

**DEVELOPING READING-WRITING LEARNING MATERIALS  
FOR THE STUDENTS OF YEAR X OF PHARMACY STUDY PROGRAM  
AT SMK/SMF “INDONESIA” YOGYAKARTA  
IN THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

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



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2013**

**APPROVAL SHEET**

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A THESIS

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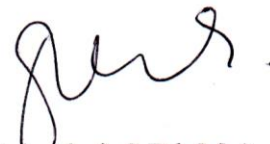
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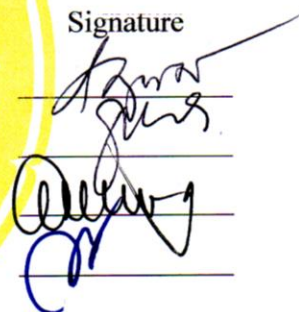
#### A THESIS

Accepted by the board of examiners of Faculty of Languages and Arts  
State University of Yogyakarta  
at October 11<sup>th</sup>, 2013  
and declared to have fulfilled the requirement to acquire  
*A Sarjana Pendidikan Degree*

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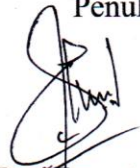
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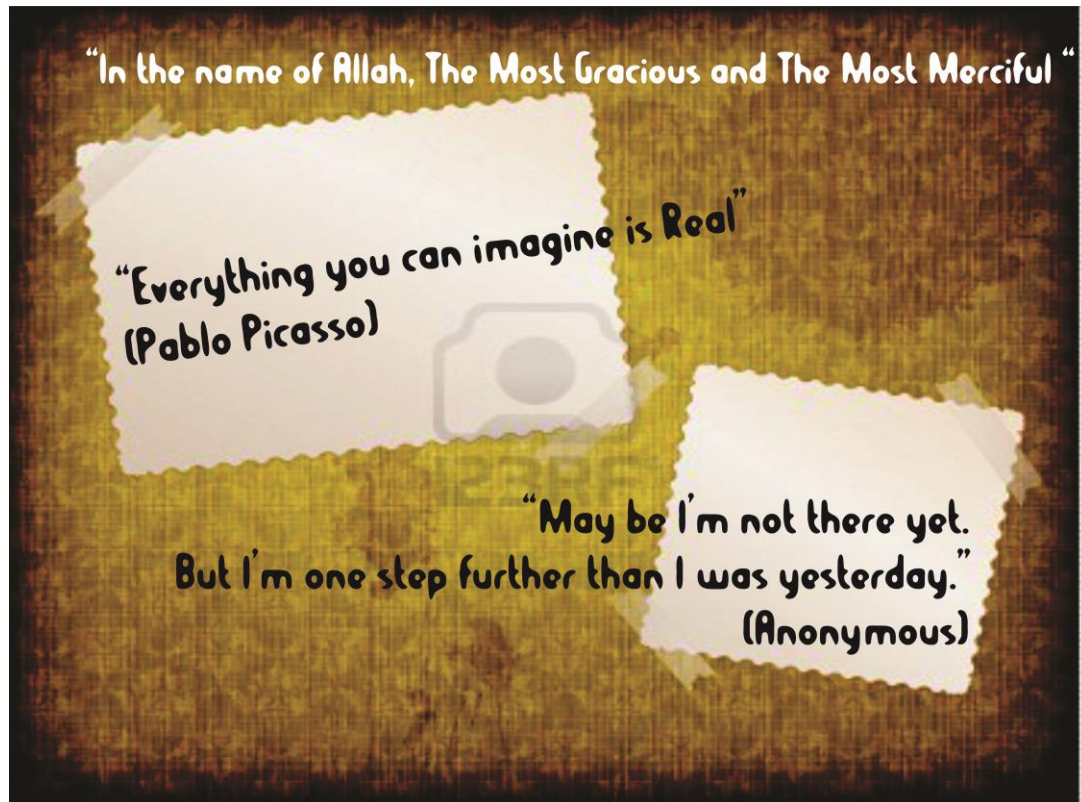
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## MOTTO



## DEDICATIONS

I dedicate this thesis with my greatest adoration to:

- ✚ My super father (Sujatmiko, S.Pt.)
- ✚ My great mother (Esti Handayani)
- ✚ My inspiring brother (Ryza Eka S, Amd)
- ✚ My beloved young brother (Amri Tri Nugroho)

Without whom I will not be able to finish this thesis. Thank you for your love, motivation and prayers. This is the only thing that I can do to repay your faith.

I would also like to dedicate this thesis to the following special partners, with whom I always share my happiness and sorrows.

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2. Yosep Kusuma W / English Education H 2009
3. Nofia Wahyu N / English Education H 2009
4. Andriana Vita N / English Education H 2009
5. Yanuar Irakas P / English Education H 2009

And all of my beloved friends. I'm sorry not to be able to mention you all here. Thank you for all swagger and stunning moments you all have given to me. My prayers are always with you.

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Finally, I realize that this thesis is far from being perfect. Hopefully, this thesis may be helpful for those who write similar topic and also for the development of learning materials, especially for Vocational High School. Any criticism and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, Oktober 2013

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09202244037**

**ABSTRACT**

The aims of this research were to find: (1) target needs of the students of SMK/SMF “INDONESIA” Yogyakarta, (2) learning needs of the students of SMK/SMF “INDONESIA” Yogyakarta, and to develop appropriate reading-writing learning materials for the students of SMK/SMF “INDONESIA” Yogyakarta.

This is a Research and Development (R&D) research. The subjects of the research were the students of X-D of SMK/SMF “INDONESIA” Yogyakarta in the academic year of 2012/2013. There were two types of questionnaires used in this research. The first was a needs analysis questionnaire distributed to the students to identify their target and learning needs. The second questionnaire was a materials evaluation questionnaire adapted from *Instrumen Penilaian Buku Bahasa Inggris SMK* to assess the appropriateness of the developed materials. This research was conducted by following Jolly and Bolithos’s model in Tomlinson (1998) with some modification. The first step is needs analysis done by distributing questionnaires to the students. The result of the needs analysis was the basis for developing a course grid. The course grid was used as the guideline to develop the first draft of the learning materials. The first draft was evaluated by two materials evaluators by distributing the second questionnaire. The result of the evaluation was analyzed through descriptive statistics.

Four units of materials were developed in this research. Each unit consists of introduction, main lesson and reinforcement tasks ranging from 18 to 20 tasks focusing on developing students’ reading and writing skills. The input was in the form of texts, vocabulary list and grammar explanation. The students are encouraged to participate actively by answering questions, determining *True* or *False*, arranging jumbled sentences and writing short paragraphs. Most of the tasks are done in pairs. Based on the research findings of the expert, the content, presentation, language and lay-out of the developed materials are appropriate. The mean score of all aspects of the developed materials was 3.60 which is categorized as “Good”.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background to the Study**

Based on the Standard of Contents for Vocational High School (SMK), English is one of the required foreign languages to study (2006: 9). Particularly, the curriculum arranged for SMK is in accordance with the concept of the relevancy between the knowledge and the needs (2006: 9). Regarding these, the learning materials need to be contextualized with the students' needs.

However, English taught at the SMK/SMF "INDONESIA" is the general English without any topic related to pharmacy. The teacher admits that the reason of choosing General English is that to get the students ready for their National examination instead of equipping them with sufficient English learning materials related to pharmacy. This is contradictory regarding the Standard of Contents for Vocational High School which states that the main goals of the teaching and learning process in Vocational High Schools in Indonesia are to improve students' ability, good manner, and proficiency of certain skills to live independently or continue their study to the higher level of education (2006: 19). Moreover, it is also mentioned that the graduates should be able to maintain communication based on their workplace condition.

In addition to that, the main difference between Vocational High School and general Senior High School is the preparation for the students to get

particular job soon after they graduate. It is, thus, a necessity to consider carefully the choice of English learning materials to teach at Vocational High Schools, given the curriculum and students' expectations.

At SMK/SMF "INDONESIA" English is taught by two different teachers for each level. It means that two different teachers will teach a class every week. The materials of both teachers are also different in nature. The first teacher teaches grammatical aspects by following a certain syllabus, and another teacher teaches reading comprehension. The allotted time for the English lesson for Year X is 20 meetings in each semester. It means that a year the students will only meet for 40 times.

Vocational High School in Indonesia is running under the umbrella of English for Specific Purposes with the expectation that the students will go to work related to their study program. It is proven by the data that 90% of the students who graduate from SMK/SMF "INDONESIA" are offered to work at dispensaries around Yogyakarta. Henceforth, the students do need English materials containing input texts that are related to their study program, pharmacy.

Yet, the fact found in the school is that some of the source books used by the English teacher are not ideal yet. The main source book used at the school is "*Get Along with English for SMK Year X*" which focuses on general English. Even though the learning materials of the book have achieved the required standard of curriculum, there is no specific aspect related to pharmacy. Another



source book used is “*English for Hotel Services*” which does not have something to do with the nature of the students’ study program. Other irrelevant source books found are “*International Hotel English*” and “*American Business English*”.

Such a fact shows a contradiction with the concept of ESP. Hutchinson and Waters (1987) propose that what distinguishes ESP from General English is the awareness toward the students’ needs (1987: 53). In reference to that, the materials developed as the guidance for the teaching and learning process should consider their learning needs (Van den Branden, 2006: 18). It is in line with the statement of the teacher. During an informal interview, the teacher said that the reason of choosing those sources books is that the teacher will get sufficient language functions needed by the students, although the language functions are not related to pharmacy. She added that the students would also get the grammatical explanations easily from those books.

Concerning these, the students of the Year X of pharmacy study program at SMK/SMF “INDONESIA” needs more specific inputs to learn English in terms of input texts and the technical terms on the specific subject matter.

## **B. Problem Identification**

Indonesian Ministry of Education through the Standard of Competence and Basic Competencies for Vocational High School (*SKKD SMK*), does not

explicitly state language skills (listening, reading, speaking, and writing) and their certain target to achieve. Instead, English teaching and learning in SMK is divided based on the difficulty levels of materials. The levels are categorized into *Novice*, *Elementary*, and *Intermediate*.

In the first year (Year X), English is taught at the level of *Novice*. In terms of performing spoken language, the required competencies are the basic language functions to socialize, such as greeting, thanking, inviting and asking for information. The scope of the required competencies is how the students socialize in the society by using English. In terms of written language, the students are expected to be able to understand simple memos, menus and schedules as well as to produce them based on a certain topic.

In the second year, the level of English materials is the *Elementary*, which requires the students to learn more complex language functions, both spoken and written forms. In terms of spoken English, the students are expected to maintain communication with native speaker. Moreover, in terms of written communication the students are expected to be able to produce professional message, such as writing a curriculum vitae.

Finally, English that is taught for students of year XII is *Intermediate*. The materials learned are more complex than materials in *Novice* or *Elementary* level. Based on the *SKKD*, the students of year XII are expected to write technical documents, maintain longer conversation with native speakers, and to write reports.

In terms of learning materials availability for those levels, the teachers try to combine those course books with supplementary materials taken from the Internet. However, based on the observation, those materials are, yet, found to be irrelevant neither for the *Novice* level nor for the *Elementary* and *Intermediate* levels. The course books used to teach those three levels are English materials written for students of SMK in general without emphasis on pharmacy at all yet.

Furthermore, the existing materials for those three levels of education have not been allotted for the practicum as well. It means that wherever they are learning, the source will be the same, without any specific allotted materials. For example, going to drugstore is necessary to know how English is required there. However, the available materials cannot accommodate such a learning process, do not encourage students to look for English text books about pharmacy, and so forth. Such facts show us that English learning materials in SMK “INDONESIA” still need revising or change in terms of their relevancy towards the students’ expertise.

In spite of the fact that the materials are not relevant for all levels, the school has attempted to maximize the exposure of four-language skills stated in *Silabus Bahasa Inggris SMK “INDONESIA”*. Henceforth, as the research will be done for students of year X, the researcher narrowed the problem dealing with the available learning materials for students of year X. On the syllabus,

each of the four skills has its own proportion, materials, a list of vocabulary to master and also the source books and materials as references.

Within the implementation of teaching and learning process, the teacher is still following the tasks provided in the source book (*Get Along With English for Year X*), for both receptive and productive skills teaching. Moreover, sometimes the teaching process is also supported by the use of media, such as *Compact Disc* (CD) and computer set in order to maximize the learning exposure. However, there is still a couple of problems with the learning materials used in the teaching and learning process of those four skills. The problems are listed as follows.

The first problem deals with the materials for the process of teaching listening. In listening lesson, the teacher uses and takes the script and follows the tasks of listening provided in the main course book (*Get Along with English*). The teacher sometimes uses a laptop to play the CD containing listening materials to the students. The main problem is that the speaker on the CD is not a native one, so the students are still lacking of native resources, especially in listening to the real usage of English. Secondly, the content of the spoken dialogue is not related to pharmacy, so that the students do not get real exposures of the dialogue containing found in pharmacy, such as the example of dialogue in a drugstore.

The second problem is the existing materials for teaching speaking. The teacher merely employs the materials and speaking tasks that are provided in

the source book to encourage the students in practicing English fluently. The teacher also occasionally asks the students to practice several dialogues containing the language functions being studied, and conducts a classroom drama.

The third problem deals with inputs for teaching reading. During the process of teaching reading, the teacher makes use of input texts provided in the source books as well as follows the tasks. Yet, the input texts are not related to pharmacy. It shows how little the exposures the students receive especially those dealing with their expertise on pharmacy in their reading class. It is quite ironic remembering that they are expected to work as pharmacists.

The use of irrelevant reading text may have persistent impact to their whole English mastery, especially when they have to master content of pharmaceutical matters written in English. They will not get sufficient technical vocabulary related to pharmacy as well, as there are no pharmacy terms at all in what they are reading. This should have been highly considered by the English teachers, in regard to the students' future, as they are going to work as pharmacists. The importance of technical vocabulary makes reading seem to be the most critical skill for the students of pharmacy since they will have to deal with technical terms a lot in their field.

The next is the process of teaching writing. By using the same course book the teacher still follows the order of tasks provided in the source book, such as writing invitation letter, memo, and so on for general purposes. The

teacher also supports the teaching process by using authentic materials adopted from the web, such as posters and invitation cards. However, the content and the discourse of the writing tasks are not related to pharmacy. For example, the teacher usually asks the students to write a memo for hotel employees, letters for business product launching, and so on. Those facts show us that what they need as students of pharmacy has not been fulfilled well yet. The writing tasks should be therefore highly contextualized with pharmacy subject matter.

The last one is the process of teaching grammar and vocabulary. In teaching grammar and vocabulary, the teacher employs deductive teaching approach. The teacher explains the concept of the grammar, such as tenses and their formulas, and then the teacher gives the students some exercises. In terms of task, the teacher also employs the tasks provided in the course book. Again, the examples of the sentences given to the students are not related to pharmacy. The topic of the sentences is daily-based without any guiding examples related to pharmacy. In the future, despite the traditional teaching method, the deductive approach, the examples of the sentences must be related to pharmacy.

### **C. Limitation of the problem**

Based on the problems identified above, the researcher only focused on developing Reading – Writing learning materials for year X students of Pharmacy Study Program at SMK/SMF “INDONESIA” Yogyakarta in the *Novice Level*.

**D. Formulation of the Problem**

The problems of this study are formulated as follows:

- a. What are the target needs of year X students of Pharmacy Study program at SMK “INDONESIA” ?
- b. What are the learning needs of year X students of Pharmacy Study program at SMK “INDONESIA” ?
- c. What are the appropriate reading and writing learning materials for the year X students of Pharmacy Study program at SMK “INDONESIA” ?

**E. Objectives of the Research**

The objectives of the research are to:

- a. find the target needs of the students of year X of Pharmacy Study program at SMK “INDONESIA”
- b. find the learning needs of the students of year X of Pharmacy Study program at SMK “INDONESIA”
- c. develop appropriate reading and writing learning materials for the students of year X of Pharmacy Study program at SMK “INDONESIA”

**F. Significances of the Research**

The research is highly expected to give contribution to the following educational stakeholders:

a. To the English teacher

The development of this material is aimed at helping the teacher to have more relevant and appropriate materials used to teach the students of Year X of SMK/SMF “INDONESIA”. Hopefully, the developed materials can be benefited as additional reading and writing learning materials enriched with the technical terms of pharmacy.

b. To the Students

Secondly, it is expected that the developed materials will help the students to get sufficient exposures dealing with terms in pharmacy. So, they will have profound ability to perform English whether to take pharmacy department in the universities or work as a professional pharmacist.



## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter discusses the theories and conceptual framework of this research. The theories cover the description of English at Vocational High School in Indonesia, the ESP as the approach used to develop the materials, the Content-Based Instruction, English instructional materials, materials development, unit development and task-based language teaching approach. Finally, the theories are formulated into a conceptual framework as the guideline to conduct this research.

#### **A. Literature Review**

This first sub-chapter discusses the theories employed by the researcher in managing this research.

##### **1. English at Vocational High School**

###### **a. English Curriculum at Vocational High School**

English is considered an adaptive subject in the curriculum of Vocational High School in Indonesia (BSNP, 2006). As mentioned in the previous chapter the main goal of teaching and learning process in Vocational High School are to improve the students' ability, to develop students' high intelligence, to internalize good behavior to the students, and to enable them possess skills to live independently (2006: 19). Further, the

students of Vocational High School will be required to achieve certain minimum score of TOEIC (Test of English as an International Communication) to graduate from their Vocational High School. This reflects how important a process of English teaching and learning is.

The curriculum of English at Vocational High School is represented into three levels; *Novice*, *Elementary* and *Intermediate*. As mentioned in the previous chapter, English at the *Novice* level is taught at grade X, while *Elementary* is taught at grade XI and the *Intermediate* level is taught at grade XII. The English curriculum at Vocational High School is shown on the table below.

Standar Kompetensi	Kompetensi Dasar
1. Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>	1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan 1. 2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun 1. 3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun 1. 4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar 1. 5 Menjelaskan secara sederhana kegiatan yang sedang terjadi 1. 6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas 1. 7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus 1. 8 Menuliskan undangan sederhana

Standar Kompetensi	Kompetensi Dasar
2. Berkomunikasi dengan Bahasa Inggris setara <i>Level Elementary</i>	2. 1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli 2. 2 Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat 2. 3 Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan 2. 4 Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang 2. 5 Mengungkapkan berbagai macam maksud hati 2. 6 Memahami instruksi-instruksi sederhana 2. 7 Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima
3. Berkomunikasi dengan Bahasa Inggris setara <i>Level Intermediate</i>	3. 1 Memahami monolog yang muncul pada situasi kerja tertentu 3. 2 Memahami percakapan terbatas dengan penutur asli 3. 3 Menyajikan laporan 3. 4 Memahami manual penggunaan peralatan 3. 5 Memahami surat-surat bisnis sederhana 3. 6 Memahami dokumen-dokumen teknis 3. 7 Menulis surat bisnis dan laporan sederhana

Since this research is conducted at the grade X, the materials that are developed are based on the Standard of Competence and basic Competencies for Grade X.

