DESIGNING ENGLISH LEARNING MODULES FOR THE HIDDEN TEMPLES TOUR GUIDES IN *VIAVIA* TRAVEL AGENTS

A THESIS

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

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YOGYAKARTA STATE UNIVERSITY

2013

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Yogyakarta, Maret 2013

Penulis,

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DEDICATIONS

This thesis is for

My mother, Ibu Sri Ponirah, who always wakes up in the middle of night to pray for me.

My father in the heaven, Bp. Wiyono, M. He is the best father ever.

Ali Haidar Ahmad, a person who is always there for me in every single step I take.

My brother, Windy Irawan and his wife, Pungky Andias and also their little daughter, Queena who always support me.

My little brother, Rifki Tri Rahmansyah who always becomes my partner in having fun.

MOTTOS

SO VERILY, WITH THE HARDSHIP, THERE IS RELIEF,

VERILY, WITH THE HARDSHIP, THERE IS RELIEF

(Al Insyirah: 5-6)

ACKNOWLEDGMENTS

First of all, I would like to thanks to Allah SWT for the blessing and mercy given to me during my study and finally I can finish this final project.

I realize that this thesis project can be done by the help of many people around me. Therefore, in this opportunity I would like to thank people who have given their ideas, time, and everything to me during the writing of this thesis. They are:

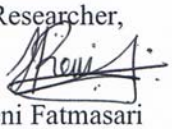
1. My first consultant, Mr. Joko Priyana, Ph. D. Thank you very much for being my consultant for one year. All his suggestion are very useful for my thesis.
2. My second consultant, Mrs. B. Yuniar Diyanti, M. Hum. Thank you very much for being the very helpful and patient consultant. Without her suggestion, my thesis will never be the same.
3. My Academic Consultant, Dyah Setyowati Ciptaningrum, M. Ed. and all lecturers of English Education Department of Yogyakarta State University. I thank them for the guidance, support, and knowledge that they have given to me.
4. All the tour guides of Viavia Travel agents who had participated in the research process.
5. My beloved parents, Mr. Wiyono, M.T (Alm) and Mrs Sri Ponirah. I promise to do the best and make you both proud of me. Thank you very much for being the best parents ever.
6. My two brothers, my sister in law, my niece, and all my family who always believe in me and pray for me. I really thank them for supporting me in various ways during my study.
7. My beloved boyfriend, Ali Haidar Ahmad. Thanks a lot for always supporting and loving me.

8. My classmates in English Education Program, Mia, Linda, Ipeh, Riesty, Rika, Tyas, Kiki, Raisa, Ayu, Arini, Tata, Fienly, Nida, Nisa, Suryo, Fuad, Faris, and Umar. I thank them for the togetherness and happiness. They all will always be in my heart.

Finally, I really realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those who are interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads it, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta, April 4th 2013

Researcher,



Reni Fatmasari

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DEVELOPING ENGLISH LEARNING MODULE FOR THE HIDDEN TEMPLES TOUR GUIDES IN *VIAVIA* TRAVEL AGENTS

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ABSTRACT

The objective of the study is to develop an English learning module for the tour guides in Viavia travel agent.

This research is a Research and Development (R&D) study. The subjects were the tour guides in Viavia travel agents. The steps of this research consisted of conducting needs survey, writing the course grid, developing the first draft of the materials, trying out, evaluating, and revising the first draft of the materials, writing the second draft of the materials, trying out, evaluating, and revising the second draft of the materials, and writing the final draft of the materials. There were two instruments applied to obtain the research data, i.e questionnaires and interview guide (in the needs analysis and evaluation phases). In the first stage, a questionnaire and interview guides were used to gather the learners needs. Then in the next stage, the data from the need analysis was used to write the coursegrid. The coursegrid then was used as a guidance in writing the first draft of the materials. The first draft of the materials was then evaluated by the material expert. After being evaluated by the expert, the designed materials became the second draft which was ready to be tried-out and get the respondents' opinion as the basis for evaluation. The results of the evaluation then were used as the basis for writing the final draft of the materials.

Based on the result of the needs analysis, the tour guides' needs the English materials which are closely related to the Hidden Temples Tour, both the language functions and the guiding contents. Each unit of the designed materials consist s of 10 tasks. The quantitative data analysis result shows that the highest mean is 4.75 and the lowest one is 3.50. Based on the categorization using an ideal mean (Mi) and ideal standard deviation (Sdi), the 20 statements about the materials belong to "very good" category. Thus, it can be concluded that the designed English module for the tour guides in Viavia travel agents are already suitable and appropriate with the tour guides'needs.

CHAPTER I

INTRODUCTION

This chapter is devided into six parts. The first part discusses about the background of the study. The second part is about the identification of the problems. The third part discusses about the limitation of the study. Then the fourth part is the formulation of the study. The next part is about the objectives of the study. Finally the last part explaining about the significance of the study.

A. Background of the Study

Viavia is a travel agent owned by a Belgium woman affiliated with the Belgium company which is located in Prawirotaman Street number 30, Yogyakarta. It serves the tourist in 6 kinds of services, those are: the guesthouse, the restaurant and cafe, the shop, the yoga centre, the bakery, and the travel agent. This company is the partner of a Non-Government Organization (NGO) which is working in tourism in Belgium named Living Stone NGO and the Viavia Company is established in 11 other countries.

Annually, Viavia travel agency conducts an open recruitment to hire the freelance guides who are mostly the university students. Hundreds of university students apply as the tour guide in this company, but only 15-20 of them are accepted. They are the students from many different study fields. It means that their basics are actually not in the tourism. Most of them basically do not have the knowledge about the material that should be explained to the guests. In solving this case, Viavia company has held the training for the guides. It consists of eight

meetings and the new guides will get the materials about the guiding skills in the training, especially about the intercultural understanding and the way of dealing with the culture shock.

On the other hand, all freelance guides in Viavia have the basic English skills but not English for guiding. They just know English related to their study background, such as Law, Science, or Education. As the tour guide they need to know the terms which are commonly used in guiding. In this case, Viavia has conducted a short training with the international certificate, but it is still not enough because the training concern more on the guiding skills, not in the English skills and the guiding content. It does not concern on the guiding content about the object or about the good way to explain it.

In facing this problem, Viavia tour guides will get training by joining in a tour with their senior guides. They will listen to their explanation, notice the important information, and learn by themselves. Mostly that way does not work easily, however. Even after doing this way in several times, it does not guarantee that they will be able to conduct their own tour correctly. Even sometimes the language becomes the problem because there are many words related to the history that are rarely used. So it is not easy to explain the story behind.

For these reasons, this study is aimed to develop the English learning modules for the guides in Viavia travel agency because their exsisting English skills is not the English skills needed in conducting tours.

B. Identification of the Problem

As mentioned before, there are many kinds of tour which are conducted in Viavia. The tours are: Bicycle Tour to Javanese village, Jamu and Massage Tour, Borobudur Tour, Sukuh and Ceto Temples Tour (The erotic temple), Cermai Cave and Parangtritis Beach Tour, Religion Tour, Prambanan Tour by Motorbike, Rafting, Hidden Temples Tour in around Prambanan, City Walk (Alun-Alun Walk and Code River Walk), Culinary Tour, Community Outreach and Mountain Hike (Merapi tour)

From the tours above, some tours are really close to the daily life that the guides can easily explain the guiding materials because the materials are the general things such as the culinary tour, village tour, city walk, and so on. While some tours really demand the guides to read a lot because the materials contain the history or knowledge that can be checked in many media including in the internet such as the religion tour, Sukuh and Ceto temples tour or the Hidden Temples Tour. It means that a small mistake can be fatal for the Viavia's credibility. In fact, currently Viavia travel agency do not provide the materials about each tour, especially the materials related to the English skills needed in each tour to facilitate the guide.

Since the English and the information are very important for the freelance guides in Viavia travel agency to conduct this kind of tour, they need a learning module about these tours. Some of them realize about their weakness, which is about the lack of information. But they have a strong desire to improve it by themselves. They try to find it from the internet by their selves but sometimes it is

not enough. Some of them also spend much time to work and to study in the university so they do not have much time to find more information.

The guides in Viavia are just the freelancers, so they will come only when they are called. They sometimes also have other part time job outside Viavia. Most of them are also still active in campus. It makes it more difficult for the researcher to gather them all in the same time and place. That is why learning by module is the most appropriate way for them. For these reasons, it is important to write a learning module that contains the language functions and knowledge covered in the 4 skills and in the same time also contains the guiding materials.

C. Limitation of the Problems

This study is limited on the general knowlede of the hidden temples as well as the English knowledge which are commonly used in the Hidden Temples tour that best suits to the needs of the Viavia guides since it is the most wanted tour compared to religion tour and other temples tour. Such limitation is based on two reasons. First, the practicability. Since the guides will explain the story of the hidden temples to the foreign tourists by using English, then they need the English learning module.

The reason why they need a module, not an English class, is because it is very difficult to gather them all in the same place and time to conduct a class due to their business outside Viavia. It is because they are just freelancer then they also have other part time jobs. Most of them are also still very active in their campus to have classes almost everyday.

D. Formulation of the Problems

Based on the discussion above, the formulation of the problems is formulated as: How can the English learning modules for the Hidden Temples tour be developed?

E. Objectives of the Study

There is a formulation of the problem which is mentioned above. In accordance with the problem formulation above, this is the objectives of the study: To develop the English leaning modules for the Hidden Temples tour guides.

F. Significance of the Study

The research is expected to have a great significance for the researcher herself, the guides in Viavia travel agency, the Viavia travel agency, and the English department students of YSU. For the researcher herself, she can use the the finding of the study as the reference to design a set of English learning materials based on the learner's needs. For the guides in Viavia travel agency, they can increase their professionalism and their credibility as the Hidden Temples Tour guides. After using this learning module, they are expected to give more valuable information about the Hidden temple by explaining the guiding content in a good English. For the Viavia travel, they can satisfy the tourist of the Hidden Temples Tour because the tour guides can explain the guiding content well. Last, for the English Department students of YSU, this study can give ideas for them who are interested in writing paper in the fields of designing materials.

CHAPTER II

LITEATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter is divided into two parts, the literature review and the conceptual framework. In the literature review, there are eight parts of related theories that are used as theoretical bases of the study. The first part of this chapter discusses about teaching English for the tour guides. The second part explains about the learners' characteristics. The third part is the theories of English for Special Purposes (ESP). The fourth part focuses on the theories about Communicative Language Teaching (CLT). The fifth part is about the theories related to Second Language Acquisition (SLA). The sixth part discusses the theories about Material Development. The seventh part is about the individual learning theories. Finally the last part is about the module.

A. Literature Review

1. English for The Hidden Temples Tour Guide

The study is conducted to make the English learning module for the guide in Viavia travel agency to support them in conducting the good quality of Hidden Temples Tour. In fulfilling the job description of the job, The Hidden Temples Tour guides are demanded to speak in English fluently to the foreign tourists. Some guides are already good in English, but they still need the enrichment related to the English which are usually used in explaining the guiding content. Many of the vocabularies which are usually used in guiding are not the vocabulary usually used in their academic English or survival English.

In Hidden Temples Tour, the guide explains about the history of each temple, tell the stories of the characters in the stories, tell the magical things, use the special terms which are usually used in explaining about the temples and many more. Those are some examples of the language functions which are needed by the tour guides of The Hidden Temples Tour.

There are four steps which are done in conducting the tour and each step has different language functions. The first step is opening the tour. In this step the guide introduces himself or herself, tells about the itinerary, and give the warning about things to do and not to do when riding the motorbike. The second step is done in the road while riding the motorbike through the alternative road. In this step, the guide explains about the things and locals' activities which are seen during the journey. It can be about the plants in the field, the activities of the local people, or the natural phenomenon. The third step is done in the hidden temples. In this step, the guide explains about the history, the story and the symbols of the temples. The last step is the closing which is done after the trip. In this step the tour guide thanks to the tourists for joining the tour.

This study will focus in supporting them to be able to conduct The Hidden Temples Tour by providing the language function and tasks related to that, because the majority of the new guides do not have the background knowledge about the hidden temples and about the English needed to explain about that.

2. The Learners' Characteristics

The tour guides of viavia travel agent are mostly the university students. It mean that they are included to the Adult learners. To make a module for the adult

learners also need to know the characteristics of the adult learners. Whynne (2012) states that Adult learners have characteristics that set them apart from 'traditional' school or college learners. All adults come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. This impacts on how and why they participate in learning. While each student has individual learning needs.

Related to that stament, she also mention the characteristics of the adult learners. These are the characteristics.

a) Adults have accumulated life experiences. Adults come to courses with experiences and knowledge in diverse areas. They tend to favour practical learning activities that enable them to draw on their prior skills and knowledge. Adults are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences and enjoy having their talents and knowledge explored in a teaching situation.
b) Adults have established opinions, values and beliefs which have been built up over time and arrived at following experience of families, relationships, work, community, politics, etc. These views cannot be dismissed and must be respected.
c) Adults are intrinsically motivated. Learners increase their effort when motivated by a need, an interest, or a desire to learn. They are also motivated by the relevance of the material to be addressed and learn better when material is related to their own needs and interests. For learners to be fully engaged in learning their attention must be fully focused on the material presented.

d) Adults learn at various rates and in different ways according to their intellectual ability, educational level, personality and cognitive learning styles. Teaching strategies must anticipate and accommodate differing comprehension rates of learners.

e) Adults learn best in a democratic, participatory and collaborative environment . Adults need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences.

f) Adult students are mature people and prefer to be treated as such. Being 'lectured at' causes resentment and frustration.

g) Adults are goal oriented / relevancy oriented. Adults need to know why they are learning something. Adults have needs that are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task or problem-centred rather than subject-centred. Adults tend to be more interested in theory when it is linked to practical application.

h) Adults are autonomous and self-directed. They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs. Where a student is directed by someone else to attend a course, e.g. by an employer, then that individual may not be ready to learn or may not see the value in participating on that course. This can lead to a mismatch of goals between all parties - student, employer and trainer.

i) Adults are practical and problem-solvers. Adults are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. Problem based learning exercises are welcomed as they build on prior experience and provide opportunity for practical application of materials/theories covered.

j) Adults are sometimes tired when they attend classes. Many students are juggling classes with work, family, etc. They, therefore, appreciate varied teaching methods that add interest and a sense of liveliness to the class.

k) Adults may have insufficient confidence. Students come to class with varying levels of confidence. Some may have had poor prior experiences of education leading to feelings of inadequacy and fear of study and failure. This can manifest itself in many ways, as indicated in the next section.

Hence, the teaching of English for guides in Viavia travel agency is closely related to the teaching of ESP. In ESP English is not taught separately from the students' real world, but it is integrated into a subject matter area so that it is important for the students.

3. English for Specific Purpose (ESP)

In the discussion of ESP, the researcher includes two important things. These are related to the definition of ESP and the needs analysis in ESP.

a. The Definition of ESP

English for specific purposes is an approach to language teaching in which all decision about the content and method of instruction are based on the learner's reason for learning (Hutchinson and Waters, 1987: 19). ESP is an approach to

language teaching which is based on the learner's need. It should properly be seen not as any particular language product but an approach to language teaching directed by specific reasons for learning.

Hutchinson and Waters (1987: 18) explain that there are three statements to help people define ESP by showing what ESP is not. First, ESP is not a matter of teaching 'specialized varieties' of English. That the language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Secondly, ESP is not just a matter of science words and grammar for scientist, hotels words and grammar for hotels, and so on. There is much more to communication then just the surface features of language expression. Third, ESP is not different in kind from any other form of language teaching in that it should be based, in the first instance, on principles of effective and efficient learning. There is no reason to suppose that the processes of learning should a different for ESP learners than for the general English learners. There is no ESP methodology but it could just as well have been used in the learning of any kind of English.

b. Needs Analysis for ESP

Hutchinson and Waters (1987: 12) state that the purpose of an ESP course is to enable learners to function adequately in a target situation, that is the situation in which the learners will use the language they are learning. Then the ESP course design process should be proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistics features of

that situation. The identified features will form the syllabus of the ESP course. This process is usually known as a needs analysis.

Burden and Byrd (1990) explains that a needs analysis tries to identify the students' aptitudes, aspirations, backgrounds, problems, and the level of learning that have been reached by the students. Needs analysis will help the teachers to make a number of planning decisions, to group the students, to decide the strategies and learning activities, and to capitalize on students' strength and motivation. While Richards (2001: 54) explain the meaning of needs as the difference between what a learner can presently do in a language what her or she should be able to do.

In more specific way, Hutchinson and Waters (1987: 55-63) classify the needs into target needs and learning needs. Target needs include necessities, lacks, and wants. It refers to what the learner needs to do in the target situation. The target needs are used to gain sufficient data and to develop the materials. The first target needs are necessities. Necessities are types of needs determined by the demand of the target situation; that is what the learner has to know in order to function effectively in the target situation The second target needs are lacks. Hutchinson and Waters point out that it is important to know what the learner know already to decide which of the necessities the learners lacks. The learner's lack refers to the gap between the target of proficiency and the existing proficiency of the learner. The third target needs are wants. They are defined as what the learners want to know and learn about the subject. The learners may have

a clear idea of the necessities of the target situation and of their lacks. They also have a view to what they want or they need.

As stated in the previous part, ESP is focused on preparing the learners to communicate effectively through the task related to their work situation (Evand and John 1998: 1), therefore Communicative Language Teaching (CLT) will be the effective approach to deliver the material in the English learning module for the guide.

4. Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is an approach to second or foreign language teaching that emphasizes interaction as both the means and the ultimate goal of language learning. CLT places great emphasis on helping students use the target language in a variety of contexts and on learning language function.

a. The Definition of CLT

Larsen and Freeman (2000: 121) state that communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Other source, Richards and Rodger (1986: 17) explain that communicative language learning is based on the view that language is a vehicle for the expression of functional meaning. It emphasizes on the semantics and communicative dimension rather than merely on the grammatical characteristics

of a language. It focuses on communicative proficiency rather than on mere mastery of language structure.

Communicative language teaching makes use of real life situation that necessitates communication. The teacher sets up a situation that students are likely to encounter in real life (Galloway: 1993). This is in line with Hariyanto's view in Sadtono (1997: 113) that CLT enables the learners to use the language to communicate in social contexts, this is, it is appropriate to the settings, topics, and participants of the course.

In the context of the present study, CLT is the most suitable approach to teach English to the Hidden Temple Tour guide in Viavia travel agent. It can be seen from the fact that CLT can promote the use of language for communication in social context, so that the learners will be able to use English appropriately in their job as a Hidden Temples Tour guide.

b. The Goal of CLT

Richard (2006: 2) states that Communicative Language Teaching sets as its goal the teaching of communicative competence. Then he also elaborates about the term of communicative competence. Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions.
2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

On the other hand, Larsen and Freeman (2000: 128) state that the goal of CLT is to enable the students to communicate in the target language. To do this, the students need the knowledge of the linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient.

c. The Characteristics of CLT

Brown (2001: 43-44) offers some interconnected characteristics as a characterization of CLT. The first characteristic is that the classroom goals are focused on all of the components of communicative competence. Those components are grammatical, discourse, sociolinguistics and strategy. Goals, therefore, must intertwine the organizational aspect of language with the pragmatics.

The second characteristic is that language teaching techniques are designed to engage learners in the pragmatic, authentic and functional use of the

language for meaningful purposes. Organizational language forms are not the central focus. Those forms are aspect of language that enables the learners to accomplish the language learning purpose

Third, Brown claims that fluency and accuracy are seen as complimentary principles. Both fluency and accuracy underline the communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep the learners meaningfully engaged in language use. However, fluency should never be encouraged at the expense of clear, unambiguous, direct communication.

Fourth, the students in a communicative class ultimately have to use the language, productively and respectively. The language is used in an unrehearsed context outside the classroom. Classroom tasks must therefore equip students with the skills that are necessary for communication in those contexts. Much more spontaneity is presented in the communicative classroom. The students are encouraged to deal with unrehearsed situation under the guidance of the teacher.

Fifth, the students are given the opportunities to focus on their own learning processes. The processes can be through understanding of their style of learning and development of their appropriate strategies for autonomous learning.The importance of learners' developing a strategic approach to acquisition is a total turnabout from the earlier methods that never brought up the topic of a strategic based instruction.

Sixth, the role of the teacher is that as a facilitator and guide, not an all knowing best over of knowledge. The teacher guides the students in the communicative classroom. He/ she is not the controller. Students are therefore

encouraged to construct meaning through genuine linguistics interaction with others.

d. The Principle of CLT

Methodological principles are a list of design features that can be generally regarded as being facilitative to second language acquisition. The following list, adapted from Doughty and Long (2003), serves as a guideline for implementing communicative language teaching practices (Brandl, 2008: 7).

There are eight principles, those are: (1) Use Tasks as an Organizational Principle (2) Promote Learning by Doing (3) Input Needs to Be Rich (4) Input Needs to Be Meaningful, Comprehensible, and Elaborated (5) Promote Cooperative and Collaborative Learning (6) Focus on Form (7) Provide Error Corrective Feedback (8) Recognize and Respect Affective Factors of Learning (Brandl, 2008: 7-21)

Morrow in Johnson and Morrow (1981: 60) mentions five principles of CLT: (1) knowing what one is doing, (2) the whole is more than the sum of the part, (3) the processes are as important as the form, (4) to learn it, to do it and (5) mistakes are not always mistakes.

The first principle is knowing what one is doing. It means that the focus of every lesson or part of a lesson should be performing of some operation-learning of how to do something. In fact, the starting point and the end point should be an operation of some kinds which the students might actually want to perform in the foreign language. Every lesson should end with the learner being able to see

clearly that he can do something which he could not do at the beginning of the lesson.

The second principle is that the whole is more than the sum of the parts. It means that the communicative method operates stretches of language above the sentence level, with the real language in the real situation.

The third principle is that the processes are as important as the forms. A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the process of communication. So that practice of the forms of the target language can take place within a communicative framework. There are three processes which can be isolated and which can be incorporated either individually or together in teaching procedures, namely information gaps, choices and feedbacks.

The fourth principle is to learn it, to do it. Education must concern not just on teaching but also on learning. One of consequence of this is that what happens in the classroom must involve the learners and must be judged in terms of its effects on them.

In doing this research, the researcer try to help the guides to speak English as natural as possible although English is not the mother tongue. That is why the discussion about Second Language Acquisition will be useful for this project.

5. Second Language Acquisition (SLA)

a. The Definition of SLA

Ellis (1997: 8) explains that at first sight, the meaning of the term ‘Second Language Acquisition’ seems transparent but, in fact, in requires a careful

explanation. For one thing, in this context ‘second’ can refer to any language that is learnt subsequent to the mother tongue. Thus, it can refer to the learning of a third or fourth language. Also ‘second’ is not intended to contrast with ‘foreign’. Whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in the classroom through instruction, it is customary to speak generically of ‘second’ language acquisition. SLA then can be defined as the way in which people learn a language rather than their mother tongue, inside or outside of a classroom.

b. Input, Interaction and Output

Gass and Selinker (2008: 304) state that it is commonly believed that learning a second language involves learning the rules of grammar of the second language (often in the form of memorization), along with vocabulary items and correct rules of pronunciation. Putting those rules to use in the context of conversation is then construed as a natural extension of grammar acquisition. This view implicitly assumes that language use does not vary from first language situations to various second language situations, for all that would be needed to successfully converse in a second language would be to plug in the correct forms to say the same thing as one does in one’s native language.

1) Input

Corder (2008) in Gass and Selinker (2008: 305) made an important distinction between what he called *input* and *intake*. Input refers to what is available to the learner, whereas intake refers to what is actually internalized (or, in Corder’s terms, “taken in”) by the learner. Anyone who has been in a situation

of learning a second/foreign language is familiar with the situation in which the language one hears is totally incomprehensible, to the extent that it may not even be possible to separate the stream of speech into words. Whereas this is input, because it is available to the learner, it is not intake, because it "goes in one ear and out the other"; it is not integrated into the current learner-language system. This sort of input appears to serve no greater purpose for the learner than does that language that is never heard. Conceptually, one can think of the input as that language (in both spoken and written forms) to which the learner is exposed.

2) Interaction

The interaction approach accounts for learning through input (exposure to language), production of language (output), and feedback that comes as a result of interaction. Gass (2003) in Gass and Selinker (2008: 317) puts it this way: interaction research "takes as its starting point the assumption that language learning is stimulated by communicative pressure and examines the relationship between communication and acquisition and the mechanisms (e.g., noticing, attention) that mediate between them". Interaction involves a number of components including negotiation, recasts, and feedback. In what follows, we introduce the concept of negotiation of meaning. This is followed by a section on output within which we further discuss negotiation and focus on recasts, as parts of a broader concept of feedback.

3) Output

Gass and Selinker (2008: 325-256) state that input alone is not sufficient for acquisition, because when one hears language one can often interpret the

meaning without the use of syntax. This is not the case with language production or output, because one is forced to put the words into some order. Production then "may force the learner to move from semantic processing to syntactic processing".

It is trivial to state that there is no better way to test the extent of one's knowledge (linguistic or otherwise) than to have to use that knowledge in some productive way—whether it be explaining a concept to someone (i.e., teaching) or writing a computer program, or, in the case of language learning, getting even a simple idea across. However, output has generally been seen not as a way of creating knowledge, but as a way of practicing already existing knowledge. In other words, output has traditionally been viewed as a way of practicing what has previously been learned

6. Material Development

In the discussion of material development, there are five theories that will be discussed. They are the nature of materials, the principle of material development, the characteristics of good materials, the material design model, and the last is about the syllabus.

a. The Nature of Materials

Tomlinson (1998: 02) defines material as anything which is used by the teacher or learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbook or photocopied exercises. They could also be newspapers, food packages, photographs, live talk by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other word,

they can be anything which is deliberately used to increase the learners' knowledge and/ or experience of the language.

According to Graves (2000:149), materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course. In a sense, it is the process of making the syllabus more and more specific.

In addition, material is a vital part consisting of tasks and activities is having a chance for students to participate in the activities, and is generating students' motivations to actively learning in the teaching and learning process (Hutchinson & Waters, 1987:107)

b. The Principle of Material Development

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the like hood of intake. In other words the supplying of information about and/ or experience of the language in ways designed to promote language learning.

About the form of the material, Tomlinson also states that a material developer might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input they do so in principled ways related to what they know about how language can be effectively learned.

c. Characteristics of Good Materials

There are twelve characteristics stated by Tomlinson (1998: 7-21). First, materials should achieve impact. Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest, and attention are attracted. Second, materials should help learners to feel at ease. Materials can help learners to feel at ease in a number of ways, for example: materials with lots of white page are better than materials with lots of different activities crammed together on the same page, materials with text and illustrations that they can relate to their own culture are better than those which are culturally exotic, and the materials which are obviously trying to help them to learn are better than those which are always testing them.

The third characteristic of good materials is material should help learners to develop confidence. It is the same as what Dulay, Burt and Krashen (1982) state that the relaxed and self-confident learners learn faster. Fourth, materials should require and facilitate learner self-investment. It would seem that learners profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with them with choices of focus and activity, by giving them topic control and by engaging them in learner-centred discovery activities.

Fifth, materials should expose the learners to language in authentic use. Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. Sixth, materials should provide the learners with opportunities to use the target

language to achieve communicative purposes. Using language for communication involves attempts to achieve a purpose in a situation i which the content, strategies and expression of the interaction are determined by the learners. Such attempts can enable the learners to check the effectiveness of their internal hypotheses. Seventh, materials should take into account that the positive effects of instruction are usually delayed. Eighth, materials should take into account that learners differ in learning styles. Different learners have different preferred learning styles so that the activities should be variable and should cater for all learning style.

