Make a note of needs and then call rental agent. Student B plays the part of a rental agent. Use ads to offer partner suitable accommodation.
Introduce the pedagogical task	Group work discussion and decision making task. Look at a set of advertisements and decide on the most suitable place to rent.

c. Task Continuity

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

The sequence, as what Nunan (2004: 125-136) states, moves from comprehension-based procedures to controlled production activities

and exercises, and finally to ones requiring authentic communicative interaction. The sequence is called the ‘psycholinguistic processing’ approach. Here is the ten-step sequence proposed by Nunan (2004).

Table 2.3. The ‘psycholinguistic processing’ approach proposed by Nunan

Phases	Steps within phase
A. Processing (comprehension)	<ol style="list-style-type: none"> 1. Read or study a text- no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
B.Productive	<ol style="list-style-type: none"> 5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
C.Interactive	<ol style="list-style-type: none"> 8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role

continued

continued

	<p>cards, circulate and find other members of their family).</p> <p>9. Simulation/discussion (e.g. students in small groups share information about their own families).</p> <p>10. Problem-solving/ information gap (e.g. in an information gap task, students are split into three groups; each groups 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.).</p>
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6. Task Development

A unit of materials consists of some tasks. The task is the core of the learning materials which directly facilitate the students in learning English. The task is designed to provide information about what the students have to do during the process of teaching and learning.

a. Definition of Task

Wesche and Skehan in Kaplan (2002: 217) define task as a range of work plans that have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulations and decision making.

The task, as what Nunan (2004: 4) called as a pedagogical task is a piece of classroom work that involves learners in comprehending,

manipulating, producing or interacting in the target language while their attention is 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.

Therefore, a task can be defined as a classroom work which facilitates the students in learning language and involves the students in comprehending, manipulating, producing or interacting in the target language.

b. Component of Task

Nunan (2004: 41) proposes that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings.

This simple model is represented diagrammatically below.

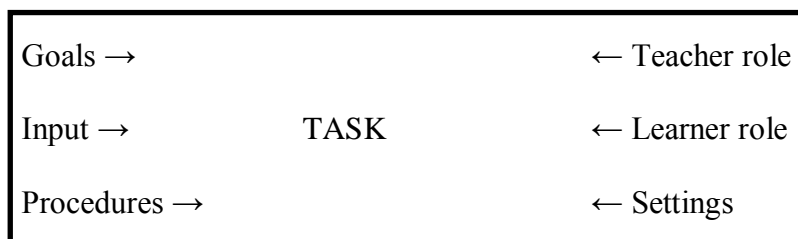


Figure 2.2. Model of the task component proposed by Nunan.

a. Goals

Goals are the vague and general intentions behind any learning task which also relate to a range of general outcomes or describe teacher or learner behavior (Nunan, 2004: 41-42). It is also not always explicitly stated although they can usually be inferred from the task itself.

b. Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing task which is provided by the teacher, textbook, or other resources (Nunan, 2004: 47). Input is closely related with authenticity. The teacher, therefore, should select the authentic texts which are appropriate to the needs, interests, and proficiency levels of the students. The content of the authentic input can be adjusted with the area of specialization of the language programs. Since the area of specialization of this research is nautical and fisheries the content of the input can be in the form of text which is related to the nautical and fisheries.

c. Procedures

Procedures refer to the activity that the learners do with the input that forms the point of departure for the learning task (Nunan, 2004).

d. Teacher role

“Role refers to the part that teachers and learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants” Nunan (2004: 64). Breen and Candlin (1980) as cited in Nunan (2004: 67) state that the teacher has three main roles in the

communicative classroom: as a facilitator, as a participant, and as an observer and learner.

e. Learner role

Learners, in this case, can play these following roles in the teaching-learning process.

- the learner is a passive recipient of outside stimuli
- the learner is an interactor and negotiator
- the learner is a listener and performer
- the learner is involved in a process of personal growth
- the learner is involved in a social activity
- the learner must take responsibility for his or her own learning, developing autonomy and skills in learning-how-to-learn (Nunan, 2004: 65).

f. Settings

Settings refer to the classroom arrangements specified or implied in the task which also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 71). It is the way of doing task which can be individual, pair work, small group work, or whole class. The place where the students do the task, whether inside the classroom, outside the classroom, in the library, in the language laboratory, also belongs to settings.

c. Principles of Task-based Language Teaching

In developing the tasks in the unit, the principles of task-based language teaching are used. Here are those seven principles proposed by Nunan (2004: 35-37):

1. Scaffolding

“At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly” (Nunan, 2004: 35).

2. Task dependency

Task dependency includes the receptive-to-productive principle in which the learners in the first cycle spend a greater proportion of time engaged in receptive tasks than in productive task and in the later cycle, they spend more time in productive tasks.

3. Recycling

This recycling allows learners to encounter target language items in a range of different environments, both linguistic and experiential.

4. Active Learning

A key principle behind this concept is that learners learn best through doing. It is the learner, not the teacher, who is doing the work.

5. Integration

“Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning” (Nunan, 2004: 37).

6. Reproduction to creation

Learners reproduce language models provided by the teacher, the textbook, or the tape.

7. Reflection

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

7. Materials evaluation

After the materials have been developed, they need also to be evaluated. The process of evaluating the materials is called materials evaluation.

Materials evaluation in language teaching is the process of measuring the value and effectiveness of a set of learning materials by making judgements about the effect of the materials on the people using them (Richards and Schmidt, 2002; Tomlinson and Masuhara, 2004). It tries to measure the appeal of the materials to the learners, the validity of the materials, the ability of the materials to interest the learners and the teachers, the ability of the materials to motivate the learners, the potential learning value of the materials, the assistance given to the teachers in

terms of preparation, delivery and assessment, and the flexibility of the materials (Tomlinson and Masuhara, 2004: 1).

Brown (1994) in Tomlinson (1998: 220) makes important point that evaluation can be carried out before the program or after, or of course, both occasions. In line with Brown, Tomlinson and Masuhara (2004: 3-5) also propose three types of materials evaluation, they are:

a) Pre-Use Evaluation

It involves making predictions about the potential value of materials for the users. It is sometimes unreliable, subjective, and impressionistic. In order to reduce the subjectivity, it can be by asking two or more evaluators to evaluate the materials and average their conclusions and by making an evaluation criterion-referenced.

b) Whilst-Use Evaluation

This involves measuring the value of materials whilst using them or whilst observing them being used. It can be more objective and reliable than pre-use evaluation but it is limited to measuring what is observable. Some of the things it can measure are clarity of instruction, clarity of layout, comprehensibility of texts, achievability of tasks, flexibility of the materials, appeal of the materials, and motivating power of the materials.

c) Post-Use Evaluation

It is the most valuable and reliable type of evaluation as it can measure the actual effect of the materials on the users. Ways of

measuring the post-use effects of materials include : tests of what has been ‘taught’, tests of what the students can do, examinations, interviews, questionnaires, criterion referenced evaluation by the users, post-course diaries, and post-course reports on the learners by employers, subject tutors, etc.

Therefore, it can be concluded that material evaluation is a process of measuring the values, effectiveness of the materials and its effect on the users which can be carried out before-use, while-use and after-use.

This evaluation aims at finding out, which components of the learning materials need to be fixed and improved for the sake of learning outcomes improvement. To evaluate the materials, the researcher will ask some experts to get their judgement.

B. Conceptual framework

In developing the materials for grade X students of Vocational High School, there are some factors that should be considered. Developing materials for Vocational High School is also can be categorized as developing materials based on ESP (English for specific purposes) because English will be used for the students’ future job. Since the materials are developed based on the needs of the students, then the needs analysis have to be conducted before developing the materials. The need analysis process includes the analysis of the students’ target needs and students’ learning needs.

One of the appropriate approaches in English Language Teaching (ELT) that matches with the materials development is Content-Based Instruction (CBI) since it better reflects learners' needs for learning a second language (Richards and Rodger, 2001). Therefore, in developing materials for the grade X students of Nautical Fishing Vessel study program, the basic principles of Content-Based Instruction which base instructional decisions on content rather than language criteria, integrating the four skills, involving students actively in all phases of the learning process, choosing content for its relevance to students' lives, interests, and/or academic goals, selecting authentic texts and tasks, and drawing overt attention to language features will be used.

The material which is developed in the form of students' book consists of some units. Units are constructed around a theme which supports a goal. A unit consists of several tasks. In developing a unit of work, there are some steps and principles that should be taken into consideration, such as it should be graded well, from the simplest to the more complex activities, and also from comprehension-based procedures to controlled production activities and exercises to ones requiring authentic communicative interaction. Then, the tasks in the unit are developed based on the principles of task-based language teaching proposed by Nunan (2004). The last factor need to be considered in developing the materials is materials evaluation. In this study, the expert of materials will be asked to give the judgement which includes the measurement of clarity of instruction, layout, comprehensibility of texts,

achievability of tasks, flexibility of the materials, appeal of the materials, and motivating power of the materials.

This study, therefore, is urgent to be conducted since it aims at finding out the target needs and the learning needs of the students of Nautical Fishing Vessel study program and develops the appropriate learning materials for them under the condition in which there is an absence of existence of the appropriate materials.

CHAPTER III

RESEARCH METHOD

The previous chapter explains the theories and the concept related to the research. This chapter presents the type of the research, research setting, and subjects of the research, research procedure, data collection techniques and instruments, and data analysis techniques.

A. Type of the research

This research aims at developing learning materials which are appropriate for grade X students of Nautical Fishing Vessel study program. This research, therefore, belongs to the Research and Development (R & D). As what Borg and Gall (2003: 569) state that the findings of the R & D research are used to design new products and procedures, which systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. However, the research here does not employ field-test or try out and ends at expert judgement. The materials are developed based on the needs analysis of learning English of the students.

B. Research Setting

The research was conducted on February 1st, 2014 at SMK N 2 Cilacap which is located at Jl. Budi Utomo No. 8 Cilacap, Central Java. This school is chosen as the setting of the research because there is a department which is related to the nautical and fisheries. Since the materials were developed based on the 2013 curriculum, the students who were the subject of the research are

those who study in SMKN 2 Cilacap which has employed the 2013 curriculum.

C. Research Subjects

The subjects of this research were the grade X students of Nautical Fishing Vessel study program of SMKN 2 Cilacap Academic Year 2013/2014. The number of students of each class is 36. Since there are only two class of Nautical Fishing Vessel study program, this research involved all the students from both classes. However, there were only 65 students participated in collecting the data of the needs analysis because some of them were absent. None of them were female. Here is the data of the respondents.

Table 3.1. Data of the respondents in Needs Analysis

Class	Sex		Age
	Male	Female	
NKPI I	32	0	15-16 years old
NKPI II	33	0	15-16 years old

D. Research Procedure

One of the models of research and development is called Four-D model. It is proposed by Thiagarajan (1974). This model is called Four-D because it consists of four steps, they are: *define*, *design*, *develop*, and *disseminate*. *Define* is mostly analytical. It includes the analysis of the needs of the learners and skills and sub skills they need to be acquired. *Design* has purpose to design prototype of the materials. It includes the selection of the materials

or media. *Develop* here consists of two things; expert appraisal and developmental testing (try out). *Disseminate* is the final steps of the Four-D in which it includes broader try out.

Since this research ended at the expert judgement, the research procedure was modified and simplified only until *Develop* step. The following is the model of the research procedure which is modified by the researcher:

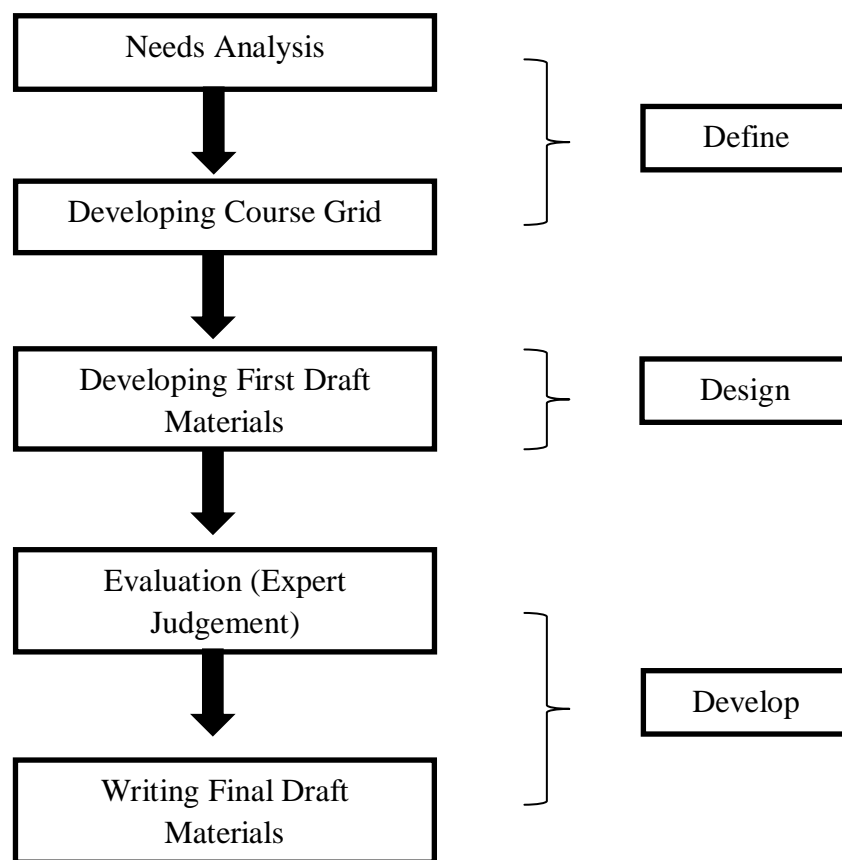


Figure 3.1. The research procedure based on the model of Four-D

This research was carried out according to the following procedure:

1. Define

a. Conducting needs analysis

The needs analysis was conducted in the beginning of the research to collect information which was related to the target needs and the learning needs of the students. The instrument of the needs analysis was in the form of questionnaire. The needs analysis questionnaire consisted of 30 questions divided into two parts, i.e. part A for data respondents, and part B for the list of the students' needs of learning English.

b. Developing course grid

After conducting the needs analysis, the course grid which consists of topic or theme, indicators, input texts, language, and activities was also developed by the researcher.

2. Design (Developing first draft materials)

Based on the information gathered and obtained from the needs analysis, the first draft materials were ready to be developed. The first draft materials were developed based on the framework that has been developed in the course grid.

3. Develop

a. Expert Judgement (Materials Evaluation)

Expert judgement was employed after the first draft has been developed. It was to estimate the criteria required in developing

materials. It also involved consultation with the expert who is knowledgeable about materials development.

b. Writing the final draft

After the materials have been evaluated by the expert, the final draft of the materials was revised.

E. Data Collection Techniques and Instruments

For collecting the data to be used in this research, the instruments which were used were in the form of questionnaires.

There were two kinds of questionnaires used here. The first questionnaire was made for obtaining the data for the needs analysis while the second questionnaire was used to obtain the data about the appropriateness of the materials through the expert judgement.

The first questionnaire which was used to obtain the students' needs was described in Table 3. All of the questions in the first questionnaire were in the form of close-ended questions. The close-ended questions according to McKay (2006) can be used to display the data in the form of frequency, percentages, or in terms of central tendency. The needs analysis questionnaire, therefore, employed the close-ended questions and displays the result in the form of percentage.

Table 3.2. The organization of the needs analysis questionnaire

No	Aspects	The Item(s) Number	Purposes of the Questions	References
1.	Students personal		to find out personal information about the student	

continued

continued

	identity			
Target Needs				
2.	Goals	1,2	to find out the reason of learning English	Nunan (2004: 41)
3.	Necessities	3,4	to find out the students' needs in terms of target situation	Hutchinson and Waters (1987: 55)
4.	Lacks	5,6,7,8,9,10	to find out the gap between students' current proficiency and the target proficiency	Hutchinson and Waters (1987: 55)
5.	Wants	11	to find out the students needs based on their point of view	Hutchinson and Waters (1987: 56)
Learning Needs				
6.	Input	12,13,14,15, 16,17,18,19	to find out the input, the topic, and the length of the text which is ideal for them	Nunan (2004: 47)
7.	Procedures	20,21,22,23, 24,25,26	to find out the activities that the students like most	Nunan (2004: 52)
8.	Setting	27,28	to find out the setting of doing tasks that the students like most	Nunan (2004: 70)
9.	Teacher's Role	29	to find the information about the role that the teacher should perform	Nunan (2004: 64)
10.	Learners' Role	30	to find the information about the role of the students	Nunan (2004: 64)

The second questionnaire was used to get the expert judgement related to the materials that have been developed. The questionnaire was organized based on the criteria standard of the coursebook from BSNP.

The standard of the coursebook can be evaluated through its:

- content
- language
- presentation
- graphic

There were two types of questions presented in the second questionnaire. There were close-ended questions to describe the central tendency of the material experts and open-ended questions to accommodate the experts by giving more space for them to deliver their suggestions related to the materials which are evaluated.

F. Data Analysis Techniques

The data were collected in the form of quantitative and qualitative data. The quantitative data were collected from the close-ended questions in the questionnaires while the qualitative data were collected from the open-ended questions in the questionnaires.

1. Quantitative data

The data which were analyzed quantitatively were taken from the questionnaires. There were two kinds of questionnaires to obtain the data. The first questionnaire was used for obtaining data related to the target and learning needs of the students. The second questionnaire was used for obtaining the data from the expert judgement. The descriptive statistics were used to analyze the data from these both questionnaires.

The formula of frequency was used to analyze the data from the first questionnaire. The number of the data was presented in the form of percentage. It can be written in the following formula:

$$P (\%) = \frac{f}{N} 100$$

Where P = percentage N = total respondents
 f = frequency 100 = fixed number

The second questionnaire which was addressed to the experts to get their judgements was analyzed using likert scale. Likert scale, as what Widoyoko (2013: 104) stated, is usually used for collecting the data that employs questionnaire as the instrument. The main principle of likert scale is to determine the position of the respondents regarding to their attitude of the statements. The respondents can be in the position of strongly agree or even strongly disagree.

Widoyoko (2013: 104) states that there are three kinds of model in likert scale; they are three-point model, four-point model and five-point model. While Mardapi (2008: 121) claims that likert scale use four-point model only. The strength of the four-point scale model is that it has better and more variability responses than the three-point scale model. The other strength of the four-point scale model is that it forces the tendency of the respondents into agree or disagree because there is no neutral option in this model. The four-point scale then can be described as follows:

1 = strongly disagree (SD)

2 = disagree (D)

3 = agree (A)

4 = strongly agree (SA)

To arrange the quantitative data conversion table, the range of interval is used (Widoyoko, 2013: 110).

The formula of the range of interval based on Widoyoko (2013) can be described as follows:

$$R = \frac{xh - xl}{4}$$

Where R = Range

xh = highest score

xl = lowest score

4 = range of likert scale (four-point scale)

The highest score was 4 and the lowest score was 3, then

$$R = \frac{4-3}{4} = \frac{1}{4} = 0.25$$

Based on the data above, the quantitative data conversion, which was categorized into four categories and the range of each categories was 0.25, can be described as follows:

Table 3.3. Quantitative data conversion.

Scales	Interval	Categories
1	$3 < x \leq 3.25$	Poor
2	$3.25 < x \leq 3.5$	Fair
3	$3.5 < x \leq 3.75$	Good
4	$3.75 < x \leq 4$	Very good

x is mean of score obtained from expert judgement. To find x , it is used the following formula proposed by Suharto (2005) :

$$\mathbf{Mn} (x) = \frac{\sum f x}{n}$$

2. Qualitative data

In analyzing the open-ended questions from the second questionnaire, all the responses and the key ideas that were expressed were read and highlighted. Then the reoccurring themes which were used for summarizing the data in the responses were searched later.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research which include the result of needs analysis, the course grid, the first draft of the materials, the results of materials evaluation or expert judgement and the final draft of the materials.

A. Research Findings

1. The Results of the Needs Analysis

The needs analysis was first conducted in order to obtain the information related to the target needs and learning needs of the students. The needs analysis was in the form of questionnaire which involved 30 questions. The questionnaire was distributed on February 1, 2014. The respondents were the students of class NKPI I and NKPI II. The total of respondents was 65 students.

a) Target Needs

Target needs are what the learners need to do in the target situation. Target needs are closely related to some terms such as necessities, lacks, and wants.

a. Necessities

Necessities are the type of needs determined by the demands of the target situation. In the needs analysis questionnaire, there were four questions related to the necessities. Table 4.1 shows the result of the goals of learning English, Table 4.2 shows the necessities, Table 4.3 shows the

preferred language skills that will be used in the future career, and Table 4.4 shows the English knowledge that will be used in the future career.

Below are the students' necessities included the goals of learning English, necessities, preferred language skills, and preferred English knowledge that will be used in their future career.

Table 4.1. Goals of learning English

Options	Goals	%
a.	to be able to communicate using English both spoken and written in daily life	34.38%
b.	to be successful in national final examination	14.06%
c.	to support my future career as a fishing vessel crew that will work abroad	42.19%
d.	to support my study in university later	0.00%
e.	to fulfill their duty as the students	10.94%

Table 4.1 shows that 42.19% students' goal of learning English was to support their future career while 34.38% students' goal was to be able to communicate in English. Only 14.06% of the students preferred be successful in final examination and 10.94% of the students preferred the option to fulfill their duty as the students. None of them chose the option learning English to support study in university. This finding indicates that their priority is learning English which can support their career and which is used in daily life instead of learning English for the sake of final examination and study in university.

Therefore, the materials were then developed in order to support their future career and to make them be able to communicate in English by providing more vocabulary and situation related to their workplace and by providing examples and explanations of English language functions. These language functions were developed based on the core competences and basic competences in curriculum 2013.

In learning English, the students also have their own perspective of the more specific goal of using English when they work abroad. Table 4.2 shows the result of it.

Table 4.2. Necessities

Options	The use of English in the future	%
a.	communicate orally with the other crews from other country	48.44%
b.	communicate orally with the captain	1.56%
c.	comprehend the English terms for nautical, shipping and fishing	28.13%
d.	comprehend the instructions aboard the ship that use English	20.31%
e.	work	4.69%

From the table above, it can be found that 48.44% students prefer to be able to communicate orally with the other crews from other country when using English. 28.13% of the students tend to use English to comprehend the nautical, shipping and fishing terms. While 20.31% students tend to use English because they need to comprehend the instructions on the ship.

Table 4.3. Language skills will be used in the future career

Options	Language skills will be used in the future	%
a.	listening	49.23%
b.	speaking	81.54%
c.	reading	29.23%
d.	writing	23.08%

Then, the students were also asked about the language skills used in their future job. They were given an opportunity to choose more than one answer. Table 4.3 shows that 81.54% of them believed that speaking took important role in their future career followed by listening (49.23%), reading (29.23%) and writing (23.08%). Considering that all the skills were chosen by the students, and the curriculum also mentions the four skills in the KI-KD, the materials which were developed were integrated materials involving the four skills.

Table 4.4. English knowledge will be used in the future

Options	English knowledge will be used	%
a.	vocabulary	32.31%
b.	grammar	47.69%
c.	pronunciation	72.31%
d.	etc.	4.62%

While the students believed that speaking might be used more than other skills, the pronunciation also obtained the highest percentage from the students' answer, i.e. 72.31%. Grammar was the second highest option that obtained 47.69% followed by vocabulary (32.31%) and other idea (4.62%).

b. Lacks

Lacks are the gap between the target proficiency and the present existing proficiency of the learners (Hutchinson and Waters (1987: 56). There were six questions in the needs analysis questionnaire related to the students' lacks. Table 4.5 shows the students' current level of English proficiency, Table 4.6 shows the number of vocabulary they know, while Table 4.7, 4.8, 4.8, 4.10 show the students' problem in the four English skills.

Table 4.5. Students' current level of English proficiency

Options	Current level of English proficiency	%
a.	Beginner	58.46%
b.	early intermediate	21.54%
c.	Intermediate	10.77%
d.	advanced	3.08%
e.	fluent English proficient	6.15%

Table 4.5 shows that more than half of the students were in the beginner level (58.46%). The rest were in the early intermediate (21.54%), intermediate (10.77%), advanced (3.08%) and fluent English proficient (6.15%).

Table 4.6. Vocabulary related to nautical that students know

Options	Vocabulary related to nautical that students know	%
a.	< 500 words	56.92%
b.	500-750 words	32.31%
c.	750-1000 words	6.15%
d.	> 1000 words	4.62%

Table 4.6 shows that the number of vocabulary that the students know which is less than 500 words obtains the highest percentage i.e. 56.92%. While the second highest option is 500-750 words (32.31%) followed by 750-1000 words (6.15%) and more than 1000 words (4.62%).

Table 4.7. Problem in listening

Options	Students' problem in listening	%
a.	I do not know what the speaker is talking about	20.00%
b.	it is difficult to comprehend the words spoken by the speaker	33.85%
c.	the recording is too fast for me so I do not get the message	44.62%
d.	the recording was too difficult for me	1.54%

In listening to English, 44.62% students believed that they had problem because the recording was too fast for them so they did not get the message of the recording while 33.85% students were in difficulties to comprehend the words spoken by the speaker. The rest, 20% of the students even did not know what the speaker in the recording was talking about.

Table 4.8. Problem in speaking

Options	Problem in speaking	%
a.	I do not comprehend the English expressions	18.46%
b.	I do not comprehend the English grammar	20.00%
c.	I do not comprehend the English vocabulary	35.38%
d.	I do not know how to pronounce the English words or expressions correctly	27.69%

Table 4.8 shows that 35.38% of the students had problem in comprehending the English vocabulary or choosing the appropriate word when speaking English. 27.69% of the students had problem in pronouncing the words or expressions in English while the rest of the problems was the problems in comprehending the grammar which obtained the third place (20%) and expressions which obtained the last place (18.46%).

Table 4.9. Problem in reading

Options	Problem in reading	%
a.	I do not comprehend the English vocabulary	16.92%
b.	I do not know meaning of the words that I read	16.92%
c.	it is difficult to comprehend the meaning of English sentences	24.62%
d.	it is difficult to read aloud the English words and sentences with correct pronunciation and intonation	40.00%
e.	I do not know the content of the text that I read	1.54%

Table 4.9 shows that 40% students faced the difficulty of reading aloud some words and expressions with correct pronunciation and intonation. While 24.62% students had problem in comprehending the meaning of the English sentences and the problem in comprehending the meaning of the words and the problem in comprehending the vocabulary obtained the same percentage i.e. 16.92%.

Table 4.10. Problem in writing

Options	Problem in writing	%
a.	it is difficult to apply the correct English structure	52.31%
b.	I do not comprehend the English grammar	15.38%
c.	it is difficult to express the English expression in the written form	13.85%
d.	it is difficult to decide the correct vocabulary when I am writing	15.38%
e.	I do not know what should I write	3.08%

From table 4.10 it is clear that 52.31% of the students had problem in applying the correct English structure when they wrote sentences while the problem in comprehending the grammar and in deciding the correct words when writing obtained the same percentage of 15.38% followed by the 13.85% of the students who had problem in expressing the English expression in the written form.

c. Wants

Wants are the point of view of the students related to what their needs are. Below are the students' wants.

Table 4.11. Students' wants

Options	Students' wants	%
a.	master the English grammar	3.08%
b.	master the general English vocabulary and specific vocabulary related to the nautical, shipping, and fishing	41.54%
c.	speak English fluently	35.38%
d.	be able to use the English expressions correctly	15.38%
e.	be able to achieve high score of TOEIC	0.00%
f.	get good mark in the English test or examination	6.15%

From the table above it can be seen that 41.54% of the students want to master general English vocabulary and specific vocabulary related to the nautical, shipping, and fishing. The second highest option was 35.38% students who wanted to speak English fluently.

b) Learning Needs

Learning needs can be defined as what the learner needs to do in order to learn. In investigating the learning needs, the researcher use five aspects in the questionnaire. The aspects which are related to the learning needs are: input, procedures, settings, teacher's role, and learners' role.

a. Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing task which is provided by the teacher, textbook, or other resources (Nunan, 2004: 47). There were six questions related to the input. They were the use of picture in the materials, the preferred topic of the materials, the input for listening, the input for speaking, the input for reading, and the input for writing.

Table 4.12. The use of picture in the materials

Options	The use of picture in the materials	%
a.	help me greatly	58.46%
b.	help me	40.00%
c.	help me poorly	1.54%
d.	do not help me	0.00%

Table 4.12 shows that 58.46% students believed that the use of picture in the materials helped them greatly in learning English. 40% students even believed that the use of picture help them in learning English. Only 1.54% of them stated it helped poorly and none of them believed it did not help the learning process.

Table 4.13. The preferred topic of the materials

Options	The preferred topic of the materials	%
a.	a daily life	49.23%
b.	a school life	7.69%
c.	nautical, shipping, and fishing	38.46%
d.	etc.	6.15%

From the table above it can be seen that the first and second highest preferred topics of the materials were those related to daily life (49.23%) and nautical, shipping and fishing (38.46%).

Table 4.14. Input for listening

Options	The duration of listening input	%
a.	< 2 minutes	6.15%
b.	2-3 minutes	21.54%
c.	3-4 minutes	30.77%
d.	> 4 minutes	38.46%
e.	5 minutes	3.08%
Option	The preferred input for listening	
a.	simple monologue or dialogue	14.06%
b.	monologue or dialogue with picture	48.44%
c.	monologue or dialogue with list of words	12.50%
d.	monologue or dialogue with expressions	25.00%

From table 4.14 it can be found that the preferred duration of listening is more than 4 minutes with the percentage of

38.46% and 48.44% of the students preferred to choose the monologue or dialogue with picture for the listening tasks.

Table 4.15. Input for speaking

Options	The preferred input for speaking	%
a.	simple monologue or dialogue	22.22%
b.	monologue or dialogue with picture	22.22%
c.	monologue or dialogue with list of words	22.22%
d.	monologue or dialogue with expressions	20.63%
e.	authentic texts in the daily life	11.11%
f.	etc.	1.59%

The table above is different from the other table. There were three options of preferred activities that obtained the highest percentage which all of them obtained 22.22%. The options were simple monologue or dialogue, monologue or dialogue with picture, and monologue or dialogue with list of words as the input for speaking.

Table 4.16. Input for reading

Options	The length of text for reading	%
a.	100-150 words	39.06%
b.	150-200 words	34.38%
c.	250-300 words	15.63%
d.	300-350 words	7.81%
e.	more than 350 words	3.13%
Options	The preferred input for reading	%
a.	texts in the form of monologue or dialogue	20.00%
b.	texts with picture	43.08%
c.	texts related to the nautical and fishing	15.38%
d.	authentic texts in the daily life	21.54%
e.	etc.	1.54%

Table 4.16 shows the preferred length of text for reading and the preferred kind of input for reading. 39.06% students believed that the appropriate length of text for reading was 100-150 words. While 43.08% students tended to choose texts with picture for the input for reading skill.

Table 4.17. Input for writing

Options	The preferred input for writing	%
a.	model texts that I will write	36.92%
b.	vocabulary related to the nautical, shipping, and fishing	9.23%
c.	texts with picture	10.77%
d.	explanations about sentences structure	44.62%

From the table above it can be seen that 44.62% students wanted the writing input about explanation of sentence structure while 36.92% students wanted the input in the form of the model text they wrote. The materials therefore were in the form of providing the explanation about sentence structure as well as the model text they wrote.

b. Procedures

Procedures refer to the activity that the learners with the input form the point of departure for the learning task (Nunan, 2004). There were seven aspects related to the procedures. Those aspects were the preferred activities related to the listening, speaking, reading, writing, learning vocabulary, and

learning grammar. The preferred activities were shown in Table 4.18 to Table 4.24 below.

Table 4.18. Preferred listening activity

Options	The preferred listening activity	%
a.	discussion about the content of monologue or dialogue	29.23%
b.	identifying the expressions in the monologue or dialogue that has been listened	23.08%
c.	completing sentences and responding to the recording written	24.62%
d.	completing sentences and responding to the recording orally	4.62%
e.	completing the specific information in the dialogue or monologue	12.31%
f.	etc.	6.15%

Table 4.18 shows that there was no dominant listening activity that the students chose since the discussion about the content of text (29.23%), completing sentences and responding to the respondent written (24.62%), and identifying the expression in the texts that had been listened (23.08%). Therefore, the materials which were developed combined these all three activities.

Table 4.19. Preferred speaking activity

Options	The preferred speaking activity	%
a.	practicing speaking individually in front of the class	16.92%
b.	practicing speaking with partner in front of the class	47.69%
c.	role play	10.77%
d.	discussion with a certain topic	10.77%
e.	games	13.85%

From the table above it can be found that the most dominant speaking activity that students preferred was practicing speaking with partner in front of the class i.e. 47.69%. While the second highest option chosen was practicing individually in front of the class (16.92%) followed by the third highest option i.e. activity in the form of games (13.85%). The rest, role play and discussion with a certain topic, obtained the same percentage as 10.77%.

Table 4.20. Preferred reading activity

Options	The preferred reading activity	%
a.	reading aloud a text with correct pronunciation and intonation	21.54%
b.	answering questions based on the given text	13.85%
c.	discussion about the information in the text	26.15%
d.	answering questions in the form of true-false based on the text	13.85%
e.	analyzing the meaning of the words based on the contexts	23.08%
f.	etc.	1.54%

Table 4.20 shows that 26.15% students preferred the activity of discussing about information in the text while 23.08% students preferred analyze the meaning of the words based on the contexts. The third highest option was 21.54% students who preferred the reading aloud activity with correct pronunciation and intonation.

Table 4.21. Preferred writing activity

Options	The preferred writing activity	%
a.	arranging the jumbled words into correct sentences	40.00%
b.	arranging the jumbled sentences into good paragraph	24.62%
c.	writing a text which has the same type as the model text	9.23%
d.	identifying the error writing related to the punctuation and the sentence structure	21.54%
e.	etc.	4.62%

The table above shows very clearly that 40% of the students preferred to arrange the jumbled words into sentences for the writing activity while 24.62% students want to arrange the jumbled sentences into good paragraph followed by 21.54% of them want to identify the error writing related to the punctuation and the sentence structure. The materials then were developed based on these three highest option chosen by the students.

Table 4.22. Preferred learning vocabulary activity

Options	Preferred learning vocabulary activity	%
a.	pairing the English words and their meanings	36.92%
b.	guessing the meaning of the words and classifying them	9.23%
c.	finding synonym and antonym of the words	10.77%
d.	identifying the part of speech of the words	30.77%
e.	completing the incomplete sentences with the right words	9.23%
f.	pairing the words with the right pictures	0.00%
g.	etc.	3.08%

Table 4.22 shows that 36.92% students preferred the activity of pairing some words and their meanings, 30.77%

students tended to identify the part of speech of the words, and 10.77% of them preferred the activity of finding synonym and antonym of the words.

Table 4.23. Preferred learning grammar activity

Options	Preferred learning grammar activity	%
a.	memorizing the sentences (tenses) patterns	29.23%
b.	identifying the error of using sentence structure	21.54%
c.	correcting the error of using sentence structure with the correct grammar	26.15%
d.	writing the sentence based on the right pattern	20.00%
e.	etc.	3.08%

From the table above it can be found that there is no dominant option chosen by the students since the all four options obtained more than 20%. Therefore, the materials were developed based on these four highest options chosen by the students. These four options were memorizing the sentence patterns (29.23%), correcting the error of using sentence structure with the correct grammar (26.15%), identifying the error of using sentence structure (21.54%), and writing the sentence based on the right pattern (20%).

Table 4.24. Preferred learning pronunciation activity

Options	Preferred learning pronunciation activity	%
a.	listening to the teacher and imitating him or her	30.77%
b.	discussing the correct pronunciation with partner	33.85%
c.	practicing reading the phonetic transcription	30.77%
d.	reading aloud the words given by the teacher	4.62%

Table 4.24 shows that from four options, three of them obtained the highest percentage. 33.85% of the students preferred to discuss the correct pronunciation with partners, while practicing reading the phonetic transcription and listening to the teacher and imitating him or her obtained the same percentage as 30.77%.

c. Settings

Settings refer to the classroom arrangements which also require consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 71). There were two aspects related to the settings. They are the preferred learning mode, and the preferred place to learn.

Table 4.25. Preferred learning mode

Options	Learning mode	%
a.	individually	24.62%
b.	in pairs	16.92%
c.	small groups (3-5 students)	52.31%
d.	big groups (more than 5 students)	6.15%
e.	a whole class together	0.00%

From the table above, 52.31% students of NKPI I and NKPI II tended to do the tasks or work in a small group consisted of 3-5 students. 24.62% of them preferred to carry out the task individually, 16.92% of them tended to do the task in pair, and only 6.15% of them preferred to carry out the task in a

big group. None of them wanted to do the task in a whole class together.

Table 4.26. Preferred place to learn

Option	Preferred place to learn	%
a.	the classroom	43.08%
b.	the library	16.92%
c.	the language laboratory	27.69%
d.	etc.	12.31%

Table 4.26 shows that 43.08% of the students preferred to learn English and do the tasks in the classroom, while 27.69% of them want to carry out the tasks in the language laboratory, 16.92% of them preferred to do the task in the library and the rest, 12.31% of them, want to do the task in other place such as school field.

d. Teacher Role

Table 4.27 shows the preferred role of the teacher in the teaching and learning activity from the students' point of view.

Table 4.27. Teacher role

Options	Teacher role	%
a.	explain the materials in front of the class only	6.15%
b.	give questions and discuss them	7.69%
c.	guide the students in learning English from the beginning up to the end of the lesson	36.92%
d.	walk around and give input to the students' work	16.92%
e.	motivate students in doing the English tasks	32.31%
f.	etc.	1.54%

From the table above it can be shown that 36.92% of the students want their teacher to guide them in learning English from the beginning up to the end of the lesson and 32.31% of them want their teacher to motivate them in doing the tasks.

e. Students Role

Table 4.28 shows the preferred role of the students in the teaching and learning activity from the students' point of view.

Table 4.28. Students role

Options	Students role	%
a.	listen to teacher only	9.23%
b.	actively participate in the whole teaching and learning activity in the classroom	76.92%
c.	do the instruction and command from the teacher	6.15%
d.	criticise the teacher and give him or her suggestions	6.15%
e.	etc.	3.08%

Table 4.27 very clearly shows that even 76.92% of the students believed that they should actively participate in the whole teaching and learning activity in the classroom.

2. Course Grid

The next step after the researcher conducted the needs analysis was developing the course grid. The course grid was developed in order to plan, order, and organize the materials. It was developed for the tenth grade students of Vocational High School. Each unit in the course grid was planned to develop the four integrated skills; listening, speaking, reading, and writing. Since the materials are developed based on the

Curriculum 2013, some parts of the course grid were quite different from the course grid which was developed based on the previous curriculum. The component of the developed course grid were core competences, basic competences, unit title/topic, indicators, input text, grammar and vocabulary, and learning activities which consisted of six steps of scientific method: observing, questioning, collecting data, analyzing data, communicating, and creating.

Unit 1 was derived from KI (core competences) 1,2,3,4 and KD (basic competences) 1.1, 2.3, 3.6, and 4.7. The title of Unit 1 was “What did you do yesterday?” Unit 1 emphasized the teaching of telling and asking about past activities or events. Even though the topic of this unit was related to the past activities during the holiday, the main point of this unit was not teaching recount text. Recount text was explained in Unit 2. This unit focused on teaching the students how to ask about past activities and how to tell about past activities in English to their friends who just came back from vacation or holiday. There were two cycles in this unit: spoken cycle and written cycle. In the spoken cycle, the input texts were in the form of dialogue while in the written cycle the input texts were some short functional texts in the form of letter, email, and messenger. This unit focused on simple past tense. The learning activities in this unit were arranged based on the scientific method steps consisting of observing, questioning, collecting data, analyzing data, communicating, and creating.

Unit 2 was derived from KI (core competences) 1,2,3,4 and KD (basic competences) 1.1, 2.3, 3.9, 4.13, 4.14. Unit 2 focused on teaching recount texts. The topic of this unit was also holiday. However, it did not focus on teaching the expression of asking and telling about activities in the holiday. This unit emphasized how students create recount texts orally and in writing. The input texts of Unit 2 were in the form of monologue for the spoken cycle and in the form of written recount texts and short functional texts in the form of postcard for the written cycle. This unit also focused on teaching the simple past tense, another linguistic feature, the generic structure, and the social function of recount texts. There were also some types of recount text explained in this unit such as diary, biography, letter, etc. The learning activities in this unit were also arranged based on the scientific method steps consisting of observing, questioning, collecting data, analyzing data, communicating, and creating.

Unit 3 was derived from KI (core competences) 1,2,3,4 and KD (basic competences) 1.1, 2.3, 3.10, 4.15. Unit 3 focused on teaching narrative texts in the form of legend from Indonesia and other countries which related to the sea, fishing, nautical, fisherman, etc. Even, there were also some technical term related to the nautical. The input texts for spoken cycle were in the form of monologue and dialogue with pictures while for the written cycle, input texts were in the form of written narrative texts taken from some books, and websites. This unit also

contained the explanation of social function, linguistic feature and generic structure of narrative text. The learning activities in this unit were also arranged based on the scientific method steps consisting of observing, questioning, collecting data, analyzing data, communicating, and creating.

3. First Draft Materials

The first draft materials consisted of three units. Each unit consisted of three parts: introduction, main lesson, and reinforcement. Each part had their own branch which represented the tasks. The diagram below described the parts of each unit. The tasks description of each unit is explained in the Appendix.

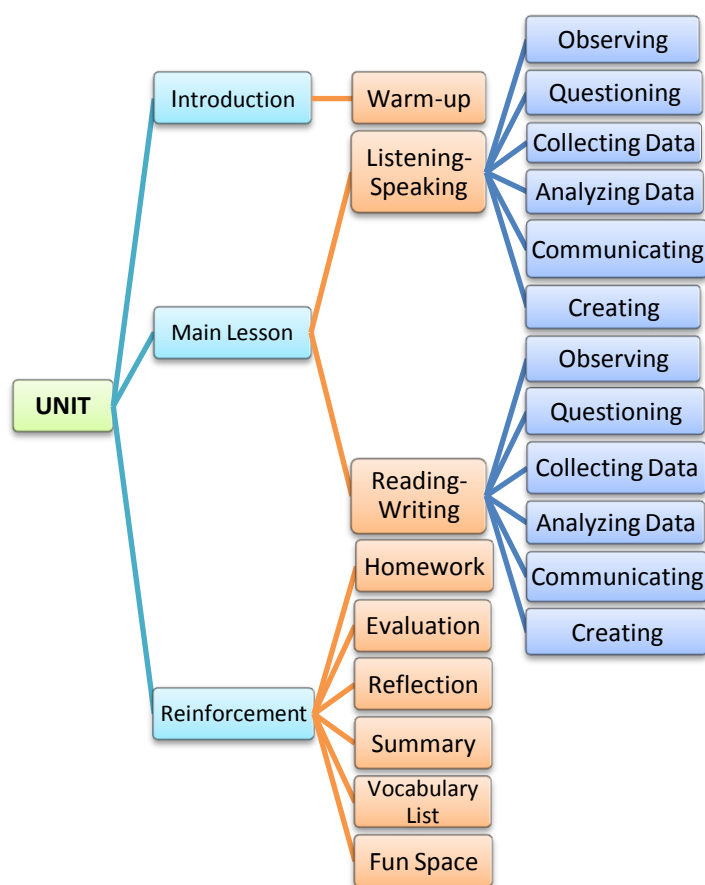


Figure 4.1. Diagram of the Unit

4. Expert Judgement, Review, and Revision

After the first draft materials had been developed, it was ready to be validated by the expert. The expert examined, gave evaluation, suggested some revisions, and decided whether the units of the materials had been appropriate or not to be implemented in the classroom. The expert who gave judgement to the materials was a lecturer of English Education Study Program at UNY whose thirteen years experience of teaching and who obtained his Master's degree abroad. Therefore, the judgement given by him can be trusted.

The expert lecturer gave his judgement by filling in the expert judgement questionnaire given by the researcher. The questionnaire was adapted from the BSNP and the minister regulation about Curriculum 2013 which applied the four-scale of Likert scale. There was also a space for the expert to give comments or suggestions related to the materials.

1) The Result of Expert Judgement, Review and Revision of Unit 1

a. The Result of Expert Judgement

There were four aspects to be evaluated in the questionnaire. The expert evaluated the appropriateness of content, language, presentation, and graphic of the materials.

Table 4.29 below shows the appropriateness of content for Unit 1.

Table 4.29. The appropriateness of content for Unit 1

Item number	Evaluated aspects	Score
1.	The materials are in accordance with the 2013 Curriculum Core Competences 1,2,3,4 and Basic Competences 1.1, 2.3, 3.6, 4.7 of grade X students of Vocational High School	4
2.	The materials are relevant to the students' daily life and to nautical aspects in order to develop their listening, speaking, reading, and writing skills.	4
3.	The materials include guidance related to the comprehension of social function of the expressions.	3
4.	The materials include guidance related to the comprehension of the structure of the expressions.	4
5.	The materials include guidance related to the comprehension of linguistic feature of the expressions.	3
6.	The materials include guidance for the students to create spoken and written text to achieve the social function of the text by noticing the structure and linguistic feature of the text.	3
7.	The materials guide the students in to communicate in English in daily life such as telling past events.	4
8.	The materials include texts or expressions which are usually used in professional context.	4
9.	The materials guide students to communicate in English accurately and communicatively.	4
10.	The materials include texts, pictures, and appendices which relevant to the topic related to Nautical.	4
Mean (x)		3.7

Table 4.29 shows that the mean (x) value related to the content aspects of the materials is 3.7. It can be categorized as “Good” since its position is within the interval $3.5 < x \leq 3.75$. Meanwhile, the appropriateness of language for Unit 1 is shown in Table 4.30 on page 79.

Table 4.30. The appropriateness of language for Unit 1

Item number	Evaluated aspects	Score
11.	The developed materials use English grammatically.	4
12.	The developed materials use correct spelling.	4
13.	The developed materials use correct choice of words.	4
14.	The explanations in the materials are appropriate for the students' cognitive development.	4
15.	The instructions used in the materials are appropriate for the students' cognitive development.	3
16.	The explanations in the materials are appropriate for the students' language ability.	4
17.	The instructions used in the materials are appropriate for the students' language ability.	3
18.	The materials are coherent.	4
19.	The materials are cohesive.	4
Mean (x)		3.78

Table 4.30 shows that the mean (x) value related to the language aspects of the materials is 3.78. It can be categorized as “Very good” since its position is within the interval $3.75 < x \leq 4$. Meanwhile, the appropriateness of presentation for Unit 1 is shown in Table 4.31 below.

Table 4.31. The appropriateness of presentation for Unit 1

Item number	Evaluated aspects	Score
20.	The materials are presented coherently and well-organized from warm-up, main lesson, evaluation and reflection.	4
21.	The materials are presented in the form of texts, learning activities, and pictures equally.	3
22.	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
23.	The materials support students' creativity to communicate orally and in writing.	4

continued

continued

24.	The materials support students to make reflection and evaluation in the learning activities and in communicating using English.	4
25.	The presented materials include some tasks which support the students to communicate orally.	3
26.	The presented materials include some tasks which support the students to communicate in writing.	3
27.	The tasks are arranged systematically from the easiest to the most difficult.	4
28.	The learning tasks are started from guided activities to the free guided activities.	4
29.	The learning tasks are arranged in accordance with the steps of scientific method from observing step to creating step.	4
30.	Texts and pictures have their own identity such as title, number or reference.	4
31.	The developed materials are completed by vocabulary list.	4
Mean (x)		3.75

Table 4.31 shows that the mean (x) value related to the presentation aspects of the materials is 3.75. It can be categorized as “Good” since its position is within the interval $3.5 < x \leq 3.75$. Meanwhile, the appropriateness of graphic for Unit 1 is shown in Table 4.32 below.

Table 4.32. The appropriateness of graphic for Unit 1

Item number	Evaluated aspects	Score
32.	The materials’ lay-out is interesting.	4
33.	The use of font type and color can be easily read by the students.	4
34.	The use of font variation is balance.	4
35.	The use of font type is balance.	4
36.	The used spaces are normal.	4
37.	Pictures or illustration which is used are relevant with the topic and the content of the materials.	4
38.	The use of pictures or illustrations is both aesthetic and functional.	3

continued

continued

39.	The use of pictures or illustrations is proportional and describes the content of the materials.	4
40.	The placement of unit title is consistent.	4
Mean (\bar{x})		3.89

Table 4.32 shows that the mean (\bar{x}) value related to the graphic aspects of the materials is 3.89. It can be categorized as “Very good” since its position is within the interval $3.75 < \bar{x} \leq 4$.

b. The Review of Unit 1

The expert judgement questionnaire was in the form of close-ended and open-ended questions. In open-ended questions, the expert was given an opportunity to give suggestions related to the materials. In general, the expert stated that the first draft materials were good. However, there were still some lacks: the expert stated that the use of picture was only for aesthetic, the tasks for spoken and written cycles were similar, and the tasks were quite monotonous. He, therefore, suggested to vary the tasks so that it would be more interesting.

c. Revision of Unit 1

The revisions were done based on the suggestions from the expert. The expert agreed that the materials developed by the researcher were appropriate. Therefore, there were some aspects that should be revised. The revisions included revisions related to the instructions, tasks, grammatical mistakes, and the choice of words. The first point is revising the instructions. Some

instructions were too long therefore they should be simplified. However, in Task 16, the instruction was added since the task was considered as spoken task, so that the instruction to act out the dialogue should be added. The second point is revising the task. The materials expert asked about the differences between Task 12 and Task 14. Since they were almost the same, the researcher deleted Task 14. The third point is related to the grammatical mistakes in the tasks. For example, the word ‘ask’ should be followed by preposition ‘about’. It cannot stand alone. The fourth point is the choice of words. The word ‘relief’ in Task 18 should also be checked in the dictionary. The complete revisions of Unit 1 can be found in Appendix H.