#### **b. Pharmacy Students as ESP learners**

SMK “INDONESIA” is one of private Vocational High Schools in Yogyakarta. This school is the only Vocational High School majoring in

pharmacy. There is only one program of expertise in this Vocational High School, pharmacy. Based on the result of observation and interview before the research is conducted, the teacher admits that English is really needed by the students of pharmacy, since the students are expected to work after graduating from the school. The Head of Administration of the school also stated that more than 90% of the graduates are working at pharmacies and drugstores in Yogyakarta. Thus, they are required to master English both actively and passively. However, the learning materials given by the teacher is general English, which is not relevant with their needs as pharmacists.

Hence, as mentioned in the previous sub chapter that what distinguishes an ESP and General English is the awareness towards the needs of the students (Hutchinson, 1987) the students of Pharmacy study program are involved as ESP learners whose learning needs should be accommodated based on their needs. This covers the approach of the teaching and learning process, the methodology and also the materials.

## **2. English for Specific Purposes**

This part deals with how English for Specific Purposes helps the educational elements in terms of relevant materials for students of Vocational High School. This part covers the definition of ESP and Needs Analysis as the core of meeting students' needs through materials development.

### **A. Definition of ESP**

There has never been a consensus about the exact definition of ESP (Marwan, 1997). Some may say that ESP is simply a process of English teaching and learning where the scope is aimed at meeting the needs of specific students from specific backgrounds. Anthony on Marwan (1997;1) generates that ESP is a teaching of English used in academic studies or the teaching of English for Vocational High School or Professional Purposes. The process of teaching and its elements are in the same goals; meeting students' needs, in terms of particular disciplines, occupations and activities (Stevens, 1988: 84). This is in line with Graves (2000) who proposes that ESP is illustrated as an umbrella of teaching and learning process for specific purposes. Basturkmen (2006: 17) also supports that ESP is about preparing learners to use English within academic, professional, or workplace environments. In an English for Specific Purpose course the process of assessing students' needs is called Needs Analysis (Hutchinson, 1987).

### **B. Needs Analysis**

ˆ The process of collecting information about learners needs is defined as needs analysis (Richards, 2001:51). Through the process of needs analysis, the information gathered will be used as the basis to decide the

next step. The process of needs analysis also involves the process of establishing what and how of a course (Evan and John, 1998; 121).

In other words, Chambers (1980) on Basturkmen (2010: 18) generates that needs analysis is the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation. In brief, needs analysis is a process of gathering information about students' needs with the purpose of:

- a) finding out what language skills needed by the learner
- b) knowing whether the previous course has met the students' needs
- c) knowing the students who are most in need of training a certain language skills
- d) identifying direction change that is important according to a particular group
- e) identifying a gap between what the students are able to do and what they have to be able to do, and
- f) collecting information about problem of the students (Richard, 2001 ; 52)

In accordance with type of information should be gathered in a needs analysis program, Hutchinson (1987) states that there are two types of needs that should be revealed in the process of needs analysis.

The first type is *target needs*. Hutchinson (1987) generates the term *target needs* as something will be needed by the learners in the future, especially in terms of using the language. To define it more clearly, Hutchinson divides the target needs into three sub-targets: *Necessities*, *Lacks* and *Wants*.

a) Necessities

According to Hutchinson (1987) necessities are what the students has to do to cope with the situation they are going to undergo (target situation). The needs are determined by the demand of the target situation where they will get involved (1987: 55).

b) Lacks

Lacks is defined as the existing knowledge possessed by the learners. Hutchinson and Waters (1987) define the term “lacks” as the knowledge that learners already know, so that the materials developer later will be able to determine the necessities of which lack should be implemented in the materials.

c) Wants

Wants are what the students need based on their own perspectives. The students may have different perspectives toward their needs. Richterich (1984) in Hutchinson and Waters (1987) propose that images about needs that students build refers to Wants.

The second type is the learning needs. Learning Needs refers to what students should do to achieve the target situation. Learning needs tell which methods of learning they should do and which materials they have to learn in order to achieve the target needs (Hutchinson, 1987).

### **C. Materials Development in ESP**

Materials are anything used by teachers and students to reach the learning goals (Tomlinson, 1998) that should contextualize the language the students present (Richard & Renandya, 2002: 84) and foster to learners' autonomy (Richards & Renandya, 2002: 88). In an ESP-based class, the materials are corpus and discipline-based (Valle, 2010). Such materials are particularly useful in ESP because they play a key role in exposing learners to the language of a particular discipline as it is actually used. In short, they are a source of "real language" (Dudley-Evans and St John, 1998: 171 as cited by Valle, 2010; 141). Further, this is reflected by the inputs of the materials.

The input that is provided to the students through learning materials should be like exposure that they possess in their mother tongue (Dudley-Evans and St John, 1998: 14 cited by Valle, 2010). ESP teachers will need a reasonable understanding of the specific discipline as well as "an interest in the disciplines or professional activities the students are involved in" (Dudley-Evans and St John, 1998: 14). There are four issues to take into

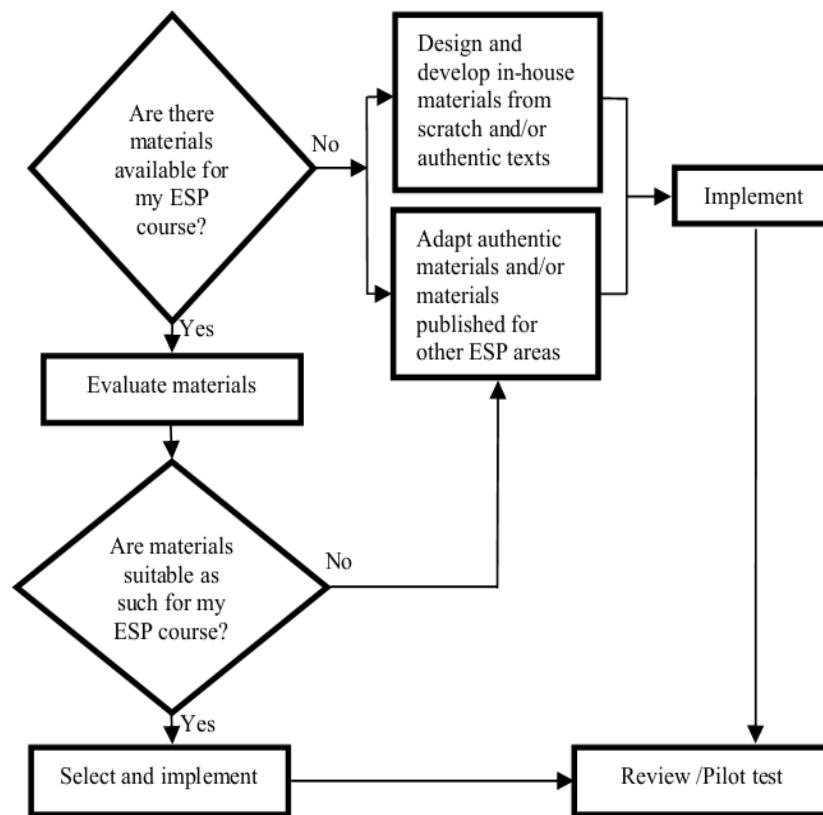


account dealing with materials development in ESP (Valle, 2010: 142).

They are:

- a) There are major and minor ESP areas/courses, and published materials are sensible to this reality. Some courses that are tailor-made to suit a particular group of students would also fall within the minor category (for instance, English for tourism to a group of taxi drivers)
- b) Subject-matter content (*carrier content*) is fundamental to ESP materials (Valle, 2010).
- c) Publisher are reluctant to produce materials for a very limited market that an ESP teacher must play multi roles; evaluators, designers, and developers (Robinson, 1991)
- d) The existence of a gap between coursebooks and pedagogical practice (Harwood, 2005: 150)

Further, Valle (2010) denotes a systematic ways of developing materials in an ESP classroom.



**Figure 2.1 Flowchart on the process of ESP materials development (Valle and Bocanegra, 2010: 145)**

The flowchart 2.1 above describes the flow of materials development in ESP-based classes. The flowchart shows that before the materials for a certain ESP course are developed, there is a need of consideration of materials availability. If so, the existing materials must be evaluated to check the suitability of the materials. If the materials are suitable, the materials can be used in the process of teaching and learning. Otherwise, if there is no material available, authentic texts and adapted text can also be used. During

the use of the materials, review/pilot test should be managed in order to check the effectiveness of the materials (Bocanegra, 2010: 145).

Concerning this research, the materials are not available. Therefore, developing materials, either by adopting or adapting from relevant sources related to the students' background is necessary (Valle, 2010: 144). Before developing the materials, a syllabus should be made to determine what to teach.

#### **D. Syllabus Design in ESP**

In an ESP-based class, to determine what language we are going to teach, we have to make a list of them. The list of language elements that are going to be taught at an ESP class is referred as syllabus (Basturkmen, 2006: 21). In an ESP class, that set of criteria for materials selection (Hutchinson, 1987: 84) must be based on needs analysis. There are two different results based on the process of needs analysis in an ESP course. First, when the needs analysis is done at the beginning of a course, it will result an initial course design while if the needs analysis is conducted as an ongoing process it will result the revision of course design (Basturkmen, 2010).

The result of needs analysis is also essential to consider when the syllabus of an ESP course is to be developed (Hutchinson, 1987: 61). Hence, in developing a syllabus of an ESP course, there are some aspects to consider:

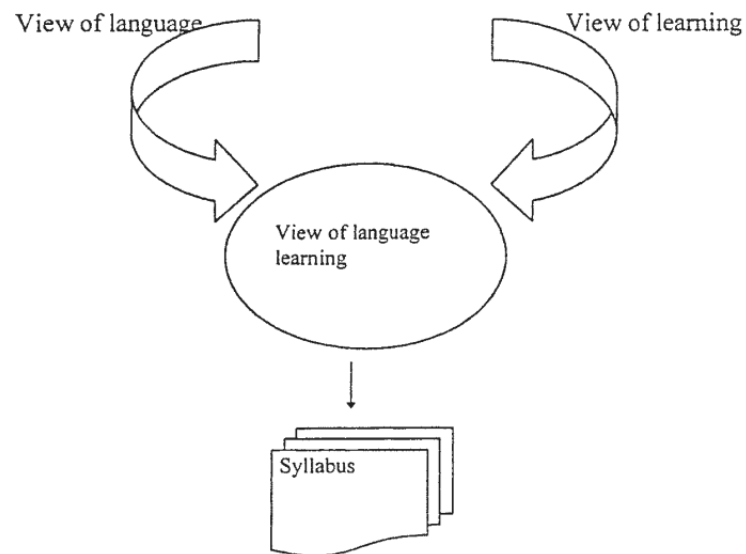
- a. Types of units: skills, genre, vocabulary
- b. Items in the unit: which genres, semantic sets and functions
- c. Sequencing: what should come first, second and third.

In addition to that, the syllabus to develop should be based on some characteristics (Basturkmen, 2006). Those aspects are:

- a. consists of a comprehensive list of
  - a) content items (words, structures, topics)
  - b) process items (tasks, methods)
- b. Is ordered (easier, more essential items first)
- c. has explicit objectives (usually expressed in the introduction)
- d. Is a public document
- e. May indicate time schedule
- f. May indicate a preferred methodology or approach
- g. May recommend materials

(Ur,P (1996: 177) as cited by Basturkmen, 2006: 21)

In brief, the syllabus in an ESP course contains the procedures and overall philosophy of the course to achieve the agreed objectives (basturkmen, 2006: 21). The overall philosophy of an ESP course design that is implemented through the syllabus is the result of the course developer's view about what language is and the learning (how the language is learned) (Hutchinson, (1987) on Basturkmen 2006: 23). The flow of the syllabus planning is shown in the figure 2.2 below.



**Figure 2.2 The flow of syllabus design in an ESP course (Basturkmen, 2006: 23)**

The figure 2.2 shows how a syllabus of an ESP-based class is developed. Basturkmen (2006) propose that the first step of designing an ESP based syllabus is determining the view of language and the learning beliefs of the students (2006). The process, then results in the view of language learning reflected in the syllabus.

Since the syllabus is designed based on the needs analysis and also the developer's view about language and how the language is learned, it creates a connection between the syllabus design in an ESP course with the Content-Based Instruction (CBI). The nature of Content-Based Instruction defines that CBI reflects learners' need for learning a second language

(Richard and Rodgers, 2001: 207). The connection between an ESP syllabus and CBI is described in the following section.

### **3. Content-Based Instruction**

The principle of Content-Based Instruction is believed to be the most appropriate approach to apply, for it provides unlimited source to match students' interests and needs with interesting and meaningful content, (Richard & Rodgers, 2001: 218). This is also in line with Brinton et al., (1989: 2) who propose that in a Content-Based Instruction, the activities of the language class are specific to the subject being taught, and are geared to stimulate students to think and learn through the target language.

The principles of Content-based Instruction are also beneficial since it can help school learners master other aspects of school learning. The language provides a framework within which learners can have sustained engagement on both content mastery and second language acquisition (Murphy and Stoller 2001 as cited by Nunan, 2004, p.132).

#### **A. Definition and Principles of Content-Based Instruction**

Richard (2001) generates that the most appropriate approach to follow in a vocational school is the content-based instruction (CBI). The importance of its implementation is derived by its definition that Content-based Instruction is an approach built by two principles. Richard (2001)

generates the first principles saying that people will learn second language more effectively when they apply the concept of acquiring information, rather than as an end (2001: 207). It shows how important the roles of content as the input within the language learning process are. This is in line with Richard (2001) who adds that the second principle of Content-Based Instruction is that the implementation of CBI better reflects the students' needs for language learning. It is under consideration that the materials provided by the teacher in the classroom activities need to be able to lead the students to access what kind of discourse they will find when they are in the real use of language. Krahne (1987: 65) on Richard (2005) states that

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

Referring to the views it can be concluded that the CBI is an approach in which the learners learn English in which the scope of the input provided to them is the subject matter of their expertise.

Within the implementation of Content-Based Instruction, there are several underlying principles. According to Brinton (2003) on Nunan (2004), there are five principles of CBI and their rationales. Those principles are listed as follows:

- a. Base instructional decisions on content rather than criteria.

This first principle is under the reason that in Content-Based Instruction, the selection of content will lead to the choosing of types of language features as well as the sequence of the language will be delivered.

- b. Integrate skills.

It means that the CBI practitioner will try to cover all the skills, and also the vocabulary and grammar, so that the students will be served by the real-uses of language.

- c. Involve students actively in all phases of learning process.

It means that in a CBI classroom, the students will be involved in all classroom activities, so they will not depend on their teacher all the time, or in another word, it will lead the students to be autonomous.

- d. Choose content for its relevance to students' lives, interests and goals

This is what CBI is all about. The contents provided should cover their interest, needs and intended goals. The content may also be paralleled with other school subjects. The fact about students' needs, interests and goals have been acquired through the needs analysis (as explained on the previous part).

- e. Select authentic text and tasks

The last principle is that the key component of CBI is the authenticity of the content. It is under expectation that the students will be guided to



perform the real use of language. One of the ways to lead them is by providing authentic materials that have been simplified and related to their existing language proficiency.

## **B. Theory of Language**

The key principle in a CBI classroom is the language elements. It is believed that the language elements are the keys to learn the content (Richards, 2001:207). The importance of language elements mastery is illustrated as the vehicle used by the learners to access the information in a particular kind of text they are reading. This is in line with Richard's view (2001) that emphasizes that the linguistic features should not be limited to the level of sentences and other sub sentential units. However, they should cope largely with how the text can create a cohesion and coherence, so the students should not only focus on the form of the language, but also get their mind to involve in the whole text in order to get the context.

## **C. Types of learning and teaching activities**

Stiller (1997) on Richard (2001) provides a list of activities in a CBI context. As the nature of the CBI, the learners will be provided by authentic texts related to their target needs. In terms of this, the teaching and learning activities in a CBI classroom will involve:

- a) language skills improvement,
- b) vocabulary building,

- c) discourse organization,
- d) communicative interaction,
- e) study skills and
- f) synthesis of content materials and grammar

By considering the facts, the scope of the developed materials for the students who learn in a CBI classroom should be considered with the skills they are going to “apply”, the technical vocabulary they master and also the context (the discourse) that they will get involved in.

#### **D. Roles of Learners**

The types of teaching and learning in a CBI classroom are reflected in the roles of the learners and the teachers. Stryker and Leaver (1993: 26) in Richard (2001) state that autonomy is the main goal of a CBI classroom. Referring to the types of learning, the roles of learners in a CBI classroom are that the students will actively participate in the classroom discussion as well as to be interpreter of the input given by the teacher. The concept of “learning by doing” is necessary, regarding that students are expected to be autonomous learners by synthesizing the content of the materials provided by the teacher.

#### **E. Roles of Teachers**

Again, the roles of practitioner or the teacher in a CBI classroom activity is to play two roles in the same time (Richards, 2001:214). Referring to the goal of CBI classroom, the teacher should not just be a

good teacher, but he/she also should have profound mastery dealing with the subject matter of the content itself. Stryker and Leaver (2003) on Richard (2001) denote that the teacher of a CBI classroom should be knowledgeable, and be able to select and adapt the materials that reflect the students' target and learning needs. Stryker and Leaver (1993: 293) also suggest some roles for teachers in a CBI classroom:

- a) varying the format of classroom instruction
- b) using group work and team-building techniques
- c) helping students develop coping strategies
- d) using process approach to writing (rather than product-focused)
- e) developing and maintaining high level of students' esteem

#### **F. Roles of Materials**

Regarding Richards' view that the learners will learn best through real-content, the authenticity of the learning materials must be taken into account. Richard (2001) recommends the variety of materials used to be authentic, in that the materials are closely related to the students' expertise (2001: 215). The more authentic the learning materials are, the more effective the course will be. Referring to the belief, Richard (2001) also suggests the materials developer to provide vocabularies about certain topics of learning materials. Therefore, it will be effective to help students to acquire the scope of the subject matter through English (Richard, 2001).

Referring to the such a belief, a teacher should be able to provide materials that reflect students' target and learning needs. However, it is sometimes difficult to find authentic texts. To overcome such a condition, the teachers must develop their own materials. The nature of English learning material, and the process of materials development are explained in the following section.

#### **4. English Learning Materials**

##### **A. The Nature of English Learning Materials**

Tomlinson (1998) defines learning materials as anything which is used by teachers or learners to facilitate the learning of a language (1998: 2). The form of materials may vary, ranging from the conventional tools up to the high-tech stuff, such as Internet that accommodate the requirements and the needs of both the learners and learning.

In addition to this, Tomlinson (2008) mentions that a material should not only provide a sufficient input in authentic use of language, but should also cover the activities that help the learners to notice the elements of the text being learnt. This is in line with Richard's view about the importance of authentic materials in a CBI classroom. He said that the developed learning materials should guide the students to be autonomous learners by doing the task. Furthermore, the designed materials should also be effective for the teacher as a resource, not as a script. It means that the

teacher should be able to explore the materials by considering the target and learning needs of the students, rather than to follow what it exactly is.

In brief, to provide materials that best reflect students' need the teacher should know the process of developing materials. The following explanation discusses the principle of materials development and serves some models of materials development process.

## **B. Materials Development**

In nature, materials concern two vital things, (Tomlinson, 1998). The two vital questions are; what should be given to the learners and what can be done with it to promote the language learning. Therefore, the indicators of the successfulness of a designed material are when those two questions are answered. It means that, to know what should be given, we have to really consider every single step of materials development process.