Ninth, materials should take into account that learners differ in affective attitudes. Each class of learners using the same materials will differ from each other in terms of long- and short-term motivation and feelings and attitudes about the language, their teachers, their fellow learners, and their learning materials, and of attitudes toward the language, the teacher and the materials. Tenth, materials should permit a silent period at the beginning of instruction. The silent period can facilitate the development of an effective internalised grammar which can help learners to achieve proficiency when they eventually start to speak. Eleventh, materials should not rely too much on controlled practice. Automaticity is achieved through practice but provide no evidence to support her claim (Bialystok, 1988), and finally, materials should provide opportunities for outcome feedback. Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input.

d. Steps of Designing Materials

Tomlinson (1998: 247) proposes some steps in designing materials that is called the linear model X. The linear model X is presented in the following figure:

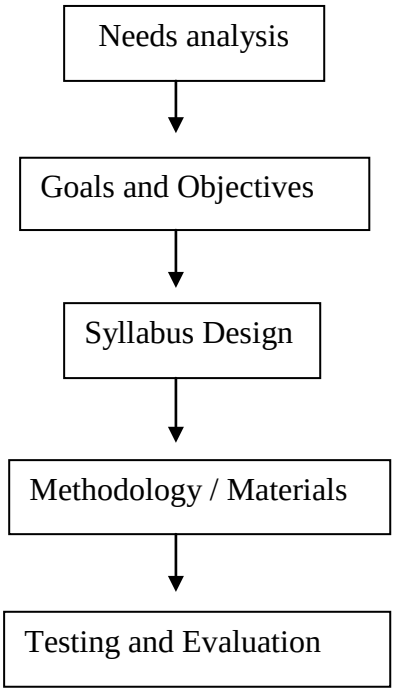

Figure 2.1 Model X, Course Design Procedures by Tomlinson

In designing the materials, the researcher should make a need analysis. It can be by an interview or using the questionnaire. From the needs analysis the researcher can also find the goal and objectives of the learners in learning the language. Then the material which are designed should be based on the learners' goals and objectives. After knowing the needs ang the objectives of the learners, the next step to do is the syllabus design. The next step is designing the materials based on the syllbus. The materials should have the appropriate topics based on the learners' needs. When the materials is designed it should be tried-out the the

learners and in the end there should be an evaluation to find out whether the materials can help the learners in improving the skills in English.

e. Material Design Model

Materials are realized in the form of tasks. Nunan (2004: 4) defines as 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 the intention is to convey meaning rather than to manipulate form.

Further, Nunan (2004: 41) presents the simple model of an effective task in a diagram below:

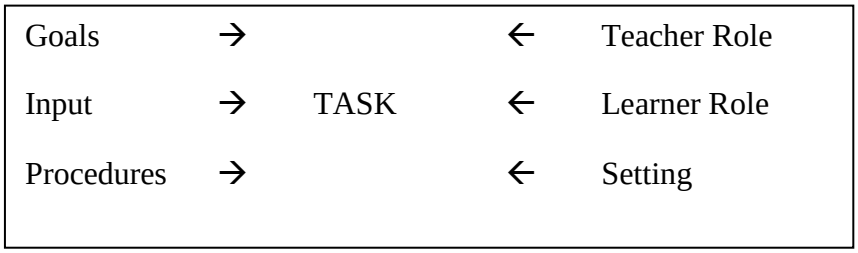

Figure 2.2. Material Design Model by Nunan

As presented in the diagram, there are six components of task. They are goals, input, procedures, teacher role, learner role and settings.

1) Goals

Goals are general intention of any learning task. They provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behaviour. Goal may not be explicitly stated but they can be inferred from the task itself. In addition, there is not always a simple one-

to-one relation between goals and tasks. In some cases a complex task such as a simulation with several steps and subtasks may have more than one underlying goals.

Futher, Nunan (2004: 44) notes that the most useful goal statements are those that relate to the students not teacher, and those that can be expressed through observable performance.

2) Input

Input refers to the spoken, written and visual data that learners deal with in complementing task. The input can be provided by a teacher, a textbook or some other sources. Even it can be provided by the learner themselves. As stated by Hover (1986) in Nunan (2004:48), input may come from a wide range of sources such as letters (formal and informal), newspaper extracts, picture stories, business cards, memo note, photographs, brochures, drawing, bus timetable, etc.

3) Activities

Activities or procedures are described by Nunan (2004: 52) as what learners will actually do with the input that forms the point of departure for the learning task. Nunan (2004: 57) also elaborates task types into three as follows:

a. Information Gap Activity, this is the activity involves a transfer or given information from one person to another, calling for the decoding or encoding of information into language.
b. Reasoning Gap Activity, this activity involves deriving some new information from given information through inference process, deduction, practical reasoning, or a perception of relationship or pattern.

c. Opinion Gap Activity, this activity involves indentifying and articulating a personal reference, feeling, or attitude in responding to a given situation.

Futhermore, Pattinson in Nunan (2004: 57) proposes seven types of task and activity. They are: questions and answers, dialogues and role plays, matching activities, communication strategies, picture and picture stories, puzzles and problems, and the last is discussions and decisions.

In relation to the activities, Nunan (2004: 53) notes that task can be analysed through the extent how they require the learners in the classroom to practice communicative behaviours that they might use in communicative interaction outside the classroom. Therefore, a role play might be one of the examples of effective activities since it gives the students opportunity to use the language that might be used outside the classroom.

4) Teacher Role and Learner Role

Nunan (2004: 64) defines role as the part that learners and teachers are expected to play in doing learning task as well as the social and interpersonal relationship between the participants. Breen and Candlin as stated in Nunan (2004: 67) purpose three main roles of a teacher in communicative classroom. They are as facilitator of the communicative process, as a participant and as an observer and learner.

Meanwhile learners' role depends on the approach used in teaching and learning process in the classroom. For example, in communicative approach the learners have active, negotiate roles and should contribute as well as receive. Based on Nunan (2004: 65), there are some categories of learner roles as follows:

a) Learner is a passive recipient of outside stimuli.
b) Learner is an interactor and negotiator who is capable of giving as well as thinking.
c) Learner is a listener and performer who has little control over the content of learning.
d) Learner is involved in a process of personal growth.
e) Learner is involved in a social activities, and the social and interpersonal roles of the learner cannot be divorced from psychological learning process.
f) Learner must take responsibility for his or her own learning, developing autonomy skills in learning how to learn.

The teacher's role and learners cannot be separated. When the learners play a certain role, the teacher should take another role that support the learners' role.

5) Setting

The last component of task is setting. Setting refers to the classroom arrangement specified or implied in the task and it also requires consideration of whether the task is to carried but wholly or partly, inside or outside the classroom (Nunan, 2004: 70)

f. Material Evaluation

Tomlinson (1998: 3) defines materials evaluation as attempt to measure the value of materials. The evaluation consists of attempts to predict whether the students will be able to use the materials without many difficulties and will enjoy doing the activities or not. In addition, Hutchinson and Waters (1987: 96) note

that evaluation is a matter of judging the appropriateness of something for a specific purpose. Further, they argue that the decisions finally made based on the evaluation are to make all the important variables better.

In relation to the materials evaluation, Tomlinson (1998: 3) states that the valuable material should be potentially useful to the learners and that the learning procedures should maximise the likelihood of the learners actually learning what they want and need to learn.

1) Roles of Materials Evaluation

The developed materials should be evaluated to know how well the materials are compatible with the criteria of good materials. Materials evaluation, referring to Tomlinson and Masuhara (2004), involves measuring the value (or potential value) of a set of learning materials by making judgements about the effect of the materials on the people using them.

According to Tomlinson and Masuhara (2004), materials evaluation is used to measure some aspects. They are the attractiveness of the materials, the validity of the materials, the potential learning value of the materials, and the flexibility of the materials. The materials evaluated must be revised if they have not met the specified criteria of good materials.

2) Types of Evaluation

There are three types of Materials evaluation based on Tomlinson and Masuhara (2004). They are pre-use evaluation, whilst-use evaluation, and post-use evaluation that are described as follows.

a) Pre-Use Evaluation

According to Tomlinson and Masuhara (2004), the pre-use evaluation involves making prediction about the potential value of materials for their users. However, it is often impressionistic, subjective, and unreliable. The pre-use evaluation can be done by observing the materials before they are used.

b) Whilst-Use Evaluation

The whilst-use evaluation is more objective and reliable. Tomlinson and Masuhara (2004) state that the whilst-use evaluation involves measuring the value of materials while using them or while observing them being used. They also list some criteria to evaluate the materials. They are the clarity of the instructions, the clarity of the layout, and the comprehensibility of the texts, the achievability of the tasks, the flexibility of the materials, the appeal of the materials, and the motivating power of the materials.

c) Post-Use evaluation

The post-use evaluation can measure the actual effects of the materials on the users. It can measure such short term effects as motivation, impact, achievability, instant learning, and such long term effects as durable learning and application. It can answer questions such as (1) what learners know which they did not know before atarting to use the materials, (2) what the learners still do not know despite using the materials, (3) what the learners can do which they could not before starting to use the materials, (4) what the learners still cannot do despite using the materials, and (5) to what extent the materials have prepared the learners for their post-course use of the target language.

3) Framework for Materials Evaluation

Robinett in Brown (2001) describes criteria for textbook evaluation. There are 12 aspects used to evaluate a textbook. All of them are describes as follows.

a) A textbook must accomplish the goals of the course. It must be able to help the learners to teach the targeted objectives.
b) A textbook must fit the students' background. It must be suitable with the student's age, native language and culture, educational background, and motivation or purpose for learning English.
c) A textbook must reflect theoretical approaches. It should reflect the theories of language.
d) A textbook teaches the four language skills. It should emphasize on listening, speaking, reading, and writing which the curriculum also emphasized. The skills must be balance.
e) A textbook must reflect what is now known as language and language learning. It includes the validity of the textbook, the authenticity of the language, the appropriateness and currency of the topics, the situations and contexts, and the students' proficiency levels.
f) A textbook must contain quality of practice materials. it must have various exercise from guided to free, clarity of directions, active participants of the students, grammatical and other linguistic explanation, and review materials.
g) A textbook is sequenced. It can be by grammatical structure, by skills, by situations, or by some combinations.

h) A textbook pays attention to the word and the word study. It provides a list of words and strategies for word analysis.

i) A textbook should provide general sociolinguistic factors. A textbook must provide information on variety of language and cultural contents.

j) A textbook must have attractive, usable, and durable layout. It includes the clarity of typesetting, use of special notation (phonetic symbols, stress/intonation marking, etc.), quality and clarity of illustrations, size of the book and binding, table of contents, and chapter headings.

k) A textbook must have accompanying materials. It can be in the forms of workbooks, tapes-audio and/or video, posters, flash cards, etc.

l) A textbook must provide a useful teacher's guide. It must guide the teacher in the teaching and learning process.

7. Individual Learning

The tour guides need the learning modules because they work in different time. It makes it impossible to collect them in the same class to learn English. They also has the different level of Englih proficiency, that is why they will learn the modules in the different way and the different speed.

Saltzberg and Polyson (1995) state that individual learning is an instructional model that allows instructor, students, and content to be located in different, noncentralized locations so that instruction and learning occur independent of time and place. That statement is appropriate for the tour guides in Viavia travel agent because they do not need conduct a class to learn the modules. They can do it everywhere they are.

Dixon (1999) also explain that individual learning is the process whereby knowledge is created through the transformation of experience. This showing that individual learning is dependent on one's experience as well as the knowledge of others. When a person is learning individually they take all the information they already have and connect it to what they are experiencing at that moment in time to form new knowledge. Riki Goldman-Segall (1992) also states that knowledge are deconstructions, reconstructions and co-constructions that emerge as a result of the interaction between what is already known and what is yet to be known again, in a new form.

The individual learning has many positive effects as well. The positive effects are:

a) Good for introverts and shy learners
b) Builds self-confidence
c) Safe, free from peer pressure
d) Intrinsic motivation:
e) Challenged by competing with oneself (doing better next time)
f) Curiosity (can explore new interesting facts without justifying it to the group)
g) Control (use own time and sequence, do not need to report to others)
h) Fantasy (allowing oneself to daydream on certain aspects of the work)
i) Develops self-discipline
j) Can accommodate own learning style, cognitive style and learning approach
k) Can work on own time and at own pace

l) Practice skill as often as you wish, to master it.

m) Develops personal gratification

n) Opportunity for authentic learning to take place based on the individual learning style

8. Module

a. Definition of Module

In the limitation of the problem, the researcher chooses module as the material for the guides in Viavia travel agent**.** Winkel (1999: 422) defines a module as the smallest learning program which is learned by the learners individually or taught by the learner to himself/ herself (self-instructional), after the learner finishes one unit, he / she then moves to the next unit. A module is the smallest which outlines the general instructional purpose supported by the specific instructional purpose that must be achieved, learning units, teachers' role, media as well as sources, learning activities in sequences, assessment, evaluation and instrument of evaluation, and feedback to the learner.

In addition, Fredpercival in Hamalik (2001: 205) suggests that module is:

1) an organized collection of learning experiences assembled in order to achieve a specified group of related objectives;
2) a self-contained section of a course or programme of instruction

In short, a module is a kind of self-learning materials consisting of a set of learning experiences which is planned and designed systematically to assist the learner in achieving the learning purpose.

b. Characteristic of a Learning Module

Amri (2010) states that learning activities which use a module will have some characteristics, such as:

1) every module must give a clear information of implementation about what learners should do, how to prepare learning and what learners try to use.
2) module is individual learning that tries to make learners join the teaching learning activity. Every module must be:
   a) trying to make a learner in improving his study based on his ability.
   b) trying to make a learner to classify his study ability or competence gained.
   (c) trying to focus a learner to specify the study purpose.
3) study exposure nature module is prepared to help learners to gain the effective learning purpose. Besides, it helps learners to study not only reading, listening but also studying more subjects in the teaching learning process. Module gives a chance to play, experimentation and have discussions.
4) Learning materials make the learner knows when he/she starts and finish a module. Besides, it does not make some questions about what should he/she do or study.
5) Each module has learners' purpose to achieve.

Generally, a module has some components such as learners' activity sheet, work sheet, key work sheet, question sheet, answer sheet, key answer. The components of the module format are follows:

1) Introduction contains general descriptions such as material, information, knowledge, ability and attitude to study the module.

2) Learning purpose contains specifically learning purpose that must be mastered by the learners after learning the module. This phase describes about the terminal purposes in the final purpose and the conditions to achieve the purpose.
3) The first test is used to classify learners' position and to know the first ability, to know where he/she must leaned, to know she/he need in learning module.
4) Learning exposure contains material explanation of each purpose in learning.
5) Source study contains learning sources that can be searched and used by learners.
6) Final test contains an instrument which is used as the first test. It focuses on the terminal purpose in each module.

Each unit has opening activities, opportunities to learn, practice activities, and closing activities. Each module also includes a closing, evaluation, and other resources for the collaborative learning team CLT.

c. Components of a Learning Module

Santyasa also suggest that a module consists of some components as follows:

1) Specific Instructional Purpose

It proposes the purposes expected to be achieved in the end of the learning units.

2) Tutor's guideline

It contains the guideline for tutors in order to have an efficient teaching (Suryosubroto, 1983: 22). It comprises the explanation of various activities that

will be implemented in the classroom, time allocation to learn the module, learning media that are used, the procedure of evaluation and the instruments of the evaluation (Sumaatmaja, 1984: 173)

3) Learning activities

Learning activities are arranged in the form of:

a. Students' Activity Sheet

It contains the learning material that must be mastered by the learner. The material arrangement is based on the specific instructional purposes which are previously formulated and arranged systemtically, step by step, to ease the learner in studying it. In short, students' activity sheet contains topic, activities, and time allocation.

b. Students' Work Sheet

The students' work sheet is used to answer the test, task, or problem must be solved (Suryosubroto, 1982: 23)

4) Answer Key

The learner can evaluate or correct her/himself using the answer key. Whenever the learner makes mistakes he/she can review his/her works (Suryosubroto, 1983: 23). Therefore, a module is always accompanied by its answer key.

5) Test sheet

A space to do the tasks given in the modules.

B. Conceptual Framework

Designing materials must be based on some related literatures and the learners' needs. There are some aspects that influence why a set of materials is designed.

In this case, the tour guides in Viavia travel agent need the specific English knowledge, it is the English for Hidden Temples tour guides. While they are around 19 – 40 years old. It means that they are included to the Adult learners which need a special learning characteristics.

In Learning English for Hidden Temples tour guides, the researcher will design an English materiasl since this research is the research and development research. In designing the materials for tour guides, the researcher should conduct the needs analysis to know the target needs and the learning needs of the guides. Since the materials will be closely related to the tour guides' real work life, is is called English for specific purposes (ESP).

The materials for the guides in Viavia travel agency is developed by using the Communicative Language Teaching (CLT) approach due to this approach is considered as the most appropriate approach to improve the communication skills of the guides as the subject of the study.

Since the tour guides in Viavia travel are the freelance and they do not stay in the office in the same time, it is difficult to gather them all to conduct a class. It is the reason why they need to learn the Individually, and for this reason the materials designed for them is in the form of modules.

The components of module are systematically organized around a well-defined topic, which contains the elements of instruction-specific objectives, teaching-learning activities and evaluation using criterion-referenced measures. The criteria of a good module should have introduction or instruction for the guides and also has learning activity. The content should be based on the guides' needs and can give clear information of implementation about what guides should do. Then, the learning activities between the theory and practice are balanced. The guides can understand the theory and practice instruction and it will measure their English understanding.

. To develop the module, this research has many steps; they are conducting needs analysis, writing course grid and writing the first draft of module, getting expert validation, wring the second draft, trying out the module, and writing the first draft of module. To gather information about the learners' needs, Hutcinson and Waters (1987:58) suggest a number of ways that are most frequently used, namely questionnaire; interviews, observations, data collection e.g gathering texts informal consultations with sponsor, learners and others. In this research, researcher will use questionnaire that is purposed for the guides in Viavia travel agency. The observation is done in the early stage. The researcher collected the information about the lack of materials; therefore the researcher tries to design the effective English module for them.

CHAPTER III

RESEARCH METHOD

The theories relevant to this study which mainly aimed at developing learning materials for guide in Viavia travel agency had been reviewed. This chapter subsequently will emphasize on the research methodology comprising the type of the study, the setting, the population and sample, the research procedure, the data collection technique, the research instruments, and the data analysis technique.

A. Type of the Research

As the aim of this study is to develop learning materials, this research study is classified into Educational Research and Development. Educational Research and Development (R & D) is a process used to develop and validate educational products. The term of 'product' includes not only material objects, such as textbooks, instructional films, and so forth, but it is also intended to refer to establish procedures and processes such as method of teaching or method for organizing instruction. It is important to analyze the need and validate the effectiveness of product in order to produce the product that can give good contribution in educational field (Borg & Gall, 1983: 772)

Furthermore, Gay (1987 :8) states that the major purpose of R & D is not to formulate or to test theory but to develop effective product for being used in educational programs. Products which are produced by R & D efforts include teachers' training materials, learning materials, sets of behavioural objectives, media, materials, management system, etc. Products are also tested and revised

until a specific level of effectiveness is achieved. R & D consist of a cycle in which a version of the products is developed, field-tested and revised on the basis of field-tested data (Borg & Gall, 1983: 771)

B. Setting of the Research

The research was conducted in the main office of Viavia travel agency in Prawirotaman street No.30 Yogyakarta. The research was conducted from the 7th of November 2012 – 20th of November 2012.

This travel agent is a part of Viavia Company which serves the guests in six kinds of services, those are: travel agency, restaurant, bakery, shop, yoga and guesthouse. Those services, except the guesthouse, are located in the main building while the Viavia guesthouse is located 200 meters from the main building.

C. Population and Sample of the Research

Population according to Gay (1987: 102) is the group of interest to the researcher, the group to which he or she would like to result of the study to be generalizable. While, sample is a number of individuals for a study in such a way that individuals represent the larger group from which they are selected.

In this study, the researcher involved the active freelance guides in Viavia travel agent which consist of 10 guides. Most of the guides were undergraduates students from many different study background, and the others were those who had graduated from the university. Finally there were 10 guides as the sample in this research.

D. Instrument of the Research

There were two methods of collecting the data for the purpose of this research study namely questionnaires and interviews. Instruments used to collect the data were questionnaires and interview guides.

Two different questionnaires were distributed in two different times. The first was needs analysis questionnaires which were distributed in the needs analysis process, before the materials were designed. By the end of the implementation of each unit, another different questionnaire, the empirical evaluations questionnaires, were distributed to obtain data of the effectiveness of the materials.

The Needs Analysis Questionnaire was distributed to obtain the data regarding the learners' and learning needs in the need analysis stage. Table 3.1 presents the organization of the Needs Analysis Questionnaire.

Table 3.1. The organization and the content coverage of the Needs Analysis questionnaire.

No	Criteria of the Question	The Purpose of the Questions	Item Number
1.	Goal	To identify the materials that students need	(In the interview)
2.	Input	To identify the information about kinds of input that students want or need.	1, 2, 3, 4, 5
3.	Activities	To identify the information about the students' preference of learning activities	6, 7, 8, 9, 10, 11, 12.
4.	Evaluation	To identify the students preference in doing the evaluation	13, 14

Another questionnaire is distributed after the implementation. It obtained data and information about the learners' agreement of the task sequence and the effectiveness of the product being designed. It can be seen in table 3.2.

Table 3.2. The organization and the content coverage of the Empirical Evaluation Questionnaire.

NO.	The Purpose of Questions	Item Number
1.	To identify the relevance of the goal of the materials	1, 2, 3, 4,5, 6, 9.
2.	To identify the effectiveness the activities and their relationship toward the learners' need in doing the tasks in the designed materials	10, 11, 12, 13, 14.
3.	To identify the effectiveness the input on the materials	7, 8, 17.
4.	To identify the tour guides' interest to the lay out of the materials	15, 16,18 19.

Besides distributing questionnaires and doing observations, the researcher also conducted interviews with some tour guuides by the end of the implementation of the module.

E. Data Analysis Technique

The data which was collected in three ways: questionnaire, interview, and observation are needed to be analyzed to get the result and conclusions of the research. The data analysis refers to sifting, organizing, summarizing, and synthesizing the data (Seliger and Shohamy, 1989: 201). There were two kinds of data obtained namely qualitative and quantitative data. The qualitative data was obtained from the interviews and observation-based field notes. The interviews were recorded and then transcribed. As the result, there were feedback, opinion and/or suggestions from the students in the interview used to improve the English materials. Furthermore, the result of the observation was written as field notes.

Furthermore, there were also quantitative data from the Empirical Evaluation Questionnaire. Descriptive statistics was used to analyze these data. A scale was used to find the agreement toward the effectiveness of the design materials. It was analyzed by using *Likert Scale*, each indication of the responses to the statement was measured by score. There were 5 points for *Strongly Agree*, 4 points for *Agree*, 3 points for *Undecided*, 2 points for *Disagree*, and 1 pont for *Strongly Disagree*. Then to analyze the data, the researcher used *Central Tendency Measures*. Selinger and Shohamy (1989: 221) state that *Central Tendency Measure* provides information about the average and the typical behaviour of the subjects on respect of a specific phenomenon. The *Central Tendency Measures* used in the research is only *Mean*. The value of each mean in each component of task indicated the effectiveness of the task in the designed materials.

This statistics data of the Empirical Evaluation Questionnaire was based on *Quantitative Data Conversion* proposed by Sudjiono (2003: 335). It can be looked up in the following table whether the result of the mean value was effective or less effective.

Table 3.3. Quantitative Data Conversion

Scale	Category	Interval of Mean Value	
		Formula	Computation
5	Very Good	$Xi > Xi + (1.8 \times Si)$	$X > 4.2$
4	Good	$Xi + (0.6 \times Si) < X \leq Xi + (1.8 \times Si)$	$3.4 < X \leq 4.2$
3	Fair	$Xi - (0.6 \times Si) < X \leq Xi + (0.6 \times Si)$	$2.6 \leq X \leq 3.4$
2	Poor	$Xi - (0.6 \times Si) < X \leq Xi - (0.6 \times Si)$	$1.8 < X \leq 2.6$
1	Very Poor	$X > Xi - (1.8 \times Si)$	$X \leq 1.8$

F. Procedures of the Research

As this research study was categorized into R & D, the research procedure followed the R & D proposed by Borg and Gall (1983: 775). Some of the steps were done in simplified forms with regard to the researcher's feasibility.

The research procedures used by the researcher are as follows:

1. Conducting Needs Analysis

   In the beginning of the research, the researcher conducted needs analysis to know the tour guides' target needsand learning needs.

2. Writing the Course Grid

   After knowing the needs of the tour guides, the researcher wrote the course grid of the modules.

3. Designing the First Draft Materials

   The resercher designed the modules based on the course grid which had been writen according to the tour guides' needs.

4. Expert Judgement

   In this step, the modules was checked by the expert. Then the researcher revised the modules based on the expert's suggestion.

5. Implementing the Second Draft

   After being revised by the expert judgement, it was called the second draft. The second draft of the modules were given to the tour guides to be tried-out.

6. Evaluating and Revising the Second Draft

   The modules had some revisions based on the tour guides' suggestion. The researcher revised the modules.

7. Writing the Final Draft of the Materials

   The modules that had been revised based on the tour guides' suggestion was called the final draft.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research which was conducted from November 19th, 2012 to December 1st, 2012. Following the research procedures, the findings cover the needs analysis results, course grid, the designed materials, the evaluation of the designed materials, and the final draft of the designed materials. Those will be described, analyzed and discussed as follows.

A. Research Findings

1. The Results of the Needs Analysis

There are 37 tour guides in Viavia travel, but most of them are freelance guides. There are only 5 who are not freelance. The results of needs analysis are divided into two parts, the target needs and the learning needs. The data from the questionnaire and interview can be seen below.

1) Target Needs

The tour guides have the certain things that they need to do in conducting the Hidden Temples Tour. It includes to use English well in greeting the tourist, in telling the story about the temples, in explaining the events related to the temples. But in fact most of them cannot do those things very well because of the problem in their English ability. They sometimes cannot find the right term to express a specific thing related to the guiding content. So, they want to know more about the vocabulary and expressions which are commonly used in guiding and how to

use them correctly. This is the interview transcript about the tour guides' target needs.

R : *mbak, kalau mau ngetrip ke candi sebenernya mbak harus melakukan apa aja?*
(what must you do in conducting a tour?)

TG : *Kalau harusnya sih bisa jelasin tentang sejarahnya, tokoh-tokohnya sama kejadian-kejadian terkait mbak..*
(I should be able to explain about the history, the characters in the temples and the related event that happen recently)

R : *Oh gitu.. terus untuk bahasa Inggris nya sendiri, harusnya mbak bisa berbahasa Inggris yang semacam apa mbak?*
(I see, then what kind of language fuction that you should mastery?

TG : *Ya harusnya saya bisa pake tenses bener mbak, kaya kalo cerita tentang sejarah ya harus pake past tense, dll.. terus juga harus bisa pake istilah-istilah spesifik untuk jelasih tentang hal-hal terkait ma candi.*
(I should mastery the tenses to tell the story correctly and also I should be able to use the specific terms to explain the guiding content.)

R :Oh gitu.. terus apa lagi mbak?
(I see.. What else do you need to do?)

TG : *Hmm, harusnya kita juga bisa pakai kata-kata dan ekspresi yang lazim dipakai mbak, buar lebih natural.*
(We should use the commonly usec expressions and diction to make the natural English conversation)

R : *Oh ya.. Menurut mbak, mbak sudah bisa melakukan itu beum?*
(and do you think you can do it or not?

TG : *Sebagian ada yang sudah bisa, tapi banyak juga yang belum bisa. Apalagi untuk spontan pakai ekspresi-ekspresi yang natural di Bahasa Inggris mbak.*
(I can do some, but there are still many things I cannot do. Especiallyto use the natural English expressions.)

R :*Terus kalo ada tambahan-tambahan yang mbak inginkan, mbak pengen belajar yang kaya apa biar bisa lebih bagus waktu guiding?*
(Then what is the additional information that you want to know about the English skills?)

TG : *hmm.. diajarin cara ngelafalin yang bener mungkin mbak, hehe.. biar keren ngomong bahasa inggrisnya.*
(I think the pronunciation, to make me speak more natural in English.)

R : *Oh gitu.. oke mbak... makasih yaa..* (I see, thank you.)

Source: Appendix / Int. I. Target Needs. 250412

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2) Learning Needs

Beside the target needs, the tour guides also have the learning needs. It is related to what they need to do in order to learn and to be able to reach the target needs.

There were fourteen questions that are related to some elements such as the input, activities of each skill and evaluation. The researcher developed some questions for each element. The description of the results table of needs analysis could be looked up in the following description.

The first element was about the input of the materials. It was related to the materials in general, the source of the texts input and their length and also about the topic.

The result of the questionnaire was the guides needed the materials that contain many words related to the Hidden Temples Tour. The guides needed the materials that contain the articles from the internet, magazine, etc which were supported by pictures. For the listening input, they wanted the text consist of around 2-3 minutes long. Then for the reading skill input, they wanted the text consist of about 200 words, so it would not be too long for them. Then, there are some topic related to the Hidden Temple Tour that the researcher offered. The guides wanted to have a module about the history of the temples, the characters in the temples and about the opening and also the closing of the tour.