2) The Result of Expert Judgement, Review and Revisions of Unit 2

a. The Result of Expert Judgement

In Unit 2, the four aspects: the appropriateness of content; the appropriateness of language; the appropriateness of presentation; and the appropriateness of graphic of the materials, were evaluated by the expert through expert judgement. Table 4.33 below shows the appropriateness of content for Unit 2.

Table 4.33. The appropriateness of content for Unit 2

Item number	Evaluated aspects	Score
1.	The materials are in accordance with the 2013 Curriculum Core Competences 1,2,3,4 and Basic Competences 1.1, 2.3, 3.9, 4.13, 4.14 of grade X students of Vocational High School	4

continued

continued

2.	The materials are relevant to the students' daily life and to nautical aspects in order to develop their listening, speaking, reading, and writing skills.	3
3.	The materials include guidance related to the comprehension of social function of the recount text.	3
4.	The materials include guidance related to the comprehension of the structure of recount text.	4
5.	The materials include guidance related to the comprehension of linguistic feature of recount text.	3
6.	The materials include guidance for the students to create spoken and written text to achieve the social function of the text by noticing the structure and linguistic feature of the text.	4
7.	The materials guide the students in to communicate in English in daily life.	3
8.	The materials include texts or expressions which are usually used in professional context.	4
9.	The materials guide students to communicate in English accurately and communicatively.	4
10.	The materials include texts, pictures, and appendices which relevant to the topic related to Nautical.	4
Mean (x)		3.6

Table 4.33 shows that the mean (x) value related to the content aspects of the materials is 3.6. It can be categorized as "Good" since its position is within the interval $3.5 < x \leq 3.75$. Meanwhile, the appropriateness of language for Unit 2 is shown in Table 4.34 below.

Table 4.34. The appropriateness of language for Unit 2

Item number	Evaluated aspects	Score
11.	The developed materials use English grammatically.	4
12.	The developed materials use correct spelling.	4
13.	The developed materials use correct choice of words.	3
14.	The explanations in the materials are appropriate for the students' cognitive development.	4
15.	The instructions used in the materials are appropriate for the students' cognitive development.	3
16.	The explanations in the materials are appropriate for the	4

continued

continued

	students' language ability.	
17.	The instructions used in the materials are appropriate for the students' language ability.	3
18.	The materials are coherent.	4
19.	The materials are cohesive.	4
	Mean (x)	3.67

Table 4.35 shows that the mean (x) value related to the language aspects of the materials is 3.67. It can be categorized as "Good" since its position is within the interval $3.5 < x \leq 3.75$. Meanwhile, the appropriateness of presentation for Unit 2 is shown in Table 4.35 below.

Table 4.35. The appropriateness of presentation for Unit 2

Item number	Evaluated aspects	Score
20.	The materials are presented coherently and well-organized from warm-up, main lesson, evaluation and reflection.	4
21.	The materials are presented in the form of texts, learning activities, and pictures equally.	4
22.	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
23.	The materials support students' creativity to communicate orally and in writing.	4
24.	The materials support students to make reflection and evaluation in the learning activities and in communicating using English.	4
25.	The presented materials include some tasks which support the students to communicate orally.	3
26.	The presented materials include some tasks which support the students to communicate in writing.	3
27.	The tasks are arranged systematically from the easiest to the most difficult.	4
28.	The learning tasks are started from guided activities to the free guided activities.	4
29.	The learning tasks are arranged in accordance with the steps of scientific method from observing step to	4

continued

continued

	creating step.	
30.	Texts and pictures have their own identity such as title, number or reference.	4
31.	The developed materials are completed by vocabulary list.	4
Mean (x)		3.83

Table 4.36 shows that the mean (x) value related to the presentation aspects of the materials is 3.83. It can be categorized as “Very good” since its position is within the interval $3.75 < x \leq 4$. Meanwhile, the appropriateness of graphic for Unit 2 is shown in Table 4.36 below.

Table 4.36. The appropriateness of graphic for Unit 2

Item number	Evaluated aspects	Score
32.	The materials’ lay-out is interesting.	4
33.	The use of font type and color can be read easily by the students.	4
34.	The use of font variation is balance.	4
35.	The use of font type is balance.	4
36.	The used spaces are normal.	4
37.	Pictures or illustration which is used are relevant with the topic and the content of the materials.	4
38.	The use of pictures or illustrations is both aesthetic and functional.	3
39.	The use of pictures or illustrations is proportional and describes the content of the materials.	3
40.	The placement of unit title is consistent.	4
Mean (x)		3.78

Table 4.37 shows that the mean (x) value related to the graphic aspects of the materials is 3.78. It can be categorized as “Very good” since its position is within the interval $3.75 < x \leq 4$.

b. The Review of Unit 2

In general, the expert stated that the first draft materials were good. However, there were still some lacks: the expert stated that the use of picture was only for aesthetic, the tasks for spoken and written cycles were similar, and the tasks were quite monotonous. He, therefore, suggested to vary the tasks so that it would be more interesting. The expert also stated that some of the instructions were too long. It would be much better if the instructions were shorter. The expert also suggested that there should be more pictures used in the task, for example, using picture series in writing the recount text.

c. Revision of Unit 2

The result of materials evaluation shows that Unit 2 is well developed. However, there are some mistakes that need to be revised. The revisions are related to the instructions, grammar mistakes, and the tasks. The first point is revising the instructions. Some of the instructions in Unit 2 are too long. Therefore, some words or clause in the instructions were deleted to make them simpler and easy to understand. The second point is related to the grammar mistakes. The use of article 'the' and the countable or uncountable noun are the mistakes made in this unit. The name of the person should not be followed by an article 'the'. The word 'experience' is countable so that it should

be added 's' since it is plural. The third point which is revised in Unit 2 is the task. In Task 21, the students no longer fill in the blanks by changing verbs but they write down a recount text based on the provided picture series. This task is changed in order to make it more interesting since the filling in the blank spaces task is quite often provided in this unit. The complete revisions of Unit 2 can be found in Appendix H.

3) The Result of Expert Judgement, Review and Revisions of Unit 3

a. The Result of Expert Judgement

There are four aspects that are evaluated through expert judgement. Those four aspects are the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic. The appropriateness of content for Unit 3 is shown in Table 4.37 below.

Table 4.37. The appropriateness of content for Unit 3

Item number	Evaluated aspects	Score
1.	The materials are in accordance with the 2013 Curriculum Core Competences 1,2,3,4 and Basic Competences 1.1, 2.3, 3.10, 4.15 of grade X students of Vocational High School	4
2.	The materials are relevant to the students' daily life and to nautical aspects in order to develop their listening, speaking, reading, and writing skills.	4
3.	The materials include guidance related to the comprehension of social function of narrative text.	3
4.	The materials include guidance related to the comprehension of the structure of narrative text.	4
5.	The materials include guidance related to the comprehension of linguistic feature of the narrative text.	4
6.	The materials include guidance for the students to create	3

continued

continued

	spoken and written text to achieve the social function of the text by noticing the structure and linguistic feature of the text.	
7.	The materials guide the students in to communicate in English in daily life.	3
8.	The materials include texts or expressions which are usually used in professional context.	4
9.	The materials guide students to communicate in English accurately and communicatively.	4
10.	The materials include texts, pictures, and appendices which relevant to the topic related to Nautical.	4
Mean (x)		3.7

Table 4.39 shows that the mean (x) value related to the content aspects of the materials is 3.7. It can be categorized as “Good” since its position is within the interval $3.5 < x \leq 3.75$. Meanwhile, the appropriateness of language for Unit 3 is shown in Table 4.38 below.

Table 4.38. The appropriateness of language for Unit 3

Item number	Evaluated aspects	Score
11.	The developed materials use English grammatically.	4
12.	The developed materials use correct spelling.	3
13.	The developed materials use choice of words.	4
14.	The explanations in the materials are appropriate for the students’ cognitive development.	4
15.	The instructions used in the materials are appropriate for the students’ cognitive development.	3
16.	The explanations in the materials are appropriate for the students’ language ability.	3
17.	The instructions used in the materials are appropriate for the students’ language ability.	4
18.	The materials are coherent.	4
19.	The materials are cohesive.	4
Mean (x)		3.67

Table 4.40 shows that the mean (x) value related to the language aspects of the materials is 3.67. It can be categorized

as “Good” since its position is within the interval $3.5 < x \leq 3.75$.

Meanwhile, the appropriateness of presentation for Unit 3 is shown in Table 4.39 below.

Table 4.39. The appropriateness of presentation for Unit 3

Item number	Evaluated aspects	Score
20.	The materials are presented coherently and well-organized from warm-up, main lesson, evaluation and reflection.	4
21.	The materials are presented in the form of texts, learning activities, and pictures equally.	3
22.	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
23.	The materials support students' creativity to communicate orally and in writing.	4
24.	The materials support students to make reflection and evaluation in the learning activities and in communicating using English.	4
25.	The presented materials include some tasks which support the students to communicate orally.	3
26.	The presented materials include some tasks which support the students to communicate in writing.	3
27.	The tasks are arranged systematically from the easiest to the most difficult.	4
28.	The learning tasks are started from guided activities to the free guided activities.	4
29.	The learning tasks are arranged in accordance with the steps of scientific method from observing step to creating step.	4
30.	Texts and pictures have their own identity such as title, number or reference.	4
31.	The developed materials are completed by vocabulary list.	4
Mean (x)		3.75

Table 4.41 shows that the mean (x) value related to the presentation aspects of the materials is 3.75. It can be categorized as “Good” since its position is within the interval

$3.5 < x \leq 3.75$. Meanwhile, the appropriateness of graphic for Unit 3 is shown in Table 4.40 below.

Table 4.40. The appropriateness of graphic for Unit 3

Item number	Evaluated aspects	Score
32.	The materials' lay-out is interesting.	4
33.	The use of font type and color can be read easily by the students.	4
34.	The use of font variation is balance.	4
35.	The use of font type is balance.	4
36.	The used spaces are normal.	4
37.	Pictures or illustration which is used are relevant with the topic and the content of the materials.	4
38.	The use of pictures or illustrations is both aesthetic and functional.	3
39.	The use of pictures or illustrations is proportional and describes the content of the materials.	3
40.	The placement of unit title is consistent.	4
Mean (x)		3.78

Table 4.42 shows that the mean (x) value related to the graphic aspects of the materials is 3.78. It can be categorized as "Very good" since its position is within the interval $3.75 < x \leq 4$.

b. The Review of Unit 3

In general, the expert stated that the first draft materials were good. However, there were still some lacks: the expert stated that the use of picture was only for aesthetic, the tasks for spoken and written cycle were similar, and the tasks quite monotonous. He, therefore, suggested me to vary the tasks so that it would be more interesting. The expert also stated that some of the instructions were too long. It would be much better if the instructions were shorter.

c. Revision of Unit 3

The result of materials evaluation shows that Unit 3 is appropriate for the learning process. However, there are some mistakes that need to be revised. The revisions of this unit cover the revisions of the instructions and the revisions related to the grammatical mistakes. Some of the instructions are too long. Therefore, some words or clause in the instructions were deleted to make them simpler. there is also some tasks in which their instructions are added with some words or phrase in order to make them clear and easy to understand. The second point to revise in this unit is related to the grammatical mistake. The word 'help' in the sentence cannot be followed by verb-ing. The revision of this point is in Task 9. The complete revisions of Unit 3 can be found in Appendix H.

5. Final Draft Materials

The last step in doing this research is writing the final draft materials. The final draft of the materials was developed based on the suggestions from the expert judgement. There are some revisions that were made. In Unit 1, there were twenty one tasks which were revised. In Unit 2, there were ten tasks which were revised. In Unit 3, there were nine tasks which were revised. The revisions may include revising the instructions, revising the tasks, and revising the choice of

words. Both first draft and final draft materials can be found in the Appendix.

B. Discussion

The result of this research is a students' book containing learning materials for grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap based on Curriculum 2013. Through the long processes of developing the materials, finally the developed materials have been judged as appropriate for the study program mentioned earlier.

Since the materials were developed for Vocational High School which has specific needs of English, this research was started from the process of conducting needs analysis. The needs analysis was conducted on February 1st, 2014 at SMK N 2 Cilacap which is located at Jl. Budi Utomo No. 8 Cilacap, Central Java, by distributing questionnaires to the students. The needs analysis questionnaire was used to investigate the target needs and the learning needs of the students. The target needs cover the questions related to the students' goal of learning English, their necessities, lacks, and wants (Hutchinson and Waters: 1987). While the learning needs cover the components of tasks proposed by Nunan (2004), which include input, procedures, setting, teacher role, and learners role.

Input refers to the spoken, written, and visual data that learners work with in the course of completing task (Nunan: 2004). In term of input that is used in the materials, the students believe that pictures will help them a lot. They also need a topic related to daily life and nautical matter. Explanations about

sentence structures are also the needs of them related to grammar. Therefore, the developed materials contain pictures as input. The topic is also related to their daily life and their study program. There are also some explanations about sentence structures in the materials.

Procedures refer to the activities done by the students. Based on the needs analysis, the students need the learning activities such as: discussing the content of monologue or dialogue, practicing speaking with partners in front of the class, discussing the information in the text, arranging the jumbled words into correct sentences, pairing the English words and their meanings, etc. The developed materials, therefore, apply those preferred activities in every unit.

In terms of setting, the students prefer to work in small group and work in the classroom. The developed materials, however, ask the students to work not only in small group but also in pairs and individually. Students also feel free to do the task whether in the classroom, school library, or language laboratory.

In term of teacher role, most of the students prefer their teacher to guide them in the teaching learning process. In term of learners' role, they prefer to participate actively in the teaching and learning activity. These preferred teacher learners' roles are in line with the materials containing guidance from the teacher and letting the students participate actively in the teaching and learning activity.

The next process after conducting the needs analysis was developing course grid. Course grid was developed in order to plan, order, and organize the materials. The course grid covers the core competences (KI) and basic competences (KD) of Curriculum 2013, unit title/topic, indicators, input text, grammar and vocabulary, and learning activities which consisted of six steps of scientific method: observing, questioning, collecting data, analyzing data, communicating, and creating. Then, the course grid was developed into three unit learning materials which integrated the four skills: listening, speaking, reading, and writing.

There are three units which are developed after developing course grid. Each unit consists of more than 20 tasks. Unit 1 which entitled “What did you do yesterday?” consists of 29 tasks, previously consisting of 30 tasks. Unit 2 which entitled “What a great experience!” consists of 26 tasks, while Unit 3 which entitled “Once upon a time” consists of 22 tasks. Each developed unit has unit title and unit objective description. Each unit also has three main parts which consist of introduction, main lesson, and reinforcement. The introduction consists of warm-up tasks which consist of some questions and gives opportunity to the students to have a brainstorming before studying the unit. Main lesson consists of two cycles, spoken cycle and written cycle. Each cycle has six steps of scientific approach, i.e. observing, questioning, collecting data, analyzing data, communicating, and creating. Reinforcement consists of homework and evaluation which are additional task to be done by the students, reflection which gives the opportunity to the students to reflect

on what they have learned in that unit, summary which consists of the language functions, structure, or texts that have been learned, vocabulary list which consists of some difficult words or technical terms and their phonetic transcriptions and meanings, and fun space which is optional.

The materials which had been developed were evaluated by the expert. The expert judgement was conducted through questionnaire. The questionnaire was organized based on the criteria standard of the coursebook from BSNP and the minister regulation about Curriculum 2013 which applied the four-scale of Likert scale. The standard of the book are evaluated through its appropriateness of content, language, presentation, and graphic. Based on the result of the expert judgement, the developed materials are appropriate with the needs of the students of Nautical Fishing Vessel study program as a group of Vocational High School students which are also as a group of ESP learners.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The three main objectives of this research are to describe the target needs, to describe the learning needs, and to develop appropriate materials for grade X students of Nautical Fishing Vessel study program at SMKN 2 Cilacap. This chapter describes the summary of research findings, the conclusions of the research, and the suggestions from the research.

A. Conclusions

1. Target Needs

Needs analysis questionnaire was used to investigate target needs and learning needs. Based on the needs analysis conducted on February 2014, the target needs can be concluded as follows:

- a. The main goal of the students in learning English is to support their future career as a fishing vessel crew who will work abroad.
- b. Most of the students agree that the skills and knowledge they need the most are speaking and pronunciation.
- c. Most of the students' current level of English proficiency is beginner.
- d. Most of them want to master English, especially the vocabulary and the specific vocabulary related to their field of study which is also their future field of work.

2. Learning Needs

Learning needs covers the components of tasks proposed by Nunan (2004), which are input, procedures, setting, teacher role, and learners' role. In term of input, the students prefer the topic related to daily life and nautical matter, explanations about sentence structures, and the materials which contain pictures. In term of procedures, they prefer to do some activities such as: discussing the content of monologue or dialogue, practicing speaking with partner in front of the class, discussing the information in the text, arranging the jumbled words into correct sentences, and pairing the English words and their meanings. In term of setting, the students prefer to work in small group and work in the classroom. While in terms of teacher and learners' role, they prefer guidance from the teacher and actively participate in the teaching and learning process.

3. Characteristics of English Learning Materials for Grade X

Students of Nautical Fishing Vessel Study Program

Based on the expert judgement, the developed materials can be categorized as appropriate. The materials, which were developed based on the Curriculum 2013, have the characteristics which are described in the following paragraphs.

The developed materials, as mentioned earlier, applied the Curriculum 2013. It was developed based on certain core competences (KI) and basic competences (KD) in the current curriculum for grade X

Vocational High School (*SMK*). The application of the new curriculum can be seen through the arrangement of the learning tasks in the materials which apply the scientific approach.

The materials consist of three units which have some components. The first is unit title and objective. Unit title can be in the form of sentence in which when reading the title, the students can predict what they will learn. This unit title is followed by unit objective which tells the students what language function, and what texts they will learn in the unit.

The next component is introduction which consists of warm-up tasks which consist of some questions and give opportunity to the students to have a brainstorming before studying the unit.

Main lesson is the next component. It consists of two cycles, spoken cycle and written cycle. Each cycle has six steps of scientific approach, i.e. observing, questioning, collecting data, analyzing data, communicating, and creating.

The last component is reinforcement which consists of homework and evaluation which are additional task to be done by the students, reflection which gives the opportunity to the students to reflect on what they have learned in that unit, summary which consists of the language functions, structure, or texts that have been learned the whole unit, and vocabulary list which consists of some difficult words or technical terms and their phonetic transcriptions and meanings.

B. Suggestions

The final product of this research is the English learning materials for grade X students of Nautical Fishing Vessel students. Considering the researcher's limitations, further studies are necessary to be conducted. There are some suggestions proposed to the English teacher in vocational high school, and other materials developers.

1. English Teacher in Vocational High School

Curriculum 2013 is quite different from the previous one. The government promised to provide all the textbooks for schools. However, the books they promised have not ready yet to be used by the school. It is suggested that the English teacher develop her or his materials for the students which were based on the current curriculum since the teacher is the one who knows well the students' needs in learning English especially in the classroom. The teacher may start doing needs analysis to analyze the students' needs then followed by developing a unit of materials. The unit may be developed based on the Core Competences and Basic Competences that are taught in the semester she or he develop the unit. In conducting needs analysis, the teacher may use questionnaire or interview. However, she or he may also use the result of this research as consideration before developing materials. The result of needs analysis and its conclusion have already described in Chapter IV. It will be better if the materials the teacher develops are evaluated by the materials experts.

However, this research is not perfect since there is no try out in the step of research. Ideally, after having materials evaluation, the developed materials should be tried out to the students. The students are also asked to give their opinion related to the materials developed by the teacher. Then, after trying out the materials, the teacher write the final draft of the materials based on the opinion given by the students.

2. Other Materials Developers

For the other materials developers who conduct the similar research, there are some aspects to be considered. First, the materials developers should know well the target needs and learning needs of the students. In developing the materials, the developers also should consider the curriculum. Therefore, the materials should be developed based on the needs of the students and the demand of the curriculum at that time. Then, in developing the materials, the materials developers should also vary the tasks so that they will not be monotonous. The next is the instruments for obtaining data from needs analysis and expert judgement should be valid. The instruments should measure what should be measured. The last one, make sure that the graphic design or materials lay out are created as interesting as possible in order to avoid monotony.

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APPENDICES

APPENDIX A

The Needs Analysis Questionnaire



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

Kepada Yth. Siswa-siswi Kelas X NKPI

SMK Negeri 2 Cilacap

Di tempat

Saya adalah Banatul Murtafi'ah, mahasiswa program sarjana Jurusan Pendidikan Bahasa Inggris UNY yang sedang mengadakan penelitian untuk mengembangkan bahan ajar guna menyelesaikan tugas akhir skripsi. Penelitian saya adalah tentang pengembangan materi bahasa Inggris untuk siswa kelas X Jurusan Nautika Kapal Penangkap Ikan.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan waktu untuk mengisi angket ini sesuai dengan kenyataan sebenarnya. Jawaban yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya ucapkan terimakasih.

Peneliti,

Banatul Murtafi'ah
NIM. 10202244046

Angket Kebutuhan Belajar Siswa

A. Data Responden

Nama (boleh tidak diisi) :
 Umur :
 Jenis Kelamin :

B. Kebutuhan Belajar Bahasa Inggris

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri Adik-adik. Pilihlah salah satu jawaban yang telah disediakan / isilah titik-titik dengan jawaban yang menggambarkan kebutuhan Adik-adik dalam belajar bahasa Inggris.

1. Tujuan saya belajar bahasa Inggris di sekolah adalah
 - a. agar mampu berkomunikasi secara lisan dan tertulis dengan bahasa Inggris di kehidupan sehari-hari
 - b. untuk memperoleh hasil maksimal pada ujian nasional
 - c. untuk bekal menjadi kru kapal yang akan bekerja di luar negeri nantinya
 - d. untuk bekal melanjutkan studi ke universitas
 - e. lain-lain, sebutkan _____
2. Saat menjadi seorang kru kapal dan berlayar di luar negeri, saya akan menggunakan bahasa Inggris untuk
 - a. berkomunikasi secara lisan dengan sesama kru kapal dari negara lain
 - b. berkomunikasi secara lisan dengan atasan (kapten kapal)
 - c. memahami istilah-istilah pelayaran dan kelautan dalam bahasa Inggris
 - d. memahami petunjuk kerja di kapal yang berbahasa Inggris
 - e. lain-lain, sebutkan _____

3. Jenis kemampuan berbahasa (*skill*) yang akan sering saya gunakan saat menjadi kru kapal adalah (*boleh memilih lebih dari satu*)....
 - a. mendengarkan (*listening*)
 - b. berbicara (*speaking*)
 - c. membaca (*reading*)
 - d. menulis (*writing*)
4. Jenis pengetahuan bahasa Inggris yang akan sering saya gunakan saat menjadi kru kapal adalah (*boleh memilih lebih dari satu*)....
 - a. kosa kata (*vocabulary*)
 - b. tata bahasa (*grammar*)
 - c. pengucapan (*pronunciation*)
 - d. lain-lain, sebutkan _____
5. Level kemampuan bahasa Inggris saya sekarang adalah:
 - a. tingkat dasar / *beginner* (mampu merespon sedikit percakapan dasar).
 - b. tingkat menengah awal / *early intermediate* (mampu merespon percakapan yang lebih bervariasi).
 - c. tingkat menengah / *intermediate* (mampu memahami dan menggunakan bahasa Inggris di situasi sehari-hari).
 - d. tingkat lanjut / *advanced* (mampu memahami dan menggunakan bahasa Inggris di situasi yang lebih kompleks).
 - e. tingkat lancar / *fluent English proficient* (lancar tanpa kesulitan).
6. Jumlah kosa kata bidang pelayaran dan kelautan dalam bahasa Inggris yang saya tahu
 - a. <500 kosakata
 - b. 500-750 kosakata
 - c. 750-1000 kosakata
 - d. >1000 kosakata
7. Selama ini, kesulitan yang saya sering alami dalam mendengarkan (*listening*) bahasa Inggris adalah
 - a. tidak tahu kata apa yang sedang diucapkan pembicara

- b. sulit mengerti arti kata-kata yang diucapkan pembicara
 - c. rekaman yang didengar terlalu cepat sehingga sulit memahami isinya
 - d. lain-lain,sebutkan _____
8. Selama ini, kesulitan yang saya sering alami dalam berbicara (*speaking*) bahasa Inggris adalah
- a. keterbatasan penguasaan ungkapan-ungkapan dalam bahasa Inggris
 - b. keterbatasan penguasaan *grammar* bahasa Inggris
 - c. keterbatasan penguasaan kosakata dalam bahasa Inggris
 - d. tidak tahu pelafalan kosakata/ungkapan bahasa Inggris yang tepat
 - e. lain-lain, sebutkan_____
9. Selama ini, kesulitan yang saya sering alami dalam membaca (*reading*) bahasa Inggris adalah
- a. keterbatasan penguasaan kosakata dalam bahasa Inggris
 - b. tidak tahu arti kata-kata yang sedangdibaca
 - c. sulit memahami arti kalimat-kalimat dalam bahasa Inggris
 - d. sulit membaca kata-kata dan kalimat dalam bahasa Inggris dengan lafal yang tepat
 - e. lain-lain, sebutkan_____
10. Selama ini, kesulitan yang saya sering alami dalam menulis (*writing*) bahasa Inggris adalah
- a. sulit menggunakan struktur kalimat bahasa Inggris yang benar
 - b. keterbatasan penguasaan *grammar* bahasa Inggris
 - c. sulit mengekspresikan ungkapan-ungkapan tertentu secara tertulis
 - d. kesulitan dalam memilih kosakata yang tepat
 - e. lain-lain, sebutkan_____
11. Saya ingin materi bahasa Inggris yang menjadikan saya....
- a. bisa menguasai penggunaan *grammar* dengan baik
 - b. bisa menguasai kosakata umum dan kosakata terkait bidang pelayaran dan kelautan dalam bahasa Inggris
 - c. bisa berbicara bahasa Inggris dengan lancar

- d. bisa menggunakan ungkapan dalam bahasa Inggris dengan tepat
 - e. bisa mendapatkan skor TOEIC yang tinggi
 - f. lain-lain, sebutkan _____
12. Adanya gambar dalam materi pembelajaran bahasa Inggris:
- a. sangat membantu
 - b. membantu
 - c. kurang membantu
 - d. tidak membantu
13. Dalam pembelajaran bahasa Inggris, topic yang saya inginkan adalah seputar....
- a. kehidupan sehari-hari
 - b. kehidupan di lingkungan sekolah
 - c. pelayaran dan kelautan
 - d. lain-lain, sebutkan _____
14. Lama durasi untuk materi mendengarkan (*listening*) yang efektif menurut saya adalah
- a. < 2 menit
 - b. 2-3 menit
 - c. 3-4 menit
 - d. > 4 menit
 - e. lain-lain, sebutkan _____
15. Dalam pembelajaran mendengarkan (*listening*) bahasa Inggris, input yang saya inginkan adalah berupa
- a. monolog/dialog singkat
 - b. monolog/dialog disertai gambar
 - c. monolog/dialog disertai daftar kosakata
 - d. monolog/dialog disertai ungkapan yang akan digunakan
 - e. lain-lain, sebutkan _____
16. Dalam pembelajaran berbicara (*speaking*) bahasa Inggris, input yang saya inginkan adalah berupa
- a. monolog/dialog singkat

- b. monolog/dialog disertai gambar
 - c. monolog/dialog disertai daftar kosakata
 - d. monolog/dialog disertai ungkapan yang akan digunakan
 - e. teks otentik yang ada dalam kehidupan sehari-hari
 - f. lain-lain,sebutkan _____
17. Dalam pembelajaran membaca (*reading*), panjang teks input yang efektif menurut saya adalah
- a. 100-150 kata
 - b. 150-200 kata
 - c. 250-300 kata
 - d. 300-350 kata
 - e. lain-lain,sebutkan _____
18. Dalam pembelajaran membaca (*reading*) bahasa Inggris, input yang saya inginkan adalah berupa
- a. teks monolog/dialog
 - b. teks yang disertai gambar
 - c. teks tentang pelayaran dan kelautan
 - d. teks otentik yang ada dalam kehidupan sehari-hari
 - e. lain-lain,sebutkan _____
19. Dalam pembelajaran menulis (*writing*) bahasa Inggris, input yang saya inginkan adalah berupa
- a. contoh teks yang akan ditulis
 - b. kosakata yang berkaitan dengan pelayaran dan kelautan
 - c. teks yang disertai gambar
 - d. penjelasan struktur kalimat
 - e. lain-lain,sebutkan _____
20. Dalam belajar mendengarkan (*listening*), saya lebih menyukai aktivitas seperti
- a. diskusi tentang isi monolog/dialog
 - b. mengidentifikasi ungkapan yang ada dalam dialog/monolog yang diperdengarkan

- c. melengkapi kalimat dan merespon secara tertulis
 - d. melengkapi kalimat dan merespon secara lisan
 - e. melengkapi informasi tertentu yang ada dalam dialog/monolog yang diperdengarkan
 - f. lain-lain,sebutkan _____
21. Dalam belajar berbicara (*speaking*), saya lebih menyukai aktivitas seperti
- a. praktik berbicara di depan kelas secara individu (monolog)
 - b. praktik berbicara di depan kelas secara berpasangan (dialog)
 - c. bermain peran (*role play*)
 - d. diskusi dengan topik tertentu
 - e. permainan (*games*)
 - f. lain-lain,sebutkan _____
22. Dalam belajar membaca (*reading*), saya lebih menyukai aktivitas seperti
- a. membaca nyaring sebuah teks dengan intonasi dan pengucapan yang tepat
 - b. menjawab pertanyaan berdasarkan teks yang diberikan
 - c. diskusi tentang informasi yang ada dalam teks
 - d. memilih benar atau salah sebuah pernyataan (*true-false*)
 - e. menganalisa arti kata dan penggunaannya berdasarkan konteks
 - f. lain-lain,sebutkan _____
23. Dalam belajar menulis (*writing*), saya lebih menyukai aktivitas seperti
- a. menyusun kata menjadi kalimat yang benar
 - b. menyusun kalimat menjadi paragraf yang padu
 - c. menulis teks yang sama jenisnya dengan teks input
 - d. mengidentifikasi kesalahan tanda baca dan struktur kalimat pada teks yang ditulis
 - e. lain-lain,sebutkan _____

24. Dalam belajar kosakata (*vocabulary*), saya lebih menyukai aktivitas seperti
- menjodohkan kata-kata bahasa Inggris dengan artinya
 - mengartikan kosakata dan mengelompokkannya
 - mencari sinonim dan antonim
 - mengidentifikasi jenis-jenis kata (kata benda, kata kerja, kata sifat, kata keterangan, dll.)
 - melengkapi kalimat rumpang dengan kata-kata yang tepat
 - menjodohkan kata dengan gambar yang sesuai yang telah tersedia
 - lain-lain, sebutkan _____
25. Dalam belajar tata bahasa Inggris (*grammar*), saya lebih menyukai aktivitas seperti
- menghafalkan rumus-rumus *tenses*
 - mengidentifikasi kesalahan struktur kalimat
 - membenarkan kesalahan struktur kalimat dengan *grammar* yang tepat
 - menulis kalimat berdasarkan pola yang ada
 - lain-lain, sebutkan _____
26. Dalam belajar pengucapan (*pronunciation*), saya lebih menyukai aktivitas seperti
- menirukan pengucapan guru
 - mendiskusikan dengan teman cara pengucapan kata yang benar
 - latihan membaca *phonetic transcription*
 - membaca kata-kata dengan keras kata-kata yang diberikan guru
 - lain-lain, sebutkan _____
27. Dalam proses pembelajaran bahasa Inggris, tugas yang diberikan sebaiknya dikerjakan secara
- individu
 - berpasangan
 - kelompok kecil (3-5 orang)
 - kelompok besar (lebih dari 5 orang)

- e. satu kelas bersama
 - f. lain-lain,sebutkan _____
28. Aktivitas pembelajaran bahasa Inggris sebaiknya dilaksanakan di
- a. ruang kelas
 - b. perpustakaan
 - c. laboratorium bahasa
 - d. lain-lain,sebutkan _____
29. Dalam proses pembelajaran bahasa Inggris, peran guru sebaiknya
- a. menjelaskan sambil duduk dan berdiri di depan kelas saja
 - b. memberi soal lalu membahasnya
 - c. menuntun siswa dalam belajar bahasa inggris dari awal sampai akhir
 - d. berkeliling dan memberi masukan pada pekerjaan siswa
 - e. memotivasi siswa dalam mengerjakan belajar bahasa Inggris
 - f. lain-lain,sebutkan _____
30. Dalam proses pembelajaran bahasa Inggris, peran siswa sebaiknya
- a. mendengarkan guru saja
 - b. berpartisipasi aktif dalam kegiatan pembelajaran di kelas
 - c. melaksanakan instruksi dan perintah guru
 - d. memberi saran dan kritik kepada guru
 - e. lain-lain,sebutkan _____

APPENDIX B

The Result of the Needs Analysis

THE RESULT OF THE NEEDS ANALYSIS

N = number of respondents that answer the question(s)

F = frequency of the respondents that choose the option(s)

% = percentage of the frequency

No.	Statements	N	F	%
Goals				
1.	My goal of learning English at school is			
	a. to be able to communicate using English both spoken and written in daily life	64	22	34,38%
	b. to be successful in national final examination	64	9	14,06%
	c. to support my future career as a fishing vessel crew that will work abroad	64	27	42,19%
	d. to support my study in university later	64	0	0,00%
	e. to fulfill their duty as the students	64	7	10,94%
2.	When I am working as a fishing vessel crew abroad, I will use English to			
	a. communicate orally with the other crews from other country	64	31	48,44%
	b. communicate orally with the captain	64	1	1,56%
	c. comprehend the English terms for nautical, shipping and fishing	64	18	28,13%
	d. comprehend the instructions aboard the ship that use English	64	13	20,31%
	e. work	64	3	4,69%
Necessities				
3.	Language skills that I will usually use as a fishing vessel crew is / are			
	a. listening	65	32	49,23%

continued

continued

	b. speaking	65	53	81,54%
	c. reading	65	19	29,23%
	d. writing	65	15	23,08%
4.	English knowledge that I will usually use as a fishing vessel crew is / are			
	a. vocabulary	65	21	32,31%
	b. grammar	65	31	47,69%
	c. pronunciation	65	47	72,31%
	d. etc.	65	3	4,62%
Lacks				
5.	My current level of English proficiency is			
	a. beginner	65	38	58,46%
	b. early intermediate	65	14	21,54%
	c. intermediate	65	7	10,77%
	d. advanced	65	2	3,08%
	e. fluent English proficient	65	4	6,15%
6.	Number of vocabulary related to nautical, shipping and fishing that I have known is			
	a. < 500 words	65	37	56,92%
	b. 500-750 words	65	21	32,31%
	c. 750-1000 words	65	4	6,15%
	d. > 1000 words	65	3	4,62%
7.	My problem that I ever faced in listening English is that			
	a. I do not know what the speaker is talking about	65	13	20,00%
	b. it is difficult to comprehend the words spoken by the speaker	65	22	33,85%
	c. the recording is too fast for me so I do not get the message	65	29	44,62%
	d. the recording was too difficult for me	65	1	1,54%

continued

continued

8.	My problem that I ever faced in speaking English is that			
	a. I do not comprehend the English expressions	65	12	18,46%
	b. I do not comprehend the English grammar	65	13	20,00%
	c. I do not comprehend the English vocabulary	65	23	35,38%
	d. I do not know how to pronounce the English words or expressions correctly	65	18	27,69%
9.	My problem that I ever faced in reading English is that			
	a. I do not comprehend the English vocabulary	65	11	16,92%
	b. I do not know meaning of the words that I read	65	11	16,92%
	c. it is difficult to comprehend the meaning of English sentences	65	16	24,62%
	d. it is difficult to read the English words and sentences correctly	65	26	40,00%
	e. I do not know the content of the text that I read	65	1	1,54%
10.	My problem that I ever faced in writing English is that			
	a. it is difficult to apply the correct English structure	65	34	52,31%
	b. I do not comprehend the English grammar	65	10	15,38%
	c. it is difficult to express the English expression in the written form	65	9	13,85%
	d. it is difficult to decide the correct vocabulary when I am writing	65	10	15,38%
	e. I do not know what should I write	65	2	3,08%
Wants				
11.	I want English materials make me			
	a. master the English grammar	65	2	3,08%
	b. master the general English vocabulary and	65	27	41,54%

continued

continued

	specific vocabulary related to the nautical, shipping, and fishing			
	c. speak English fluently	65	23	35,38%
	d. be able to use the English expressions correctly	65	10	15,38%
	e. be able to achieve high score of TOEIC	65	0	0,00%
	f. get good mark in the English test or examination	65	4	6,15%
Input				
12.	If there are pictures in the English materials, it will			
	a. help me greatly	65	38	58,46%
	b. help me	65	26	40,00%
	c. help me poorly	65	1	1,54%
	d. do not help me	65	0	0,00%
13.	In English teaching and learning, I want a topic about			
	a. a daily life	65	32	49,23%
	b. a school life	65	5	7,69%
	c. nautical, shipping, and fishing	65	25	38,46%
	d. etc.	65	4	6,15%
14.	The listening input that I expect is ... long.			
	a. < 2 minutes	65	4	6,15%
	b. 2-3 minutes	65	14	21,54%
	c. 3-4 minutes	65	20	30,77%
	d. > 4 minutes	65	25	38,46%
	e. 5 minutes.	65	2	3,08%
15.	In listening English, the input that I like most is			
	a. simple monologue or dialogue	64	9	14,06%
	b. monologue or dialogue with picture	64	31	48,44%
	c. monologue or dialogue with list of words	64	8	12,50%
	d. monologue or dialogue with expressions	64	16	25,00%

continued

continued

16.	In speaking English, the input that I like most is			
	a. simple monologue or dialogue	63	14	22,22%
	b. monologue or dialogue with picture	63	14	22,22%
	c. monologue or dialogue with list of words	63	14	22,22%
	d. monologue or dialogue with expressions	63	13	20,63%
	e. authentic texts in the daily life	63	7	11,11%
	f. etc.	63	1	1,59%
17.	In reading English, the input text that is effective is about			
	a. 100-150 words	64	25	39,06%
	b. 150-200 words	64	22	34,38%
	c. 250-300 words	64	10	15,63%
	d. 300-350 words	64	5	7,81%
	e. More than 350 words	64	2	3,13%
18.	In reading English, the input that I like most is			
	a. texts in the form of monologue or dialogue	65	13	20,00%
	b. texts with picture	65	28	43,08%
	c. texts related to the nautical and fishing	65	10	15,38%
	d. authentic texts in the daily life	65	14	21,54%
	e. etc.	65	1	1,54%
19.	In writing English, the input that I like most is			
	a. model texts that I will write	65	24	36,92%
	b. vocabulary related to the nautical, shipping, and fishing	65	6	9,23%
	c. texts with picture	65	7	10,77%
	d. explanations about sentences structure	65	29	44,62%
Procedures				
20.	In practicing listening, the activity that I like most is			
	a. discussion about the content of monologue or	65	19	29,23%

continued

continued

	dialogue			
	b. identifying the expressions in the monologue or dialogue that has been listened	65	15	23,08%
	c. completing sentences and responding to the recording written	65	16	24,62%
	d. completing sentences and responding to the recording orally	65	3	4,62%
	e. completing the specific information in the dialogue or monologue	65	8	12,31%
	f. etc.	65	4	6,15%
21.	In practicing speaking, the activity that I like most is			
	a. practicing speaking individually in front of the class	65	11	16,92%
	b. practicing speaking with partner in front of the class	65	31	47,69%
	c. role play	65	7	10,77%
	d. discussion with a certain topic	65	7	10,77%
	e. games	65	9	13,85%
22.	In practicing reading, the activity that I like most is			
	a. reading aloud a text with correct pronunciation and intonation	65	14	21,54%
	b. answering questions based on the given text	65	9	13,85%
	c. discussion about the information in the text	65	17	26,15%
	d. answering questions in the form of true-false based on the text	65	9	13,85%
	e. analyzing the meaning of the words based on the contexts	65	15	23,08%
	f. etc.	65	1	1,54%

continued

continued

23.	In practicing writing, the activity that I like most is			
	a. arranging the jumbled words into correct sentences	65	26	40,00%
	b. arranging the jumbled sentences into good paragraph	65	16	24,62%
	c. writing a text which has the same type as the model text	65	6	9,23%
	d. identifying the error writing related to the punctuation and the sentence structure	65	14	21,54%
	e. etc.	65	3	4,62%
24.	In learning vocabulary, the activity that I like most is			
	a. pairing the English words and their meanings	65	24	36,92%
	b. guessing the meaning of the words and classifying them	65	6	9,23%
	c. finding synonym and antonym of the words	65	7	10,77%
	d. identifying the part of speech of the words	65	20	30,77%
	e. completing the incomplete sentences with the right words	65	6	9,23%
	f. pairing the words with the right pictures	65	0	0,00%
	g. etc.	65	2	3,08%
25.	In learning grammar, the activity that I like most is			
	a. memorizing the sentences (tenses) patterns	65	19	29,23%
	b. identifying the error of using sentence structure	65	14	21,54%
	c. correcting the error of using sentence structure with the correct grammar	65	17	26,15%
	d. writing the sentence based on the right pattern	65	13	20,00%
	e. etc.	65	2	3,08%

continued

continued

26.	In learning pronunciation, the activity that I like most is			
	a. listening to the teacher and imitating him or her	65	20	30,77%
	b. discussing the correct pronunciation with partner	65	22	33,85%
	c. practicing reading the phonetic transcription	65	20	30,77%
	d. reading aloud the words given by the teacher	65	3	4,62%
Settings				
27.	In learning English, the effective way to do the tasks from the teacher is that the tasks are done			
	a. individually	65	16	24,62%
	b. in pairs	65	11	16,92%
	c. small group (3-5 students)	65	34	52,31%
	d. big group (more than 5 students)	65	4	6,15%
	e. a whole class together	65	0	0,00%
28.	The English teaching and learning activity should be conducted in			
	a. the classroom	65	28	43,08%
	b. the library	65	11	16,92%
	c. the language laboratory	65	18	27,69%
	d. etc.	65	8	12,31%
Teacher Role				
29.	In the English teaching and learning process, the teacher should			
	a. explain the materials in front of the class only	65	4	6,15%
	b. give questions and discuss them	65	5	7,69%
	c. guide the students in learning English from the beginning up to the end of the lesson	65	24	36,92%
	d. walk around and give input to the students' work	65	11	16,92%
	e. motivate students in doing the English tasks	65	21	32,31%

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continued

	f. etc.	65	1	1,54%
Learners role				
30.	In the English teaching and learning process, the students should			
	a. listen to teacher only	65	6	9,23%
	b. actively participate in the whole teaching and learning activity in the classroom	65	50	76,92%
	c. do the instruction and command from the teacher	65	4	6,15%
	d. criticize the teacher and give him or her suggestions	65	4	6,15%
	e. etc.	65	2	3,08%

APPENDIX C

The Course Grid

COURSE GRID

Grade/Semester : X / II

Core Competences :

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Basic Competences	Title / Topic	Characters	Indicators	Input text	Grammar and Vocabulary	Activities
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Unit 1. <i>What did you do yesterday?</i>	Cooperative, Responsiveness	Students are able to: ○ analyze social purposes, text structure and linguistic feature of asking about past events based	○ Short dialogues related to the expressions of asking and telling about past events.	○ Grammar: Simple Past Tense S+V2+ ... Example: I went to Belawan fishing port last week	➤ Listening-Speaking ○ Warm-up - Students listen to the dialogue and then put a tick on a suitable picture. - Students are asked to study the pictures and then

<p>diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang</p>			<p>on the contexts.</p> <ul style="list-style-type: none"> ○ express and respond to the written and spoken expression of past events. 	<ul style="list-style-type: none"> ○ Short functional text in the form of letter and e-mail containing expressions of asking and telling about past events. ○ Picture ○ List of words 	<ul style="list-style-type: none"> ○ Vocabulary: The vocabulary are related to some terms of the ship and words that are usually used in recount text 	<p>answer the questions.</p> <ul style="list-style-type: none"> ○ Observing <ul style="list-style-type: none"> - Students listen to the conversation and tick item they want to know or they do not know. ○ Questioning <ul style="list-style-type: none"> - Students tick relevant questions referring to the items in Observing and propose temporary answer. ○ Collecting data, Analyzing data, Communicating <ul style="list-style-type: none"> - Students listen to the recording, complete the dialogue or answer the questions, and report the answer to the class. - Students match the expressions and their responses, and share their discussion to the class. - Students read a dialogue, list the expressions of
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<p>merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.7.Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>						<p>asking and telling about past events.</p> <ul style="list-style-type: none"> ○ Creating <ul style="list-style-type: none"> - Students complete the dialogues and act them out with partner. - Students make a dialogue based on the situations given and then act it out with partner. ➤ Reading-Writing ○ Observing <ul style="list-style-type: none"> - Students read a text and tick items that they do not know or they want to know. ○ Questioning <ul style="list-style-type: none"> - Students tick relevant questions referring to the items in Observing and then propose their temporary answers. ○ Collecting data, Analyzing data, Communicating
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						<ul style="list-style-type: none"> - Students read a text, answer the questions, and put the answers on the board. - Students read a short functional text, identify the simple past tense used in the text, write the answers, and put it on the board. - Students read a short functional text, identify the expressions of asking and telling about past events, write the answers, and put it on the board.
1.1.Mensyukuri kesempatan dapat	Unit 2. <i>What a</i>	Cooperative, Responsibility	Students are able to: <ul style="list-style-type: none"> ○ analyze social 	<ul style="list-style-type: none"> ○ Monologue ○ Recount texts 	<ul style="list-style-type: none"> ○ Grammar : Simple Past Tense S+V2+... 	<ul style="list-style-type: none"> ➤ Listening-Speaking ○ Warm-up <ul style="list-style-type: none"> - Students study the pictures

<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian, dan peristiwa,</p>	<p><i>great experience !</i></p>		<p>purposes, text structure and linguistic feature of recount text about experience based on its context.</p> <ul style="list-style-type: none"> ○ respond to the written and spoken simple recount text. ○ create written and spoken simple recount text. 	<ul style="list-style-type: none"> ○ Picture ○ List of words 	<p>Example:</p> <ul style="list-style-type: none"> - We spent two nights there. <p>○ Vocabulary: The vocabulary are related to some terms of the ship and words that are usually used in narrative text</p>	<p>and answer the questions.</p> <ul style="list-style-type: none"> ○ Observing <ul style="list-style-type: none"> - Students listen to the monologue and tick item they want to know or they do not know. ○ Questioning <ul style="list-style-type: none"> - Students tick relevant questions referring to the items in Observing and propose temporary answer. ○ Collecting data, Analyzing data, Communicating <ul style="list-style-type: none"> - Students listen to the recording, pronounce the word loudly, and match the words and their meaning. - Students listen to the monologue, answer the questions, and report the answers to the class. - Students listen to the recording, pronounce the
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<p> sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.13.Menangkap makna teks recount lisan dan tulis, sederhana, tentang pengalaman,kegiatan, kejadian, dan peristiwa.</p> <p>4.14.Menyusun teks recount lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>						<p>words given, and find the meaning of them.</p> <ul style="list-style-type: none"> - Students listen to the monologue, decide the True-False statements and share the answer to the class. <p>○ Creating</p> <ul style="list-style-type: none"> - Students read and listen to the monologue, rewrite it and retell it to the class. - Students tell their experience to the class. They may answer the questions given as guidance. <p>➤ Reading-Writing</p> <p>○ Observing</p> <ul style="list-style-type: none"> - Students read a text and tick items that they do not know or they want to know. <p>○ Questioning</p> <ul style="list-style-type: none"> - Students tick relevant
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						<p>questions referring to the items in Observing and then propose their temporary answers.</p> <ul style="list-style-type: none"> ○ Collecting data, Analyzing data, Communicating <ul style="list-style-type: none"> - Students read a text, and answer the comprehension questions. - Students read the explanation, and then decide upon the types of recount text and the generic structure of recount text. - Students read a text, complete the blanks, write the answer, and put it on the board. - Students arrange the jumbled words into paragraphs, and arrange jumbled paragraphs into a text. They write the
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						<p>complete texts and put it on the board.</p> <ul style="list-style-type: none"> ○ Creating <ul style="list-style-type: none"> - Students write down a story based on the pictures series and the questions given. - Students write a short recount text based on the data given. - Students write their own recount text based on some rules.
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung</p>	<p>Unit 3. <i>Once upon a time....</i></p>	<p>Cooperative, Responsibility</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ○ analyze social purposes, text structure and linguistic feature of narrative text about legend based on its context. ○ respond to the written and spoken simple narrative 	<ul style="list-style-type: none"> ○ Dialogues containing two people telling a legend. ○ Simplified narrative texts in the form of legends taken from some sources. ○ Pictures 	<ul style="list-style-type: none"> ○ Grammar : Simple past S+V2+ ... Example: <ul style="list-style-type: none"> - A long time ago in East Java there were two strong animals, Sura and Baya. ○ Vocabulary : The vocabulary are related to some 	<ul style="list-style-type: none"> ➤ Listening-Speaking ○ Warm-up <ul style="list-style-type: none"> - Students listen to the story excerpt and match the excerpt with the appropriate picture. ○ Observing <ul style="list-style-type: none"> - Students listen to the monologue and tick item they want to know or they do not know. ○ Questioning