Tomlinson (1998) defines the materials development as a process in which the writers, teachers or learners try to produce sources or input to maximize the language exposure (1998: 2). Regarding the users of the developed materials are a group of ESP learners, there are other definitions of materials for the ESP students.

Johns (1990) states that an ESP practitioner / teacher should prepare the materials himself. In brief, the teacher needs to be able to really consider the students' learning and target needs in order to create appropriate learning materials for the students. He/she should be able to

plan as well as create the materials that meet the students' learning and target needs.

This is in line with Graves (2000) who says that materials development is a plan creation, in which the teacher creates and organizes the units and lesson to achieve the goals and objectives of the course (2000: 149) where the materials are based on the beliefs of the course designer/teacher, about what should be taught. In brief, materials development in an ESP course is the process of putting the teacher's teaching principles into practice (2000: 151).

A set of materials production done by a particular element of an ESP learning package by considering the needs analysis and materials research done before may best reflect the definition of materials development. However, the materials are not only based on the visible needs as viewed by the teachers. Tomlinson (2010) denotes that the materials should meet the following principles.

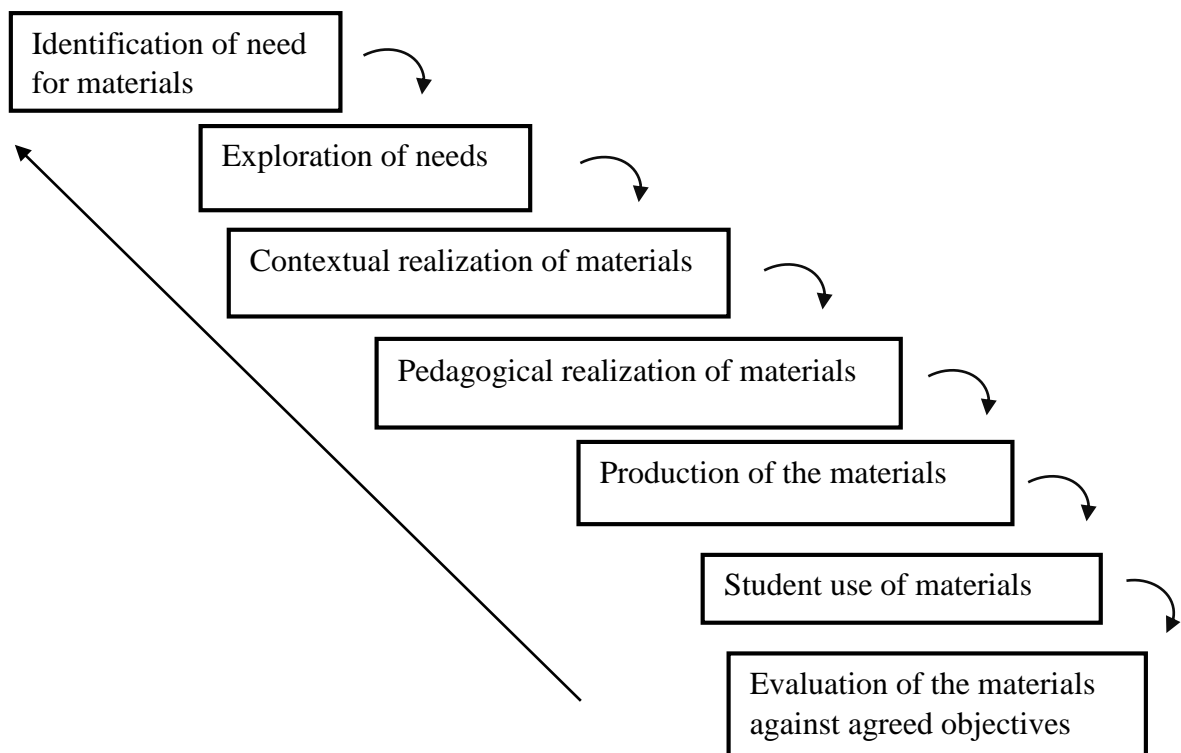
- a) Materials should provide sufficient opportunities for the learners to practice the language in order to achieve the agreed outcomes.
- b) The output materials should encourage the learners to practice the real language, than just practicing a particular thing on the developed materials.
- c) The output materials should be able to help the learners to be accurate, fluent and effective in using the language in the daily life context.

d) The output should encourage the students' feedback.

Regarding the principles, the teacher should have obvious “checklist” dealing with aspects to achieve through the materials. In an attempt to realize such materials, there are some models to refer.

### C. Models of Materials Development

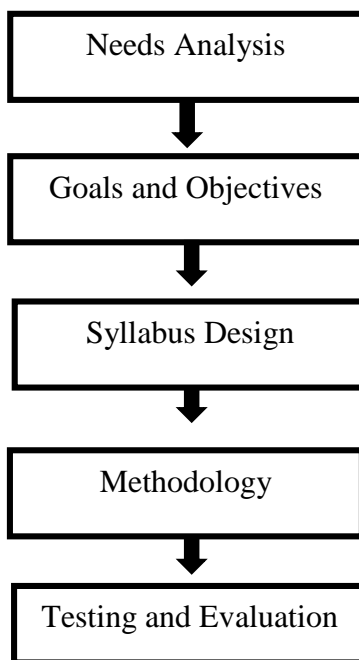
As a kit to help the teachers and learners to achieve the goal and objectives of a particular academic period, the materials development process should be well-organized. According to Jolly and Bolitho in Tomlinson (1998: 98), the steps to develop materials are illustrated in the diagram below.



**Figure 2.3 Jolly and Bolitho's Material Development Process (1998: 98)**

The process of materials development as proposed by Jolly and Bolitho (1998) starts with needs analysis. The result of needs analysis will be the basis to develop the syllabus of the materials. After the materials are developed, the materials must be evaluated by experts. Such a cyclical process indicates that the process of materials development is not a linear way. The process goes on in line with the students' and learning needs.

However, Masuhara on Tomlinson (1998: 247) proposes a different perspective dealing with the process of materials development. He suggests that in a course design, the process of materials development should be put at the later stages of the process. He proposes the linear Model X on materials development.



**Figure 2.4 Masuhara's Linear X-Model of Materials Development (1998: 247)**



Masuhara (1998) agrees that the process of materials development is a linear process. It starts with needs analysis and is followed by determining the course goals and objectives. The next step is designing syllabus of the materials. The syllabus design is then realized in the form of learning materials. After the materials are developed, the materials should be evaluated and tested by experts.

Regarding this research, the materials that are developed are those focusing on reading and writing. Therefore, there are some more specific considerations dealing with the principles of reading and writing to implement in the process of materials development.

#### **D. Reading and Writing Learning Principles**

Reading is considered as a receptive skill that needs a combination between the use of existing knowledge and the techniques of reading itself in accordance with the purpose of reading activities (Anderson, 2003: 68, Spratt, 2005: 21). In the process of reading, transaction among the reader, the text, and the intention of the author occurs (Rosenbalt on Moreillon, 2007: 19) where the reader uses text to create meaning (Johnson , 2008: 4). Reading is a constantly developing skill; a skill that integrates visual and nonvisual information and an act of linking one idea to another (2008).

In terms of developing reading materials, the stages of learning reading process should be taken into account. Alyousef (2006) proposes three stages in learning reading process.

a. Pre-reading activities

The first process is pre-reading activities. Zhang (1993) on Alyousef (2006) urges the pre-reading activity as a crucial stage toward the development of learning reading. It is also considered to help in activating the relevant schema; Drucker (2003) on Alyousef (2006) states that:

...relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information. (p. 23)

Such a belief shows us how important the concept of scaffolding. Within the pre reading activities the students are encouraged to activate their background knowledge in order to help them in understanding the whole reading materials. Therefore, in the realization of learning materials the availability of scaffolding activity is necessary.

b. Whilst-reading

The second stage of a learning-to-read is whilst-reading. In this stage, students should be guided to breakdown the text by making use of their recent linguistic and schematic knowledge. Hedge (2003) on Alyousef (2006) argues that one of the keys of a whilst-reading activity is the intervention of the teacher. He argues that some intervention may result a good outcome. In terms of learning materials, the intervention of teacher is reflected through explaining what students should do within the task, and guiding them to completely understand the text.

c. Post-reading

The last stage within a learning reading process is the post reading activities. In this stage, the activities must enhance the learning comprehension by the use of activities of matching, cloze exercises and cut up sentences. Its implementation in the developed material is providing the students with sufficient comprehensive question about certain topics.

As a set of language teaching and learning process kit, reading tasks play an important role in helping the students read comprehensively. Hence, the suitability between the tasks and the topic is crucial, remembering that as long as the tasks are proper and matching with the topic, the students will learn more effectively (Harmer, 2007). Furthermore, students should be

encouraged to the content of a reading text, not just to the language. The discussion about the language components within a written text, such as its language, number of paragraph and so on is also important. Yet, the chances to give response toward what they have understood seem to be more crucial than just the form (Harmer, p.70).

On the other hand, writing, as a kind of productive activity in which the writer is producing language by involving message by means of writing signs on a page. Spratt (2001: 26) argues that writing is the process when the students try to construct meaning in the form of productive activity.

Dealing with the objectives of writing, Harmer (2007) proposes some objectives. The first objective is reinforcement (the teacher sometimes explains the laws, and then the students will have to make sentences using grammar they have learnt to help them acquire language through sentence exercise). Another objective is preparation, where the students are encouraged to come up with ideas, and also activity, where writing becomes partial part of a language learning process. Therefore, within the implementation of the writing materials in the developed units, the tasks should be organized like the flow of writing process.



**Figure 2.5 The Cycle of Learning Writing (White and Arndts (1991: 5) on Harmer, p.258)**

The cycle shows that writing is not a linear process yet a continuum. The students are encouraged to generate ideas, try to structure what they want to write, then make a draft (White and Arndts, 1991: 5)

Henceforth, as reading and writing is a package of a learning process, where reading is the input activity and writing is an output (Harmer, p.250), the activities on reading and writing in the developed materials should be arranged systematically. (Nunan, 2004). This is represented in how a unit should be developed.

## **5. David Nunan's Model of Unit Development**

### **A. Models of Unit Development**

As part of materials, units that are developed by the teacher or materials developer must be comprehensively developed. Nunan (2004) proposes some steps of developing units that are presented as follows:

a. Schema Building

In this preliminary stage, the students should be given exercises that serve the introduction of the topic that will be discussed, the key vocabularies and also the expressions they will study within the unit.

b. Controlled practice

The next step is giving opportunities to the students to have controlled practice in using the language vocabulary has been given before. This kind of activity will extend the scaffold learning on the first step (2004: 32). The tasks in this kind of step will involve modeling and then students will have to practice the same way as the model

c. Focus on linguistic elements

The exercises provided within this stage are those focusing on linguistic elements, such as the intonation (if the tasks are listening) or spelling, punctuation and other language mechanics if the tasks are reading or writing ones, and so on. It is expected that the learner will have a clear concept about the relationship between the communicative meaning and linguistic form.

d. Provide freer practice

Considering the step one up to four above, the students have been involved in the practice of reproducing language. So, they now

must be provided with freer activity, in order that they can use language they are studying anywhere, and under any circumstances.

e. Introduce pedagogical task

The last step of developing units of materials is the introduction towards the pedagogical tasks. The kinds of activities given will be involving the students' ability to do the task whether in groups or individually. Besides, the tasks provided will be closely related to decision making tasks, in order to activate their creativity as well as to enhance their language fluency.

## **B. Task Continuity**

In order to have a good organization of tasks, the tasks should be graded well, by considering the level of difficulty, from the easiest to the most difficult, so the goal of language acquisition can be achieved (Krashen, 2002). Nunan (2004) also emphasized the importance of grading a task in terms of determining the level of difficulty of the task. According to Nunan (2004), determining task difficulty has a crucial role, as without determining the task difficulty, the materials developer will not be able to sequence the task well (2004: 85). Richard, Platt and Weber (1986:125) on Nunan (2004: 113) proposes the key principle of task grading as follows:

the arrangement of content of a language course or textbook so that it is presented in a lepful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of

an item, its frequency in written or spoken English, or its importance for the learner.

Difficulty in task development may vary in nature. Nunan (2004) proposes that difficulty may be categorized by the complexity of grammatical items, such as the length of the text, propositional density, the amount of difficult vocabularies (vocabularies with low frequency to appear), and so on (2004: 114-115). Another thing causing difficulties of the task is the genre of the input text. Hammond and Derewianka (2001) on Nunan (2004) generates that ‘friendly’ texts will be easier to process than an abstract one. They propose the example of narrative and argumentative texts. It will be easier for the learners to process the narrative text than the argumentative one for its high complexity (2004: 117). Thus, to grade and sequence the tasks well, we need to consider the process of the components of task itself and the stages of knowledge acquisition in a classroom activity. Nunan (2004) proposes the task grading in the following table.

**Table 2.1 The task continuity principles (Nunan, 2004: 126)**

Phases	Steps within phases
A. Processing (comprehension)	1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).



B. Productive	<p>5. Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue.</p> <p>6. Listen to a cue and complete a substitution or transformation drill.</p> <p>7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).</p>
C. Interactive	<p>8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family).</p> <p>9. Simulation/discussion (e.g. students in small groups share information about their own families).</p> <p>10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).</p>

Referring to the steps above, it can be concluded that the developed units should start with the easiest task that only needs receptive skills. The next step is allowing students to do some simple actions and it ends with productive activity. Finally, to develop the tasks, we must consider the task components (Nunan, 2004). The development of tasks is described in the following part.

## **6. Task Development**

### **A. Definitions of Tasks**

As mentioned before that to make a good sequence of tasks we have to consider the type of tasks that will be developed. Van Den Branden (2006: 18) defines a task as a set of activities done by the learners within the

language acquisition process. The arrangement of task itself may not be the same among the learners especially in a group of students with different language proficiency. In addition, to meet students' learning their needs, the developed tasks should consider the language of the students (Van den Branden, 2006: 18) as they are considered as individuals with their own needs (2006: 20).

In other definitions, a task may also be defined as a set of works done by particular learners either freely or for a particular reward. Long (1985) on Nunan (2004) considers a task as a daily activity done by anyone for any purposes (2004: 2). However, the “*tasks*” discussed here are those considered as pedagogical tasks, as they are supposed to meet the learning needs of the students. Nunan (2004) defines a task as a set of communicatively meaningful classroom activities that involve learners' several learning skills, such as manipulating, comprehending or interacting in the language they are learning. He also adds that a task should be used as a really individual act, in the beginning of the task, in the middle or in the end of it in order to encourage the learners to learn language meaningfully, instead of learning it grammatically (2004: 4). Ellis (2003: 16) on Nunan (2004: 3) defines it more clearly by the following statement:

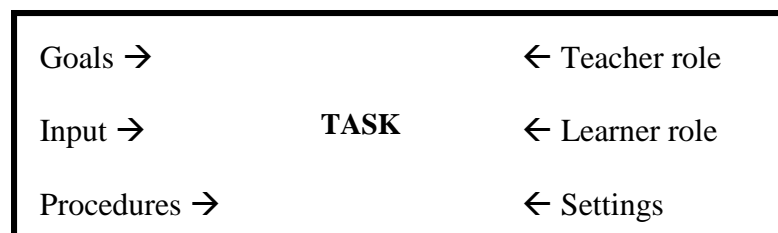
A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary

attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms.

In brief, tasks are described as a set of work plan conveyed by the teacher that involves students' learning skill in order to achieve a particular target. Referring to the belief, one of the components of developing materials is considering the students' learning needs, which are reflected by components of tasks.

### **B. Components of a Task**

Candling (1987) on Nunan (2004) considers that a task must cover some elements. input, roles, setting, actions, outcomes and feedback (2004: 40). However, there is a different argument proposed by Wright (1987a) on Nunan (2004: 41) saying that a task should minimally contain input data that are provided by the materials and teacher/learners, and also an initiating question containing what learners should do with the input. Nunan proposes a component of a task as shown in the following figure.



**Figure 2.6 Components of task (Nunan, 2004: 41)**

The figure 2.6 shows the components of a task. Nunan (2004) argues that a task should contain specific goals (indicators to achieve by doing the task), input (the materials to study), the procedures (what students should do with the task) and settings (how the tasks are carried out). Secondly, the teacher's role (what the t should do with the task) and learner's role (what other students should do when the tasks are performed) should be clear in each developed task.

In another perspective, Skehan (1998) on Nunan (2004) proposes five key principles of a good task. They are:

1. meaning is primary
2. learners are not given other people's meaning to deny
3. there is some sort of relationship to comparable real-world activities
4. task completion has some priority
5. the assessment of the task is in terms of outcome

Regarding these, to develop a certain set of good tasks, the consideration toward the principles should be taken into account. Developing good tasks need considerations towards the tasks' goal, input, setting, procedure, teacher's role and learners' role in order to give students maximum exposure.

### **C. Principles of TBLT Task Development**

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

a. Scaffolding

The first principle is that by providing warming-up activities the teacher will be able to give supporting framework to the students dealing with activities they are going to perform (Nunan 2004:35). Here, the availability of warming-up tasks is necessary.

b. Task dependency

The second principle in developing a certain set of tasks is that the organization of the tasks should reflect the input. For example, when the students write a certain text type, the product should be the output of the reading activities done before.

c. Recycling

The tasks that are developed should provide opportunities to the students to activate the “organic” learning principle (Nunan 2004: 36). It means that the tasks should allow learners to encounter a particular linguistic item and then to introduce the item for a period a time repeatedly (Nunan, 2004: 36).

d. Active learning

The fourth principle is the importance of active learning within the classroom activities. Nunan (2004) argues that learners will learn best by actively using the language they are learning. They will gain the language maximum exposures through doing and constructing their own knowledge (2004: 36).

e. Integration

The developed tasks need to be delivered by means of which the students can grasp and create a clear relationship between linguistic form, communicative function and the semantic meaning of the language they are learning (2004: 37).

f. Reproduction to creation

The developed task must encourage the students to do reproductive activities, for example, by reproducing the language models given by the teacher through the book, or the tape. Once they have reproduced the language, they will have the opportunity to continue the step into the creative one, by combining the language with their original idea (2004: 37).

g. Reflection

At the end of the developed unit, the opportunities to make reflection about what they have been learned and how well they are doing toward the learner.

## **7. Materials Evaluation**

After the materials are developed, the materials need to be evaluated to check the appropriateness and suitability. Hutchinson and Waters (1987) propose that materials evaluation is a matter of judging the fitness of something for a particular purpose. They add that at the end of the evaluation, there will be no absolute good or bad, but there will be a particular degree of the fitness

of the material. It is really important to evaluate materials to get the feedback toward the materials that are developed, as well as to determine the next thing to do with the materials. Tomlinson (1998) defines the material evaluation as:

Materials evaluation refers to attempts to measure the value of the materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so.

In brief, materials evaluation is a process of assessing and judging a particular material to check its fitness, in accordance with the particularly agreed goals and objectives. Regarding to Indonesian context in this research, materials are evaluated by materials evaluators by referring to the guideline of materials evaluation (*Instrumen Penilaian Buku Bahasa Inggris SMK*) as proposed by government. The aspects of materials evaluation cover; content appropriateness, presentation appropriateness, language appropriateness and lay-out appropriateness of each unit of the developed materials.

## **B. Conceptual Framework**

As ESP learners, the students of SMK/SMF “INDONESIA” are in need of English relevant materials. Through this research, it is expected that the students will have more contextualized materials related to their expertise.