Table 4.1. The Need Analysis Results : Input

No	Statement	Percentage
1.	What kind of English materials do you need?	
	a. The materials which provide the vocabulary related to *hidden temples tour*.	100 %
	b. The materials which provide the grammar used in in guiding.	90 %
	c. The materials which provide the phonetic transcriptions of the new vocabulary.	70 %
	d. The materials which provide the chances to communicate both formally and informally related to the tour.	50 %
	e. The materials which provide the texts (monologues and dialogues), and non-text materials (pictures, graphics, etc) as the additional instrument to improve the English skills.	20 %
	f. Others.....	0 %
2.	What kind of input do you like? ***[Input]***	
	a. Articles from magazines, internet, etc.	90 %
	b. Pictures	80 %
	c. The transcript from listening session	70 %
	d. Dialogues	70 %
	e. English grammar	50 %
	f. Phonetic transcription	50 %
	g. Map	40 %
	h. Advertisement	0 %
	i. Graphic or table	0 %
	j. Others	0 %
3.	How long is the duration for the listening activity do you want?	
	a. 2-3 minutes	60 %
	b. < 2 minutes	30 %
	c. 3-4 minutes	10 %
	d. > 4 minutes	0 %
	e. Others	0%
4.	How long is the reading text input do you want?	
	a. < 200 words	50 %
	b. 200 – 300 words	30 %
	c. 300 – 400 words	20 %
	d. > 400 words	0 %
	e. Others	0 %
5	What kind of topic do you want for the learning module? (**topic**) ?	

	a. The history of the visited temples	100 %
	b. The characters in the temples	80 %
	c. The opening and the closing of the tour	50 %
	d. The tour planning	40 %
	e. The location of the visited temples	40 %
	f. The Javanese method	20 %
	g. Others	0 %

The second element was the activities. The activities were related to the activities in the listening, speaking, reading and writing skills, and also in pronunciation and vocabulary enrichment. To improve the listening skill, the guides wanted to do the activities by listening to a text then answer the questions about the text or find the information in the text. To improve the speaking skill the guides wanted to have activities like telling a story or describing the characters related to the Hidden Temple Tour. To improve the writing skill the guides wanted to paraphrase a text and fill the blank space in the text. Then to improve the reading skill the guides wanted to read a text then make a conclusion or paraphrase and answer the questions about the text.

Table 4.2. The Needs Analysis Results: Activities 1

No	Statements	Percentage
6.	What kind of activities do you want to help you in improving the listening skills? [**Activities**]	
	a. Listen to the dialogue and answer the questions	90 %
	b. Find information from the short dialogue.	70 %
	c. Listen to a text and take the idea of the text.	70 %
	d. Give a respond to the question by using the appropriate expressions.	30 %
	e. Listen to a text and complete the blank	20 %
	f. Listen to a text and choose the correct answer from the picture.	20 %
	g. Others	0 %
7.	What kind of activity do you want to help you in	

	improving the speaking skills? (**speaking**)	
	a. Tell a story orally in English.	100 %
	b. Describing a thing orally.	80 %
	c. Tell about the chronology of a story.	60 %
	d. Describing a process of something.	0 %
	e. Make a dialogue or monologue orally.	0%
	f. Others	0%
8.	What kind of activity do you want to help you in improving the reading skills? (**reading**)	
	a. Read a text and identify the main idea of the text.	80 %
	b. Read a short text about the Hidden Temple Tours and make a conclusion.	80 %
	c. Read a text and answer the following questions.	60 %
	d. Read a text and find the certain information	50 %
	e. Find the synonym of words in a text.	30 %
	f. Others	0 %
9.	What kind of activities do you want to help you in improving the writing skills? (**writing)**	
	a. Make a paraphrase of a text.	100 %
	b. Fill the blank space in a text.	50 %
	c. Arrange the sentences to be a new text.	40 %
	d. others	0 %

Beside the four skills, the activities also improve the vocabulary, pronunciation, and the tenses. To improve the vocabulary, the guides needed the activities like matching the words, and find the meaning through synonym and antonym. To improve the pronunciation the tour guides needed the activities which ask them to pronounce the words correctly. The tour guides also needed an activity related to the grammar to improve the accuracy of the grammar used.

Table 4.3. The Needs Analysis Result: Activities 2

No	Statements	Percentages
10.	What kind of activities do you want to help you in improving the vocabulary? **(vocabulary**)	
	a. Match the words	70 %
	b. Fill the blank spaces with the available words.	60 %
	c. Find the synonym and the antonym of a word.	60 %
	d. Group the words based on the type.	30 %
	e. Others	0 %
11.	What kind of activities do you want to help you in improving the pronunciation? (**pronunciation**)	
	a. Identify the pronunciation of a word.	60 %
	b. Pronounce the English words in the correct pronunciation	50%
	c. Pronounce the words, phrases, and sentences in English correctly	40 %
	d. Emphasize the stressing in pronouncing the words because it will change the meaning	30 %
	e. Others	0 %
12.	What kind of activities do you want in the grammar tasks?	
	a. Speaking and writing practice with the correct grammar.	100%
	b. Do the exercises related to the grammar.	80 %
	c. Memorizing the grammar to say the sentences in daily activity. (**tenses**)	20 %
	d. Memorizing the grammar formulae in constructing sentences.	0 %
	e. Others	0 %

There will be an evaluation in the end of each unit in the module. Based on the needs analysis result, the tour guides needed less than 10 tasks of evaluation for each unit. The task they needed were more about the reading and writing tasks.

Table 4.4. The Needs Analysis Result: Evaluation

No	Statements	Percentage
13.	How many tasks in each unit do you want? **[Evaluation]**	
	a. < 10	80 %
	b. 10-15	20 %
	c. 15-18	0 %
	d. > 18	0 %
	e. Others	0 %
14.	What kind of tasks do you want in the evaluation session?	
	a. Answer the questions for the reading tasks.	80 %
	b. Develop the paragraphs based on certain topic for writing tasks.	80 %
	c. Vocabulary test for writing tasks.	70 %
	d. Make the dialogues based on the topic.	70 %
	e. Answer the questions for the listening tasks.	50 %
	f. Multiple choices for reading tasks.	40 %
	g. Multiple choices for listening tasks.	20 %
	h. True / False task for listening tasks.	20 %
	i. Rearrange the words or sentences for the writing tasks.	0 %
	j. Information gap activity for the reading tasks.	0 %
	k. Write an essay for the writing tasks.	0 %
	l. Others	0 %

2. Course Grid

Course grid was designed based on the results of needs survey. It was used for guiding the materials development. There were some elements of the course grid. They were the standard of competence, the basic competence, the title, the theme, the language functions, the grammar focus, the input and the activity.

The first was the standard of competence; it was obtained from the need analysis about the competence that should be mastered by the guides. The second was the basic competence. It was the list of details of the competences that should be mastered by the guides. The third was the title. It was designed by the researcher based on the theme. The fourth was the theme. It was obtained from the

need analysis result. The fifth was the language functions. It was the language functions which are needed by the guides and it was matched with the themes. The sixth was the grammar focus. It was the grammar points that are need to reach the basic competences based on the themes. The seventh was the input. It was made by the researcher based on the theme and the situations in it and it were also based on the need analysis result. The last one was the activity. It was arranged based on the guides' needs on the need analysis result. The detail of the course grid can be seen in the appendix 3 on page 92.

3. Material Design

There were three units in the English learning module. Every unit of materials had each topic about the Hidden Temples Tour with many tasks in four skills (listening, speaking, reading, and writing). In each unit, the guides can learn about the language functions which are closely related to the tour and commonly used in guiding.

The first draft of the developed module was constructed using the collected information in the questionnaire and interviews in the early stage of this study and needs assessment result. First draft has three lesson units. The topic of each unit is based on the guides' needs at the first questionnaire data. Each task of the unit focuses on the drivers' need in communicating with tourists.

a. The Description of Unit 1

The title of unit one was ***Hello, I Will Be Your Guide Today!*** This unit had 10 tasks. The description of each task is presented in the following table:

Table 4.5. Description of the tasks developed in the First Draft: Unit 1

Tasks	Instructions and Descriptions	Functions
Task 1	1. Do you do the Hidden Temples Tour often? 2. What do you do to begin the tour? 3. What do you say when you greet the guests? 4. What are the things to do and the things not to do during the tour?	Starter: knowing the tour guides' previous knowledge
Task 2	Listen carefully to the dialogs between the guide and the guest then choose the correct answer by crossing the letter A, B, or C	Input to give the role model when the guide starts the tour.
Task 3	Study the dialog in the task 2 and pay attention on the expressions.	Input about the common expression of greeting and introduction.
Task 4	Listen carefully to the following dialog. Complete the blank space then identify the expression of greeting, introduction, and the positive imperative and negative imperative	A task to improve the listening skills.
Task 5	Identify the expressions of greeting, introduction, and the positive and negative imperative	A task about the use of the expressions
Task 6	Work In pairs. Make a dialog with your pair by using the following situations. Use the expression of giving and asking for information in your dialog. Look at the example in number 1.	A task about the practice of using the expressions.
Task 7	Read the passage carefully and answer the questions below	To Improve the reading skill and to check the reading comprehension.
Task 8	Study the following grammar focus	Input about the future tense and the examples of the use.
Task 9	Complete the blank space in the following sentences with the words in the box to make a good future sentence	To practice in using the future tense when the guides are explaining about the tour.
Task 10	Change the words in the brackets to make a good email replay by using the future tense	To improve the writing skill using the future tense in the situation related to the tour.

b. The Description of Unit 2

The title of unit two was ***It Was In The Fourth Century!*** This unit had 10 tasks. The **description** of each task is presented in the following table:

Table 4.6.Description of the Task Developed in the First Draft: Unit 2

Task	Instructions and Descriptions	Functions
Task 1	1. What temples do you usually visit in the Hidden Temples Tour? 2. Do you tell about the history of the temples? 3. What temple is your favorite? 4. What temple is the most favorite for the tourist?	Starter: To know the guides' previous knowledge
Task 2	Listen carefully to the dialogs between the guide and the guests then choose the correct answer by crossing the letter A, B, or C.	Input to give the role model when the guide explaining the guiding content in the tour
Task 3	Study the dialog in Task 2 again, and pay attention on the tenses	Input about the future tenses.
Task 4	Listen carefully to the following dialogs. Complete the blank space then identify the expressions of asking for and giving opinion.	Input about the common expression of asking for and giving opinion.
Task 5	Work Impairs. Make a dialog with your pair by using the following situations. Use the expression of giving and asking for opinion in your dialog. Look at the example in number 1.	A task about the practice of using the expressions.
Task 6	Read the story carefully. Retell the story in your own word by orally answering the questions below as the clues.	A speaking task in explaining the story of a temple.
Task 7	Read the passage carefully and answer the questions below	A reading task to check the reading comprehension.
Task 8	Study the following grammar focus	An input about the future tense.
Task 9	Change the verbs in the brackets into the past participle to make good past sentences.	A vocabulary practice to check the grammar knowledge.
Task 10	Reorder the paragraphs in the text below to make a good travel story.	A writing task to express the idea in writing.

c. The Description of Unit 3

The title of unit three was ***His Name is Ganesh!*** This unit had 12 tasks. The description of each task is presented in the following table:

Table 4.7. Description of the Task Developed in the First Draft: Unit 3

Task	Instructions and Descriptions	Functions
Task 1	Answer the questions briefly. 1. What temples do you usually visit in the Hidden temple tour? 2. Do you find some relief in those temples? 3. Do you know the names of the characters in the reliefs? Do you know the story of the characters?	Starter: To know the guides' previous knowledge
Task 2	Listen carefully to the dialogue between the guide and the guest and choose the correct answer by crossing the letter A, B, or C.	Input to give the role model when the guide explaining the guiding content in the tour
Task 3	Study the following words and its pronunciation.	To show the phonetic transcription and the correct pronunciation of the words
Task 4	Study the dialogue in Task 2 again and Pay attention on the Noun Phrases.	Input about the noun phrase.
Task 5	Listen carefully to the following dialogues. Complete the blank space and then identify the phrases containing adjectives to describe the character's appearance and personality.	Input about the common expression of describing the appearance and personality.
Task 6	Work In pairs. Make a dialogue with your pair by using the following situations. Use the phrase to describe the person's appearance and personality.	A task about the practice of using the concept.
Task 7	Read the story carefully. Retell the story in your own word by orally answering the questions below as the clues.	A speaking describing the characters.
Task 8	Read the passage carefully and answer the questions below.	A reading task to check the reading comprehension.
Task 9	Study the following grammar focus.	An input about the noun phrase.
Task 10	Describe the characters int he picture by	A practice in using the

	using the noun phrase.	noun phrase.
Task 11	Reorder the paragraph on the text below to make a good story.	To check the reading comprehension.
Task 12	Pharaphrase the story about Shiva and his loyal Nandy with your own language. Write minimun 200 words.	A writing task to express the idea in writing.

4. Expert Judgements

After being designed, the three units then become the first draft. Before they were tried out to the guides in Viavia Travel Agent, they had to meet the qualifications of good materials from the expert judgment. In this matter, the expert judgment was from the researcher's first thesis consultant. He is eligible for being an expert on material development.

After in the expert judgement process, there were several parts which still needed to be revised. The table below presents the parts of the tasks in unit one that should be revised before the try-out was conducted.

Table 4.8 Revision on the First Draft: Unit 1

Part of the Unit	Points that should be revised	Revision
Title	The title was "Hallo I Will Be Your Guide Today!"	Hello, I Am Your Guide Today
Objectives	The objectives should be written in English	It is written in English
Task 2	There is a mistype in the instruction e.g *dialogs*, *guesta*. The options in the multiple choice questions minimum should be 4 choices.	The mistyped word is edited to be *dialogues* and *guests*. The answer options are added to be 4 options.
Let's study	It should be another task, so it should be task 3 in the module. The title "*Pronunciation Centre*" should be edited.	It becomes Task 3. The title is edited to be "*Pronunciation Corner*"
Task 3	The instruction should be clear and edited. It was "*Study the Dialog in Task 2 and Pay*	The instruction is edited to be " *Study the dialogue below and identify the*

	Attention on the Expressions"	*expressions of greeting, introduction, warning and suggestion."*
Task 4	The terms "*positive imperative*" and "*negative imperative*" should be edited. The words in the blank should be the words or sentence that contains the new expressions.	The terms are changed to be "*Warning and Suggestion*"
Task 5	The instruction should be edited. It was "*Identify the expressions of greeting, introduction, and the positive imperative and negative imperative."*	The instruction was edited to be "*Identify the expressions of greeting, introduction, warning and suggestion in the dialogue in task 5*"
Task 6	The example in task 6 should not writen as number 1. After the task 6 should be added another task to do the speaking activity.	The example was not written as number 1.
Task 8	The term "*grammar focus*" should be changed.	The term was changed to be "*grammar point*".
Task 9	The sentences in task 9 should be edited to be more relevant to the theme.	The sentences were edited.
Tak 10	The word "Change" in the instruction should be edited. There should be more tasks to improve the reading and writing skills.	The word "Change" was edited to be "Edit".
Evaluation	There should be more questions.	Some questions are added in Evaluation part.

There were also several parts which still needed to be revised in unit two. The table below presents the parts of the tasks in unit two that should be revised before the try-out was conducted.

Table 4.9. Revision of the First Draft: Unit 2

Part of the Unit	Point That Should Be Revised	Revision
Task 2	The answer choice in the multiple choice questions.	Firstly it was three choices then it was added to be four choices.
Pronunciation Centre	The term of "*Pronunciation centre*" should be edited.	The term was edited to be "*Pronunciation Corner*". It also should be a single task.
Task 3	The table of identified expressions.	The expressions were expressions of asking for opinion and giving opinion, but then it was added with the expressions of agreement and disagreement.
Task 4	The instruction was not complete. The activity of mentioning the expressions in this text should be another task.	It was added with "*and also the expressions of agreement and disagreement"*.
Task 5	The example of the task.	It should not written as number 1, but as an example.
Task 7	The instruction.	The word "*below*" should be removed.
Task 8	The term "*grammar focus*" should be edited.	The term was edited to be "*grammar point*".
Task 9	The instruction should be edited because there was a mistype and to make it clear. It was "*Change the verb in the brackets into the past participle to make good past sentences."*	The instruction was edited to be "*Change the verbs in the brackets into the past participle to make good sentences."*

There were also several parts which still needed to be revised in unit three. The table below presents the parts of the tasks in unit three that should be revised before the try-out was conducted.

Table 4.10. Revision of the First Draft: Unit 3

Part of the Unit	Point That Should Be Revised	Revision
Task 2	The answer choice in the multiple choice questions.	Firstly it was three choices then it was added to be four choices.
Pronunciation Centre	The term of "*Pronunciation centre*" should be edited.	The term was edited to be "*Pronunciation Corner*". It also should be a single task.
Task 6	The example of the task.	It should not written as number 1, but as an example.
Task 9	The term "*grammar focus*" should be edited.	The term was edited to be "*grammar point*".

After following all the suggestions from the expert, in this case, the first consultant, then the materials was approved and ready to be tried-out to the guides.

5. The Try-Out of the Materials

As stated in chapter three, the designed materials that have been developed would be tried-out. In this section, the researcher will describe the try-out process that had been done. In Viavia travel agent, the guides are freelancers, so they will not stay in the office every day. They will not work together either. That was the reason why the researcher developed a module not a course book. It will ease them to work individually and the try-out process would be easier. They do not need to attend a class that will takes more time for them.

The researcher came to Viavia travel agent three times to be able to meet the 10 subjects of the research. The researcher asked the guides to learn the module individually by following the instructions in it. The evaluation sheet, the summary and the answer key were provided in the module. The module which

were tried-out to the guides are the second draft, the module which were already revised based on the expert judgment. These are the description of each task of each unit in the second draft:

Unit 1 had 14 tasks. The title was ***Hello, I am Your Guide Today!*** The description of each task is presented in the following table:

Table 4.11. Description of the Tasks Developed in the Second Draft: Unit 1

Task	Instruction and Description	Function
Task 1	1. Do you do the Hidden Temples Tour often? 2. What do you do to begin the tour? 3. What do you say when you greet the guests? 4. What are the things to do and the things not to do during the tour?	Starter: knowing the tour guides' previous knowledge
Task 2	Listen carefully to the dialogue between the guide and the guest and then choose the correct answer by crossing the letter A, B, C or D.	Input to give the role model when the guide starts the tour.
Task 3	Study the following words and its pronunciation.	The phonetic transcription to give the correct way to pronunce a word.
Task 4	Study the dialogue below and identify the expressions of greeting, introduction, warning and suggestion.	Input about the common expression of greeting, introduction, warning and suggestion
Task 5	Listen carefully to the dialogue and complete the blank spaces and then identify the expressions of greeting, introduction, warning and suggestion.	A task to improve the listening skills.
Task 6	Identify the expressions of greeting, introduction, warning and suggestion in the dialogue in task 5.	A task about the use of the expressions
Task 7	Work in pairs. Make a dialogue with your friend based on the following situation. Use the expressions of greeting, introduction, warning and suggestion in your dialogues. Look at the example.	A task about the practice of using the expressions.
Task 8	Do the role-play with your partner. One	A task to imprive the

	of you act as the guide and the other act as the guest. Use the following situations.	speaking skills using the new expressions
Task 9	Read the passage carefully and answer the questions.	To Improve the reading skill and to check the reading comprehension
Task 10	Study the following grammar point.	Input about the future tense and the examples of the use.
Task 11	Complete the blank spaces with the words in the box to make good sentences.	To practice in using the future tense when the guides are explaining about the tour.
Task 12	Edit the words in the brackets to make a good email replay by using the future tense.	To improve the writing skill using the future tense in the situation related to the tour
Task 13	Rearrange this jumbled paragraph in a good order to be a good email.	To imrove the reading and comprehension skills
Task 14	Write an email to replay the following email.	To improve the writing skills using the new concepts and expressions.

Unit 2 has 12 units. The title is ***It Was in the Fourth Century***. The description of each task is presented in the following table:

Table 4.12. Description of Task Developed in the Second Draft: Unit 2

Task	Instruction and Description	Function
Task 1	1. What temples do you usually visit in the Hidden Temples Tour? 2. Do you tell about the history of the temples? 3. What is the most unique temple for you? 4. What temple is the most unique for the tourist?	Starter: To know the guides' previous knowledge
Task 2	Listen carefully to the dialogue between the guide and the guest and then choose the correct answer by crossing the letter A, B, C or D.	Input to give the role model when the guide explaining the guiding content in the tour
Task 3	Study the following words and its pronunciation.	To show the phonetic transcription and the

		correct pronunciation of the words
Task 4	Study the dialogue below and pay attention on the tenses.	Input about the future tenses.
Task 5	Listen carefully to the dialogue and complete the blank spaces and then identify the expressions asking and giving opinion and also agreement and disagreement.	Input about the common expression of asking for and giving opinion and also agreement and disagreement
Task 6	Identify the expressions of asking and giving opinion and also agreement and disagreement in the passage.	To check whether they can find the expressions
Task 7	Work in pairs. Make a dialogue with your friend based on the following situation. Use the expressions of asking and giving opinion and also agreement and disagreement in your dialogues. Look at the example.	A task about the practice of using the expressions
Task 8	Read the story carefully and then retell the story in your own words orally by answering the questions below as the clues.	A speaking task in explaining the story of a temple.
Task 9	Read the passage carefully and answer the questions.	A reading task to check the reading comprehension.
Task 10	Study the following grammar point.	An input about the future tense.
Task 11	Change the verbs in the brackets into the past participle to make good sentences.	A vocabulary practice to check the grammar knowledge.
Task 12	Rearrange this jumbled paragraph below to make a good travel story.	A writing task to express the idea in writing.

Unit 3 has 12 units. The title is ***His Name is Ganesh!.*** The description of each task is presented in the following table:

Table 4.13. Description of Task Developed in the Second Draft: Unit 3

Task	Instructions and Descriptions	Functions
Task 1	Answer the questions briefly. 1. What temples do you usually visit in the Hidden temple tour? 2. Do you find some relief in those	Starter: To know the guides' previous knowledge

	temples? 3. Do you know the names of the characters in the reliefs? Do you know the story of the characters?	
Task 2	Listen carefully to the dialogue between the guide and the guest and choose the correct answer by crossing the letter A, B, C or D.	Input to give the role model when the guide explaining the guiding content in the tour
Task 3	Study the following words and its pronunciation.	To show the phonetic transcription and the correct pronunciation of the words
Task 4	Study the dialogue in Task 2 again and Pay attention on the Noun Phrases.	Input about the noun phrase.
Task 5	Listen carefully to the following dialogues. Complete the blank space and then identify the phrases containing adjectives to describe the character's appearance and personality.	Input about the common expression of describing the appearance and personality.
Task 6	Work In pairs. Make a dialogue with your pair by using the following situations. Use the phrase to describe the person's appearance and personality.	A task about the practice of using the concept.
Task 7	Read the story carefully. Retell the story in your own word by orally answering the questions below as the clues.	A speaking describing the characters.
Task 8	Read the passage carefully and answer the questions below.	A reading task to check the reading comprehension.
Task 9	Study the following grammar point.	An input about the noun phrase.
Task 10	Describe the characters int he picture by using the noun phrase.	A practice in using the noun phrase.
Task 11	Reorder the paragraph on the text below to make a good story.	To check the reading comprehension.
Task 12	Pharaphrase the story about Shiva and his loyal Nandy with your own language. Write minimun 200 words.	A writing task to express the idea in writing.

6. The Evaluation of the Second Draft of the Designed Materials

To evaluate the second draft of the designed materials that had been tries out to the tour guides, the researcher distributed the questionnaire to them. The

questionnaires were intended to find their general opinion, suggestions and recommendations to the designed materials. To support the accurate data obtained from the questionnaires, the researcher also interviewed two tour guides who participated in the try-out of the materials. The following tables presents the data obtained from the evaluation.

a. The Description of the Respondents

There were 10 tour guides who became the respondents of the research. The data of the tour guides are presented below:

Table 4.14. The data of the Respondents

Respondent's characteristics	Sex		Education				Age		
	Male	Female	D3	S0	S1	S2	<20	20-30	>30
Number of Respondents	2	8	2	7	1	-	1	7	2

b. The Results of the Evaluation Questionnaires

Table 4.15. : The Descriptive Statistic of the Evaluation Materials Questionnaire

No	Criteria	Statements	Mean value of each indicators	Information
1	Goal	1, 2, 3,4, 5,6, 9	4.75	Very Good
2	Activity	10, 11, 12, 13, 14	3.50	Very Good
3	Input	7, 8, 17	4.25	Very Good
4	Lay Out	15, 16, 18, 19	3.75	Very Good

Besides the result of the second questionnaire, the interview result was also used to evaluate the materials. In the interview, the researcher asked two of the tour guides' opinions about the activity in the designed materials. Generally,

they thought that the materials were interesting. They needed these materials to improve their ability in English to improve the guiding skills. The interview results were also analyzed from some indicators like in the questionnaire. They were goals, activity, input, teacher's role, learners' role, and lay out.

1) Goals

Based on the result of the interview, the second draft materials were interesting for the tour guides. It could help them in learning English for Guiding. It could be used to improve their ability in listening, speaking, reading and writing. So, it can be conclude that the English learning module for the tour guides has met the goals of the developed materials. the interview result can be seen as follows.

R :"Menurut mbak materi yang saya kasih dimodul ini menarik gak?" ("Are the materials interesting?")

TG : "Menarik kok Miss." (Yes.)

R : "Suka gak?" ("Do you like it?")

TG : "iya mbak, cocok banget ma yang kita butuhin di guiding ke candi. jadi bikin pengen belajar terus."
("Yes Miss, it match with what I need in guiding. It makes me want to learn English more.")

R : "Menurut mbak materi yang saya kembangkan itu bisa memudahkan mbak belajar bahasa Inggris gak?"
("Do you think that the materials make you easier in learning English?")

TG : "Iya mbak." ("Yes Miss.")

R :"Setelah mengikuti materi-materi yang saya kembangkan, mbak lebih bisa mendengarkan, berbicara, membaca dan menulis dalam bahasa Inggris gak?"
("After you follow the materials I developed, do you think you can improve your ability in listening, speaking, reading and writing?")

TG : "Bisa mbak, saya ngerasa ada progres ko, terutama waktu pas guiding." ("Yes I can. I have good progress in guiding.")

Source: Appendix/ Int. II. Goals. 021212

It was supported by the quantitative data from the elavuation questionnaire, the mean of the goal criteria was 4,75. It means that the goal of the modules is relevant to the tour guides' needs.

2) Activity

After some tasks in many activities of the first draft were revised, the tour guides were asked about their opinions and suggestions related to the activity of the English learning module. Most of the tour guides liked the activity of the materials. It can be concluded that the tour guides agreed with the English learning module.

R : "Terus gimana, aktivitasnya cukup bervariasi gak?"
("Are the materials varied?")
TG : "Iya bervariasi mbak."
("Yes, those are varied.")
R : "Cocok buat kebutuhan mbak sebagai pemandu gak?"
("Are the materials suitable with your needs as a tour guide?")
TG : "Yang pasti ya suka aja mbak belajarnya pake materi yang ini."
("I like studying by using this material.")
R : "Aktivitas apa yang menurut mbak paling menarik?"
("Which one is the most interesting for you.")
TG : "Yang mana ya mbak, suka semuanya."
("I like all.")
R : "Ada gak yang mbak gak suka?
("Is there any activity you do not like?")
TG : "Gak ada mbak." ("No, Miss.")

Source: Appendix/ Int. II. Activity. 021212

It was supported by the quantitative data from the elavuation questionnaire ,the mean of the activities criteria was 3,50. It means that the activities of the modules is relevant to the tour guides' needs.

3) Input

Most of the tour guides liked the inputs of the materials. Those inputs were stories, dialogue, pictures, etc. The tour guides' opinion can be seen in the following interview result.

R : "Mbak suka dan tertarik gak sama cerita-cerita, gambar- gambar, dan tabel-tabel yang digunakan selama materi?"
("Do you like and feel interested in the stories, pictures, and the tables of the materials.")
TG : "Suka semuanya." ("I like all.")
R : "Instruksi-instruksi dalam aktivitasnya jelas dan mudah dimengerti gak?"
("Are the instructions of the materials clear and understandable.")
TG : "Ngerti mbak, jelas."
("I understand Miss, it's clear.")
R : "Contoh-contoh instruksi pada materi listening jelas dan mudah dipahami gak?"
("Are the instructions of the listening skills clear and understandable.")
TG : "Mudah mbak."
("It's understandable Miss.")
R : "Terus kalau dialog-dialognya gimana?
("How about the dialog?")
TG : "Ya mudah nggak, susah juga enggak sih mbak. Tapi bisa kalau dipelajari"
("It's quite difficult, but I can understand if I learn.")
R : "Terus contoh-contoh tulisan pada kegiatan reading dan writing jelas dan mudah dipahami gak?"
(How about the writing in the reading and writing materials?)
TG : "Mudah mbak."
("It's quite easy Miss.")