<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.</p>			text.	<ul style="list-style-type: none"> ○ List of words 	terms of the song about the sea.	<ul style="list-style-type: none"> - Students tick relevant questions referring to the items in Observing and propose temporary answer. ○ Collecting data, Analyzing data, Communicating <ul style="list-style-type: none"> - Students listen to the recording, pronounce the word loudly, and match the words and their meaning. - Students listen to the monologue, fill in the blanks, answer the questions, and report the result to the class. - Students listen to the recording, pronounce the words given, and find the meaning of them. ○ Creating <ul style="list-style-type: none"> - Students find a legend, rewrite, and retell it to the class. - Students retell their own
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						<p>favorite story to the class.</p> <p>➤ Reading-Writing</p> <ul style="list-style-type: none"> ○ Observing <ul style="list-style-type: none"> - Students read a text and tick items that they do not know or they want to know. ○ Questioning <ul style="list-style-type: none"> - Students tick relevant questions referring to the items in Observing and then propose their temporary answers. ○ Collecting data, Analyzing data, Communicating <ul style="list-style-type: none"> - Students read a text, find the meaning of the words given, answer the questions, write the answer, and put it on the board. - Students study the explanations, read texts, identify the language
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						<p>features of narrative texts, write the answer and put it on the board.</p> <ul style="list-style-type: none"> ○ Creating <ul style="list-style-type: none"> - Students read the text and complete the information related to the language feature of narrative text. - Students find another text, and then list the information related to the language feature of narrative.
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APPENDIX D

Tasks Description of the First Draft Materials

Task Description of Unit 1

Unit 1. What did you do yesterday? This unit focused on teaching expression of asking and telling about past events or activities.	
A. Warm-up	
Task 1	Instruction: <i>Listen to the dialogue between Rian and Zaqi. What did Rian do yesterday? Put a tick (✓) on the suitable picture. The listening script is in the Appendix.</i> Description: Students will listen to a short dialogue and then choose the right picture which illustrated Rian's activity by putting a tick (✓).
Task 2	Instruction: <i>Study the picture and then answer the questions.</i> Description: Students should observe the picture of the boy and answer the some questions related to the picture.
Task 3	Instruction: <i>Remember your activity yesterday and then answer the questions below.</i> Description: Students are asked to remember their activity yesterday and are asked to answer the given questions.
B. Lesson Proper This is the main part of the unit containing some tasks started from spoken cycle to written cycle. Listening-Speaking ➤ Observing	
Task 4	Instruction: <i>Listen carefully to the conversation and then tick (✓) and write items that you do not know and/or you want to know</i>

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	<p><i>further. The listening script is in the Appendix.</i></p> <p>Description: This task belongs to observing step which asks the students to listen to the conversation and then observe the things that they do not know or they want to know by putting a tick on the given box.</p>
	<p>➤ Questioning</p>
Task 5	<p>Instruction: <i>Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.</i></p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
	<p>➤ Collecting data</p> <p>➤ Analyzing data</p> <p>➤ Communicating</p> <p>The students do the tasks in these steps in order to answer the question in the previous step (questioning).</p>
Task 6	<p>Instruction: <i>Study the following words then listen to the recording in Task 4 again. Complete the dialogue and share your answer with your friend. The listening script is in the Appendix.</i></p> <p>Description: In this task, the students are asked to listen again to the recording in Task 4 and complete the dialogue. By doing those activities, students are collecting and analyzing data, and then they are asked to share their findings with their friend which belongs to communicating activity.</p>
Task 7	<p>Instruction: <i>Listen again to the conversation. Answer the questions in groups of three to help you find out what they were talking about and then share your answers with other groups. The</i></p>

continued

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	<p><i>listening script is in the Appendix.</i></p> <p>Description: Students are asked to listen again to the conversation and then answer the comprehension questions in order to find out the content of the conversation (collecting data and analyzing data). In this task, they should make groups of three. They are also asked to share their answer to other groups (communicating).</p>
Task 8	<p>Instruction: <i>Listen to the conversation between Rian and Kevin. Answer the questions to find out the meaning of some expressions and then present your answer to your friends. Work in groups of three. The listening script is in the Appendix.</i></p> <p>Description: This task again asks the students to make groups of three and then listen to the dialogue and answer the questions to find out the meaning of expressions that they hear from the dialogue (collecting data and analyzing data). They are also asked to present their answer to other groups (communicating).</p>
Task 9	<p>Instruction: <i>Study the following explanation. Work with your friend next to you and then complete the table that follow. Number 1 has been done for you.</i></p> <p>Description: In this task, students are asked to work in pairs. They should study the given explanation and pay attention to the example before doing the task (collecting data and analyzing data).</p>
Task 10	<p>Instruction: <i>Study the following expressions to help you know the expressions of asking and telling past events or activities. Read aloud the expressions and their responses. Work in pairs.</i></p> <p>Description: In this task, the students provided by the list of expressions</p>

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	and their responses. The students also practice to pronounce the expressions by reading aloud them.
Task 11	<p>Instruction: <i>Work with your friend sitting next to you, match the expressions of asking past events or activities and their correct responses. Share your discussion with your friends. Number one has been done for you.</i></p> <p>Description: In this task, the students are asked to match the expressions and their responses (collecting data and analyzing data). They are also asked to share their discussion with others (communicating).</p>
Task 12	<p>Instruction: <i>Listen to the following dialogue between Rian and Tio. Complete the blanks with suitable expressions in the box and then share your findings with your friends. Work in pairs.</i></p> <p>Description: Here in this task, the students are asked to listen to the dialogue and the complete the blanks with the expressions given (collecting data and analyzing data). They are also asked to share their answer with others (communicating).</p>
Task 13	<p>Instruction: <i>Read the dialogue between Rian and Tio in Task 11. Complete the table below by listing the expressions of asking and telling past events. Work in pairs.</i></p> <p>Description: Students are asked to read the complete dialogue in Task 12 and they should complete the table by listing the expressions of asking and telling about past events They are also asked to share their discussion with others (collecting data and analyzing data).</p>
➤ Creating	
Task 14	<p>Instruction: <i>Complete the dialogue with the appropriate expressions in the</i></p>

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	<p><i>box.</i></p> <p>Description: This task belongs to creating step in which the students should work independently. This task is guided tasks. Students are asked to complete the given dialogue with the appropriate expressions in the box. So they just choose the right expressions from the box.</p>
Task 15	<p>Instruction: <i>Complete these dialogues with the correct expressions based on the situations and then act out with your partner.</i></p> <p>Description: This is semi-guided task. The students are asked to complete the dialogue with correct expressions in the blanks. They should act them out with their partner afterwards.</p>
Task 16	<p>Instruction: <i>Complete the following dialogues using expressions of asking or telling past events. Look at the example.</i></p> <p>Description: This task is also semi-guided task. Students are still asked to complete the dialogue and write correct expressions.</p>
Task 17	<p>Instruction: <i>Have a short dialogue with your classmate based on the situations given. Use expressions of asking and telling past events. Look at dialogues in Task 15 as examples. Then act it out with your partner.</i></p> <p>Description: In this task, the students work independently since it is free-guided task. The students are asked to create a dialogue containing expressions of asking and telling about past events. They are also asked to act out the dialogue with their partner.</p>
<p>Reading-Writing</p> <p>➤ Observing</p>	
Task 18	<p>Instruction:</p>

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	<p><i>Read the following letter from Andi's father working as a sailor and then tick (✓) and write items that you do not know and/or you want to know further.</i></p> <p>Description: This task belongs to observing step which asks the students to read a letter and then observe the things that they do not know or they want to know by putting a tick on the given box.</p>
➤ Questioning	
Task 19	<p>Instruction: <i>Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.</i></p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
<p>➤ Collecting data</p> <p>➤ Analyzing data</p> <p>➤ Communicating</p> <p>The students do the tasks in these steps in order to answer the question in the previous step (questioning).</p>	
Task 20	<p>Instruction: <i>Read again the text in Task 17. Find the meaning of the following words in the dictionary. Answer the questions in groups of three and then write the answers on a piece of paper and then put it on the board.</i></p> <p>Description: The students are asked make groups of three and then read the text in Task 17. They should find the meaning of the words in the dictionary and answer the questions (collecting data and analyzing data). They then should write their answer in a piece of paper and then put it on the board (communicating).</p>

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Task 21	<p>Instruction:</p> <p><i>Read the following WhatsApp message between Peter and Rian. Identify which expressions containing simple past tense in the message. Write down in the box and then share your answer to the class. You may work in pairs.</i></p> <p>Description:</p> <p>In this task, the students will read a message from WhatsApp messenger. They are asked to read and list the expressions containing past tense in the box (collecting data and analyzing data). They then are asked to share their answer to the class (communicating).</p>
Task 22	<p>Instruction:</p> <p><i>Read again the texts in Task 18 and Task 20. Answer the following questions to help you find out the social purpose of the texts. Work with your friend sitting next to you and then share your answer to the class.</i></p> <p>Description:</p> <p>Students are asked to read again the text in Task 18 and 20. They should answer the given questions in order to find out the social purpose of the text (collecting data and analyzing data). Then, they are asked to share their answer to the class (communicating).</p>
Task 23	<p>Instruction:</p> <p><i>Study the table below and then fill in the blanks on the sentences that follow with correct verb pattern to help you know the expressions of asking and telling past events in written form. You may do this task in the classroom or in the library.</i></p> <p>Description:</p> <p>In this task, the students are asked to study the table and then complete the blanks on the sentences with correct verb pattern (collecting data and analyzing data).</p>
Task 24	<p>Instruction:</p> <p><i>Complete the following e-mail from Rian to Andi telling about his holiday with the appropriate statements in the box. Jot down the expressions of asking and telling past events in the</i></p>

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	<p><i>table that follow. Write the complete e-mail in a piece of paper and then put it on the board. You may work in pairs.</i></p> <p>Description: Here, the students still should collect and analyze data related to the expressions of asking and telling about past events. They should complete the blanks in the letter with the correct expressions and then write in the table which expressions belong to asking about past event and which expressions belong to telling about past event. Write the result on a piece of paper and then put it on the board (communicating).</p>
➤ Creating	
Task 25	<p>Instruction: <i>Help Andi complete his e-mail for Rian. You may use your own words or look at the clues below to help you completing the e-mail. Work individually.</i></p> <p>Description: This task belongs to creating step in which the students work independently and individually. This task is semi-guided one. The students are asked to complete the e-mail. They may use their own words or use the clues to complete the e-mail.</p>
Task 26	<p>Instruction: <i>Write your own letter to your friend based on these following topics. You may choose one topic. Write on a piece of paper and then put it on the board.</i></p> <p>Description: This is free-guided task in which the students should write their own letter. They may choose some provided topics.</p>
<p>C. Reinforcement</p> <p>Homework</p>	
Task 27	<p>Instruction: <i>Create a dialogue based on one of the following situations.</i></p> <p>Description: In this task, the students should create a dialogue containing expressions of asking and telling about past events based on</p>

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	the situations given.
Task 28	<p>Instruction: <i>Find a letter or e-mail telling about past events from the internet. Re-write it and then write the reply on a piece of paper. You may reply the letter by telling your own events or activities in the past. Use your creativity in designing the reply. Submit it to your teacher in the next meeting.</i></p> <p>Description: This task asks the students to find a letter or e-mail and then rewrite it on a piece of paper. They are also asked to write the reply of the letter. Students are free to tell anything related to their activities happened in the past. They are also free to design their letter. Since it is homework, the students do it at home and should submit it to the teacher in the next meeting.</p>
Evaluation	
Task 29	<p>Instruction: <i>Listen to the following dialogue between Andi and his friend from Spain Pedro, complete the blanks with the correct expressions and then act it out with your partner.</i></p> <p>Description: This is a spoken cycle evaluation task. Students are asked to listen to the dialogue, complete the blanks, and act it out with their partner.</p>
Task 30	<p>Instruction: <i>Help Tio completing this letter to his brother who works abroad. You may use your own words or look at the clues below to help you completing the letter.</i></p> <p>Description: This is a written cycle evaluation task. Students are asked to complete the letter. They may use their own words or use the clues to complete it.</p>

Task Description of Unit 2

Unit 2. What a great experience! This unit focused on teaching recount text.	
A. Warm-up	
Task 1	Instruction: <i>Study the following pictures with your friend next to you and then answer the questions that follow.</i> Description: Students are asked to study the picture of people doing some activities. Then, they should answer the questions that follow.
B. Lesson Proper This is the main part of the unit containing some tasks started from spoken cycle to written cycle. Listening-Speaking ➤ Observing	
Task 2	Instruction: <i>Listen to Rian telling about his experience of spending the holiday with his family and then tick (✓) and write items that you do not know or you want to know further. The script is in the Appendix.</i> Description: This task belongs to observing step which asks the students to listen to the monologue and then observe the things that they do not know or they want to know by putting a tick on the given box.
➤ Questioning	
Task 3	Instruction: <i>Referring to the items you do not know or you want to know further, tick (✓) relevant questions and propose answer based on your current knowledge.</i> Description: This is questioning step. The students are asked to tick

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	questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.
	<ul style="list-style-type: none"> ➤ Collecting data ➤ Analyzing data ➤ Communicating
Task 4	<p>Instruction: <i>Listen to the recording. Say these words loudly and then find the meaning of the words by matching them with their correct meaning. You may consult your dictionary. Look at the example. The script is in the Appendix.</i></p> <p>Description: The students are asked to listen to the recording and then say the words loudly using correct pronunciation based on the recording. Then, they are asked to find the meaning of the words by matching them with the meaning in the right side. Students are allowed to use their dictionary.</p>
Task 5	<p>Instruction: <i>Study the following words. Listen again to the monologue in Task 2. Fill in the blank spaces and answer the questions that follow to help you find out what Rian talks about and why he tells the story and then report your work to the class. You may work in groups of three. The script is in the Appendix.</i></p> <p>Description: In this task, students are asked to work in groups of three. They are asked to study the given list of words. They should listen again to the monologue in Task 2 and complete the blanks in the text. They also should answer the comprehension questions (collecting data and analyzing data). Then, they should report their work to the other groups (communicating).</p>
Task 6	<p>Instruction: <i>Listen to the recording. Say these words loudly and then find the meaning of them. You may consult your dictionary.</i></p>

continued

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	<p>Description:</p> <p>The students are asked to listen to the recording and then say the words loudly using correct pronunciation based on the recording. Then, they are asked to find the meaning of the words by consulting the dictionary (collecting data and analyzing data).</p>
Task 7	<p>Instruction:</p> <p><i>Listen carefully to Andi telling about his amazing trip and then answer the questions by deciding whether the statements are True (T) or False (F) with your friends next to you to help you find out the content of the story and why Andi tells it. Share your answer to the class. The script is in the Appendix.</i></p> <p>Description:</p> <p>Students are asked to listen to the monologue and then complete the True-False statements that follow to find out the content of the monologue and the social function of it (collecting data and analyzing data). Then, they should share their answer to the class (communicating).</p>
Task 8	<p>Instruction:</p> <p><i>Study the following explanation and then match the paragraph(s) that follow with the correct part of the text to help you know the structure of monologue that you listened before.</i></p> <p>Description:</p> <p>In this task, the students will learn the generic structure of recount text. They should study the explanation, and decide the generic structure of recount by matching the paragraph with the generic structure (collecting data and analyzing data).</p>
Task 9	<p>Instruction:</p> <p><i>Study the following words. Listen to the Tio telling his holiday in Karimunjawa island and then fill in the blanks with correct past verbs. You may work in groups of three. Report the result of your discussion to the class.</i></p>

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	<p>Description:</p> <p>In this task, the students are asked to listen the monologue and complete the blanks in the text with correct past verbs. They should work in groups of three (collecting data and analyzing data). Then, each group should present their answer to the other groups (communicating).</p>
<p>➤ Creating</p>	
Task 10	<p>Instruction:</p> <p><i>Now, it's your turn to work individually. Read and listen to the following monologue. Rewrite the information in the box that follows and then retell your summary in the front of the class.</i></p> <p>Description:</p> <p>This is the semi-guided task which has purpose of helping the students creating recount text. Students work independently and individually in this task. They should read and listen to given monologue. Then, they should re-write the monologue in the provided box. After that, they should retell their summary to the class.</p>
Task 11	<p>Instruction:</p> <p><i>Tell your experience spending the holiday by answering the following questions and completing the draft below. You may use the box in Task 10 as a model of your monologue and then share your experience to the class.</i></p> <p>Description:</p> <p>In this task, the students are asked to tell their own experience by completing the given draft. They then are asked to present it to the class.</p>
<p>Reading-Writing</p> <p>➤ Observing</p>	
Task 12	<p>Instruction:</p> <p><i>Study the following words. Read the David Corkish telling about his experience of living and working on ships and then tick (✓) and write items that you do not know or you want to know further.</i></p>

continued

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	<p>Description: This task belongs to observing step which asks the students to read a text and then observe the things that they do not know or they want to know by putting a tick on the given box.</p>
	<p>➤ Questioning</p>
Task 13	<p>Instruction: <i>Referring to the items you do not know or you want to know further, tick (√) relevant questions and propose answers based on your current knowledge.</i></p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
	<p>➤ Collecting data ➤ Analyzing data ➤ Communicating</p> <p>The students do the tasks in these steps in order to answer the question in the previous step (questioning).</p>
Task 14	<p>Instruction: <i>Read again the text in Task 12 and then answer the following questions to help you to find out the content of the text.</i></p> <p>Description: The students are asked to read again the text in Task 12 and then answer the comprehension questions to find out the content of the text (collecting data and analyzing data).</p>
Task 15	<p>Instruction: <i>There are many types of recount text in our daily life. Study the following explanation. Read the recount texts that follow and then analyze the types of those texts.</i></p> <p>Description: Here the students are provided with explanation about the types of recount text in daily life. Students are asked to study the explanation and then identify the types of recount texts</p>

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	that follow (collecting data and analyzing data).
Task 16	<p>Instruction: <i>Read again the text below. Remember the structure of recount text and then analyze the structure of the following text in pairs.</i></p> <p>Description: In this task, the students are asked to recall their memory about the generic structure of recount text. They should analyze generic structure of the written recount text in the form of letter.</p>
Task 17	<p>Instruction: <i>In recount text, simple past tense is used. Study the following explanation about simple past tense. Read the text that follow and then change the verbs in the brackets into simple past tense so that the text can be meaningful. Put your work in the board.</i></p> <p>Description: In this task, the students are asked to study the explanation about simple past tense and then change the verbs in the brackets in the text (collecting data and analyzing data). They also should re-write the text in a piece of paper and then put it on the board (communicating).</p>
Task 18	<p>Instruction: <i>Study the following explanation to help you understand the meaning of the words when, after that, finally and then complete the postcard that follow with the correct words in the box.</i></p> <p>Description: In this task, the students are asked to study the explanation about time connectives and then they should complete the postcard with the correct time connectives (collecting data and analyzing data).</p>
Task 19	<p>Instruction: <i>Study the following jumbled words and then arrange them into good sentences so that the text will be meaningful. Work with your friend sitting next to you. Write the complete text in</i></p>

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	<p><i>a piece of paper and put it on the board.</i></p> <p>Description: Students are asked to arrange the jumbled paragraphs into a good recount text (collecting data and analyzing data). Then, they are asked to write the complete text in a paper and put it on board (communicating).</p>
Task 20	<p>Instruction: <i>Arrange these jumbled sentences into good paragraph to help you in practicing writing recount text. You may work in groups of three. Re-write the result of your discussion on a piece paper and put it on the board.</i></p> <p>Description: In this task, the students are asked to work in groups of three. They should arrange the jumbled sentences into good recount text (collecting data and analyzing data). Then, they are asked to write the complete text in a paper and put it on board (communicating).</p>
➤ Creating	
Task 21	<p>Instruction: <i>Fill in the blank spaces by changing the words in the brackets to produce a good recount text.</i></p> <p>Description: This is a guided task in creating step. In this task, students work independently and individually. They are asked to fill in blanks with the correct verbs.</p>
Task 22	<p>Instruction: <i>Write a short recount text of no more than 150 words. Use the data given to write your text.</i></p> <p>Description: This is a semi-guided task in which the students should write a short recount text with no more than 150 words by using the data. Students work individually in this task.</p>
Task 23	<p>Instruction: <i>Now it's your turn to write your own recount text. Pay</i></p>

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	<p><i>attention to the following rules.</i></p> <p>Description: This is free-guided task in which the students create their own recount text without any guidance. The students work individually to write no more than 200 words recount text. The text may be in the form of diary, a biography of a famous person (especially sailor or navigator) that you like, or another person's experience.</p>
<p>C. Reinforcement</p> <p>Homework</p>	
Task 24	<p>Instruction: <i>Find a biography of a famous person on internet or magazine and then re-write the text using your own sentences. Submit your paper to your teacher a week after this homework is given to you.</i></p> <p>Description: Since this task is homework, the students may do this task at home. They are asked to find a biography of a famous person on internet or magazine and then re-write the text using your own sentences. The task may be submitted in the next meeting.</p>
<p>Evaluation</p>	
Task 25	<p>Instruction: <i>Work with a partner. Ask him or her about his or her experience. You may write an outline in a piece of paper and then from the outline you should present your friend's experience in front of the class.</i></p> <p>Description: This is evaluation task for spoken cycle. Students are asked to work with a partner. They should ask about their partner's experience and write an outline. Then, the outline should be presented to the class.</p>
Task 26	<p>Instruction: <i>Write a text telling your experience in attending any tourism spot in Indonesia. Use the following questions to help you</i></p>

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	<p><i>develop the text.</i></p> <p>Description: This is evaluation task for written cycle. Students are asked to write a recount text containing experience in attending any tourism spot in Indonesia. They should use the given questions to develop the text.</p>
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Task Description of Unit 3

<p>Unit 3. Once upon a time</p> <p>This unit focused on teaching narrative text.</p>	
<p>A. Warm-up</p>	
Task 1	<p>Instruction: <i>Listen to the story excerpt taken from one of the most famous legends in Indonesia and then match the excerpt with the appropriate picture by putting a tick (✓) in the box.</i></p> <p>Description: This introduction task asks the students to listen to the story excerpt of a legend in Indonesia. Then, students are asked to match the excerpt with the picture by putting a tick.</p>
<p>B. Lesson Proper</p> <p>This is the main part of the unit containing some tasks started from spoken cycle to written cycle.</p> <p>Listening-Speaking</p> <p>➤ Observing</p>	
Task 2	<p>Instruction: <i>Listen carefully to the story told by the speaker and then tick (✓) and write items that you do not know and/or you want to know further. The listening script is in the Appendix.</i></p> <p>Description: This task belongs to observing step which asks the students to listen to the story and then observe the things that they do not</p>

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	know or they want to know by putting a tick on the given box.
	➤ Questioning
Task 3	<p>Instruction: <i>Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.</i></p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
	<p>➤ Collecting data</p> <p>➤ Analyzing data</p> <p>➤ Communicating</p> <p>The students do the tasks in these steps in order to answer the question in the previous step (questioning).</p>
Task 4	<p>Instruction: <i>Listen to the recording. Say these words loudly and then find the meaning of the words by matching them with their correct meaning. You may consult your dictionary. Look at the example. The script is in the Appendix.</i></p> <p>Description: The students are asked to listen to the recording and then say the words loudly using correct pronunciation based on the recording. Then, they are asked to find the meaning of the words by matching them with the meaning in the right side. Students are allowed to use their dictionary.</p>
Task 5	<p>Instruction: <i>Study the following words. Listen again to the monologue in Task 2. Fill in the blank spaces and answer the questions that follow to help you find out the content of the story and the social function of the story and then report your work to the class. You may work in groups of three. The script is in the Appendix</i></p>

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	<p>Description:</p> <p>In this task, the students are asked to work in groups of three. They should listen again to the monologue in Task 2 and fill in the blanks in the text. Then, they are asked to answer the comprehension questions to find out the content and social function of the text (collecting data and analyzing data). After that, they should share their discussion to the other groups (communicating).</p>
Task 6	<p>Instruction:</p> <p><i>Listen to the recording. Say these words loudly and then find the meaning of them. You may consult your dictionary.</i></p> <p>Description:</p> <p>The students are asked to listen to the recording and then say the words loudly using correct pronunciation based on the recording. Then, they are asked to find the meaning of the words by consulting the dictionary (collecting data and analyzing data).</p>
Task 7	<p>Instruction:</p> <p><i>Study the following words. Listen carefully to the conversation between Pandu and Rian talking about the story entitled “The Greedy Fisherman”. Fill in the blank spaces in the conversation and then answer the questions that follow. Share your answer to the class. Work in groups of three. The script is in the Appendix.</i></p> <p>Description:</p> <p>Students are asked to work in groups of three. Then they should listen to the dialogue and complete it. They also should answer the questions (collecting data and analyzing data). After that, they should share their discussion to the other groups (communicating).</p>
Task 8	<p>Instruction:</p> <p><i>Study the following explanation and then match the paragraph(s) that follow with the correct part of the text to help you know the structure of story that follow.</i></p> <p>Description:</p> <p>In this task, the students will learn the generic structure of</p>

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	narrative text. They should study the explanation, and decide the generic structure of narrative by matching the paragraph with the generic structure (collecting data and analyzing data).
Task 9	<p>Instruction: <i>Study the following expressions to help you knowing the expressions of used when talking about a story. Listen and repeat.</i></p> <p>Description: In this task, the students are asked to study the expressions used to tell about a story. Then, they are asked to say those expressions loudly (collecting data and analyzing data).</p>
Task 10	<p>Instruction: <i>Work with your friend sitting next to you. Find the expressions of retelling, ending and showing respond in the conversation between Pandu and Rian in Task 7. Some are done for you.</i></p> <p>Description: Students are asked to read again the dialogue in Task 7 and find the expressions of retelling a story, ending a story and showing respond from the dialogue.</p>
➤ Creating	
Task 11	<p>Instruction: <i>Find a legend from internet or magazine. Rewrite the story and then tell the story to your friends. You may use the following outline before telling the story.</i></p> <p>Description: This is a semi-guided task. The students work independently and individually in this task. They are asked to find a legend from internet or magazine, rewrite it, and tell it to their friends. An outline is provided to help them before telling the story.</p>
Task 12	<p>Instruction: <i>Now, it's your turn to work individually. Supposed you were in a competition of story telling among your friends in your</i></p>

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	<p><i>class. Retell your favorite story and then make it as interactive as possible with your audience. See the example below.</i></p> <p>Description: This is free-guided task since the students work independently and individually in this task. The students are asked to retell their favorite story and retell it in from of the students. They should make it as interactive as possible since they should imagine it as a story-telling competition.</p>
<p>Reading-Writing</p> <p>➤ Observing</p>	
Task 13	<p>Instruction: <i>Read the following text and then tick (✓) and write items that you do not know and/or you want to know further.</i></p> <p>Description: This task belongs to observing step which asks the students to read a text and then observe the things that they do not know or they want to know by putting a tick on the given box.</p>
<p>➤ Questioning</p>	
Task 14	<p>Instruction: <i>Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.</i></p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
<p>➤ Collecting data</p> <p>➤ Analyzing data</p> <p>➤ Communicating</p> <p>The students do the tasks in these steps in order to answer the question in the previous step (questioning).</p>	

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Task 15	<p>Instruction: <i>Read again the text in Task 13. Say these words loudly. Find the meaning of them by using dictionary and then answer the questions in groups of three to help you finding out the content of the text. Write the answers on a piece of paper and then put it on the board.</i></p> <p>Description: The students are asked to work in groups of three. They should listen to the recording and then say the words loudly using correct pronunciation based on the recording. Then, they are asked to find the meaning of the words by consulting the dictionary and answer the questions (collecting data and analyzing data). They should write the answer in a piece of paper and put it on the board (communicating).</p>
Task 16	<p>Instruction: <i>Study the following explanation, read the text and then identify the adjectives and adverbs in the text to help you know the language features of the story. See the example in page 17.</i></p> <p>Description: In this task, the students will learn the linguistic feature of narrative. They are asked to study the explanation, read the text, and then identify the adjective and adverbs in the text (collecting data and analyzing data).</p>
Task 17	<p>Instruction: <i>Study the following explanation, read the text and then fill in the blank spaces in the text to help you know the language features of the story. Write the answers on a piece of paper and then put it on the board.</i></p> <p>Description: In this task, the students will learn subordinate conjunctions. They are asked to study the explanation, read the text, and then identify the subordinate conjunctions in the text (collecting data and analyzing data). They should write the answer in a piece of paper and put it on the board (communicating).</p>

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Task 18	<p>Instruction:</p> <p><i>Read the text and then fill in the blank spaces by putting the right direct speech in the box to help you know the language features of the story. Write the answers on a piece of paper and then put it on the board.</i></p> <p>Description:</p> <p>In this task, the students will learn direct speech. They are asked to study the explanation, read the text, and then identify the direct speech in the text (collecting data and analyzing data). They should write the answer in a piece of paper and put it on the board (communicating).</p>
➤ Creating	
Task 19	<p>Instruction:</p> <p><i>Work in groups to complete the table with the information from the following text. See the example.</i></p> <p>Description:</p> <p>This task is a semi-guided task. In this task, the students should work in groups, read and complete the information in the table. The information include the language features of narrative: adjective, adverbs, conjunction, direct speech, indirect speech, and past tense.</p>
Task 20	<p>Instruction:</p> <p><i>Now it's your turn to work individually. Find a famous legend and rewrite it. Decide upon the structure of the legend like the text in Task 19.</i></p> <p>Description:</p> <p>This is free-guided task. The students should work independently and individually. They should find a famous legend, rewrite it, and complete the information related to the linguistic features narrative in the table.</p>
<p>C. Reinforcement</p> <p>Homework</p>	
Task 21	<p>Instruction:</p> <p><i>Find a famous legend and rewrite it. Decide upon the linguistic feature of the legend like the text in Task 19.</i></p>

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	<p>Description:</p> <p>The students in this task should find a legend and find the information related to the linguistic feature. They should do this task like in the previous tasks.</p>
Evaluation	
Task 22	<p>Instruction:</p> <p><i>Work in groups of four and make clippings of legends by following these instructions.</i></p> <p>Description:</p> <p>In this task, students are asked to work in groups of four. They should go to school library or visit a website to find 4 legends from Indonesia and 4 legends from other countries. They should analyze social function, generic structure, and language features of the legends. They should present the analysis of the legends they get in front of the other members of the group and then record the presentation using mobile phone.</p>

APPENDIX E

First Draft Materials



based on
Curriculum 2013



ENGLISH

FOR

NAUTICAL STUDENTS

For Vocational High School Grade X
SEMESTER 2

English Education Study Program
Yogyakarta State University
2014



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UNIT 1

What did you do yesterday?



Sources: <http://aslibanget.com/wp-content/uploads/2014/02/mancing.jpg>
<http://rainbowscuba.com/images/hawaii-scuba-diving-12.jpg>

Each of you have your own experience in the past. Sometimes you want to know what your friends did in the past and so does your friend. Do you know how to ask your friend about their activities in the past? Do you know how to answer your friend's question about your activities in the past? In this unit, you will learn expressions of asking and telling activities or events in the past.



WARM-UP

Task 1: Listen to the dialogue between Rian and Zaqi. What did Rian do yesterday?
Put a tick (✓) on the suitable picture. The listening script is in the Appendix.



<http://aslibanget.com/wp-content/uploads/2014/02/mancing.jpg>



<http://en.wikipedia.org/wiki/Camping>



<http://rainbowscuba.com/images/hawaii-scuba-diving-12.jpg>

Task 2: Study the picture and then answer the questions.

I went to Tanjung Priok Port yesterday.
I took a picture of a ship.
I went there with my brother.

1. What did the person do yesterday?
2. What did he do there?
3. With whom did he do it?



Source:
<http://greenpressnetwork.blogspot.com/2010/10/greenpeace-kecewa-atas-penolakan->

Task 3: Remember your activity yesterday and then answer the questions below.

1. Do you remember any activity you did yesterday?
2. What was it?
3. With whom did you do it?



LESSON PROPER

LISTENING AND SPEAKING



Observing

Task 4: Listen carefully to the conversation and then tick (✓) and write items that you do not know and/or you want to know further. The listening script is in the Appendix.

I want to know ...

- | | |
|---|--------------------------|
| 1. what the speakers were talking about. | <input type="checkbox"/> |
| 2. the meaning of expression "What did you do yesterday?" | <input type="checkbox"/> |
| 3. the structure of transactional communication involving asking and telling past events. | <input type="checkbox"/> |
| 4. the expressions of asking past events. | <input type="checkbox"/> |
| 5. the expressions of telling past events. | <input type="checkbox"/> |

Write more things you do not know and/or you want to know further

- | |
|---------|
| 1. |
| 2. |
| 3. |



Questioning

Task 5: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

Questions

- | | | |
|----|--|--------------------------|
| 1. | What were the speakers talking about? | <input type="checkbox"/> |
| 2. | What is the meaning of expression "What did you do yesterday?" | <input type="checkbox"/> |
| 3. | What is the structure of transactional communication involving asking and telling past events? | <input type="checkbox"/> |
| 4. | What are the expressions of asking past events? | <input type="checkbox"/> |
| 5. | What are the expressions of telling past events? | <input type="checkbox"/> |

Answers	
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....



Collecting Data

Analyzing Data

Communicating

Task 6: Study the following words then listen to the recording in Task 4 again. Complete the dialogue and share your answer with your friend. The listening script is in the Appendix.

bus station (n) /bʌs 'steɪʃən/	: terminal bus
port (n) /pɔ:t/	: pelabuhan
envy (v) /'en.vi/	: iri
uncle (n) /'ʌŋ.kl/	: paman

Situation: Adit and Zaqi met in front of the teachers' room after school on Monday.

Adit : Hello, Zaqi. What are you doing here?

Zaqi : Oh. Hi, Adit. Yeah, I'm waiting for Mr. Alex.

Adit : Zaqi, I thought I saw you with a man at the bus station yesterday. Were that you?

Zaqi : Oh yeah. It was me and my brother. We _____ (1) Jakarta last week.

Adit : _____ (2) there?

Zaqi : We went there for holiday. We _____ (3) our uncle's house. My uncle took us to some famous places in Jakarta such as National Monument, Dufan, and Ragunan zoo.

Adit : _____ (4) Tanjung Priok Port?

Zaqi : No, I didn't. My uncle was so busy so we didn't go there. I envy my cousin. _____ (5) to Tanjung Priok Port.

Adit : Oh, really? When did he go?

Zaqi : This morning.



Source: http://quantumindonesia.blogspot.com/2009_01_01_archive.html



Task 7: Listen again to the conversation. Answer the questions in groups of three to help you find out what they were talking about and then share your answers with other groups. The listening script is in the Appendix

Questions:

1. What were Adit and Zaqi talking about?
 - a. They were talking about Mr. Alex.
 - b. They were talking about Tanjung Priok port.
 - c. They were talking about holiday.
 - d. They were talking about Jakarta.
2. Where did Adit see Zaqi yesterday?
 - a. At the bus station.
 - b. At the railway station.
 - c. At the harbor.
 - d. At the airport.
3. Where did Zaqi go on his holiday?
 - a. He went to the bus station.
 - b. He went to Jakarta.
 - c. He went to Tanjung Priok port.
 - d. He went to Mr.Alex's house.
4. What did he do there?
 - a. He visited Tanjung Priok port.
 - b. He visited his grandfather's house.
 - c. He visited Ancol.
 - d. He visited many famous places in Jakarta.
5. Who went to Tanjung Priok Port?
 - a. Adit.
 - b. Zaqi.
 - c. Zaqi's uncle.
 - d. Zaqi's cousin.

Task 8: Listen to the conversation between Rian and Kevin. Answer the questions to find out the meaning of some expressions and then present your answer to your friends. Work in groups of three. The listening script is in the Appendix.

Questions:

1. What did Kevin mean when he asked “*What did you do last holiday?*” to Rian?

2. What did Rian mean when he said “*I went camping with my family.*” to Kevin?

3. What did Kevin mean when he asked “*How did you get there?*” to Rian?

4. What did Rian mean when he said “*We went there by car.*” to Kevin?

5. What did Kevin mean when he asked “*What did you do there?*” to Rian?

6. What did Rian mean when he said “*My father and I built the tent first and went fishing afterwards.*” to Kevin?

7. What do you think the meaning of the expressions “*What did you do last holiday?*”; “*How did you get there?*”; and “*What did you do there?*” ?

8. What do you think the meaning of the expressions “*I went camping with my family.*”; “*We went there by car.*”; and “*My father and I built the tent first and went fishing afterwards.*” ?

Task 9: Study the following explanation. Work with your friend next to you and then complete the table that follow. Number 1 has been done for you.

In asking and telling your activities and/or event that happened in the past, you can use Simple Past Tense.

Simple Past Tense is used to express a finished past action which occurs at a specific moment in the past.

Examples:

Asking : What did you do last Sunday?

Telling / responding to question : I went to Komodo island with my family.



No	Simple Past	Positive			Interrogative			
		Subject	Verb 2 / to be 2	others	WH Question + Did/ was/ were	Subject	Verb 1	Others+ ?
1.	What did you do yesterday?	-	-	-	What did	you	do	yesterday ?
2.	I went to Pangandaran beach yesterday.							
3.	Did you go fishing yesterday?							
4.	Where did you go last week?							
5.	We swam ashore.							

Task 10: Study the following expressions to help you know the expressions of asking and telling past events or activities. Read aloud the expressions and their responses. Work in pairs.

Talking about events/activities	
Asking about events or activities	Responses
• Were you at the port yesterday?	• Yes, I was there.
• Were you on the beach last week?	• No, I wasn't.
• What did you do yesterday?	• I went fishing with my father yesterday.
• Did you go to Tanjung Priok Port?	• No, I didn't.
• What did you see in the harbor?	• I saw many ships there.
• Where did you go last holiday?	• I went to the beach.
• How did you get there?	• I went there by bus.

Task 11: Work with your friend sitting next to you, match the expressions of asking past events or activities and their correct responses. Share your discussion with your friends. Number one has been done for you.

Asking about past events or activities	Responses / Telling past events or activities
1. What did you do two days ago?	I went there when I was six years old.
2. What did he do last Sunday?	I did scuba diving with my brother.
3. When did you go to Bali?	He went fishing with his father.
4. Where did you go last week?	I swam in Tirta Kencana swimming pool.
5. Where did you swim last month?	I went to Belawan fishing port last week.
6. What did you see in the harbor?	I saw many vessels there.

Task 12: Listen to the following dialogue between Rian and Tio. Complete the blanks with suitable expressions in the box and then share your findings with your friends. Work in pairs.

What did you see there?	Where did you go?
What did you buy?	How did you get there?

Rian : Hello Tio.
Tio : Hi Rian.
Rian : You look so happy. You must have a great holiday. _____ (a)
Tio : Yes. I went to Cilacap fishing port.
Rian : _____ (b)
Tio : I went there by bus. It's about thirty minutes from my house.



Source: http://www.kkp.go.id/upload/jica/book_file/05_FishingPort2009.pdf

Rian : Tell me _____ (c) ?

Tio : I saw many ships there and, of course,
many fish.

Rian : Oh really. What kind of fish were there?

Tio : There were many fish but the species of tuna almost dominated in this fishing port.
White shrimp and lobster also could be found there. All of them were sold in the fish
market.

Rian : _____(d) ?

Tio : I bought some lobster and bullet tuna there.

Rian : You should take me there next holiday.

Tio : Okay. Sure.

Task 13: Read the dialogue between Rian and Tio in Task 11. Complete the table below by listing the expressions of asking and telling past events. Work in pairs.

Expressions of asking about past events or activities	Expressions of telling about past events or activities.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Creating

Task 14: Complete the dialogue with the appropriate expressions in the box.

What did you watch?

Where did the vessels come from?

What happened then?

What did you do last night?

Budi : Hei Irvan. _____ (a) ?

Irvan : My family and I went to grandma's house last night. What about you?

Budi : I just stayed at home and watched television.



Irvan : Oh really? _____ (b) ?
 Budi : I watched a news from “*Apa kabar Indonesia Malam*” last night on TV ONE. It was about illegal fishing vessel which was arrested by our policeman in Natuna.
 Irvan : Really?
 Budi : Yeah, it was not only one but also ten vessels that was arrested.
 Irvan : What a good news! _____ (c)?
 Budi : They came from Vietnam. All of them were arrested while poaching in Natuna waters.
 Irvan : Oh, _____ (d)?
 Budi : The police also secured more than five tons of fish from the seized vessels.
 Irvan : That was really a good news for us. Indonesia must be suffer losses trillion rupiahs.
 Budi : Yes, right. It was told that Indonesia suffered losses of Rp 30 trillion every year because of poaching.

Task 15: Complete these dialogues with the correct expressions based on the situations and then act out with your partner.

Situations:

1. Rian and Zaqi were talking about Rian’s activities during holiday.

Zaqi : Hi, Rian. You look so happy today. Did you have a great holiday?
 Rian : Hello Zaqi. Yeah, I did.
 Zaqi : _____ (a) on your holiday?
 Rian : I went to Karimun Jawa island with my family.
 Zaqi : _____ (b)?
 Rian : We went to the beach there. My brother and I played and built castle from the sand. _____ (c) also beautiful. We took a picture there.
 Zaqi : What a great holiday!
 Rian : Yes. You should go there someday.

2. Mr. Hendra asked Andi about his activities in the past during the lesson.

Mr. Hendra : So, Andi. _____ (a) on the new year vacation?
 Andi : I did not go anywhere, sir.
 Mr. Hendra : Then _____ (b) on that day?
 Andi : I stayed at home and did the housework with my family. My brother and I washed the clothes, watered the plants, and mopped the floor while my mother cooked for us.
 Mr. Hendra : How about your father?
 Andi : _____ (c) at home. He sailed across the sea. He is a sailor, sir.
 Mr. Hendra : Oh, I see. You live with your mother and your brother only, right?
 Andi : Yes, sir.

Task 16: Complete the following dialogues using expressions of asking or telling past events. Look at the example.

1. Andi : Where did you go last weekend?
Tio : (telling) I went to Sundak beach last week.
2. Rian : (asking)
Zaqi : I swam in the public swimming pool near my house.
3. Budi : (asking)
Irvan : I went there by car.
4. Tio : What did you do at the beach?
Rian : (telling)
5. Andi : When did you visit Komodo island?
Zaqi : (telling)

Task 17: Have a short dialogue with your classmate based on the situations given. Use expressions of asking and telling past events. Look at dialogues in Task 15 as examples. Then act it out with your partner.

Situations:

- Your friend ask you about your activities on the school holiday. Tell him what you did and also ask about his activities.
- You meet your friend who has been ever to Tanjung Priok Port last week. Ask him about his activities and also tell him about what did you do last week.



Observing

READING AND WRITING

Task 18: Read the following letter from Andi's father working as a sailor and then tick (✓) and write items that you do not know and/or you want to know further.

Dear Son,

How's life? I hope everything is okay. I wrote this letter because I missed you, your brother and your mother so much. Tell your mother that I am okay here. This letter was written in the last day when I was in Cape Town, South Africa. The crews and I were here for a week. Our ship docked last week. Living at the sea was not easy, son. Just imagine that you were surrounded by the ocean. You could not even see the island and meet many people. That's why when we arrived at the Cape Town port, we felt relief. We were on the land finally.

We had a week on the land before we had to sail to catch the fish. There were many activities we did there. On the first day, we refuelled our ship. Then we went to the market near the port to buy the daily needs and some foods. We bought tons of wheat, many kinds of vegetables, fruits and meals to supply our consumption of foods on the ship. Since we worked on the fishing vessel, the other activities that we did were loading the fish and selling them through the fish market and the auction. That was interesting since we had seven days in this town. We had a chance to go around the town and bought some souvenirs. I bought some for you, your brother and your mom. Unfortunately, because of the high price of shipping the souvenirs, I decided to bring them with me later.

Finally, we had to go back to the ocean for about four months to catch the fish. So Andy, see you on the next four months.

Love,

Dad.

I want to know ...

- | | |
|---|--------------------------|
| 1. the content of the text. | <input type="checkbox"/> |
| 2. the meaning of the words underlined words in the text. | <input type="checkbox"/> |
| 3. the tenses used in the text. | <input type="checkbox"/> |
| 4. the social purpose of the text. | <input type="checkbox"/> |
| 5. how to ask about past activities or events in written form. | <input type="checkbox"/> |
| 6. how to tell about past activities or events in written form. | <input type="checkbox"/> |

Write more things you do not know or you want to know further.

- | |
|---------|
| 1. |
| 2. |
| 3. |





Questioning

Task 19: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No	Items	
1.	What is the text about?	<input type="checkbox"/>
2.	What are the meaning of the underlined words in the text?	<input type="checkbox"/>
3.	What is the tense used in the text?	<input type="checkbox"/>
4.	What is the social purpose of the text?	<input type="checkbox"/>
5.	How to ask past activities or events in written form?	<input type="checkbox"/>
6.	How to tell past activities or events in written form?	<input type="checkbox"/>
No.	Answers	
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....



Collecting Data

Analyzing Data

Communicating

Task 20: Read again the text in Task 17. Find the meaning of the following words in the dictionary. Answer the questions in groups of three and then write the answers on a piece of paper and then put it on the board.

English	Phonetic Transcription	Indonesian
auction (n)	/ˈɔːk.fən/	
crew (n)	/kruː/	
dock (v)	/dɑːk/	
fishing vessel (n)	/ˈfɪʃ.ɪŋ ˈves.əl/	
ocean (n)	/ˈoʊ.ʃ ə n/	
port (n)	/pɔːrt/	



English	Phonetic Transcription	Indonesian
refuel (v)	/,ri:'fjuəl/	
sail (v)	/seɪl/	
shipping (n)	/'ʃɪp.ɪŋ/	
surround (v)	/sə'raʊnd	

Dear Son,

How's life? I hope everything is okay. I wrote this letter because I missed you, your brother and your mother so much. Tell your mother that I am okay here. This letter was written in the last day when I was in Cape Town, South Africa. The crews and I were here for a week. Our ship docked last week. Living at the sea was not easy, son. Just imagine that you were surrounded by the ocean. You could not even see the island and meet many people. That's why when we arrived at the Cape Town port, we felt relief. We were on the land finally.

We had a week on the land before we had to sail to catch the fish. There were many activities we did there. On the first day, we refuelled our ship. Then we went to the market near the port to buy the daily needs and some foods. We bought tons of wheat, many kinds of vegetables, fruits and meals to supply our consumption of foods on the ship. Since we worked on the fishing vessel, the other activities that we did were loading the fish and selling them through the fish market and the auction. That was interesting since we had seven days in this town. We had a chance to go around the town and bought some souvenirs. I bought some for you, your brother and your mom. Unfortunately, because of the high price of shipping the souvenirs, I decided to bring them with me later.

Finally, we had to go back to the ocean for about four months to catch the fish. So Andy, see you on the next four months.

Love,

Dad.

Questions:

1. Where was the father when he wrote the letter?
2. What did he and his friends do there?
3. What did they feel after arriving the port?
4. What did they do on the first day at the Cape Town?
5. What did they buy at the market?
6. Where did they load and sell the fish?
7. Why did father decide to bring the souvenirs later?

Task 21: Read the following WhatsApp message between Peter and Rian. Identify which expressions containing simple past tense in the message. Write down in the box and then share your answer to the class. You may work in pairs.



Expressions using simple past tense:

1. _____
2. _____
3. _____
4. _____
5. _____

Task 22: Read again the texts in Task 18 and Task 20. Answer the following questions to help you find out the social purpose of the texts. Work with your friend sitting next to you and then share your answer to the class.

1. Why did Andy's father write the letter?
2. What did Andy's father in the letter?
3. What do you think the social purpose of the letter in Task 19?
4. What expressions did Rian use to ask about Peter's past activities?
5. What expressions did Peter use to answer the questions from Rian?
6. What do you think the social purpose of the message sent by Rian to Peter in Task 20?

Task 23: Study the table below and then fill in the blanks on the sentences that follow with correct verb pattern to help you know the expressions of asking and telling past events in written form. You may do this task in the classroom or in the library.