The first part of this research is determining the main approach. Referring to the concepts, English for Specific Purposes (ESP) is highly taken into account since Basturkmen (2006) supports that ESP learners are a group of learners who are in need of contextualized English within academic, professional, or workplace environments. This is in line with statements emerged by the Indonesian Ministry of Education (*Kemdiknas*) that has confirmed that the main goal of Vocational High School teaching and learning process is to enable them improve their professional skills (BSNP, 2006)

However, the Standard of Competence and Basic Competencies (*SK-KD*) still needs to be contextualized. Thus, under the role of ESP the materials can be contextualized with students' needs.

As the implementation of ESP, Content-Based Instruction is believed to be the most appropriate approach to employ in developing the materials. This is under the consideration that learners will learn better when they learn the language through contents (Richards & Rodgers, 2001).

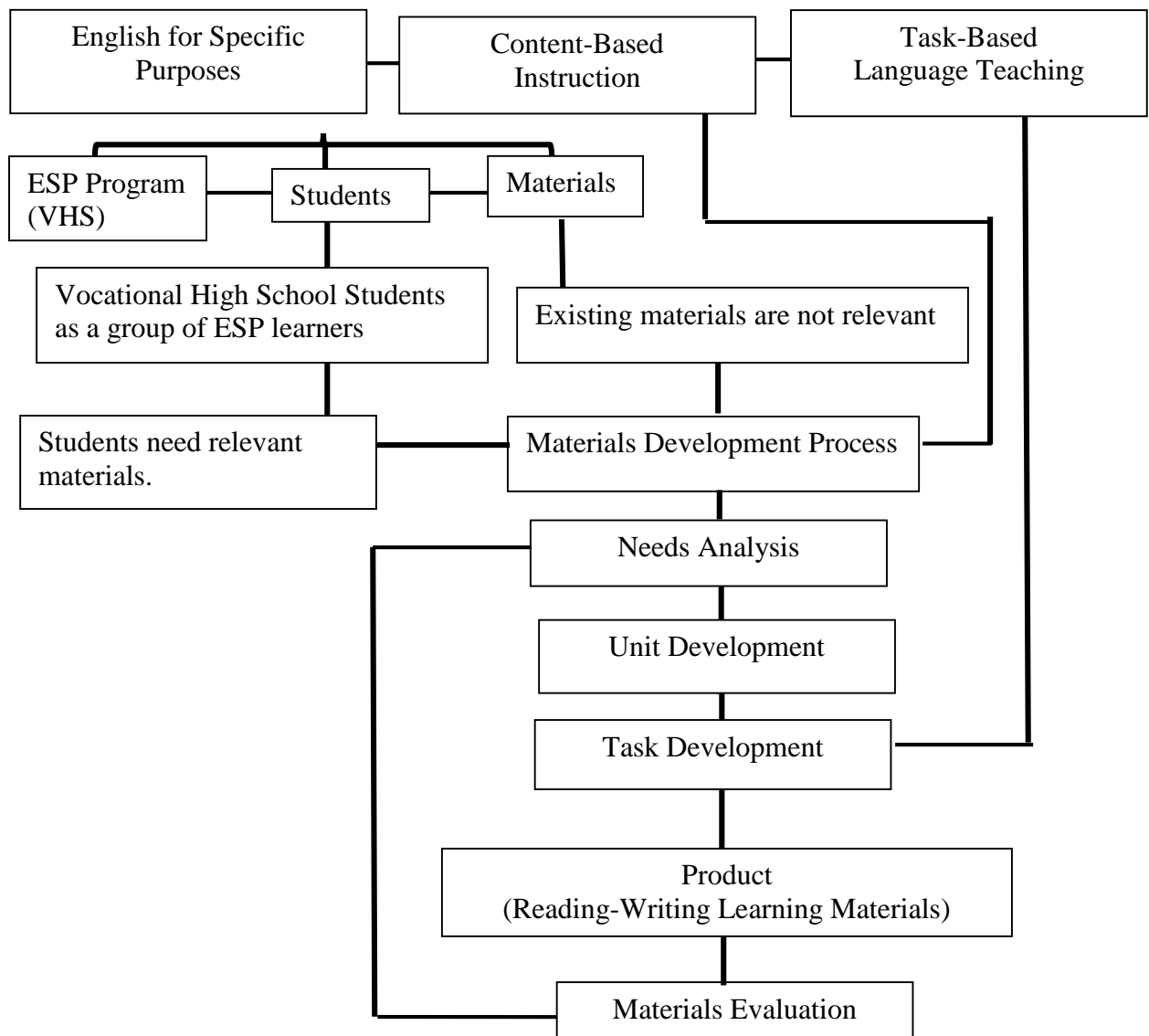
Through the Content-Based Instruction, the materials will focus on the content of pharmacy, by providing sufficient tasks and vocabularies related to pharmacy. The whole processes of developing materials are following Jolly and Bollitho's model (Tomlinson, 1998: 98), while the unit development is employing Nunan's model of unit development.



As part of a unit, there are some tasks related to students' expertise. Those tasks are organized (2002) by the following principle of Nunan (2004) that consist of warming up activities, focus on language, and provide freer activities.

After the materials are developed, the materials are reviewed by material evaluators. The aspects of materials evaluation are based on the standard of materials evaluation (*Instrumen Penilaian Buku Bahasa Inggris SMK*) developed by BSNP (*Badan Standar Nasional Pendidikan*). The result of materi

Materials evaluation are the basis to develop second draft of the materials. The second draft of the materials are considered the appropriate materials for students of grade X Pharmacy Study Program at SMK/SMF "INDONESIA" Yogyakarta. The conceptual framework of this research is illustrated in the following figure.



**Figure 2.7 Conceptual Framework of the research**

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter deals with the methodology of the research. As denoted at the conceptual framework on the previous chapter, it covers the type of the research, the research setting, research subject, research procedure, data collection technique, research instruments and data analysis technique.

##### **A. Type of Research**

This research is an R&D research (Research and Development) which employs the framework of developing English materials by Jolly and Bolitho in Tomlinson (1998). This is an R&D research because it was not to test theories or hypothesis, but to develop effective and appropriate product for use in schools (Gay, 1987: 10). This research is also aimed at using the research findings to design new products and procedures as an industry-based development model (Borg & Gall, 2003).

The final result of this research is the materials developed based on the result of needs analysis. Hence, the materials are expected to meet the students' needs.

##### **B. Research Setting**

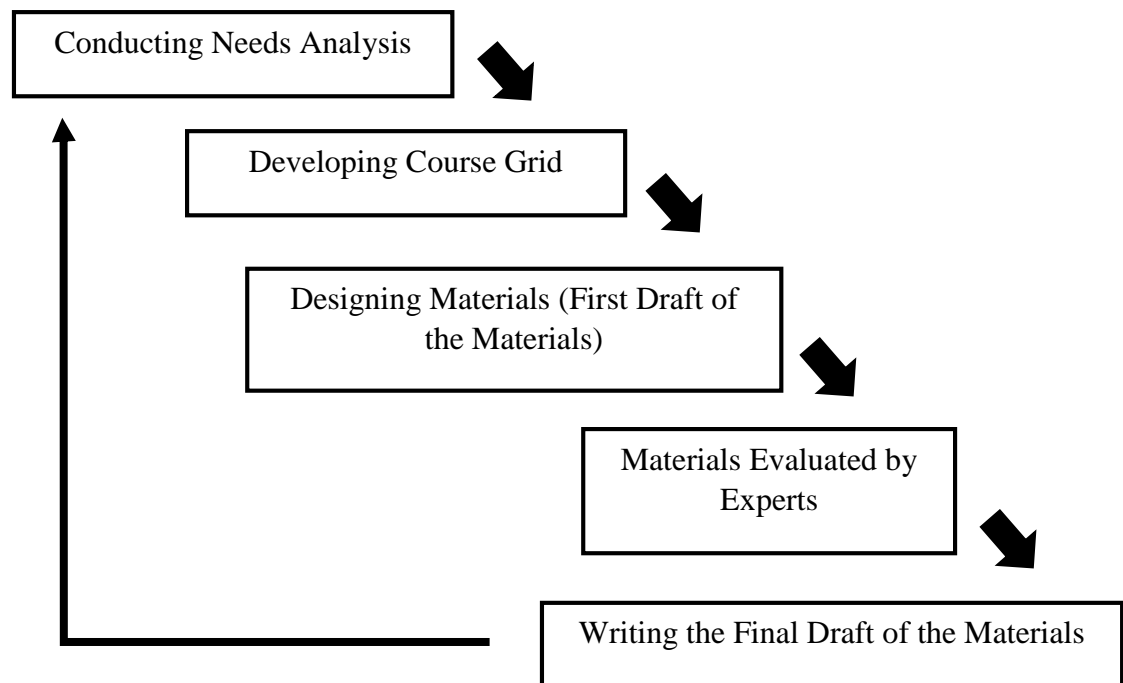
The research was conducted at January - February, 2013 at SMK/SMF "INDONESIA" Yogyakarta. The school is located at Jl. Ibu Ruswo, Alun-Alun Lor, Yogyakarta.

### C. Research Subject

The research subjects were the students of SMK/SMF “INDONESIA” Yogyakarta of X-D class. The number of research subject was 40 students. There were 37 female students and 3 male students at the class.

### D. Research Procedure

In this research, the materials development model employed was the model proposed by Jolly and Bollitho on Tomlinson (1998) with some adaptation to meet the conditions of the research. The scheme of the materials development steps in this research is listed below:



### 1. Conducting needs analysis

A needs analysis was conducted to obtain data about students' perception about learning English, their needs, their learning needs, and their expectation toward the materials, through a questionnaire. The needs analysis was conducted in February, 2013. The questionnaire was distributed to all students. The result of the questionnaire was analyzed and used as the basis to develop the course grid.

### 2. Developing Course Grid

The result of the needs analysis was used as the basis of developing course grid of the materials. The course grid consists of the identity of the course grid, the unit title, learning indicators, grammar focus, vocabulary list, character value, methodology / procedures and Input of the materials.

### 3. Designing Materials (First Draft of the Materials)

The course grid, then, was implemented through the unit development of the materials. There are four (4) units that were developed in this research. Each unit consists of about 18 tasks divided into three main parts: Introduction (Get Ready), main lesson (Let's Read and Ready to Write) and reinforcement (Homework, Let's Review and Word List).

### 4. Materials Evaluation (Expert judgment)

The first draft of the developed materials was evaluated by experts, to check whether there are some parts of the developed materials that need to be changed or revised, in terms of grammatical, practicality, lay-out, and so on as provided in the guideline of materials evaluation. The items of the materials evaluation

questionnaire were adapted from the guideline of learning materials evaluation (*Instrumen Buku Teks Pelajaran Bahasa Inggris SMK*) by BSNP. The evaluation questionnaire covers the content evaluation, presentation evaluation, language evaluation and graphic evaluation. The questionnaire point is developed based on *Likert-Scale* questionnaire with four-point range.

#### 5. Writing the Final Draft of the Materials

The final draft was developed based on the result of the evaluation questionnaire. The final draft is considered as the final product of this research

### E. Data Collection Technique and Instruments

The data collected in this research was obtained through questionnaires. There were two types of questionnaires used in this research. The first questionnaire was a needs analysis questionnaire distributed to the students to assess their target and learning needs. There were 23 questions in this first questionnaire. However, the questions about students' personal identity were not analyzed. The organization of the first questionnaire is listed below.

**Table 3.1. The Organization of First Questionnaire**

No	Aspect	Number of Items	Purpose of the questions	References
1	Students Personal Identity	1-4	To find out basic and personal information about the learners	Graves : 103
2	Goals	5	To find out the students' expectation	Graves : 104

			toward the English learning	
<b>Target Needs</b>				
3	Necessities	6,7,8,9,10	To find out the students' needs in terms of the target situation	Hutchinson (1987: 55)
4	Lacks	11 , 12 , 13	To find out the gap between students' existing knowledge and the required knowledge level.	Hutchinson (1987: 55)
5	Wants	14	To find the students' wants related to the materials	Hutchinson (1987: 55)
<b>Learning Needs</b>				
5	Input	15, 16, 17	To find out the content should be carried out in the designed tasks	Graves : 104 Nunan (2004: 47)
6	Procedure	18, 19, 20	To find out what students should do with the tasks	Nunan (2004: 52)
7	Setting	21	To find out how the tasks are carried out (group work, pair work or individually)	Nunan (2004: 70)
7	Teacher's Role	22	To find out the learners' role in the classroom	Nunan (2004: 64)
8	Learners' role	23	To find out the teacher's role in the classroom	Nunan (2004: 67)

The second instrument was questionnaire used to assess the materials (*Expert Judgement*). The questionnaires were distributed to two experts of materials of English Education Department. There were four questionnaires to distribute to each

expert since each unit was evaluated through a questionnaire. There were 31 questions adapted from BSNP of *Instrumen Penilaian Buku Bahasa Inggris SMK*. The organization of the second questionnaire is listed below.

**Table 3.2. The Organization of the Second Questionnaire**

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

There are also three open-ended questions provided. The questions are listed in the following table.



**Table 3.3 List of Open-Ended Questions of the Second Questionnaire**

No	Questions
1	What is your opinion about this unit?
2	What aspects should be refined in this unit?
3	What is your suggestion about this unit?

## **F. Data Analysis Technique**

### **a. First questionnaire (Needs Analysis)**

Data from Needs Analysis questionnaire was analyzed through calculating the percentage of each answer on the questionnaire by following the formula of:

$$\text{Percentage (\%)} = f/N (100)$$

Where : P : Percentage

f : frequency

N : Total of Respondents

100% : Fixed Number

The highest percentage of answers on each questions is considered as the tendency of the students related to the condition.

### b. The second questionnaire (Expert Judgement)

The second questionnaire uses *Likert-Scale* as the measurement. The result of the questionnaire were calculated by using the formula proposed by Suharto (2006: 52 – 53)

$$R = \frac{Xh - Xl}{4}$$

Where : R : Range

$Xh$  : The highest Score

$Xl$  : The lowest Score

4 : Range of *Likert-Scale*

Then, the data resulted were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52 - 53). The indicator to measure is the Mean ( $\bar{X}$ ). The means were calculated by using the formula of data conversion of:

$$\bar{X} = \frac{\sum fx}{n}$$

**Table 3.4. Data Conversion Table (Suharto, 2006: 52 - 53)**

Scales	Interval	Descriptive Categories
1	$2.9 < X \leq 3.24$	Poor
2	$3.25 < X \leq 3.49$	Fair
3	$3.5 < X \leq 3.74$	Good
4	$3.75 < X \leq 4$	Very Good

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents and discusses the findings of the research. The first part of this chapter presents the results of needs analysis, the course grid of the materials, the first draft of the materials and the results of materials evaluation (expert judgement).

#### **A. Research Findings**

##### **1. The Results of Needs Analysis**

To assess the target and learning needs of the students, a needs analysis was conducted. The questionnaire was distributed to the students in February 2013.

##### **a. Target Needs**

Target needs is defined as learners' view about the target situation (Hutchinson & Waters, 1987). It includes necessities (the targeted objective of the study), lacks (the recent gaps between students' ability and the target needs) and wants (student's view of the target needs according to their intention to learning).

##### **a) Necessities**

Hutchinson and Waters (1987) define necessities as a list of abilities students should possess in order to function properly in the target situation (1987:55). The following tables show SMK

INDONESIA's students' view about the demand of their target situation.

**Table 4.1 Students' View about Target Goals**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
What is your main goal of studying English?	a. To get success in English National Examination	82	32	<b>39 %</b>
	b. To get equipped with sufficient English ability for future job as a pharmacist	82	15	18.3 %
	c. to get equipped with sufficient English ability to continue the study to the Pharmacy Department at University	82	20	<b>24.3 %</b>
	d. To get equipped with sufficient English ability to continue the study to any Department at University	82	7	8.5 %
	e. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	82	3	3.6 %
	f. Etc.	82	5	6 %

In terms of goals, the tendency as shown on the table shows that 39% of the students claim that passing the National Examination is their

main goal. The second highest tendency of their goal is that they want to get equipped with sufficient English ability since they want to continue their study to Pharmacy Department at the University (24.3%)

**Table 4.2 Students' view about English Usage**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
When I am working as a pharmacist , I will use English as ...	a. a way of communication with foreign customers coming to the drugstore	82	28	<b>34.1 %</b>
	b. modalities for studying pharmacy books written in English	82	26	<b>65 %</b>
	c. modalities to comprehend the instruction on any medical packages.	82	25	31.7 %
	d. modalities to comprehend and write any kinds of letter/memo/invitation to the others in English	82	3	3.6 %

Table 4.2 shows that being able to comprehend pharmacy books they may find when they read pharmacy books (65%) is the main demand. The second target is that they are able to maintain communication with foreign customers coming to the drugstore where they are working (34.1%).

**Table 4.3 Students' View about the Importance of Learning English**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
I think, English for Pharmacy is..	a. Very Important	40	13	<b>32,5 %</b>
	b. Important	40	27	<b>67.5 %</b>
	c. Quite Important	40	0	
	d. Not Important	40	0	

Table 4.3 shows that most of the students consider that learning English is “Important” (67.5%), while the other respondents (32.5%) consider that learning English as “Very Important”. In brief, English is considered to be important for those who are studying pharmacy.

**Table 4.4 Students' View about Written Discourse to Find**

<b>Questions</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
Types of texts that I will found when I am working as a pharmacist are ...	a. Kinds of diseases and the ways to cure them	56	21	<b>37.5 %</b>
	b. Kinds of medications and their indication	56	30	<b>53.5 %</b>
	c. Others...	56	5	<b>8.9 %</b>

From the result shown above, in terms of the theme of the text most respondents admit that they will find texts about medications and their indications / uses (53.5%), while another text type that might be found is about kinds of diseases and the ways to cure them (37.5%).

**Table 4.5 Students' View about Necessary Skills to apply**

Question	Items	N	F	Percentage
Skills and knowledge that I will occasionally use is / are ...	a. Listening	143	23	16 %
	b. Speaking	143	38	<b>26.5 %</b>
	c. Reading	143	25	<b>17.4 %</b>
	d. Writing	143	17	11.8%
	e. Grammar	143	19	13.28 %
	f. Vocabulary	143	21	14.68 %
	g. Others ...	143	0	0

Since they are giving direct service to customer, the students of SMK/SMF “INDONESIA” consider that speaking is the most necessary skill to possess (26.5%) and reading is the second most important skill to achieve (17.4%) since they will have to comprehend the directions of medicine and any specific terms related to medications.

**Table 4.6 Students' view about Language Functions to perform**

Question	Items	N	F	Percentage
Language activity that I will occasionally employ is / are ...	a. Greeting and welcoming customers, and thanking	134	29	<b>21.6 %</b>
	b. Asking for the customers' condition	134	21	<b>15.6 %</b>
	c. Giving suggestions about the most appropriate medication	134	13	9.7 %

	d. Giving particular advice, such as advising customer to go to Hospital, etc.	134	12	8.9 %
	e. Giving suggestions about what should/should not be consumed during the period of getting sick	134	20	14.9 %
	f. Writing prescription by using particular terms	134	17	12.6 %
	g. Writing a memo/any kinds of short functional message to the partners	134	4	2.9 %
	h. Understanding particular signs and symbols of Pharmaceutical matters	134	18	13.4 %
	i.	134		

In terms of language use/activities they might be doing when they work as a pharmacist, basic spoken language functions is considered to be the most frequently used skill (21,6%), while asking for customer's condition is the second highest tendency (15,6%).