Source: Appendix/ Int. II. Input. 021212

It was supported by the quantitative data from the elavuation questionnaire, the mean of the input criteria was 4,25. It means that the input of the modules is relevant to the tour guides' needs.

4) Lay out

This last indicator was related to how the English learning module looked like. The tour guides said that the layout was good and interesting. It can be conclude that the materials had a good and interesting layout. The tour guide's opinion can be seen in the following interview result.

R : "Kalau dari tampilan worksheet-worksheetnya, sekaran gimana?
("What do you think about the layout of the worksheet of the materials?")
S : "menarik, bagus."
(It's interesting and good.")

Source: Appendix/ Int. II. Lay out. 021212

It was supported by the quantitative data from the elavuation questionnaire, the mean of the lay out criteria was 4,25. It means that the lay out of the modules is interesting for the tour guides

B. Discussion

Based on the result of the analysis of the data obtained from the questionnaires and the interview, it was found that the tour guides agree with the developed English learning module. The Hidden Temples tour guides like this module. It were also suitable with the tour guides' needs. The further information

about the criteria of good materials can be seen in the following description below.

1. Goals

The goal of the English teaching by module in Viavia travel agent is to enable the tour guides to deliver the guiding content well in English. They are expected to actively explain and communicate to the guests using the common language that the native speakers usually use, not the direct translation from Indonesia to English. From that goal, the researcher chooses some indicators for every skill of all the units of the English module. Those units are listening, speaking, reading and writing. The goal of the English teaching by modules is based on the needs analysis results, since English for specific purposes is an approach to language teaching in which all decision about the content and method of instruction are based on the learner's reason for learning (Hutchinson and Waters, 1987). In this study, the resarcher has developed the modules which suits to the tour guides' needs.

In the listening skills, all the indicators are related to the mastery of the students in responding to the instructions. Based on the result of the data collection, goals of listening skill have been achieved. It can be seen since the tour guides said that they could improve their ability in English after getting English learning module. After the implementation, the researcher also concludes that the tour guides can respond to the instructions well.

In the speaking skill, all of the indicators of the all units of the English learning module are related to some expressions. Those are greeting, introduction,

asking for / giving opinion, etc. Based on the data collection, it can be concluded that the goals of speaking have been achieved. The tour guides said that they could improve their speaking skill by using game-based materials.

In the reading skill, all the indicators of all units were related to the reading activities such as reading some English words, phrases, sentences, stories, dialogues, etc. The tour guides have learned individually the module in the implementation process. Based on their comments, all the indicators of this skill have been achieved. They said that they could increase their ability in reading English, especially for all the things related to the indicators.

In the writing skill, the indicators were related to the mastery of the students in writing and answering email, paraphrase a story, etc. The implementations have been applied to the tour guides. The tour guides said that the English learning module were relevant for them. The goals of the writing were also achieved. It could be seen from the tour guides' opinion that English learning module could increase their writing skill.

2. Activities

The developed activities of these materials were based the tour guides needs in conducting the Hidden Temples tour. Every unit consisted of ten activities that were divided into four skills.

Richards and Rodger (1986: 17) explain that communicative language learning is based on the view that language is a vehicle for the expression of functional meaning. It emphasizes on the semantics and communicative dimension rather than merely on the grammatical characteristics of a language.

That is why in this module most of the activities emphasizes on the communicative skills, because that is also what the tour guides need.

The tour guides said that they liked the activities of the English learning module because it was just like what they want. Those were also suitable with their needs and very interesting. They enjoy the activities of the teaching learning process by using those activities.

The tour guides explain that the activities in the modules are also can be understood easily eventhough they learn it individually. It is because the modules are developed for the individual learners due to the tour guides are the idividual learners just like what Saltzberg and Polyson (1995) state that individual learning is an instructional model that allows instructor, students, and content to be located in different, noncentralized locations so that instruction and learning occur independent of time and place.

3. Input

There were some inputs of the developed English learning module such as dialogues, pictures, stories, instructions, etc. based on the data from the data collected, it can be concluded that the inputs were interesting and suitable with the suitable needs. The inputs were various. It did not make the students bored in learning English.

Hutchinson and Waters (1987) explain that good materials will contain interesting texts, enjoyable activities that engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and ability, and the content which both learners and teachers can cope with. The good materials

should also provide a clear and coherent unit structure, which will guide teachers and learners through various activities. Based on the theory, good materials contain interesting texts, enjoyable activities, and the content should be suitable for the learners.

In this study, the tour guides conclude that the module is well develeoped because it has all the factors that the theory above mentions. It can also be seen from the results of the evaluation questionnaire that all the indicators show the very good results.

4. Layout

The layouts of the English learning module were good and interesting. It can be concluded from the data collection. The layouts were interesting for the tour guides, so it was appropriate with what the they need and want. They like the colored materials with some pictures in them.

CHAPTER V

CONCLUSION AND SUGGESTION

Chapter V presents the conclusions and suggestions in this study. The conclusions of this study are the answer from the formulation of the probles and the description of the objective of this research which are stated in chapter I, while some suggestions are proposed to the tour guides and other researchers or materials developers.

A. Conclusion

Based on the objective of this study, this study aims at producing English learning module for the tour guides in Viavia travel agent. By considering the objective of the study, the researcher made a conclusion. The conclusion is about how the Apropriate English learning module for the tour guides in Viavia travel agent is developed.

The Development of an appropriate module for the tour guides in Viavia Travel Agent

The first step in developing the module, the researcher conducted theThe needs analysis to identify the tour guides' needs. The results covered the target needs and the learning needs of the tour guides in Viavia Travel Agent. The target needs refered to the things that they need to do in conducting the Hidden Temples Tour. It includes to use English well in greeting the tourist, in telling the story about the temples, in explaining the events related to the temples. But in fact they most of them could not do those things very well because of the problem in their

English. They sometimes had difficulties in finding the right term to express a specific thing related to the guiding content. So, they wanted to know more the vocabulary and expression which are commonly used in guiding and how to use it correctly

While the learning needs refered to what the tour guides needed to do in order to learn and to fulfill the target needs. The tour guides prefered the module to be learned individually. The activities they prefer in the module covered the listening, speaking, reading and writing skills. They also would like to improve their English proficiency through the activities about the vocabulary, pronunciation and the grammar points.

After developing the first draft of the materials, the draft was checked by the expert, both in English language teaching and in material development. The module which was already checked and revised was given to the tour guides to be tried out. This module was approprite for the tour guides in Viavia Travel Agent because the mean score of module are ≥ 3. This module focuses in improving the English ability in guiding for the Hidden temples tour. The module was developed to have three units. The topics of units that are appropriate in the module were the itinerary, the stories of the temples and the characters on the temples stories. Moreover, the language focus in each lesson unit is adjusted for tour guides' need.

Unit 1 discusses how to greet, introduce, and tell the itinerary of the tour. Unit 2 discusses how to tell the stories related to the temples by using the common expressions. Unit 3 discusses how to describe the characters related to the temples either physically or non-physically. The components of each unit were

objective, warming up, main activities, summary, evaluation, answer key, and references. Objective discusess the introduction about the material. Warming up discusses about the learners of previous knowledge. Main activities discuss about the exercises/activities. Summary discusses the summary of the materials. Evaluation discusses to evaluate on of the tour guides' ability. Answer key discusses the anwer key of each task. References discuss the references of the module.

B. Suggestions

There are three suggestions proposed to the tour guides of the Viavia travel agent, the Viavia travel agent, and other researchers or material developers.

1. To the tour guides of Viavia travel agent, they should learn more about the vocabulary, expressions, and language functions which are commonly used in guiding. It will make the guiding process run better and the knowledge transferring process to the tourist will run smoothly.
2. To the Viavia travel agent, they should give a more comprehensive training to the new guides which also contain the language training. At least about the common language used in conducting a tour.
3. To other researcher or material developer, considering the respondents' opinion and suggestion toward the materials, the researcher suggested other researcher or material developers who are interested in developing English materials for the tour guides to develop other English module focus on other kind of tour because the different kind of tour will need different language functions.

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APPENDICES

Appendix 1: The Instrument of Need Analysis

Needs Analysis Questionnaire

Kepada: Pemandu Wisata Tur *Hidden Temples*

Di Viavia Travel

Dalam rangka penelitian dan penulisan tugas akhir Skripsi Jurusan Pendidikan Bahasa Inggris yang berjudul DEVELOPING ENGLISH LEARNING MODULE FOR THE HIDDEN TEMPLES TOUR GUIDES IN VIAVIA TRAVEL AGENCY, peneliti mengharapkan kesediaan para pemandu wisata untuk Hidden Temples Tour di Viavia Travel untuk meluangkan waktu guna mengisi angket analisa kebutuhan belajar Bahasa Inggris berikut ini.

Angket analisa kebutuhan pemandu wisata ini mempunyai dua tujuan utama. Pada bagian pertama, angket ini bertujuan untuk mengetahui profil para pemandu wisata, dan pada bagian kedua angket ini bertujuan untuk mengetahui kebutuhan belajar bahasa Inggris para pemadu wisata untuk Hidden Temples Tour di Viavia Travel guna dikembangkan lebih lanjut menjadi sebuah materi pembelajaran.

Cukup sekian surat pengantar dari peneliti, atas kerjaama para pemadu wisata untuk Hidden Temples Tour di Viavia Travel peneliti mengucapkan terimakasih.

Yogyakarta, 25 April 2012

Peneliti,

Jurusan Pendidikan Bahasa Inggris, UNY

Reni Fatmasari

07202241020

Angket Analisa Kebutuhan Belajar Bahasa Inggris Pemandu Wisata Hidden Temples Tour di Viavia Travel.

Isilah data pribadi anda sebagai berikut (Pilihan 1 dan 3 adalah bersifat opsional) ***[Targer Situation]***

1. Nama :
2. Jenis Kelamin : L / P
3. Umur :

Berilah tanda lingkaran pada jawaban yang sesuai dengan pendapat anda (Jawaban dianjurkan lebih dari satu)

4. Materi Bahasa Inggris yang anda butuhkan adalah materi yang...
    a. Menyediakan teks-teks bacaan (monolog dan dialog) dan non bacaan (gambar,foto, manual, dst) untuk menunjang penguasaan Bahasa Inggris secara makro (membaca, menulis, mendengar dan berbicara Bahasa Inggris) dan mikro (*grammar, pronunciation, vocab*).
    b. Menyediakan kosa kata tentang istilah-istilah *terkait hidden temples tour*.
    c. Menyediakan cara membaca kosakata Bahasa Inggris yang benar.
    d. Menyediakan tata bahasa yang sering digunakan pada saat tur.
    e. Memberi kesempatan berkomunikasi secara formal dan informal dengan baik terkait denga tur.
    f. Lainnya .....
5. Input yang anda suka adalah... ***[Input]***
    a. Dialog
    b. Artikel dari majalah , internet, dll

c. Gambar / foto

d. Transkrip dari listening

e. Cara pengucapan kata

f. Tata Bahasa Inggris

g. Peta

h. Iklan

i. Grafik / tabel

j. Lainnya .....

6. Berapa lama durasi input materi mendengarkan (listening skill) yang anda inginkan?

   a. < 2 menit

   b. 2-3 menit

   c. 3-4 menit

   d. > 4 menit

   e. Lainnya .....

7. Berapa panjang teks / dialog input materi bacaan Bahasa Inggris (reading skill) yang anda inginkan?

   a. < 200 kata

   b. 200 – 300 kata

   c. 300 – 400 kata

   d. > 400 kata

   e. Lainnya .....

8. Topik input pembelajaran Bahasa Inggris apa yang anda inginkan (topic) ?

   a. Sejarah candi-candi yang dikunjungi

   b. Tokoh-tokoh dalam budaya Jawa

   c. Perencanaan tur

d. Perkenalan dan penutupan tur

e. Lokasi candi-candi yang dikunjungi

f. Mitos-mitos Jawa

g. Lainnya .....

9. Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar mendengarkan (listening)? [***Activities]***

a. Mendengarkan dialog dan melengkapi

b. Mendengarkan dialog dan menjawab pertanyaan

c. Mendengarkan pertanyaan lisan dan menentukan pilihan yang tepat sesuai gambar

d. Merespon dengan ungkapan yang tepat dari pertanyaan lisan

e. Menentukan informasi dari percakapan pendek

f. Mendengarkan dan mengambil intisari dari sebuah teks monolog/dialog

g. Lainnya .....

10. Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar berbicara (speaking)?

a. Mendeskripsikan sebuah objek secara lisan

b. Mendeskripsikan proses

c. Mendeskripsikan urutan kejadian

d. Menceritakan sesuatu dalam bahasa Inggris

e. Mempraktikkan dialog dan monolog

f. Lainnya .....

11. Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar membaca (reading)?

a. Membaca eks dan menentukan pikiran utama dari sebuah teks

b. Membaca teks dan menentukan informasi terinci

c. Menentukan sinonim kata tertentu dari sebuah teks

d. Membaca teks dan menjawab pertanyaan terkait

e. Membaca teks singkat dan topik terkait *Hidden temple tour* dan membuat kesimpulan

f. Lainnya .....

12. Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar menulis (writing)?

a. Menyusun kalimat menjadi sebuah teks

b. Melengkapi kalimat rumpang pada suatu teks

c. Membuat parafrase dari sbuah teks tertulis maupun lisan

d. Lainnya .....

13. Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar kosakata (vocabulary)?

a. Menjodohkan

b. Mengelompokkan kata-kata sejenis

c. Melengkapi teks rumpang dengan kosa kata yang disediakan

d. Mencari sinonim / antonim

e. Lainnya .....

14. Aktivitas apa yang ingin anda lakukan dalam tugas-tugas pelafalan (pronunciation) adalah..

a. Mengucapkan Bahasa Inggris dengan intonasi yang tepat

b. Mengidentifikasi bunyi “kata” Bahasa Inggris dengan baik

c. Megucapkan kata-kata, frase, dan kalimat Bahasa Inggris dengan tepat

d. Memperhatikan penekanan ketika mengucapkan kata-kata karena mempengaruhi arti

e. Lainnya .....

15. Aktivitas apa yang ingin anda lakukan dalam tugas-tugas tata bahasa (grammar) adalah...

a. Menghafalkan rumus-rumus sehari-hari berkaitan dengan waktu (tense)

b. Menghafalkan rumus-rumus menyusun kalimat

c. Mempraktikan speaking dan writing dengan grammar yang benar

d. Mengerjakan soal-soal yang berkaitan dengan grammar

e. Lainnya .....

16. Berapa banyak jumlah tugas (task) yang efektif menurut anda dalam satu unit materi? ***[Evaluation]***

a. < 10

b. 10-15

c. 15-18

d. > 18

e. Lainnya .....

17. Pada saat akhir evaluasi tiap unit, anda lebih suka mengerjakan soal berbentuk...

a. Soal listening pilihan ganda

b. Soal listening true /false

c. Soal listening esai (menjawab pertanyaan)

d. Soal speaking pilihan ganda

e. Soal membuat dialog esuai dengan topik yang diberikan

f. Soal reading pilihan ganda

g. Soal reading menjawab pertanyaan

h. Soal reading menentukan informasi yang benar / salah

i. Soal writing terkati kosa kata

j. Soal writing menyusun kata-kata / kalimat

k. Soal writing mengembangkan paragraf sesuai topik

l. Soal writing membuat esai

m. Lainnya .....

Appendix 2: The needs Analysis Results

The Needs Analysis Results

No	Statement	Precentage
1.	Materi Bahasa Inggris yang anda butuhkan adalah materi yang..	
	g. Menyediakan kosa kata tentang istilah-istilah *terkait hidden temples tour*.	100 %
	h. Menyediakan tata bahasa yang sering digunakan pada saat tur.	90 %
	i. Menyediakan cara membaca kosakata Bahasa Inggris yang benar.	70 %
	j. Memberi kesempatan berkomunikasi secara formal dan informal dengan baik terkait denga tur.	50 %
	k. Menyediakan teks-teks bacaan (monolog dan dialog) dan non bacaan (gambar,foto, manual, dst) untuk menunjang penguasaan Bahasa Inggris secara makro (membaca, menulis, mendengar dan berbicara Bahasa Inggris) dan mikro (*grammar*, *pronunciation*, *vocab*).	20 %
	l. Lainnya	0 %
2.	Input yang anda suka adalah... ***[Input]***	
	a. Artikel dari majalah , internet, dll	90 %
	b. Gambar / foto	80 %
	c. Transkrip dari listening	70 %
	d. Dialog	70 %
	e. Tata Bahasa Inggris	50 %
	f. Cara pengucapan kata	50 %
	g. Peta	40 %
	h. Iklan	0 %
	i. Grafik / tabel	0 %
	j. Lainnya	0 %
3.	Berapa lama durasi input materi mendengarkan (listening skill) yang anda inginkan?	
	a. 2-3 menit	60 %
	b. < 2 menit	30 %
	c. 3-4 menit	10 %
	d. > 4 menit	0 %
	e. Lainnya	0%
4.	Berapa panjang teks / dialog input materi bacaan Bahasa Inggris (reading skill) yang anda inginkan?	
	a. < 200 kata	50 %
	b. 200 – 300 kata	30 %
	c. 300 – 400 kata	20 %

	d. > 400 kata	0 %
	e. Lainnya	0 %
5	Topik input pembelajaran Bahasa Inggris apa yang anda inginkan (topic) ?	
	a. Sejarah candi-candi yang dikunjungi	100 %
	b. Tokoh-tokoh dalam cerita candi	80 %
	c. Perkenalan dan penutupan tur	50 %
	d. Perencanaan tur	40 %
	e. Lokasi candi-candi yang dikunjungi	40 %
	f. Mitos-mitos Jawa	20 %
	g. Lainnya	0 %
6.	Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar mendengarkan (listening)? [Activities]	
	a. Mendengarkan dialog dan menjawab pertanyaan	90 %
	b. Menentukan informasi dari percakapan pendek	70 %
	c. Mendengarkan dan mengambil intisari dari sebuah teks monolog/dialog	70 %
	d. Merespon dengan ungkapan yang tepat dari pertanyaan lisan	30 %
	e. Mendengarkan dialog dan melengkapi	20 %
	f. Mendengarkan pertanyaan lisan dan menentukan pilihan yang tepat sesuai gambar	20 %
	g. Lainnya	0 %
7.	Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar berbicara (speaking)?	
	a. Menceritakan sesuatu dalam bahasa Inggris	100 %
	b. Mendeskripsikan sebuah objek secara lisan	80 %
	c. Mendeskripsikan urutan kejadian	60 %
	d. Mendeskripsikan proses	0 %
	e. Mempraktikkan dialog dan monolog	0%
	f. Lainnya	0%
8.	Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar membaca (reading)?	
	a. Membaca teks dan menentukan pikiran utama dari sebuah teks	80 %
	b. Membaca teks singkat dan topik terkait Hidden temple tour dan membuat kesimpulan	80 %
	c. Membaca teks dan menjawab pertanyaan terkait	60 %
	d. Membaca teks dan menentukan informasi terinci	50 %
	e. Menentukan sinonim kata tertentu dari sebuah teks	30 %
	f. Lainnya	0 %
9.	Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar menulis (writing)?	
	a. Membuat parafrase dari sebuah teks tertulis maupun lisan	100 %
	b. Melengkapi kalimat rumpang pada suatu teks	50 %
	c. Menyusun kalimat menjadi sebuah teks	40 %
	d. Lainnya	0 %
10.	Apa aktivitas yang anda inginkan agar dapat membantu anda dalam belajar kosakata (vocabulary)?	

	a. Menjodohkan	70 %
	b. Melengkapi teks rumpang dengan kosa kata yang disediakan	60 %
	c. Mencari sinonim / antonim	60 %
	d. Mengelompokkan kata-kata sejenis	30 %
	e. Lainnya	0 %
11.	Aktivitas apa yang ingin anda lakukan dalam tugas-tugas pelafalan (pronunciation)?	
	a. Mengidentifikasi bunyi “kata” Bahasa Inggris dengan baik	60 %
	b. Mengucapkan Bahasa Inggris dengan intonasi yang tepat	50%
	c. Megucapkan kata-kata, frase, dan kalimat Bahasa Inggris dengan tepat	40 %
	d. Memperhatikan penekanan ketika mengucapkan kata-kata karena mempengaruhi arti	30 %
	e. Lainnya	0 %
12.	Aktivitas apa yang ingin anda lakukan dalam tugas-tugas tata bahasa (grammar) adalah...	
	a. Mempraktikan speaking dan writing dengan grammar yang benar	100%
	b. Mengerjakan soal-soal yang berkaitan dengan grammar	80 %
	c. Menghafalkan rumus-rumus sehari-hari berkaitan dengan waktu (tense)	20 %
	d. Menghafalkan rumus-rumus menyusun kalimat	0 %
	e. Lainnya	0 %
14.	Berapa banyak jumlah tugas (task) yang efektif menurut anda dalam satu unit materi? [Evaluation]	
	a. < 10	80 %
	b. 10-15	20 %
	c. 15-18	0 %
	d. > 18	0 %
	e. Lainnya	0 %
15.	Pada saat akhir evaluasi tiap unit, anda lebih suka mengerjakan soal berbentuk...	
	a. Soal reading menjawab pertanyaan	80 %
	b. Soal writing mengembangkan paragraf sesuai topik	80 %
	c. Soal writing terkati kosa kata	70 %
	d. Soal membuat dialog esuai dengan topik yang diberikan	70 %
	e. Soal listening esai (menjawab pertanyaan)	50 %
	f. Soal reading pilihan ganda	40 %
	g. Soal listening pilihan ganda	20 %
	h. Soal listening true /false	20 %
	i. Soal writing menyusun kata-kata / kalimat	0 %
	j. Soal reading menentukan informasi yang benar / salah	0 %
	k. Soal writing membuat esai	0 %
	l. Lainnya	0 %

DESIGNING ENGLISH LEARNING MODULE FOR THE GUIDES IN VIAVIA TRAVEL AGENCY

COURSE GRID

Module	Standard of Competence	Basic Competence	Tittle	Theme	Language Functions	Grammar Focus	Input	Activities
1	The guides are able to begin the tour in English correctly.	The guides are able to: -greet the tourists. -respond the greetings -introduce them selves to the tourist - to tell the things to do - to tell the things not to do.	Hallo, I'm your Guide Today!	Itinerary of the tour	**Expressions of greeting:** -Hi! / Hallo! -Good morning! -Good afternoon! -Nice to meet you! **Expressions of introduction:** -My name is ... -I am.. -You can call me... **Expression to say something to do:** -Use the helmet. -Tell me if you want to take picture. -Feel free to ask about anything to me. **Expression to say something not to do:** -Don't bring much cash money.	**Simple Present Tense** **S + V (+s/es)** **Positive statement** S + to be + Noun/Adjective/ Adverb S + V + **Negative statement** S+ to be + not + Noun/Adjective/Adverb S + do / does + not **Positive Imperative sentence** V + O / comp **Negative imperative Sentence** Don't + V + O / comp	- Dialogue containing the expressions of greeting - Monologue containing the expressions of introducing person - Dialogue containing the expressions telling the things to do. - Dialogue containing the expressions of telling the things not to do.	**A. WARMING UP** *Answer the leading questions about the **B. MAIN ACTIVITIES** *Listen to the dialog which contains the greeting, introduction, warnning and suggestion expressions and answerthe questions * identify which expressions of greeting, introduction, warnning and suggestion * compose the sentences using the expressions. *Practice to open the tour and tell the things to do and the things not to do orally. *Read an email and identify the tenses. *Compose and replay an email **C. EVALUATION**

					-Don't leave your bag in the motorbike.			**D. ANSWER KEY**
2	The guides are able to explain the guiding content in English	The guides are able to: - tell the story about the temples	It was in the fourth century!	The History about the hidden temples	**Checking understanding:** Is it clear? Do you understand? Have you got it? **Time marker**: Long time ago... Once upon a time.. It was in the fourth century..	**Simple Past tense:** **$S + V_2$** **Positive Statement** S + V2 S + was / were + N/ Adj/ Adv **Negative statement** S + did not + V1 S + was / were + not + N / Adj/ Adv	*The story of Sambisari temple *The story of Sari temple *The story of Plaosan temple *The story of Banyunibo temple	**A. WARMING UP** *Aswer the leading questions **B. MAIN ACTIVITIES** *Listen to the dialog which contains the expressionsof asking and giving opinion and also agreement and disagreement.and answer the questions. * identify which expressions of asking and giving opinion and also agreement and disagreement. * compose the sentences using the expressions. *Practice tell the story of a temple which containing the expressions *Read the texts about the temples and answer thequestions. *Reorder the story of a temple. **C. EVALUATION**

								D. ANSWER KEY
3	The guides are able to explain the guiding content in English	The guides are able to : -describe the characters' appearance. - describe the characters' personality -tell the story of the characters	His name is Ganesh!	The characteristic of the characters in the temple story.	**The vocabulary of phisical appearance:** -handsome, beautiful, ugly -fat, thin, -big, small -old, young **Describing characters' appearance:** -Shiva is handsome -Ganesh has a big belly **The vocabulary of personality:** -smart, stupid -scarry, faithful, trusted -wise, stubborn, -bad, good **Describing the characters' personality:** -The Budha is wise. -The Dwarapala are scarry.	**Noun Phrase** **Adj + N** **Simple Past tense:** **$S + V_2$** **Positive Statement** S + V2 S + was / were + N/ Adj/ Adv **Negative statement** S + did not + V1 S + was / were + not + N / Adj/ Adv	*The story about the Ghanesh, *The story about Durga *The story about Sivha *The story about Batara Kalla *The story about Dwara Pala.	**A. WARMING UP** *Answer the leading questions **B. MAIN ACTIVITIES** *Listen to the dialog which contains the expressionsof describing the phisical appearance and personality. * identify which expressions of describing the phisical appearance and personality. * compose the sentences using the expressions. *Practice describe the characters of a temple by using the expressions *Read the texts about the characters and answer thequestions. *Reorder the story of a characters . **C. EVALUATION** **D. ANSWER KEY**

FIRST

DRAFT

Hallo, I Will Be Your Guide Today!

Pic. 1

Dengan mempelajari modul ini, Anda akan dapat:

1. memberi dan membalas salam pada turis,
2. memperkenalkan diri Anda pada turis,
3. meminta turis untukmelakukan sesuatu, dan
4. melarang turis untuk melakukan sesuatu.

Sehubungan dengan tujuan modul tersebut di atas, modul ini berisi materi:

1. Ekspresi memberi salam kepada orang lain dan menanggapi salam dari orang lain,
2. Perkenalan diri,
3. Kalimat perintah, dan
4. Kalimat larangan.

LEAD-IN

TASK 1

Pic. 2

Please answer the following questions.

1. Do you do the hidden temples trip often?
2. What do you do to begin the trip?
3. What do you say when you greet the guests?
4. What are the things to do and the things not to do during the trip?

LET'S LISTEN

TASK 2

Listen carefully to the dialogs between the guide and the guesta then choose the correct answer by crossing the letter A, B, or C.

1. A. Hi! How are you?
   B. Hi! Good morning!
   C. Nice to meet you!

2. A. Heni
   B. Eliza
   C. Alice

3. A. She is the guide
   B. She is Heni's sister
   C. She is Eliza's sister

4. A. From England
   B. From Holland
   C. From Indonesia

5. A. Prambanan temple
   B. The hidden temples
   C. Borobudur temple

LET'S STUDY

PRONUNCIATION CENTRE

Guide	/	gaId	/	Pemandu
Visit	/	vIzIt	/	Mengunjungi
Hidden	/	'hIdn	/	Tersembunyi
Temple	/	templ	/	Candi

TASK 3

Study the Dialog in the Task 2 and Pay Attention on the Expressions.

Guide : Hi! Good Morning!

Guest 1 : Hallo, good morning! Nice to meet you!

Guide : Nice to meet you too. My name is Heni and I will be your guide today.

Guest 1 : Oh nice! I'm Eliza, and this is Alice my sister.

Guide : Oh hi Alice!

Guest 2 : Hallo! Nice to meet you.

Guide : Nice to meet you too. Where are you from, by the way?

Guest 2 : We are from Holland and it is our first time in Jogja. I really can't wait to visit the hidden temples now..

Guide : Good then! Let's go now!
Don't forget to bring your sunblock and please tell me when you want to stop to take a picture.

Guest 1 & 2 : Okay, thanks!

In the dialogues you find expressions with different function. Here are the expressions presented in a table.

Expression	Functions
✓ Hi! ✓ Good morning! ✓ Hallo! ✓ Nice to meet you!	Greeting
✓ My name is Heni, I will beyour guide today! ✓ I'm Eliza, and this is Alice my sister.	Introduction

Expression	Functions
✓ Don't forget to bring your sunblock	Positive Imperative
✓ Please tell me if you want to stop to take a picture.	Negative imperative

Here are the other expressions.