Simple Past Tense	Rules	Examples	Asking or Telling Past Events
Singular Subject	WH Question + Did/ was/ were + she/he/it + verb 1 + ... + ?	<u>Where did</u> he go last week?	Asking Past Events
	I + was	I <u>was</u> at the port last week.	Telling Past Events
	It/she/he + was	He <u>was</u> happy after the vacation.	
	It/she/he + verb2 regular	He <u>sailed</u> across the Pasific Ocean.	
	It/she/he + verb2 irregular	She <u>went</u> to the Beach on the holiday.	
Plural Subject	WH Question + Did/ was/ were + she/he/it + verb 1 + ... + ?	<u>Where did</u> you go last Monday?	Asking Past Events
	They/we + verb2	We <u>bought</u> tons of wheat.	Telling Past Events
	You/we/they + were	We <u>were</u> on the land yesterday.	
	You + verb2	You <u>arrived</u> at Cape Town last night.	

1. A fishing vessel (sink) _____ after colliding with a passenger vessel at Tanjung Perak Port in Surabaya two days ago.
2. Patrol ship Hiu 001 (arrest) _____ Malaysian-flagged motor vessel around 8:00 a.m. last week.
3. I (am) _____ at the harbor yesterday with my brother.
4. The ship (head) _____ towards the harbor last night.
5. Seven days ago, the fishing vessel Andrea Gail (break down) _____ in high seas and strong winds.
6. The First Officer (dock) _____ the ship.
7. (be) _____ they happy after sailing?
8. (do) _____ you (like) _____ snorkeling?
9. (where do) _____ he (go) _____ fishing?
10. (be) _____ the captain aboard the ship at that time?

Task 24: Complete the following e-mail from Rian to Andi telling about his holiday with the appropriate statements in the box. Jot down the expressions of asking and telling past events in the table that follow. Write the complete e-mail in a piece of paper and then put it on the board. You may work in pairs.

From : rian_setiawan@gmail.com
 To : andi_nugroho@gmail.com
 Subject : Holiday

Dear Andi,

It has been a long time since we met. Hope you are always okay. _____?

I spent all the holiday in my Grandfather's house in North Sumatra. _____. It took about 30 minutes from Grandpa's house to the Lake Toba and the Samosir Island. _____. It was very tiring but the view of the lake was just gorgeous. I want to go there again sometime in the future. You should go there someday.

How about you? _____? Did you enjoy it? I hope it was going well for you too. You should tell me about your holiday too. I look forward to hearing from you soon.

Your friend,

Rian

I took a boat ride and saw the lake and mountains

Where did you go on your holiday?

It was near to the Lake Toba

What did you do on the last holiday?

No.	Asking Past Events	Telling Past Events
1.
2.
3.
4.
5.



Creating

Task 25: Help Andi complete his e-mail for Rian. You may use your own words or look at the clues below to help you completing the e-mail. Work individually.

Clues :

- Andi just stayed at home during holiday.
- He helped her mother.
- His brother was also at home.
- They sometimes went fishing, swimming, and cycling.
- He enjoyed his holiday.
- He wants to meet Rian soon.

From : andi_nugroho@gmail.com

To : rian_setiawan@gmail.com

Subject : What a holiday!

Dear Rian,

Hi Rian. I'm so glad to receive an e-mail from you. What a great holiday you have. As you know, I didn't go anywhere this holiday. _____

That's all about my holiday. _____

Your friend,

Andi

Task 26: Write your own letter to your friend based on these following topics. You may choose one topic. Write on a piece of paper and then put it on the board.

Topics :

1. You write a letter to your friend telling about your own activities in the holiday or in the past, you are also asking him about his holiday.
2. You write a letter to your friend telling about your father's activities as he works as a sailor.
3. You write a letter to your friend telling about the recent news or issues related to the fishing, sailing, and shipping.





HOMEWORK

Task 27: Create a dialogue based on one of the following situations.

Situations:

- a. You met your friend after the long weekend holiday. Ask him about his activities on the holiday. You may also tell him that you spend the holiday at home.
- b. You have just arrived home from the school trip to Bali with your classmates. At home, your mother ask what did you do there. You tell her your activities there.

Task 28: Find a letter or e-mail telling about past events from the internet. Re-write it and then write the reply on a piece of paper. You may reply the letter by telling your own events or activities in the past. Use your creativity in designing the reply. Submit it to your teacher in the next meeting.



EVALUATION

Task 29: Listen to the following dialogue between Andi and his friend from Spain Pedro, complete the blanks with the correct expressions and then act it out with your partner.

Situation: Andi and Pedro are crews of a fishing vessel from Spain. Andi spent his holiday in Indonesia while Pedro stayed in Spain. They finally met after the long vacation.

Andi : Hello Pedro, long time no see. How are you?

Pedro : I'm good, Andi. How about you? How was your holiday?

Andi : Very well. The holiday was amazing.

Pedro : Really? _____(1) on the holiday?

Andi : Well, _____(2) with my family. We went to Lombok.

Pedro : Where is Lombok? _____(3)?

Andi : Lombok is one of the most beautiful islands in my country which is near Bali. We did so many activities there. _____(4) while Mom and Dad went around the beach. The view _____(5).

Pedro : Wow. _____(6)?



Andi : Yes, of course. We also went snorkelling along the beach in Lombok. Pedro, I think you should go there someday.

Pedro : Yeah. I think so, Andi.

Task 30: Help Tio completing this letter to his brother who works abroad. You may use your own words or look at the clues below to help you completing the letter.

Clues:

- Tio has just arrived from his holiday.
- Tio went to Bali with his classmates.
- He sailed across the Bali Strait by ferry.
- Tio and his friends rode Banana Boat, went snorkelling, and surfing.
- He visited Tanjung Benoa, Tanah Lot, and Kuta beach.
- The view was so wonderful.
- It was his unforgettable holiday.
- He wants to go there with his brother someday.

Dear brother,

How are you? It has been long time since you worked abroad. It was my holiday last week.

I'm looking forward to hearing from you.

Regards,

Tio



REFLECTION

Before I studied this unit	I didn't understand about
When I was studying this unit	I had some difficulties: And I overcame it by:
After I have studied this unit	I think



SUMMARY

- Expressions of asking and telling past events or activities.

Talking about events/activities in simple past tense	
Asking about events or activities	Responses
• Were you at the port yesterday?	• Yes, I was there.
• Were you on the beach last week?	• No, I wasn't.
• What did you do last night?	• I studied for English exam last night.
• Did you watch the television?	• No, I didn't.
• What did you see in the harbour?	• I saw many ships there.
• Where did you go ...?	• I went to the beach.
Asking about events or activities	Responses
• Have you been to Tanjung Perak port?	• No, I haven't been there yet.
• Has Iwan arrived?	• Yes, he has just arrived.
• Have you seen Toni recently?	• No, I haven't seen him.
• Has he gone to Bali?	• Yes, he has gone to Bali.
• Has your uncle sailed across the sea?	• Yes, he has been a sailor since 1998.

- Simple Past Tense

Simple Past Tense

Simple Past is used to express a finished past action which occurs at a specific moment in the past.

Form: S + V₂ +

Example : I saw many ships there.





VOCABULARY LIST

arrest (v) /ə'rest/	: menangkap, menahan
catch (v) /kætʃ/	: menangkap
chance (n) /tʃæns/	: kesempatan
gorgeous (adj) /'gɔː.dʒəs/	: sangat indah
harbor (n) /'hɑːr.bə/	: pelabuhan tempat kapal berlabuh
island (n) /'aɪ.lənd/	: pulau
lake (n) /leɪk/	: danau
poach (v) /pəʊtʃ/	: menangkap ikan dengan ilegal
port (n) /pɔːrt/	: kota pelabuhan
relief (adj) /rɪ'liːf/	: lega
scuba diving (n) /'skuː.bə.daɪ.vɪŋ/	: menyelam di bawah air hingga dasar laut
sink (v) /sɪŋk/	: tenggelam
snorkelling (n) /'snɔː.kəlɪŋ/	: menyelam di permukaan laut, selam dangkal
suffer (v) /'sʌf.ə r /	: menderita
surfing (n) /'sɜːfɪŋ/	: berselancar



FUN SPACE

Fisherman Tongue Twister

There was a fisherman named Fisher who fished for some fish in a fissure.
Till a fish with a grin, pulled the fisherman in.
Now they're fishing the fissure for Fisher.

taken from: <http://www.greatcleanjokes.com/3251/fisherman-tongue-twister/>

UNIT 2

What a great experience!



Sources: <http://tokarimunjawa.com/wp-content/uploads/2014/04/Excursion-Snorkeling-karimunjawa.jpg>
<http://seafarerday.tumblr.com/>

In this unit, you will read some great experience of some students during their holiday. Great experience of the seafarers that live aboard the ship will also be found here. You will learn the way they tell their experience. In this unit, you will learn how to tell your and other's experience orally or in written.



WARM-UP

Task 1: Study the following pictures with your friend next to you and then answer the questions that follow.



Sources: <http://istanakarimunjawa.files.wordpress.com/2012/11/>
<http://www.jakarta.go.id/web/foto/index/0/Color%20of%20Jakarta/1/45>
<http://www.republika.co.id/berita/regional/nusantara/11/09/01/>
http://www.exmoor-nationalpark.gov.uk/_data/assets/image/0020/127433/Kayaking-Wimbleball.jpg

Questions:

1. Do you know those activities?
2. Where do those activities take place?
3. Have you ever done one of them? When and where?
4. How do you feel when you did those activities?



LESSON PROPER

LISTENING AND SPEAKING



Observing

Task 2: Listen to Rian telling about his experience of spending the holiday with his family and then tick (✓) and write items that you do not know or you want to know further. The script is in the Appendix.

I want to know ...	
1. the meaning of the words <i>surfing</i> , <i>bodyboards</i> , <i>squid</i> , <i>waves</i> , etc. in the monologue.	<input type="checkbox"/>
2. what the speaker was talking about.	<input type="checkbox"/>
3. the social function of the monologue.	<input type="checkbox"/>
4. the structure of the monologue.	<input type="checkbox"/>
5. the tenses that is used in the monologue.	<input type="checkbox"/>
Write more things you do not know or you want to know further.	
1.	
2.	
3.	



Questioning

Task 3: Referring to the items you do not know or you want to know further, tick (✓) relevant questions and propose answer based on your current knowledge.

No	Questions	
1.	What are the meaning of the words <i>surfing</i> , <i>bodyboards</i> , <i>squid</i> , <i>waves</i> , etc. in the monologue?	<input type="checkbox"/>
2.	What was the speaker talking about?	<input type="checkbox"/>
3.	What is the social function of the monologue?	<input type="checkbox"/>
4.	What is the structure of the monologue?	<input type="checkbox"/>
5.	What tenses that is used in the monologue?	<input type="checkbox"/>

No	Answers
1.
2.
3.
4.
5.



Task 4: Listen to the recording. Say these words loudly and then find the meaning of the words by matching them with their correct meaning. You may consult your dictionary. Look at the example. The script is in the Appendix.

surfing	→	ombak
bodyboards		kedai
waves		berselancar
caves		ikan cumi-cumi
drown		papan seluncur
stall		tenggelam
squid		ikan berlapis adonan
float		mengapung
chips		gua

Task 5: Study the following words. Listen again to the monologue in Task 2. Fill in the blank spaces and answer the questions that follow to help you find out what Rian talks about and why he tells the story and then report your work to the class. You may work in groups of three. The script is in the Appendix.

breeze (n) /bri:z/	: angin
hill (n) /hɪl/	: bukit
journey (n) /'dʒɜ:.ni/	: perjalanan
knobby (adj) /'nɑ:.bie/	: menonjol
Spain (n) /speɪn/	: Spanyol
spear (n) /spɪr/	: tombak
take a shower (v) /teɪk ə ʃaʊər/	: mandi
villa (n) /'vɪl.ə/	: vila

My Best Holiday

Let me tell you about my best holiday. Last year Dad, brother and I went on the most (1)_____ holiday to Spain. We had never been to Spain before.

When we arrived at the villa it was hot. The first thing that Dad did was to take a shower. He said that he needed to cool off after such a long journey.

One afternoon we went to visit some (2)_____ in the hills. Inside the caves were the most amazing stalagmites and stalactites. They were knobby and looked like massive, misshapen spears. Some were like bars in a zoo. The guide tapped some and it was rather like playing a glockenspiel. In the caves it was quite cold and by the end of the tour we were all ready for a bit of sun and an ice cream.

After that, we visited a beach on the third day. The (3)_____ were just right for surfing so we hired some (4)_____. Dad was worried that we would (5)_____ so he spent the afternoon standing in the sea watching us. It was a breeze! The waves were strong enough to float in on but not too powerful.

One of the best things about the holidays was we had to go into the town every night to eat. There was a (6)_____ where you could buy chips and calamari. The calamari was (7)_____ cooked in batter. It tasted like rubbery fish. Once we had eaten, we played on the pinball machines.

Finally, we got home and Mum wanted to see all the photos. I had a (8)_____ picture of Dad's very red face from too much sun. All in all I think that it was a great holiday and I can't wait to go back.

Adapted from: <http://www.badgerlearning.co.uk/ecommerce/ProductPDFs/9781858803630.pdf>

Questions:

1. What is the text about?

.....

2. Where did Rian go on the holiday?

.....

3. With whom did he go?
.....
4. What places did he visit?
.....
5. What did he do on the beach?
.....
6. What did the father do?
.....
7. What is calamari? Where did he buy it?
.....
8. How did he feel finally?
.....
9. Why did Rian tell this story?
.....

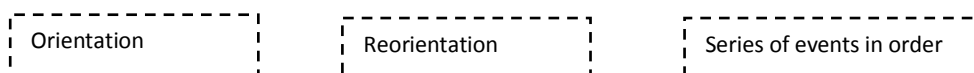
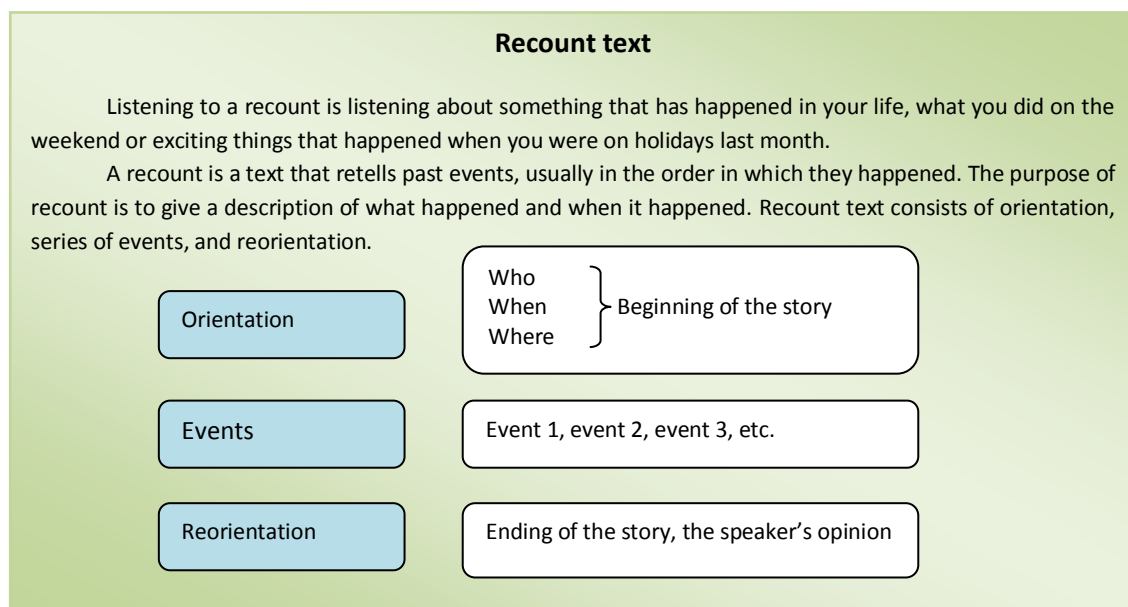
Task 6: Listen to the recording. Say these words loudly and then find the meaning of them. You may consult your dictionary.

English	Phonetic Transcription	Indonesian
buoy (n)	/ˈbuː.i/	
canoe (n)	/kəˈnuː/	
creature (n)	/ˈkriː.tʃə r /	
lake (n)	/leɪk/	
paddle (n)	/ˈpæd.l/	
pleased (adj)	/pliːzd/	
raft (n)	/ræft/	
realize (v)	/ˈriə.laɪz/	
sail (v)	/seɪl/	

Task 7: Listen carefully to Andi telling about his amazing trip and then answer the questions by deciding whether the statements are True (T) or False (F) with your friends next to you to help you find out the content of the story and why Andi tells it. Share your answer to the class. The script is in the Appendix.

Statements	T	F
1. Andi went to the Dramcaster Water Park with his family.		
2. The first thing they did was gather in a group by one of the lakes.		
3. Jeremy gave everyone a hot drink and a biscuit.		
4. There were so many different kinds of fish near and in the lake.		
5. Andi told this story to share his experience to the listener.		

Task 8: Study the following explanation and then match the paragraph(s) that follow with the correct part of the text to help you know the structure of monologue that you listened before.



My Amazing Trip

Well friends, listen to my amazing experience. Last week my classmates and I went on the most amazing trip to the Dramcester Water Park.

The first thing that we did was to gather in a group by one of the lakes. The instructor, who was called Jeremy, showed us the canoes. He taught us how to climb in and out. We all had to wear safety jackets in case somebody fell in. Jeremy demonstrated how to paddle. After that we climbed into our own canoes and set off. I got myself covered in water! It was great fun.

After that we had our break. Mr. Hendra gave everyone a hot drink and a biscuit. He said that this would help to warm up anyone who had got wet. As I was soaked, I was allowed two drinks.

Jeremy then showed a film of some of the creatures that live near and in a lake. I hadn't realized that there were so many different sorts of fish and birds. He took us to a 'hide'. A hide is like a hut that is close to the water. From the hide we could see all sorts of different birds without them seeing us.

In the afternoon Jeremy set us a challenge. We were put into groups and had to build a raft and then sail it to a red buoy. Luckily, Rian was in our team because he was really good at making the raft. We were first in the water. More importantly, we did not sink! The prize for winning was a chocolate bar each!

When we got back to school, Mr.Hendra said that he had had a great time. He was really pleased with all of us. It was a great trip and now I'd like to go there with my family. I think that they would enjoy the park.

Adapted from:
<http://www.badgerlearning.co.uk/ecommerce/ProductPDFs/9781858803630.pdf>

Task 9: Study the following words. Listen to the Tio telling his holiday in Karimunjawa island and then fill in the blanks with correct past verbs. You may work in groups of three. Report the result of your discussion to the class.

clownfish (n) /klaʊn /fɪʃ/	: ikan badut
coral (n) /'kɒr.əl/	: batu karang
eagle (n) /'iː.ɡl/	: burung elang
edge (n) /edʒ/	: tepi
incredible (adj) /ɪn'kred.ɪ.bl/	: luar biasa
mangrove (n) /'mæŋ.grəʊv/	: bakau
offspring (n) /'ɒf.sprɪŋ/	: keturunan
paradise (n) /'pær.ə.daɪs/	: surga
pristine (n) /prɪ'stiːn/	: asli
reef (n) /riːf/	: karang
uninhabited (adj) /ˌʌn.ɪn'hæb.ɪ.tɪd/	: tidak berpenghuni

What a great holiday!

Hi, I will tell you about my holiday. I (a)_____ the holiday in Java's one-and-only island paradise, Karimunjawa island. I (b)_____ the holiday with my family there.

We (c)_____ from Semarang port and (d)_____ to Karimunjawa island on Monday using the fast boat, called the Kartini. My family and I (e)_____ in Karimunjawa Inn for three days.

On the first day, we (f)_____ a small uninhabited island called Pulau Burung with a nesting pair of sea eagles and an almost fully adult offspring. We (g)_____ there by a small boat. However we (h)_____ land on the island because we could disturb the eagle. Still, it (i)_____ an incredible sight to come across this family group of three majestic birds perched on a dead tree beside the shore.

After that, we (j)_____ the coral islands which could be reached within two hours by small boat from Karimunjawa island. Then, my brother and I did snorkelling there. The underwater view was amazing. The Karimunjawa's coral reefs (k)_____ still in pristine condition and comprised 90 different species of coral, inhabited by 242 species of reef fish. They (l)_____ several varieties of clownfish, one of my favourite reef fish, which lived among the normally fatal tentacles of a type of sea anemone.

On the next day, we (m)_____ mangrove forest. There was a "Mangrove Forest Walking Track" close to the small bridge that connects Karimunjawa Island to its neighbor Kemujan Island to the north. We (n)_____ to walk from the road through the mangrove forest and out to the edge of the open sea, a total circular walk of about half an hour!

Finally, on the last day, we had to leave this beautiful island. All the activities (o)_____ tiring but amazing. My parents and my brother even (p)_____ to go back to this paradise in the next holiday. I, of course, was very happy.



Adapted from: <http://www.jakpost.travel/news/karimunjawa-javas-one-and-only-island-paradise-6wSnbYrQTkWX9sAx.html>

Picture Source: <http://www.semberani.com/wp-content/uploads/2013/12/gojepara.jpg>



Creating

Task 10: Now, it's your turn to work individually. Read and listen to the following monologue. Rewrite the information in the box that follows and then retell your summary in the front of the class.

Two Nights in Lombok



I had a chance to travel around the northern and southern parts of Lombok with my family this summer. We spent two nights there.

On my first day, I visited Narmada Park in Narmada district, a popular tourist destination. A number of pools and a Hindu temple were built in the park. Then we went down the small fountain, pray shortly, wash our faces and drink a glass of water. The water was cold and fresh, washing away all the thirst

that previously struck me before entering the hut.

We went to northern Lombok on our second day, leaving our hotel in Senggigi. We went through a narrow and hilly road, going to the top of a hill to reach a tourist spot called Puncak Pusuk (Pusuk Point) in Pemenang village.. On the way back to Senggigi, we dropped by Sira beach. The beach was surrounded by coconut trees and did not look appealing as green leaves and seaweed were scattered around during low tide.

On our third day, we went to the southern part of Lombok, visiting only one main destination – Kuta Beach, famous for its grainy white sand and clear blue skies. It was also famous for its high waves. That's why my brother and I did surfing there. The beauty of the beach also satisfied us.

Three days were not enough to enjoy Lombok, which offered Mount Rinjani and other destinations to explore. At least, those few days assured me that Lombok was an island worth a visit.

Adapted from: <http://www.jakpost.travel>.

Picture Source: http://www.naga-indo.com/wpcontent/uploads/2012/08/littlegem_lombok.jpg

Okay friend. I will retell the experience from the monologue that I have listened.

One day _____

_____ Then, _____

After that, _____

Finally, _____

Okay, that's the story. Thank you.

Task 11: Tell your experience spending the holiday by answering the following questions and completing the draft below. You may use the box in Task 10 as a model of your monologue and then present your experience to the class.

Title	
Orientation	<p>What did you do in the holiday?</p> <p>Where and when did you spend the holiday?</p> <p>With whom did you spend the holiday?</p>
Event 1	<p>What did you do during the holiday?</p>
Event 2	
Event 3	
etc...	
Re-orientation	How did you feel?

READING AND WRITING



Observing

Task 12: Study the following words. Read the David Corkish telling about his experience of living and working on ships and then tick (✓) and write items that you do not know or you want to know further.

cargo (n) /'kɑːr.gou/	: muatan
duty (n) /'duː.tj/	: tugas, kewajiban
lifeboat (n) /'laɪf.bəʊt/	: sekoci
pirates (n) /'paɪr.ət/	: bajak laut
seafarer (n) /'siː.feə.rer/	: pelaut
wash (v) /wɑːʃ/	: mandi
watchman (n) /'wɒtʃ.mən/	: pengawas

A Day in the Life as a Seafarer

Well, let me tell you about my experience. I worked and lived on ships that travel around the world. People called me a sailor. Nowadays, since ships do not have sails, people no longer called me sailor. They called me a seafarer.

I started a day in my life in the early morning. I got up at three thirty in the morning. I washed and put on my seaman's clothes. I got a cup of coffee and I took my notebook. At four o'clock I reported for my morning watch. I watched for other boats or objects in the water. I checked the ship's position and changed its direction when necessary. At eight o'clock I finished my duty as a watchman. I completed my report and went to the chief officer for the day's orders. He told me we will arrive at Jebel Ali port at eleven o'clock at night. I ate my morning meal, cereal, coffee, toasted bread covered with fruit.

Spending so much time away from home was difficult. Travelling by sea between Europe, Asia and America which took weeks was also dangerous. Danger came from several areas. Firstly, the work. The nature of my job was dangerous. My partners and I were always watching for each other's safety. Then, the weather. The weather was also change in a very short time. We also faced danger from pirates or sea robbers. Sometimes pirates left the crew floating in the ship's emergency lifeboats. Then they stole the ship and its cargo. However, there were also good things living at sea. Being a seafarer means that travelling around the world and visiting new and exciting countries. I also met many different people.

It was the most unforgettable experience in my life.



Adapted from : <http://spotlightenglish.com/listen/seafarers-life-at-sea/>

Picture source: <http://seafarerday.tumblr.com/>

I want to know ...	
1. what the text is about.	<input type="checkbox"/>
2. the another version of the same text in real life.	<input type="checkbox"/>
3. the structure of the text.	<input type="checkbox"/>
4. the tenses that is used in the text.	<input type="checkbox"/>
5. the meaning and the function of the words <i>when, after that, finally</i> , etc.	<input type="checkbox"/>
6. how to write that kind of text.	<input type="checkbox"/>
Write more things you do not know or you want to know further.	
1.	
2.	
3.	



Questioning

Task 13: Referring to the items you do not know or you want to know further, tick (✓) relevant questions and propose answers based on your current knowledge.

No	Questions	
1.	What is the content of the text?	<input type="checkbox"/>
2.	What is the another version of the same text in real life?	<input type="checkbox"/>
3.	What is the structure of the text?	<input type="checkbox"/>
4.	What tense that is used in the text?	<input type="checkbox"/>
5.	What are the meaning and the function of the words <i>when, after that, finally</i> ?	<input type="checkbox"/>
6.	How to write that kind of text?	<input type="checkbox"/>
Answers		
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....



Collecting Data

Analyzing Data

Communicating

Task 14: Read again the text in Task 12 and then answer the following questions to help you to find out the content of the text.

1. What is the text about?
2. Who is David Corkish?
3. Where and when did he start his activities?
4. What did he do as a watchman?
5. How did he feel about his experience?

Task 15: There are many types of recount text in our daily life. Study the following explanation. Read the recount texts that follow and then analyze the types of those texts.

Recount Text

- **Types of recount texts:**
 - **Personal recount**
This usually retells an event that the writer was personally involved in, e.g. diary, letter, postcards, etc.
 - **Factual recount**
This records an incident, e.g. a science experiment, police report, newspaper reports, etc.
 - **Imaginative recount**
This writes an imaginary role and giving details of events, e.g. A day in the life of a pirate; How I invented...
 - **Biography recount**
This retells accounts of a person's life, e.g. biography, autobiography, etc.
 - **Historical recount**
This retells historical events in the past.
- **Example of recount texts in our daily life:**
 - biographies and autobiographies
 - newspapers reports or the television news
 - letters and postcards
 - textbooks
 - diary
 - conversations
 - eyewitness accounts
 - speeches

1. Type of recount text:

Jalan Kusumanegara no.1

Yogyakarta

Dear Pipit,

It has been a long time since we met. So far my holiday in North Sumatra was great.

I spent two days in a wonderful hotel near Lake Toba. Lake Toba's stunning beauty is beyond words to describe. It took almost 6 hours to reach Parapat from Medan's Kuala Namu Airport and another 30 minutes to Samosir Island but it's worth the long journey. It was a pity we only stayed for one night at Samosir Island before proceeding to Berastagi, so it's no doubt I want to go there again sometime in the future.

I took a boat ride and saw the lake and the mountains. It was very tiring but the view of the lake was just gorgeous.

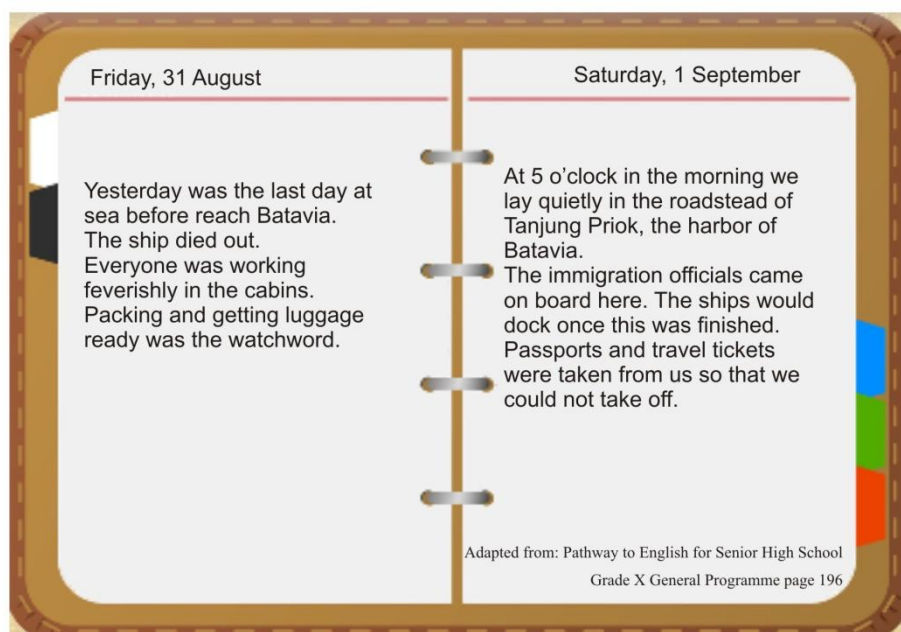
I hope your vacation has been going well for you too. I'm looking forward to hearing from you.

Your friend,

Melanie.

Adapted from: Pathway to English for Senior High School Grade X General Programme page 119

2. Type of recount text:



3. Type of recount text:

Ferdinand Magellan



Ferdinand Magellan was born in 1480 into a noble Portuguese family. His parents died when he was still a boy and he became a court page in Lisbon. In 1505, he enlisted in the fleet of the Portuguese viceroy to the Indies, and spent the following years involved in a series of Portuguese expeditions in India and Africa.

In 1511, he was with the fleet that conquered Malacca (on the Malay Peninsula), thus gaining control of the most important trade routes in the region. He also explored the islands of present-day Indonesia as far east as the Moluccas (also known as the Spice Islands).

In 1512, Magellan returned to Lisbon, and the following year, he was wounded during an expedition to Morocco, which left him with a permanent limp. After a disagreement with the Portuguese king, in 1517 Magellan went to Spain to try and enlist the Spanish king's support for an expedition to reach the Moluccas by sailing westwards. The Spanish wanted a share in the valuable spice trade from the Moluccas, but the Portuguese controlled the eastwards route round southern Africa. Magellan was successful and in September 1519 set out with a fleet of five vessels.

Now with only three ships, Magellan sailed on into the Pacific with rapidly diminishing supplies, which led to many of the crew dying of starvation and scurvy. After around 14 weeks they reached an island, probably Guam, in the western Pacific. They then sailed on to the Philippines. On 27 April 1521, Magellan was killed there after becoming involved in a battle between two rival local chieftains.

One ship from the fleet eventually reached Spain in September 1522, having completed the first ever circumnavigation of the globe.

Taken from: http://www.bbc.co.uk/history/historic_figures/magellan_ferdinand.shtml

Picture source: <http://virtualology.com/hallofexplorers/ferdinandmagellan.com/>

Task 16: Read again the text below. Remember the structure of recount text and then analyze the structure of the following text in pairs.

Jalan Kusumanegara no.1
Yogyakarta

Dear Pipit,

It has been a long time since we met. So far my holiday in North Sumatra was great. I went there with all my family.

I spent two days in a wonderful hotel near Lake Toba. Lake Toba's stunning beauty is beyond words to describe. It took almost 6 hours to reach Parapat from Medan's Kuala Namu Airport and another 30 minutes to Samosir Island but it's worth the long journey. It was a pity we only stayed for one night at Samosir Island before proceeding to Berastagi, so it's no doubt I want to go there again sometime in the future.

I took a boat ride and saw the lake and the mountains. It was very tiring but the view of the lake was just gorgeous.

I hope your vacation has been going well for you too. I'm looking forward to hearing from you.

Your friend,
Melanie.

Adapted from: Pathway to English for Senior High School Grade X General Programme
page 119

}

}

}

Task 17: In recount text, simple past tense is used. Study the following explanation about simple past tense. Read the text that follow and then change the verbs in the brackets into simple past tense so that the text can be meaningful. Re-write the text and then put your work on the board

Simple Past Tense

- We use simple past tense to tell or to talk about actions or situations in the past.
- The verbs used in simple past tense are regular verbs and irregular verbs.
- The pattern of simple past tense:

Positive Statement	: S + V2 + O
Negative Statement	: S + didn't + V1 + O
Affirmative	: Did + S + V1 + O + ?
- Time signals for simple past tense:
 - yesterday
 - last night, last week, last month, etc.
 - two days ago, four weeks ago, five years ago, etc.
 - in 2005, in 1992, etc.

Fishing in the Harbor

Last New Year's Eve, my family (join) ____ some other families on a fishing trip at Greenwich harbor to welcome the New Year. We (go) ____ fishing so we could stay up late.

On our way to the harbor, we (buy) ____ some beef mince at the butcher's. We (use) ____ the mince as bait. My parent's friends (bring) ____ the fishing rods for us to use. When we (get) ____ to the harbor, some families (be) ____ already there. We (be) ____ a bit late because we (try) ____ to find our way to the harbor and (get) ____ a bit lost. We (start) ____ a fishing competition. We (agree) ____ that whoever (get) ____ the most fish will keep all fish caught that night. Apparently, no one (catch) ____ any big fish. After fishing for nearly three hours, my mom (get) ____ the most fish. All the participants (give) ____ all their fish to us. We (come) ____ home with a bucketful fish. It (is) ____ not bad at all.

The next morning, we (enjoy) ____ some fresh fried yellowtail fish with steamed rice for breakfast. That (is) ____ very special because we had never had fried yellowtail fish for breakfast before.

Taken from: <http://www.education-english.com/2011/05/recount-text-fishing-in-harbor.html>

Task 18: Study the following explanation to help you understand the meaning of the words *when*, *after that*, *finally* and then complete the postcard that follow with the correct words in the box.

The words *when*, *after that*, *finally* are called **time connectives**.

Time connectives can be used to show chronological order.

One of the language features of stories is the use of words that show the order of events. Here are some of the words:

At first	meanwhile	afterwards
When	lastly	soon after
Next	after a while	at this moment
Then	before that	after that

then	yesterday	after that	next
then	meanwhile	after a while	

Dear Nan,

We are having a great holiday here on the Gold Coast. 1) _____, we went to Movie world.

When we got up in the morning, it looked like rain. 2) _____, the clouds disappeared and it became a sunny day. We 3) _____ decided to go to Movie World.

The first ride I went on was Lethal Weapon. 4) _____, I saw the Police Academy show. 5) _____, I had lunch as I was really hungry. 6) _____, Mum and Kelly queued for the Batman ride.

About one o'clock we got a light shower of rain but it cleared up soon after. We 7) _____ went on all the other rides followed by the studio tour.

It was a top day. See you when we get back.

Love,
Sam

Taken from: Text Types in English 3 page 25



Task 19: Study the following jumbled words and then arrange them into good sentences so that the text will be meaningful. Work with your friend sitting next to you. Write the complete text in a piece of paper and put it on the board.

1. last week – I – my friends – went to – beach – and – Parangtritis
2. beach – is – famous – legend – the – its – for – Queen of the Sea - the
3. played – we – with – water – the – enjoyed – and – rushing – the – to – shores – waves – the
4. there – we – for – stayed – a day – decided – before – to go – Malioboro – to – we
5. went – we – to – Semarang – back – by – train

Task 20: Arrange these jumbled sentences into good paragraph to help you in practicing writing recount text. You may work in groups of three. Re-write the result of your discussion on a piece paper and put it on the board.

Fishing on Sodus Bay



Source: <https://www.waterfallresort.com/images/wfr-4-shot-of-fishing2.jpg>

The next thing I knew he was swimming away. Not I screamed louder than I ever had. It was the first time I cried ever a fish.

However , I didn't have a good grip at first and I let him down to the water for a few second to get a better grip.

A big bass took off to the other side of the dock and I was sure the line was going to break because his pulling was rubbing the line againts sharp rocks.

Finally, I got him to my side and he was tired I knew that this was the biggest bass I had ever seen.

One day in july 2005, I went fishing sodus bay. I casted under our own dock with a rubber worm and BOOM !!

What a huge fish. This is a true story and sad one for me.

Three times I pulled him back to my side of the dock and three times he got back to the other side of the dock.

I worked him towards me and got down on my belly, reached down and gripped him.



Creating

Task 21: Fill in the blank spaces by changing the words in the brackets to produce a good recount text.

Fishing at Seribu Island

Last month, I (leave) _____ Jakarta for Seribu Island. I (go) _____ there with some members of Jakarta fishing club, who organized the monthly fishing activity.

Getting there (be not) _____ quite easy. It (need) _____ two hours by speed boat in a bit rough wave. Soon, after our arrival at Seribu Island, we (get) _____ a general briefing. The chief of the fishing club (give) _____ some information about the fishing code. It (include) _____ an explanation how to release out the hook from the fish mouth safely.

Then, we (begin) _____ our fishing. We (set) _____ out to sea early in the morning. Around 4 kilometers from the beach, we (start) _____ to fish. Apparently, no one (catch) _____ any big fish. We (catch) _____ mostly small yellowtail fish. After fishing for nearly four hours, I only (get) _____ five fish; three yellow fish, one salmon and one little Merlin. It (is) _____ not bad at all.

In Summary , the trip (is) _____ mostly enjoyable. Fishing is absolutely an interesting activity.



Taken from: <http://www.education-english.com/2012/03/recount-text-fishing-at-seribu-island.html>

Picture source: <http://resources3.news.com.au/images/2012/01/19/1226248/506363-cm-life-family-fishing-stradbroke-650.jpg>

Task 22: Write a short recount text of no more than 150 words. Use the data given to write your text.



Source: <http://tomiascubadive.com/tag/wangi-wangi/>

Title : My First Scuba Diving in Wakatobi

Orientation : Last month during school holiday. My family and I was in Wakatobi.

Events :

- Use a speedboat to reach Hoga island, it takes 45 minutes from Wangi-wangi.
- Dive along a slope between 60 and 70 degrees on Hoga. See many fish, coral and sponges.
- Return to Wangi-wangi by afternoon and then go to Waha immediately.
- Dive in Waha until before the dark.
- Return to Wangi-wangi in the next morning.

Re-orientation : very happy, admire the biota, feel amazed, will come back in the next holiday.

Task 23: Now it's your turn to write your own recount text. Pay attention to the following rules.

- Write no more than 200 words recount text.
- You may choose to write about your own experience, your diary, a biography of a famous person (especially sailor or navigator) that you like, or another person's experience.



HOMEWORK

Task 24: Find a biography of a famous person on internet or magazine and then re-write the text using your own sentences. Submit your paper to your teacher a week after this homework is given to you.



EVALUATION

Task 25: Work with a partner. Ask him or her about his or her experience. You may write an outline in a piece of paper and then from the outline you should present your friend's experience in front of the class.

Task 26: Write a text telling your experience in attending any tourism spot in Indonesia. Use the following questions to help you develop the text.

1.	What kind of place did you attend?
2.	Where and when did it happen?
3.	What you did from the beginning till the end?
4.	How did you feel?



REFLECTION

Before I studied this unit	I didn't understand about
When I was studying this unit	I had some difficulties: And I overcame it by:
After I have studied this unit	I think



SUMMARY

Recount text

A recount is a text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what happened and when it happened. Recount text consists of orientation, series of events, and reorientation.

Types of recount texts:

- Personal recount
- Factual recount
- Imaginative recount
- Biography recount
- Historical recount

Example of recount texts in our daily life:

- biographies and autobiographies
- letters and postcards
- diary

• Simple Past Tense

- We use simple past tense to tell or to talk about actions or situations in the past.
- The pattern of simple past tense:
 - Positive Statement : S + V2 + O
 - Negative Statement : S + didn't + V1 + O
 - Affirmative : Did + S + V1 + O + ?
- Time signals for simple past tense:
 - yesterday
 - last night, last week, last month, etc.
 - two days ago, four weeks ago, five years ago, etc.
 - in 2005, in 1992, etc



Time connectives

Time connective can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words:

At first	meanwhile	afterwards
When	lastly	soon after
Next	after a while	at this moment
Then	before that	after that



VOCABULARY LIST

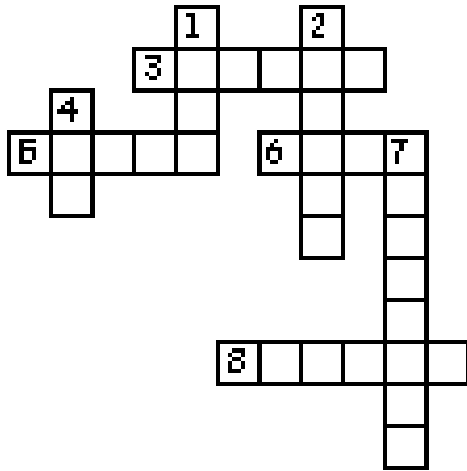
breeze (n) /bri:z/	: angin
cargo (n) /'kɑ:r.goʊ/	: muatan
clownfish (n) /klaʊn /fɪʃ/	: ikan badut
coral (n) /'kɒr.əl/	: batu karang
duty (n) /'du:.tɪ/	: tugas, kewajiban
eagle (n) /'i:.gl/	: burung elang
edge (n) /edʒ/	: tepi
hill (n) /hɪl/	: bukit
incredible (adj) /ɪn'kred.ɪ.bl/	: luar biasa
journey (n) /'dʒɜ:.ni/	: perjalanan
knobby (adj) /'nɑ:.biə/	: menonjol
lifeboat (n) /'laɪf.bəʊt/	: sekoci
mangrove (n) /'mæŋ.grəʊv/	: bakau
offspring (n) /'ɒf.sprɪŋ/	: keturunan
paradise (n) /'pær.ə.daɪs/	: surga
pirates (n) /'paɪr.ət/	: bajak laut
pristine (n) /prɪ'sti:n/	: asli
reef (n) /ri:f/	: karang
seafarer (n) /'si:.feə.rer/	: pelaut
Spain (n) /speɪn/	: Spanyol
spear (n) /spɪr/	: tombak
take a shower (v) /teɪk ə ʃaʊər/	: mandi
uninhabited (adj) /,ʌn.ɪn'hæb.ɪ.tɪd/	: tidak berpenghuni
villa (n) /'vɪl.ə/	: vila
wash (v) /wɑ:ʃ/	: mandi
watchman (n) /'wɒtʃ.mən/	: pengawas





FUN SPACE

THE SAILOR CROSSWORD PUZZLE



Across

- 3. pelaut
- 5. sampan
- 6. berlayar
- 8. pelabuhan

Down

- 1. ombak
- 2. pelayaran
- 4. teluk
- 7. sekoci

UNIT 3

Once upon a time



Sources: <http://lampost.co/upload/malin-kundang2.jpg>
<http://statik.tempo.co/?id=164928&width=620>

Have you heard the story of Malin Kundang? Malin Kundang is one of the famous legends in our country. Check this unit out to find other interesting legends from our country and other country. These legends are also called narrative stories. In this unit, you will learn about narrative story. You will also learn some moral values from the stories.



WARM-UP

Task 1: Listen to the story excerpt taken from one of the most famous legends in Indonesia and then match the excerpt with the appropriate picture by putting a tick (✓) in the box.

☐☐☐☐

Picture sources: <http://www.videounggul.com/img/p/366-5127-thickbox.jpg>
<http://www.materilengkap.com/2013/06/kumpulan-contoh-narrative-text-terbaru.html>
<http://www.bubblews.com/news/2309783-the-legend-of-sangkuriang>
http://cerita-rakyat-terlengkap.blogspot.com/2013/09/cerita-rakyat-bahasa-inggris-legenda_8.html



LESSON PROPER

LISTENING AND SPEAKING



Observing

Task 2: Listen carefully to the story told by the speaker and then tick (✓) and write items that you do not know and/or you want to know further. The listening script is in the Appendix.

I want to know ...

1. the meaning of the words *ship's officer*, *harbor*, *anchor*, *etc.* in the monologue. ☐
2. what the speaker was talking about. ☐
3. the type of text of the story. ☐
4. the social function of the story. ☐
5. the structure of the story. ☐
6. how to tell a story. ☐

Write more things you do not know and/or you want to know further

1.
2.
3.



Questioning

Task 3: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

Questions

- | | | |
|----|---|--------------------------|
| 1. | What are the meaning of the words <i>ship's officer</i> , <i>harbor</i> , <i>anchor</i> , <i>etc.</i> in the monologue? | <input type="checkbox"/> |
| 2. | What is the story about? | <input type="checkbox"/> |
| 3. | What is the name of the text that I heard? | <input type="checkbox"/> |
| 4. | What is the social function of the story that I heard? | <input type="checkbox"/> |
| 5. | What is the structure of the story that I heard? | <input type="checkbox"/> |
| 6. | How to tell a story like the one that I heard? | <input type="checkbox"/> |

Answers	
1.	....
2.	....
3.	....
4.	....
5.	....



Collecting Data

Analyzing Data

Communicating

Task 4: Listen to the recording. Say these words loudly and then find the meaning of the words by matching them with their correct meaning. You may consult your dictionary. Look at the example. The script is in the Appendix.

widow		jahat
wicked		perwira kapal
ship's officer		pelabuhan
harbor		janda
mast		berlabuh
fisherman		badai
rowing boat		menghukum
anchor		tiang kapal
punish		perahu dayung
storm		nelayan

Task 5: Study the following words. Listen again to the monologue in Task 2. Fill in the blank spaces and answer the questions that follow to help you find out the content of the story and the social function of the story and then report your work to the class. You may work in groups of three. The script is in the Appendix

cent (n) /sent/	: uang
clever (adj) /'klev.ə r /	: pandai
doubt (n) /daʊt/	: keraguan
recognize (v) /'rek.əg.naɪz/	: mengenali
return (v) /- 'tɜːn/	: kembali
rock (v) /rɑ:k/	: mengguncangkan
tears (n) /tɪəz/	: air mata



Have you heard or listened to a story about Malin Kundang? I will tell you now. Here is the story. A long time ago, there was a (1) _____ living at Batang Arau. He had several children but only one son. He gave his son the best possible education. He wanted him to do well and become famous.

When the boy had finished school, his father found a job for him on (2) _____ sailing to foreign countries. He realized that he would not see him again for many years. But he knew that his son was clever and (3) _____ and he hoped that his son might have the chance to become a ship's officer.

The years passed. The fisherman's daughters married and left home. The fisherman became old and died. His (4) _____ lived by herself.

One day, (5) _____ came running to the old woman to tell her that her son had returned. "I don't believe you," she said.

"Yes," they said, "He's (6) _____ which has just sailed into the harbor from Singapore. Come and see for yourself."

The old woman put on her best clothes. She cooked some food to give her son. She (7) _____ the food he liked best when he was a small boy.

She (8) _____ a rowing boat to take her out to the ship which was anchored in the (9) _____.

She saw a tall handsome man standing (10) _____. It was her son! Even after all these years, there was no doubt about it. "Son," she called out, "don't you recognize me? I'm your mother," Tears came to her eyes.

"Who are you?" he replied. "(11) _____. Don't let her come aboard," he instructed his sailors.

Next day, the old woman came again but her son refused to see her. On the third day, he told his (12) _____ to drive her away. "Why does this old woman come to my ship?" he asked. "I don't mind giving her a few cents but I don't like her saying that she's my mother,"

"Very well, my son," the old woman said. "God will surely (13) _____ you for being so wicked. How can you refuse (14) _____ your own mother?" she gazed at him for a long time but he said nothing.

Suddenly, (15) _____ covered the sun. it became as dark as night. The wind roared with a terrible noise. (16) _____ became very rough and (17) _____ beat against the side of the ship. The ship rocked to and fro. (18) _____ came tumbling down with a great “Cra-a-a-ash”. The ship was driven like a coconut shell across the harbor. Before anyone could do anything about it. It turned over and (19) _____. Then it rained so heavily that it was impossible to see more than a few yards. When the storm stopped, the old woman looked for the ship again. But there was nothing except (20) _____ sticking out through the water. Her son and his ship were never seen again.

Adapted from: <http://englishstory12.blogspot.com/2012/10/malin-kundang-rebellious-son-ii.html>
 Picture Source: <http://www.videounggul.com/img/p/366-5127-thickbox.jpg>

Questions:

1. What was the story about?

2. Who was the widow?

3. Why did she live alone?

4. Who told the widow that her son had returned?

5. Did the son recognize the widow?

6. What did he do to the widow?

7. What did the widow do after knowing the son's attitude?

8. Did the widow get angry with the son?

9. What happened to the son and his ship?

10. What was found after the storm?

Task 6: Listen to the recording. Say these words loudly and then find the meaning of them. You may consult your dictionary.