## b) Lacks

The gap between the students' existing knowledge and the agreed objectives they have to achieve refers to lack (Hutchinson & Waters, 1987). The students' view about their lacks is shown in the following tables.

**Table 4.7 Students' current levels of English Proficiency**

Question	Items	N	F	Percentage
So far, my English proficiency is at the level of ...	a. Beginner, being able to communicate in daily life context	40	20	50 %
	b. Intermediate, being able to communicate in any kinds of discourse	40	20	30 %
	c. Advanced, being able to communicate in English in any discourse fluently and accurately	40	0	

In terms of students' English proficiency it is shown that most of the students are at the level of beginner (50%), in which they are able to communicate in English only for daily life context, while 30% students claim that they are in intermediate level of English proficiency. Unfortunately, some of the respondents did not answer the questions, so other 20% are not included.

**Table 4.8 Students' Vocabulary Mastery Level**

Question	Items	N	F	Percentage
So far, number of vocabulary about pharmacy that I have already known is / are ...	a. < 100 words	39	23	<b>58.9 %</b>
	b. 100 – 500 words	39	15	38.4 %
	c. 500 – 1000 words	39	1	2.5 %
	d. > 1000 words	39		

In terms of vocabulary mastery, especially vocabulary on pharmacy, it can be concluded that more than half of the students consider that they have just mastered less than a hundred of vocabulary (58.9%), while 15 students admit that they have mastered about 100-500 vocabulary (38,4 %).

**Table 4.9 Students' Difficulties in Learning English**

Question	Items	N	F	Percentage
When I perform written and spoken English, I get difficulty in ...	a. Expressing particular language functions (greeting, giving advice, showing sympathy, etc.)	81	13	16 %
	b. Describing particular things, characteristics of particular things in English	81	10	12.3 %

	c. Comprehending particular terms, especially terms on Pharmacy	81	20	<b>24.6 %</b>
	d. Memorizing the patterns (formulas of tenses)	81	17	<b>20.9 %</b>
	e. Comprehending a particular time schedule	81	3	<b>3.7 %</b>
	f. Comprehending particular signs and symbols on Pharmacy	81	9	<b>11.1 %</b>
	g. Writing memo / invitations for particular addressee	81	9	<b>11.1 %</b>
	h. Others ....	81	0	

In terms of difficulties, most of the students (24%) admit that comprehending English specific terms of pharmacy is the most difficult. Although the materials used by the teacher are not related to pharmacy, the students state that they get difficulty when they find specific terms in medication labels. Memorizing the grammatical patterns (20.9%) is less difficult to the students.

### c) Wants

The students' view about their needs refers to Wants (Hutchinson and Waters, 1987:56). The presentation about students' wants based on the questionnaire is explained below.

**Table 4.10 Students' General Wants in Learning English**

Question	Items	N	F	Percentage
I want to learn English that makes me...	a. able to master vocabularies, both the general or Pharmaceutical ones	110	34	<b>30.9 %</b>
	b. able to master grammar well	110	31	<b>28.1 %</b>
	c. able to use any kinds of words, sentences and expressions in English to communicate	110	31	<b>28.1 %</b>
	d. able to differ the formality of any expressions	110	14	12.7 %

From the result above, it can be seen that the students' wants after learning English are that they will be able to master vocabulary (30.9%), while others' want is to master grammar well (28.1%).\

### b. Learning Needs

Learning needs refers to the list of knowledge and abilities the learners will require to perform particular competence in the target situation (Hutchinson and Waters, 1987: 60). As stated by Nunan (2004), learning

needs are represented through seven components of task. Here are the result of the questionnaire related to students' learning needs as seen from the task components point of view.

a) Input

Input refers to what sources they have to get in learning English, so that they are able to learn English well to achieve the intended objectives. The results below show the types of input that students want to get in the process of English learning.

**Table 4.11 General Input of the Materials**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
When I am learning reading and writing I want to have ...	a. Simple texts about kinds of diseases and ways of curing them	65	25	<b>38.4 %</b>
	b. Simple texts about kinds of medications	65	10	15.3 %
	c. Simple texts containing terms on Pharmacy	65	14	21.5 %
	d. Examples of dialogues between a pharmacist and his/her customer	65	16	<b>24.6 %</b>

From the result of the questionnaire above, the appropriate materials for them when they learn Reading and Writing are sufficient amount of texts about diseases and ways of curing them (38.4%). The

second type of text they want to have during the learning process is text about spoken dialogues in pharmacy (24.6%).

**Table 4.12 Input Length**

Question	Items	N	F	Percentage
When I learn reading and writing, I suppose to have the text with the length of ...	a. < 250 words	39	19	<b>48.7 %</b>
	b. 251 – 350 words	39	13	<b>33.3 %</b>
	c. 351 – 450 words	39	4	10.2 %
	d. > 450 words	39	3	7.6 %

In terms of the length of the input for the texts, 48.7% of the students wanted to have texts of less than 250 words, while other respondents say that a text between 251 – 350 words to be optimal (33.3%).

**Table 4.13. The importance of Pictures Availability**

Question	Items	N	F	Percentage
I think, the availability of relevant pictures in the materials is ...	a. Very helpful	40	35	<b>87.5 %</b>
	b. Helpful	40	5	12.5 %
	c. Quite helpful	40		
	d. Not helpful	40		

In terms of picture availability most of the students consider the availability of relevant pictures in the materials to be very helpful (87.5%) since the presence of relevant pictures may help them in understanding the materials and also motivate them to keep learning.

b) Procedures

Procedures refer to the type of activity and tasks they are going to do to achieve particular goals on each developed unit (Nunan, 2004). The following tables show the result of needs analysis in terms of learning procedure.

**Table 4.14 Learning Needs (Reading Learning Procedures)**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
When I learn reading, types of tasks that I like is / are ...	a. Matching statements	88	12	13.6 %
	b. Answering questions based on the readings	88	21	<b>23.8 %</b>
	c. Reading aloud a particular text in front of the class	88	8	9 %
	d. Analyzing meanings of particular vocabulary based on the context read	88	16	18.1 %
	e. Analyzing meanings of particular expressions and their usage by	88	14	15.9 %

	using the context given			
	f. Choosing the statements whether they are True / False	88	17	<b>19.3 %</b>

In terms of task type, 23,8% of the students want to have the type of task of answering comprehensive questions related to the text given before. The second type of task that students want to have is determining particular statements whether they are True or False (19.3%).

**Table 4.15 Learning Needs (Writing Learning Procedures)**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
When I learn writing, types of tasks that I like is / are ...	a. Completing a dialogue between a pharmacist and his/her client	<b>62</b>	<b>13</b>	<b>20.9 %</b>
	b. Writing a simple text about a particular problem	62	11	17.7 %
	c. Completing blanks on an incomplete text	62	18	<b>29%</b>
	d. Arranging jumbled paragraph into a well meaningful paragraph	62	17	<b>27.4 %</b>
	e. Identifying and correcting sentences that are grammatically incorrect	62	3	4.8 %

Most of the respondents prefer completing the texts with appropriate vocabulary (29%). The second task type that is wanted by the students to do in



learning writing is arranging jumbled paragraph into a meaningful passage (27.4%).

**Table 4.16 Learning Needs (Vocabulary Learning Procedures)**

Question	Items	N	F	Percentage
When I learn vocabulary, types of tasks that I like is / are ...	a. Matching the words and its context	74	16	21.6 %
	b. Translating words and terms	74	28	<b>37.8 %</b>
	c. Completing a paragraph by using given words	74	20	<b>27 %</b>
	d. Completing a paragraph by using own words	74	7	9.4 %
	e. Identifying parts of speech in a text	74	3	4 %

Table 4.16 on the previous page shows that most of the students like translating English term into *Bahasa Indonesia* directly (37.8%), while some other respondents like completing a paragraph with appropriate words (27%).

#### c) Setting

Nunan (2004) denotes that the term “setting” refers to how to carry out the task during the classroom activities. The presentation of the data about how to carry out the task is shown on the table below.

**Table 4.17 Learning Needs (Setting)**

Question	Items	N	F	Percentage
	a. Individually	48	13	27 %

When I learn reading and writing, the tasks given by the teacher are better to do ...	b. In pairs (2 students)	48	16	<b>33.3 %</b>
	c. In a small groups ( 3 – 4 students)	48	14	<b>29%</b>
	d. In a big groups ( 5 or more students)	48	4	8.3 %
	e. <i>Unlimited</i>	48	1	2 %

In terms of setting most of students of SMK/SMF INDONESIA of the year X want to do the task in pairs, represented through 33.3 % of the percentage. Meanwhile, the other students (in the percentage of 29%) want to perform the tasks in groups of 3-4 students.

d) Teacher's Role

Teacher's role means the role of the teacher during the classroom activities (Nunan, 2004). Here is the tendency of what teachers should do when the students perform the tasks according to the students.

**Table 4.18 Learning Needs (Teacher's Role)**

Question	Items	N	F	Percentage
When I learn reading and writing, it is better if the teacher ...	a. Explains the formulas and the gives tasks to the students	73	19	<b>26 %</b>
	b. Leads the students in discussing a particular text	73	18	<b>24.6 %</b>
	c. Reads a text aloud and translate it together with the students	73	13	17.8 %

d. Gives a simple explanations about the materials and then lets the students explore the tasks	73	14	19.1 %
e. Walks around the classroom and observing the students when doing the tasks	73	8	10.9 %
f. Explains the materials while sits on the front desk	73	1	1.3 %

From the data above, it can be concluded that the tendency of the teacher's role according to the students is that the teacher explains the formulas (materials) and the students are listening to the explanations, then the teacher gives them tasks. It is represented in the 26% of students. Whereas, the other students (24%) consider that the teacher should lead the students to discuss particular texts.

#### e) Learner's Role

Learner's role is the role of the learners when the teaching and learning process is running (Nunan, 2004). Here is the result of the last questions related to the role of the learners during classroom activities.

**Table 4.19 Learning Needs (Learners' Role)**

Question	Items	N	F	Percentage
When I learn reading and writing, it is	a. Listen to the teacher's explanation, and then copy what teacher's write or read verbatim	58	20	34.4 %

better if the students ...	b. Actively participate in a classroom discussion and share their opinion toward all classmates and the teacher	58	33	<b>56.8 %</b>
	c. Learn individually in a silent classroom situation	58	4	6.8 %
	d. Etc.	58	1	1.7 %

Table 4.19 figures out that most of respondents (56.8%) consider that they have to participate actively within the classroom discussion and share their opinion with all classmates and the teacher, both spoken and written. The other respondents prefer listening to teacher's explanation (56.8%).

## **B. Course Grid**

The course grid is the guideline of the materials that are going to develop. The course grid is designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. The developed course grid consists of the identity of the course grid, the number and names of the unit, the titles of the unit, the basic competence, type of tasks, procedures to do the tasks and also the sources taken to develop the Reading and Writing learning materials for students of year X of SMK/SMF "INDONESIA".

### **a. Course Grid of Unit 1**

The course grid of Unit 1 consists of Standard of Competence of 1.3. (Describing things, people, characteristics, time, days, months and year).

The topic of this unit is kinds of medicines, their physical characteristics and uses. The focus of the grammar is about simple present and *adjectives in series*.

**b. Course Grid of Unit 2**

The course grid of Unit 2 consists of Standard of Competence of 1.6 (Understanding simple memo and menus, schedules and signs). The topic of this unit is memo on pharmacy. The focused grammar is the use of imperative verbs.

**c. Course Grid of Unit 3**

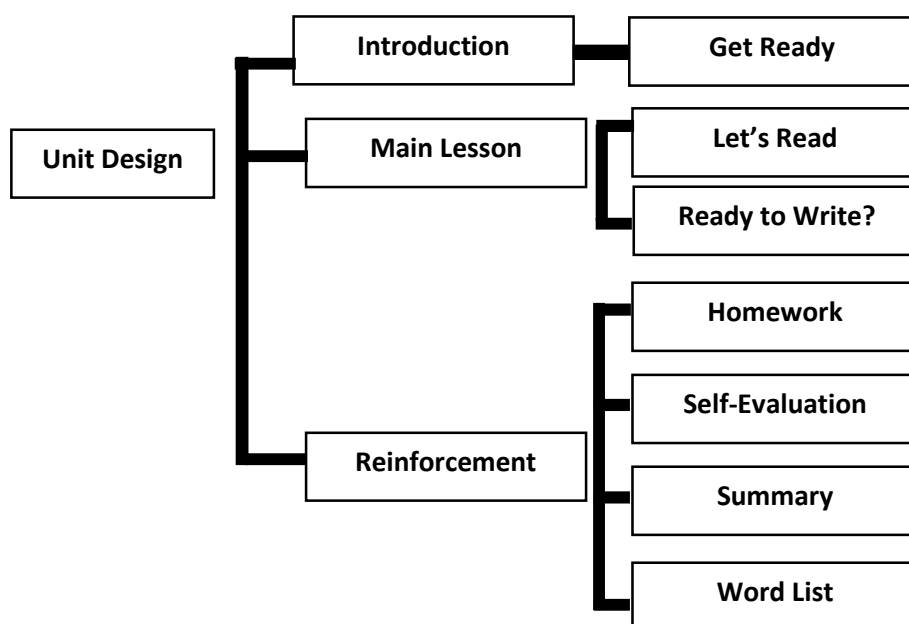
The course grid of Unit 3 consists of Standard of Competence of 1.6. (Understanding simple memo and menus, schedules and signs). The topic of this unit is symbols and signs that are frequently found in pharmacy. The focused grammar is the use of modals (should, have to, ought to, must).

**d. Course Grid of Unit 4**

The course grid of Unit 4 consists of Standard of Competence of 1.7 (Understanding foreign terms and sentences based on certain formulas). The topic of this unit is herbal medications. The focused grammar is the use of *If Clause* and *Passive Voice*.

### C. The first draft of materials

The first draft of materials is materials for learning reading and writing which consist of four units. Each unit consists of about 18 tasks divided into three stages; Introduction, Main Lesson and Reinforcement. The design of each unit is shown on the diagram below.



The developed units are described in the table below. The description covers the unit title, parts of the unit, and also each task's instruction and brief description about the task.

**Table 4.20 Task Description of Unit 1**

**UNIT 1. This small, round, white tablet is an amoxicillin.**

This unit encourages the students to learn about describing things, especially medicine by using proper adjective and simple present tense.

<b>A. Get Ready</b>	
Task 1	<p><b>Instruction:</b>  <i>Study the pictures below. Match the pictures with appropriate terms provided on the box. Do it individually.</i></p> <p><b>Description:</b>            This task leads the students to have background knowledge about the scope of the unit topics. By matching the picture and the appropriate terms, it is expected that the students will have view about what they will learn.</p>
<b>B. Main Lesson</b>	
<b>1. Let's Read</b>  In this stage, the students will be given several tasks related to improving their ability to make sense of simple descriptive text containing adjectives about medicine.	
Task 2	<p><b>Instruction:</b>  <i>Study the picture below. Individually, circle the adjectives that best describe the picture of pills below. You may choose more than one adjectives.</i></p> <p><b>Description:</b>            This tasks is aimed at giving a clearer concept about the topic of the unit: describing physical appearance of the medicine. This tasks is also aimed at giving students chance to recall the adjective vocabulary they have mastered before as the modalities to learn the unit.</p>
Task 3	<p><b>Instruction:</b>  <i>Read the following text. In pairs, underline the adjective that you find within the text.</i></p> <p><b>Description:</b>            This task is aimed at giving students an example of descriptive text about particular medicine they often find. They are encouraged to underline adjectives they may find in the passage. Through this task, the students are expected to have a view about a very simple descriptive text about medicine.</p>

Task 4	<p><b>Instruction:</b>  <i>Luna is trying to find 8 (eight) adjectives in this box. Help her by giving a circle on each adjective that you can find.</i></p> <p><b>Description:</b>  In this task, the students are given times to refresh their minds by playing a game of word search. Through this task, the students will be given a chance to check their vocabulary collection by finding the adjectives on the box.</p>
Task 5	<p><b>Instruction:</b>  <i>After finding the adjectives on the box above, write down the adjectives in the table and find their meanings. Do it in pairs.</i></p> <p><b>Description:</b>  Through this task the students are encouraged to explore new vocabulary by finding out the meanings of adjectives they have found on the search word game on the previous task. The students are allowed to open their dictionary.</p>
Task 6	<p><b>Instruction:</b>  <i>Study the following words. These are kinds of Adjectives that we will study in this chapter.</i></p> <p><b>Description:</b>  In this task, the students are only given a simple explanation about the scope of adjectives that they are going to learn. It is expected that they will have clearer framework about kinds of adjectives they are going to learn.</p>
Task 7	<p><b>Instruction:</b>  <i>Read the following text. Individually, answer the questions that follow</i></p> <p><b>Description:</b>  In this task, the students are given chance to check their understanding about descriptive text. They are given a text about particular medicine containing its physical description and the students will have to answer some questions related to the passage.</p>
Task 8	<p><b>Instruction:</b></p>



	<p><i>Match the following pictures with the appropriate adjectives on the box. One adjective may be linked more than one times. The first has been done for you.</i></p> <p><b>Description:</b> In this task, the students will have to match the adjectives with the proper available pictures. This is to lead the students to grasp more adjectives.</p>
Task 9	<p><b>Instruction:</b></p> <p><i>Study the explanation below carefully</i></p> <p><b>Description:</b></p> <p>This task is an explanation about how to describe something. The students are asked to study the explanations carefully. It is expected that the students will possess theoretical knowledge about ways of describing something.</p>
Task 10	<p><b>Instruction:</b></p> <p><i>Read some description below. In pairs, determine whether the part is the general description or the identification of the passage. Number one has been done for you.</i></p> <p><b>Description:</b></p> <p>As the task before has explained the theoretical concept about describing something, in this chapter the students are given some brief examples of descriptive paragraph. They will have to determine whether the part is the general identification or the description one. It is expected that the students will have deeper understanding towards parts of descriptive texts.</p>
Task 11	<p><b>Instruction:</b></p> <p><i>Study the following description about Dicloxacillin. Underline the verb that indicates the Simple Present.</i></p> <p><b>Description:</b></p> <p>In the explanation on Task 9 the students have learned the theory about describing something where there is a formula of Simple Present. In this task, the students will have to guess the verb indicating simple present in a descriptive text. It is expected that</p>

	the students will have deeper understanding about the use of V1 in a descriptive text.
Task 12	<p><b>Instruction:</b>  <i>Read the text above again. Write down the adjectives that you can find there in the table below</i></p> <p><b>Description:</b>          Since the main topic of this unit is learning series of adjectives, through this task the students are encouraged to underline the adjective on the text of Task 11. This is to keep the adjectives in their mind.</p>
Task 13	<p><b>Instruction:</b>  <i>Study the explanation below carefully.</i></p> <p><b>Description:</b>          In this task the students will be given chances to learn more deeply about <i>simple present</i>. This covers the formulas of simple present tense, the examples and the uses. It is expected that the students will have deeper understanding about the concept of Simple Present Tense in a simple descriptive text.</p>
Task 14	<p><b>Instruction:</b>  <i>Read the sentences on the table below. Determine whether the sentence is true or false. Give a tick (V) on the True column if the sentence is True and vice versa. If the statements are false, make corrections of them.</i></p> <p><b>Description:</b>          After the students learn the theory about simple present tense, the students are encouraged to identify the mistakes in a sentence containing simple present tense by determining the sentences as True or False. If the sentences are false the students will have to make corrections of that on the available column.</p>
<p><b>2. Ready to Write?</b></p> <p>In this stage, the students will be given several tasks related to improving their ability to make produce a simple paragraph containing appropriate order of Adjectives as well as to employ the Simple present form in a descriptive paragraph.</p>	