Expression	Functions
✓ Hi! / Hallo! ✓ Goog morning / afternoon / evening! ✓ How are you! ✓ Nice to meet you!	Greeting
✓ I am … ✓ My name is … ✓ You can call me … ✓ Just call me …	Introduction
✓ Use the helmet. ✓ Feel free to ask some questions. ✓ Tell me if you want to take some pictures.	Positive Imperative
✓ Don't leave your bag in the motorbike. ✓ Don't bring a lot of cash money.	Negative imperative

TASK 4

Listen carefully to the following dialog. Complete the blank space then identify the expression of greeting, introduction, and the positive imperative and negative imperative.

Julia : "Good Morning! I will go to the Prambanan and (1)_____ this morning."

Arini : "Oh Hallo, I'm Arini. You will go with me."

Julia : "Oh, My name is Julia. Or (2)_____ Jullie. So, are you the guide?"

Arini : "Yup! So, today we will go to the temples via the alternatives road. We will (3)_____. So, just tell me if you want to stop to take some pictures."

Julia : "Sure! Thank you!"

Arini : "And by the way, have you been in the motorbike before?"

Julia : "Hmm.. not yet.."

Arini : "Okay, so be careful with this part, because it's hot and (4)_____ from the right side and don't be affraid, I've been driving for 7 years, hehe"

Julia : "Ah, okay.. Thanks for the information."

Arini : "You're welcome. Okay, (5)_____?"

Julia : "Sure!"

TASK 5

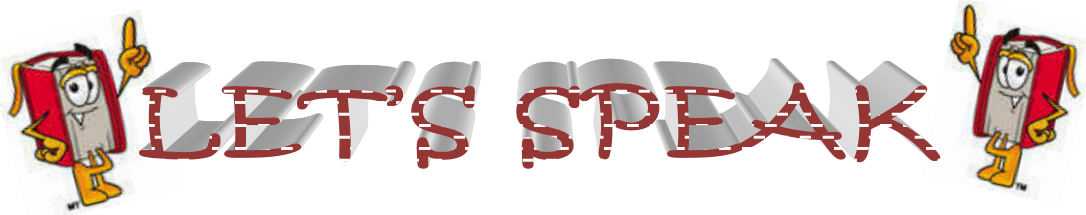
Identify the expression s of greeting, introduction, and the positive imperative and negative imperative.

1. Expressions of greeting
   a) .....
   b) .....

2. Expressions of introduction:
   a) .....
   b) .....

3. Expressions of positive imperative:
   a) .....
   b) .....

4. Expressions of negative imperative:
   a) .....
   b) .....



TASK 6

Work In pairs. Make a dialog with your pair by using the following situations. Use the expression of giving and asking for information in your dialog. Look at the example in number 1.

1. You want to greet your guests and introduce yourself as their guide for the tour today.

   A: Hallo, I will be your guide for the trip today. Please call me Anggit.

   B: Hallo Anggit! How are you?

   A: I am Great. Nice to meet you!

   B: Nice to meet you too!

2. You want to warn your guest to keep holding his bag to avoid the theft.

   A: .....

   B: .....

   A: .....

   B: .....

3. You want to tell your guest that he can ask anything to you during the tour.

   A: .....

   B: .....

   A: .....

   B: .....

4. You are in the office desk and a foreigner which is your guest come.

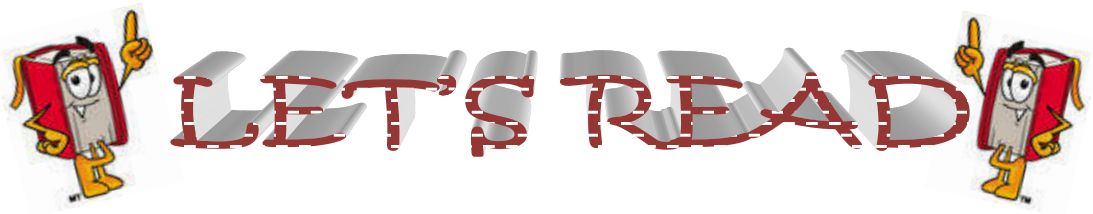
   Greet and introduce yourself.

A: .....

B: .....

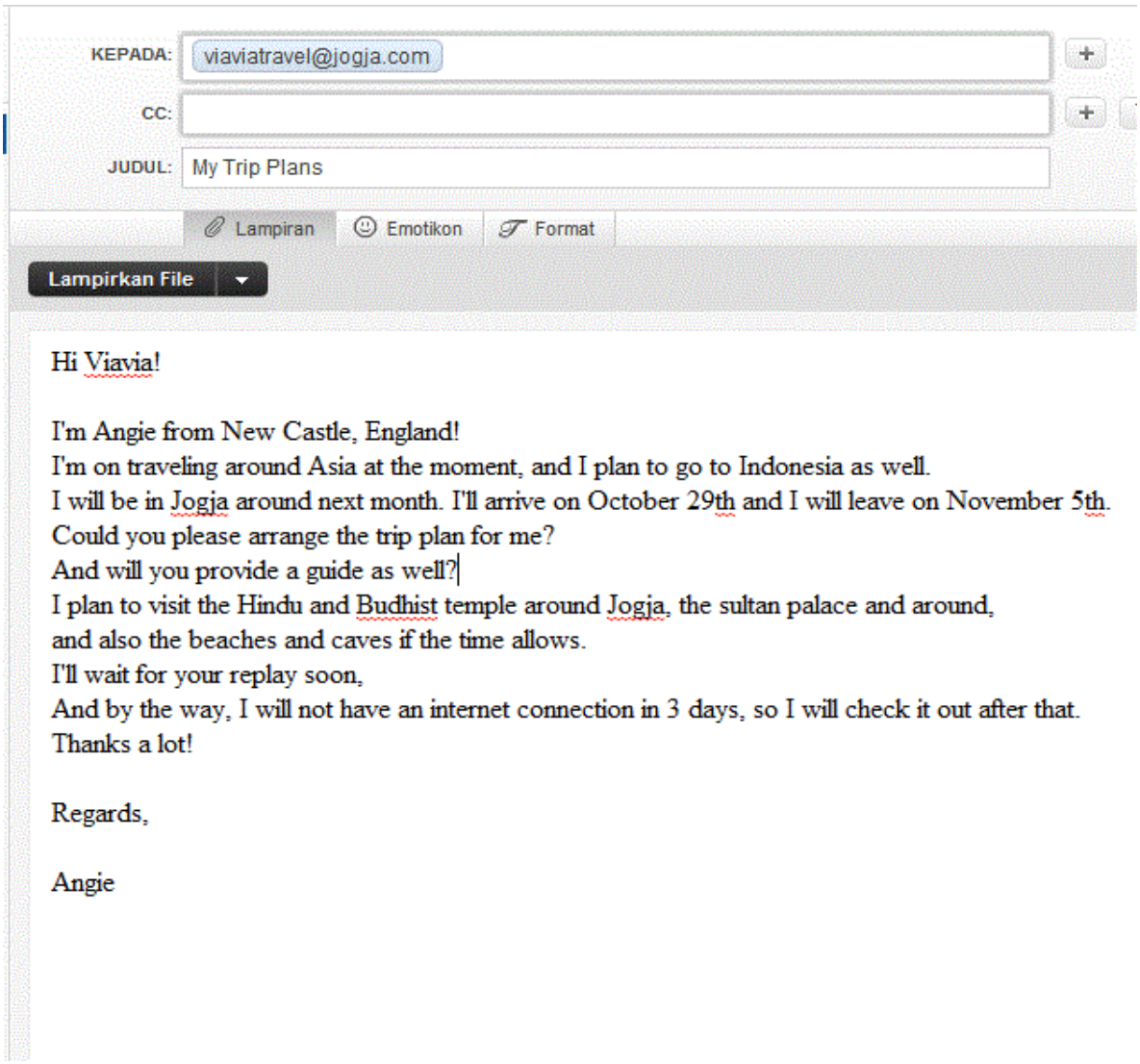
A: .....

B: .....



TASK 7

Read the passage carefully and answer the questions below.



Questions

1. Who is the sender of the email?

   .....

2. Who is the reciever of the email?

   .....

3. Where does Angie come from?

   .....

4. Where is Angie at the moment?

   .....

5. When will Angie come to Jogja?

   .....

6. How many days will she stay in Jogja?

   .....

7. What does Angie want from Viavia?

   .....

8. Does she need a guide?

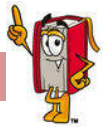
   .....

9. What places she want to visit?

   .....

10. When will she check the email again?

    .....



TASK 8

Study the following grammar focus.

Simple Future tense

We use the simple future tense to talk about an action or a situation - an event - in the future.

Pattern (+) : **S + WILL + V1**

Examples:

1. **I** **will** **be** in Jogja around next month.

   S V1

2. **I** **will** **arrive** on October 29th.

   S V1

Pattern (-) : S + WILL NOT + V1

Example:

I **will not** **have** an internet connection in three days.

S S1

Pattern (?) : WILL + S + V1

Example:

1. **Will** **you** **provide** a guide as well?

   S V1

Source:
http://tensesbahasainggris.com/future-tense

TASK 9

Complete the blank space in the following sentences with the words in the box to make good future sentences.

1. Alline … her relatives in Kuala Lumpur next Monday.

2. Monica … to Sweden to continue her study next month.

3. Jim … two travel bag to the train.

4. I … in this hotel for 4 days in the next 2 weeks.

5. She … to Jakarta by Garuda Indonesia tomorrow.

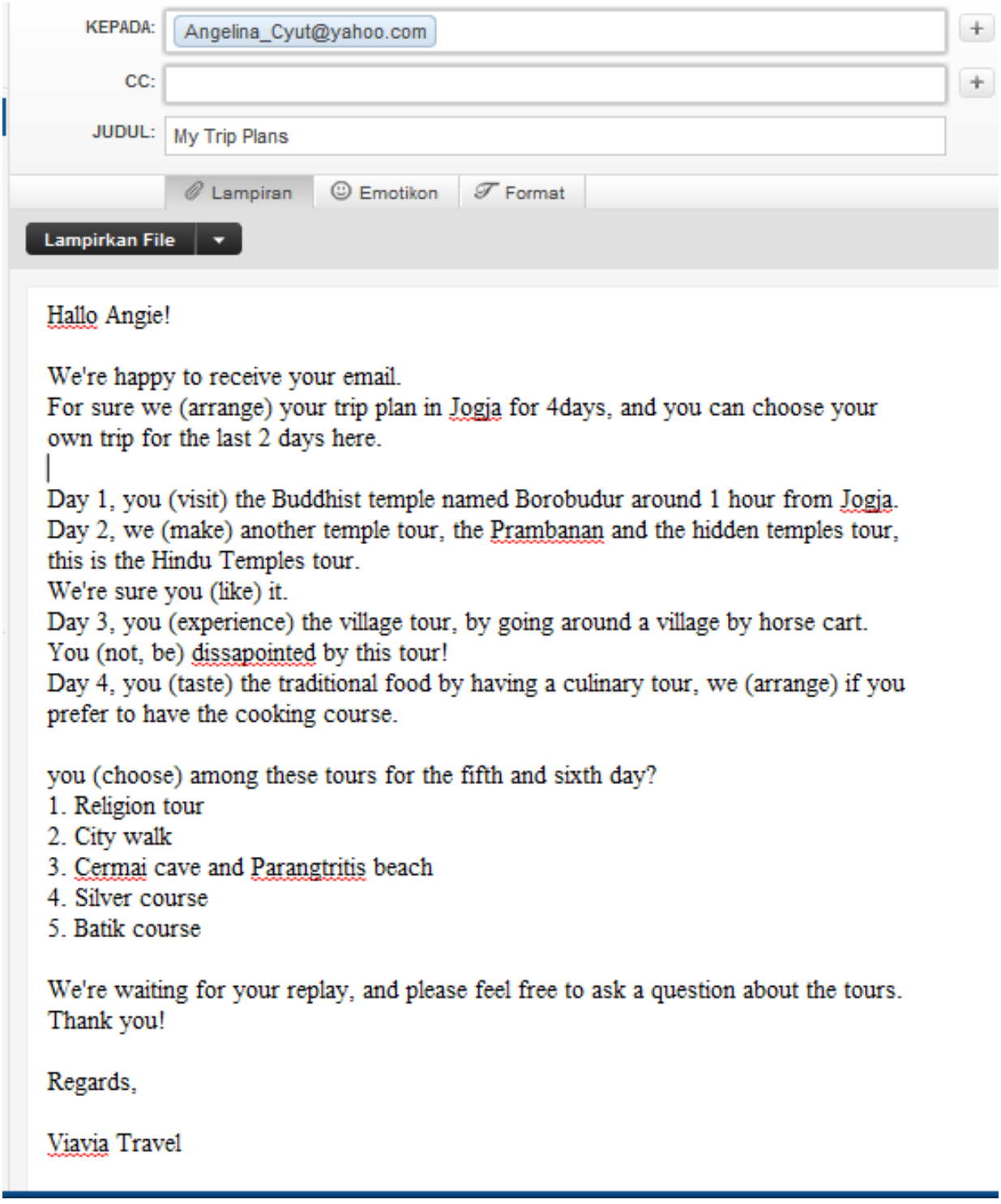
6. Donny … here in two days.

7. My daddy … the car by himself from Jogja to Bali next 3 months.

Go	Stay	Fly
Be	Drive	
Visit		Bring

TASK 10

Change the words in the brackets to makea good email reply by using the future tense .



KEPADA: Angelina_Cyut@yahoo.com

CC:

JUDUL: My Trip Plans

Lampiran | Emotikon | Format

Lampirkan File

Hallo Angie!

We're happy to receive your email.
For sure we (arrange) your trip plan in Jogja for 4days, and you can choose your own trip for the last 2 days here.

Day 1, you (visit) the Buddhist temple named Borobudur around 1 hour from Jogja.
Day 2, we (make) another temple tour, the Prambanan and the hidden temples tour, this is the Hindu Temples tour.
We're sure you (like) it.
Day 3, you (experience) the village tour, by going around a village by horse cart.
You (not, be) dissapointed by this tour!
Day 4, you (taste) the traditional food by having a culinary tour, we (arrange) if you prefer to have the cooking course.

you (choose) among these tours for the fifth and sixth day?
1. Religion tour
2. City walk
3. Cermai cave and Parangtritis beach
4. Silver course
5. Batik course

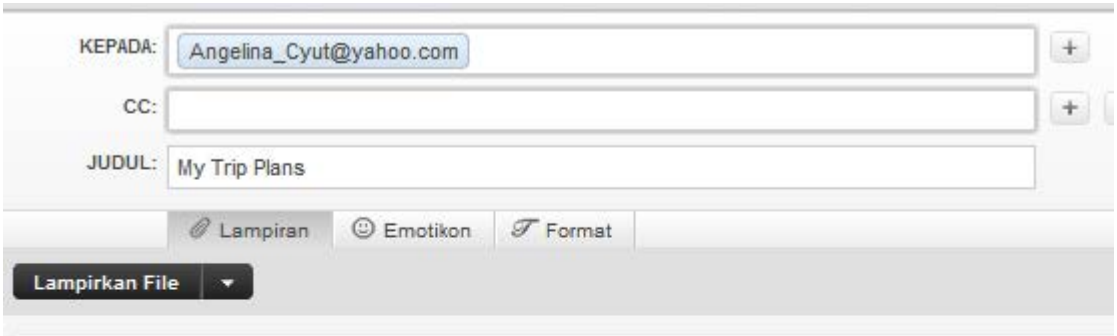
We're waiting for your replay, and please feel free to ask a question about the tours.
Thank you!

Regards,

Viavia Travel

Please rewrite the email in the space below.

Appendix 4: The First Draft of the materials



RANGKUMAN

A. EXPRESSIONS

Expression of Greeting

- ✓ Hi! / Hallo!
- ✓ Good morning / afternoon / evening!
- ✓ How are you!
- ✓ Nice to meet you!

Expression of Introduction

- ✓ I am …
- ✓ My name is …
- ✓ You can call me …
- ✓ Just call me …

To tell the things to do during the trip

- ✓ Use the helmet.
- ✓ Feel free to ask some questions.
- ✓ Tell me if you want to take some pictures.
- ✓ Please tell me if you want to stop to take a picture.

To tell the things to do during the trip

- ✓ Don't leave your bag in the motorbike.
- ✓ Don't bring a lot of cash money
- ✓ Don't forget to bring your sunblock

B. GRAMMAR FOCUS

Simple Future tense

We use the simple future tense to talk about an action or a situation - an event - in the future.

Pattern (+) : **S + WILL + V1**

Examples:

I **will** **be** in Jogja around next month.

S V1

I **will** **arrive** on October 29th.

S V1

Pattern (-) : S + WILL NOT + V1

Example:

I **will not** **have** an internet connection in three days.

S S1

Pattern (?) : WILL + S + V1

Example:

Will **you** **provide** a guide as well?

S V1

EVALUASI

I. Work in pairs to make a dialog when you will begin the tour. The dialogs must contain at least 10 sentences. The dialog must contain:
   - Expression greeting
   - Expression introduction
   - Telling the thing that the tourist can do
   - Telling the things that the tourist cannot do

II. Write an email to answer the following email.

From : Michael Shiraev

To : Viavia Travel

Hi! I am Mike.

I'm going to go to Jogja next week, and I would like to see the temples around because I study the History now, and I'm really interested in the temples. What temples do you think are the best to visit? And why? Thanks!

Regards,

Mike

KUNCI JAWABAN

TASK 2

1. A
2.A
3.C
4.B
5.B

TASK 4

1. The hidden temple tour
2. You can call me
3.Pass the rice fields and the river
4. Don't jump
5. Shall we go now?

TASK 5

1. a. Good Morning!

b. Hallo

2. a. I'm Arini

b. My name is Julia. Or you can just call me Jullie

3. a. tell me if you want to stop to take some pictures

b. be careful with this part, because it's hot

4. a. don't jump from the right side

b. don't be affraid, I've been driving for 7 years

TASK 7

1. Angie
2. Viavia travel
3. She is from New castle, England
4. She is travelling around Asia now
5. October 29th, 2012
6. 6 days
7. She wants Viavia travel to arrange a trip plan for her.
8. Yes, she does.
9. The Hindu and Buddhist temples, the sultan palace, beaches and caves.
10. After 3 days.

TASK 9

1.Will Visit

2.Will go

3.Will bring

4. Will stay

5. Will fly

6. Will be

7.Will drive

It Was In The Fourth Century!

Pic. 1

Dengan mempelajari modul II ini anda akan dapat:

1. Menceritakan kejadian di masa lampau
2. Menceritakan sejarah tentang candi-candi di Yogyakarta

Sehubunga dengan tujuan modul tersebut di atas, modul ini berisi materi:

1. Ekspresi menanyakan dan menyampaikan opini
2. Simple past tense
3. Cerita tentang candi-candi di Yogyakarta
4. Model dialog antara pemandu wisata dan turis.

Dalam modul II ini terdapat berbagai macam latihan sehingga Anda dapat memahami materi simple past tense, sejarah mengenai candi-candi di sekitar Yogyakarta dan berbagai ekspresi yang berguna dalam tur Anda.

LEAD-IN

TASK 1

Pic. 2

Answer the questions briefly.

1. What temples do you usually visit in the Hidden temples tour?

2. Do you tell about the history of the temples?

3. What temple is your favorite?

4. What temple is the most favorite for the tourists?

LET'S LISTEN

TASK 2

Listen carefully to the dialogs between the guide and the guest then choose the correct statement by crossing the letter A, B, or C.

6. A. Kalasan temple
   B. Sari temple
   C. Sambisari temple

7. A. The beauty

B. Indian traditional clothes

C. Common name of Javanese girls

8. A. The worshipping place

B. The kingdom

C. The monastery

9. A. The monks' houses

B. The library

C. The monastery

10. A. Buddhist

B. Hindu

C. Islam

LET'S STUDY

PRONUNCIATION CENTRE				
Monastery	/	ˈmɒnəstri	/	Biara
Monks	/	mʌŋk	/	Biarawan
Wooden	/	ˈwʊdn	/	Dari kayu
Upstairs	/	ʌpˈsteəz	/	Lantai atas

TASK 3

Study the Dialog in Task 2 Again, and Pay Attention on the Tenses.

Sari Temple

Pic. 3

Guide: Okay, so now we are in Sari temple, this temple is located in Kalasan area.

Guest: Sorry? Sari temple? It sounds like Indian clothes. Why is it called the Sari temple?

Guide: Haha, okay, right!
But in Java, sari is also a common name for girls, it means the beauty. So the sari temple means the beautiful temple.

Guest: Oh really?

Guide: Yup, see the wall of the temple. It has a white cement layer which makes it different from other temples and makes it looks more beautiful. Do you think it is beautiful?

Guest: Oh, I see.. Yup! I think so!
In my opinion, this temple is so unique! It's so different!

Guide: And long time ago, this temple was the monastery area. The monks lived around in the wooden building, that's why it's already gone.

Guest: And what was the function of this temple?

Guide: This temple was a library. It was a two-storey building but the upstairs floor was wooden, so we cannot see this now.

Guest: Oh yaa,, I can see the locking system there in the upstairs.
Ah, by the way, it is Buddhist or Hindus temple?

Guide: Ah, let's see from outside, you will know by looking at the top of the temple.

Guest: yaaaa,, that's a stupa!

Guide: Yup, so what do you think?

Guest: So, I think it is a Buddhist temple!

Guide: Yup. That's right!

In the dialogue you find expressions with different function. Here are the expressions presented in a table.

Expression	Functions
✓ Do you think it is beautiful? ✓ So, what do you think?	Asking for opinion
✓ In my opinion, this temple is so unique! ✓ I think it is a Buddhist temple!	Giving opinion

Here are some other expressions.

Expression	Functions
✓ Do you think ...? ✓ What do you think about that? ✓ What's your opinion about...? ✓ What do you feel about the ...?	Asking for opinion
✓ I think ... ✓ In my opinion, ...	Giving opinion

TASK 4

Listen carefully to the following dialogs. Complete the blank space then identify the expression of asking for and giving opinion.

Sambisari temple

Guide: Well, we are in one of the hidden temples now, Do you think it is Hindu or Bhuddist temple?

Guest: Hmm,, I think it is a Hindu temple, because I do not see any Stupa here.

Guide: Exactly! So, one of the characteristic of a Hindu temple is the complex of the temples. Hindu temple is always a complex of temples, with a main temple and some smaller temples which are called perwara temples.

Guest: Ah, that is why in Borobudur I saw only a big main temple, because there are not the perwara temples in Buddhist temples, right?

Guide: You're right! And as you can see, this temple is 6,5 meters lower than the land. It's because it was a rice field. One day the farmer plough the land and he found a carved stone. Then by the time he found more and more stones. Then he told the local government. Finally the government decided this area to be an archeologist site.

Pic. 4

Guest: Wow! I can't imagine if I found a temple in my garden! By the way, when did it happen?

Guide: It was on 1966, and the farmer works as a cleaning service here now.

Guest: Really? Don't you think that it's not fair for him? He found it!

Guide: I don't think so. I think it's fair enough. At that time, the government had already bought his land and it s fair I think.

Guest: Oh, okay.. I miss that information before, hehe..

Guide: Okay, let's go there and get closer to the temple.

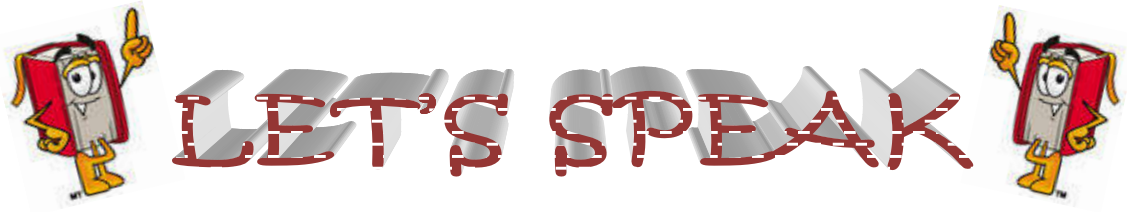
Identify the expression s of giving and asking for opinion in the passage.

5. Expressions of asking for opinion:
   c) .....
   d) .....
   e) .....

6. Expressions of giving for opinion:
   c) .....
   d) .....
   e) .....

7. Expressions of agreement:
   c) .....
   d) .....
   e) .....

8. Expressions of disagreement:
   c) .....
   d) .....
   e) .....



TASK 5

Work In pairs. Make a dialog with your pair by using the following situations. Use the expression of giving and asking for opinion in your dialog. Look at the example in number 1.

5. Some people sometimes riding a motorcycle without a helmet.
   A: What's your opinion about of riding a motorcycle without a helmet?
   B: In my opinion, they are not too concerned about their safety

6. There is a 50 percent discount for the foreinger with the student cards i Prambanan temple.
   A: .....
   B: .....
7. Trans Jogja is the newest public transportation program here.
   A: .....
   B: .....
8. Regional tourism offices continue to increase tourist visits.
   A: .....
   B: .....
9. Many tourist go to Bromo and Bali after exploring Jogja
   A: .....
   B: .....

TASK 6

Read the story carefully. Retell the story in your own word by orally answering the questions below as the clues.

Banyunibo temple

The name of this temple is taken from Javanese language. From the word banyu (water) and tibo (to fall), which means the falling water. The local people said that this temple is called "the falling water" temple because it is a small temple among the hills, and from far away it looks like a drop of water falldown from the hill.

Pic. 5

This Buddhist temple was built on 9th century but it firstly refound and recovered in 1940 – 1962. Now, the temple consists of a main temple which face to the west and six smaller temples in stupa shape which are arranged in a line in the south and east of the main temple.

Pic. 6

In this temple we can find some relief look like the unfinished carving but actually it is not unfinished. Some of the stones are not original, so the archeologist put some supporting stones which are not allowed to be carved.

In this temple, we can find many reliefs of the gods and goddeses of the fertility and wealth. Thats why many people also come here to pray for having the baby and also for the wealth. Evenmore, uniquely this

temple is located among some Hindus temples. It shows us that in the past the people from different religions live peacefully and respect each other. That is a good example for the today people.

Source:
http://www.gamawisata.com/index.php/component/content/article/39-tempat-wisata/76-jogjakarta-kota-seribu-candi

Questions

1. What is the name of the temple?

2. What is the meaningof the name?

3. Where is the location of Banyunibo temple?

4. For what religion this temple was?

5. When was it built?

6. When was it recovered?

7. Is the complex of the temple consists of many temples?

8. Why do some reliefs look like the unfinished relief?

9. What do the people do when the visit this temple?

10. What is the uniqueness of the temple?

TASK 7

Read the passage carefully and answer the questions below.

The Love Story of Plaosan Temple

Plaosan temple was built on 9th century by a King named Rakai Pikatan and a Queen named Pramodya Wardhani. Rakai Pikatan was the 6th king of the Old Mataram Kingdom, from the Sanjaya Dynasty which was a Hindu family. While Pramodya Wardhani was the daughter of Samaratungga from Syailendra dynasty which was a Buddhist family.

Pic. 7

Plaosan temple was built in the old Mataram Kingdom era, and it was built to as the symbol of their true love. Both Rakai Pikatan's and Pramodya Wardhani's family did not agree with their marriage. It was because both family had a strong power in the society and they were from the different religion. However, it did not change their feeling. So, they built this temple as the symbol of their true love. The legend said that Rakai Pikatan and his wife built this huge temple by their own hands.

As the result, this temple has two main temples, the twin temples. One temple has the female reliefs as the symbol of Rakai Pikatan's love to his wife. The other one has the male reliefs as the symbol of Pramodya Wardhani's

respect and love to her husband. This temple is also combined the architecture style of Buddhist and Hindu temples. So, now we can still see both the stupa and the Perwara temples in this Plaosan complex.

Source:
http://www.jogjatrip.com/id/1684/0

Questions

1. When was the temple built?

.....

2. Who built this temple?

.....

3. Who is Rakai Pikatan?

.....

4. What is the name of the Hindu dynasty?

.....

5. Who is Samaratungga?

.....

6. Why did the marriage of the king and the queen was not allowed by their parents?

.....

7. What did they do when their parents did not allow them?

.....

8. How many main temples were there?

.....

9. What were the reliefs of the temples?

.....

10. Plaosan temple had the architecture style from which religion?

.....

LET'S STUDY

TASK 8

Study the following grammar focus.

Simple Past tense

We use the simple past tense to talk about an action or a situation - an event - in the past.