English	Phonetic Transcription	Indonesian
bait (n)	/bert/	
fishing rod (n)	/'fɪʃ.ɪŋ rə:d/	
hook (n)	/hʊk/	
ignore (v)	/ɪg 'nɔ:r/	
pull (n)	/pʊl/	
sampan (n)	/'sæm.pæn/	
sink (v)	/sɪŋk/	
string (n)	/strɪŋ/	
wire (n)	/waɪr/	

Task 7: Study the following words. Listen carefully to the conversation between Pandu and Rian talking about the story entitled “The Greedy Fisherman”. Fill in the blank spaces in the conversation and then answer the questions that follow. Share your answer to the class. Work in groups of three. The script is in the Appendix.

behavior (n) /bɪ'heɪ.vjə r /	: sikap, kelakuan
entertain (v) /en.tə'teɪn/	: menghibur
gold (adj) /gəʊld/	: terbuat dari emas
hard (adj) /hɑ:rd/	: sulit
lucky (adj) /'lʌk.i/	: beruntung
net (n) /net/	: jaring
patient (adj) /'peɪ.ʃ ə nt/	: sabar
realize (v) /'rɪə.laɪz/	: menyadari
regret (v) /rɪ'gret/	: menyesal
tragic (adj) /'trædʒ.ɪk/	: tragis

Pandu and Rian were in Sintang, West Kalimantan, for spending holiday at Pandu's hometown. They went fishing in a river but it seemed that Rian was bored.

Pandu : (1) _____, Rian?

Rian : Yeah. I'm just bored. We have been here for long time but we get no fish yet.

Pandu : You must be patient then. By the way, do you know (2) _____ about this river?

Rian : I don't know. Tell me then.

Pandu : This river is called Sungai Karat because long time ago there was a (3) _____. He was (4) _____ so that he couldn't buy net. He went fishing using his (5) _____. He never got many fish.

Rian : Oh. He went fishing in this river, did he?

Pandu : Yes, he did. One morning, he went fishing in this river. He waited for long time but no fish caught (6) _____ yet. He changed the bait. Sadly, he was not lucky yet. After waiting for a long time, finally he felt that a fish caught his bait. He slowly pulled (7) _____ of his fishing rod. It was hard! The fisherman could not pull the string.

Rian : Wow. (8) _____ must be very big!

Pandu : It wasn't a fish but (9) _____ on the hook. The fisherman who thought that it was a fish was disappointed. But when he looked at the wire carefully, he was so happy. The wire was made of (10) _____. He wanted to sell the wire and had a lot of money. So he pulled the wire, he pulled more and more wire. The wire covered all area in his (11) _____.

Rian : Oh, what happened then?

Pandu : Suddenly, there was (12) _____ that asked him to stop taking the wire but the fisherman (13) _____ the voice. He continued pulling the gold wire. The sampan was filled with the gold wire. It could not hold the wire anymore. Slowly, the sampan sunk to the bottom of the river. The fisherman did not realize that because he was busy pulling the wire.

Rian : Did the fisherman sink with the sampan?

Pandu : No, he didn't. The fisherman was alive as he (14) _____ to the river side. He regretted his bad behavior. People heard about the fisherman and his wire. Since then people named the river as (15) _____ or Sungai Kawat.

Rian : What a tragic ending. He finally got nothing because of his greediness.

Pandu : Yes. How do you feel now?

Rian : It's better now. Thanks Pandu. You've entertained me.

Pandu : You're welcome.

Questions:

1. Where did the fisherman go fishing?
.....
2. Why did he never get many fish?
.....
3. What thing did catch the bait?
.....
4. How did the fisherman feel after knowing that he got the wire?
.....
5. Why did he feel happy then?
.....
6. Who tried to stop the fisherman to take the wire?
.....
7. Did the fisherman obey the voice?
.....

8. What happened to the fisherman and the sampan?

.....

9. Who named the river as Sungai Kawat?

.....

10. How did Rian feel after listening to the story from Pandu?

.....

11. Why did Pandu tell the story to Rian?

.....

Task 8: Study the following explanation and then match the paragraph(s) that follow with the correct part of the text to help you know the structure of story that follow.

Narrative text

A Narrative text is a text that tells a story and entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narratives can be presented as written or spoken texts. Narrative text consists of Orientation, Complication, and Resolution. One story can be consists of more than one complication and resolution.

Orientation

the scene and introduce the participants (it answers the question : who, when, what, and where).

Complication

Tells the problems of the story and how the main characters solve them.

Resolution

The crisis is revolved, for better or worse.

Folktales are one example of narrative. Folktales include legends, fables, jokes, tall stories and fairy tales. Folktales are stories passed on by word of mouth rather than by writing, and thus partly modified by successive retellings before being written down or recorded.

Legends are concerned with the retelling of imaginary and real events. They tell stories about famous incidents that happened in the distant past. Often it is not clear whether the characters really existed. Legends often have bits added to them over the years as they are told and retold. The original author may not be known because the story has been shaped by many people over time.

Adapted from: Texts Types in English 3 and <http://oxfordindex.oup.com>

orientation

complication

resolution

The Legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura. Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

"I'm tired of fighting, Baya," said Sura. "Me too. What should we do to stop fighting? Do you have any idea?" asked Baya. "Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura. "Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. "Hey, what are you doing here? This is my place. Your place is in the sea!" "But, there is water in the river, right? So, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bite Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their war as the symbol of Surabaya city. ***

Taken from: <http://indonesianfolklore.blogspot.com/2007/10/legend-of-surabaya-folklore-from->

Task 9: Study the following expressions to help you knowing the expressions of used when talking about a story. Say them aloud.

No.	Expressions to tell a story	Expression to tell an event	Expression to end a story	Expression to respond or show attention to a story
1.	Once upon a time there lived (there was)	One day	Finally,	Oh really?
2.	A long time ago,	The next morning,	At the end,	What happened then?
3.	Long, long time ago,	The next day,	Eventually,	It was amazing.
4.	First of all,	Meanwhile,	So in the end	How lucky he is!
5.	To begin with, I'd like to tell you a story of	After a while	All in all	Well, go on.
6.	It so happened that	When	So, in short	Why not?
7.	Long time ago, there was a fisherman.	Suddenly,	Since then people named the river as Sungai Kawat.	What a tragic ending.

Task 10: Work with your friend sitting next to you. Find the expressions of retelling, ending and showing respond in the conversation between Pandu and Rian in Task 7. Some are done for you.

Telling a story	Tell the events	End the story	Show respond
Long time ago, there was a	Oh. He went fishing in this river, did he?
.....
.....
.....
.....
.....



Creating

Task 11: Find a legend from internet or magazine. Rewrite the story and then tell the story to your friends. You may use the following outline before telling the story.

Have you heard the story about Sangkuriang? Well, I have the one for you.
Once upon a time, there lived _____

One day, he

Finally,

Task 12: Now, it's your turn to work individually. Supposed you were in a competition of story telling among your friends in your class. Retell your favorite story and then make it as interactive as possible with your audience. See the example below.



The Legend of Rawa Pening

Well, good morning everyone. I'd like to introduce my name at first. My name's Pandu Nugroho.

I'd like to tell you a story then. Before I start, let me ask you. Have you been to Rawa Pening Lake in Central Java? Do you know the legend of Rawa Pening? Here is the story.

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food but nobody cared about him. Nobody wanted to help the little boy. Finally, a generous woman helped him.

She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat." The boy was happy and thanked the old woman.

The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. No one was saved from the water except the little boy and the generous woman who gave him shelter and meal.

As she told him, he used the "lesung" as a boat and picked up the woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Ok, that's the end of the story. Thank you.

Adapted from : <http://www.anneahira.com/narrative-text-in-english.htm>

Important Expressions

Greeting: Good morning

Introduction : I'd like to introduce my name at first.
My name's Pandu Nugroho

Asking for information:
Have you been to Rawa Pening Lake in Central Java?
Do you know the legend of Rawa Pening?

Closing: Ok, that's the end of the story. Thank you.



Observing

READING AND WRITING

Task 13: Read the following text and then tick (✓) and write items that you do not know and/or you want to know further.

Why The Sea Is Salty

A Korean Folktale

Hundreds of years ago there was a king who had a very unusual stone hand mill. It looked like any other stone hand mill but it had special powers. If gold was requested, gold would come out. If rice was requested, rice would come out.

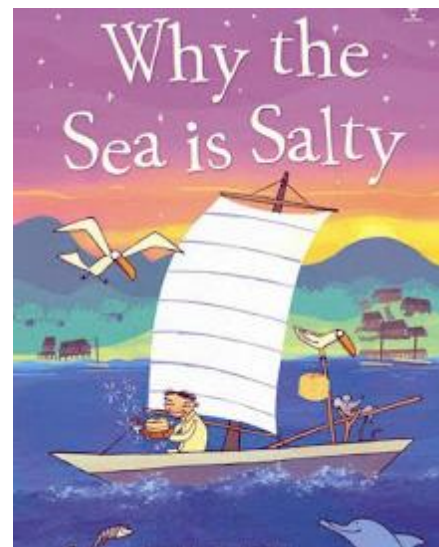
A thief made up his mind to steal the hand mill. For days and days he thought about how to steal it. Then one day he dressed like a scholar and visited a court official who had access to the royal palace. They chatted about this and that and finally the thief said, "I heard that the King buried his strange hand mill in the ground because he doesn't trust his ministers." "What's that? The King doesn't trust his ministers? Where did you hear such talk?" "That's what they say in the countryside," said the thief, happy he had sparked the man's interest. "They say the King dug a deep hole and buried the hand mill because he is so afraid that someone will steal it." "That's nonsense!" said the official. "The King's hand mill is beside the lotus pond in the inner court." "Oh, is that so?" said the thief, trying to control his excitement. "No one would dare try to steal the King's hand mill," said the official.

For many days the thief studied the situation. Then one very dark night, he climbed the palace wall and stole the hand mill from beside the lotus pond. He was brimming with pride and confidence as he made his way back to the wall. But once outside the palace, he was overcome with fear of being discovered. His heart skipped a beat every time he met someone on the street. He decided to steal a boat and go to his hometown to hide because he knew that once the theft was discovered, everyone in the city and on the roads would be questioned.

Once at sea the thief lay back against the bow of the boat and laughed. Then he thought about what to request from the hand mill. "Salt! Salt!" he suddenly shouted. "I'll ask for salt! Everyone needs salt. I can sell it and become a rich man. I'll be the richest man in the country." He fell down on his knees and began turning the hand mill.

And the hand mill kept turning and turning. Salt spilled over the sides of the small boat but the thief just kept dancing and singing and laughing, all the time thinking about the big house he was going to have and the numerous servants who would serve him lavish meals.

Finally, the boat was so full of salt that it sank to the bottom of the sea. And, since no one has ever told the hand mill to stop, it is still turning and making salt, which is why the sea is salty.



Adapted from: <http://www.belajarbahasainggris.us/2014/02/cerita-rakyat-bahasa-inggris-seluruh.html>
Picture source: <http://www.belajarbahasainggris.us/2014/02/cerita-rakyat-bahasa-inggris-seluruh.html>

I want to know ...	
1. the content of the text.	<input type="checkbox"/>
2. the moral value of the story.	<input type="checkbox"/>
3. the adjectives and adverbs in the text.	<input type="checkbox"/>
4. the direct and indirect speech sentences in the text.	<input type="checkbox"/>
5. the tense that is used in the text.	<input type="checkbox"/>
6. the conjunction that is used in the text.	<input type="checkbox"/>
Write more things you do not know or you want to know further.	
1.	
2.	
3.	



Questioning

Task 14: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No	Items
1.	What is the text about? <input type="checkbox"/>
2.	What is the moral value of the story? <input type="checkbox"/>
3.	What are the adjectives and adverbs in the text? <input type="checkbox"/>
4.	What are the direct and indirect speech sentences in the text? <input type="checkbox"/>
5.	What tense that is used in the text? <input type="checkbox"/>
6.	What conjunctions that are used in the text? <input type="checkbox"/>
No.	Answers
1.	....
2.	....
3.	....
4.	....



Collecting Data

Analyzing Data

Communicating

Task 15: Read again the text in Task 13. Say these words loudly. Find the meaning of them by using dictionary and then answer the questions in groups of three to help you finding out the content of the text. Write the answers on a piece of paper and then put it on the board.

English	Phonetic Transcription	Indonesian
access (n)	/'æk.ses/	
bow (n)	/bəʊ/	
bury (v)	/'ber.i/	
chat (v)	/tʃæt/	
court official (n)	/kɔ:rt ə'fɪʃ. ə l/	
mill (n)	/mɪl/	
scholar (n)	/'skɑ:.lə/	
spill (v)	/spɪl/	
theft (n)	/θeft/	
thief (n)	/θi:f/	

- What power did the King's stone hand mill have?
.....
- How did the thief enter the palace?
.....
- With whom did the thief chat so that he could get information about the stone hand mill?
.....
- Where was the King's stone hand mill?
.....
- How did the thief steal the King's stone hand mill?
.....
- What did the thief do after stealing the King's hand mill?
.....
- Where did the thief go after stealing the King's hand mill?
.....
- Where was the thief when he thought about what to request to the hand mill?
.....

9. What thing did the thief request to the hand mill?

.....

10. What happened after he asked for his request?

.....

11. What can we learn from the story?

.....

Did you know?

Language Features of a Narrative

Narratives usually include the following grammatical features:

- the use of nouns or noun phrase which identify the specific characters and places in the story. e.g. a little poor boy, a widow, etc;
- the use of adjectives to build noun groups to describe the people, animals or things in the story;
- the use of adverbs to locate the particular events;
- the use of direct and indirect speech;
- the use of past tense action verbs to indicate the actions;
- the use of time connectives and conjunctions.

Task 16: Study the following explanation, read the text and then identify the adjectives and adverbs in the text to help you know the language features of the story. See the example in page 17.

Adjectives and Adverbs

Adjectives are words that give us:

- Objective information about something (age, size, color, origin, materials and shape).

Examples:

- Tom had a **new** boat. (age)
- The King lived in a **big** palace. (size)
- That woman died on her **wooden** chair in her house. (material)
- That man's house was a **blue** house. (color)
- Surabaya was a **Javanese** legend. (origin)
- It was a story entitled King Arthur and the Knight of **round** table. (shape)

- Opinion about something.

Examples:

- The King's daughter was a **beautiful** princess.

- We use adjectives after these verbs: get, feel, smell, taste, sound, seem, look, grow.

Examples:

- The widow got angry with her son.
- The sea water tasted very salty.

Adverbs are words that show us how something happens.

Examples:

- He spoke quietly so that I could not hear him.
- The thief climbed the wall very carefully.

Adapted from : Pathway to English for Senior High School Grade X General Programme

The Legend of Pulau Kapal Folklore from Bangka Belitung

Once upon a time, there was a very poor family in Belitung. The parents had a son. He was diligent and obedient to his parents. The father did not have his own field. He worked for his neighbor's field.

One day, the father went to the jungle. He wanted to collect some fire woods. He had been looking for some fire woods since morning and it was almost evening the father had not found woods yet. He wanted to go home and went back to the jungle tomorrow morning.

On the way home, suddenly he saw a very beautiful stick. It was shining brightly. The father took the stick carefully. He was very curious why the stick was shining brightly. He cleaned the stick with his shirt. And he was surprised! There were some diamonds stuck on the stick. The father immediately brought the stick home. He showed the stick to his wife and his son. They were happy.

"Let's sell the stick, Father. We can use the money to buy a piece of land. We can have our own field," said the son. "I agree. But where can we sell this stick?" asked the father. "Don't worry, Father. I will sail the sea and go to the big city. I will sell the stick with a very big price," said the son. The mother prepared some food for the son. She told him to be careful. The son promised he would go home with a lot of money.

The son joined a big ship. He did not have enough money so he worked on the ship. The cruise lasted for months. And finally the ship harbored in a big city. The son continued his trip to sell the stick. He offered the stick to many people. However, they did not give him a high price. The son really wanted to sell the stick with very high price.

A rich merchant heard about the beautiful stick. He met the son and saw the stick. The merchant liked the stick very much and he really wanted to own it. He knew the son wanted to sell expensively. Therefore, he offered the son something the he could not refuse. The merchant offered him a lot of money and a big ship!

The son was extremely happy. He became a rich man. He decided to stay in the big city for a while. Later he met a girl and he, fell in love with her. They finally got married. The son and his wife were sailing. He wanted to go home. The parents heard that their only son was coming home. They were waiting impatiently.

And when the ship harbored, they called out their son. The son's wife was curious, "Who are they? Why are they calling out your name?" The son felt so ashamed with his parents. They were old and their clothes were shabby. "I don't know who they are. Guards! Ask them to go away and leave my ship!" ordered the son.

The parents could not believe what they just heard. They were sad. They were crying. The mother then prayed to God. "Dear God, is he really my son? If he is my son, please punish him. He broke his promise to us and he doesn't treat us well. He doesn't admit us as his parents," prayed the mother.

God heard the prayer. Suddenly, there was a heavy storm. The rain fell down heavily. The ship lost its balance. And finally it turned upside down. The storm stopped and the sky was clear. The ship was still in its position. Slowly the ship changed into an island. People then named the island as Pulau Kapal or the Ship Island. ***

Taken from: <http://indonesianfolklore.blogspot.com/2013/06/the-legend-of-pulau-kapal.html>



Adjectives	Adverbs
<ul style="list-style-type: none"> Once upon a time, there was a very poor family in Belitung. _____ _____ _____ _____ _____ 	<ul style="list-style-type: none"> They were waiting impatiently. _____ _____ _____ _____ _____

Task 17: Study the following explanation, read the text and then fill in the blank spaces in the text to help you know the language features of the story. Write the answers on a piece of paper and then put it on the board.

Subordinate Conjunctions

A subordinating conjunction comes at the beginning of a dependent clause and establishes the relationship between the dependent clause and the rest of the sentence. Examples:

- The fisherman did not realize that because he was busy pulling the wire.
- While he was passing through the village, he saw many people gathering on the field.

Common Subordinating Conjunctions

after	if	though
although	if only	till
as	in order that	unless
as if	now that	until
as long as	once	when
as though	rather than	whenever
because	since	where
before	so that	whereas
even if	that	while
even though	than	wherever

Adapted from : Pathway to English for Senior High School Grade X General Programme

The King of the Fishes

There were two brothers, Amin and Idris, who lived in a fishing village. One day, while they were out in their boat, Amin's knife fell into the sea. He dived over the side of the boat into the water. (1) _____ he reached the bottom of the sea, he was surprised to see a great palace. Many fishes of every kind were swimming there. The King of Fishes came to meet him.

"Welcome to the Kingdom of the Fishes," he said to Amin. "Where do you come from?"

Amin explained to him (2) _____ he was looking for his knife. "Oh yes. It fell in front of the palace."

"Please come in," the King said. "Now you have come so far you'd better stay to dinner."

Amin looked around the palace. He saw there were fishing nets, traps and hooks hanging on the walls.

"Do you know what these things are?" the King asked Amin.

Amin was about to say "yes" (3) _____ he stopped himself. He thought it would be best to say that he knew nothing about fishing. The King seemed to be pleased with the way he answered. "Come, dinner is ready," he said.

Amin ate as much as he could and the time came for him to leave. The King gave him back his knife and a beautiful box made from sea shells. Amin opened it ... "Oh!" he cried. It was full of gold, silver, diamonds and other precious stones. The King explained to him that so much treasure was lost at sea when boats were sunk that the fishes could not use it all.

Amin swam up through the sea towards the light. His boat was still there. His brother Idris was waiting impatiently for him. "Where have you been?" he asked him. "I thought you would never come back."

He was amazed (4) _____ Amin told him all that had happened. He decided to visit the King of the Fishes. He dropped his knife into the water. He dived in after it. Just (5) _____ his brother had told him, there was a great palace at the bottom of the sea. The King of the Fishes came out to meet him.

Inside the palace, the King asked, "Can you make fishing nets?"

"Of course." Idris liked to boast how clever he was. "I also know how to use traps. I am a fisherman and I have caught hundreds of fish."

The King said nothing but some fishes who were listening swished their tails angrily.

"Do you like to eat fish?", the King asked.

"Oh, yes," said Idris. "I eat fish every day at home."

(6) _____ finishing the meal, Idris rose to go. But the King said, "I'm so sorry. We were unable to find your knife. But I would like to give you this present." He handed over a box to Idris.

Idris could hardly wait to leave the palace (7) _____ opening it. But there were only fish heads and fishing hooks inside.

He turned back towards the palace. "Your Majesty," he cried out. "There must have been some mistake. You've given me the wrong box. I — I — I ... " He could not finish what he wanted to say because he was attacked by hundreds of fishes. He tried to escape but fell down, and he was soon eaten up by them.

Meanwhile, in the boat far above, Amin waited for his brother (8) _____ the sun sunk down. He then realized (9) _____ his brother was never coming back. He sailed his boat home with his treasure-box. From that day on, he never fished again. Instead, he bought some rice-fields with the treasure that the King of the Fishes had given him. He became well known as a farmer and lived to a great old age with his wife and family.

Adapted from: <http://englishstory12.blogspot.com/2014/02/the-king-of-fishes.html>

Task 18: Read the text and then fill in the blank spaces by putting the right direct speech in the box to help you know the language features of the story. Write the answers on a piece of paper and then put it on the board.

- "Give me a little rice please,"
- "Go out! I don't have enough rice,"
- "I have enough rice for my family"
- "If you all don't eat now, you will never eat again,"
- "If we eat the rice, it will be very hot"

The Legend of Pesut Mahakam

A long time ago, there was a village in East Kalimantan. The village was near the Mahakam River. The villagers always worked hard. Although they were poor, they were very happy. They also helped each other.

In the village, there was a rich family. The head of the family was Pak Pesut. Everybody knew Pak Pesut. He was known not because of his wealth, but because his stinginess. He did not like to help others. His family always ignored people. That's why Pak Pesut's family always lived alone and never mingled with others.

It was a very long dry season. All the rice fields could not get water properly. The villagers could not harvest the rice. Therefore, all villagers were planning to leave their village and find other place to stay. Then they sent some young men to look for a place that had enough water for their rice fields.

After several weeks looked for a new place, finally those young men arrived. They brought good news. There was a waterfall and it was enough to water their rice fields. Later, all the villagers rushed to the new place. Some villagers went to Pak Pesut's house to inform about the waterfall. Although Pak Pesut was stingy, the villagers did not hate him.

"I'm not going with you! I will stay here. (1) _____. We will survive!" said Pak Pesut arrogantly.

The villagers knew it was useless to ask Pak Pesut to join them. So, they all left him and his family alone in the village. When they arrived at the new place, they all were very happy. They had enough water from the waterfall.

In the mean time, Pak Pesut and his family were beginning to worry. Their rice slowly was gone. Soon they would not have enough rice to eat.

It was in the morning when Pak Pesut's wife was cooking their last portion of rice. Suddenly, someone knocked the door. A beggar came to his house.

(2) _____ said Pak Pesut. He was lying.

"Please mercy me. I'm so hungry. (3) _____," asked the beggar.

Pak Pesut immediately asked his family to eat the rice. He was worried the beggar would enter his house and stole the rice.

"But the rice is still in the cooking pot. Mother is still cooking it. (4) _____," said his son.

"I don't care! (5) _____," said Pak Pesut.

Later, Pak Pesut and his family ate the rice. It was very hot. They needed water to drink. They rushed to Mahakam River. It was so hot that they finally jumped to the river.

The beggar saw the incident. He then prayed to God. Amazingly, Pak Pesut family slowly changed into fish. The fish looked like dolphin. Since then, everybody named the fish as Pesut fish. ***

Adapted from: <http://www.englishindo.com/2014/03/cerita-bahasa-inggris-lengkap.html>



Creating

Task 19: Work in groups to complete the table with the information from the following text. See the example.

The Kusu legend (Favourite stories from Singapore)



Over a hundred and fifty years ago there lived in the village which is now Singapore, two holy men. One was an Arab named Dato Syed Rahman, and the other was a Chinese named Yam.

These holy men spent most of their time praying and fasting. But soon they found the village too noisy. And so one day Yam said to his friend. "Syed, there is an island near here where we could go for some peace and quite."

"That's a wonderful idea" said Syed. "But how do we go there?"

"That's easy. We hire a boat," said Yam, and that is what they did. Their boat was very simple, and they took nothing to eat or drink.

God took Yam and Syed Rahman to the island safely and when they got there, they each went a different way to pray and fast. Yam walked up the hill, and Syed stayed near the sea.

For two days, the man prayed without having anything to eat and drink. Then Yam began to feel sick. At first he tried to hide his illness from his friend, but soon his throat began to feel as if it were on fire, and his lips grew dry and cracked. Yam went to where his friend was praying.

"Syed," he called. "Syed."

"Yam," said Syed. "You look weak." He felt his friend's forehead. "Why, you are burning up with fever."

Syed made a place for Yam to rest, and while Yam slept, he prayed, after praying for some time. Syed shook him by the shoulder.

"Wake up, Yam." He said, "Wake to the boat now. I think you'll find all you need there."

Yam walked to the boat, and when he got there he found food and a jar of cool fresh water. He ate and drank, then went back to Syed and told him what happened.

"God is merciful," said Syed. "Now we must go on with our prayers."

Yam went back to the hill-top while Syed stayed by the sea. They prayed and fasted for several more days before returning to their homes.

After that, the two holy men often went to the island to pray. Many years later the first holy man died while the other died on the island. Syed Rahman's mother, Cik Galib, and his sister, Cik Sharfah Fatimah, were both very religious women, and when they died, their bodies were also brought to the island and buried there. Later, a Chinese temple for Tuah Peh Kong, the God of Prosperity, was built on this same island.

Today, thousands of people visit Kusu Island each year. They come to honor the two holy men, Yam and Dato Syed Rahman, who first went there.

Adapted from: <http://englishstory12.blogspot.com/2012/06/cerita-bahasa-inggris-kusu-legend.html>

Language Features	Find in the text
Adjectives	<ul style="list-style-type: none"> Over a hundred and fifty years ago there lived in the village which is now Singapore, two holy men.
Adverbs	<ul style="list-style-type: none"> After that, the two holy men often went to the island to pray.
Conjunction	<ul style="list-style-type: none"> Yam went back to the hill-top while Syed stayed by the sea.
Direct speech	<ul style="list-style-type: none"> "That's a wonderful idea" said Syed.
Indirect speech	<ul style="list-style-type: none">
Past Tense	<ul style="list-style-type: none"> Yam walked up the hill, and Syed stayed near the sea.

Task 20: Now it's your turn to work individually. Find a famous legend and rewrite it. Decide upon the structure of the legend like the text in Task 19.

Language Features	Find in the text
Adjectives	<ul style="list-style-type: none">
Adverbs	<ul style="list-style-type: none">
Conjunction	<ul style="list-style-type: none">
Direct speech	<ul style="list-style-type: none">
Indirect speech	<ul style="list-style-type: none">
Past Tense	<ul style="list-style-type: none">



HOMEWORK

Task 21: Find a famous legend and rewrite it. Decide upon the linguistic feature of the legend like the text in Task 19.



EVALUATION

Task 22: Work in groups of four and make clippings of legends by following these instructions.

- Go to school library or visit a website.
- Clip 4 legends from Indonesia and 4 legends from other countries.
- Analyze the social function, structure and language features of the legends.
- Each of you present the analysis of a legend from Indonesia and a foreign legend in front of the other members of the group.
- Record your presentation with your mobile phone.



REFLECTION

Before I studied this unit	I didn't understand about
When I was studying this unit	I had some difficulties: And I overcame it by:
After I have studied this unit	I think



SUMMARY

Narrative text

A Narrative text is a text that tells a story and entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narrative text consists of Orientation, Complication, and Resolution.

Folktale is one example of narrative. Folktale includes legends, fables, jokes, tall stories and fairy tales. Folktale is a story passed on by word of mouth rather than by writing, and thus partly modified by successive retellings before being written down or recorded.

Legends are concerned with the retelling of imaginary and real events. They tell stories about famous incidents that happened in the distant past. Often it is not clear whether the characters really existed.

Language Features of a Narrative

Narratives usually include the following grammatical features:

- the use of nouns or noun phrase which identify the specific characters and places in the story. e.g. a little poor boy, a widow, etc;
- the use of adjectives to build noun groups to describe the people, animals or things in the story;
- the use of adverbs to locate the particular events;
- the use of direct and indirect speech;
- the use of past tense action verbs to indicate the actions;
- the use of time connectives and conjunctions.

Subordinate Conjunctions

A subordinating conjunction comes at the beginning of a dependent clause and establishes the relationship between the dependent clause and the rest of the sentence. Examples:

- The fisherman did not realize that because he was busy pulling the wire.
- While he was passing through the village, he saw many people gathering on the field.

Common Subordinating Conjunctions

although	if only	till
as	in order that	unless
as if	now that	until
as long as	once	when
as though	rather than	whenever
because	since	where
before	so that	whereas
even if	that	while
even though	than	wherever

Adapted from : Pathway to English for Senior High School Grade X General Programme

Adjectives and Adverbs

Adjectives are words that give us:

- Objective information about something (age, size, color, origin, materials and shape).
- Opinion about something.
- We use adjectives after these verbs: get, feel, smell, taste, sound, seem, look, grow.

Adverbs are words that show us how something happens.



VOCABULARY LIST

behavior (n) /bɪ'heɪ.vjə r /	: sikap, kelakuan
cent (n) /sent/	: uang
clever (adj) /'klev.ə r /	: pandai
doubt (n) /daʊt/	: keraguan
entertain (v) /en.tə'teɪn/	: menghibur
gold (adj) /ɡoʊld/	: terbuat dari emas
hard (adj) /hɑ:rd/	: sulit
holy (adj) /'həʊ.li/	: suci
jungle (n) /'dʒʌŋ.gl /	: hutan
lotus (n) /'loo.təs/	: teratai
lucky (adj) /'lʌk.i/	: beruntung
minister (n) /'mɪn.ɪ.stə r /	: menteri
net (n) /net/	: jaring
obedient (adj) /ə ʊ 'bi:.di.ənt/	: menurut
patient (adj) /'peɪ.ʃ ə nt/	: sabar
pond (n) /pɒ:nd/	: kolam
realize (v) /'ri:ə.laɪz/	: menyadari
recognize (v) /'rek.əg.naɪz/	: mengenali
regret (v) /rɪ'gret/	: menyesal
return (v) /- 'tɜ:n/	: kembali
rock (v) /rɔ:k/	: mengguncangkan
stinginess (adj) /'stɪn.dʒɪ.nəs/	: pelit
tears (n) /tɪəz/	: air mata
tragic (adj) /'trædʒ.ɪk/	: tragis
unusual (adj) /ʌn'ju:.ʒu.əl/	: tidak biasa



FUN SPACE

Riddle

On a fine sunny day a ship was in the harbor. All of a sudden the ship began to sink. There was no storm and nothing wrong with the ship yet it sank right in front of the spectators eyes. What caused the ship to sink?

Answer: əuɪrweɪtənz



Source: <http://riddles.com/all-kinds-of-riddles/riddles/sinking-ship-00000000318/>



LISTENING TRANSCRIPT UNIT 1

➤ Task 1

Rian : Hi, Zaqi. What did you do yesterday?
Zaqi : Oh, hi Rian. I went fishing yesterday with my brother. We caught the fish from the sea.
Rian : Wow. What a great holiday you have!

➤ Task 4, 6 and 7

Adit and Zaki meet in front of the teachers' room after school on Monday.
Adit : Hello, Zaki. What are you doing here?
Zaki : Oh, Adit. Yeah, I'm waiting for Mr. Alex.
Adit : Zaki, I thought I saw you with a man at the bus station yesterday. Were that you?
Zaki : Oh yeah. It was me and my brother. We went to Jakarta last week.
Adit : What did you do there?
Zaki : We went there for holiday. We visited our uncle's house. My uncle took us to some famous places in Jakarta.
Adit : Did you visit Port of Tanjung Priok?
Zaki : No, I didn't. My uncle was so busy so we didn't go there. I envy my cousin. He went to Tanjung Priok Port.
Adit : Oh, really? When did he go?
Zaki : This morning.

➤ Task 8

Rian : Hello, Kevin.
Kevin : Hi, Rian. What did you do last holiday?
Rian : I went camping with my family.
Kevin : Oh really? Where did you go camping?
Rian : We went camping at the camping site in countryside.
Kevin : It must be very relaxing there. How did you get there?
Rian : Yeah. The weather was so clear. We went there by car.
Kevin : What did you do there?
Rian : My father and I built the tent first and went fishing afterwards.
Kevin : Did you catch any fish?
Rian : Of course. Mother cooked the fish we caught in the evening. That was the best fish I had ever tasted. We slept in the tent that day and when I woke up early in the morning, I felt so fresh and relax. You should go there someday.
Kevin : Okay. I think I will go camping there next holiday.

➤ **Task 12**

Rian : Hello Tio.
Tio : Hi Rian.
Rian : You look so happy. You must have a great holiday. Where did you go?
Tio : Yes. I went to Cilacap fishing port.
Rian : What did you see there?
Tio : I saw many ships there and, of course, many fish.
Rian : Oh really. What kind of fish were there?
Tio : There were many fish but the species of tuna almost dominated in this fishing port. White shrimp and lobster also could be found there. All of them were sold in the fish market.
Rian : Did you buy any fish there?
Tio : Of course I did. I bought some lobster and bullet tuna there.
Rian : You should take me there next holiday.
Tio : Okay. Sure.

➤ **Task 29**

Andi : Hello Pedro, long time no see. How are you?
Pedro : I'm good, Andi. How about you? How was your holiday?
Andi : Very well. The holiday was amazing.
Pedro : Really? What did you do on the holiday?
Andi : Well, I spent the two-month free time with my family. We went to Lombok.
Pedro : Where is Lombok? What did you do there?
Andi : Lombok is one of the most beautiful islands in my country which is near Bali. We did so many activities there. My brother and I went surfing while Mom and Dad went around the beach. The view was so gorgeous.
Pedro : Wow. Did you also explore the underwater of Lombok island?
Andi : Yes, of course. We also went snorkelling along the beach in Lombok. Pedro, I think you should go there someday.
Pedro : Yeah. I think so, Andi.



LISTENING TRANSCRIPT UNIT 2

➤ Task 2 and Task 5

My Best Holiday

Let me tell you about my best holiday. Last year my family and I went on the most amazing holiday to Spain. We had never been to Spain before.

When we arrived at the villa it was hot. The first thing that Dad did was to take a shower. He said that he needed to cool off after such a long journey.

One afternoon we went to visit some caves in the hills. Inside the caves were the most amazing stalagmites and stalactites. They were knobbly and looked like massive, misshapen spears. Some were like bars in a zoo. The guide tapped some and it was rather like playing a glockenspiel. In the caves it was quite cold and by the end of the tour we were all ready for a bit of sun and an ice cream.

After that, we visited a beach on the third day. The waves were just right for surfing so we hired some bodyboards. Dad was worried that we would drown so he spent the afternoon standing in the sea watching us. It was a breeze! The waves were strong enough to float in on but not too powerful.

One of the best things about the holidays was we had to go into the town every night to eat. There was a stall where you could buy chips and calamari. The calamari was squid cooked in batter. It tasted like rubbery fish. Once we had eaten, we played on the pinball machines.

Finally, we got home and Mum wanted to see all the photos. I had a magnificent picture of Dad's very red face from too much sun. All in all I think that it was a great holiday and I can't wait to go back.

➤ Task 4

surfing	caves	squid
bodyboards	drown	float
waves	stall	chips

➤ Task 6

buoy
canoe
creature
lake
paddle
pleased
raft
realize
sail

➤ **Task 7**

My Amazing Trip

Well friends, listen to my amazing experience. Last week my classmates and I went on the most amazing trip to the Dramcester Water Park.

The first thing that we did was to gather in a group by one of the lakes. The instructor, who was called Jeremy, showed us the canoes. He taught us how to climb in and out. We all had to wear safety jackets in case somebody fell in. Jeremy demonstrated how to paddle. After that we climbed into our own canoes and set off. I got myself covered in water! It was great fun.

After that we had our break. Mr. Hendra gave everyone a hot drink and a biscuit. He said that this would help to warm up anyone who had got wet. As I was soaked, I was allowed two drinks.

Jeremy then showed a film of some of the creatures that live near and in a lake. I hadn't realized that there were so many different sorts of fish and birds. He took us to a 'hide'. A hide is like a hut that is close to the water. From the hide we could see all sorts of different birds without them seeing us.

In the afternoon Jeremy set us a challenge. We were put into groups and had to build a raft and then sail it to a red buoy. Luckily, Rian was in our team because he was really good at making the raft. We were first in the water. More importantly, we did not sink! The prize for winning was a chocolate bar each!

When we got back to school, Mr.Hendra said that he had had a great time. He was really pleased with all of us. It was a great trip and now I'd like to go there with my family. I think that they would enjoy the park.

➤ **Task 9**

What a great holiday!

Hi, I will tell you about my holiday. I spent the holiday in Java's one-and-only island paradise, Karimunjawa island. I spent the holiday with my family there.

We left from Semarang port and headed to Karimunjawa island on Monday using the fast boat, called the Kartini. My family and I stayed in Karimunjawa Inn for three days.

On the first day, we visited a small uninhabited island called Pulau Burung with a nesting pair of sea eagles and an almost fully adult offspring. We went there by a small boat. However we couldn't land on the island because we could disturb the eagle. Still, it was an incredible sight to come across this family group of three majestic birds perched on a dead tree beside the shore.

After that, we visited the coral islands which could be reached within two hours by small boat from Karimunjawa island. Then, my brother and I did snorkeling there. The underwater view was amazing. The Karimunjawa's coral reefs were still in pristine condition and comprised 90 different species of coral, inhabited by 242 species of reef fish. They included several varieties of clownfish, one of my favourite reef fish, which lived among the normally fatal tentacles of a type of sea anemone.

On the next day, we visited mangrove forest. There was a “Mangrove Forest Walking Track” close to the small bridge that connects Karimunjawa Island to its neighbor Kemujan Island to the north. We were allowed to walk from the road through the mangrove forest and out to the edge of the open sea, a total circular walk of about half an hour!

Finally, on the last day, we had to leave this beautiful island. All the activities were tiring but amazing. My parents and my brother even wanted to go back to this paradise in the next holiday. I, of course, was very happy.

➤ Task 10

Two nights in Lombok

I had a chance to travel around the northern and southern parts of Lombok with my family this summer. We spent two nights there.

On my first day, I visited Narmada Park in Narmada district, a popular tourist destination. A number of pools and a Hindu temple were built in the park. Then we went down the small fountain, pray shortly, wash our faces and drink a glass of water. The water was cold and fresh, washing away all the thirst that previously struck me before entering the hut.

We went to northern Lombok on our second day, leaving our hotel in Senggigi. We went through a narrow and hilly road, going to the top of a hill to reach a tourist spot called Puncak Pusuk (Pusuk Point) in Pemenang village.. On the way back to Senggigi, we dropped by Sira beach. The beach was surrounded by coconut trees and did not look appealing as green leaves and seaweed were scattered around during low tide.

On our third day, we went to the southern part of Lombok, visiting only one main destination – Kuta Beach, famous for its grainy white sand and clear blue skies. It was also famous for its high waves. That’s why my brother and I did surfing there. The beauty of the beach also satisfied us.

Three days were not enough to enjoy Lombok, which offered Mount Rinjani and other destinations to explore. At least, those few days assured me that Lombok was an island worth a visit.



LISTENING TRANSCRIPT UNIT 3

➤ Task 1

The Legend of Lake Toba

There was a fisherman who lived in Batak Land. His name was Batara Guru Sahala. When he was angling, he caught a fish. He was surprised to find that fish because the fish could talk and it begged to set it free. He did accordingly.

After getting free, the fish changed into a beautiful woman and Sahala fell in love with her. Sahala asked her to marry him and the woman received him. However, she asked his promised not to tell anyone the secret that she was once a fish. They were very happily married, and got two daughters.

It was a pity on Sahala. One day when he got very angry with his daughters, he forgot his promise and he broke it. He told his daughters that they were the daughters of a fish.

His wife could not forgive him. Suddenly, the earth began to shake and volcanoes started to erupt. The earth cracked and formed a big hole. People said that the hole became Lake Toba.

➤ Task 2 and 5

Have you heard or listened to a story about Malin Kundang? I will tell you now. Here is the story. A long time ago, there was a living at Batang Arau. He had several children but only one son. He gave his son the best possible education. He wanted him to do well and become famous.

When the boy had finished school, his father found a job for him on a large ship sailing to foreign countries. He realized that he would not see him again for many years. But he knew that his son was clever and hard-working and he hoped that his son might have the chance to become a ship's officer.

The years passed. The fisherman's daughters married and left home. The fisherman became old and died. His widow lived by herself.

One day, the villagers came running to the old woman to tell her that her son had returned. "I don't believe you," she said.

"Yes," they said, "He's the captain of a ship which has just sailed into the harbor from Singapore. Come and see for yourself."

The old woman put on her best clothes. She cooked some food to give her son. She remembered the food he liked best when he was a small boy.

She hired a rowing boat to take her out to the ship which was anchored in the harbor.

She saw a tall handsome man standing on the deck of the ship. It was her son! Even after all these years, there was no doubt about it. "Son," she called out, "don't you recognize me? I'm your mother," Tears came to her eyes.

"Who are you?" he replied. "I don't know you. Don't let her come aboard," he instructed his sailors.

Next day, the old woman came again but her son refused to see her. On the third day, he told his sailors to drive her away. “Why does this old woman come to my ship?” he asked. “I don’t mind giving her a few cents but I don’t like her saying that she’s my mother,”

“Very well, my son,” the old woman said. “God will surely punish you for being so wicked. How can you refuse to recognize your own mother?” she gazed at him for a long time but he said nothing.

Suddenly, a huge black cloud covered the sun. it became as dark as night. The wind roared with a terrible noise. The sea became very rough and the waves beat against the side of the ship. The ship rocked to and fro. The mast came tumbling down with a great “Cra-a-a-ash”. The ship was driven like a coconut shell across the harbor. Before anyone could do anything about it. It turned over and sank. Then it rained so heavily that it was impossible to see more than a few yards. When the storm stopped, the old woman looked for the ship again. But there was nothing except a large rock sticking out through the water. Her son and his ship were never seen again.

➤ **Task 4**

widow
wicked
ship’s officer
harbor
mast
fisherman
rowing boat
anchor
punish
rock

➤ **Task 6**

bait
fishing rod
hook
ignore
pull
sampan
sink
string
wire

➤ **Task 7**

Pandu: (1) Are you okay, Rian?

Rian : Yeah. I'm just bored. We have been here for long time but we get no fish yet.

Pandu : You must be patient then. By the way, do you know (2) the story about this river?

Rian : I don't know. Tell me then.

Pandu : This river is called Sungai Karat because long time ago there was a (3) fisherman. He was (4) poor so that he couldn't buy net. He went fishing using his (5) fishing rod. He never got many fish.

Rian : Oh. He went fishing in this river, did he?

Pandu : Yes, he did. One morning, he went fishing in this river. He waited for long time but no fish caught (6) the bait yet. He changed the bait. Sadly, he was not lucky yet. After waiting for a long time, finally he felt that a fish caught his bait. He slowly pulled (7) the string of his fishing rod. It was hard! The fisherman could not pull the string.

Rian : Wow. (8) the fish must be very big!

Pandu : It wasn't a fish but (9) a wire on the hook. The fisherman who thought that it was a fish was disappointed. But when he looked at the wire carefully, he was so happy. The wire was made of (10) gold. He wanted to sell the wire and had a lot of money. So he pulled the wire, he pulled more and more wire. The wire covered all area in his (11) sampan.

Rian : Oh, what happened then?

Pandu : Suddenly, there was (12) a voice that asked him to stop taking the wire but the fisherman (13) ignored the voice. He continued pulling the gold wire. The sampan was filled with the gold wire. It could not hold the wire anymore. Slowly, the sampan sunk to the bottom of the river. The fisherman did not realize that because he was busy pulling the wire.

Rian : Did the fisherman sink with the sampan?

Pandu : No, he didn't. The fisherman was alive as he (14) swam to the river side. He regretted his bad behavior. People heard about the fisherman and his wire. Since then people named the river as (15) Wire River or Sungai Kawat.

Rian : What a tragic ending. He finally got nothing because of his greediness.

Pandu: Yes. How do you feel now?

Rian : It's better now. Thanks Pandu. You've entertained me.

Pandu: You're welcome.

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APPENDIX F

Expert Judgement Questionnaire

SURAT PERMOHONAN *EXPERT JUDGEMENT*

Hal : Permohonan Kesiediaan *Expert Judgement*

Lampiran : 1 bendel

Kepada Yth.

Bapak Ari Purnawan, S.Pd.,M.Pd.,M.A.

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 : Banatul Murtafi'ah

NIM : 10202244046

Judul Penelitian : *Developing English Learning Materials for Grade X Students of Nautical Fishing Vessel Study Program at SMK Negeri 2 Cilacap*

Memohon dengan sangat kesiediaan bapak untuk memberikan *Expert Judgement* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas X SMK Jurusan Nautika Kapal Penangkap Ikan (Pelayaran).

Demikian permohonan saya sampaikan, atas bantuan dan kesiediaan bapak saya mengucapkan terima kasih.

Yogyakarta, 16 Juni 2014

Pemohon,

Banatul Murtafi'ah

NIM 102022244046

ANGKET UJI AHLI MATERI PEMBELAJARAN BAHASA INGGRIS

SMK KELAS X JURUSAN NAUTIKA KAPAL PENANGKAP IKAN

(Expert Judgement)

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Nautika Kapal Penangkap Ikan di SMK Negeri 2 Cilacap.

A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin : L / P
4. Pendidikan :

S1	<input type="checkbox"/>
S2	<input type="checkbox"/>
S3	<input type="checkbox"/>
5. Lama mengajar : tahun

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan :

- | | |
|-----|---------------------------|
| SS | : Sangat Setuju (4) |
| S | : Setuju (3) |
| TS | : Tidak Setuju (2) |
| STS | : Sangat Tidak Setuju (1) |

Angket Evaluasi Materi Pembelajaran Bahasa Inggris UNIT 1
SMK Kelas X Jurusan Nautika Kapal Penangkap Ikan

No	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMK Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.3, 3.6, 4.7.				
2.	Materi mencakup teks-teks dan percakapan yang relevan dengan kehidupan siswa sehari-hari dan bidang pelayaran untuk mengembangkan keterampilan mendengarkan, berbicara, membaca, dan menulis.				
3.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks atau ekspresi.				
4.	Materi mencakup bimbingan pemahaman tentang struktur teks sebuah teks atau ekspresi.				
5.	Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah teks atau ekspresi.				
6.	Materi mencakup bimbingan yang membantu siswa menghasilkan teks lisan/ tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan struktur teks dan unsur kebahasaan.				
7.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti menceritakan kejadian/ peristiwa yang telah terjadi di masa lalu.				
8.	Materi ini mencakup teks atau ekspresi yang memiliki istilah yang lazim digunakan dalam konteks profesional.				

9.	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
10.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang pelayaran.				
Lain-lain					
.....					
.....					
.....					

No	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11.	Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar (<i>grammatical</i>).				
12.	Materi ini menggunakan ejaan (<i>spelling</i>) yang benar dan tepat.				
13.	Materi ini menggunakan pilihan kata yang benar dan tepat.				
14.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
16.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
17.	Instruksi yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
18.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
19.	Materi ini mencerminkan keterkaitan pada satu bagian/bab/subbab/kalimat/paragraf.				

Lain-lain

.....

.....

.....

No	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
20.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
21.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
22.	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
23.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
24.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
25.	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara lisan.				
26.	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara tertulis.				
27.	Kegiatan pembelajaran (<i>Task</i>) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				

28.	Kegiatan pembelajaran (<i>Task</i>) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
29.	Kegiatan pembelajaran (<i>Task</i>) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dari mengamati hingga mencipta.				
30.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
31.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
Lain-lain					
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.....					

No	Kelayakan Kegrafikaan				
	Pernyataan	STS	TS	S	SS
32.	Tampilan materi menarik.				
33.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
34.	<i>Penggunaan variasi huruf tidak berlebihan.</i>				
35.	<i>Tidak menggunakan terlalu banyak jenis huruf.</i>				
36.	Spasi antar baris susunan teks normal.				
37.	Gambar/ilustrasi yang digunakan relevan dengan topic dan isi materi.				
38.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
39.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
40.	Penempatan judul bab dan yang setara seragam/konsisten.				

Lain-lain

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Bapak mengenai materi yang telah saya susun?