Task 15	<p><b>Instruction:</b>  <i>Arrange the adjectives below into the correct order. Do it individually.</i></p> <p><b>Description:</b>  The students are asked to correct the order of adjectives in a sentence in this task. It is expected that the students will have deeper understanding about the proper series of adjectives by making corrections of the adjectives order in a sentence.</p>
Task 16	<p><b>Instruction:</b>  <i>Read the following sentences. Rearrange the sentences below into the correct order to make a good paragraph. Do it in pairs.</i></p> <p><b>Description:</b>  In this task, the students will be given chance to rearrange jumbled sentences into a good paragraph. The jumbled sentences are also containing adjectives.</p>
Task 17	<p><b>Instruction:</b>  <i>Study the following text. Complete the blank spaces with appropriate words provided on the box. The words to complete may be Adjectives, Verb or Noun.</i></p> <p><b>Description:</b>  In this task, the students will have to complete a paragraph by using proper words provided on the box. This task is to test the students understanding about adjectives and verb (V1), since those speech acts are essential in a descriptive text.</p>
Task 18	<p><b>Instruction:</b>  <i>Study the pictures below. Fill in the blanks by using information provided in the picture.</i></p> <p><b>Description:</b>  In this task, the students will be given chances to brainstorm their ideas. There are some pictures and they will have to extract the information as seen in the pictures, The information obtained will be used as language modalities for the next task.</p>

Task 19	<p><b>Instruction:</b>  <i>Based on the information above, make a draft of 50 – 100 words. Choose one of the pictures above. Do it individually.</i></p> <p><b>Description:</b>            By using information obtained in the previous task, the students are given chance to make drafts of simple descriptive text by following the guideline provided on the task.</p>
Task 20	<p><b>Instruction:</b>  <i>Write a simple description text by following the conditions below. Do it individually.</i></p> <p><b>Description:</b>            As a productive stage, the students will be given chance to develop their idea by making a simple descriptive text by following the conditions as mentioned in the task.</p>
Task 21 (Homework)	<p><b>Instruction:</b>  <i>Find a medicine at your house. Draw it and make a short (30 – 50 words) descriptive passage about it. You may also add information about the use of the medicine. Do not forget to employ the guideline that we have learned before.</i></p> <p><b>Description:</b>            This is a homework for the students. As a reinforcement, the student will be given chance to explore their world by finding a medicine and make a description text about the medicine they have found. They may find the medicine in their house or other places.</p>

**Table 4.21 Task Description of Unit 2**

<p><b>UNIT 2. To: All Pharmacists of Siaga Medika.</b></p> <p>This unit encourages the students to learn to understand simple memo, both formal and informal ones and menus related to medication.</p> <p><b>A. Get Ready</b></p>
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Task 1	<p><b>Instruction:</b>  <i>Study the following words. Find their meanings and write them down in the blank spaces.</i></p> <p><b>Description:</b>            In this task, the students are exposed with some words related to the topic, such as memo, formal, informal, and brief. This is to give them a broad view about the topic they are going to learn in this unit.</p>
<b>B. Main Lesson</b>	
<p><b>1. Let's Read</b></p> <p>In this stage, the students will be given several tasks related to improving their ability to make sense of short functional texts; memo and menu and analyzing their parts.</p>	
Task 2	<p><b>Instruction:</b>  <i>Study the following informal memo. Individually, answer the questions that follow.</i></p> <p><b>Description:</b>            In this task, the students are given an example of an informal memo they probably find at home. Then, the students are asked to answer some questions related to the memo.</p>
Task 3	<p><b>Instruction:</b>  <i>Study the following memo. Compare the following memo to the memo above. Mention the differences of both memos by completing the following table. Do it in pairs.</i></p> <p><b>Description:</b>            In this task, the students are given examples of a formal memo they may find in a pharmacy. Then, they will have to compare the informal memo they have read before to the formal one. It is expected that the students have clearer understanding about the differences between a formal memo and the informal one.</p>
Task 4	<p><b>Instruction:</b>  <i>Read the memo from Mr. Rudi again. Individually, answer the questions below.</i></p>

	<p><b>Description:</b> The students are asked to re-read the memo in task 3. Then, they will be given chances to answer some questions related to the memo. It is expected that they will have deeper understanding about content of a memo.</p>
Task 5	<p><b>Instruction:</b> <i>Read the memo below. Then, determine whether the statements are True or False by giving a tick (✓) on the appropriate column.</i></p> <p><b>Description:</b> In this task, the students are asked to read another example of memo. After that, they will have to determine whether the statements on the table are True or False. This is to check their understanding of the memo.</p>
Task 6	<p><b>Instruction:</b> <i>Study the explanation below. Ask your teacher if you find difficult words.</i></p> <p><b>Description:</b> Through this task the students are required to learn the explanation about memo and its parts. They are allowed to ask their teacher should they find difficult words. There is also an explanation about imperative verb and its uses. This is to emphasize the elements that are usually found in a memo.</p>
Task 7	<p><b>Instruction:</b> <i>Re-arrange the following words into a correct order. Do it individually. Number one has been done for you.</i></p> <p><b>Description:</b> After the students are given explanation on the previous task, they are given chance to rearrange jumbled words into a correct sentence, then determine the imperative verb on the sentence. This is aimed at leading them to get deeper understanding about the use of imperative verb as an essential element in a memo.</p>

Task 8	<p><b>Instruction:</b>  <i>Read the exercise above again. Put the imperative verb on the column below and find their meanings. You may consult to your dictionary.</i></p> <p><b>Description:</b>          After the students do task 7, they are required to re-read the exercise of task 7 and then put the imperative verb on the provided table and find the meanings. this task is aimed at improving students' vocabulary collection dealing with imperative verb.</p>
Task 9	<p><b>Instruction:</b>  <i>Read the menu below. In pairs, study the characteristic of the menu below</i></p> <p><b>Description:</b>          The second topic is understanding simple menu. Since the students are concerning with Pharmacy, the menu are contextualized into medication, The menu is about food plan for diabetics. Here, the students are asked to identify the parts of the menu and the characteristics of the menu. They are allowed to discuss it with their partner. Through this task it is expected that the students will have a broad picture about parts and characteristics of a menu.</p>
Task 10	<p><b>Instruction:</b>  <i>Study the vocabulary below. Find their meanings in your dictionary. Do it in pairs.</i></p> <p><b>Description:</b>          After reading the menu of diabetics, the students will be provided with vocabularies extracted from the diabetics menu. The students, then, will have to find the meaning of the words in the table. They are allowed to open their dictionary if they need.</p>
Task 11	<p><b>Instruction:</b>  <i>Read the menu above again. Individually, answer the questions below.</i></p>

	<p><b>Description:</b> The students are asked to re-read the dibetics menu. However, the students now are required to answer some questions related to the menu. This is to check their understanding about the menu.</p>
Task 12	<p><b>Instruction:</b> <i>Based on the menu above, determine whether the statements below are True or False by giving a tick (V) on the appropriate column. Do it individually.</i></p> <p><b>Description:</b> This task requires the student to determine whether the statements on the table are True or False by looking at the diabetics menu. This is expected that the students will thoroughly understand the parts of menu and information within it.</p>
Task 13	<p><b>Instruction:</b> <i>Read the story and menu below. Individually, answer the questions that follow.</i></p> <p><b>Description:</b> The students will be given another example of Menu. Then, they will have to answer some questions related to the menu example correctly.</p>
<p><b>2. Ready to Write?</b></p> <p>In this stage, the students will be given several tasks related to improving their ability to produce simple memo.</p>	
Task 14	<p><b>Instruction:</b> <i>Arrange the jumbled memo below into a good one. Do it individually.</i></p> <p><b>Description:</b> The students are taking back to recall their understanding about memo. In this task, the students will have to re-arrange jumbled sentences into a good order of memo. This is to give the students exposure about the order of how memo is arranged.</p>
Task 15	<p><b>Instruction:</b> <i>Study the memo below. Complete the memo by using sentences provided on the box.</i></p>



	<p><b>Description:</b> In this task, the students are asked to complete a memo by using sentences provided in the box. This is also to lead the students to comprehend the parts of memo.</p>
Task 16	<p><b>Instruction:</b> <i>Complete the blank spaces of the memo below based on the story. Do it in pairs.</i></p> <p><b>Description:</b> Through this task, the students will be provided a story. The students will have to activate their understanding of the memo. They need to extract the information in the story given before finally they put the information into a memo. In this task, the students are still given a guideline that may help them in developing the memo.</p>
Task 17	<p><b>Instruction:</b> <i>Choose one of the stories below and write a memo based on the story you have chosen.</i></p> <p><b>Description:</b> As the productive stage, the students are required to choose a story and develop the information they get from the story into a memo. However, in this task the students will not be given the guideline of a memo, so they are freely developing their memo based on their own understanding.</p>
Task 18 (Homework)	<p><b>Instruction:</b> <i>Find a formal memo and an informal one. You may search them on the internet or even at your house if any. Then, find the information below</i></p> <p><b>Description:</b> The students are asked to find real memo and then extract the information based on the parts (the sender, receiver and the message).</p>
Task 19	<p><b>Instruction:</b></p>

	<p>Find two examples of menu for diabetics. You may find it in internet. Then, make a list of words of which you do not know the meaning.</p> <p><b>Description:</b> The students are also given a take-home task asking them to look for other examples of diabetics menu in the Internet the make a list of difficult words they may find.</p>
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**Table 4.22 Task Description of Unit 3**

<p><b>UNIT 3. The label shows that the medicine is for rectal use only.</b></p> <p>This unit leads the students to comprehend the meanings of signs, especially in medical and also medical signs in the form of medication labels.</p>	
<b>A. Get Ready</b>	
Task 1	<p><b>Instruction:</b></p> <p><i>Study the following pictures. Give a tick (✓) on signs/labels you have ever seen and tell your friends about them.</i></p> <p><b>Description:</b> This task is aimed at recalling students' existing knowledge about signs and symbols on medic and pharmacy. This is also to give students a broad view about the topic of the unit.</p>
<b>B. Main Lesson</b>	
<p><b>1. Let's Read</b></p> <p>In this stage, the students will be given several tasks related to improving their ability to make sense of medical signs and symbols.</p>	
Task 2	<p><b>Instruction:</b></p> <p><i>Study the following signs. Individually, match the pictures with the appropriate meanings by writing the number of the correct statements on the blank spaces.</i></p> <p><b>Description:</b></p>

	In this task, the students are asked to match the pictures of public signs with their correct meaning. This task is aimed at giving students more exposure about public signs of Pharmacy.
Task 3	<p><b>Instruction:</b>  <i>Study the signs on pharmacy below. Individually, determine whether the meanings of the signs are True or False by giving a tick (✓) on the proper column. Do it in pairs.</i></p> <p><b>Description:</b>  In this task, the students are given chances to activate their logic as well as their knowledge, by determining the statements related to the picture. The students will have to determine whether the statements are appropriate with the picture or not.</p>
Task 4	<p><b>Instruction:</b>  <i>Study the following explanation</i></p> <p><b>Description:</b>  Since the students are learning to understand signs and symbols in pharmacy, especially in the form of medical label. through tis task the students will be provided with deeper explanation about the use of modals.</p>
Task 5	<p><b>Instruction:</b>  <i>Read the text below. In pairs, describe what the labels are about. Start by using "Must/Must not" or "Have to/Do not Have to" on the provided spaces that follow</i></p> <p><b>Description:</b>  In this task, the students are asked to make a descriptive sentence related to medical labels by using the modals that have been introduced through the previous task.</p>
Task 6	<p><b>Instruction:</b>  <i>Study the followings words. In pairs, find their meanings</i></p> <p><b>Description:</b></p>

	In this task, the students will have to translate some words and terms related to medical labels provided in the previous task. This task is aimed at enriching students' vocabulary collection.
Task 7	<p><b>Instruction:</b>  <i>Study the following medical labels and symbols. Match the symbols with their correct statements. Do it in pairs. Number one has been done for you.</i></p> <p><b>Description:</b>  In this task, the students are asked to match the picture with the correct statements. This is aimed to give students more exposure about examples of signs and symbols in a medicine that they will frequently find later.</p>
Task 8	<p><b>Instruction:</b>  <i>Study the schedule below. Individually, answer the questions that follow.</i></p> <p><b>Description:</b>  Since one of the Basic Competence indicators is understanding schedule, in this task the students are provided with an example of schedule of pharmacists in a drugstore. They will be given chances to read the schedule and answer some questions related to the schedule.</p>
Task 9	<p><b>Instruction:</b>  <i>Read the schedule above again. Determine whether the statements below are True or False by giving a tick (✓) on the appropriate column.</i></p> <p><b>Description:</b>  In this task the students are required to determine whether the statements are True or False related to the schedule on the previous schedule.</p>
<p><b>2. Ready to Write?</b></p> <p>In this stage, the students will be given some tasks related to improving their ability to produce a paragraph that describes the meaning of signs and symbols in medical, in the form of medication labels.</p>	

Task 10	<p><b>Instruction:</b>  <i>Study the signs below. Write down what we must/must not do according to the labels below. You are allowed to use another expression. Number one has been done for you.</i></p> <p><b>Description:</b>  The students are guided to write simple sentence about particular medical symbols. They will have to recall their knowledge about the modals that they have learned before.</p>
Task 11	<p><b>Instruction:</b>  <i>Study the following drug labels. Then write down information that you can find in the label. Do it in pairs.</i></p> <p><b>Description:</b>  In this task, the students are provided with a medical caution. They will have to write five sentences about the caution. This is expected that the students will have better ability in making sense medical caution.</p>
Task 12	<p><b>Instruction:</b>  <i>Study the following signs. Write down what is told by the signs in your own words.</i></p> <p><b>Description:</b>  In this task the students will be given freer practice to write some sentences related to some signs on pharmacy.</p>
Task 13	<p><b>Instruction:</b>  <i>Complete the following schedule by using the information provided on the box.</i></p> <p><b>Description:</b>  Through this task, the students will be given free-guided task to complete a blank schedule form by taking information from the list of information given.</p>
Task 14	<p><b>Instruction:</b>  <i>Read the story below. Fill in the blank spaces with the correct information. Do it in pairs.</i></p>

	<p><b>Description:</b> In this task, the students are asked to fill the blank spaces in a schedule by taking information from the story given.</p>
Task 15 (Homework)	<p><b>Instruction:</b> <i>Go to a drugstore and find some medical symbols there. Then ask the pharmacists the meaning of that symbols. Then, write 5 sentences about the symbols you have found.</i></p> <p><b>Description:</b> In this task, the students are given homework that is to go to a drugstore then find some medical symbols there. Then, they will have to write 5 sentences about the symbols they have found.</p>
Task 16 (Homework)	<p><b>Instruction:</b> <i>Find an example of other schedule. It can be a schedule of railway station or another schedule. Then, rewrite the schedule on your book. Bring the schedule you have rewritten on the next meeting.</i></p> <p><b>Description:</b> By giving this homework, the students are required to find examples of schedules. The schedule may be any schedule. The students, then, are required to rewrite the schedule into a story.</p>

Table 4.23 Task Description of Unit 4

<p><b>UNIT 4. Pharmacognosy is a branch of Pharmacy concerning with natural medication</b></p> <p>This unit leads the students to learn about foreign terms in pharmacy and also the formulas of If Clause and Passive Voice.</p>	
<b>A. Get Ready</b>	
Task 1	<p><b>Instruction:</b> <i>Study the pictures below. Match the pictures with their correct description.</i></p>

	<p><b>Description:</b> In this task, the students will be given clues in terms of pictures and their terms. This is expected that they will have picture about the unit they are going to learn.</p>
<b>B. Main Lesson</b>	
<p><b>1. Let's Read</b></p> <p>In this stage, the students are given chances to comprehend several texts containing technical terms of pharmacy. The topics of the texts are herbal medication.</p>	
Task 2	<p><b>Instruction:</b> <i>Study the following words. Individually, give a circle on herbal medicine and a square on the chemical ones. Do it in pairs. You may look at previous unit to remind you about these terms.</i></p> <p><b>Description:</b> In this task, the students will only be required to draw circles on the terms of herbal medicine, and squares on the chemical medicine. This is to strengthen the students' view about this unit.</p>
Task 3	<p><b>Instruction:</b> <i>Read the following passage. In pairs, answer the questions that follow.</i></p> <p><b>Description:</b> The students are given an example about a text of herbal medicine. The students will be given a warming up activity by answering some questions related to the text to activate their sense of understanding a paragraph.</p>
Task 4	<p><b>Instruction:</b> <i>Read the text above again. Determine whether the statements below are True or False by giving a tick (v) on the right column. If the statements are false, try to make corrections about them. Number one has been done for you.</i></p> <p><b>Description:</b> Once again, the students' understanding will be checked through this task. They have to determine whether the statements are True or False. If the statements are False, they will have to make corrections about them.</p>

Task 5	<p><b>Instruction:</b> <i>Re-read the text above and find the meanings of the terms below.</i></p> <p><b>Description:</b> In this task, the students are given chance to enrich their vocabulary collection by finding out the meanings of some words/terms related to the text they have just read on the previous task.</p>
Task 6	<p><b>Instruction:</b> <i>Read the following text. Then, discuss the underlined phrases.</i></p> <p><b>Description:</b> The students are starting to learn the concept of passive voice. In this task, the students are given a text containing some expressions of passive voice. However, they only have to discuss those expressions with their partners.</p>
Task 7	<p><b>Instruction:</b> <i>Read the text above again. Individually, answer the questions below.</i></p> <p><b>Description:</b> To check their understanding related to the text, the students are given some questions related to the text.</p>
Task 8	<p><b>Instruction:</b> <i>Find the meaning of following words in the dictionary. Do it in pairs.</i></p> <p><b>Description:</b> To enrich their vocabulary, in this task the students are given chance to find the meanings of some words that are related to the text they have read.</p>
Task 9	<p><b>Instruction:</b> <i>Read the text above again. In pairs, find six (6) words related to the text above.</i></p> <p><b>Description:</b></p>