We use the simple past tense when:

- the event is **in the past**
- the event is **completely finished**
- we say (or understand) the **time** and/or **place** of the event

Pattern: **S + V2**

Examples:

They **built** this temple as the symbol of their true love

S V2

Pramodya Wardhani **was** the daughter of Samaratungga

S V2

Rakai Pikatan's and Pramodya Wardhani's family **did not** agree with their marriage

S V2

(Taken from http://www.englishclub.com/grammar/verb-tenses_past_u.htm)

TASK 9

Change the verb in thr brackets into the past participle to make good past sentences.

1. Many temples in Jogja (is) built on the 9th century.

.....

2. A farmer (find) the temple in his rice field in 1966, now the temple is called Sambisari temple.

.....

3. In the 20th century there (are) many findings in archeologis.

.....

4. Pramodya Wardhani (build) a temple to show her love to her husband.

.....

5. The people in the past (give) the white cement layer in the Sari temple's wall.

.....

TASK 10

Reorder the paragraph of the text below to make a good travel story.

My Best Trip in Indonesia

In this street, I found my favourite place, Viavia Cafe and Travel. I had my dinner there for 3 times, I was addicted! Hahaaa.. I joint the tour they offer as

well. The Prambanan and the hidden temples tour was awesome! I was really impressed.

I went to Jogja in my First week, directly after I arrived in Jakarta. This city was so nice. It had the good food, the good places, and the good people. In Jogja I stayed in Prawirotaman street. It was a tourist centre, there were quite many foreingers I saw there.

Last month I travelled to Indonesie for 3 weeks. I was in Jakarta, Jogja, Bali, and Lombok. The best place I like the most was Jogja, because the culture is really strong.

I think I will come to Jogja again in 10 years or more to see the new temples which are discovered. Well, now I have to face the reality that my holiday ends. Okay, now I have to work and prepare for the next trip next year!

In the tour, I was with a guide. We went trhough the alternative road and we went by a motorbike! It was my first time. During the tour, we visitted many hidden temples. It made me think that It must be a very big kingdom before. If I had a time mechine, this would be the first place that I visit. I was very curious that there must me many more temples will be discovered.

Please rewrite here:

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Appendix 4: The First Draft of the materials

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RANGKUMAN

Expressions:

Expressions	Functions
✓ Do you think ...? ✓ What do you think about that? ✓ What's your opinion about...? ✓ What do you feel about the ...? ✓ Do you think it is ...? ✓ So, what do you think?	Asking for opinion
✓ I think ... ✓ In my opinion ...	Giving opinion
✓ I think the same. ✓ I agree with you. ✓ I think so. ✓ That's right!	Agreement
✓ I don't agree with you. ✓ I don't think the same. ✓ I don't think so. ✓ I think it's not true.	Disagreement

Simple Past tense

We use the simple past tense to talk about an action or a situation - an event - in the past.

We use the simple past tense when:

- the event is **in the past**
- the event is **completely finished**
- we say (or understand) the **time** and/or **place** of the event

Pattern: **S + V2**

Examples:

They **built** this temple as the symbol of their true love

S V2

Pramodya Wardhani **was** the daughter of Samaratungga

S V2

Rakai Pikatan's and Pramodya Wardhani's family **did not** agree with their marriage

S V2

EVALUASI

III. Work in pairs to make a roleplay between the guide and the guests.

Situation: You are explaining the story of these temples:

- Barong Temple
- Ijo Temple
- Banyunibo Temple

The dialog must contain:

- Expressions asking opinion
- Expressions giving opinion
- Expressions of agreement
- Expressions of disagreement

IV. Write your first guiding experience in three paragraph.

V. Read your friend's story about the first guiding experience and then retell in your own words.

KUNCI JAWABAN

TASK 2

1. B
2. A
3. D
4. C
5. A

TASK 5

1. Do you think
2. I think it is a Hindu temple
3. You're right
4. Don't you think
5. I don't think so

Task 9

1. In the 9th century
2. King Rakai Pikatan and Queen Prmodya Wardhani
3. The 6th king of the Old Mataram Kingdom
4. The Sanjaya Dynasty
5. Pramodya Wardhani's father
6. It was because both family had a strong power in the society and they were from the different religion
7. They built this temple as the symbol of their true love
8. Two main temples
9. One temple has the female reliefs and the other one has the male reliefs
10. Buddhist and Hindu

Task 11

1. Was
2. Found
3. Were
4. Built
5. gave

Task 12

Paragraph 3 – 2 – 1 – 5 – 4

His name is Ganesh!

Pic. 1

Dengan mempelajari modul II ini anda akan dapat:

3. Menceritakan tentang karakter-karakter di relief candi-candi yang dikunjungi

Sehubunga dengan tujuan modul tersebut di atas, modul ini berisi materi:

5. Mendeskripsikan penampilan fisik karakter
6. Mendeskripsikan sifat-sifat karakter

Dalam modul II ini terdapat berbagai macam latihan sehingga Anda dapat menceritakan karakter-karakter di relief candi-candi yang dikunjungi.

LEAD-IN

TASK 1

Pic. 2

Answer the questions briefly.

1. What temples do you usually visit in the Hidden temples tour?

2. Do you find some reliefs in those temples?

3. Do you know the names of the characters in the relief?

4. Do you know the story of the characters?

LET'S LISTEN

TASK 2

Listen carefully to the dialogue between the guide and the guest and choose the correct statement by crossing the letter A, B, C, or D

1. A. Brahma
   B. Wisnu
   C. Shiva
   D. Ganesh

2. A. Elephant
   B. Tiger
   C. Lion
   D. Cow

3. A. The trunk
   B. The pot
   C. The bowl
   D. The big belly

4. A. The trunk
   B. The pot
   C. The bowl
   D. The big belly

5. A. Buddhist
   B. Hindu
   C. Islam
   D. Christian

TASK 3

Study the following table.

PRONUNCIATION CORNER				
god	/	gɒd	/	dewa
Trunk	/	trʌŋk	/	belalai
Statue	/	‘stǽtʃu:	/	patung
Wealth	/	welø	/	kesejahteraan

TASK 4

Study the Dialogue in Task 2 Again, and Pay Attention on the Noun Phrases.

Ganesh, the God of Knowledge

Guide : do you know that most of the Hindus temple in Indonesia was built for Shiva?

Guest : I don't know about that.. Really? But who is Shiva?

Guide : Yup, it is. Shiva is one of the three gods in Hindu. Brahma, Wisnu and Shiva.

Guest : So is it the statue of Shiva?

Guide :No, that is not Shiva, that's Ganesh, the Shiva's son

Guest : Oh wow.. so he is also a god?

Guide : Yes.. And do you see that? He has 1. _____ then he brings a pot in his right hand and a bowl in his left hand. The shrunk always take the water from the bowl in his left hand. The water symbolizes the knowledge that he always take to his brain.

Whenever the water is empty, he will always pour it again from the pot.

Guest : So, you mean that he is 2. _____?

Guide : More than that, he is actually called as the god of knowledge.

Guest : Oh I see.. That's why I saw his picture in one of public university in west java when I did my research.

Guide : Exactly! That must be ITB. ITB has Ganesh as the symbol of the university.

Guest : Yes, you right, that was ITB. And see, he has 3. _____, that's so cute.

Guide : Hahaa, that big belly actually symbolize the wealth..

Guest : Wow, that's cool.

Guide : Then he has big ears but 4. _____, that means he listens more but talks less.

Guest :He is perfect! Smart and rich! Haha..

Guide : Hahaha.. You're right! 5. _____!

In the dialogue you find the adjectives with different function. Here are the phrases presented in a table.

Adjectives	Functions
✓ A **big** belly ✓ the **big** ears ✓ a **small** mouth	Describing appearance
✓ a **smart** and **rich** god ✓ a **good** god	Describing personality

TASK 5

Listen carefully to the following dialogues. Complete the blank space then identify the phrases containing adjectives to describe the character's appearance and personality.

Dwarapala, the Guardians

Guest : Look! Those twin statues are so scarry!

Guide : Those are the Dwarapala. They are the guardiands of this temple.

Guest : Oh okay, are they twin?

Guide : Yes, in every place where the dwarapala found, there are always two dwarapala. That is actually why it is called dwarapala.

Guest : What do you mean?

Guide : Dwarapala comes from the old Javanese language which is adapted from the Sanskrets. Dwara means two and pala means the guardians. So, dwarapala means the two guardians.

Guest :Oh I see.. Wow, these guardians really looks scary. Why must they have very sharp eyes, long and sharp theet, big bodies? Are they the bad guardians?

Guide : No, they are the scarry guardians but not the bad guardians. They have all the scarry things to protect the temple. It will make the bad people affraid to enter the temple. Look, they also have the weapon in their right hand, it shows that they are the brave guardians.

Guest : I see.. Then, what is that? Is that a snake in the left hand?

Guide : Yes, it is. It is because the snake can call the rains.

Guest : Oh wow! Okay, I understand now that they are actually the good guardians.

Identify the phrases of describing appearance and describing personality

1. Phrases of describing for appearance:

a) .....

b) .....

c) .....

d) .....

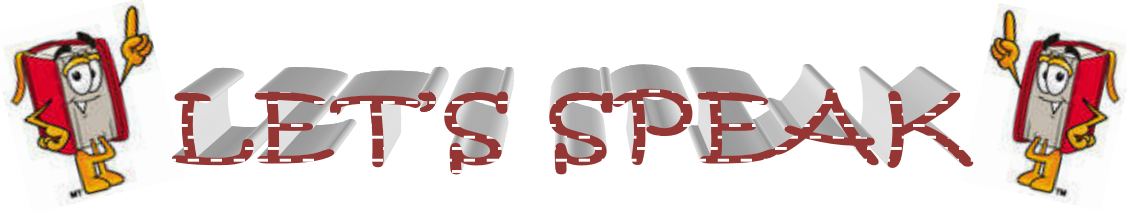
2. Phrases of describing for personality:

a) .....

b) .....

c) .....

d) .....



TASK 6

Work In pairs. Make a dialogue with your pair by using the following situations. Use the phrases to describe the person's appearance and personality.

Example: You want to tell to the other tour guide that her guest has come.

A: Hey, your guest has come, you better meet her.

B: Which one is her?

A: That one, a tall girl with the curly blond hair.

B: Okay, thank you.

1. You are in the front desk, you want to tell the frontliner that a guest who is in the cafe now want to book a tour.

A: .....

B: .....

A: .....

B: .....

2. Your guest wonder why the Jogja people really respect the Sultan. Tell him about the Sultan.

A: .....

B: .....

A: .....

B: .....

TASK 7

Read the story carefully. Retell the story in your own word by orally answering the questions below as the clues.

Batara Kala

Batara Kala was Batara Guru's child whose existence was unplanned and unexpected. It was created from kama seed (sperm) that Guru should not be distributed, and fell into the ocean. This happened when Batara Guru sightseeing with his wife, Goddess Uma. On top of Nusa Kambangan, the scenic beauty of the evening, Guru tempted to see her calves. He then seduced Goddess Uma desire to want to serve on the spot, on the back of Andini. But she refused. In addition to its shame, Goddess Uma considers that such action was

Because the passion of Guru was unbearable, finally the kama seed fell down into the ocean. The kama seeds of Guru transformed into a horrible creature. It quickly grew into a big creature. He attacked everything, devouring anything. To ease the confusion that occurred, Guru ordered some god to exterminate that creature. But the no one of the gods was able to face the creature. They eventually even ran home to heaven. Ferocious creature was soon catch up to the heaven of the gods Suralaya, Guru residence. After dealing with the creature Guru demanded an explanation, he is his child who then ask for the name of his father. Guru who understand the situation, immediately notify that the creature is his child. Guru gave him a name and raised equal to god, the same as other children. His name is Batara Kala.

Source:

http://blvckshadow.blogspot.com/2010/03/batara-kala.html

Questions

1. Who was Batara Kala's father?

2. Who was Batara Kala's mother?

3. How did the sperm can fall down?

4. Where did the sperms fall down?

5. What did Guru do to face the big creature?

6. Can the gods face him?

7. Why did the big creature meet Guru?

TASK 8

Read the passage carefully and answer the questions below.

Durga, the Mother of the Universe

Goddess Durga is the mother of the universe and believed to be the power behind the work of creation, preservation, and destruction of the world. Since time immemorial she has been worshipped as the supreme power of the Supreme Being and has been mentioned in many scriptures - Yajur Veda, Vajasaneyi Samhita and Taittareya Brahman.

The word "Durga" in Sanskrit means a fort, or a place which is difficult to overrun. Another meaning of "Durga" is "Durgatinashini," which literally translates into "the one who eliminates sufferings." Thus, Hindus believe that goddess Durga protects her devotees from the evils of the world and at the same time removes their miseries.

There are many incarnations of Durga: Kali, Bhagvati, Bhavani, Ambika, Lalita, Gauri, Kandalini, Java, Rajeswari, et al. Durga incarnated as the united power of all divine beings, who offered her the required physical attributes and weapons to kill the demon "Mahishasur". Her nine appellations are

Skondamata, Kusumanda, Shailaputri, Kaalratri, Brahmacharini, Maha Gauri, Katyayani, Chandraghanta and Siddhidatri.

Durga is depicted as having eight or ten hands. These represent eight quadrants or ten directions in Hinduism. This suggests that she protects the devotees from all directions.

Like Shiva, Mother Durga is also referred to as "Triyambake" meaning the three eyed Goddess. The left eye represents desire (the moon), the right eye represents action (the sun), and the central eye knowledge (fire).

The vehicle of Durga is lion. The lion represents power, will and determination. Mother Durga riding the lion symbolizes her mastery over all these qualities. This suggests to the devotee that one has to possess all these qualities to get over the demon of ego.

Source:

http://hinduism.about.com/od/hindugoddesses/a/durga.htm

Questions

1. Durga is the goddes in what religion?

.....

2. What are the meanings of Durga?

.....

3. Who is Mahishasur?

.....

4. How many does appellations Durga have?

.....

5. What are the appellations?

.....

6. How many hands does she have?

.....

7. What is the meaning of the many hands?

.....

8. What is Triyambake?

.....

9. What are the right eye symbolize?

.....

10. What is Durga's vehicle?

.....

LET'S STUDY

TASK 9

Study the following grammar focus.

Noun Phrase

One of the function of the noun phrases is to describe a person's appearance or personality.

Pattern: **Adj + Noun**

Examples:

Ganesh has a **big belly**.

Adj N

Batara Kala looks like a **scarry giant**.

Adj N

Eventhough Dwarapala have **long and sharp teeth**, they don't hurt

Adj N

the **good people.**

Adj N

TASK 10

Describe the characters in the pictures by using the noun phrase.

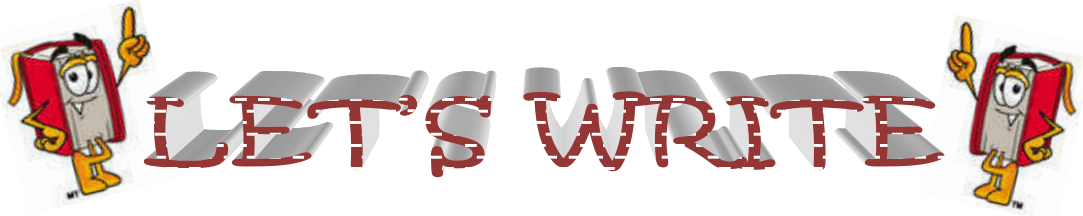
1. .....

2. .....

3. .....

4.....

5.....



TASK 11

Reorder the paragraph of the text below to make a good story.

Shiva and His Loyal Nandi

The smile on Paravathi's face went away immediately upon hearing those words of Nandi. Paravathi then walked up to question Nandi, "Nandi, how could you announce the wrong winner? I have won the game and you are mine now. Forget Shiva."

Shiva and Paravathi were playing a game of dice. During the game, they had a delightful conversation about the story of how their son Ganesh had captured his vahana, the rat. The game of dice with Paravathi had reached a

critical point after Shiva told the story. One wrong move and the other might just win! Shiva thought hard for an idea that would make this game more interesting. His eyes wandered around their surroundings… “My trident, Paravathi’s crossbow, last night’s dishes…I wonder what would be a good thing to place as an incentive for the winner?” Shiva thought as he continued to browse around for interesting items. “Oh I know! My white bull Nandi!” His eyes sparkled and he had a smile on his face.

Nandi immediately stopped eating the fine grass in the garden and walked towards Shiva after hearing his master calling his name. Shiva looked at Nandi with a smile, he thought, "Nandi is meant to be mine! Thinking back, it was a rainy day and Vishnu called me over to see something incredible. I did not believe him at first but decided to go over to have a chat with him. When I arrived, I saw that there was a baby white cow standing right next to the right side of Vishnu! And it was dressed like me! Vishnu decided to give Nandi away to a sage until he is old enough to be my vahana. Today, however, Nandi is going to make me proud because I’m going to make him the prize for this game of dice! There is no way Paravathi will beat me at this game and actually win Nandi, but she definitely will try her best to make this game interesting after I put Nandi as the prize.”

“I am very sorry and I understand why you would be angry. However, Shiva has been my master for 100,000,000 years and I simply cannot forget his care and love. We have been through a lot and for me to announce that he lost the game is heart-breaking.” Nandi replied.

Many years passed. The game finally reached an end. Surprisingly, Paravathi won the game! Shiva became fiery upon realizing what just happened. Nandi walked up between Paravathi and Shiva and announced, “The winner is… Shiva.” One could tell that Nandi did not announce this with much enthusiasm for he knew had announced the wrong winner.

Please rewrite here:

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Task 12

Paraphrase the story about Shiva and his loyal Nandi with your own language. Write minimum 200 words.

Please write here:

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RANGKUMAN

Adjectives	Functions
✓ A **big** belly ✓ the **big** ears ✓ a **small** mouth	Describing appearance
✓ a **smart** and **rich** god ✓ a **good** god	Describing personality

Noun Phrase

One of the function of the noun phrases is to describe a person's appearance or personality.

Pattern: **Adj + Noun**

Examples:

Ganesh has a **big belly**.

Adj N

Batara Kala looks like a **scarry giant**.

Adj N

Eventhough Dwarapala have **long and sharp teeth**, they don't hurt

Adj N

the **good people.**

Adj N

EVALUASI

I. Make a monologue to explain the characteristics of:
   a. Roro Jongrang
   b. Makara
   c. Shiva Agastya

II. Write the dialogue based on this situation:
   a. Tell the font liner that there was a tourist came when she is in the rest room. Tell her that the tourist will come back in 10 minutes and describe the tourist's appearance.
   b. Tell the senior guide about your guest in the trip today as your report as the trainee guide.

KUNCI JAWABAN

Task 2

1. D
2. A
3. C
4. D
5. B

Task 4

1. a long trunk
2. a very smart god
3. a big belly
4. the small mouth
5. He is a good god

Task 7

1. Bathara Guru
2. Goddes Uma
3. This happened when Batara Guru sightseeing with his wife
4. In the occean
5. Guru ordered some god to exterminate that creature
6. No, they did not
7. To ask for a name from his father

Task 8

1. Hindhu
2. The one who eliminates sufferings
3. The demon
4. Nine
5. Skondamata, Kusumanda, Shailaputri, Kaalratri, Brahmacharini, Maha Gauri, Katyayani, Chandraghanta and Siddhidatri.
6. Eight to ten hands
7. She protects the devotees from all directions.
8. The three eyed Goddess
9. The sun / action
10. A lion

Task 9

2 – 3 – 5 – 1 - 4

FINAL

DRAFT

Hello, I Am Your Guide Today!

Pic. 1

Dengan mempelajari modul ini, Anda akan dapat:

1. memberi dan membalas salam pada turis,
2. memperkenalkan diri Anda pada turis,
3. meminta turis untukmelakukan sesuatu, dan
4. melarang turis untuk melakukan sesuatu.

Sehubungan dengan tujuan modul tersebut di atas, modul ini berisi materi:

1. ekspresi memberi salam kepada orang lain dan menanggapi salam dari orang lain,
2. ekspresi memperkenalan diri,
3. ekspresi memberi peringatan, dan
4. ekspresi memberi saran

LEAD-IN

TASK 1

Pic. 2

Answer the following questions.

1. Do you do the hidden temples trip often?
2. What do you do to begin the trip?
3. What do you say when you greet the guests?
4. What are the things to do and the things not to do during the trip?

LET'S LISTEN

TASK 2

Listen carefully to the dialogue between the guide and the guest and then choose the correct answer by crossing the letter A, B, or C.

1. A. Hi! How are you?
   B. Hi! Good morning!
   C. Nice to meet you!
   D. Nice to meet you too!

2. A. Heni
   B. Eliza
   C. Alice
   D. Holland

3. A. She is the guide
   B. She is Heni's sister
   C. She is Eliza's sister
   D. She is the travel agent

4. A. From England
   B. From Holland
   C. From Indonesia
   D. From Jogja

5. A. Prambanan temple
   B. The Hindu temples
   C. Borobudur temple
   D. The Hidden temples

TASK 3

Study the following words and its pronunciation.

PRONUNCIATION CORNER				
Guide	/	gaId	/	Pemandu
Visit	/	vIzIt	/	Mengunjungi
Hidden	/	'hIdn	/	Tersembunyi
Temple	/	'templ	/	Candi

TASK 4

Study the dialogue below and identify the expressions of greeting, introduction, warning and suggestion.

Guide : Hi! Good Morning!

Guest 1 : Hello, good morning! Nice to meet you!

Guide : Nice to meet you too. My name is Heni and I am your guide today.

Guest 1 : Hi Heni! I'm Eliza, and this is Alice my sister.

Guide : Hi Alice!

Guest 2 : Hello Heni! Nice to meet you.

Guide : Nice to meet you too. Where are you from, by the way?

Guest 2 : We are from Holland and it is our first time in Jogja. I really can't wait to visit the hidden temples now.

Guide : Good then! Let's go now!
Don't forget to bring your sunblock and because we will pass the alternative road, you better prepare your camera because it will be so beautiful.

Guest 1 & 2 : Okay, thanks!

In the dialogue you find expressions with different functions. Here are the expressions:

Expressions	Functions
✓ Hi! ✓ Good morning! ✓ Hello! ✓ Nice to meet you!	Greeting
✓ My name is Heni, I will beyour guide today! ✓ I'm Eliza, and this is Alice my sister.	Introduction

Expressions	Functions
✓ Don't forget to bring your sunblock	Warning
✓ You better prepare your camera because it will be so beautiful.	Suggestion

Here are other expressions.

Expressions	Functions
✓ Hi! / Hello! ✓ Goog morning / afternoon / evening! ✓ How are you! ✓ Nice to meet you!	Greeting
✓ I am … ✓ My name is … ✓ You can call me … ✓ Just call me …	Introduction
✓ Use the helmet. ✓ Feel free to ask some questions. ✓ Tell me if you want to take some pictures.	Suggestion
✓ Don't leave your bag in the motorbike. ✓ Don't bring a lot of cash money.	Warning

TASK 5

Listen carefully to the dialogue and complete the blank spaces and then identify the expressions of greeting, introduction, warning and suggestion.

Julia : "1. _____ I will go to the Prambanan and the hidden temples this morning."

Arini : "Oh Hello, 2. _____ You will go with me."

Julia : "Oh, My name is Julia. Or 3. _____ So, are you the guide?"

Arini : "Yup! So, today we will go to the temples via the alternatives road. We will go through the alternative road So, just tell me if you want to stop to take some pictures."

Julia : "Sure! Thank you!"

Arini : "And by the way, have you ever been sitting in the back of motorbike before?"

Julia : "Hmm.. not yet."

Arini : "Okay, so 4. _____ because it's hot and you better jump from the right side and (5) _____, I've been driving for 7 years, hehe"

Julia : "Okay.. Thanks for the information."

Arini : "You're welcome. Okay, let's go."

Julia : "Sure!"

TASK 6

Identify the expressions of greeting, introduction, warning and suggestion in the dialogue in task 5.

1. Expressions of greeting
   a) .....
   b) .....

2. Expressions of introduction:
   a) .....
   b) .....

3. Expressions of suggestion:
   a) .....
   b) .....

4. Expressions of warning:
   a) .....
   b) .....

TASK 7

Work In pairs. Make dialogues with your friend based on the following situations. Use the expressions of greeting, introduction, warning and suggestion in your dialogues. Look at the example.

Example:

You want to greet your guests and introduce yourself as their guide for the tour today.

A: Hello, I will be your guide for the trip today. Please call me Anggit.

B: Hello Anggit! How are you?

A: I am Great. Nice to meet you!

B: Nice to meet you too!

1. You want to warn your guest to keep holding his bag to avoid the theft.

   A: .....

   B: .....

   A: .....

   B: .....

2. You want to tell your guest that he can ask anything to you during the tour.

   A: .....

   B: .....

   A: .....

   B: .....

3. You are in the office desk and a foreigner who is your guest comes. Greet and introduce yourself.

   A: .....

   B: .....

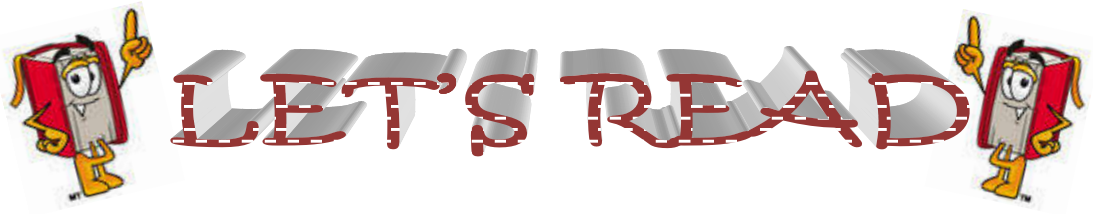
   A: .....

   B: .....

TASK 8

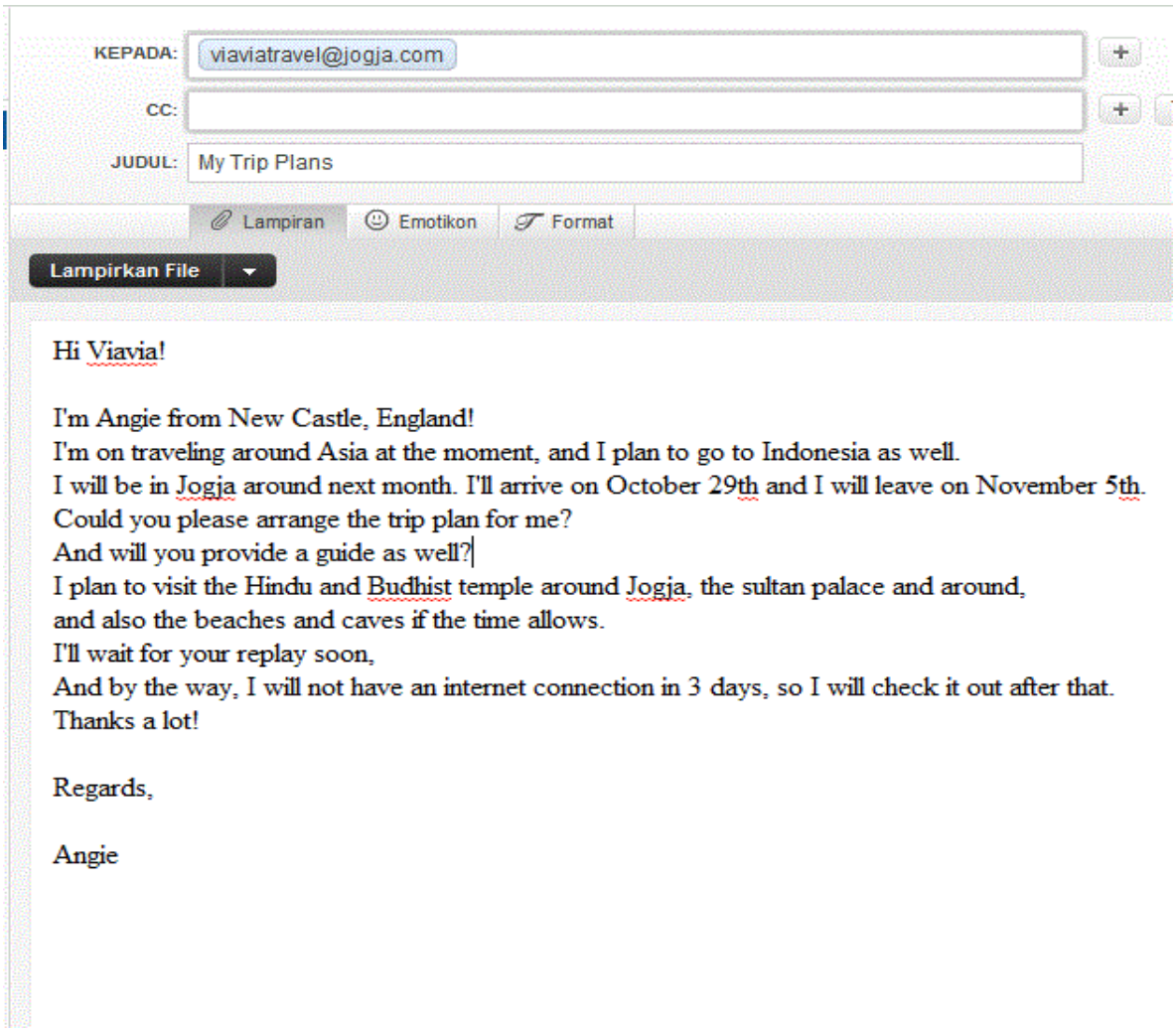
Do the roleplay with your partner. One of you act as the guide and the other act as the guest. Use the following situations.