2. Menurut Bapak, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

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NIP

Angket Evaluasi Materi Pembelajaran Bahasa Inggris UNIT 2
SMK Kelas X Jurusan Nautika Kapal Penangkap Ikan

No	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMK Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.3, 3.9, 4.13, 4.14.				
2.	Materi mencakup teks-teks yang relevan dengan kehidupan siswa sehari-hari dan bidang pelayaran untuk mengembangkan keterampilan mendengarkan, berbicara, membaca, dan menulis.				
3.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.				
4.	Materi mencakup bimbingan pemahaman tentang struktur teks sebuah teks.				
5.	Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah teks atau ekspresi.				
6.	Materi mencakup bimbingan yang membantu siswa menghasilkan teks lisan/ tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan struktur teks dan unsur kebahasaan.				
7.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti menceritakan kejadian/ peristiwa yang telah terjadi di masa lalu.				
8.	Materi ini mencakup teks atau ekspresi yang memiliki istilah yang lazim digunakan dalam				

	konteks profesional.				
9.	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
10.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang pelayaran.				
Lain-lain					

No	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11.	Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar (<i>grammatical</i>).				
12.	Materi ini menggunakan ejaan (<i>spelling</i>) yang benar dan tepat.				
13.	Materi ini menggunakan pilihan kata yang benar dan tepat.				
14.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
16.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
17.	Instruksi yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
18.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
19.	Materi ini mencerminkan ketertautan pada satu bagian/bab/subbab/kalimat/paragraf.				

Lain-lain

.....

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No	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
20.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
21.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
22.	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
23.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
24.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
25.	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara lisan.				
26.	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara tertulis.				
27.	Kegiatan pembelajaran (<i>Task</i>) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
28.	Kegiatan pembelajaran (<i>Task</i>) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided</i>				

	<i>activities.</i>				
29.	Kegiatan pembelajaran (<i>Task</i>) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dari mengamati hingga mencipta.				
30.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
31.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
Lain-lain					
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No	Kelayakan Kegrafikaan				
	Pernyataan	STS	TS	S	SS
32.	Tampilan materi menarik.				
33.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
34.	<i>Penggunaan variasi huruf tidak berlebihan.</i>				
35.	<i>Tidak menggunakan terlalu banyak jenis huruf.</i>				
36.	Spasi antar baris susunan teks normal.				
37.	Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi.				
38.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
39.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
40.	Penempatan judul bab dan yang setara seragam/konsisten.				
Lain-lain					
.....					
.....					

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Bapak mengenai materi yang telah saya susun?

2. Menurut Bapak, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 2 dengan judul “WHAT A GREAT EXPERIENCE!” dinyatakan (*Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak*)* untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris SMK kelas X jurusan Nautika Kapal Penangkap Ikan.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

*coret salah satu

Yogyakarta, Juni 2014

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NIP

Angket Evaluasi Materi Pembelajaran Bahasa Inggris UNIT 3
SMK Kelas X Jurusan Nautika Kapal Penangkap Ikan

No	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMK Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.3, 3.10, 4.15.				
2.	Materi mencakup teks-teks yang relevan dengan kehidupan siswa sehari-hari dan bidang pelayaran untuk mengembangkan keterampilan mendengarkan, berbicara, membaca, dan menulis.				
3.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.				
4.	Materi mencakup bimbingan pemahaman tentang struktur teks sebuah teks.				
5.	Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah teks atau ekspresi.				
6.	Materi mencakup bimbingan yang membantu siswa menangkap makna teks lisan/ tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan struktur teks dan unsur kebahasaan.				
7.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti menceritakan kejadian/ peristiwa yang telah terjadi di masa lalu.				
8.	Materi ini mencakup teks yang memiliki istilah yang lazim digunakan dalam konteks				

	262profesional.				
9.	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
10.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang pelayaran.				
Lain-lain					

No	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11.	Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar (<i>grammatical</i>).				
12.	Materi ini menggunakan ejaan (<i>spelling</i>) yang benar dan tepat.				
13.	Materi ini menggunakan pilihan kata yang benar dan tepat.				
14.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
16.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
17.	Instruksi yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
18.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
19.	Materi ini mencerminkan ketertautan pada satu bagian/bab/subbab/kalimat/paragraf.				

Lain-lain

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No	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
20.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
21.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
22.	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
23.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
24.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
25.	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara lisan.				
26.	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara tertulis.				
27.	Kegiatan pembelajaran (<i>Task</i>) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
28.	Kegiatan pembelajaran (<i>Task</i>) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided</i>				

	<i>activities.</i>				
29.	Kegiatan pembelajaran (<i>Task</i>) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dari mengamati hingga mencipta.				
30.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
31.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
Lain-lain					
.....					
.....					

No	Kelayakan Kegrafikaan				
	Pernyataan	STS	TS	S	SS
32.	Tampilan materi menarik.				
33.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
34.	<i>Penggunaan variasi huruf tidak berlebihan.</i>				
35.	<i>Tidak menggunakan terlalu banyak jenis huruf.</i>				
36.	Spasi antar baris susunan teks normal.				
37.	Gambar/ilustrasi yang digunakan relevan dengan topic dan isi materi.				
38.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
39.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
40.	Penempatan judul bab dan yang setara seragam/konsisten.				
Lain-lain					
.....					
.....					

Tanggapan umum terhadap materi:

1. Secara umum, bagaimanakah pendapat Bapak mengenai materi yang telah saya susun?

2. Menurut Bapak, apakah kekurangan dari materi yang telah saya susun?

3. Apakah saran dari Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

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APPENDIX G

The Result of Expert Judgement

THE RESULT OF EXPERT JUDGEMENT

UNIT 1

The Appropriateness of Content for Unit 1

Item Number	Evaluated Aspects	Score
1.	The materials are in accordance with the 2013 Curriculum Core Competences 1,2,3,4 and Basic Competences 1.1, 2.3, 3.6, 4.7 of grade X students of Vocational High School	4
2.	The materials are relevant to the students' daily life and to nautical aspects in order to develop their listening, speaking, reading, and writing skills.	4
3.	The materials include guidance related to the comprehension of social function of the expressions.	3
4.	The materials include guidance related to the comprehension of the structure of the expressions.	4
5.	The materials include guidance related to the comprehension of linguistic feature of the expressions.	3
6.	The materials include guidance for the students to create spoken and written text to achieve the social function of the text by noticing the structure and linguistic feature of the text.	3
7.	The materials guide the students in to communicate in English in daily life such as telling past events.	4
8.	The materials include texts or expressions which are usually used in professional context.	4
9.	The materials guide students to communicate in English accurately and communicatively.	4
10.	The materials include texts, pictures, and appendices which relevant to the topic related to Nautical.	4
Mean (x)		3,7

The Appropriateness of Language for Unit 1

Item Number	Evaluated Aspects	Score
11.	The developed materials use English grammatically.	4
12.	The developed materials use correct spelling.	4
13.	The developed materials use correct choice of words.	4
14.	The explanations in the materials are appropriate for the students' cognitive development.	4

continued

continued

15.	The instructions used in the materials are appropriate for the students' cognitive development.	3
16.	The explanations in the materials are appropriate for the students' language ability.	4
17.	The instructions used in the materials are appropriate for the students' language ability.	3
18.	The materials are coherent.	4
19.	The materials are cohesive.	4
Mean (x)		3,78

The Appropriateness of Presentation for Unit 1

Item Number	Evaluated Aspects	Score
20.	The materials are presented coherently and well-organized from warm-up, lesson proper, evaluation and reflection.	4
21.	The materials are presented in the form of texts, learning activities, and pictures equally.	3
22.	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
23.	The materials support students' creativity to communicate orally and in writing.	4
24.	The materials support students to make reflection and evaluation in the learning activities and in communicating using English.	4
25.	The presented materials include some tasks which support the students to communicate orally.	3
26.	The presented materials include some tasks which support the students to communicate in writing.	3
27.	The tasks are arranged systematically from the easiest to the most difficult.	4
28.	The learning tasks are started from guided activities to the free guided activities.	4
29.	The learning tasks are arranged in accordance with the steps of scientific method from observing step to creating step.	4
30.	Texts and pictures have their own identity such as title, number or reference.	4

continued

continued

31.	The developed materials are completed by vocabulary list.	4
Mean (x)		3,75

The Appropriateness of Graphic for Unit 1

Item Number	Evaluated Aspects	Score
32.	The materials' lay-out is interesting.	4
33.	The use of font type and color can be easily read by the students.	4
34.	The use of font variation is balance.	4
35.	The use of font type is balance.	4
36.	The used spaces are normal.	4
37.	Pictures or illustration which is used are relevant with the topic and the content of the materials.	4
38.	The use of pictures or illustrations is both aesthetic and functional.	3
39.	The use of pictures or illustrations is proportional and describes the content of the materials.	4
40.	The placement of unit title is consistent.	4
Mean (x)		3,89

UNIT 2**The Appropriateness of Content for Unit 2**

Item Number	Evaluated Aspects	Score
1.	The materials are in accordance with the 2013 Curriculum Core Competences 1,2,3,4 and Basic Competences 1.1, 2.3, 3.9, 4.13, 4.14 of grade X students of Vocational High School	4
2.	The materials are relevant to the students' daily life and to nautical aspects in order to develop their listening, speaking, reading, and writing skills.	3
3.	The materials include guidance related to the comprehension of social function of the recount text.	3
4.	The materials include guidance related to the comprehension of the structure of recount text.	4
5.	The materials include guidance related to the comprehension of linguistic feature of recount text.	3

continued

continued

6.	The materials include guidance for the students to create spoken and written text to achieve the social function of the text by noticing the structure and linguistic feature of the text.	4
7.	The materials guide the students in to communicate in English in daily life.	3
8.	The materials include texts or expressions which are usually used in professional context.	4
9.	The materials guide students to communicate in English accurately and communicatively.	4
10.	The materials include texts, pictures, and appendices which relevant to the topic related to Nautical.	4
Mean (x)		3,6

The Appropriateness of Language for Unit 2

Item Number	Evaluated Aspects	Score
11.	The developed materials use English grammatically.	4
12.	The developed materials use correct spelling.	4
13.	The developed materials use correct choice of words.	3
14.	The explanations in the materials are appropriate for the students' cognitive development.	4
15.	The instructions used in the materials are appropriate for the students' cognitive development.	3
16.	The explanations in the materials are appropriate for the students' language ability.	4
17.	The instructions used in the materials are appropriate for the students' language ability.	3
18.	The materials are coherent.	4
19.	The materials are cohesive.	4
Mean (x)		3,67

The Appropriateness of Presentation for Unit 2

Item Number	Evaluated Aspects	Score
20.	The materials are presented coherently and well-organized from warm-up, lesson proper, evaluation and reflection.	4
21.	The materials are presented in the form of texts, learning activities, and pictures equally.	4

continued

continued

22.	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
23.	The materials support students' creativity to communicate orally and in writing.	4
24.	The materials support students to make reflection and evaluation in the learning activities and in communicating using English.	4
25.	The presented materials include some tasks which support the students to communicate orally.	3
26.	The presented materials include some tasks which support the students to communicate in writing.	3
27.	The tasks are arranged systematically from the easiest to the most difficult.	4
28.	The learning tasks are started from guided activities to the free guided activities.	4
29.	The learning tasks are arranged in accordance with the steps of scientific method from observing step to creating step.	4
30.	Texts and pictures have their own identity such as title, number or reference.	4
31.	The developed materials are completed by vocabulary list.	4
Mean (x)		3,83

The Appropriateness of Graphic for Unit 2

Item Number	Evaluated Aspects	Score
32.	The materials' lay-out is interesting.	4
33.	The use of font type and color can be read easily by the students.	4
34.	The use of font variation is balance.	4
35.	The use of font type is balance.	4
36.	The used spaces are normal.	4
37.	Pictures or illustration which is used are relevant with the topic and the content of the materials.	4
38.	The use of pictures or illustrations is both aesthetic and functional.	3
39.	The use of pictures or illustrations is proportional and describes the content of the materials.	3
40.	The placement of unit title is consistent.	4
Mean (x)		3,78

UNIT 3

The Appropriateness of Content for Unit 3

Item Number	Evaluated Aspects	Score
1.	The materials are in accordance with the 2013 Curriculum Core Competences 1,2,3,4 and Basic Competences 1.1, 2.3, 3.10, 4.15 of grade X students of Vocational High School	4
2.	The materials are relevant to the students' daily life and to nautical aspects in order to develop their listening, speaking, reading, and writing skills.	4
3.	The materials include guidance related to the comprehension of social function of narrative text.	3
4.	The materials include guidance related to the comprehension of the structure of narrative text.	4
5.	The materials include guidance related to the comprehension of linguistic feature of the narrative text.	4
6.	The materials include guidance for the students to create spoken and written text to achieve the social function of the text by noticing the structure and linguistic feature of the text.	3
7.	The materials guide the students in to communicate in English in daily life.	3
8.	The materials include texts or expressions which are usually used in professional context.	4
9.	The materials guide students to communicate in English accurately and communicatively.	4
10.	The materials include texts, pictures, and appendices which relevant to the topic related to Nautical.	4
Mean (x)		3,7

The Appropriateness of Language for Unit 3

Item Number	Evaluated Aspects	Score
11.	The developed materials use English grammatically.	4
12.	The developed materials use correct spelling.	3
13.	The developed materials use choice of words.	4
14.	The explanations in the materials are appropriate for the students' cognitive development.	4
15.	The instructions used in the materials are appropriate for the students' cognitive development.	3
16.	The explanations in the materials are appropriate for the	3

continued

continued

	students' language ability.	
17.	The instructions used in the materials are appropriate for the students' language ability.	4
18.	The materials are coherent.	4
19.	The materials are cohesive.	4
	Mean (x)	3,67

The Appropriateness of Presentation for Unit 3

Item Number	Evaluated Aspects	Score
20.	The materials are presented coherently and well-organized from warm-up, lesson proper, evaluation and reflection.	4
21.	The materials are presented in the form of texts, learning activities, and pictures equally.	3
22.	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
23.	The materials support students' creativity to communicate orally and in writing.	4
24.	The materials support students to make reflection and evaluation in the learning activities and in communicating using English.	4
25.	The presented materials include some tasks which support the students to communicate orally.	3
26.	The presented materials include some tasks which support the students to communicate in writing.	3
27.	The tasks are arranged systematically from the easiest to the most difficult.	4
28.	The learning tasks are started from guided activities to the free guided activities.	4
29.	The learning tasks are arranged in accordance with the steps of scientific method from observing step to creating step.	4
30.	Texts and pictures have their own identity such as title, number or reference.	4
31.	The developed materials are completed by vocabulary list.	4
	Mean (x)	3,75

The Appropriateness of Graphic for Unit 3

Item Number	Evaluated Aspects	Score
32.	The materials' lay-out is interesting.	4
33.	The use of font type and color can be read easily by the students.	4
34.	The use of font variation is balance.	4
35.	The use of font type is balance.	4
36.	The used spaces are normal.	4
37.	Pictures or illustration which is used are relevant with the topic and the content of the materials.	4
38.	The use of pictures or illustrations is both aesthetic and functional.	3
39.	The use of pictures or illustrations is proportional and describes the content of the materials.	3
40.	The placement of unit title is consistent.	4
Mean (x)		3,78

APPENDIX H

Revisions of the Units

REVISIONS OF UNIT 1

Unit Tasks	Point to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	Number 3,4,5 in the phrases asking past events and telling past events should be added the word 'about' between them.	First draft: <i>Asking past events and telling past events.</i> Final draft: <i>Asking about past events and telling about past events.</i>
Task 5	Number 3,4,5 in the phrases asking past events and telling past events should be added the word 'about' between them.	First draft: <i>Asking past events and telling past events.</i> Final draft: <i>Asking about past events and telling about past events.</i>
Task 6	No revision	No revision
Task 7	Option b,c,d number 2 should be more suitable with the text.	Final draft: Option b. At Mr.Alex's room. Option c. At Tanjung Priok port. Option d. At the National Monument.
Task 8	<ul style="list-style-type: none"> - Shorten the instruction since it is too long. - Since the task is answering questions, the expert asked what considered true answer 	<ul style="list-style-type: none"> - Delete the clause '<i>to find out the meaning of some expressions</i>' from the instruction. - Add answer for question number 1: <i>Kevin wants to ask</i>

continued

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	looked like. Therefore, the researcher added an example of a question and answer for number 1.	<i>about Rian's activity in the last holiday.</i>
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	The expert asked about the difference between Task 12 and Task 14. Since they are almost the same, the researcher deleted Task 14.	No revision
Task 13	No revision	No revision
Task 14	Task 14 is deleted since it is almost the same as Task 12. The researcher also considered that Task 15 can be categorized as guided-task. Therefore deleting Task 14 will not change any steps of scientific approach used in the materials.	Task 14 is deleted.
Task 15	Change the title of the task	First draft: <i>Task 15</i> Final draft: <i>Task 14</i>
Task 16	<ul style="list-style-type: none"> - Change the title of the task - This task is considered as spoken task, so that the students should speak in this task. Therefore, the instruction is added. 	<ul style="list-style-type: none"> - First draft: <i>Task 16</i> Final draft: <i>Task 15</i> - The instruction is added by '<i>Then act them out with your partner.</i>'
Task 17	Change the title of the task	First draft: <i>Task 17</i> Final draft: <i>Task 16</i>

continued

continued

Task 18	<ul style="list-style-type: none"> - Change the title of the task - The expert suggested that the word 'relief' in line 7 in the letter should be checked. 	<ul style="list-style-type: none"> - First draft: <i>Task 18</i> - Final draft: <i>Task 17</i> - After checking the dictionary, the clause 'we felt relief' was changed into 'we relieved'.
Task 19	Change the title of the task	First draft: <i>Task 19</i> Final draft: <i>Task 18</i>
Task 20	<ul style="list-style-type: none"> - Change the title of the task - The expert suggested that the word 'relief' in line 6 in the letter should be checked. 	<ul style="list-style-type: none"> - First draft: <i>Task 20</i> - Final draft: <i>Task 19</i> - After checking the dictionary, the clause 'we felt relief' was changed into 'we relieved'.
Task 21	Change the title of the task	First draft: <i>Task 21</i> Final draft: <i>Task 20</i>
Task 22	<ul style="list-style-type: none"> - Change the title of the task - Shorten the instruction since it is too long. 	<ul style="list-style-type: none"> - First draft: <i>Task 22</i> - Final draft: <i>Task 21</i> - Delete the clause '<i>to help you find out the social purpose of the texts</i>' from the instruction.
Task 23	<ul style="list-style-type: none"> - Change the title of the task - Shorten the instruction since it is too long. 	<ul style="list-style-type: none"> - First draft: <i>Task 23</i> - Final draft: <i>Task 22</i> - Delete the clause '<i>to help you know the expressions of asking and telling past events in written form</i>' from the instruction.
Task 24	<ul style="list-style-type: none"> - Change the title of the task - Shorten the instruction since it is too long. 	<ul style="list-style-type: none"> - First draft: <i>Task 24</i> - Final draft: <i>Task 23</i> - Delete the clause '<i>from Rian to Andi telling about his holiday</i>' from the instruction.

continued

continued

Task 25	Change the title of the task	First draft: <i>Task 25</i> Final draft: <i>Task 24</i>
Task 26	Change the title of the task	First draft: <i>Task 26</i> Final draft: <i>Task 25</i>
Task 27	Change the title of the task	First draft: <i>Task 27</i> Final draft: <i>Task 26</i>
Task 28	Change the title of the task	First draft: <i>Task 28</i> Final draft: <i>Task 27</i>
Task 29	Change the title of the task	First draft: <i>Task 29</i> Final draft: <i>Task 28</i>
Task 30	Change the title of the task	First draft: <i>Task 30</i> Final draft: <i>Task 29</i>

REVISIONS OF UNIT 2

Unit Tasks	Point to Revise	Revision
Unit Objective Description	The word ‘experience’ in the sentences is countable. It should be added ‘s’ since it is plural.	some great experience → some great experiences <u>.</u>
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	Shorten the instruction since it is too long.	Delete the clause ‘ <i>to help you find out what Rian talks about and why he tells the story</i> ’ from the instruction.
Task 6	No revision	No revision
Task 7	Shorten the instruction since	Delete the clause ‘ <i>to help you find</i>

continued

continued

	it is too long.	<i>out the content of the story and why Andi tells it' from the instruction.</i>
Task 8	No revision	No revision
Task 9	The word 'the' before the word 'Tio' in the instruction should be deleted.	First draft: <i>Listen to the Tio telling his holiday.</i> Final draft: <i>Listen to Tio telling his holiday.</i>
Task 10	No revision	No revision
Task 11	<ul style="list-style-type: none"> - Shorten the instructions - Delete the draft since it looks like writing task. 	<ul style="list-style-type: none"> - Delete the clause '<i>and completing the draft below</i>' from the instruction.
Task 12	The instruction ' <i>Read the David Corkish telling about his experience of living and working on ships</i> ' should be changed.	First draft: <i>Read the David Corkish telling about his experience of living and working on ships.</i> Final draft: <i>Read the following story from David Corkish.</i>
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	The instruction is incomplete.	First draft: <i>Remember the structure of recount text and then analyze the structure of the following text in pairs.</i> Final draft: <i>Remember the structure of recount text and then analyze the</i>

continued

continued

		<i>structure of the following text.</i> Work in pairs.
Task 17	Shorten the instruction since it is too long.	Delete the clause ' <i>In recount text, simple past tense is used</i> ' from the instruction.
Task 18	No revision	No revision
Task 19	Simplify the instruction.	First draft: <i>Study the following jumbled words and then arrange them into good sentences so that the text will be meaningful.</i> Final draft: <i>Arrange these jumbled words into good sentences so that the text will be meaningful.</i>
Task 20	Shorten the instruction since it is too long.	Delete the clause ' <i>to help you in practicing writing recount text</i> ' from the instruction.
Task 21	Task 21 is changed. In this task, the students no longer completing the blanks by changing verbs but they write down a recount text based on the provided picture series.	First draft: <i>Fill in the blank spaces by changing the words in the brackets to produce a good recount text.</i> Final draft: <i>Study the following pictures. In group of three, answer the questions and write down the story based on the pictures. The teacher will guide you.</i>
Task 22	No revision	No revision
Task 23	No revision	No revision

continued

continued

Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision

REVISIONS OF UNIT 3

Unit Tasks	Point to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	Shorten the instruction since it is too long.	Delete the clause ' <i>to help you find out the content of the story and the social function of the story</i> ' from the instruction.
Task 6	No revision	No revision
Task 7	Shorten the instruction since it is too long.	Delete the clause ' <i>between Pandu and Rian talking about the story</i> ' from the instruction.
Task 8	No revision	No revision
Task 9	Grammatical mistake on the instruction.	First draft: <i>Study the following expressions to help you knowing the expressions of used when talking about a story. Say them aloud.</i> Final draft: <i>Study the following expressions to help you know the expressions of used when talking about a story. Say them aloud.</i>

continued

continued

Task 10	The instruction is incomplete.	<p>First draft:</p> <p><i>Work with your friend sitting next to you. Find the expressions of retelling, ending and showing respond in the conversation between Pandu and Rian in Task 7. Some are done for you.</i></p> <p>Final draft:</p> <p><i>Work with your friend sitting next to you. Find the expressions of retelling a story, ending the story and showing respond in the conversation between Pandu and Rian in Task 7. Some are done for you.</i></p>
Task 11	Complete the instruction.	<p>First draft:</p> <p><i>Find a legend from internet or magazine. Rewrite the story and then tell the story to your friends. You may use the following outline before telling the story.</i></p> <p>Final draft:</p> <p><i>Find a legend from internet or magazine. Rewrite the story and then tell the story to your friends. You may use the following outline before telling the story as an example.</i></p>
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision

continued

continued

Task 15	Shorten the instruction since it is too long.	Delete the clause ' <i>in groups of three to help you finding out the content of the text</i> ' from the instruction.
Task 16	Shorten the instruction since it is too long.	Delete the clause ' <i>to help you know the language features of the story</i> ' from the instruction.
Task 17	Shorten the instruction since it is too long.	Delete the clause ' <i>to help you know the language features of the story</i> ' from the instruction.
Task 18	Shorten the instruction since it is too long.	Delete the clause ' <i>to help you know the language features of the story</i> ' from the instruction.
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision

APPENDIX I

Final Draft Materials



based on
Curriculum 2013



ENGLISH

FOR

NAUTICAL STUDENTS

For Vocational High School Grade X
SEMESTER 2

English Education Study Program
Yogyakarta State University
2014



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UNIT 1

What did you do yesterday?



Sources: <http://aslibanget.com/wp-content/uploads/2014/02/mancing.jpg>
<http://rainbowscuba.com/images/hawaii-scuba-diving-12.jpg>

Each of you have your own experience in the past. Sometimes you want to know what your friends did in the past and so does your friend. Do you know how to ask your friend about their activities in the past? Do you know how to answer your friend's question about your activities in the past? In this unit, you will learn expressions of asking and telling activities or events in the past.



WARM-UP

Task 1: Listen to the dialogue between Rian and Zaqi. What did Rian do yesterday?
Put a tick (✓) on the suitable picture. The listening script is in the Appendix.



<http://aslibanget.com/wp-content/uploads/2014/02/mancing.jpg>



<http://en.wikipedia.org/wiki/Camping>



<http://rainbowscuba.com/images/hawaii-scuba-diving-12.jpg>

Task 2: Study the picture and then answer the questions.

I went to Tanjung Priok Port yesterday.
I took a picture of a ship.
I went there with my brother.

1. What did the person do yesterday?
2. What did he do there?
3. With whom did he do it?



Source:
<http://greenpressnetwork.blogspot.com/2010/10/greenpeace-kecewa-atas-penolakan->

Task 3: Remember your activity yesterday and then answer the questions below.

1. Do you remember any activity you did yesterday?
2. What was it?
3. With whom did you do it?



LESSON PROPER

LISTENING AND SPEAKING



Observing

Task 4: Listen carefully to the conversation and then tick (✓) and write items that you do not know and/or you want to know further. The listening script is in the Appendix.

I want to know ...

- | | |
|---|--------------------------|
| 1. what the speakers were talking about. | <input type="checkbox"/> |
| 2. the meaning of expression "What did you do yesterday?" | <input type="checkbox"/> |
| 3. the structure of transactional communication involving asking and telling about past events. | <input type="checkbox"/> |
| 4. the expressions of asking about past events. | <input type="checkbox"/> |
| 5. the expressions of telling about past events. | <input type="checkbox"/> |

Write more things you do not know and/or you want to know further

- | |
|---------|
| 1. |
| 2. |
| 3. |



Questioning

Task 5: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

Questions

- | | | |
|----|--|--------------------------|
| 1. | What were the speakers talking about? | <input type="checkbox"/> |
| 2. | What is the meaning of expression "What did you do yesterday?" | <input type="checkbox"/> |
| 3. | What is the structure of transactional communication involving asking and Telling about past events? | <input type="checkbox"/> |
| 4. | What are the expressions of asking about past events? | <input type="checkbox"/> |
| 5. | What are the expressions of telling about past events? | <input type="checkbox"/> |

Answers	
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....



Collecting Data

Analyzing Data

Communicating

Task 6: Study the following words then listen to the recording in Task 4 again. Complete the dialogue and share your answer with your friend. The listening script is in the Appendix.

bus station (n) /bʌs 'steɪʃən/	: terminal bus
port (n) /pɔ:t/	: pelabuhan
envy (v) /'en.vi/	: iri
uncle (n) /'ʌŋ.kl/	: paman

Situation: Adit and Zaqi met in front of the teachers' room after school on Monday.

Adit : Hello, Zaqi. What are you doing here?

Zaqi : Oh. Hi, Adit. Yeah, I'm waiting for Mr. Alex.

Adit : Zaqi, I thought I saw you with a man at the bus station yesterday. Were that you?

Zaqi : Oh yeah. It was me and my brother. We _____ (1) Jakarta last week.

Adit : _____ (2) there?

Zaqi : We went there for holiday. We _____ (3) our uncle's house. My uncle took us to some famous places in Jakarta such as National Monument, Dufan, and Ragunan zoo.

Adit : _____ (4) Tanjung Priok Port?

Zaqi : No, I didn't. My uncle was so busy so we didn't go there. I envy my cousin. _____ (5) to Tanjung Priok Port.

Adit : Oh, really? When did he go?

Zaqi : This morning.



Source: http://quantumindonesia.blogspot.com/2009_01_01_archive.html



Task 7: Listen again to the conversation. Answer the questions in groups of three to help you find out what they were talking about and then share your answers with other groups. The listening script is in the Appendix

Questions:

1. What were Adit and Zaqi talking about?
 - a. They were talking about Mr. Alex.
 - b. They were talking about Tanjung Priok port.
 - c. They were talking about holiday.
 - d. They were talking about Jakarta.
2. Where did Adit see Zaqi yesterday?
 - a. At the bus station.
 - b. At Mr. Alex's room.
 - c. At Tanjung Priok port.
 - d. At the National monument.
3. Where did Zaqi go on his holiday?
 - a. He went to the bus station.
 - b. He went to Jakarta.
 - c. He went to Tanjung Priok port.
 - d. He went to Mr. Alex's house.
4. What did he do there?
 - a. He visited Tanjung Priok port.
 - b. He visited his grandfather's house.
 - c. He visited Ancol.
 - d. He visited many famous places in Jakarta.
5. Who went to Tanjung Priok Port?
 - a. Adit.
 - b. Zaqi.
 - c. Zaqi's uncle.
 - d. Zaqi's cousin.

Task 8: Listen to the conversation between Rian and Kevin. Answer the questions and then present your answer to your friends. Work in groups of three. The listening script is in the Appendix.

Questions:

1. What did Kevin mean when he asked “*What did you do last holiday?*” to Rian?
Kevin wants to ask about Rian’s activity in the last holiday.
2. What did Rian mean when he said “*I went camping with my family.*” to Kevin?

3. What did Kevin mean when he asked “*How did you get there?*” to Rian?

4. What did Rian mean when he said “*We went there by car.*” to Kevin?

5. What did Kevin mean when he asked “*What did you do there?*” to Rian?

6. What did Rian mean when he said “*My father and I built the tent first and went fishing afterwards.*” to Kevin?

7. What do you think the meaning of the expressions “*What did you do last holiday?*”; “*How did you get there?*”; and “*What did you do there?*” ?

8. What do you think the meaning of the expressions “*I went camping with my family.*”; “*We went there by car.*”; and “*My father and I built the tent first and went fishing afterwards.*” ?

Task 9: Study the following explanation. Work with your friend next to you and then complete the table that follow. Number 1 has been done for you.

In asking and telling your activities and/or event that happened in the past, you can use Simple Past Tense.
Simple Past Tense is used to express a finished past action which occurs at a specific moment in the past.
Examples:
Asking : What did you do last Sunday?
Telling / responding to question : I went to Komodo island with my family.



No	Simple Past	Positive			Interogative			
		Subject	Verb 2 / to be 2	others	WH Question + Did/ was/ were	Subject	Verb 1	Others+ ?
1.	What did you do yesterday?	-	-	-	What did	you	do	yesterday ?
2.	I went to Pangandaran beach yesterday.							
3.	Did you go fishing yesterday?							
4.	Where did you go last week?							
5.	We swam ashore.							

Task 10: Study the following expressions to help you know the expressions of asking and telling past events or activities. Read aloud the expressions and their responses. Work in pairs.

Talking about events/activities	
Asking about events or activities	Responses
• Were you at the port yesterday?	• Yes, I was there.
• Were you on the beach last week?	• No, I wasn't.
• What did you do yesterday?	• I went fishing with my father yesterday.
• Did you go to Tanjung Priok Port?	• No, I didn't.
• What did you see in the harbor?	• I saw many ships there.
• Where did you go last holiday?	• I went to the beach.
• How did you get there?	• I went there by bus.

Task 11: Work with your friend sitting next to you, match the expressions of asking past events or activities and their correct responses. Share your discussion with your friends. Number one has been done for you.

Asking about past events or activities	Responses / Telling past events or activities
1. What did you do two days ago?	I went there when I was six years old.
2. What did he do last Sunday?	I did scuba diving with my brother.
3. When did you go to Bali?	He went fishing with his father.
4. Where did you go last week?	I swam in Tirta Kencana swimming pool.
5. Where did you swim last month?	I went to Belawan fishing port last week.
6. What did you see in the harbor?	I saw many vessels there.

Task 12: Listen to the following dialogue between Rian and Tio. Complete the blanks with suitable expressions in the box and then share your findings with your friends. Work in pairs.

What did you see there?	Where did you go?
What did you buy?	How did you get there?

Rian : Hello Tio.
 Tio : Hi Rian.
 Rian : You look so happy. You must have a great holiday. _____ (a)
 Tio : Yes. I went to Cilacap fishing port.
 Rian : _____ (b)
 Tio : I went there by bus. It's about thirty minutes from my house.



Source: http://www.kkp.go.id/upload/jica/book_file/05_FishingPort2009.pdf

Rian : Tell me _____ (c) ?

Tio : I saw many ships there and, of course,
many fish.

Rian : Oh really. What kind of fish were there?

Tio : There were many fish but the species of tuna almost dominated in this fishing port.
White shrimp and lobster also could be found there. All of them were sold in the fish
market.

Rian : _____(d) ?

Tio : I bought some lobster and bullet tuna there.

Rian : You should take me there next holiday.

Tio : Okay. Sure.

Task 13: Read the dialogue between Rian and Tio in Task 11. Complete the table below by listing the expressions of asking and telling past events. Work in pairs.

Expressions of asking about past events or activities	Expressions of telling about past events or activities.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Creating

Task 14: Complete these dialogues with the correct expressions based on the situations and then act out with your partner.

Situations:

- Rian and Zaqi were talking about Rian's activities during holiday.
Zaqi : Hi, Rian. You look so happy today. Did you have a great holiday?
Rian : Hello Zaqi. Yeah, I did.
Zaqi : _____ (a) on your holiday?



Rian : I went to Karimun Jawa island with my family.
 Zaqi : _____(b)?
 Rian : We went to the beach there. My brother and I played and built castle from the sand. _____(c) also beautiful. We took a picture there.
 Zaqi : What a great holiday!
 Rian : Yes. You should go there someday.

2. Mr. Hendra asked Andi about his activities in the past during the lesson.

Mr. Hendra : So, Andi. _____ (a) on the new year vacation?
 Andi : I did not go anywhere, sir.
 Mr. Hendra : Then _____ (b) on that day?
 Andi : I stayed at home and did the housework with my family. My brother and I washed the clothes, watered the plants, and mopped the floor while my mother cooked for us.
 Mr. Hendra : How about your father?
 Andi : _____ (c) at home. He sailed across the sea. He is a sailor, sir.
 Mr. Hendra : Oh, I see. You live with your mother and your brother only, right?
 Andi : Yes, sir.

Task 15: Complete the following dialogues using expressions of asking or telling past events. Look at the example. Then act them out with your partner.

1. Andi : Where did you go last weekend?
 Tio : (telling) I went to Sundak beach last week.
2. Rian : (asking)
 Zaqi : I swam in the public swimming pool near my house.
3. Budi : (asking)
 Irvan : I went there by car.
4. Tio : What did you do at the beach?
 Rian : (telling)
5. Andi : When did you visit Komodo island?
 Zaqi : (telling)

Task 16: Have a short dialogue with your classmate based on the situations given. Use expressions of asking and telling about past events. Look at dialogues in Task 15 as examples. Then act it out with your partner.

Situations:

- Your friend ask you about your activities on the school holiday. Tell him what you did and also ask about his activities.
- You meet your friend who has been ever to Tanjung Priok Port last week. Ask him about his activities and also tell him about what did you do last week.



Observing

READING AND WRITING

Task 17: Read the following letter from Andi's father working as a sailor and then tick (✓) and write items that you do not know and/or you want to know further.

Dear Son,

How's life? I hope everything is okay. I wrote this letter because I missed you, your brother and your mother so much. Tell your mother that I am okay here. This letter was written in the last day when I was in Cape Town, South Africa. The crews and I were here for a week. Our ship docked last week. Living at the sea was not easy, son. Just imagine that you were surrounded by the ocean. You could not even see the island and meet many people. That's why when we arrived at the Cape Town port, we relieved. We were on the land finally.

We had a week on the land before we had to sail to catch the fish. There were many activities we did there. On the first day, we refuelled our ship. Then we went to the market near the port to buy the daily needs and some foods. We bought tons of wheat, many kinds of vegetables, fruits and meals to supply our consumption of foods on the ship. Since we worked on the fishing vessel, the other activities that we did were loading the fish and selling them through the fish market and the auction. That was interesting since we had seven days in this town. We had a chance to go around the town and bought some souvenirs. I bought some for you, your brother and your mom. Unfortunately, because of the high price of shipping the souvenirs, I decided to bring them with me later.

Finally, we had to go back to the ocean for about four months to catch the fish. So Andy, see you on the next four months.

Love,

Dad.



I want to know ...	
1. the content of the text.	<input type="checkbox"/>
2. the meaning of the words underlined words in the text.	<input type="checkbox"/>
3. the tenses used in the text.	<input type="checkbox"/>
4. the social purpose of the text.	<input type="checkbox"/>
5. how to ask about past activities or events in written form.	<input type="checkbox"/>
6. how to tell about past activities or events in written form.	<input type="checkbox"/>
Write more things you do not know or you want to know further.	
1.	
2.	
3.	



Questioning

Task 18: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No	Items
1.	What is the text about? <input type="checkbox"/>
2.	What are the meaning of the underlined words in the text? <input type="checkbox"/>
3.	What is the tense used in the text? <input type="checkbox"/>
4.	What is the social purpose of the text? <input type="checkbox"/>
5.	How to ask past activities or events in written form? <input type="checkbox"/>
6.	How to tell past activities or events in written form? <input type="checkbox"/>
No. Answers	
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....



Collecting Data

Analyzing Data

Communicating

Task 19: Read again the text in Task 17. Find the meaning of the following words in the dictionary. Answer the questions in groups of three and then write the answers on a piece of paper and then put it on the board.

English	Phonetic Transcription	Indonesian
auction (n)	/ˈɔːk.jən/	
crew (n)	/kruː/	
dock (v)	/dɑːk/	
fishing vessel (n)	/ˈfɪʃ.ɪŋ ˈves.əl/	
ocean (n)	/ˈoʊ.ʃ ə n/	
port (n)	/pɔːrt/	
refuel (v)	/ˌriːˈfjuəl/	
sail (v)	/seɪl/	
shipping (n)	/ˈʃɪp.ɪŋ/	
surround (v)	/səˈraʊnd	

Dear Son,

How's life? I hope everything is okay. I wrote this letter because I missed you, your brother and your mother so much. Tell your mother that I am okay here. This letter was written in the last day when I was in Cape Town, South Africa. The crews and I were here for a week. Our ship docked last week. Living at the sea was not easy, son. Just imagine that you were surrounded by the ocean. You could not even see the island and meet many people. That's why when we arrived at the Cape Town port, we relieved. We were on the land finally.

We had a week on the land before we had to sail to catch the fish. There were many activities we did there. On the first day, we refuelled our ship. Then we went to the market near the port to buy the daily needs and some foods. We bought tons of wheat, many kinds of vegetables, fruits and meals to supply our consumption of foods on the ship. Since we worked on the fishing vessel, the other activities that we did were loading the fish and selling them through the fish market and the auction. That was interesting since we had seven days in this town. We had a chance to go around the town and bought some souvenirs. I bought some for you, your brother and your mom. Unfortunately, because of the high price of shipping the souvenirs, I decided to bring them with me later.

Finally, we had to go back to the ocean for about four months to catch the fish. So Andy, see you on the next four months.

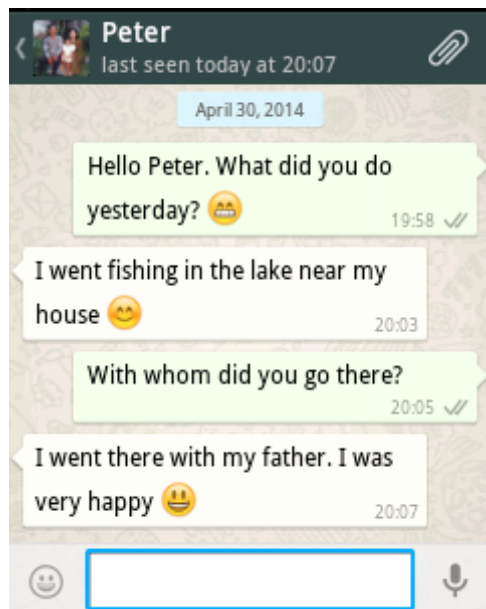
Love,

Dad.



1. Where was the father when he wrote the letter?
2. What did he and his friends do there?
3. What did they feel after arriving the port?
4. What did they do on the first day at the Cape Town?
5. What did they buy at the market?
6. Where did they load and sell the fish?
7. Why did father decide to bring the souvenirs later?

Task 20: Read the following WhatsApp message between Peter and Rian. Identify which expressions containing simple past tense in the message. Write down in the box and then share your answer to the class. You may work in pairs.



Expressions using simple past tense:

1. _____
2. _____
3. _____
4. _____
5. _____

Task 21: Read again the texts in Task 19 and Task 20. Answer the following questions. Work with your friend sitting next to you and then share your answer to the class.

1. Why did Andy's father write the letter?
2. What did Andy's father in the letter?
3. What do you think the social purpose of the letter in Task 19?
4. What expressions did Rian use to ask about Peter's past activities?
5. What expressions did Peter use to answer the questions from Rian?
6. What do you think the social purpose of the message sent by Rian to Peter in Task 20?

Task 22: Study the table below and then fill in the blanks on the sentences that follow with correct verb pattern. You may do this task in the classroom or in the library.

Simple Past Tense	Rules	Examples	Asking or Telling Past Events
Singular Subject	WH Question + Did/ was/ were + she/he/it + verb 1 + ... + ?	<u>Where did</u> he go last week?	Asking Past Events
	I + was	I <u>was</u> at the port last week.	Telling Past Events
	It/she/he + was	He <u>was</u> happy after the vacation.	
	It/she/he + verb2 regular	He <u>sailed</u> across the Pasific Ocean.	
	It/she/he + verb2 irregular	She <u>went</u> to the Beach on the holiday.	
Plural Subject	WH Question + Did/ was/ were + she/he/it + verb 1 + ... + ?	<u>Where did</u> you go last Monday?	Asking Past Events
	They/we + verb2	We <u>bought</u> tons of wheat.	Telling Past Events
	You/we/they + were	We <u>were</u> on the land yesterday.	
	You + verb2	You <u>arrived</u> at Cape Town last night.	

1. A fishing vessel (sink) _____ after colliding with a passenger vessel at Tanjung Perak Port in Surabaya two days ago.
2. Patrol ship Hiu 001 (arrest) _____ Malaysian-flagged motor vessel around 8:00 a.m. last week.
3. I (am) _____ at the harbor yesterday with my brother.
4. The ship (head) _____ towards the harbor last night.
5. Seven days ago, the fishing vessel Andrea Gail (break down) _____ in high seas and strong winds.
6. The First Officer (dock) _____ the ship.
7. (be) _____ they happy after sailing?
8. (do) _____ you (like) _____ snorkeling?
9. (where do) _____ he (go) _____ fishing?
10. (be) _____ the captain aboard the ship at that time?

Task 23: Complete the following e-mail with the appropriate statements in the box. Jot down the expressions of asking and telling past events in the table that follow. Write the complete e-mail in a piece of paper and then put it on the board. You may work in pairs.

From : rian_setiawan@gmail.com
 To : andi_nugroho@gmail.com
 Subject : Holiday

Dear Andi,

It has been a long time since we met. Hope you are always okay. _____?

I spent all the holiday in my Grandfather's house in North Sumatra. _____. It took about 30 minutes from Grandpa's house to the Lake Toba and the Samosir Island. _____. It was very tiring but the view of the lake was just gorgeous. I want to go there again sometime in the future. You should go there someday.

How about you? _____? Did you enjoy it? I hope it was going well for you too. You should tell me about your holiday too. I look forward to hearing from you soon.

Your friend,

Rian

I took a boat ride and saw the lake and mountains

Where did you go on your holiday?

It was near to the Lake Toba

What did you do on the last holiday?

No.	Asking Past Events	Telling Past Events
1.
2.
3.
4.
5.



Creating

Task 24: Help Andi complete his e-mail for Rian. You may use your own words or look at the clues below to help you completing the e-mail. Work individually.

Clues :

- Andi just stayed at home during holiday.
- He helped her mother.
- His brother was also at home.
- They sometimes went fishing, swimming, and cycling.
- He enjoyed his holiday.
- He wants to meet Rian soon.

From : andi_nugroho@gmail.com

To : rian_setiawan@gmail.com

Subject : What a holiday!

Dear Rian,

Hi Rian. I'm so glad to receive an e-mail from you. What a great holiday you have. As you know, I didn't go anywhere this holiday. _____

That's all about my holiday. _____

Your friend,

Andi

Task 25: Write your own letter to your friend based on these following topics. You may choose one topic. Write on a piece of paper and then put it on the board.

Topics :

1. You write a letter to your friend telling about your own activities in the holiday or in the past, you are also asking him about his holiday.
2. You write a letter to your friend telling about your father's activities as he works as a sailor.
3. You write a letter to your friend telling about the recent news or issues related to the fishing, sailing, and shipping.





HOMEWORK

Task 26: Create a dialogue based on one of the following situations.

Situations:

- a. You met your friend after the long weekend holiday. Ask him about his activities on the holiday. You may also tell him that you spend the holiday at home.
- b. You have just arrived home from the school trip to Bali with your classmates. At home, your mother ask what did you do there. You tell her your activities there.

Task 27: Find a letter or e-mail telling about past events from the internet. Re-write it and then write the reply on a piece of paper. You may reply the letter by telling your own events or activities in the past. Use your creativity in designing the reply. Submit it to your teacher in the next meeting.



EVALUATION

Task 28: Listen to the following dialogue between Andi and his friend from Spain Pedro, complete the blanks with the correct expressions and then act it out with your partner.

Situation: Andi and Pedro are crews of a fishing vessel from Spain. Andi spent his holiday in Indonesia while Pedro stayed in Spain. They finally met after the long vacation.

Andi : Hello Pedro, long time no see. How are you?

Pedro : I'm good, Andi. How about you? How was your holiday?

Andi : Very well. The holiday was amazing.

Pedro : Really? _____(1) on the holiday?

Andi : Well, _____(2) with my family. We went to Lombok.

Pedro : Where is Lombok? _____(3)?

Andi : Lombok is one of the most beautiful islands in my country which is near Bali. We did so many activities there. _____(4) while Mom and Dad went around the beach. The view _____(5).

Pedro : Wow. _____(6)?

Andi : Yes, of course. We also went snorkelling along the beach in Lombok. Pedro, I think you should go there someday.

Pedro : Yeah. I think so, Andi.

Task 29: Help Tio completing this letter to his brother who works abroad. You may use your own words or look at the clues below to help you completing the letter.

Clues:

- Tio has just arrived from his holiday.
- Tio went to Bali with his classmates.
- He sailed across the Bali Strait by ferry.
- Tio and his friends rode Banana Boat, went snorkelling, and surfing.
- He visited Tanjung Benoa, Tanah Lot, and Kuta beach.
- The view was so wonderful.
- It was his unforgettable holiday.
- He wants to go there with his brother someday.

Dear brother,

How are you? It has been long time since you worked abroad. It was my holiday last week.

I'm looking forward to hearing from you.

Regards,

Tio



REFLECTION

Before I studied this unit	I didn't understand about
When I was studying this unit	I had some difficulties: And I overcame it by:
After I have studied this unit	I think



SUMMARY

- Expressions of asking and telling past events or activities.

Talking about events/activities in simple past tense	
Asking about events or activities	Responses
• Were you at the port yesterday?	• Yes, I was there.
• Were you on the beach last week?	• No, I wasn't.
• What did you do last night?	• I studied for English exam last night.
• Did you watch the television?	• No, I didn't.
• What did you see in the harbour?	• I saw many ships there.
• Where did you go ...?	• I went to the beach.
Asking about events or activities	Responses
• Have you been to Tanjung Perak port?	• No, I haven't been there yet.
• Has Iwan arrived?	• Yes, he has just arrived.
• Have you seen Toni recently?	• No, I haven't seen him.
• Has he gone to Bali?	• Yes, he has gone to Bali.
• Has your uncle sailed across the sea?	• Yes, he has been a sailor since 1998.

- Simple Past Tense

Simple Past Tense

Simple Past is used to express a finished past action which occurs at a specific moment in the past.

Form: S + V₂ +

Example : I saw many ships there.





VOCABULARY LIST

arrest (v) /ə'rest/	: menangkap, menahan
catch (v) /kætʃ/	: menangkap
chance (n) /tʃæns/	: kesempatan
gorgeous (adj) /'gɔː.dʒəs/	: sangat indah
harbor (n) /'hɑːr.bə/	: pelabuhan tempat kapal berlabuh
island (n) /'aɪ.lənd/	: pulau
lake (n) /leɪk/	: danau
poach (v) /pəʊtʃ/	: menangkap ikan dengan ilegal
port (n) /pɔːrt/	: kota pelabuhan
relieve (v) /rɪ'li:v/	: lega
scuba diving (n) /'skuː.bə.daɪ.vɪŋ/	: menyelam di bawah air hingga dasar laut
sink (v) /sɪŋk/	: tenggelam
snorkelling (n) /'snɔː.kəlɪŋ/	: menyelam di permukaan laut, selam dangkal
suffer (v) /'sʌf.ə r /	: menderita
surfing (n) /'sɜːfɪŋ/	: berselancar



FUN SPACE

Fisherman Tongue Twister

There was a fisherman named Fisher who fished for some fish in a fissure.
Till a fish with a grin, pulled the fisherman in.
Now they're fishing the fissure for Fisher.

taken from: <http://www.greatcleanjokes.com/3251/fisherman-tongue-twister/>

UNIT 2

What a great experience!