	<p>The students' awareness are "tested" in this task. They will have to find some words related to the text provided on the previous task by finding them in a search word box.</p>
Task 10	<p><b>Instruction:</b></p> <p><i>Study the explanation below.</i></p> <p><b>Description:</b></p> <p>In this task, the students are given a deep explanation about the use of passive voice. This is expected that they will have deeper understanding and make conclusions about Passive Voice that they have learned through the tasks provided before the explanation.</p>
Task 11	<p><b>Instruction:</b></p> <p><i>Read the following text. In pairs, discuss the bold-typed expressions.</i></p> <p><b>Description:</b></p> <p>Through this task, the students are led to learn about the use of If Clause through a text. They have to discuss the bold-typed expressions with their partners. It is expected that they will have a broad view about If Clause that they are going to learn.</p>
Task 12	<p><b>Instruction:</b></p> <p><i>Read the text above again. Individually, answer the questions below.</i></p> <p><b>Description:</b></p> <p>To check the students' understanding about the text they have just read, the students will be given some questions related to the text.</p>
Task 13	<p><b>Instruction:</b></p> <p><i>Find the meanings of the following words. You may consult to your teacher if needed.</i></p> <p><b>Description:</b></p> <p>To enrich their vocabulary about foreign terms, the students will be given chance to translate some words related to the texts. They are allowed to consult to their dictionary.</p>

Task 14	<p><b>Instruction:</b> <i>Study the following explanation. Ask your teacher should you have difficulties</i></p> <p><b>Description:</b> In this task, the students are given chances to read explicit explanations about the use of If Clause. This is expected that the students will have deeper understanding related to the topic of the materials (If Clause).</p>
<p><b>2. Ready to Write?</b></p> <p><i>In this stage, the students are encouraged to write some paragraphs as well as practicing the passive voice and if-clause given in the reading section.</i></p>	
Task 15	<p><b>Instruction:</b> <i>Read the following passage. In pairs, underline the passive form that you can find. One has been done for you. Do it in pairs.</i></p> <p><b>Description:</b> In this task, the students are given chances to do warming up for writing, by underlining the passive form of the provided text. This is to recall their understanding about passive voice before they have to produce a text about it on the next tasks.</p>
Task 16	<p><b>Instruction:</b> <i>Based on the passive form that you have found within the text above, break down the sentences into the right column. Number one has been done for you. Do it in pairs.</i></p> <p><b>Description:</b> Then, the students will be encouraged to strengthen their understanding toward the sue of Passive Voice by breaking down the expressions of Passive Voice on the previous text to its parts (Subject-Passive Verb form).</p>
Task 17	<p><b>Instruction:</b> <i>Re-arrange the jumbled below into a correct order of a paragraph. Do it individually.</i></p> <p><b>Description:</b> <i>In this task, the students are given chances to re-arrange some jumbled sentences into a good paragraph. This is expected that</i></p>

	<i>they will have clearer understanding about a text containing passive form.</i>
Task 18	<p><b>Instruction:</b>  <i>Study the following pictures and clues about them. In pairs, write a simple paragraph (6-7 sentences) containing the clue. Use passive form by following the examples in the previous task.</i></p> <p><b>Description:</b>  The students are given semi-guided task that is to construct a simple paragraph of passive voice by looking at some pictures and their clues.</p>
Task 19	<p><b>Instruction:</b>  <i>Study the pictures. Find information about these pictures in the internet or source books. Make a paragraph containing their uses in the form of passive voice. Do it individually.</i></p> <p><b>Description:</b>  The students are given free-productive task that is to construct a simple paragraph of passive voice by looking at some pictures. The clues are not given, so they have to find as much as information they can find in the internet or books, then they will have to construct a simple paragraph containing passive form and the topic is the use of those herbal medicine.</p>
Task 20 (Homework)	<p><b>Instruction:</b>  <i>Find other examples of herbal medication at your house environment. Try to find out what their functions are. Then, write a paragraph about the herbal medicine you have found at your house. Write at about 50 words.</i></p> <p><b>Description:</b>  The students are given a task to do at home to find some herbal medications in their environment. This is to enrich their outside-classroom experience by exploring their environment to find herbal medicine and then look for information about it and develop a simple paragraph (50 words) about it.</p>

#### **D. The Expert Judgement**

After the materials were developed the materials were then evaluated by experts. The materials evaluation was conducted by distributing questionnaires to the experts. The items of the questionnaires were adapted from the Standard of Course Book Assessment for Vocational High School by BSNP and consist of four aspects. They are content appropriateness, language appropriateness, presentation appropriateness and lay-out appropriateness. Those aspects are organized comprehensively through *Likert-Scale* questionnaires that were distributed to the materials evaluators (experts).

There were two experts who evaluated the materials. The materials experts are credible lecturers from English Language Department of Yogyakarta State University. The first expert is an MA (Master of Arts) graduate of Canberra University, Australia, and is a permanent lecturer of Yogyakarta State University. The second expert is an M.Appl.Ling graduate from Macquarie University, Australia. She is also a permanent lecturer of Yogyakarta State University. By looking at the experience and expertise of the evaluators, their suggestions are considered to be valid.

The results of the materials evaluation were presented in the form of descriptive statistics, in which the answers of the experts are characterized into numerically coded questions (Brown, 2001). Central tendency was employed to analyze the result and the mean ( $\chi$ ) was used as the measure of the tendency. The

following explanations describe the result of expert judgement, list of revisions and materials validation.

## 1) The Results of Expert Judgement and Revisions of Unit 1

### 1) The Results of Expert Judgement

#### a) The appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content. Table 4.24 shows the analysis of content appropriateness of the Unit 1 of the developed materials

**Table 4.24 The Appropriateness of the Content of Unit 1**

No	Items	Means ( $\bar{x}$ )
1	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.3. Describing things, people, characteristics, time, days, months and year).	4.00
2	The developed materials are relevant to students' daily life.	4.00
3	Materials (text, figures and tables) are relevant to the topics being discussed.	4.00
4	The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
5	The developed materials provide recent health issue	3.00
6	The developed materials are in accordance with students' target competence of pharmacy	3.50
7	The developed materials contain knowledge about life skill	3.50
8	The developed materials contain appropriate types of texts appropriate for students' need.	3.50
9	The developed materials lead the students to understand the social function of the discussed text.	3.50

10	The developed materials lead the students to understand the generic structure of the discussed text.	3.50
11	The developed materials lead the students to understand the linguistic features of the discussed text.	3.50

b) The appropriateness of the Presentation

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

**Table 4.25 The Appropriateness of the Presentation of Unit 1**

No	Items	Means ( $\bar{x}$ )
1	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	4.00
2.	There is good balance among the tasks in a unit with the tasks in the next unit.	3.50
3.	The developed tasks encourage students to perform written communication effectively.	4.00
4.	The developed tasks encourage the students to be creative.	3.50
5	The developed tasks encourage students to learn independently	3.50
6	The developed tasks contain guided activities and free guided activities	3.50
7	The developed materials provide evaluation form for the students to check their understanding	3.50
8	The developed materials contain opening activities, main activities and closing activities	3.50

9	The developed materials contain vocabulary that is related to the topic of the unit.	3.50
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c) The appropriateness of the Language

The third aspect to evaluate was the appropriateness of the language, both the language of the instructions and also the materials. The table below shows the analysis of language appropriateness of the Unit 1 of the developed materials

**Table 4.26 The Appropriateness of the Language of Unit 1**

No	Items	Means ( $\bar{x}$ )
1	The language used are relevant to students' cognitive development	3.50
2	The language of instruction can be easily understood by the students.	3.00
3	The materials are developed in a grammatical English.	3.00
4	The spelling of the language of instruction are in accordance with spelling principle.	3.00
5	The choice of words of the materials are in accordance with word choice principle.	3.00
6	The developed materials in a unit are linked to the materials in the next unit.	3.50

d) The appropriateness of the Lay-Out

The last aspect to evaluate was the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of

the fonts that are used. The table below shows the analysis of lay-out appropriateness of the Unit 1 of the developed materials.

**Table 4.27 The Appropriateness of the Lay-Out of Unit 1**

<b>No</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
1	The fonts used are not too various.	3.50
2	The fonts used are not too big / too small.	3.50
3	The color of the materials are not disturbing the reader.	3.50
4	The pictures are provided for aesthetic and functional purposes.	3.50

## **2) The Review of Unit 1**

The means of all aspects of materials evaluation show that the materials are good enough. However, there are still some parts that need revision. The suggestions from the experts are described in the following paragraphs.

In terms of contents, the suggestions given by the experts are that there should be a category of medicine in terms of brands, or other categories. It is also suggested that there should be an additional topic about medicine market category to give more exposure about medicine to the students.



In terms of presentation of Unit 1 there is no specific suggestion given by the experts. The experts have agreed that the tasks are very well-organized.

In terms of language the experts suggest some changes in the language of instruction, since most of the instructions are not effective, despite its meaningfulness. The experts also recommend some grammatical revisions in the comprehensive questions tasks.

In terms of lay-out there is no specific suggestion made by the experts. The experts have agreed that the lay-out of Unit 1 is well-developed

### 3) The Revisions of Unit 1

Based on the result of expert judgement and suggestions proposed by the experts, there are some aspects to revise. The table below describes the points of revisions of Unit 1 elements and their revisions.

**Table 4.28 The Revision of Unit 1**

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revision</b>
Task 1	No revision	No revision
Task 2	The instruction “ <i>give a circle in the right adjectives based on the picture below</i> ” is not effective.	Change the instruction to “ <i>circle the adjectives that describe the picture of pills below</i> ”

Task 3	The use of “within” is no appropriate in the instruction.	Replacing “Within” with “in”.
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	Add word “Transcription” after “Phonetic”	Adding word “transcription” after “phonetic”
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	Be careful with capitalization	Revising the incorrect capitalization.
	Specify the category of the medicine.	Re-categorizing the medicine for the input.
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	The word “swallow” is not appropriate.	Replacing the word “swallow” with “take”.
Task 16	The word” sentences” needs to be changed into “words”	Changing the word” sentences” into “words”
	Change the word “order” into “sentences”	Changing the word “order” into “sentences”
Task 17	Replace the word “did” with “can”	Replacing the word “did” with “can”
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Materials review ( <i>Let’s Review</i> )	The instruction is biased. The word “you” changes into “we”.	Replacing the word “ we” with “you”

#### 4) Validation of Unit 1

Based on the result of component analysis above, the materials are validated as shown in the table below.

**Table 4.29 The Descriptive Statistics of Materials Expert Validation of Unit 1**

No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	8	4	Very Good
2	Accuracy of the materials	8	3.50	Good
3	Materials learning support	6	3.50	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	4	3.75	Very Good
2	Learning presentation	6	3.67	Good
3	Presentation Completeness	10	3.50	Good
<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.25	Fair
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	3.75	Very Good

Table 4.29 shows the result of expert judgement of Unit 1 of developed materials. There are four aspects that are evaluated: content appropriateness, presentation appropriateness, language appropriateness, and lay-out appropriateness. First of all, in terms of content appropriateness, the Unit 1 of the developed materials were categorized as appropriate. the first aspect is appropriateness with *SK-KD*, in which the mean value is 4. The first aspect is, then, categorized as “Very Good” due

to its position in the interval of  $X \geq 3.75$ . Secondly, in terms of materials accuracy and materials learning support the experts consider both aspects as “Good” with mean values of 3.50 and 3.50 respectively.

The second component deals with materials presentation, the technique of presentation and presentation completeness. First, in terms of presentation technique the table shows a mean value of 3.75 which is categorized as “Very Good”. The second aspect is learning presentation and presentation completeness that are categorized into “Good”, because the mean value of those aspects are 3.67 and 3.50 respectively. The mean values are all in the interval of  $3.50 \leq X \leq 3.74$ .

The third aspect to evaluate is language appropriateness. The first component deals with the language appropriateness with students’ cognitive development. This component is categorized as “Good” with the mean value of 3.50. The second component is the communicativeness of language that is considered to be “Fair” with the point of 3.25, since there are some ineffective instructions. The mean value is at the interval of  $3.01 \leq X \leq 3.25$ . Finally, in terms of language continuity, the experts consider this aspect to be “Good”. The mean value is 3.50 which is at the interval of  $3.50 \leq X \leq 3.74$ .

Finally, the last evaluated aspect is the lay-out of the materials.

The lay-out of the materials are categorized as “Very Good” because the mean value is 3.75 which is at the interval of  $X \geq 3.75$ .

## 2) The Results of Expert Judgement and Revisions of Unit 2

### a) The appropriateness of the Content

In the process of materials evaluation, the first aspect to evaluate was the content. The table below shows the analysis of content appropriateness of the Unit 2 of the developed materials.

**Table 4.30 The Appropriateness of the Content of Unit 2**

No	Items	Means ( $\bar{x}$ )
1	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.6. Understanding simple memo and menus, schedules and signs).	4.00
2	The developed materials are relevant to students' daily life , especially dealing with memo and simple menu.	3.50
3	Materials (text, figures and tables) are relevant to the topics being discussed.	4.00
4	The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
5	The developed materials provide recent health issue	3.50
6	The developed materials are in accordance with students' target competence of pharmacy	3.50
7	The developed materials contain knowledge about life skill	3.50
8	The developed materials contain appropriate types of texts appropriate for students' need.	3.00
9	The developed materials lead the students to understand the social function of the discussed text.	3.50
10	The developed materials lead the students to understand the generic structure of the discussed text.	3.50

11	The developed materials lead the students to understand the linguistic features of the discussed text.	3.50
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b) The appropriateness of the Presentation

The second aspect to evaluate in the unit was the appropriateness of the presentation. The table below shows the analysis of questionnaire in terms of presentation appropriateness of the Unit 2 of the developed materials.

**Table 4.31 The Appropriateness of the Presentation of Unit 2**

No	Items	Means ( $\bar{x}$ )
1	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3.50
2.	There is good balance among the tasks in a unit with the tasks in the next unit.	3.50
3.	The developed tasks encourage students to perform written communication effectively.	4.00
4.	The developed tasks encourage the students to be creative.	3.50
5	The developed tasks encourage students to learn independently	3.50
6	The developed tasks contain guided activities and free guided activities	3.50
7	The developed materials provide evaluation form for the students to check their understanding	3.50
8	The developed materials contain opening activities, main activities and closing activities	4.00
9	The developed materials contain vocabulary that is related to the topic of the unit.	4.00
10	The developed materials provide students with specific terms related to the topic.	3.50

c) The appropriateness of the Language

The third aspect to evaluate was the appropriateness of the language, both the language of the instructions and also the materials. The following table shows the analysis of language appropriateness of the Unit 2 of the developed materials.

**Table 4.32 The Appropriateness of the Language of Unit 2**

No	Items	Means ( $\bar{x}$ )
1	The language used are relevant to students' cognitive development	3.50
2	The language of instruction can be easily understood by the students.	3.00
3	The materials are developed in a grammatical English.	3.00
4	The spelling of the language of instruction are in accordance with spelling principle.	3.00
5	The choice of words of the materials are in accordance with word choice principle.	3.00
6	The developed materials in a unit are linked to the materials in the next unit.	4.00

d) The appropriateness of the Lay-Out

Finally, the last aspect to evaluate was the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts that are used, the combination of the colors and availability of relevant pictures. The table below shows the analysis of lay-out appropriateness of the Unit 2 of the developed materials.

**Table 4.33 The Appropriateness of the Lay-Out of Unit 2**

No	Items	Means ( $\bar{x}$ )
1	The fonts used are not too various.	4.00
2	The fonts used are not too big / too small.	3.50
3	The color of the materials are not disturbing the reader.	4.00
4	The pictures are provided for aesthetic and functional purposes.	4.00

Finally, based on the result of the evaluation questionnaire for Unit 2, it can be concluded that the materials of Unit 1 are appropriate in terms of their content, language of instruction, presentation and lay-out.

## **2) The Review of Unit 2**

The materials of Unit 2 are considered to be appropriate as shown by the means. However, there are still some weaknesses found in this unit. The suggestions to revise the Unit 2 are described below.

First of all, in terms of content the experts agree that there is only a minor weakness. The only suggestion proposed by the experts is that there should be an additional task to guide students to learn the use of quantity in a menu (tsp, kg).



Secondly, in terms of presentation there is no specific suggestion. The experts are considering the presentation of Unit 2 to be very good.

The third aspect is language. The experts emphasize the effectiveness of the language of instruction. There are a few grammatical mistakes in the developed unit. Some grammatical revisions are needed to revise the unit.

Finally, in terms of lay-out the experts have agreed that the lay-out is excellent. There is no weakness found in terms of the lay-out of unit 2.

### 3) The Revisions of Unit 2

The experts have agreed that the materials of unit 2 are appropriate for the process of learning. However, there are still some mistakes that should be revised. The table below shows the unit elements that need to be revised.

**Table 4.34 The Revision of Unit 2**

Parts of the Unit	Points to Revise	Revision
Unit Objective Description	Inappropriate use of preposition (as/at)	Replacing the preposition (at) with (as)
Task 1	No revision	No revision
Task 2	The task needs more specific question.	Adding a question: "Where did you find it?"
	The question " <i>who is the writer of the memo?</i> " is grammatically incorrect.	Changing the question into "who writes the memo?"
Task 3	The instruction needs to be more effective.	Deleting words "kind of" and adding "by completing"

	The phrase “head of manager” is incorrect	Deleting the word “of”
	Incorrect use of imperative verb (Sent)	Changing the word “sent” with “send”.
Task 4	Plural nouns should be parallel.	Adding a consonant “s” after “day”
Task 5	The use of reference (this) is not effective.	Replacing “this” with “ <i>the headache comes back</i> ”.
Task 6	No Revision	No Revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	Inappropriate use of preposition “to”	Replacing the preposition “to” with “from”.
Task 10	No revision	No revision
Task 11	A miss-typed word, needs to add “e” in the word ”brakfast”	Correcting the spelling.
	The use of “at the” is inappropriate, it should be revised.	Replacing the preposition “at the” with “for”.
	A question needs to be rewritten.	Rewriting the question to be more effective.
Task 12	The word “having” needs to be deleted	Deleting word “having”
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	The word “internet” should be capitalized in the beginning.	Capitalizing the alphabet “I” in the “Internet”.
Task 18	The word “internet” should be capitalized in the beginning and with “the”	Capitalizing the alphabet “I” in the “Internet” and adding a word “the”.
Self-reflection form	The sentence “ <i>I am able...</i> ” should be revised.	Changing the part “ <i>I am able...</i> ” into “ <i>I can ...</i> ”

#### 4) Validation of Unit 2

Based on the result of component analysis above, the materials are validated as shown in the table below

**Table 4.35 The Descriptive Statistics of Materials Expert Validation of Unit 2**

No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	8	3.87	Very Good
2	Accuracy of the materials	8	3.60	Good
3	Materials learning support	6	3.50	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	4	3.50	Good
2	Learning presentation	6	3.67	Good
3	Presentation Completeness	10	3,70	Good
<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.25	Fair
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	4	Very Good

Table 4.35 shows that Unit 2 is appropriate. First of all, in terms of content appropriateness, the Unit 2 of the developed materials were categorized as appropriate. In terms of appropriateness with SKKD, the mean values is 3.87 which is categorized as “Very Good” due to its position in the interval of  $X \geq 3.75$ . In terms of materials accuracy and materials learning support the experts agree that both aspect are categorized into “Good” with mean values of 3.60 and 3.50 respectively.

The second evaluated aspect is materials presentation, the technique of presentation and presentation completeness. The technique of presentation, learning presentation and presentation completeness are categorized into “Good”, because the mean value of those aspects are 3.50, 3.67, and 3.70 respectively. The mean values are all in the interval of  $3.50 \leq X \leq 3.74$ .