1. You meet at Viavia travel before doing the tour
2. The guest want to make some picture in the rice field in the journey.
3. You finish the tour and just arrive in Viavia travel again.



TASK 9

Read the passage carefully and answer the questions.



Questions

1. Who is the sender of the email?

   .....

2. Who is the reciever of the email?

   .....

3. Where does Angie come from?

   .....

4. Where is Angie at the moment?

   .....

5. When will Angie come to Jogja?

   .....

6. How many days will she stay in Jogja?

   .....

7. What does Angie want from Viavia?

   .....

8. Does she need a guide?

   .....

9. What places she want to visit?

   .....

10. When will she check the email again?

    .....

TASK 10

Study the following grammar point.

Simple Future tense

We use the simple future tense to talk about an action or a situation - an event - in the future.

Pattern (+) : **S + WILL + V1**

Examples:

1. **I** **will** **be** in Jogja around next month.

   S V1

2. **I** **will** **arrive** on October 29th.

   S V1

Pattern (-) : S + WILL NOT + V1

Example:

I **will not** **have** an internet connection in three days.

S S1

Pattern (?) : WILL + S + V1

Example:

1. **Will** **you** **provide** a guide as well?

S V1

Source:
http://tensesbahasainggris.com/future-tense

TASK 11

Complete the blank spaces with the words in the box to make good sentences.

1. In this trip, we … the prambanan and three hidden temples.
2. You … the alternative road which is not so busy.
3. Don't forget to use your sunblock, because it … very sunny today.
4. Can you stop for a while? I … some pictures here.
5. She … to Jakarta by Garuda Indonesia tomorrow.

6. Please just drop us in Malioboro street after the tour, we … to the traditional market there.

7. I … in Jogja tomorrow. I … in Tugu train station at 7 a.m.

8. Our driver … you … at 8 a.m in your hotel tomorrow morning.

9. The tour … at 9 a.m this morning and it … at 3 p.m this afternoon.

10. We … at Viavia travel tomorrow morning, right?

Go	Take	Be
Be	meet	Arrive
Visit	Start	Pass
finish	Pick up	

TASK 12

Edit the words in the brackets to make a good email reply by using the future tense .

DARI: Reni Fatmasari
KEPADA: Angelina_Cyut@yahoo.com

Hello Anggie!

We're happy to receive your email.
For sure we (arrange) your trip plan in Jojga for 4 days, and you can choose your own trip for the last 2 days when you are already here.

Day 1, you (visit) the Borobudur temple, it is around 1 hour from Jogja.
Day 2, we (do) another temple tour, the Prambanan and the hidden temples tour.
Day 3, you (experience) the village tour, by going around a village by a horse cart.
You (not,be) dissapointed by this tour. :)
Day 4, you (taste) the traditional food by having a culinary tour, we (arrange) if you prefer to have the cooking course.

We (provide) among these tours for your fifth and sixth days:
1. Religion tour
2. City walk
3. Cermai cave and Parangtritis beach
4. Silver course
5. Batik course

We're waiting for your replay, and please feel free to ask questions about the tours.
Thank you!

Regards,

Viavia Travel

Complete the email in the space below.

Your Trip Plans

DARI: Reni Fatmasari

KEPADA: Angelina_Cyut@yahoo.com

Hello Anggie!

We're happy to receive your email.
For sure we _____ your trip plan in Jojga for 4 days, and you can choose your own trip for the last 2 days when you are already here.

Day 1, you _____ the Borobudur temple, it is around 1 hour from Jogja.

Day 2, we _____another temple tour, the Prambanan and the hidden temples tour.

Day 3, you _____ the village tour, by going around a village by a horse cart.
You _____ dissapointed by this tour. :)

Day 4, you _____ the traditional food by having a culinary tour, we _____ if you prefer to have the cooking course.

We _____ among these tours for your fifth and sixth days:
1. Religion tour
2. City walk
3. Cermai cave and Parangtritis beach
4. Silver course
5. Batik course

We're waiting for your replay, and please feel free to ask questions about the tours.
Thank you!

Regards,

Viavia Travel

TASK 13

Rearrange this jumbled paragraph in a good order to be a good email.

Hidden temples tour

DARI: Reni Fatmasari
KEPADA: Dennis.Dean@Gmail.com

* Regards,
Viavia Travel

* To do these all tours, we provide a tour guide for you, and you can choose to go by the car or the motorbike. We recommend you to go by motorbike because we will go through the alternative roads, so you can enjoy it more.

* We will confirm that we have received your email, and here we will answer your question about the hidden temples tour.

* In the hidden temple tour, we will visit three small hidden temples around Jogja. Some of the temples are the Hindu temples and some are the Buddhist temple. Even there is a mix Hindu-Buddhist temple that you can also visit. There temples are approximately 45 minutes - 1 hour from the city center.
You can also combine this tour with the Prambanan temple tour, and with the Ramayana ballet as well.

* Good Morning Mr.Dean!

* Okay, we wait for your confirmation about the tour schedule. Please feel free to ask more questions.
Thank you.

Rewrite the email below.

TASK 14

Write an email to replay the following email.

Tour in Jogja

DARI: Reni Fatmasari

KEPADA: Viavia.travel@jogja.com

Hi! I am Reni from India.

I plan to visit Jogja next week.
I saw in the Lonely planet that Viavia is a highly recommended travel agency, so that I'd like to travel with you.

Do you have some recommended trips to do?
I have 3 days only in Jogja.

I wait for your answer soon, thank you!

Smile,
Reni

Write the email here.

SUMMARY

A. EXPRESSIONS

Expression of Greeting

- ✓ Hi! / Hallo!
- ✓ Good morning / afternoon / evening!
- ✓ How are you!
- ✓ Nice to meet you!

Expression of Introduction

- ✓ I am …
- ✓ My name is …
- ✓ You can call me …
- ✓ Just call me …

To tell the things to do during the trip

- ✓ Use the helmet.
- ✓ Feel free to ask some questions.
- ✓ Tell me if you want to take some pictures.
- ✓ Please tell me if you want to stop to take a picture.

To tell the things to do during the trip

- ✓ Don't leave your bag in the motorbike.
- ✓ Don't bring a lot of cash money
- ✓ Don't forget to bring your sunblock

B. GRAMMAR FOCUS

Simple Future tense

We use the simple future tense to talk about an action or a situation - an event - in the future.

Pattern (+) : **S + WILL + V1**

Examples:

I will be in Jogja around next month.

S V1

I will arrive on October 29th.

S V1

Pattern (-) : S + WILL NOT + V1

Example:

I will not have an internet connection in three days.

S S1

Pattern (?) : WILL + S + V1

Example:

Will you provide a guide as well?

S V1

EVALUATION

I. Work in pairs to make a dialog when you will begin the tour. The dialogs must contain at least 10 sentences. The dialog must contain:
   - Expression greeting
   - Expression introduction
   - Telling the thing that the tourist can do
   - Telling the things that the tourist cannot do

II. Write an email to answer the following email.

From : Michael Shiraev

To : Viavia Travel

Hi! I am Mike.

I'm going to go to Jogja next week, and I would like to see the temples around because I study the History now, and I'm really interested in the temples. What temples do you think are the best to visit? And why? Thanks!

Regards,

Mike

ANSWER KEY

TASK 2

1. B
2. A
3. C
4. B
5. D

TASK 5

1. Good Morning!
2. I am Arini!
3. Just call me Julie.
4. Be careful with this part.
5. Don't be afraid.

TASK 6

1. a. Good Morning!

b. Hallo

2. a. I'm Arini

b. My name is Julia. Or you can just call me Jullie

3. a. tell me if you want to stop to take some pictures

b. be careful with this part, because it's hot

4. a. don't jump from the right side

b. don't be affraid, I've been driving for 7 years

TASK 9

1. Angie
2. Viavia travel
3. She is from New castle, England
4. She is travelling around Asia now
5. October 29th, 2012
6. 6 days
7. She wants Viavia travel to arrange a trip plan for her.
8. Yes, she does.
9. The Hindu and Buddhist temples, the sultan palace, beaches and caves.
10. After 3 days.

TASK 9

1.Will Visit

2.Will pass

3.Will be

4. Will take

5. Will go

6. Will go

7.Will go / will arrive

8. Will pick up

9. Will start / will finish

10.Will meet

It Was In The Fourth Century!

Pic. 1

Dengan mempelajari modul II ini anda akan dapat:

1. Menceritakan kejadian di masa lampau
2. Menceritakan sejarah tentang candi-candi di Yogyakarta

Sehubunga dengan tujuan modul tersebut di atas, modul ini berisi materi:

1. Ekspresi menanyakan dan menyampaikan opini
2. Simple past tense
3. Cerita tentang candi-candi di Yogyakarta
4. Model dialog antara pemandu wisata dan turis.

Dalam modul II ini terdapat berbagai macam latihan sehingga Anda dapat memahami materi simple past tense, sejarah mengenai candi-candi di sekitar Yogyakarta dan berbagai ekspresi yang berguna dalam tur Anda.

LEAD-IN

TASK 1

Pic. 2

Answer the questions briefly.

1. What temples do you usually visit in the Hidden temples tour?

2. Do you tell about the history of the temples?

3. What temple is your favorite?

4. What temple is the most favorite for the tourists?

LET'S LISTEN

TASK 2

Listen carefully to the dialogue between the guide and the guest and then choose the correct statement by crossing the letter A, B, C or D.

1. A. Kalasan temple
   B. Sari temple
   C. Sambisari temple
   D. Plaosan temple

2. A. The beauty

B. Indian traditional clothes
C. Girls
D. Common name of Javanese girls

3. A. The worshipping place
   B. The graveyard
   C. The kingdom
   D. The monastery

4. A. The monks' houses
   B. The monastery
   C. The library
   D. The cemetery

5. A. Buddhist
   B. Hindu
   C. Islam
   D. Christian

TASK 3

Study the following words and its pronunciation.

PRONUNCIATION CORNER				
Monastery	/	ˈmɒnəstri	/	Biara
Monks	/	mʌŋk	/	Biarawan
Wooden	/	ˈwʊdn	/	Dari kayu
Upstairs	/	ʌpˈsteəz	/	Lantai atas

TASK 4

Study the dialogue below and pay attention on the tenses.

Sari Temple

Pic. 3

Guide: Okay, so now we are in Sari temple, this temple is located in Kalasan area.

Guest: Sorry? Sari temple? It sounds like Indian clothes. Or maybe it is called as Sari Temple because it was connected to India?

Guide: No, I don't think so.

Guest: Why is it called the Sari temple?

Guide: So, in Java, sari is also a common name for girls, means the beauty. So the sari temple means the beautiful temple.

Guest: Oh really?

Guide: Yup, see the wall of the temple. It has a white cement layer which makes it different from other temples and makes it looks more beautiful. Do you think it is beautiful?

Guest: Oh, I see.. Yup! I think so. In my opinion, this temple is so unique! It's so different!

Guide: And long time ago, this temple was the monastery area. The monks lived around in the wooden building, that's why it's already gone.

Guest: And what was the function of this temple?

Guide: This temple was a library. It was a two-storey building but the upstairs floor was wooden, so we cannot see this now.

Guest: Oh yaa,, I can see the locking system there in the upstairs.

Ah, by the way, it is Buddhist or Hindus temple?

Guide: Ah, let's see from outside, you will know by looking at the top of the temple.

Guest: yaaaa,, that's a stupa!

Guide: Yup, so what do you think?

Guest: So, I think it is a Buddhist temple!

Guide: Yup. That's right!

In the dialogue you find expressions with different function. Here are the expressions.

Expressions	Functions
✓ Do you think it is beautiful? ✓ So, what do you think?	Asking for opinion
✓ In my opinion, this temple is so unique! ✓ I think it is a Buddhist temple!	Giving opinion
✓ okay, that's right! ✓ I think so!	Agreement
✓ No, I don't think so.	Disagreement

Here are other expressions.

Expressions	Functions
✓ Do you think …? ✓ What do you think about that? ✓ What's your opinion about…? ✓ What do you feel about the …?	Asking for opinion
✓ I think … ✓ In my opinion, …	Giving opinion
✓ I think the same. ✓ I agree with you.	Agreement
✓ I don't agree with you. ✓ I don't think the same. ✓ I think it's not true.	Disagreement

TASK 5

Listen carefully to the dialogue and complete the blank spaces and then identify the expressions of asking and giving opinion and also the expressions of agreement and disagreement

Sambisari temple

Guide: Well, we are in one of the hidden temples now, (1) _____ it is Hindu or Buddhist temple?

Guest: Hmm,, (2) _____, because I do not see any Stupa here.

Guide: Exactly! So, one of the characteristic of a Hindu temple is the complex of the temples. Hindu temple is always a complex of

temples, with a main temple and some smaller temples which are called perwara temples.

Guest: Ah, that is why in Borobudur I saw only a big main temple, because there are not the perwara temples in Buddhist temples, right?

Guide: (3)_____! And as you can see, this temple is 6,5 meters lower than the land. It's because it was a rice field. One day the farmer plough the land and he found a carved stone. Then by the time he found more and more stones. Then he told the local government. Finally the government decided this area to be an archeologist site.

Pic. 4

Guest: Wow! I can't imagine if I found a temple in my garden! By the way, when did it happen?

Guide: It was on 1966, and the farmer works as a cleaning service here now.

Guest: Really? (4) _____ that it's not fair for him? He found it!

Guide: (5) _____. I think it's fair enough. At that time, the government had already bought his land and it s fair I think.

Guest: Oh, okay.. I miss that information before, hehe..

Guide: Okay, let's go there and get closer to the temple.

TASK 6

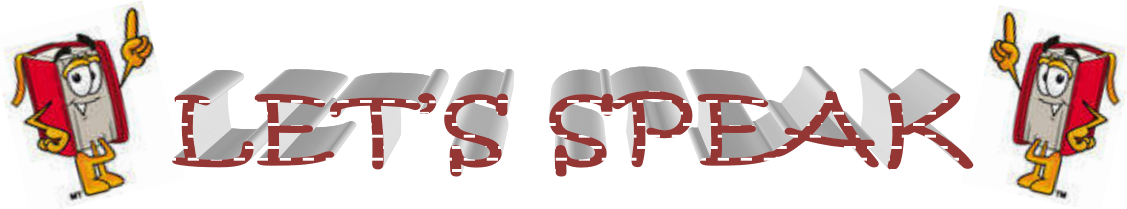
Identify the expressions of giving and asking for opinion and also the expressions of agreement and disagreement in the passage.

1. Expressions of asking for opinion:
   a) .....
   b) .....
   c) .....

2. Expressions of giving for opinion:
   a) .....
   b) .....
   c) .....

3. Expressions of agreement:
   a) .....
   b) .....
   c) .....

4. Expressions of disagreement:
   a) .....
   b) .....
   c) .....



TASK 7

Work In pairs. Make dialogues with your pair based on the following situations. Use the expressions of giving and asking for opinion and also agreement and disagreement in your dialogues. Look at the example.

Example:

Some people sometimes riding a motorcycle without a helmet.

A: What's your opinion about of riding a motorcycle without a helmet?
B: In my opinion, they are not too concerned about their safety

1. There is a 50 percent discount for the foreinger with the student cards in Prambanan temple.

A: .....

B: .....

2. Trans Jogja is the newest public transportation program here.

A: .....

B: .....

3. Regional tourism offices continue to increase tourist visits.

A: .....

B: .....

4. Many tourist go to Bromo and Bali after exploring Jogja

A: .....

B: .....

TASK 8

Read the story carefully and then retell the story in your own words orally by answering the questions below as the clues.

Banyunibo temple

The name of this temple is taken from Javanese language. From the word banyu (water) and tibo (to fall), which means the falling water. The local people said that this temple is called "the falling water" temple because it is a small

temple among the hills, and from far away it looks like a drop of water falldown from the hill.

This Buddhist temple was built on 9th century but it firstly refound and recovered in 1940 – 1962. Now, the temple consists of a main temple which face to the west and six smaller temples in stupa shape which are arranged in a line in the south and east of the main temple.

Pic. 6

In this temple we can find some relief look like the unfinished carving but actually it is not unfinished. Some of the stones are not original, so the archeologist put some supporting stones which are not allowed to be carved.

In this temple, we can find many reliefs of the gods and goddeses of the fertility and wealth. Thats why many people also come here to pray for having the baby and also for the wealth. Evenmore, uniquely this temple is located among some Hindus temples. It shows us that in the past the people from different religions live peacefully and respect each other. That is a good example for the today people.

Source:

http://www.gamawisata.com/index.php/component/content/article/39-tempat-wisata/76-jogjakarta-kota-seribu-candi

Questions

1. What is the name of the temple?

2. What is the meaningof the name?

3. Where is the location of Banyunibo temple?

4. For what religion this temple was?

5. When was it built?

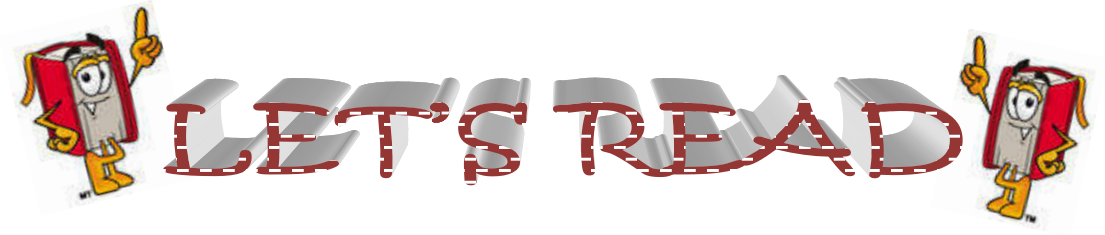
6. When was it recovered?

7. Is the complex of the temple consists of many temples?

8. Why do some reliefs look like the unfinished relief?

9. What do the people do when the visit this temple?

10. What is the uniqueness of the temple?



TASK 9

Read the passage carefully and answer the questions.

The Love Story of Plaosan Temple

Plaosan temple was built in 9th century by a King named Rakai Pikatan and a Queen named Pramodya Wardhani. Rakai Pikatan was the 6th king of the Old Mataram Kingdom, from the Sanjaya Dynasty which was a Hindu

family. While Pramodya Wardhani was the daughter of Samaratungga from Syailendra dynasty which was a Buddhist family.

Pic. 7

Plaosan temple was built in the old Mataram Kingdom era, and it was built to as the symbol of their true love. Both Rakai Pikatan's and Pramodya Wardhani's family did not agree with their marriage. It was because both family had a strong power in the society and they were from the different religion. However, it did not change their feeling. So, they built this temple as the symbol of their true love. The legend said that Rakai Pikatan and his wife built this huge temple by their own hands.

As the result, this temple has two main temples, the twin temples. One temple has the female reliefs as the symbol of Rakai Pikatan's love to his wife. The other one has the male reliefs as the symbol of Pramodya Wardhani's respect and love to her husband. This temple is also combined the architecture style of Buddhist and Hindu temples. So, now we can still see both the stupa and the Perwara temples in this Plaosan complex.

Source:

http://www.jogjatrip.com/id/1684/0

Questions

1. When was the temple built?

.....

2. Who built this temple?

.....

3. Who is Rakai Pikatan?

.....

4. What is the name of the Hindu dynasty?

.....

5. Who is Samaratungga?

.....

6. Why did the marriage of the king and the queen was not allowed by their parents?

.....

7. What did they do when their parents did not allow them?

.....

8. How many main temples were there?

.....

9. What were the reliefs of the temples?

.....

10. Plaosan temple had the architecture style from which religion?

.....

TASK 10

Study the following grammar point.

Simple Past tense

We use the simple past tense to talk about an action or a situation - an event - in the past.

We use the simple past tense when:

- the event is **in the past**

- the event is **completely finished**
- we say (or understand) the **time** and/or **place** of the event

Pattern: **S + V2**

Examples:

They **built** this temple as the symbol of their true love

S V2

Pramodya Wardhani **was** the daughter of Samaratungga

S V2

Rakai Pikatan's and Pramodya Wardhani's family **did not** agree with their marriage

S V2

(Taken from http://www.englishclub.com/grammar/verb-tenses_past_u.htm)

TASK 11

Change the verbs in the brackets into the past participle to make good sentences.

1. Many temples in Jogja (is) built on the 9th century.

.....

2. A farmer (find) the temple in his rice field in 1966, now the temple is called Sambisari temple.

.....

3. In the 20th century there (are) many findings in archeologis.

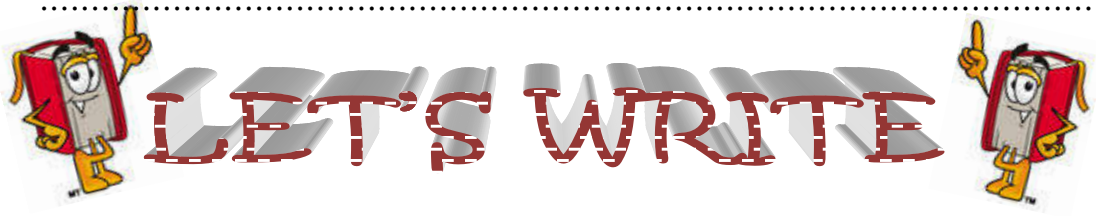
.....

4. Pramodya Wardhani (build) a temple to show her love to her husband.

.....

5. The people in the past (give) the white cement layer in the Sari temple's wall.

.....



TASK 12

Reorder the jumbled paragraph below to make a good travel story.

My Best Trip in Indonesia

In this street, I found my favourite place, Viavia Cafe and Travel. I had my dinner there for 3 times, I was addicted! Hahaaa.. I joint the tour they offer as well. The Prambanan and the hidden temples tour was awesome! I was really impressed.

I went to Jogja in my First week, directly after I arrived in Jakarta. This city was so nice. It had the good food, the good places, and the good people. In Jogja I stayed in Prawirotaman street. It was a tourist centre, there were quite many foreingers I saw there.

Last month I travelled to Indonesie for 3 weeks. I was in Jakarta, Jogja, Bali, and Lombok. The best place I like the most was Jogja, because the culture is really strong.

I think I will come to Jogja again in 10 years or more to see the new temples which are discovered. Well, now I have to face the reality that my holiday ends. Okay, now I have to work and prepare for the next trip next year!

In the tour, I was with a guide. We went trhough the alternative road and we went by a motorbike! It was my first time. During the tour, we visitted many

hidden temples. It made me think that It must be a very big kingdom before. If I had a time mechine, this would be the first place that I visit. I was very curious that there must me many more temples will be discovered.

Please rewrite here:

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RANKGKUMAN

Expressions:

Expressions	Functions
✓ Do you think ...? ✓ What do you think about that? ✓ What's your opinion about...? ✓ What do you feel about the ...? ✓ Do you think it is ...? ✓ So, what do you think?	Asking for opinion
✓ I think ... ✓ In my opinion ...	Giving opinion
✓ I think the same. ✓ I agree with you. ✓ I think so. ✓ That's right!	Agreement
✓ I don't agree with you. ✓ I don't think the same. ✓ I don't think so. ✓ I think it's not true.	Disagreement

Simple Past tense

We use the simple past tense to talk about an action or a situation - an event - in the past.

We use the simple past tense when:

- the event is **in the past**
- the event is **completely finished**
- we say (or understand) the **time** and/or **place** of the event

Pattern: **S + V2**

Examples:

They **built** this temple as the symbol of their true love

S V2

Pramodya Wardhani **was** the daughter of Samaratungga

S V2

Rakai Pikatan's and Pramodya Wardhani's family **did not** agree with their marriage

S V2

EVALUASI

III. Work in pairs to make a roleplay between the guide and the guests.

Situation: You are explaining the story of these temples:

- Barong Temple
- Ijo Temple
- Banyunibo Temple

The dialog must contain:

- Expressions asking opinion
- Expressions giving opinion

- Expressions of agreement
- Expressions of disagreement

IV. Write your first guiding experience in three paragraph.

V. Read your friend's story about the first guiding experience and then retell in your own words.

KUNCI JAWABAN

TASK 2

1. B
2. A
3. D
4. C
5. A

TASK 5

1. Do you think
2. I think it is a Hindu temple
3. You're right
4. Don't you think
5. I don't think so

Task 9

1. In the 9th century
2. King Rakai Pikatan and Queen Prmodya Wardhani
3. The 6th king of the Old Mataram Kingdom
4. The Sanjaya Dynasty
5. Pramodya Wardhani's father

6. It was because both family had a strong power in the society and they were from the different religion
7. They built this temple as the symbol of their true love
8. Two main temples
9. One temple has the female reliefs and the other one has the male reliefs
10. Buddhist and Hindu

Task 11

1. Was
2. Found
3. Were
4. Built
5. gave

Task 12

Paragraph 3 – 2 – 1 – 5 – 4

His name is Ganesh!

Pic. 1

Dengan mempelajari modul II ini anda akan dapat:

3. Menceritakan tentang karakter-karakter di relief candi-candi yang dikunjungi

Sehubunga dengan tujuan modul tersebut di atas, modul ini berisi materi:

5. Mendeskripsikan penampilan fisik karakter
6. Mendeskripsikan sifat-sifat karakter

Dalam modul II ini terdapat berbagai macam latihan sehingga Anda dapat menceritakan karakter-karakter di relief candi-candi yang dikunjungi.

LEAD-IN

TASK 1

Pic. 2

Answer the questions briefly.

1. What temples do you usually visit in the Hidden temples tour?

2. Do you find some reliefs in those temples?

3. Do you know the names of the characters in the relief?

4. Do you know the story of the characters?

LET'S LISTEN

TASK 2

Listen carefully to the dialogue between the guide and the guest and choose the correct statement by crossing the letter A, B, C, or D

1. A. Brahma
   B. Wisnu
   C. Shiva
   D. Ganesh

2. A. Elephant
   B. Tiger
   C. Lion
   D. Cow

3. A. The trunk
   B. The pot
   C. The bowl
   D. The big belly

4. A. The trunk
   B. The pot
   C. The bowl
   D. The big belly

5. A. Buddhist
   B. Hindu
   C. Islam
   D. Christian

TASK 3

Study the following table.

PRONUNCIATION CORNER				
god	/	gɒd	/	dewa
Trunk	/	trʌŋk	/	belalai
Statue	/	‘stǽtʃu:	/	patung
Wealth	/	welø	/	kesejahteraan

TASK 4

Study the Dialogue in Task 2 Again, and Pay Attention on the Noun Phrases.

Ganesh, the God of Knowledge

Guide : do you know that most of the Hindus temple in Indonesia was built for Shiva?

Guest : I don't know about that.. Really? But who is Shiva?

Guide : Yup, it is. Shiva is one of the three gods in Hindu. Brahma, Wisnu and Shiva.

Guest : So is it the statue of Shiva?

Guide :No, that is not Shiva, that's Ganesh, the Shiva's son

Guest : Oh wow.. so he is also a god?

Guide : Yes.. And do you see that? He has 1. _____ then he brings a pot in his right hand and a bowl in his left hand. The shrunk always take the water from the bowl in his left hand. The water symbolizes the knowledge that he always take to his brain.

Whenever the water is empty, he will always pour it again from the pot.

Guest : So, you mean that he is 2. _____?

Guide : More than that, he is actually called as the god of knowledge.

Guest : Oh I see.. That's why I saw his picture in one of public university in west java when I did my research.

Guide : Exactly! That must be ITB. ITB has Ganesh as the symbol of the university.

Guest : Yes, you right, that was ITB. And see, he has 3. _____, that's so cute.

Guide : Hahaa, that big belly actually symbolize the wealth..

Guest : Wow, that's cool.

Guide : Then he has big ears but 4. _____, that means he listens more but talks less.

Guest :He is perfect! Smart and rich! Haha..

Guide : Hahaha.. You're right! 5. _____!

In the dialogue you find the adjectives with different function. Here are the phrases presented in a table.

Adjectives	Functions
✓ A **big** belly ✓ the **big** ears ✓ a **small** mouth	Describing appearance
✓ a **smart** and **rich** god ✓ a **good** god	Describing personality

TASK 5

Listen carefully to the following dialogues. Complete the blank space then identify the phrases containing adjectives to describe the character's appearance and personality.