Sources: <http://tokarimunjava.com/wp-content/uploads/2014/04/Excursion-Snorkeling-karimunjava.jpg>
<http://seafarerday.tumblr.com/>

In this unit, you will read some great experiences of some students during their holiday. Great experiences of the seafarers that live aboard the ship will also be found here. You will learn the way they tell their experience. In this unit, you will learn how to tell your and other's experience orally or in written.



WARM-UP

Task 1: Study the following pictures with your friend next to you and then answer the questions that follow.



Sources: <http://istanakarimunjawa.files.wordpress.com/2012/11/>
<http://www.jakarta.go.id/web/foto/index/0/Color%20of%20Jakarta/1/45>
<http://www.republika.co.id/berita/regional/nusantara/11/09/01/>
http://www.exmoor-nationalpark.gov.uk/_data/assets/image/0020/127433/Kayaking-Wimbleball.jpg

Questions:

1. Do you know those activities?
2. Where do those activities take place?
3. Have you ever done one of them? When and where?
4. How do you feel when you did those activities?



LESSON PROPER

LISTENING AND SPEAKING



Observing

Task 2: Listen to Rian telling about his experience of spending the holiday with his family and then tick (✓) and write items that you do not know or you want to know further. The script is in the Appendix.

I want to know ...	
1. the meaning of the words <i>surfing, bodyboards, squid, waves</i> , etc. in the monologue.	<input type="checkbox"/>
2. what the speaker was talking about.	<input type="checkbox"/>
3. the social function of the monologue.	<input type="checkbox"/>
4. the structure of the monologue.	<input type="checkbox"/>
5. the tenses that is used in the monologue.	<input type="checkbox"/>
Write more things you do not know or you want to know further.	
1.	
2.	
3.	



Questioning

Task 3: Referring to the items you do not know or you want to know further, tick (✓) relevant questions and propose answer based on your current knowledge.

No	Questions	
1.	What are the meaning of the words <i>surfing, bodyboards, squid, waves</i> , etc. in the monologue?	<input type="checkbox"/>
2.	What was the speaker talking about?	<input type="checkbox"/>
3.	What is the social function of the monologue?	<input type="checkbox"/>
4.	What is the structure of the monologue?	<input type="checkbox"/>
5.	What tenses that is used in the monologue?	<input type="checkbox"/>

No	Answers
1.
2.
3.
4.
5.



Task 4: Listen to the recording. Say these words loudly and then find the meaning of the words by matching them with their correct meaning. You may consult your dictionary. Look at the example. The script is in the Appendix.

surfing	→	ombak
bodyboards		kedai
waves		berselancar
caves		ikan cumi-cumi
drown		papan seluncur
stall		tenggelam
squid		ikan berlapis adonan
float		mengapung
chips		gua

Task 5: Study the following words. Listen again to the monologue in Task 2. Fill in the blank spaces and answer the questions that follow and then report your work to the class. You may work in groups of three. The script is in the Appendix.

breeze (n) /bri:z/	: angin
hill (n) /hɪl/	: bukit
journey (n) /'dʒɜ:.ni/	: perjalanan
knobby (adj) /'nɑ:.bie/	: menonjol
Spain (n) /speɪn/	: Spanyol
spear (n) /spɪr/	: tombak
take a shower (v) /teɪk ə ʃaʊər/	: mandi
villa (n) /'vɪl.ə/	: vila

My Best Holiday

Let me tell you about my best holiday. Last year Dad, brother and I went on the most (1)_____ holiday to Spain. We had never been to Spain before.

When we arrived at the villa it was hot. The first thing that Dad did was to take a shower. He said that he needed to cool off after such a long journey.

One afternoon we went to visit some (2)_____ in the hills. Inside the caves were the most amazing stalagmites and stalactites. They were knobby and looked like massive, misshapen spears. Some were like bars in a zoo. The guide tapped some and it was rather like playing a glockenspiel. In the caves it was quite cold and by the end of the tour we were all ready for a bit of sun and an ice cream.

After that, we visited a beach on the third day. The (3)_____ were just right for surfing so we hired some (4)_____. Dad was worried that we would (5)_____ so he spent the afternoon standing in the sea watching us. It was a breeze! The waves were strong enough to float in on but not too powerful.

One of the best things about the holidays was we had to go into the town every night to eat. There was a (6)_____ where you could buy chips and calamari. The calamari was (7)_____ cooked in batter. It tasted like rubbery fish. Once we had eaten, we played on the pinball machines.

Finally, we got home and Mum wanted to see all the photos. I had a (8)_____ picture of Dad's very red face from too much sun. All in all I think that it was a great holiday and I can't wait to go back.

Adapted from: <http://www.badgerlearning.co.uk/ecommerce/ProductPDFs/9781858803630.pdf>

Questions:

1. What is the text about?
.....
2. Where did Rian go on the holiday?
.....
3. With whom did he go?

-
4. What places did he visit?
.....
5. What did he do on the beach?
.....
6. What did the father do?
.....
7. What is calamari? Where did he buy it?
.....
8. How did he feel finally?
.....
9. Why did Rian tell this story?
.....

Task 6: Listen to the recording. Say these words loudly and then find the meaning of them. You may consult your dictionary.

English	Phonetic Transcription	Indonesian
buoy (n)	/ˈbuː.i/	
canoe (n)	/kəˈnuː/	
creature (n)	/ˈkriː.tʃə r /	
lake (n)	/leɪk/	
paddle (n)	/ˈpæd.l/	
pleased (adj)	/pliːzd/	
raft (n)	/ræft/	
realize (v)	/ˈriə.laɪz/	
sail (v)	/seɪl/	

Task 7: Listen carefully to Andi telling about his amazing trip and then answer the questions by deciding whether the statements are True (T) or False (F) with your friends next to you. Share your answer to the class. The script is in the Appendix.

Statements	T	F
1. Andi went to the Dramcaster Water Park with his family.		
2. The first thing they did was gather in a group by one of the lakes.		
3. Jeremy gave everyone a hot drink and a biscuit.		
4. There were so many different kinds of fish near and in the lake.		
5. Andi told this story to share his experience to the listener.		

Task 8: Study the following explanation and then match the paragraph(s) that follow with the correct part of the text to help you know the structure of monologue that you listened before.

Recount text

Listening to a recount is listening about something that has happened in your life, what you did on the weekend or exciting things that happened when you were on holidays last month.

A recount is a text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what happened and when it happened. Recount text consists of orientation, series of events, and reorientation.

Orientation	Who When Where } Beginning of the story
Events	Event 1, event 2, event 3, etc.
Reorientation	Ending of the story, the speaker's opinion

Orientation

Reorientation

Series of events in order

My Amazing Trip

Well friends, listen to my amazing experience. Last week my classmates and I went on the most amazing trip to the Dramchester Water Park.

The first thing that we did was to gather in a group by one of the lakes. The instructor, who was called Jeremy, showed us the canoes. He taught us how to climb in and out. We all had to wear safety jackets in case somebody fell in. Jeremy demonstrated how to paddle. After that we climbed into our own canoes and set off. I got myself covered in water! It was great fun.

After that we had our break. Mr. Hendra gave everyone a hot drink and a biscuit. He said that this would help to warm up anyone who had got wet. As I was soaked, I was allowed two drinks.

Jeremy then showed a film of some of the creatures that live near and in a lake. I hadn't realized that there were so many different sorts of fish and birds. He took us to a 'hide'. A hide is like a hut that is close to the water. From the hide we could see all sorts of different birds without them seeing us.

In the afternoon Jeremy set us a challenge. We were put into groups and had to build a raft and then sail it to a red buoy. Luckily, Rian was in our team because he was really good at making the raft. We were first in the water. More importantly, we did not sink! The prize for winning was a chocolate bar each!

When we got back to school, Mr. Hendra said that he had had a great time. He was really pleased with all of us. It was a great trip and now I'd like to go there with my family. I think that they would enjoy the park.

Adapted from:
<http://www.badgerlearning.co.uk/ecommerce/ProductPDFs/9781858803630.pdf>

Task 9: Study the following words. Listen to Tio telling his holiday in Karimunjawa island and then fill in the blanks with correct past verbs. You may work in groups of three. Report the result of your discussion to the class.

clownfish (n) /klaʊn /fɪʃ/	: ikan badut
coral (n) /'kɒr.əl/	: batu karang
eagle (n) /'iː.ɡl/	: burung elang
edge (n) /edʒ/	: tepi
incredible (adj) /ɪn'kred.ɪ.bl/	: luar biasa
mangrove (n) /'mæŋ.grəʊv/	: bakau
offspring (n) /'ɒf.sprɪŋ/	: keturunan
paradise (n) /'pær.ə.daɪs/	: surga
pristine (n) /prɪ'stiːn/	: asli
reef (n) /riːf/	: karang
uninhabited (adj) /ˌʌn.ɪn'hæb.ɪ.tɪd/	: tidak berpenghuni

What a great holiday!

Hi, I will tell you about my holiday. I (a)_____ the holiday in Java's one-and-only island paradise, Karimunjawa island. I (b)_____ the holiday with my family there.

We (c)_____ from Semarang port and (d)_____ to Karimunjawa island on Monday using the fast boat, called the Kartini. My family and I (e)_____ in Karimunjawa Inn for three days.

On the first day, we (f)_____ a small uninhabited island called Pulau Burung with a nesting pair of sea eagles and an almost fully adult offspring. We (g)_____ there by a small boat. However we (h)_____ land on the island because we could disturb the eagle. Still, it (i)_____ an incredible sight to come across this family group of three majestic birds perched on a dead tree beside the shore.

After that, we (j)_____ the coral islands which could be reached within two hours by small boat from Karimunjawa island. Then, my brother and I did snorkelling there. The underwater view was amazing. The Karimunjawa's coral reefs (k)_____ still in pristine condition and comprised 90 different species of coral, inhabited by 242 species of reef fish. They (l)_____ several varieties of clownfish, one of my favourite reef fish, which lived among the normally fatal tentacles of a type of sea anemone.

On the next day, we (m)_____ mangrove forest. There was a "Mangrove Forest Walking Track" close to the small bridge that connects Karimunjawa Island to its neighbor Kemujan Island to the north. We (n)_____ to walk from the road through the mangrove forest and out to the edge of the open sea, a total circular walk of about half an hour!

Finally, on the last day, we had to leave this beautiful island. All the activities (o)_____ tiring but amazing. My parents and my brother even (p)_____ to go back to this paradise in the next holiday. I, of course, was very happy.



Adapted from: <http://www.jakpost.travel/news/karimunjawa-javas-one-and-only-island-paradise-6wSnbYrQTkWX9sAx.html>

Picture Source: <http://www.semberani.com/wp-content/uploads/2013/12/gojepara.jpg>



Creating

Task 10: Now, it's your turn to work individually. Read and listen to the following monologue. Rewrite the information in the box that follows and then retell your summary in the front of the class.

Two Nights in Lombok



I had a chance to travel around the northern and southern parts of Lombok with my family this summer. We spent two nights there.

On my first day, I visited Narmada Park in Narmada district, a popular tourist destination. A number of pools and a Hindu temple were built in the park. Then we went down the small fountain, pray shortly, wash our faces and drink a glass of water. The water was cold and fresh, washing away all the thirst

that previously struck me before entering the hut.

We went to northern Lombok on our second day, leaving our hotel in Senggigi. We went through a narrow and hilly road, going to the top of a hill to reach a tourist spot called Puncak Pusuk (Pusuk Point) in Pemenang village.. On the way back to Senggigi, we dropped by Sira beach. The beach was surrounded by coconut trees and did not look appealing as green leaves and seaweed were scattered around during low tide.

On our third day, we went to the southern part of Lombok, visiting only one main destination – Kuta Beach, famous for its grainy white sand and clear blue skies. It was also famous for its high waves. That's why my brother and I did surfing there. The beauty of the beach also satisfied us.

Three days were not enough to enjoy Lombok, which offered Mount Rinjani and other destinations to explore. At least, those few days assured me that Lombok was an island worth a visit.

Adapted from: <http://www.jakpost.travel>.

Picture Source: http://www.naga-indo.com/wpcontent/uploads/2012/08/littlegem_lombok.jpg

Okay friend. I will retell the experience from the monologue that I have listened.

One day _____

_____ Then, _____

After that, _____

Finally, _____

Okay, that's the story. Thank you.

Task 11: Tell your experience spending the holiday by answering the following questions. You may use the box in Task 10 as a model of your monologue and then share your experience to the class.

1. What did you do in the holiday?
2. Where and when did you spend the holiday?
3. With whom did you spend the holiday?
4. What did you do during the holiday?
5. How did you feel?

READING AND WRITING



Observing

Task 12: Study the following words. Read the following story from David Corkish and then tick (✓) and write items that you do not know or you want to know further

cargo (n) /'kɑːr.goo/	: muatan
duty (n) /'duː.tj/	: tugas, kewajiban
lifeboat (n) /'laɪf.bəʊt/	: sekoci
pirates (n) /'paɪr.ət/	: bajak laut
seafarer (n) /'siː.feə.rer/	: pelaut
wash (v) /wɑːʃ/	: mandi
watchman (n) /'wɒtʃ.mən/	: pengawas

A Day in the Life as a Seafarer

Well, let me tell you about my experience. I worked and lived on ships that travel around the world. People called me a sailor. Nowadays, since ships do not have sails, people no longer called me sailor. They called me a seafarer.

I started a day in my life in the early morning. I got up at three thirty in the morning. I washed and put on my seaman's clothes. I got a cup of coffee and I took my notebook. At four o'clock I reported for my morning watch. I watched for other boats or objects in the water. I checked the ship's position and changed its direction when necessary. At eight o'clock I finished my duty as a watchman. I completed my report and went to the chief officer for the day's orders. He told me we will arrive at



Jebel Ali port at eleven o'clock at night. I ate my morning meal, cereal, coffee, toasted bread covered with fruit.

Spending so much time away from home was difficult. Travelling by sea between Europe, Asia and America which took weeks was also dangerous. Danger came from several areas. Firstly, the work. The nature of my job was dangerous. My partners and I were always watching for each other's safety. Then, the weather. The weather was also change in a very short time. We also faced danger from pirates or sea robbers. Sometimes pirates left the crew floating in the ship's emergency lifeboats. Then they stole the ship and its cargo. However, there were also good things living at sea. Being a seafarer means that travelling around the world and visiting new and exciting countries. I also met many different people.

It was the most unforgettable experience in my life.

Adapted from : <http://spotlightenglish.com/listen/seafarers-life-at-sea/>

Picture source: <http://seafarerday.tumblr.com/>

I want to know ...	
1. what the text is about.	<input type="checkbox"/>
2. the another version of the same text in real life.	<input type="checkbox"/>
3. the structure of the text.	<input type="checkbox"/>
4. the tenses that is used in the text.	<input type="checkbox"/>
5. the meaning and the function of the words <i>when, after that, finally</i> , etc.	<input type="checkbox"/>
6. how to write that kind of text.	<input type="checkbox"/>
Write more things you do not know or you want to know further.	
1.	
2.	
3.	



Questioning

Task 13: Referring to the items you do not know or you want to know further, tick (✓) relevant questions and propose answers based on your current knowledge.

No	Questions	
1.	What is the content of the text?	<input type="checkbox"/>
2.	What is the another version of the same text in real life?	<input type="checkbox"/>
3.	What is the structure of the text?	<input type="checkbox"/>
4.	What tense that is used in the text?	<input type="checkbox"/>
5.	What are the meaning and the function of the words <i>when, after that, finally</i> ?	<input type="checkbox"/>
6.	How to write that kind of text?	<input type="checkbox"/>
No	Answers	
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....



Collecting Data

Analyzing Data

Communicating

Task 14: Read again the text in Task 12 and then answer the following questions to help you to find out the content of the text.

1. What is the text about?
2. Who is David Corkish?
3. Where and when did he start his activities?
4. What did he do as a watchman?
5. How did he feel about his experience?



Task 15: There are many types of recount text in our daily life. Study the following explanation. Read the recount texts that follow and then analyze the types of those texts.

Recount Text

- **Types of recount texts:**
 - **Personal recount**
This usually retells an event that the writer was personally involved in, e.g. diary, letter, postcards, etc.
 - **Factual recount**
This records an incident, e.g. a science experiment, police report, newspaper reports, etc.
 - **Imaginative recount**
This writes an imaginary role and giving details of events, e.g. A day in the life of a pirate; How I invented...
 - **Biography recount**
This retells accounts of a person's life, e.g. biography, autobiography, etc.
 - **Historical recount**
This retells historical events in the past.
- **Example of recount texts in our daily life:**
 - biographies and autobiographies
 - newspapers reports or the television news
 - letters and postcards
 - textbooks
 - diary
 - conversations
 - eyewitness accounts
 - speeches

Biography	Diary	Letter
-----------	-------	--------

1. Type of recount text:

Jalan Kusumanegara no.1

Yogyakarta

Dear Pipit,

It has been a long time since we met. So far my holiday in North Sumatra was great.

I spent two days in a wonderful hotel near Lake Toba. Lake Toba's stunning beauty is beyond words to describe. It took almost 6 hours to reach Parapat from Medan's Kuala Namu Airport and another 30 minutes to Samosir Island but it's worth the long journey. It was a pity we only stayed for one night at Samosir Island before proceeding to Berastagi, so it's no doubt I want to go there again sometime in the future.

I took a boat ride and saw the lake and the mountains. It was very tiring but the view of the lake was just gorgeous.

I hope your vacation has been going well for you too. I'm looking forward to hearing from you.

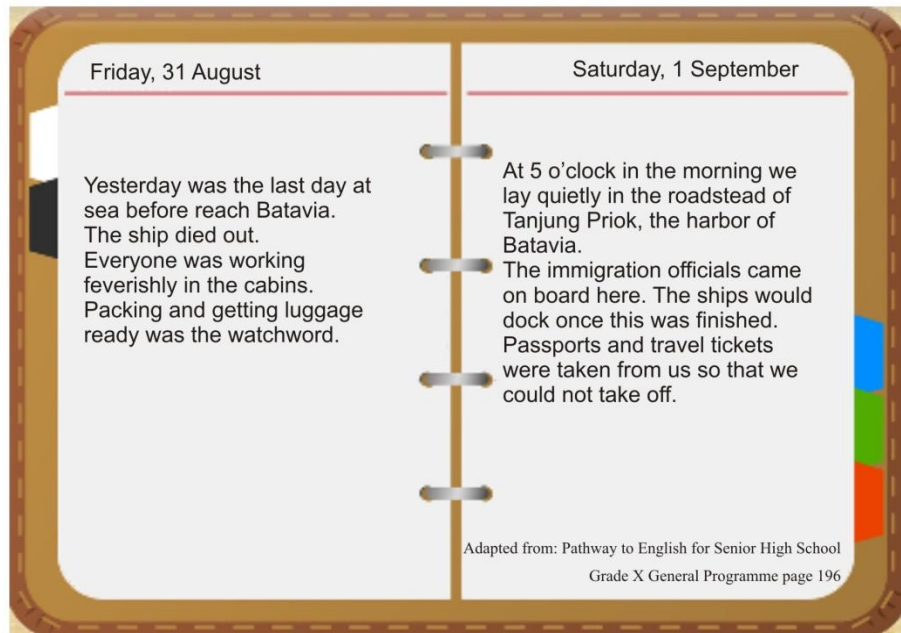
Your friend,

Melanie.

Adapted from: Pathway to English for Senior High School Grade X General Programme page 119



2. Type of recount text:



3. Type of recount text:

Ferdinand Magellan

Ferdinand Magellan was born in 1480 into a noble Portuguese family. His parents died when he was still a boy and he became a court page in Lisbon. In 1505, he enlisted in the fleet of the Portuguese viceroy to the Indies, and spent the following years involved in a series of Portuguese expeditions in India and Africa.



In 1511, he was with the fleet that conquered Malacca (on the Malay Peninsula), thus gaining control of the most important trade routes in the region. He also explored the islands of present-day Indonesia as far east as the Moluccas (also known as the Spice Islands).

In 1512, Magellan returned to Lisbon, and the following year, he was wounded during an expedition to Morocco, which left him with a permanent limp. After a disagreement with the Portuguese king, in 1517 Magellan went to Spain to try and enlist the Spanish king's support for an expedition to reach the Moluccas by sailing westwards. The Spanish wanted a share in the valuable spice trade from the Moluccas, but the Portuguese controlled the eastwards route round southern Africa. Magellan was successful and in September 1519 set out with a fleet of five vessels.

Now with only three ships, Magellan sailed on into the Pacific with rapidly diminishing supplies, which led to many of the crew dying of starvation and scurvy. After around 14 weeks they reached an island, probably Guam, in the western Pacific. They then sailed on to the Philippines. On 27 April 1521, Magellan was killed there after becoming involved in a battle between two rival local chieftains.

One ship from the fleet eventually reached Spain in September 1522, having completed the first ever circumnavigation of the globe.

Taken from: http://www.bbc.co.uk/history/historic_figures/magellan_ferdinand.shtml

Picture source: <http://virtualology.com/hallofexplorers/ferdinandmagellan.com/>

Task 16: Read again the text below. Remember the structure of recount text and then analyze the structure of the following text in pairs.

Jalan Kusumanegara no.1
Yogyakarta

Dear Pipit,

It has been a long time since we met. So far my holiday in North Sumatra was great. I went there with all my family.

I spent two days in a wonderful hotel near Lake Toba. Lake Toba's stunning beauty is beyond words to describe. It took almost 6 hours to reach Parapat from Medan's Kuala Namu Airport and another 30 minutes to Samosir Island but it's worth the long journey. It was a pity we only stayed for one night at Samosir Island before proceeding to Berastagi, so it's no doubt I want to go there again sometime in the future.

I took a boat ride and saw the lake and the mountains. It was very tiring but the view of the lake was just gorgeous.

I hope your vacation has been going well for you too. I'm looking forward to hearing from you.

Your friend,
Melanie.

Adapted from: Pathway to English for Senior High School Grade X General Programme
page 119

}

}

}

Task 17: Study the following explanation about simple past tense. Read the text that follow and then change the verbs in the brackets into simple past tense so that the text can be meaningful. Re-write the text and then put your work in the board.

Simple Past Tense

- We use simple past tense to tell or to talk about actions or situations in the past.
- The verbs used in simple past tense are regular verbs and irregular verbs.
- The pattern of simple past tense:

Positive Statement : S + V2 + O
 Negative Statement : S + didn't + V1 + O
 Affirmative : Did + S + V1 + O + ?
- Time signals for simple past tense:
 - yesterday
 - last night, last week, last month, etc.
 - two days ago, four weeks ago, five years ago, etc.
 - in 2005, in 1992, etc.

Fishing in the Harbor

Last New Year's Eve, my family (join) ____ some other families on a fishing trip at Greenwich harbor to welcome the New Year. We (go) ____ fishing so we could stay up late.

On our way to the harbor, we (buy) ____ some beef mince at the butcher's. We (use) ____ the mince as bait. My parent's friends (bring) ____ the fishing rods for us to use. When we (get) ____ to the harbor, some families (be) ____ already there. We (be) ____ a bit late because we (try) ____ to find our way to the harbor and (get) ____ a bit lost. We (start) ____ a fishing competition. We (agree) ____ that whoever (get) ____ the most fish will keep all fish caught that night. Apparently, no one (catch) ____ any big fish. After fishing for nearly three hours, my mom (get) ____ the most fish. All the participants (give) ____ all their fish to us. We (come) ____ home with a bucketful fish. It (is) ____ not bad at all.

The next morning, we (enjoy) ____ some fresh fried yellowtail fish with steamed rice for breakfast. That (is) ____ very special because we had never had fried yellowtail fish for breakfast before.

Taken from: <http://www.education-english.com/2011/05/recount-text-fishing-in-harbor.html>

Task 18: Study the following explanation to help you understand the meaning of the words *when*, *after that*, *finally* and then complete the postcard that follow with the correct words in the box.

The words *when*, *after that*, *finally* are called **time connectives**.

Time connectives can be used to show chronological order.

One of the language features of stories is the use of words that show the order of events. Here are some of the words:

At first	meanwhile	afterwards
When	lastly	soon after
Next	after a while	at this moment
Then	before that	after that

then	yesterday	after that	next
then	meanwhile	after a while	

Dear Nan,

We are having a great holiday here on the Gold Coast. 1) _____, we went to Movie world.

When we got up in the morning, it looked like rain. 2) _____, the clouds disappeared and it became a sunny day. We 3) _____ decided to go to Movie World.

The first ride I went on was Lethal Weapon. 4) _____, I saw the Police Academy show. 5) _____, I had lunch as I was really hungry. 6) _____, Mum and Kelly queued for the Batman ride.

About one o'clock we got a light shower of rain but it cleared up soon after. We 7) _____ went on all the other rides followed by the studio tour.

It was a top day. See you when we get back.

Love,
Sam

Taken from: Text Types in English 3 page 25



Task 19: Study the following jumbled words and then arrange them into good sentences so that the text will be meaningful. Work with your friend sitting next to you. Write the complete text in a piece of paper and put it on the board.

1. last week – I – my friends – went to – beach – and – Parangtritis
2. beach – is – famous – legend – the – its – for – Queen of the Sea - the
3. played – we – with – water – the – enjoyed – and – rushing – the – to – shores – waves – the
4. there – we – for – stayed – a day – decided – before – to go – Malioboro – to – we
5. went – we – to – Semarang – back – by – train

Task 20: Arrange these jumbled sentences into good paragraph. You may work in groups of three. Re-write the result of your discussion on a piece paper and put it on the board.

Fishing on Sodus Bay



Source: <https://www.waterfallresort.com/images/wfr-4-shot-of-fishing2.jpg>

The next thing I knew he was swimming away. Not I screamed louder than I ever had. It was the first time I cried ever a fish.

However , I didn't have a good grip at first and I let him down to the water for a few second to get a better grip.

A big bass took off to the other side of the dock and I was sure the line was going to break because his pulling was rubbing the line againts sharp rocks.

Finally, I got him to my side and he was tired I knew that this was the biggest bass I had ever seen.

One day in july 2005, I went fishing sodus bay. I casted under our own dock with a rubber worm and BOOM !!

What a huge fish. This is a true story and sad one for me.

Three times I pulled him back to my side of the dock and three times he got back to the other side of

I worked him towards me and got down on my belly, reached down and gripped him.



Creating

Task 21: Study the following pictures. In group of three, answer the questions and write down the story based on the pictures. The teacher will guide you.

1



2



3



4



5



Write down here.

Title	
Orientation	What did they do in the holiday? Where they spend the holiday?
Event 1 Event 2 Event 3 dst...	What did they do during the camping?
Re-orientation	How did they feel?

Task 22: Write a short recount text of no more than 150 words. Use the data given to write your text.



Source: <http://tomiascubadive.com/tag/wangi-wangi/>

Title : My First Scuba Diving in Wakatobi

Orientation : Last month during school holiday. My family and I was in Wakatobi.

Events :

- Use a speedboat to reach Hoga island, it takes 45 minutes from Wangi-wangi.
- Dive along a slope between 60 and 70 degrees on Hoga. See many fish, coral and sponges.
- Return to Wangi-wangi by afternoon and then go to Waha immediately.
- Dive in Waha until before the dark.
- Return to Wangi-wangi in the next morning.

Re-orientation : very happy, admire the biota, feel amazed, will come back in the next holiday.

Task 23: Now it's your turn to write your own recount text. Pay attention to the following rules.

- Write no more than 200 words recount text.
- You may choose to write about your own experience, your diary, a biography of a famous person (especially sailor or navigator) that you like, or another person's experience.



HOMEWORK

Task 24: Find a biography of a famous person on internet or magazine and then re-write the text using your own sentences. Submit your paper to your teacher a week after this homework is given to you.



EVALUATION

Task 25: Work with a partner. Ask him or her about his or her experience. You may write an outline in a piece of paper and then from the outline you should present your friend's experience in front of the class.

Task 26: Write a text telling your experience in attending any tourism spot in Indonesia. Use the following questions to help you develop the text.

1.	What kind of place did you attend?
2.	Where and when did it happen?
3.	What you did from the beginning till the end?
4.	How did you feel?



REFLECTION

Before I studied this unit	I didn't understand about
When I was studying this unit	I had some difficulties: And I overcame it by:
After I have studied this unit	I think



SUMMARY

Recount text

A recount is a text that retells past events, usually in the order in which they happened. The purpose of recount is to give a description of what happened and when it happened. Recount text consists of orientation, series of events, and reorientation.

Types of recount texts:

- Personal recount
- Factual recount
- Imaginative recount
- Biography recount
- Historical recount

Example of recount texts in our daily life:

- biographies and autobiographies
- letters and postcards
- diary

• Simple Past Tense

- We use simple past tense to tell or to talk about actions or situations in the past.
- The pattern of simple past tense:
Positive Statement : S + V2 + O
Negative Statement : S + didn't + V1 + O
Affirmative : Did + S + V1 + O + ?
- Time signals for simple past tense:
 - yesterday
 - last night, last week, last month, etc.
 - two days ago, four weeks ago, five years ago, etc.
 - in 2005, in 1992, etc



Time connectives

Time connective can be used to show chronological order. One of the language features of stories is the use of words that show the order of events. Here are some of the words:

At first	meanwhile	afterwards
When	lastly	soon after
Next	after a while	at this moment
Then	before that	after that



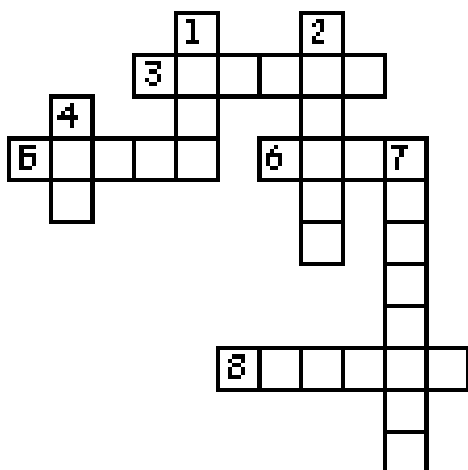
VOCABULARY LIST

breeze (n) /bri:z/	: angin
cargo (n) /'kɑ:r.gou/	: muatan
clownfish (n) /klaʊn /fɪʃ/	: ikan badut
coral (n) /'kɒr.əl/	: batu karang
duty (n) /'du:.tj/	: tugas, kewajiban
eagle (n) /'i:.gl/	: burung elang
edge (n) /edʒ/	: tepi
hill (n) /hɪl/	: bukit
incredible (adj) /m'kred.i.bl/	: luar biasa
journey (n) /'dʒɜ:.ni/	: perjalanan
knobby (adj) /'nɑ:.bie/	: menonjol
lifeboat (n) /'laɪf.bəʊt/	: sekoci
mangrove (n) /'mæŋ.grəʊv/	: bakau
offspring (n) /'ɒf.sprɪŋ/	: keturunan
paradise (n) /'pær.ə.dais/	: surga
pirates (n) /'paɪr.ət/	: bajak laut
pristine (n) /pri'sti:n/	: asli
reef (n) /ri:f/	: karang
seafarer (n) /'si:.feə.rer/	: pelaut
Spain (n) /speɪn/	: Spanyol
spear (n) /spɪr/	: tombak
take a shower (v) /teɪk ə ʃaʊər/	: mandi
uninhabited (adj) /,ʌn.m'hæb.i.tɪd/	: tidak berpenghuni
villa (n) /'vɪl.ə/	: vila
wash (v) /wɑ:ʃ/	: mandi
watchman (n) /'wɒtʃ.mən/	: pengawas



FUN SPACE

THE SAILOR CROSSWORD PUZZLE



Across

- 3. pelaut
- 5. sampan
- 6. berlayar
- 8. pelabuhan

Down

- 1. ombak
- 2. pelayaran
- 4. teluk
- 7. sekoci

UNIT 3

Once upon a time



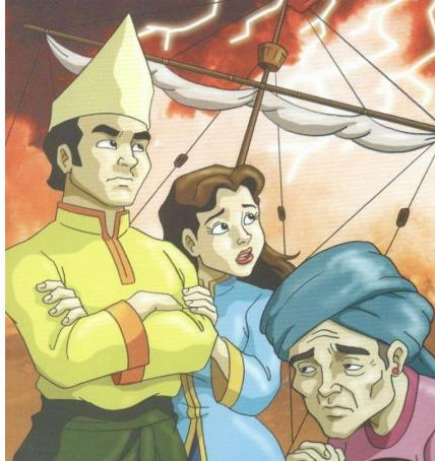
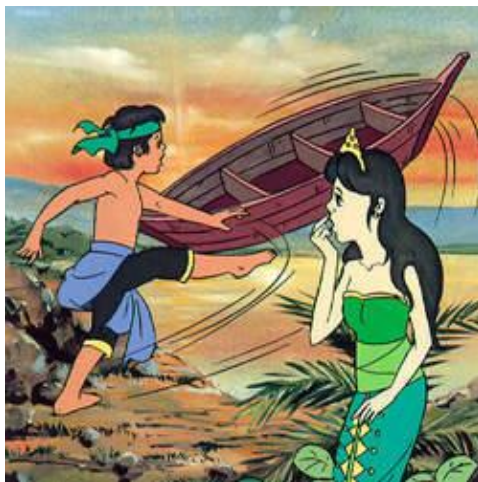
Sources: <http://lampost.co/upload/malin-kundang2.jpg>
<http://statik.tempo.co/?id=164928&width=620>

Have you heard the story of Malin Kundang? Malin Kundang is one of the famous legends in our country. Check this unit out to find other interesting legends from our country and other country. These legends are also called narrative stories. In this unit, you will learn about narrative story. You will also learn some moral values from the stories.



WARM-UP

Task 1: Listen to the story excerpt taken from one of the most famous legends in Indonesia and then match the excerpt with the appropriate picture by putting a tick (✓) in the box.

☐☐☐☐

Picture sources: <http://www.videounggul.com/img/p/366-5127-thickbox.jpg>
<http://www.materilengkap.com/2013/06/kumpulan-contoh-narrative-text-terbaru.html>
<http://www.bubblews.com/news/2309783-the-legend-of-sangkuriang>
http://cerita-rakyat-terlengkap.blogspot.com/2013/09/cerita-rakyat-bahasa-inggris-legenda_8.html



LESSON PROPER

LISTENING AND SPEAKING



Observing

Task 2: Listen carefully to the story told by the speaker and then tick (✓) and write items that you do not know and/or you want to know further. The listening script is in the Appendix.

I want to know ...

1. the meaning of the words *ship's officer, harbor, anchor, etc.* in the monologue. ☐
2. what the speaker was talking about. ☐
3. the type of text of the story. ☐
4. the social function of the story. ☐
5. the structure of the story. ☐
6. how to tell a story. ☐

Write more things you do not know and/or you want to know further

1.
2.
3.



Questioning

Task 3: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

Questions

1. What are the meaning of the words *ship's officer, harbor, anchor, etc.* in the monologue? ☐
2. What is the story about? ☐
3. What is the name of the text that I heard? ☐
4. What is the social function of the story that I heard? ☐
5. What is the structure of the story that I heard? ☐
6. How to tell a story like the one that I heard? ☐

Answers	
1.	....
2.	....
3.	....
4.	....
5.	....



Collecting Data

Analyzing Data

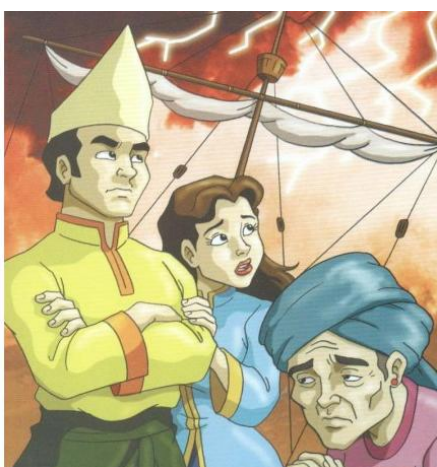
Communicating

Task 4: Listen to the recording. Say these words loudly and then find the meaning of the words by matching them with their correct meaning. You may consult your dictionary. Look at the example. The script is in the Appendix.

widow		jahat
wicked		perwira kapal
ship's officer		pelabuhan
harbor		janda
mast		berlabuh
fisherman		badai
rowing boat		menghukum
anchor		tiang kapal
punish		perahu dayung
storm		nelayan

Task 5: Study the following words. Listen again to the monologue in Task 2. Fill in the blank spaces and answer the questions that follow and then report your work to the class. You may work in groups of three. The script is in the Appendix

cent (n) /sent/	: uang
clever (adj) /'klev.ə r /	: pandai
doubt (n) /daʊt/	: keraguan
recognize (v) /'rek.əg.naɪz/	: mengenali
return (v) /- 'tɜ:n/	: kembali
rock (v) /rɔ:k/	: mengguncangkan
tears (n) /tɪrɪs/	: air mata



Have you heard or listened to a story about Malin Kundang? I will tell you now. Here is the story. A long time ago, there was a (1) _____ living at Batang Arau. He had several children but only one son. He gave his son the best possible education. He wanted him to do well and become famous.

When the boy had finished school, his father found a job for him on (2) _____ sailing to foreign countries. He realized that he would not see him again for many years. But he knew that his son was clever and (3) _____ and he hoped that his son might have the chance to become a ship's officer.

The years passed. The fisherman's daughters married and left home. The fisherman became old and died. His (4) _____ lived by herself.

One day, (5) _____ came running to the old woman to tell her that her son had returned. "I don't believe you," she said.

"Yes," they said, "He's (6) _____ which has just sailed into the harbor from Singapore. Come and see for yourself."

The old woman put on her best clothes. She cooked some food to give her son. She (7) _____ the food he liked best when he was a small boy.

She (8) _____ a rowing boat to take her out to the ship which was anchored in the (9) _____.

She saw a tall handsome man standing (10) _____. It was her son! Even after all these years, there was no doubt about it. "Son," she called out, "don't you recognize me? I'm your mother," Tears came to her eyes.

"Who are you?" he replied. "(11) _____. Don't let her come aboard," he instructed his sailors.

Next day, the old woman came again but her son refused to see her. On the third day, he told his (12) _____ to drive her away. "Why does this old woman come to my ship?" he asked. "I don't mind giving her a few cents but I don't like her saying that she's my mother,"

"Very well, my son," the old woman said. "God will surely (13) _____ you for being so wicked. How can you refuse (14) _____ your own mother?" she gazed at him for a long time but he said nothing.

Suddenly, (15) _____ covered the sun. it became as dark as night. The wind roared with a terrible noise. (16) _____ became very rough and (17) _____ beat against the side of the ship. The

ship rocked to and fro. (18) _____ came tumbling down with a great “Cra-a-a-ash”. The ship was driven like a coconut shell across the harbor. Before anyone could do anything about it. It turned over and (19) _____. Then it rained so heavily that it was impossible to see more than a few yards. When the storm stopped, the old woman looked for the ship again. But there was nothing except (20) _____ sticking out through the water. Her son and his ship were never seen again.

Adapted from: <http://englishstory12.blogspot.com/2012/10/malin-kundang-rebellious-son-ii.html>
Picture Source: <http://www.videounggul.com/img/p/366-5127-thickbox.jpg>

Questions:

1. What was the story about?
.....
2. Who was the widow?
.....
3. Why did she live alone?
.....
4. Who told the widow that her son had returned?
.....
5. Did the son recognize the widow?
.....
6. What did he do to the widow?
.....
7. What did the widow do after knowing the son's attitude?
.....
8. Did the widow get angry with the son?
.....
9. What happened to the son and his ship?
.....
10. What was found after the storm?
.....

Task 6: Listen to the recording. Say these words loudly and then find the meaning of them. You may consult your dictionary.

English	Phonetic Transcription	Indonesian
bait (n)	/bert/	
fishing rod (n)	/'fɪʃ.ɪŋ rə:d/	
hook (n)	/hʊk/	
ignore (v)	/ɪg 'nɔ:r/	
pull (n)	/pʊl/	
sampan (n)	/'sæm.pæn/	
sink (v)	/sɪŋk/	
string (n)	/strɪŋ/	
wire (n)	/waɪr/	

Task 7: Study the following words. Listen carefully to the conversation entitled “The Greedy Fisherman”. Fill in the blank spaces in the conversation and then answer the questions that follow. Share your answer to the class. Work in groups of three. The script is in the Appendix.

behavior (n) /bɪ'heɪ.vjə r /	: sikap, kelakuan
entertain (v) /en.tə'teɪn/	: menghibur
gold (adj) /gəʊld/	: terbuat dari emas
hard (adj) /hɑ:rd/	: sulit
lucky (adj) /'lʌk.i/	: beruntung
net (n) /net/	: jaring
patient (adj) /'peɪ.ʃ ə nt/	: sabar
realize (v) /'rɪə.laɪz/	: menyadari
regret (v) /rɪ'gret/	: menyesal
tragic (adj) /'trædʒ.ɪk/	: tragis

Pandu and Rian were in Sintang, West Kalimantan, for spending holiday at Pandu's hometown. They went fishing in a river but it seemed that Rian was bored.

Pandu : (1) _____, Rian?

Rian : Yeah. I'm just bored. We have been here for long time but we get no fish yet.

Pandu : You must be patient then. By the way, do you know (2) _____ about this river?

Rian : I don't know. Tell me then.

Pandu : This river is called Sungai Karat because long time ago there was a (3) _____. He was (4) _____ so that he couldn't buy net. He went fishing using his (5) _____. He never got many fish.

Rian : Oh. He went fishing in this river, did he?

Pandu : Yes, he did. One morning, he went fishing in this river. He waited for long time but no fish caught (6) _____ yet. He changed the bait. Sadly, he was not lucky yet. After waiting for a long time, finally he felt that a fish caught his bait. He slowly pulled (7) _____ of his fishing rod. It was hard! The fisherman could not pull the string.

Rian : Wow. (8) _____ must be very big!

Pandu : It wasn't a fish but (9) _____ on the hook. The fisherman who thought that it was a fish was disappointed. But when he looked at the wire carefully, he was so happy. The wire was made of (10) _____. He wanted to sell the wire and had a lot of money. So he pulled the wire, he pulled more and more wire. The wire covered all area in his (11) _____.

Rian : Oh, what happened then?

Pandu : Suddenly, there was (12) _____ that asked him to stop taking the wire but the fisherman (13) _____ the voice. He continued pulling the gold wire. The sampan was filled with the gold wire. It could not hold the wire anymore. Slowly, the sampan sunk to the bottom of the river. The fisherman did not realize that because he was busy pulling the wire.

Rian : Did the fisherman sink with the sampan?

Pandu : No, he didn't. The fisherman was alive as he (14) _____ to the river side. He regretted his bad behavior. People heard about the fisherman and his wire. Since then people named the river as (15) _____ or Sungai Kawat.

Rian : What a tragic ending. He finally got nothing because of his greediness.

Pandu : Yes. How do you feel now?

Rian : It's better now. Thanks Pandu. You've entertained me.

Pandu : You're welcome.

Questions:

1. Where did the fisherman go fishing?
.....
2. Why did he never get many fish?
.....
3. What thing did catch the bait?
.....
4. How did the fisherman feel after knowing that he got the wire?
.....
5. Why did he feel happy then?
.....
6. Who tried to stop the fisherman to take the wire?
.....
7. Did the fisherman obey the voice?
.....

8. What happened to the fisherman and the sampan?

.....

9. Who named the river as Sungai Kawat?

.....

10. How did Rian feel after listening to the story from Pandu?

.....

11. Why did Pandu tell the story to Rian?

.....

Task 8: Study the following explanation and then match the paragraph(s) that follow with the correct part of the text to help you know the structure of story that follow.

Narrative text

A Narrative text is a text that tells a story and entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narratives can be presented as written or spoken texts. Narrative text consists of Orientation, Complication, and Resolution. One story can be consists of more than one complication and resolution.

Orientation

the scene and introduce the participants (it answers the question : who, when, what, and where).

Complication

Tells the problems of the story and how the main characters solve them.

Resolution

The crisis is revolved, for better or worse.

Folktales are one example of narrative. Folktales include legends, fables, jokes, tall stories and fairy tales. Folktales are stories passed on by word of mouth rather than by writing, and thus partly modified by successive retellings before being written down or recorded.

Legends are concerned with the retelling of imaginary and real events. They tell stories about famous incidents that happened in the distant past. Often it is not clear whether the characters really existed. Legends often have bits added to them over the years as they are told and retold. The original author may not be known because the story has been shaped by many people over time.

Adapted from: Texts Types in English 3 and <http://oxfordindex.oup.com>

orientation

complication

resolution

The Legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura. Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

"I'm tired of fighting, Baya," said Sura. "Me too. What should we do to stop fighting? Do you have any idea?" asked Baya. "Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura. "Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. "Hey, what are you doing here? This is my place. Your place is in the sea!" "But, there is water in the river, right? So, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bite Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their war as the symbol of Surabaya city. ***

Taken from: <http://indonesianfolklore.blogspot.com/2007/10/legend-of-surabaya-folklore-from->

Task 9: Study the following expressions to help you know the expressions of used when talking about a story. Say them aloud.

No.	Expressions to tell a story	Expression to tell an event	Expression to end a story	Expression to respond or show attention to a story
1.	Once upon a time there lived (there was)	One day	Finally,	Oh really?
2.	A long time ago,	The next morning,	At the end,	What happened then?
3.	Long, long time ago,	The next day,	Eventually,	It was amazing.
4.	First of all,	Meanwhile,	So in the end	How lucky he is!
5.	To begin with, I'd like to tell you a story of	After a while	All in all	Well, go on.
6.	It so happened that	When	So, in short	Why not?
7.	Long time ago, there was a fisherman.	Suddenly,	Since then people named the river as Sungai Kawat.	What a tragic ending.

Task 10: Work with your friend sitting next to you. Find the expressions of retelling, ending and showing respond in the conversation between Pandu and Rian in Task 7. Some are done for you.

Telling a story	Tell the events	End the story	Show respond
Long time ago, there was a	Oh. He went fishing in this river, did he?
.....
.....
.....
.....
.....



Creating

Task 11: Find a legend from internet or magazine. Rewrite the story and then tell the story to your friends. You may use the following outline before telling the story as an example.

Have you heard the story about Sangkuriang? Well, I have the one for you.

Once upon a time, there lived _____

One day, he

Finally,

Task 12: Now, it's your turn to work individually. Supposed you were in a competition of story telling among your friends in your class. Retell your favorite story and then make it as interactive as possible with your audience. See the example below.

The Legend of Rawa Pening

Well, good morning everyone. I'd like to introduce my name at first. My name's Pandu Nugroho.

I'd like to tell you a story then. Before I start, let me ask you. Have you been to Rawa Pening Lake in Central Java? Do you know the legend of Rawa Pening? Here is the story.

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food but nobody cared about him. Nobody wanted to help the little boy. Finally, a generous woman helped him.

She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat." The boy was happy and thanked the old woman.

The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. No one was saved from the water except the little boy and the generous woman who gave him shelter and meal.

As she told him, he used the "lesung" as a boat and picked up the woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Ok, that's the end of the story. Thank you.

Adapted from : <http://www.anneahira.com/narrative-text-in-english.htm>

Important Expressions

Greeting: Good morning

Introduction : I'd like to introduce my name at first.
My name's Pandu Nugroho

Asking for information:
Have you been to Rawa Pening Lake in Central Java?
Do you know the legend of Rawa Pening?

Closing: Ok, that's the end of the story. Thank you.



Observing

READING AND WRITING

Task 13: Read the following text and then tick (✓) and write items that you do not know and/or you want to know further.

Why The Sea Is Salty

A Korean Folktale

Hundreds of years ago there was a king who had a very unusual stone hand mill. It looked like any other stone hand mill but it had special powers. If gold was requested, gold would come out. If rice was requested, rice would come out.

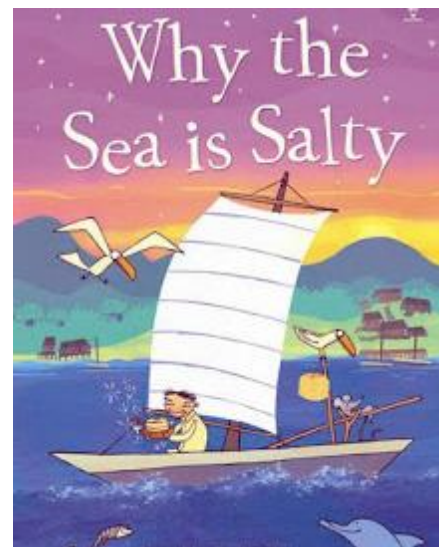
A thief made up his mind to steal the hand mill. For days and days he thought about how to steal it. Then one day he dressed like a scholar and visited a court official who had access to the royal palace. They chatted about this and that and finally the thief said, "I heard that the King buried his strange hand mill in the ground because he doesn't trust his ministers." "What's that? The King doesn't trust his ministers? Where did you hear such talk?" "That's what they say in the countryside," said the thief, happy he had sparked the man's interest. "They say the King dug a deep hole and buried the hand mill because he is so afraid that someone will steal it." "That's nonsense!" said the official. "The King's hand mill is beside the lotus pond in the inner court." "Oh, is that so?" said the thief, trying to control his excitement. "No one would dare try to steal the King's hand mill," said the official.

For many days the thief studied the situation. Then one very dark night, he climbed the palace wall and stole the hand mill from beside the lotus pond. He was brimming with pride and confidence as he made his way back to the wall. But once outside the palace, he was overcome with fear of being discovered. His heart skipped a beat every time he met someone on the street. He decided to steal a boat and go to his hometown to hide because he knew that once the theft was discovered, everyone in the city and on the roads would be questioned.

Once at sea the thief lay back against the bow of the boat and laughed. Then he thought about what to request from the hand mill. "Salt! Salt!" he suddenly shouted. "I'll ask for salt! Everyone needs salt. I can sell it and become a rich man. I'll be the richest man in the country." He fell down on his knees and began turning the hand mill.

And the hand mill kept turning and turning. Salt spilled over the sides of the small boat but the thief just kept dancing and singing and laughing, all the time thinking about the big house he was going to have and the numerous servants who would serve him lavish meals.

Finally, the boat was so full of salt that it sank to the bottom of the sea. And, since no one has ever told the hand mill to stop, it is still turning and making salt, which is why the sea is salty.



Adapted from: <http://www.belajarbahasainggris.us/2014/02/cerita-rakyat-bahasa-inggris-seluruh.html>
Picture source: <http://www.belajarbahasainggris.us/2014/02/cerita-rakyat-bahasa-inggris-seluruh.html>

I want to know ...	
1. the content of the text.	<input type="checkbox"/>
2. the moral value of the story.	<input type="checkbox"/>
3. the adjectives and adverbs in the text.	<input type="checkbox"/>
4. the direct and indirect speech sentences in the text.	<input type="checkbox"/>
5. the tense that is used in the text.	<input type="checkbox"/>
6. the conjunction that is used in the text.	<input type="checkbox"/>
Write more things you do not know or you want to know further.	
1.	
2.	
3.	



Questioning

Task 14: Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No	Items
1.	What is the text about? <input type="checkbox"/>
2.	What is the moral value of the story? <input type="checkbox"/>
3.	What are the adjectives and adverbs in the text? <input type="checkbox"/>
4.	What are the direct and indirect speech sentences in the text? <input type="checkbox"/>
5.	What tense that is used in the text? <input type="checkbox"/>
6.	What conjunctions that are used in the text? <input type="checkbox"/>
No.	Answers
1.	....
2.	....
3.	....
4.	....



Collecting Data

Analyzing Data

Communicating

Task 15: Read again the text in Task 13. Say these words loudly. Find the meaning of them by using dictionary and then answer the questions. Write the answers on a piece of paper and then put it on the board.

English	Phonetic Transcription	Indonesian
access (n)	/ˈæk.ses/	
bow (n)	/bəʊ/	
bury (v)	/ˈber.i/	
chat (v)	/tʃæt/	
court official (n)	/kɔːrt əˈfɪʃ. ə l/	
mill (n)	/mɪl/	
scholar (n)	/ˈskɑː.lə/	
spill (v)	/spɪl/	
theft (n)	/θeft/	
thief (n)	/θiːf/	

- What power did the King's stone hand mill have?
.....
- How did the thief enter the palace?
.....
- With whom did the thief chat so that he could get information about the stone hand mill?
.....
- Where was the King's stone hand mill?
.....
- How did the thief steal the King's stone hand mill?
.....
- What did the thief do after stealing the King's hand mill?
.....
- Where did the thief go after stealing the King's hand mill?
.....
- Where was the thief when he thought about what to request to the hand mill?
.....
- What thing did the thief request to the hand mill?



.....

10. What happened after he asked for his request?

.....

11. What can we learn from the story?

.....

Did you know?

Language Features of a Narrative

Narratives usually include the following grammatical features:

- the use of nouns or noun phrase which identify the specific characters and places in the story. e.g. a little poor boy, a widow, etc;
- the use of adjectives to build noun groups to describe the people, animals or things in the story;
- the use of adverbs to locate the particular events;
- the use of direct and indirect speech;
- the use of past tense action verbs to indicate the actions;
- the use of time connectives and conjunctions.

Task 16: Study the following explanation, read the text and then identify the adjectives and adverbs in the text. See the example in page 17.

Adjectives and Adverbs

Adjectives are words that give us:

- Objective information about something (age, size, color, origin, materials and shape).

Examples:

- Tom had a **new** boat. (age)
- The King lived in a **big** palace. (size)
- That woman died on her **wooden** chair in her house. (material)
- That man's house was a **blue** house. (color)
- Surabaya was a **Javanese** legend. (origin)
- It was a story entitled King Arthur and the Knight of **round** table. (shape)

- Opinion about something.

Examples:

- The King's daughter was a **beautiful** princess.

- We use adjectives after these verbs: get, feel, smell, taste, sound, seem, look, grow.

Examples:

- The widow got angry with her son.
- The sea water tasted very salty.



Adverbs are words that show us how something happens.

Examples:

- He spoke quietly so that I could not hear him.
- The thief climbed the wall very carefully.

Adapted from : Pathway to English for Senior High School Grade X General Programme

The Legend of Pulau Kapal Folklore from Bangka Belitung

Once upon a time, there was a very poor family in Belitung. The parents had a son. He was diligent and obedient to his parents. The father did not have his own field. He worked for his neighbor's field.

One day, the father went to the jungle. He wanted to collect some fire woods. He had been looking for some fire woods since morning and it was almost evening the father had not found woods yet. He wanted to go home and went back to the jungle tomorrow morning.

On the way home, suddenly he saw a very beautiful stick. It was shining brightly. The father took the stick carefully. He was very curious why the stick was shining brightly. He cleaned the stick with his shirt. And he was surprised! There were some diamonds stuck on the stick. The father immediately brought the stick home. He showed the stick to his wife and his son. They were happy.

"Let's sell the stick, Father. We can use the money to buy a piece of land. We can have our own field," said the son. "I agree. But where can we sell this stick?" asked the father. "Don't worry, Father. I will sail the sea and go to the big city. I will sell the stick with a very big price," said the son. The mother prepared some food for the son. She told him to be careful. The son promised he would go home with a lot of money.

The son joined a big ship. He did not have enough money so he worked on the ship. The cruise lasted for months. And finally the ship harbored in a big city. The son continued his trip to sell the stick. He offered the stick to many people. However, they did not give him a high price. The son really wanted to sell the stick with very high price.

A rich merchant heard about the beautiful stick. He met the son and saw the stick. The merchant liked the stick very much and he really wanted to own it. He knew the son wanted to sell expensively. Therefore, he offered the son something the he could not refuse. The merchant offered him a lot of money and a big ship!

The son was extremely happy. He became a rich man. He decided to stay in the big city for a while. Later he met a girl and he, fell in love with her. They finally got married. The son and his wife were sailing. He wanted to go home. The parents heard that their only son was coming home. They were waiting impatiently.

And when the ship harbored, they called out their son. The son's wife was curious, "Who are they? Why are they calling out your name?" The son felt so ashamed with his parents. They were old and their clothes were shabby. "I don't know who they are. Guards! Ask them to go away and leave my ship!" ordered the son.

The parents could not believe what they just heard. They were sad. They were crying. The mother then prayed to God. "Dear God, is he really my son? If he is my son, please punish him. He broke his promise to us and he doesn't treat us well. He doesn't admit us as his parents," prayed the mother.

God heard the prayer. Suddenly, there was a heavy storm. The rain fell down heavily. The ship lost its balance. And finally it turned upside down. The storm stopped and the sky was clear. The ship was still in its position. Slowly the ship changed into an island. People then named the island as Pulau Kapal or the Ship Island. ***

Taken from: <http://indonesianfolklore.blogspot.com/2013/06/the-legend-of-pulau-kapal.html>

Adjectives	Adverbs
<ul style="list-style-type: none"> Once upon a time, there was a very poor family in Belitung. _____ _____ _____ _____ _____ 	<ul style="list-style-type: none"> They were waiting impatiently. _____ _____ _____ _____ _____

Task 17: Study the following explanation, read the text and then fill in the blank spaces in the text. Write the answers on a piece of paper and then put it on the board.

Subordinate Conjunctions

A subordinating conjunction comes at the beginning of a dependent clause and establishes the relationship between the dependent clause and the rest of the sentence. Examples:

- The fisherman did not realize that because he was busy pulling the wire.
- While he was passing through the village, he saw many people gathering on the field.

Common Subordinating Conjunctions

after	if	though
although	if only	till
as	in order that	unless
as if	now that	until
as long as	once	when
as though	rather than	whenever
because	since	where
before	so that	whereas
even if	that	while
even though	than	wherever

Adapted from : Pathway to English for Senior High School Grade X General Programme

The King of the Fishes

There were two brothers, Amin and Idris, who lived in a fishing village. One day, while they were out in their boat, Amin's knife fell into the sea. He dived over the side of the boat into the water. (1) _____ he reached the bottom of the sea, he was surprised to see a great palace. Many fishes of every kind were swimming there. The King of Fishes came to meet him.

"Welcome to the Kingdom of the Fishes," he said to Amin. "Where do you come from?"

Amin explained to him (2) _____ he was looking for his knife. "Oh yes. It fell in front of the palace."

"Please come in," the King said. "Now you have come so far you'd better stay to dinner."

Amin looked around the palace. He saw there were fishing nets, traps and hooks hanging on the walls.

"Do you know what these things are?" the King asked Amin.

Amin was about to say "yes" (3) _____ he stopped himself. He thought it would be best to say that he knew nothing about fishing. The King seemed to be pleased with the way he answered. "Come, dinner is ready," he said.

Amin ate as much as he could and the time came for him to leave. The King gave him back his knife and a beautiful box made from sea shells. Amin opened it ... "Oh!" he cried. It was full of gold, silver, diamonds and other precious stones. The King explained to him that so much treasure was lost at sea when boats were sunk that the fishes could not use it all.

Amin swam up through the sea towards the light. His boat was still there. His brother Idris was waiting impatiently for him. "Where have you been?" he asked him. "I thought you would never come back."

He was amazed (4) _____ Amin told him all that had happened. He decided to visit the King of the Fishes. He dropped his knife into the water. He dived in after it. Just (5) _____ his brother had told him, there was a great palace at the bottom of the sea. The King of the Fishes came out to meet him.

Inside the palace, the King asked, "Can you make fishing nets?"

"Of course." Idris liked to boast how clever he was. "I also know how to use traps. I am a fisherman and I have caught hundreds of fish."

The King said nothing but some fishes who were listening swished their tails angrily.

"Do you like to eat fish?", the King asked.

"Oh, yes," said Idris. "I eat fish every day at home."

(6) _____ finishing the meal, Idris rose to go. But the King said, "I'm so sorry. We were unable to find your knife. But I would like to give you this present." He handed over a box to Idris.

Idris could hardly wait to leave the palace (7) _____ opening it. But there were only fish heads and fishing hooks inside.

He turned back towards the palace. "Your Majesty," he cried out. "There must have been some mistake. You've given me the wrong box. I — I — I ..." He could not finish what he wanted to say because he was attacked by hundreds of fishes. He tried to escape but fell down, and he was soon eaten up by them.

Meanwhile, in the boat far above, Amin waited for his brother (8) _____ the sun sunk down. He then realized (9) _____ his brother was never coming back. He sailed his boat home with his treasure-box. From that day on, he never fished again. Instead, he bought some rice-fields with the treasure that the King of the Fishes had given him. He became well known as a farmer and lived to a great old age with his wife and family.

Adapted from: <http://englishstory12.blogspot.com/2014/02/the-king-of-fishes.html>

Task 18: Read the text and then fill in the blank spaces by putting the right direct speech in the box. Write the answers on a piece of paper and then put it on the board.

- "Give me a little rice please,"
- "Go out! I don't have enough rice,"
- "I have enough rice for my family"
- "If you all don't eat now, you will never eat again,"
- "If we eat the rice, it will be very hot"

The Legend of Pesut Mahakam

A long time ago, there was a village in East Kalimantan. The village was near the Mahakam River. The villagers always worked hard. Although they were poor, they were very happy. They also helped each other.

In the village, there was a rich family. The head of the family was Pak Pesut. Everybody knew Pak Pesut. He was known not because of his wealth, but because his stinginess. He did not like to help others. His family always ignored people. That's why Pak Pesut's family always lived alone and never mingled with others.

It was a very long dry season. All the rice fields could not get water properly. The villagers could not harvest the rice. Therefore, all villagers were planning to leave their village and find other place to stay. Then they sent some young men to look for a place that had enough water for their rice fields.

After several weeks looked for a new place, finally those young men arrived. They brought good news. There was a waterfall and it was enough to water their rice fields. Later, all the villagers rushed to the new place. Some villagers went to Pak Pesut's house to inform about the waterfall. Although Pak Pesut was stingy, the villagers did not hate him.

"I'm not going with you! I will stay here. (1) _____. We will survive!" said Pak Pesut arrogantly.

The villagers knew it was useless to ask Pak Pesut to join them. So, they all left him and his family alone in the village. When they arrived at the new place, they all were very happy. They had enough water from the waterfall.

In the mean time, Pak Pesut and his family were beginning to worry. Their rice slowly was gone. Soon they would not have enough rice to eat.

It was in the morning when Pak Pesut's wife was cooking their last portion of rice. Suddenly, someone knocked the door. A beggar came to his house.

(2) _____ said Pak Pesut. He was lying.

"Please mercy me. I'm so hungry. (3) _____," asked the beggar.

Pak Pesut immediately asked his family to eat the rice. He was worried the beggar would enter his house and stole the rice.

"But the rice is still in the cooking pot. Mother is still cooking it. (4) _____," said his son.

"I don't care! (5) _____," said Pak Pesut.

Later, Pak Pesut and his family ate the rice. It was very hot. They needed water to drink. They rushed to Mahakam River. It was so hot that they finally jumped to the river.

The beggar saw the incident. He then prayed to God. Amazingly, Pak Pesut family slowly changed into fish. The fish looked like dolphin. Since then, everybody named the fish as Pesut fish. ***

Adapted from: <http://www.englishindo.com/2014/03/cerita-bahasa-inggris-lengkap.html>



Creating

Task 19: Work in groups to complete the table with the information from the following text. See the example.

The Kusu legend (Favourite stories from Singapore)



Over a hundred and fifty years ago there lived in the village which is now Singapore, two holy men. One was an Arab named Dato Syed Rahman, and the other was a Chinese named Yam.

These holy men spent most of their time praying and fasting. But soon they found the village too noisy. And so one day Yam said to his friend. "Syed, there is an island near here where we could go for some peace and quite."

"That's a wonderful idea" said Syed. "But how do we go there?"

"That's easy. We hire a boat," said Yam, and that is what they did. Their boat was very simple, and they took nothing to eat or drink.

God took Yam and Syed Rahman to the island safely and when they got there, they each went a different way to pray and fast. Yam walked up the hill, and Syed stayed near the sea.

For two days, the man prayed without having anything to eat and drink. Then Yam began to feel sick. At first he tried to hide his illness from his friend, but soon his throat began to feel as if it were on fire, and his lips grew dry and cracked. Yam went to where his friend was praying.

"Syed," he called. "Syed."

"Yam," said Syed. "You look weak." He felt his friend's forehead. "Why, you are burning up with fever."

Syed made a place for Yam to rest, and while Yam slept, he prayed, after praying for some time. Syed shook him by the shoulder.

"Wake up, Yam." He said, "Wake to the boat now. I think you'll find all you need there."

Yam walked to the boat, and when he got there he found food and a jar of cool fresh water. He ate and drank, then went back to Syed and told him what happened.

"God is merciful," said Syed. "Now we must go on with our prayers."

Yam went back to the hill-top while Syed stayed by the sea. They prayed and fasted for several more days before returning to their homes.

After that, the two holy men often went to the island to pray. Many years later the first holy man died while the other died on the island. Syed Rahman's mother, Cik Galib, and his sister, Cik Sharfah Fatimah, were both very religious women, and when they died, their bodies were also brought to the island and buried there. Later, a Chinese temple for Tuah Peh Kong, the God of Prosperity, was built on this same island.

Today, thousands of people visit Kusu Island each year. They come to honor the two holy men, Yam and Dato Syed Rahman, who first went there.

Adapted from: <http://englishstory12.blogspot.com/2012/06/cerita-bahasa-inggris-kusu-legend.html>

Language Features	Find in the text
Adjectives	<ul style="list-style-type: none"> Over a hundred and fifty years ago there lived in the village which is now Singapore, two holy men.
Adverbs	<ul style="list-style-type: none"> After that, the two holy men often went to the island to pray.
Conjunction	<ul style="list-style-type: none"> Yam went back to the hill-top while Syed stayed by the sea.
Direct speech	<ul style="list-style-type: none"> "That's a wonderful idea" said Syed.
Indirect speech	<ul style="list-style-type: none">
Past Tense	<ul style="list-style-type: none"> Yam walked up the hill, and Syed stayed near the sea.
Moral Value	<ul style="list-style-type: none">

Task 20: Now it's your turn to work individually. Find a famous legend and rewrite it. Decide upon the structure of the legend like the text in Task 19.

Language Features	Find in the text
Adjectives	<ul style="list-style-type: none">
Adverbs	<ul style="list-style-type: none">
Conjunction	<ul style="list-style-type: none">
Direct speech	<ul style="list-style-type: none">
Indirect speech	<ul style="list-style-type: none">
Past Tense	<ul style="list-style-type: none">
Moral value	<ul style="list-style-type: none">



HOMEWORK

Task 21: Find a famous legend and rewrite it. Decide upon the linguistic feature of the legend like the text in Task 19.



EVALUATION

Task 22: Work in groups of four and make clippings of legends by following these instructions.

- Go to school library or visit a website.
- Clip 4 legends from Indonesia and 4 legends from other countries.
- Analyze the social function, structure and language features of the legends.
- Each of you present the analysis of a legend from Indonesia and a foreign legend in front of the other members of the group.
- Record your presentation with your mobile phone.



REFLECTION

Before I studied this unit	I didn't understand about
When I was studying this unit	I had some difficulties: And I overcame it by:
After I have studied this unit	I think



SUMMARY

Narrative text

A Narrative text is a text that tells a story and entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narrative text consists of Orientation, Complication, and Resolution.

Folktale is one example of narrative. Folktale includes legends, fables, jokes, tall stories and fairy tales. Folktale is a story passed on by word of mouth rather than by writing, and thus partly modified by successive retellings before being written down or recorded.

Legends are concerned with the retelling of imaginary and real events. They tell stories about famous incidents that happened in the distant past. Often it is not clear whether the characters really existed.



Language Features of a Narrative

Narratives usually include the following grammatical features:

- the use of nouns or noun phrase which identify the specific characters and places in the story. e.g. a little poor boy, a widow, etc;
- the use of adjectives to build noun groups to describe the people, animals or things in the story;
- the use of adverbs to locate the particular events;
- the use of direct and indirect speech;
- the use of past tense action verbs to indicate the actions;
- the use of time connectives and conjunctions.

Subordinate Conjunctions

A subordinating conjunction comes at the beginning of a dependent clause and establishes the relationship between the dependent clause and the rest of the sentence. Examples:

- The fisherman did not realize that because he was busy pulling the wire.
- While he was passing through the village, he saw many people gathering on the field.

Common Subordinating Conjunctions

although	if only	till
as	in order that	unless
as if	now that	until
as long as	once	when
as though	rather than	whenever
because	since	where
before	so that	whereas
even if	that	while
even though	than	wherever

Adapted from : Pathway to English for Senior High School Grade X General Programme

Adjectives and Adverbs

Adjectives are words that give us:

- Objective information about something (age, size, color, origin, materials and shape).
- Opinion about something.
- We use adjectives after these verbs: get, feel, smell, taste, sound, seem, look, grow.

Adverbs are words that show us how something happens.



VOCABULARY LIST

behavior (n) /bɪ'heɪ.vjə r /	: sikap, kelakuan
cent (n) /sent/	: uang
clever (adj) /'klev.ə r /	: pandai
doubt (n) /daʊt/	: keraguan
entertain (v) /en.tə'teɪn/	: menghibur
gold (adj) /ɡoʊld/	: terbuat dari emas
hard (adj) /hɑ:rd/	: sulit
holy (adj) /'həʊ.li/	: suci
jungle (n) /'dʒʌŋ.gl /	: hutan
lotus (n) /'loo.təs/	: teratai
lucky (adj) /'lʌk.i/	: beruntung
minister (n) /'mɪn.ɪ.stə r /	: menteri
net (n) /net/	: jaring
obedient (adj) /ə ʊ 'bi:.di.ənt/	: menurut
patient (adj) /'peɪ.ʃ ə nt/	: sabar
pond (n) /pɒ:nd/	: kolam
realize (v) /'ri:ə.laɪz/	: menyadari
recognize (v) /'rek.əg.naɪz/	: mengenali
regret (v) /rɪ'gret/	: menyesal
return (v) /- 'tɜ:n/	: kembali
rock (v) /rɔ:k/	: mengguncangkan
stinginess (adj) /'stɪn.dʒɪ.nəs/	: pelit
tears (n) /tɪəz/	: air mata
tragic (adj) /'trædʒ.ɪk/	: tragis
unusual (adj) /ʌn'ju:.ʒu.əl/	: tidak biasa



FUN SPACE

Riddle

On a fine sunny day a ship was in the harbor. All of a sudden the ship began to sink. There was no storm and nothing wrong with the ship yet it sank right in front of the spectators eyes. What caused the ship to sink?

Answer: əuɪrweɪtənz



Source: <http://riddles.com/all-kinds-of-riddles/riddles/sinking-ship-00000000318/>



LISTENING TRANSCRIPT UNIT 1

➤ Task 1

Rian : Hi, Zaqi. What did you do yesterday?
Zaqi : Oh, hi Rian. I went fishing yesterday with my brother. We caught the fish from the sea.
Rian : Wow. What a great holiday you have!

➤ Task 4, 6 and 7

Adit and Zaki meet in front of the teachers' room after school on Monday.
Adit : Hello, Zaki. What are you doing here?
Zaki : Oh, Adit. Yeah, I'm waiting for Mr. Alex.
Adit : Zaki, I thought I saw you with a man at the bus station yesterday. Were that you?
Zaki : Oh yeah. It was me and my brother. We went to Jakarta last week.
Adit : What did you do there?
Zaki : We went there for holiday. We visited our uncle's house. My uncle took us to some famous places in Jakarta.
Adit : Did you visit Port of Tanjung Priok?
Zaki : No, I didn't. My uncle was so busy so we didn't go there. I envy my cousin. He went to Tanjung Priok Port.
Adit : Oh, really? When did he go?
Zaki : This morning.

➤ Task 8

Rian : Hello, Kevin.
Kevin : Hi, Rian. What did you do last holiday?
Rian : I went camping with my family.
Kevin : Oh really? Where did you go camping?
Rian : We went camping at the camping site in countryside.
Kevin : It must be very relaxing there. How did you get there?
Rian : Yeah. The weather was so clear. We went there by car.
Kevin : What did you do there?
Rian : My father and I built the tent first and went fishing afterwards.
Kevin : Did you catch any fish?
Rian : Of course. Mother cooked the fish we caught in the evening. That was the best fish I had ever tasted. We slept in the tent that day and when I woke up early in the morning, I felt so fresh and relax. You should go there someday.
Kevin : Okay. I think I will go camping there next holiday.

➤ **Task 12**

Rian : Hello Tio.
Tio : Hi Rian.
Rian : You look so happy. You must have a great holiday. Where did you go?
Tio : Yes. I went to Cilacap fishing port.
Rian : What did you see there?
Tio : I saw many ships there and, of course, many fish.
Rian : Oh really. What kind of fish were there?
Tio : There were many fish but the species of tuna almost dominated in this fishing port. White shrimp and lobster also could be found there. All of them were sold in the fish market.
Rian : Did you buy any fish there?
Tio : Of course I did. I bought some lobster and bullet tuna there.
Rian : You should take me there next holiday.
Tio : Okay. Sure.

➤ **Task 29**

Andi : Hello Pedro, long time no see. How are you?
Pedro : I'm good, Andi. How about you? How was your holiday?
Andi : Very well. The holiday was amazing.
Pedro : Really? What did you do on the holiday?
Andi : Well, I spent the two-month free time with my family. We went to Lombok.
Pedro : Where is Lombok? What did you do there?
Andi : Lombok is one of the most beautiful islands in my country which is near Bali. We did so many activities there. My brother and I went surfing while Mom and Dad went around the beach. The view was so gorgeous.
Pedro : Wow. Did you also explore the underwater of Lombok island?
Andi : Yes, of course. We also went snorkelling along the beach in Lombok. Pedro, I think you should go there someday.
Pedro : Yeah. I think so, Andi.



LISTENING TRANSCRIPT UNIT 2

➤ Task 2 and Task 5

My Best Holiday

Let me tell you about my best holiday. Last year my family and I went on the most amazing holiday to Spain. We had never been to Spain before.

When we arrived at the villa it was hot. The first thing that Dad did was to take a shower. He said that he needed to cool off after such a long journey.

One afternoon we went to visit some caves in the hills. Inside the caves were the most amazing stalagmites and stalactites. They were knobbly and looked like massive, misshapen spears. Some were like bars in a zoo. The guide tapped some and it was rather like playing a glockenspiel. In the caves it was quite cold and by the end of the tour we were all ready for a bit of sun and an ice cream.

After that, we visited a beach on the third day. The waves were just right for surfing so we hired some bodyboards. Dad was worried that we would drown so he spent the afternoon standing in the sea watching us. It was a breeze! The waves were strong enough to float in on but not too powerful.

One of the best things about the holidays was we had to go into the town every night to eat. There was a stall where you could buy chips and calamari. The calamari was squid cooked in batter. It tasted like rubbery fish. Once we had eaten, we played on the pinball machines.

Finally, we got home and Mum wanted to see all the photos. I had a magnificent picture of Dad's very red face from too much sun. All in all I think that it was a great holiday and I can't wait to go back.

➤ Task 4

surfing	caves	squid
bodyboards	drown	float
waves	stall	chips

➤ Task 6

buoy
canoe
creature
lake
paddle
pleased
raft
realize
sail

➤ **Task 7**

My Amazing Trip

Well friends, listen to my amazing experience. Last week my classmates and I went on the most amazing trip to the Dramcester Water Park.

The first thing that we did was to gather in a group by one of the lakes. The instructor, who was called Jeremy, showed us the canoes. He taught us how to climb in and out. We all had to wear safety jackets in case somebody fell in. Jeremy demonstrated how to paddle. After that we climbed into our own canoes and set off. I got myself covered in water! It was great fun.

After that we had our break. Mr. Hendra gave everyone a hot drink and a biscuit. He said that this would help to warm up anyone who had got wet. As I was soaked, I was allowed two drinks.

Jeremy then showed a film of some of the creatures that live near and in a lake. I hadn't realized that there were so many different sorts of fish and birds. He took us to a 'hide'. A hide is like a hut that is close to the water. From the hide we could see all sorts of different birds without them seeing us.

In the afternoon Jeremy set us a challenge. We were put into groups and had to build a raft and then sail it to a red buoy. Luckily, Rian was in our team because he was really good at making the raft. We were first in the water. More importantly, we did not sink! The prize for winning was a chocolate bar each!

When we got back to school, Mr. Hendra said that he had had a great time. He was really pleased with all of us. It was a great trip and now I'd like to go there with my family. I think that they would enjoy the park.

➤ **Task 9**

What a great holiday!

Hi, I will tell you about my holiday. I spent the holiday in Java's one-and-only island paradise, Karimunjawa island. I spent the holiday with my family there.

We left from Semarang port and headed to Karimunjawa island on Monday using the fast boat, called the Kartini. My family and I stayed in Karimunjawa Inn for three days.

On the first day, we visited a small uninhabited island called Pulau Burung with a nesting pair of sea eagles and an almost fully adult offspring. We went there by a small boat. However we couldn't land on the island because we could disturb the eagle. Still, it was an incredible sight to come across this family group of three majestic birds perched on a dead tree beside the shore.

After that, we visited the coral islands which could be reached within two hours by small boat from Karimunjawa island. Then, my brother and I did snorkeling there. The underwater view was amazing. The Karimunjawa's coral reefs were still in pristine condition and comprised 90 different species of coral, inhabited by 242 species of reef fish. They included several varieties of clownfish, one of my favourite reef fish, which lived among the normally fatal tentacles of a type of sea anemone.

On the next day, we visited mangrove forest. There was a “Mangrove Forest Walking Track” close to the small bridge that connects Karimunjawa Island to its neighbor Kemujan Island to the north. We were allowed to walk from the road through the mangrove forest and out to the edge of the open sea, a total circular walk of about half an hour!

Finally, on the last day, we had to leave this beautiful island. All the activities were tiring but amazing. My parents and my brother even wanted to go back to this paradise in the next holiday. I, of course, was very happy.

➤ Task 10

Two nights in Lombok

I had a chance to travel around the northern and southern parts of Lombok with my family this summer. We spent two nights there.

On my first day, I visited Narmada Park in Narmada district, a popular tourist destination. A number of pools and a Hindu temple were built in the park. Then we went down the small fountain, pray shortly, wash our faces and drink a glass of water. The water was cold and fresh, washing away all the thirst that previously struck me before entering the hut.

We went to northern Lombok on our second day, leaving our hotel in Senggigi. We went through a narrow and hilly road, going to the top of a hill to reach a tourist spot called Puncak Pusuk (Pusuk Point) in Pemenang village.. On the way back to Senggigi, we dropped by Sira beach. The beach was surrounded by coconut trees and did not look appealing as green leaves and seaweed were scattered around during low tide.

On our third day, we went to the southern part of Lombok, visiting only one main destination – Kuta Beach, famous for its grainy white sand and clear blue skies. It was also famous for its high waves. That’s why my brother and I did surfing there. The beauty of the beach also satisfied us.

Three days were not enough to enjoy Lombok, which offered Mount Rinjani and other destinations to explore. At least, those few days assured me that Lombok was an island worth a visit.



LISTENING TRANSCRIPT UNIT 3

➤ Task 1

The Legend of Lake Toba

There was a fisherman who lived in Batak Land. His name was Batara Guru Sahala. When he was angling, he caught a fish. He was surprised to find that fish because the fish could talk and it begged to set it free. He did accordingly.

After getting free, the fish changed into a beautiful woman and Sahala fell in love with her. Sahala asked her to marry him and the woman received him. However, she asked his promised not to tell anyone the secret that she was once a fish. They were very happily married, and got two daughters.

It was a pity on Sahala. One day when he got very angry with his daughters, he forgot his promise and he broke it. He told his daughters that they were the daughters of a fish.

His wife could not forgive him. Suddenly, the earth began to shake and volcanoes started to erupt. The earth cracked and formed a big hole. People said that the hole became Lake Toba.

➤ Task 2 and 5

Have you heard or listened to a story about Malin Kundang? I will tell you now. Here is the story. A long time ago, there was a living at Batang Arau. He had several children but only one son. He gave his son the best possible education. He wanted him to do well and become famous.

When the boy had finished school, his father found a job for him on a large ship sailing to foreign countries. He realized that he would not see him again for many years. But he knew that his son was clever and hard-working and he hoped that his son might have the chance to become a ship's officer.

The years passed. The fisherman's daughters married and left home. The fisherman became old and died. His widow lived by herself.

One day, the villagers came running to the old woman to tell her that her son had returned. "I don't believe you," she said.

"Yes," they said, "He's the captain of a ship which has just sailed into the harbor from Singapore. Come and see for yourself."

The old woman put on her best clothes. She cooked some food to give her son. She remembered the food he liked best when he was a small boy.

She hired a rowing boat to take her out to the ship which was anchored in the harbor.

She saw a tall handsome man standing on the deck of the ship. It was her son! Even after all these years, there was no doubt about it. "Son," she called out, "don't you recognize me? I'm your mother," Tears came to her eyes.

"Who are you?" he replied. "I don't know you. Don't let her come aboard," he instructed his sailors.

Next day, the old woman came again but her son refused to see her. On the third day, he told his sailors to drive her away. “Why does this old woman come to my ship?” he asked. “I don’t mind giving her a few cents but I don’t like her saying that she’s my mother,”

“Very well, my son,” the old woman said. “God will surely punish you for being so wicked. How can you refuse to recognize your own mother?” she gazed at him for a long time but he said nothing.

Suddenly, a huge black cloud covered the sun. it became as dark as night. The wind roared with a terrible noise. The sea became very rough and the waves beat against the side of the ship. The ship rocked to and fro. The mast came tumbling down with a great “Cra-a-a-ash”. The ship was driven like a coconut shell across the harbor. Before anyone could do anything about it. It turned over and sank. Then it rained so heavily that it was impossible to see more than a few yards. When the storm stopped, the old woman looked for the ship again. But there was nothing except a large rock sticking out through the water. Her son and his ship were never seen again.

➤ **Task 4**

widow
wicked
ship’s officer
harbor
mast
fisherman
rowing boat
anchor
punish
rock

➤ **Task 6**

bait
fishing rod
hook
ignore
pull
sampan
sink
string
wire

➤ **Task 7**

Pandu: (1) Are you okay, Rian?

Rian : Yeah. I'm just bored. We have been here for long time but we get no fish yet.

Pandu : You must be patient then. By the way, do you know (2) the story about this river?

Rian : I don't know. Tell me then.

Pandu : This river is called Sungai Karat because long time ago there was a (3) fisherman. He was (4) poor so that he couldn't buy net. He went fishing using his (5) fishing rod. He never got many fish.

Rian : Oh. He went fishing in this river, did he?

Pandu : Yes, he did. One morning, he went fishing in this river. He waited for long time but no fish caught (6) the bait yet. He changed the bait. Sadly, he was not lucky yet. After waiting for a long time, finally he felt that a fish caught his bait. He slowly pulled (7) the string of his fishing rod. It was hard! The fisherman could not pull the string.

Rian : Wow. (8) the fish must be very big!

Pandu : It wasn't a fish but (9) a wire on the hook. The fisherman who thought that it was a fish was disappointed. But when he looked at the wire carefully, he was so happy. The wire was made of (10) gold. He wanted to sell the wire and had a lot of money. So he pulled the wire, he pulled more and more wire. The wire covered all area in his (11) sampan.

Rian : Oh, what happened then?

Pandu : Suddenly, there was (12) a voice that asked him to stop taking the wire but the fisherman (13) ignored the voice. He continued pulling the gold wire. The sampan was filled with the gold wire. It could not hold the wire anymore. Slowly, the sampan sunk to the bottom of the river. The fisherman did not realize that because he was busy pulling the wire.

Rian : Did the fisherman sink with the sampan?

Pandu : No, he didn't. The fisherman was alive as he (14) swam to the river side. He regretted his bad behavior. People heard about the fisherman and his wire. Since then people named the river as (15) Wire River or Sungai Kawat.

Rian : What a tragic ending. He finally got nothing because of his greediness.

Pandu: Yes. How do you feel now?

Rian : It's better now. Thanks Pandu. You've entertained me.

Pandu: You're welcome.

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APPENDIX J

Permit Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0106d/UN.34.12/DT/I/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

23 Januari 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF NAUTICAL FISHING VESSEL STUDY PROGRAM AT SMKN 2 CILACAP BASED ON CURRICULUM 2013

Mahasiswa dimaksud adalah :

Nama : BANATUL MURTAFI'AH
NIM : 10202244046
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2014
Lokasi Penelitian : SMKN 2 Cilacap

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:

1. Kepala SMKN 2 Cilacap



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)

Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 23 Januari 2014

Nomor : 074 / 194 / Kesbang / 2014
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
Provinsi Jawa Tengah
Di

SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY
Nomor : 0106d/UN.34.12/DT/1/2014
Tanggal : 23 Januari 2014
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal : **" DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF NAUTICAL FISHING VESSEL STUDY PROGRAM AT SMKN 2 CILACAP BASED ON CURRICULUM 2013 "**, kepada:

Nama : BANATUL MURTAFI'AH
NIM : 10202244046
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi : SMKN 2 Cilacap, Kabupaten Cilacap, Provinsi Jawa Tengah
Waktu : Pebruari s.d April 2014

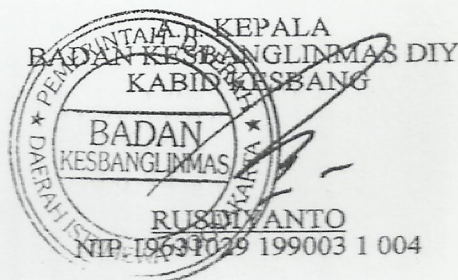
Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian dimaksud; ,
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY;
3. Yang bersangkutan.



PEMERINTAH PROVINSI JAWA TENGAH

BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 - 3547438 - 3541487

Fax : (024) 3549560 http : // bpmd.jatengprov.go.id e-mail : bpmd@jatengprov.go.id
Semarang - 50131

REKOMENDASI PENELITIAN

NOMOR : 070/176 /04.2 /2014

- Dasar : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Gubernur No. 74 Tahun 2012 tentang Organisasi dan Tata kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
3. Peraturan Gubernur No. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah.
- Menimbang : 1. Surat Kepala Badan Kesbanglinmas Daerah Istimewa Yogyakarta No.074/194/Kesbang/2014 tanggal 23 Januari 2014 perihal Rekomendasi Ijin Penelitian.
2. Surat Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor : 0106d/UN.34.12/DT/I/2014 tanggal 23 Januari 2014, perihal : Permohonan Ijin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah atas nama Gubernur Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : BANATUL MURTAFI'AH.
2. Kebangsaan : Indonesia.
3. Alamat : Jl. Purwobakti No.31 Rt/Rw 03/02 Kel. Sampang, Kec. Sampang, Kabupaten Cilacap, Provinsi Jawa Tengah.
4. Pekerjaan : Mahasiswa.
5. Judul Penelitian : Developing English Learning Materials for Grade X Students of Nautical Fishing Vessel Study Program At SMKN 2 Cilacap Based on Curriculum 2013.
6. Tempat /Lokasi : SMKN 2 Cilacap, Prov. Jawa Tengah.
7. Bidang Penelitian : Pendidikan.
8. Penanggung Jawab : Joko Priyana, Ph.D.
9. Anggota Peneliti : -
10. Nama Lembaga : Universitas Negeri Yogyakarta.

Untuk : **Melakukan Penelitian dalam rangka Penyusunan Skripsi dengan judul Proposal :
"Developing English Learning Materials for Grade X
Students of Nautical Fishing Vessel Study Program At
SMKN 2 Cilacap Based on Curriculum 2013"**

dengan ketentuan sebagai berikut :

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / Lembaga swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Rekomendasi ini.
2. Pelaksanaan survey / riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perizinan. Materi penelitian tidak membahas masalah politik dan /atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.
3. Surat rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang surat rekomendasi ini dalam melaksanakan penelitian tidak sesuai dengan surat permohonan beserta data dan berkasnya, tidak mentaati ketentuan yang tercantum dalam rekomendasi penelitian, peraturan perundang-undangan, norma-norma atau adat istiadat yang berlaku, dan penelitian yang dilaksanakan dapat menimbulkan keresahan di masyarakat, disintegrasi bangsa atau keutuhan NKRI.
4. Pencabutan sanksi atau pemberlakuan kembali rekomendasi penelitian dapat diberlakukan kembali apabila telah dilakukan klarifikasi dan atau pemantauan di daerah lokasi penelitian dilaksanakan dan adanya surat pernyataan dari peneliti kepada pejabat yang menerbitkan rekomendasi penelitian untuk tidak lagi melanggar ketentuan yang berlaku.
5. Setelah survai/riset/penelitian selesai supaya menyerahkan hasil survai/riset/penelitian kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah.
6. Surat Rekomendasi Penelitian ini berlaku pada Bulan Februari s.d April 2014.
7. Surat Rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Semarang,
Pada tanggal : 27 Januari 2014

a.n. GUBERNUR JAWA TENGAH
KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH



L. XUNI ASTUTI, MA.
Pembina Utama Muda
NIP. 19620621 198709 2 001

Tembusan :

1. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
2. Kepala Badan Kesbangpol Kab. Cilacap;
3. Kepala Dinas Pendidikan Kab. Cilacap;
4. Rektor Universitas Negeri Yogyakarta;
5. Saudara BANATUL MURTAFAH;
6. Arsip,-



PEMERINTAH KABUPATEN CILACAP
BADAN KESATUAN BANGSA DAN POLITIK

Jalan D.I Panjaitan Nomor 1 Telepon (0282) 534118 – 537477 Faximile (0282) 534118

CILACAP

Kode Pos 53223

SURAT REKOMENDASI PENELITIAN / SURVEY/ PKL

NOMOR : 072 / 122/ I / 28 / 2014

- I. Dasar : Keputusan Bupati Cilacap Nomor 71 Tahun 2004 tanggal 8 Juni 2004 Tentang Prosedur Permohonan Rekomendasi Penelitian / Survey, Praktek Kerja Lapangan (PKL) dan Kuliah Kerja Nyata (KKN) di Kabupaten Cilacap
- II Membaca : Dasar surat dari Kepala Badan Penanaman Modal Daerah Pemerintah Provinsi Jawa Tengah Di Semarang Nomor : 070/176/04.2/2014 tanggal, 27 Januari 2014 tentang Ijin Penelitian

Yang bertanda tangan di bawah ini Kepala Badan Kesatuan Bangsa dan Politik (BAKESBANGPOL) Kabupaten Cilacap menyatakan **TIDAK KEBERATAN** untuk memberikan rekomendasi atas Pelaksanaan Penelitian yang akan dilaksanakan oleh :

1. Nama / NIM : **BANATUL MURTAFI'AH (10202244046)**
2. Pekerjaan : Mahasiswi Program Studi Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
3. Alamat : Jl. Purwobakti No. 31 Rt. 03 / Rw. 02 Kel. Sampang Kecamatan Sampang Kabupaten Cilacap
4. Maksud dan Tujuan : Penyusunan Skripsi
5. Penanggung jawab : Joko Priyono, Ph.D
6. Judul : **"Developing English Learning Materials for Grade X Students of Nautical Fishing Vessel Study Program At SMKN 2 Cilacap Based on Curriculum 2013 "**.
7. Lokasi : Di SMK Negeri 2 Cilacap

III. Dengan ketentuan sebagai berikut :

1. Sebelum melaksanakan **Penelitian**, diwajibkan menyerahkan Surat Rekomendasi dari **Badan Kesatuan Bangsa Dan Politik** Kabupaten Cilacap Ke **BAPPEDA** Kabupaten Cilacap Untuk Mendapatkan Ijin Penelitian
2. Pelaksanaan **Penelitian** ini tidak disalahgunakan untuk tujuan lain yang berakibat pelanggaran Peraturan Perundang – undangan yang berlaku.
3. Mentaati segala ketentuan dalam pelaksanaan Penelitian dimaksud.
4. Setelah selesai pelaksanaan Penelitian harap melaporkan hasilnya kepada Bupati Cilacap lewat Kepala Badan Kesatuan Bangsa dan Politik (**BAKESBANGPOL**) Kabupaten Cilacap.
5. Surat rekomendasi ini akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat rekomendasi ini tidak mentaati / mengindahkan ketentuan – ketentuan sebagaimana tersebut diatas.

IV. Surat Rekomendasi ini berlaku mulai tanggal **29 Januari 2014 s/d 30 April 2014**

DIKELUARKAN DI : CILACAP
PADA TANGGAL : 29 Januari 2014

an.KEPALA BADAN KESATUAN BANGSA DAN POLITIK
KABUPATEN CILACAP
Kabid Fasilitas Politik Dan Keamanan



Tembusan

1. **BANATUL MURTAFI'AH** (yang bersangkutan)
2. Arsip



PEMERINTAH KABUPATEN CILACAP
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Kauman No. 28 B Telp (0282) 533797, 534945 Fax. (0282) 534945

CILACAP

Kode Pos 53223

SURAT REKOMENDASI PENELITIAN / SURVAI

Nomor: 072/0109/27.1

- I. **DASAR** : Keputusan Bupati Cilacap Nomor: 71 Tahun 2004 tanggal 8 Juni 2004 perihal: Prosedur Permohonan Rekomendasi Penelitian / Survei, Praktek Kerja Lapangan (PKL), dan Kuliah Kerja Nyata (KKN) di Kabupaten Cilacap
- II. **MEMBACA** : Surat Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Cilacap Nomor : 072/122/1/28/2014 Tanggal 29 Januari 2014 perihal: Ijin Penelitian

III. Yang bertanda tangan di bawah ini Kepala Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kabupaten Cilacap bertindak atas nama Bupati Cilacap, memberikan REKOMENDASI atas pelaksanaan Penelitian / Survai dalam wilayah Kabupaten Cilacap yang dilaksanakan oleh:

1. Nama : **BANATUL MURTAFI'AH (NIM : 10202244046)**
2. Pekerjaan : Mhs. Prodi Bahasa Inggris Fakultas Bahasa dan Seni UNY
3. Alamat : Jl. Purwobakti No. 31 Rt. 03/Rw. 02 Kec. Sampang Kab. Cilacap
4. Penanggungjawab : Joko Priyana, Ph.D (Dosen Pembimbing I)
5. Maksud Tujuan Penelitian / Survai : Penyusunan Skripsi
6. Judul Penelitian / Survai : **"DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF NAUTICAL FISHING VESSEL STUDY PROGRAM AT SMKN 2 CILACAP BASED ON CURRICULUM 2013"**
7. Lokasi : Di SMK Negeri 2 Cilacap

Dengan ketentuan-ketentuan sebagai berikut:

- a. Pelaksanaan Penelitian / Survai tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketenangan dan ketertiban masyarakat / pemerintah.
- b. Sebelum melaksanakan Penelitian / Survai langsung kepada responden, harus terlebih dahulu melaporkan kepada Kepala Instansi /Wilayah (Camat/Kepala Desa/Kepala Kelurahan) setempat.
- c. Setelah Penelitian / Survai selesai, supaya menyerahkan hasilnya kepada BAPPEDA Cilacap.
- d. Apabila dalam jangka waktu tertentu hasil Penelitian / Survai belum dikirim ke BAPPEDA, maka kepada Penanggung jawab / Pimpinan Lembaga Pendidikan yang bersangkutan berkewajiban mengirimkan hasil Penelitian / Survai tersebut di atas.

IV. Surat Rekomendasi Penelitian / Survai ini berlaku dari tanggal: 29 Januari s/d 30 April 2014.

Dikeluarkan di : Cilacap

Pada Tanggal : 29 Januari 2014

a.n. BUPATI CILACAP
KEPALA BAPPEDA KAB. CILACAP
u.n. KABID. PRASWIL

HAMZAH SYAFROEDIN, ST, MM
Pembina
Nip. 19700103 199803 1 010

Tembusan:

1. Bupati Cilacap;
2. Wakil Bupati Cilacap;
3. Kepala Badan Kesatuan Bangsa dan Politik Kab. Cilacap;
4. Kepala Disdikpora Kab. Cilacap;
5. Dekan Fak. Bahasa dan Seni Universitas Negeri Yogyakarta.



PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA

Jalan Kalimantan Nomor 51 Telepon (0282) 542797 Faksimil (0282) 540579

Website : www.disdikpora.cilapkab.go.id Email : disdikpora@cilapkab.go.id

CILACAP

Kode Pos 53224

Nomor : 072 / 0286 / 27.1
Lamp. : -
Perihal : **IJIN PENELITIAN**

Cilacap, 29 Januari 2014
Kepada Yth. :
1. Kepala SMK Negeri 2 Cilacap

di - Cilacap

DASAR : Surat Rekomendasi Penelitian/Survei dari BAPPEDA Kabupaten Cilacap Nomor : 072/ 0109 /27.1 Tanggal 29 Januari 2014.

Dengan ini memberikan ijin penelitian kepada :

Nama : BANATUL MURTAFI'AH

NIM / NIDN : 10202244046

Pekerjaan : Mhs Prodi Bahasa Inggris Fakultas Bahasa dan Seni UNY

Alamat : Jl. Purwobakti No. 31 RT. 03/RW. 02 Kec. Sampang

Dengan ketentuan sebagai berikut :

- Pelaksanaan Pra Penelitian / Survei tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketenangan dan ketertiban masyarakat / pemerintah.
- Sebelum melaksanakan Pra Penelitian / Survei langsung kepada responden, harus terlebih dahulu melaporkan kepada Kepala Sekolah setempat.
- Setelah Pra Penelitian / Survei selesai, supaya menyerahkan hasilnya kepada Disdikpora Kabupaten Cilacap.
- Apabila dalam jangka waktu tertentu hasil Pra Penelitian / Survei belum dikirim ke Disdikpora, maka kepada Penanggung Jawab / Pimpinan Lembaga Pendidikan yang bersangkutan berkewajiban mengirimkan hasil Penelitian / Survei tersebut di atas.

Demikian atas perhatian dan kerjasamanya kami sampaikan terima kasih.

KEPALA DINAS PENDIDIKAN,
PEMUDA DAN OLAHRAGA
KABUPATEN CILACAP

Drs. SUBIHARTO, M.Si
Pembina Utama Muda
NIP. 19610102 198503 1 015

Tembusan Kepada Yth :
Dekan Fak. Bahasa dan Seni Universitas Negeri Yogyakarta.