Dwarapala, the Guardians

Guest : Look! Those twin statues are so scarry!

Guide : Those are the Dwarapala. They are the guardiands of this temple.

Guest : Oh okay, are they twin?

Guide : Yes, in every place where the dwarapala found, there are always two dwarapala. That is actually why it is called dwarapala.

Guest : What do you mean?

Guide : Dwarapala comes from the old Javanese language which is adapted from the Sanskrets. Dwara means two and pala means the guardians. So, dwarapala means the two guardians.

Guest :Oh I see.. Wow, these guardians really looks scary. Why must they have very sharp eyes, long and sharp theet, big bodies? Are they the bad guardians?

Guide : No, they are the scarry guardians but not the bad guardians. They have all the scarry things to protect the temple. It will make the bad people affraid to enter the temple. Look, they also have the weapon in their right hand, it shows that they are the brave guardians.

Guest : I see.. Then, what is that? Is that a snake in the left hand?

Guide : Yes, it is. It is because the snake can call the rains.

Guest : Oh wow! Okay, I understand now that they are actually the good guardians.

Identify the phrases of describing appearance and describing personality

1. Phrases of describing for appearance:

d) .....

e) .....

f) .....

g) .....

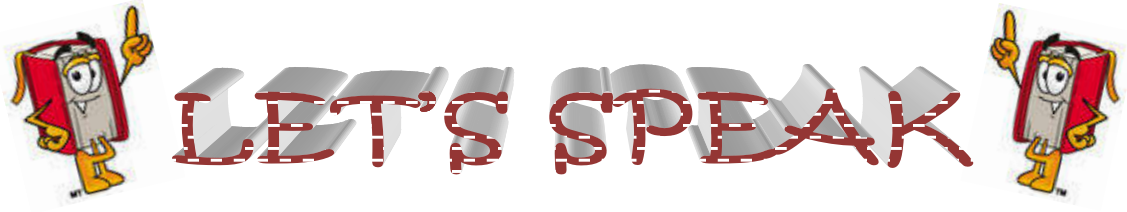
2. Phrases of describing for personality:

a) .....

b) .....

c) .....

d) .....



TASK 6

Work In pairs. Make a dialogue with your pair by using the following situations. Use the phrases to describe the person's appearance and personality.

Example: You want to tell to the other tour guide that her guest has come.

A: Hey, your guest has come, you better meet her.

B: Which one is her?

A: That one, a tall girl with the curly blond hair.

B: Okay, thank you.

1. You are in the front desk, you want to tell the frontliner that a guest who is in the cafe now want to book a tour.

A: .....

B: .....

A: .....

B: .....

2. Your guest wonder why the Jogja people really respect the Sultan. Tell him about the Sultan.

A: .....

B: .....

A: .....

B: .....

TASK 7

Read the story carefully. Retell the story in your own word by orally answering the questions below as the clues.

Batara Kala

Batara Kala was Batara Guru's child whose existence was unplanned and unexpected. It was created from kama seed (sperm) that Guru should not be distributed, and fell into the ocean. This happened when Batara Guru sightseeing with his wife, Goddess Uma. On top of Nusa Kambangan, the scenic beauty of the evening, Guru tempted to see her calves. He then seduced Goddess Uma desire to want to serve on the spot, on the back of Andini. But she refused. In addition to its shame, Goddess Uma considers that such action was inappropriate.

Because the passion of Guru was unbearable, finally the kama seed fell down into the ocean. The kama seeds of Guru transformed into a horrible creature. It quickly grew into a big creature. He attacked everything, devouring anything. To ease the confusion that occurred, Guru ordered some god to exterminate that creature. But the no one of the gods was able to face the creature. They eventually even ran home to heaven. Ferocious creature was soon catch up to the heaven of the gods Suralaya, Guru residence. After dealing with the creature Guru demanded an explanation, he is his child who then ask for the name of his father. Guru who understand the situation, immediately notify that the creature is his child. Guru gave him a name and raised equal to god, the same as other children. His name is Batara Kala.

Source:

http://blvckshadow.blogspot.com/2010/03/batara-kala.html

Questions

1. Who was Batara Kala's father?

2. Who was Batara Kala's mother?

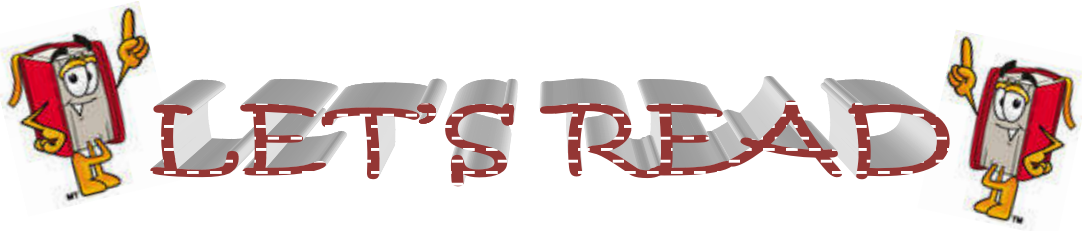
3. How could the sperm fall down?

4. Where did the sperms fall down?

5. What did Guru do to face the big creature?

6. Did the gods face him?

7. Why did the big creature meet Guru?



TASK 8

Read the passage carefully and answer the questions below.

Durga, the Mother of the Universe

Goddess Durga is the mother of the universe and believed to be the power behind the work of creation, preservation, and destruction of the world. Since time immemorial she has been worshipped as the supreme power of the Supreme Being and has been mentioned in many scriptures - Yajur Veda, Vajasaneyi Samhita and Taittareya Brahman.

The word "Durga" in Sanskrit means a fort, or a place which is difficult to overrun. Another meaning of "Durga" is "Durgatinashini," which literally translates into "the one who eliminates sufferings." Thus, Hindus believe that goddess Durga protects her devotees from the evils of the world and at the same time removes their miseries.

There are many incarnations of Durga: Kali, Bhagvati, Bhavani, Ambika, Lalita, Gauri, Kandalini, Java, Rajeswari, et al. Durga incarnated as the united power of all divine beings, who offered her the required physical attributes and weapons to kill the demon "Mahishasur". Her nine appellations are

Skondamata, Kusumanda, Shailaputri, Kaalratri, Brahmacharini, Maha Gauri, Katyayani, Chandraghanta and Siddhidatri.

Durga is depicted as having eight or ten hands. These represent eight quadrants or ten directions in Hinduism. This suggests that she protects the devotees from all directions.

Like Shiva, Mother Durga is also referred to as "Triyambake" meaning the three

eyed Goddess. The left eye represents desire (the moon), the right eye represents action (the sun), and the central eye knowledge (fire).

The vehicle of Durga is lion. The lion represents power, will and determination. Mother Durga riding the lion symbolizes her mastery over all these qualities. This suggests to the devotee that one has to possess all these qualities to get over the demon of ego.

Source:

http://hinduism.about.com/od/hindugoddesses/a/durga.htm

Questions

3. Durga is the goddes in what religion?

.....

4. What are the meanings of Durga?

.....

5. Who is Mahishasur?

.....

6. How many appellations does Durga have?

.....

7. What are the appellations?

.....

8. How many hands does she have?

.....

9. What is the meaning of the many hands?

.....

10. What is Triyambake?

.....

11. What are the right eye symbolize?

.....

10. What is Durga's vehicle?

.....

LET'S STUDY

TASK 9

Study the following grammar focus.

Noun Phrase

One of the function of the noun phrases is to describe a person's appearance or personality.

Pattern: **Adj + Noun**

Examples:

Ganesh has a **big belly**.

Adj N

Batara Kala looks like a **scarry giant**.

Adj N

Eventhough Dwarapala have **long and sharp teeth**, they don't hurt

Adj N

the **good people.**

Adj N

TASK 10

Describe the characters in the pictures by using the noun phrase.

Budha

1. .....

Roro Jonggrang

2. .....

Shiva

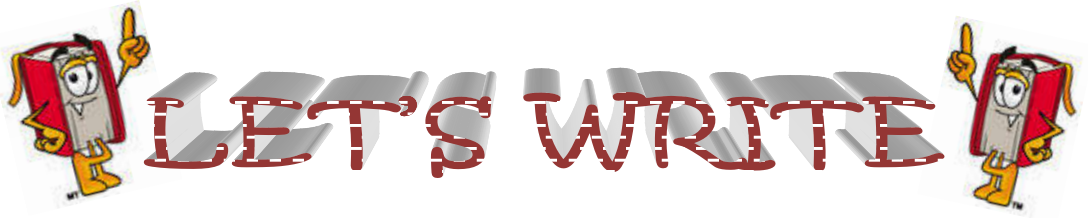
3. .....

Barong

4.....

Nandi

5.....



TASK 11

Reorder the paragraph of the text below to make a good story.

Shiva and His Loyal Nandi

The smile on Paravathi's face went away immediately upon hearing those words of Nandi. Paravathi then walked up to question Nandi, "Nandi, how could you announce the wrong winner? I have won the game and you are mine now. Forget Shiva."

Shiva and Paravathi were playing a game of dice. During the game, they had a delightful conversation about the story of how their son Ganesh had captured his vahana, the rat. The game of dice with Paravathi had reached a critical point after Shiva told the story. One wrong move and the other might just win! Shiva thought hard for an idea that would make this game more interesting. His eyes wandered around their surroundings… "My trident, Paravathi's crossbow, last night's dishes…I wonder what would be a good thing to place as an incentive for the winner?" Shiva thought as he continued to browse around for interesting items. "Oh I know! My white bull Nandi!" His eyes sparkled and he had a smile on his face.

Nandi immediately stopped eating the fine grass in the garden and walked towards Shiva after hearing his master calling his name. Shiva looked at Nandi with a smile, he thought, "Nandi is meant to be mine! Thinking back, it was a rainy day and Vishnu called me over to see something incredible. I did not believe him at first but decided to go over to have a chat with him. When I arrived, I saw that there was a baby white cow standing right next to the right side of Vishnu! And it was dressed like me! Vishnu decided to give Nandi away to a sage until he is old enough to be my vahana. Today, however, Nandi is going to make me proud because I'm going to make him the prize for this game of dice! There is no way Paravathi will beat me at this game and actually win Nandi, but she definitely will try her best to make this game interesting after I put Nandi as the prize."

"I am very sorry and I understand why you would be angry. However, Shiva has been my master for 100,000,000 years and I simply cannot forget his care and love. We have been through a lot and for me to announce that he lost the game is heart-breaking." Nandi replied.

Many years passed. The game finally reached an end. Surprisingly, Paravathi won the game! Shiva became fiery upon realizing what just happened. Nandi walked up between Paravathi and Shiva and announced,

"The winner is… Shiva." One could tell that Nandi did not announce this with much enthusiasm for he knew had announced the wrong winner.

Please rewrite here:

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Task 12

Paraphrase the story about Shiva and his loyal Nandi with your own language. Write minimum 200 words.

Please write here:

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RANGKUMAN

Adjectives	Functions
✓ A **big** belly ✓ the **big** ears ✓ a **small** mouth	Describing appearance
✓ a **smart** and **rich** god ✓ a **good** god	Describing personality

Noun Phrase

One of the function of the noun phrases is to describe a person's appearance or personality.

Pattern: **Adj + Noun**

Examples:

Ganesh has a **big belly**.

Adj N

Batara Kala looks like a **scarry giant**.

Adj N

Eventhough Dwarapala have **long and sharp teeth**, they don't hurt

Adj N

the **good people.**

Adj N

EVALUASI

I. Make a monologue to explain the characteristics of:
   a. Roro Jongrang
   b. Makara
   c. Shiva Agastya

II. Write the dialogue based on this situation:
   a. Tell the font liner that there was a tourist came when she is in the rest room. Tell her that the tourist will come back in 10 minutes and describe the tourist's appearance.
   b. Tell the senior guide about your guest in the trip today as your report as the trainee guide.

KUNCI JAWABAN

Task 2

1. D
2. A
3. C
4. D
5. B

Task 4

1. a long trunk
2. a very smart god
3. a big belly
4. the small mouth
5. He is a good god

Task 7

1. Bathara Guru
2. Goddes Uma
3. This happened when Batara Guru sightseeing with his wife
4. In the occean
5. Guru ordered some god to exterminate that creature
6. No, they did not
7. To ask for a name from his father

Task 8

1. Hindhu
2. The one who eliminates sufferings
3. The demon
4. Nine
5. Skondamata, Kusumanda, Shailaputri, Kaalratri, Brahmacharini, Maha Gauri, Katyayani, Chandraghanta and Siddhidatri.
6. Eight to ten hands
7. She protects the devotees from all directions.
8. The three eyed Goddess
9. The sun / action
10. A lion

Task 9

2 – 3 – 5 – 1 - 4

ANGKET EVALUASI MATERI UNTUK PEMANDU WISATA VIAVIA TRAVEL

Kepada yth Pemandu Wisata

Di Viavia travel

Sebagai tindak lanjut penelitian pengembangan modul Bahasa Inggris untuk pemandu wisata di Viavia travel, saya meminta kesediaan teman-teman untuk mengisi angket berikut ini.

Bagian pertama dari angket ini ditujukan untuk mengetahui gambaran umum diri teman-teman. Bagian kedua dari angket ini ditujukan untuk mengetahui tanggapan teman-teman mengenai beberapa pernyataan yang berhubungan dengan modul pembelajaran Bahasa Inggris untuk Pemandu Wisata yang telah saya uji cobakan. Sedang bagian ketiga angket ini berisi pertnyaan terbuka seputar pendapat teman-teman mengenai materi yang telah saya uji cobakan,

Anket ini tidak dimaksudkan untuk menguji atau menilai teman-teman, melainkan untuk mencari gambaran tentang tanggapan teman-teman terhadap modul yang telah saya uji cobakan. Angket ini dijamin tidak mempengaruhi penilaian terhadap teman-teman dan data serta identitas teman-teman dijamin kerhasiaannya, sehingga teman-teman saya minta untuk jujur dan tidak khawatir dalam memberikan respon dan jawaban sesuai dengan keadaan teman-teman yang sebenarnya. Semua respon dan jawaban yang teman-teman berikan sangatlah berarti bagi penelitian ini. Oleh karena itu, saya minta teman-teman merespon semua pernyataan dan menjawab semua pertanyaan tanpa ada satu nomorpun yang terlewatkan.

Akhirnya, atas bantuan dan kesediaan adik untuk mengisi angket ini, saya ucapkan banyak terimakasih.

Yogyakarta, November 2012-11-13

Reni Fatmasari

07202241020

A. Profil Pemandu Wisata

Isilah data pribadi teman-teman sebagai berikut:

Nama :

Umur :

Jenis Kelamin :

Pendidikan Terakhir :

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (√) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

SS = Sangat Setuju TS = Tidak Setuju

S = Setuju STS = Sangat Tidak Setuju

R = Ragu-ragu

No	Pernyataan	SS	S	R	TS	STS
1.	Materi yang diujicobakan sudah sesuai dengan kebutuhan pekerjaan saya sebagai pemandu wisata.					
2.	Materi yang diujicobakan sesuai dengan tingkat kemampuan Bahasa Inggris saya					
3.	Materi yang diujicobakan menantang/tidak terlalu mudah.					
4.	Materi yang diujicobakan membantu saya dalam menjelaskan materi guiding kepada tamu asing					
5.	Materi yang diujicobakan mudah untuk dipelajari tanpa bantuan instruktur.					
6	Materi yang diujicobakan mengandung materi tentang kosa kata, pelafalan, dan tata bahasa yang diselaraskan dengan ketrampilan-ketrampilan bahasa.					
7.	Teks yang digunakan di materi yang diujicobakan mempunyai kata-kata tambahan baru untuk saya.					

8.	Teks di materi yang diujicobakan memakai tata bahasa benar.					
9.	Materi yang diujicobakan sudah sesuai dengan tujuan masing-masing unit.					
10	Materi yang diujicobakan di desain dengn urutan yang lebih mudah ke yang lebih sulit.					
11.	Aktifitas-aktifitas di materi yang diujicobakan cukup bervariasi.					
12.	Jumlah task di masing-masing unit sama.					
13.	Instruksi-instruksi di materi yang diujicobakan mudah dipahami.					
14.	Instruksi-instruksi di materi yang diujicobakan mudah dilakukan.					
15.	Penggunaan huruf besar dan warna bisa terbaca dengan jelas.					
16.	Huruh dengan cetak miring, cetak tebal dan berwarna tidak dipakai secara berlebihan.					
17.	Ilustrasi relevan dengan materi yang diujicobakan.					
18.	Posisi judul, sub judul, teks, gambar, penjelasan, dan nomor halaman di cetak secara proporsional dan tidak mengganggu saya dalam memahami latihan yang sedang dikerjakan.					
19	Secara keseluruhan, lay out dari materi yang diujicobakan menarik.					

The Interview Transcript I

Day : Monday, January 21st, 2013

Time : 12.30-12.40

Place : Viavia Cafe

TG : Tour guide

R : Researcher

The Target Need of the Tour guides

R : *mbak, kalau mau ngetrip ke candi sebenernya mbak harus melakukan apa aja?*
(what must you do in conducting a tour?)

TG : *Kalau harusnya sih bisa jelasin tentang sejarahnya, tokoh-tokohnya sama kejadian-kejadian terkait mbak..*
(I should be able to explain about the history, the characters in the temples and the related event that happen recently)

R : *Oh gitu.. terus untuk bahasa Inggris nya sendiri, harusnya mbak bisa berbahasa Inggris yang semacam apa mbak?*
(I see, then what kind of language fuction that you should mastery?

TG : *Ya harusnya saya bisa pake tenses bener mbak, kaya kalo cerita tentang sejarah ya harus pake past tense, dll.. terus juga harus bisa pake istilah-istilah spesifik untuk jelasih tentang hal-hal terkait ma candi.*
(I should mastery the tenses to tell the story correctly and also I should be able to use the specific terms to explain the guiding content.)

R :Oh gitu.. terus apa lagi mbak?
(I see.. What else do you need to do?)

TG : *Hmm, harusnya kita juga bisa pakai kata-kata dan ekspresi yang lazim dipakai mbak, buar lebih natural.*
(We should use the commonly usec expressions and diction to make the natural English conversation)

R : *Oh ya.. Menurut mbak, mbak sudah bisa melakukan itu beum?*
(and do you think you can do it or not?

TG : *Sebagian ada yang sudah bisa, tapi banyak juga yang belum bisa. Apalagi untuk spontan pakai ekspresi-ekspresi yang natural di Bahasa Inggris mbak.*

(I can do some, but there are still many things I cannot do. Especially to use the natural English expressions.)

R :*Terus kalo ada tambahan-tambahan yang mbak inginkan, mbak pengen belajar yang kaya apa biar bisa lebih bagus waktu guiding?*
(Then what is the additional information that you want to know about the English skills?)

TG : *hmm.. diajarin cara ngelafalin yang bener mungkin mbak, hehe.. biar keren ngomong bahasa inggrisnya.*
(I think the pronunciation, to make me speak more natural in English.)

R : *Oh gitu.. oke mbak... makasih yaa..*
(I see, thank you.)

The Interview Transcript II

Day : SUnday, December 2nd, 2012

Time : 12.15-12.20

Place : Viavia Cafe

TG : Tour guide

R : Researcher

The evaluation of the modules

R *:"Menurut mbak materi yang saya kasih dimodul ini menarik gak?"*
("Are the materials interesting?")

TG *: "Menarik kok Miss."*
(Yes.)

R *: "Suka gak?"*
("Do you like it?")

TG *: "iya mbak, cocok banget ma yang kita butuhin di guiding ke candi. jadi bikin pengen belajar terus."*
("Yes Miss, it match with what I need in guiding. It makes me want to learn English more.")

R *: "Menurut mbak materi yang saya kembangkan itu bisa memudahkan mbak belajar bahasa Inggris gak?"*
("Do you think that the materials make you easier in learning English?"

TG *: "Iya mbak."*
("Yes Miss.")

R *:"Setelah mengikuti materi-materi yang saya kembangkan, mbak lebih bisa mendengarkan, berbicara, membaca dan menulis dalam bahasa Inggris gak?"*
("After you follow the materials I developed, do you think you can improve your ability in listening, speaking, reading and writing?")

TG *:"Bisa mbak, saya ngerasa ada progres ko, terutama waktu pas guiding."*
("Yes I can. I have good progress in guiding.")

R *: "Terus gimana, aktivitasnya cukup bervariasi gak?"*
("Are the materials varied?")

TG *: "Iya bervariasi mbak."*

("Yes, those are varied.")

R *: "Cocok buat kebutuhan mbak sebagai pemandu gak?"*
("Are the materials suitable with your needs as a tour guide?")

TG *: "Yang pasti ya suka aja mbak belajarnya pake materi yang ini."*
("I like studying by using this material.")

R *: "Aktivitas apa yang menurut mbak paling menarik?"*
("Which one is the most interesting for you.")

TG *: "Yang mana ya mbak, suka semuanya."*
("I like all.")

R *: "Ada gak yang mbak gak suka?*
("Is there any activity you do not like?")

TG *: "Gak ada mbak."*
("No, Miss.")

R *: "Mbak suka dan tertarik gak sama cerita-cerita, gambar- gambar, dan tabel-tabel yang digunakan selama materi?"*
("Do you like and feel interested in the stories, pictures, and the tables of the materials.")

TG *: "Suka semuanya."*
("I like all.")

R *:"Instruksi-instruksi dalam aktivitasnya jelas dan mudah dimengerti gak?"*
("Are the instructions of the materials clear and understandable.")

TG *: "Ngerti mbak, jelas."*
("I understand Miss, it's clear.")

R *:"Contoh-contoh instruksi pada materi listening jelas dan mudah dipahami gak?"*
("Are the instructions of the listening skills clear and understandable.")

TG *: "Mudah mbak."*
("It's understandable Miss.")

R *: "Terus kalau dialog-dialognya gimana?*
("How about the dialog?")

TG *: "Ya mudah nggak, susah juga enggak sih mbak. Tapi bisa kalau dipelajari"*
("It's quite difficult, but I can understand if I learn.")

R *: "Terus contoh-contoh tulisan pada kegiatan reading dan writing jelas dan mudah dipahami gak?"*
(How about the writing in the reading and writing materials?)

TG *: "Mudah mbak."*
("It's quite easy Miss.")

R *:"Modulnya bikin mbak senang dan mudah belajar bahasa Inggris gak?"*
("Do the materials make you happy and easy in learning English?")

TG *:"Seneng dong Mbak."*
("Yes, I'm happy.")

R *:"Menurut Mbak materi yang saya kembangkan sudah bisa membuatmu semakin semangat dan termotivasi untuk belajar bahasa inggris gak?"*
("Do you think the materials can increase your spirit and motivation in learning English?")

TG *: "Bisa Mbak"*
("Yes I can.")

R *: "Kalau dari tampilan worksheet-worksheetnya, sekarang gimana?*
("What do you think about the layout of the worksheet of the materials?")

S *: "menarik, bagus."*
(It's interesting and good.")

LISTENING TRANSCRIPT

UNIT I

Task 2

Guide : Hi! Good Morning!

Guest 1 : Hello, good morning! Nice to meet you!

Guide : Nice to meet you too. My name is Heni and I am your guide today.

Guest 1 : Hi Heni! I'm Eliza, and this is Alice my sister.

Guide : Hi Alice!

Guest 2 : Hello Heni! Nice to meet you.

Guide : Nice to meet you too. Where are you from, by the way?

Guest 2 : We are from Holland and it is our first time in Jogja. I really can't wait to visit the hidden temples now.

Guide : Good then! Let's go now! Don't forget to bring your sunblock and because we will pass the alternative road, you better prepare your camera because it will be so beautiful.

Guest 1 & 2 : Okay, thanks

Questions:

1. What did the guide said to greet the guests?
2. What is the name of the guide?
3. Who is Alice?
4. Where are the guests from?
5. Where will they go?

Task 5

Julia : "Good Morning! I will go to the Prambanan and the hidden temples this morning."

Arini : "Oh Hello, I'm Arini. You will go with me."

Julia : "Oh, My name is Julia. Or just call me Jullie. So, are you the guide?"

Arini : “Yup! So, today we will go to the temples via the alternatives road. We will go through the alternative road So, just tell me if you want to stop to take some pictures.”

Julia : “Sure! Thank you!”

Arini : “And by the way, have you ever been sitting in the back of motorbike before?”

Julia : “Hmm.. not yet.”

Arini : “Okay, so be careful with this part, because it’s hot and you better jump from the right side) and don’t be affraid, I’ve been driving for 7 years, hehe”

Julia : “Okay.. Thanks for the information.”

Arini : “You’re welcome. Okay, let’s go.”

Julia : “Sure!”

UNIT 2

Task2

Sari Temple

Guide : Okay, so now we are in Sari temple, this temple is located in Kalasan area.

Guest : Sorry? Sari temple? It sounds like Indian clothes. Or maybe it is called as Sari Temple because it was connected to India?

Guide : No, I don’t think so..

Guest :Why is it called the Sari temple?

Guide : So, in Java, sari is also a common name for girls, means the beauty. So the sari temple means the beautiful temple.

Guest : Oh really?

Guide :Yup, see the wall of the temple. It has a white cement layer which makes it different from other temples and makes it looks more beautiful. Do you think it is beautiful?

Guest :Oh, I see.. Yup! I think so!
In my opinion, this temple is so unique! It’s so different!

Guide : And long time ago, this temple was the monastery area. The monks lived around in the wooden building, that’s why it’s already gone.

Guest : And what was the function of this temple?

Guide :This temple was a library. It was a two-storey building but the upstairs floor was wooden, so we cannot see this now.

Guest :Oh yaa,, I can see the locking system there in the upstairs.
Ah, by the way, it is Buddhist or Hindus temple?

Guide :Ah, let's see from outside, you will know by looking at the top of the temple.

Guest : Yaaaa,, that's a stupa!

Guide : Yup, so what do you think?

Guest : So, I think it is a Buddhist temple!

Guide : Yup. That's right!

Questions:

1. What is the name of the temple?
2. What is the meaning of the name?
3. In the past, what was this temple area?
4. What was the function of the temple?
5. In what religion this temple belong to?

UNIT 3

Task 2

Ganesh, the God of Knowledge

Guide : do you know that most of the Hindus temple in Indonesia was built for Shiva?

Guest : I don't know about that.. Really?But who is Shiva?

Guide : Yup, it is. Shiva is one of the three gods in Hindu. Brahma, Wisnu and Shiva.

Guest : So is it the statue of Shiva?

Guide :No, that is not Shiva, that's Ganesh, the Shiva's son.

Guest : Oh wow.. so he is also a god?

Guide : Yes.. And do you see that? He has a long trunk then he brings a pot in his right hand and a bowl in his left hand. The shrunk always take the water from the bowl in his left hand. The water symbolizes the knowledge that he always

take to his brain. Whenever the water is empty, he will always pour it again from the pot.

Guest : So, you mean that he is a very smart god?

Guide : More than that, he is actually called as the god of knowledge.

Guest : Oh I see.. That's why I saw his picture in one of public university in west java when I did my research.

Guide : Exactly! That must be ITB. ITB has Ganesh as the symbol of the university.

Guest : Yes, you right, that was ITB. And see, he has a big belly, that's so cute.

Guide : Hahaa, that big belly actually symbolize the wealth..

Guest : Wow, that's cool.

Guide : Then he has big ears but the small mouth, that means he listens more but talks less.

Guest :He is perfect! Smart and rich! Haha..

Guide : Hahaha.. You're right! He is a good god!

Questions:

1. What is the name of the character in the text?
2. What is the character look like?
3. What part of the character means the knowledge?
4. What part of the character symbolize the wealth?
5. The people in what religion believes in this god?

Task 5

Dwarapala, the Guardians

Guest : Look! Those twin statues are so scarry!

Guide : Those are the Dwarapala. They are the guardiands of this temple.

Guest : Oh okay, are they twin?

Guide : Yes, in every place where the dwarapala found, there are always two dwarapala. That is actually why it is called dwarapala.

Guest : What do you mean?

Guide : Dwarapala comes from the old Javanese language which is adapted from the Sanskrets. Dwara means two and pala means the guardians. So, dwarapala means the two guardians.

Guest :Oh I see.. Wow, these guardians really looks scary. Why must they have very sharp eyes, long and sharp theet, big bodies? Are they the bad guardians?

Guide : No, they are the scarry guardians but not the bad guardians. They have all the scarry things to protect the temple. It will make the bad people affraid to enter the temple. Look, they also have the weapon in their right hand, it shows that they are the brave guardians.

Guest : I see.. Then, what is that? Is that a snake in the left hand?

Guide : Yes, it is. It is because the snake can call the rains.

Guest : Oh wow! Okay, I understand now that they are actually the good guardians.