The third evaluated aspect is language appropriateness. In terms of language appropriateness with students’ cognitive development the mean value is 3.50 which is considered as “Good”. However, the communicativeness of language reaches the lowest mean value and considered to be “Fair” with the point of 3.25, since there are some grammatical mistakes. The mean value is at the interval of  $3.01 \leq X \leq 3.25$ . Finally, in terms of language continuity, the experts consider this aspect to be “Good”. The mean value is 3.50 which is at the interval of  $3.50 \leq X \leq 3.74$ .

The last evaluated aspect is the lay-out of the materials. The lay-out of the materials are categorized as “Very Good” because the mean value is 4.

### **c. The Results of Expert Judgement and Revisions of Unit 3**

#### **a) The appropriateness of the Content**

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

**Table 4.36 The Appropriateness of the Content of Unit 3**

<b>No</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
1	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.6 Understanding simple memo and menus, schedules and signs).	4.00
2	The developed materials are relevant to students' daily life , especially dealing with public signs and medical labels written in English.	4.00
3	The developed materials are relevant to students' daily life , especially dealing with understanding schedule written in English.	4.00
4	Materials (text, figures and tables) are relevant to the topics being discussed.	4.00
5	The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
6	The developed materials provide recent health issue	4.00
7	The developed materials are in accordance with students' target competence of pharmacy	4.00
8	The developed materials contain knowledge about life skill	3.50
9	The developed materials contain appropriate types of texts appropriate for students' need.	4.00
10	The developed materials lead the students to understand the social function of the discussed text.	4.00
11	The developed materials lead the students to understand the generic structure of the discussed text.	3.50
12	The developed materials lead the students to understand the linguistic features of the discussed text.	4.00

b) The appropriateness of the Presentation

Another aspect to evaluate was the appropriateness of the presentation. The evaluation covers the task grading, organization, balance between unit and also its usefulness to improve students'

creativity and independency. The table below shows the analysis of the presentation appropriateness result of the Unit 3 of the developed materials.

**Table 4.37 The Appropriateness of the Presentation Unit 3**

No	Items	Means ( $\bar{x}$ )
1	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	4.00
2.	There is good balance among the tasks in a unit with the tasks in the next unit.	3.50
3.	The developed tasks encourage students to perform written communication effectively.	4.00
4.	The developed tasks encourage the students to be creative.	3.50
5	The developed tasks encourage students to learn independently	3.50
6	The developed tasks contain guided activities and free guided activities	3.50
7	The developed materials provide evaluation form for the students to check their understanding	3.50
8	The developed materials contain opening activities, main activities and closing activities	4.00
9	The developed materials contain vocabulary that is related to the topic of the unit.	4.00
10	The developed materials provide students with specific terms related to the topic.	3.50

c) The appropriateness of the Language

The third aspect to be evaluated was the appropriateness of the language. The evaluation covers both the language of the instructions and also the grammatical items of the materials.. The table below shows

the analysis of language appropriateness of the Unit 1 of the developed materials.

**Table 4.38 The Appropriateness of the Language of Unit 3**

No	Items	Means ( $\bar{x}$ )
1	The language used are relevant to students' cognitive development	3.50
2	The language of instruction can be easily understood by the students.	3.00
3	The materials are developed in a grammatical English.	3.00
4	The spelling of the language of instruction are in accordance with spelling principle.	3.00
5	The choice of words of the materials are in accordance with word choice principle.	4.00
6	The developed materials in a unit are linked to the materials in the next unit.	4.00

d) The appropriateness of the Lay-Out

The fourth aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts that are used. The table below shows the analysis of lay-out appropriateness of the Unit 3 of the developed materials.

**Table 4.39 The Appropriateness of the Lay-Out of Unit 3**

No	Items	Means ( $\bar{x}$ )
1	The fonts used are not too various.	4.00
2	The fonts used are not too big / too small.	3.50

3	The color of the materials are not disturbing the reader.	4.00
4	The pictures are provided for both aesthetic and functional purposes.	4.00

Finally, based on the result of the evaluation questionnaire for Unit 3, it can be concluded that the materials of Unit 3 are appropriate in terms of their content, language of instruction, presentation and lay-out.

## **2) The Review of Unit 3**

Based on the result of evaluation, the experts agree that the materials of Unit 3 are considered to be appropriate in terms of content, language, presentation and lay-out. However, there are still some mistakes found within the unit. The suggestions are described in the following description.

First, in terms of content there is no specific suggestion proposed by the experts. Both experts agree that the content of Unit 3 is excellent and needs no revision.

In terms of presentation the experts give no specific suggestion. The presentation of the unit is considered to be well-organized.

The third aspect to evaluate is the language. There are minor grammatical mistakes found within the unit. The revisions will be made to revise some grammatical mistakes in the language of instruction.



The last aspect to evaluate is the lay-out of the unit. The lay-out of unit 3 is considered to be very good and there is no specific suggestion proposed by the experts dealing with the lay-out of the unit.

### 3) The Revisions of Unit 3

The result of evaluation shows that in spite of the fact that the materials of Unit 3 are well developed, there are some mistakes that needs revisions. The following table shows the aspects of the units that needs to be revised.

**Table 4.40 The Revisions of Unit 3**

Parts of the Unit	Points to Revise	Revision
Unit Objective Description	The phrase “ <i>will be faced with..</i> ” must be revised.	Replacing the mistakes with “ <i>will find..</i> ”
	The sentence ‘available at where you are working’ is not effective.	Rewriting the sentence into “ <i>at work</i> ”
	The words “ be invited” and “how” must be deleted.	Deleting words “how” and “be invited”
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	The preposition “to” must be deleted.	Deleting preposition “to”
Task 5	No Revision	No Revision
Task 6	No Revision	No Revision
Task 7	The distractor is neither distracting nor logic.	Rephrasing the distractor.
Task 8	Needs a <i>to be</i> in one of the comprehensive questions.	Adding a to be “ are”.

	The description of time “19.30” is not commonly used in English.	Replacing “19.30” with “7.30 p.m.”
	There is a mistake in capitalization and the word “the” must be deleted.	Re capitalizing the word and deleting “the”.
Task 9	A grammatical mistake on “ <i>she</i> + <i>have</i> ” (Concordance mistake).	Replacing “have” with “has”
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Self-reflection form	The sentence “ <i>I am able...</i> ” should be revised.	Changing the part “ <i>I am able...</i> ” into “ <i>I can ...</i> ”

#### 4) Validation of Unit 3

Based on the result of component analysis above, the materials are validated as shown in the table below.

**Table 4.41 The Descriptive Statistics of Materials Expert Validation of Unit 3**

No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	<b>10</b>	3.90	Very Good
2	Accuracy of the materials	<b>8</b>	3.75	Very Good
3	Materials learning support	<b>6</b>	3.50	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	<b>4</b>	3.75	Very Good
2	Learning presentation	<b>6</b>	3.67	Good
3	Presentation Completeness	<b>10</b>	3.90	Very Good

<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.25	Fair
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	4	Very Good

First, In terms of content appropriateness, the developed materials were categorized as appropriate. In terms of appropriateness with *SK-KD*, the mean values of the components achieved the point of 3.90 which is categorized as “Very Good” due to its position in the range of  $X \geq 3.75$ . Then, in terms of materials accuracy, the evaluators agree that the accuracy of Unit 3 is “Very Good”. The mean values of 3.75 shows the experts’ agreement toward the materials accuracy. The third element is learning support of the materials. In Unit 3, the experts consider the learning support as “Very Good” at the point of 3.75.

Secondly, in terms of materials presentation, the technique of presentation and presentation completeness have reached the category of “Very Good”, where the mean value of the techniques of presentation and presentation completeness were 3.75 and 3.90 respectively. Both are in the range of  $X \geq 3.75$ .

The next aspect to evaluate is language appropriateness. The language of the materials is at the mean value of 3.50 that is categorized as “Good”, while the communicativeness of language reaches the lowest mean value and

considered “Fair” with the point of 3.25. The language continuity of the materials are also categorized as Good” because the mean value is at the level of the categories which is at the interval of  $3.50 \leq X \leq 3.74$ .

The lay-out of the materials are also categorized as “Very Good” since it reaches the point of 4.00.

#### **d. The Results of Expert Judgement and Revisions of Unit 4**

##### **a) The appropriateness of the Content**

The first aspect to evaluate in Unit 4 was the appropriateness of the content. The table below shows the analysis of content appropriateness of the Unit 4 of the developed materials.

**Table 4.42 The Appropriateness of the Content of Unit 4**

<b>No</b>	<b>Items</b>	<b>Means (<math>\bar{x}</math>)</b>
1	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.7. Understanding foreign terms and sentences based on certain formulas).	4.00
2	The developed materials are relevant to students' daily life dealing with comprehending specific terms about pharmacy.	4.00
3	Materials (text, figures and tables) are relevant to the topics being discussed.	4.00
4	The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
5	The developed materials provide recent health issue	3.50
6	The developed materials are in accordance with students' target competence of pharmacy	4.00
7	The developed materials contain knowledge about life skill	3.50

8	The developed materials contain appropriate types of texts appropriate for students' need.	4.00
9	The developed materials lead the students to understand the social function of the discussed text.	4.00
10	The developed materials lead the students to understand the generic structure of the discussed text.	3.50
11	The developed materials lead the students to understand the linguistic features of the discussed text.	4.00

b) The appropriateness of the Presentation

The second aspect to evaluate was the appropriateness of the presentation. The presentation is related to the balance among tasks and tasks organization. The table below shows the questionnaire analysis of the presentation appropriateness of the Unit 4 of the developed materials.

**Table 4.43 The Appropriateness of the Presentation of Unit 4**

No	Items	Means ( $\bar{x}$ )
1	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	4.00
2.	There is good balance among the tasks in a unit with the tasks in the next unit.	4.00
3.	The developed tasks encourage students to perform written communication effectively.	4.00
4.	The developed tasks encourage the students to be creative.	4.00
5	The developed tasks encourage students to learn independently	3.50
6	The developed tasks contain guided activities and free guided activities	3.50

7	The developed materials provide evaluation form for the students to check their understanding	4.00
8	The developed materials contain opening activities, main activities and closing activities	4.00
9	The developed materials contain vocabulary that is related to the topic of the unit.	4.00
10	The developed materials provide students with specific terms related to the topic.	4.00

c) The appropriateness of the Language

The second aspect to evaluate was the appropriateness of both the language of the instructions and also the language of tasks. The following table shows the analysis of language appropriateness of the Unit 4 of the developed materials.

**Table 4.44 The Appropriateness of the Language of Unit 4**

No	Items	Means ( $\bar{x}$ )
1	The language used are relevant to students' cognitive development	4.00
2	The students can easily understand the language of instruction.	4.00
3	The materials are developed in a grammatical English.	3.50
4	The spelling of the language of instruction are in accordance with spelling principle.	4.00
5	The choice of words of the materials are in accordance with word choice principle.	3.50
6	The developed materials in a unit are linked to the materials in the next unit.	4.00

d) The appropriateness of the Lay-Out

The last aspect to evaluate is the appropriateness of the unit lay-out. The evaluation consists of the appropriateness of the fonts that are used, the picture usefulness and also the colors combination. The following table shows the analysis of lay-out appropriateness of the Unit 4 of the developed materials.

**Table 4.45 The Appropriateness of the Lay-Out of Unit 4**

No	Items	Means ( $\chi$ )
1	The fonts used are not too various.	4.00
2	The fonts used are not too big / too small.	4.00
3	The color of the materials are not disturbing the reader.	4.00
4	The pictures are provided for both aesthetic and functional purposes.	4.00

Finally, based on the result of the evaluation questionnaire for Unit 4, it can be concluded that the materials of Unit 4 are appropriate in terms of their content, language of instruction, presentation and lay-out.

## 2) The Review of Unit 4

Based on the result of the evaluation of Unit 4 the experts consider the materials to be appropriate. However, there are still some parts that need revisions.

The first aspect deals with the content of the unit. The only suggestion in this aspect is that the definition of the term “Passive Voice” needs to be rephrased by referring to reliable sources. In the unit the definition of “Passive Voice” is developed based on the researcher’s own understanding. So, the definition must be revised.

In terms of presentation the experts do not suggest specific thing. The whole presentation of Unit 4 is appropriate for the learning process.

The third aspect is language appropriateness. There is only few mistakes on the language of instruction.

Finally, in terms of lay-out there is no specific suggestion proposed by the experts. The experts have agreed that the lay-out of Unit 4 is excellent.

### 3) The Revisions of Unit 4

The result of the evaluation has shown that the developed materials of Unit 4 is highly appropriate for the learning process. However, there still few mistakes found in the unit. The following table describes the parts of the unit that need some revisions.

**Table 4.46 The Revision of Unit 4**

Parts of the Unit	Points to Revise	Revision
	The phrase “ <i>must be able to master.....</i> ” must be revised.	Replacing the mistakes with “ <i>must have profound ..</i> ”



Unit Objective Description	The word “go” should be changed..	Replacing the word “ go” with“ do it”
Task 1	There is a miss-typed word.	Revising the miss-typed word.
Task 2	No revision	No revision
Task 3	Question number four should be revised.	Deleting question number four.
Task 4	No revision	No revision
Task 5	Rephrase the definition in the box by referring to a valid source/reference.	Changing the meaning of “passive voice” by referring to a source.
Task 6	No Revision	No Revision
Task 7	No Revision	No Revision
Task 8	No Revision	No Revision
Task 9	No Revision	No Revision
Task 10	No revision	No revision
Task 11	Concordance of “people” and suffers”	Deleting the consonant “s” after “suffer”.
	A misused comma.	Deleting the comma.
	Incorrect verb phrase (help + V ing)	Changing the word “relieving” with “to relieve”
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	Capitalization (Coriander)	Changing the capitalized consonant “C” to “c” in the word of “Coriander”.
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Self-reflection form	The sentence “ <i>I am able...</i> ” should be revised.	Changing the part “ <i>I am able...</i> ” into “ <i>I can ...</i> ”

#### 4) Validation of Unit 4

Based on the result of component analysis above, the materials are validated as shown in the following table.

**Table 4.47 The Descriptive Statistics of Materials Expert Validation of Unit 4**

No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	8	3.87	Very Good
2	Accuracy of the materials	8	3.75	Very Good
3	Materials learning support	6	3.67	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	4	4	Very Good
2	Learning presentation	6	3.83	Very Good
3	Presentation Completeness	10	3.8	Very Good
<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.75	Very Good
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	3.87	Very Good

In terms of content appropriateness, the developed materials were categorized as appropriate. In terms of appropriateness with SKKD, the mean value achieved the point of 3.87 which is considered to be very good since it is in the range of  $X \geq 3.75$ . Secondly, in terms of materials accuracy, the Unit 4 has achieved the point of 3.75 which is categorized as “Very Good”. The learning support of the materials of Unit 4 is categorized as “Good” since it reaches the point of 3.67 which is at the interval of  $3.50 \leq X \leq 3.74$ .

Secondly, in terms of materials presentation, the technique of presentation is considered to be “Very Good” since the mean shows 4.00 which is at the interval of  $X \geq 3.75$ . The learning presentation and presentation completeness are achieving the means of 3.83 and 3.8 respectively. Both components are categorized as “Very Good”.

The third aspect is language appropriateness. In terms of language accordance with students’ cognitive development and language continuity, both aspects are categorized as “Good” with the mean values of 3.50 for both categories which is at the interval of  $3.50 \leq X \leq 3.74$ . The last component is language communicativeness. The communicativeness of the developed unit is categorized as “Very Good” since it is at the interval of  $X \geq 3.75$ .

The last aspect to evaluate is the lay-out of the materials. Overall, the lay-out of the materials achieve the mean value of 3.75 which is categorized as “Very Good”.

## **B. Discussions**

As a product-based research, the aim of this research is to develop effective and appropriate products for use in schools (Gay, 1987: 10). The result of this research is appropriate reading-writing learning materials for students of Grade X of SMK/SMF “INDONESIA” in the academic year of 2012/2013. As a group of ESP learners, the materials that are developed should be based on needs analysis since

this is what differs ESP from others (Hutchinson and Waters, 1987). As also stated in the *BSNP*, the main goal of Vocational High School is to prepare the students to live independently by implementing their vocational ability. This is in line with Basturkmen (2006: 17) who generates that ESP is about preparing learners to use English within academic, professional, or workplace environments. Therefore, the materials that are developed needs to be appropriate with their needs. To reveal the students' needs, a needs analysis was conducted.

The needs analysis was conducted in February 2013 by distributing questionnaires to the students. The questionnaires were developed in accordance with the principle of needs analysis proposed by Hutchinson and Waters (1987) that covers *Target needs* and *Learning needs*. In terms of target needs, the items of the questionnaire were divided into three components: *necessities*, *lacks* and *wants* as in line with Hutchinson and Water's theory. The result of the target needs will be considered as the basis for developing reading-writing learning materials.

The second part of the target needs refers to learning needs. The learning needs covers some key elements: input, activities (procedure), setting, learners' role, and teacher's role. Those components are also considered as the components of tasks of the developed unit.

The first component is input. Nunan (2004) describe input as the source of learning. In this research, the input of the learning was taken from reliable sources. Based on the result of needs analysis, the input texts that are needed by the students

are those related to medication. In terms of input length, most of the students want no more than 250 words length text. This may be derived from the data that the students' recent vocabulary mastery is less than 100 words. Since the developed materials are reading and writing only, the input texts given were in the form of written text, instead of examples of dialogue.

The second aspect is procedure (activities). Based on the result of needs analysis, most of the students like to answer comprehensive questions based on the text given (23.8%). Therefore, most of the tasks given to the students are in the form of answering some comprehensive questions based on the text given.

The third aspect is setting. Nunan (2004) describe the term "setting" as the ways to carry out the works (2004). Based on the needs analysis, most of the students prefer working in pairs to working in groups or individually. Therefore, to meet the needs, the tasks are mostly designed to be done in pairs.

The last aspects are learners' role and teacher's role. By referring to needs analysis result, in terms of learners' role, most of the students prefer to actively participate in the classroom discussion. Therefore, most of the developed tasks emphasize the process of discussions, especially a pair discussion. In terms of teacher's role, the students prefer listening to teacher's explanation when it comes to grammar lesson. To meet the needs, there is also sufficient explanations about grammar related to the topic of discussion.

The next step after analyzing the needs analysis is developing a course grid. Before the materials are developed, the course grid was initially established as a guideline to develop the materials. The course grid covers the *Standard of Competence and Basic Competencies of SMK*, name of school, number of unit, the title of unit, learning indicators, language focus (grammar and vocabulary), the description of activities, character values and the list of input text. The course grid were, then, developed into four reading-writing learning materials.

There are four units in the developed materials. Each unit consist of random number of tasks. The first unit consists of 21 tasks, whereas Unit 2 consists of 18 tasks. The third unit provides the students 16 comprehensive task, while the last unit consists of 20 tasks. Each unit has similar patterns. The unit is started with the title of the unit, a brief description about the unit and a picture describing the topic of discussion. The first task is a lead-in task (*Get Ready*) that is developed as a schema builder that introduces the students to the topic. The second part is the main materials that covers reading tasks (*Let's Read*) and writing tasks (*Ready to Write?*). The first part (*Let's Read*) consists of several reading tasks as input of the students to produce a certain type of text in the writing phase. The second part is entitled *Ready to Write?*. It provides students with sufficient number of writing tasks as the output of the reading that has previously been done. The third main part is reinforcement. In this phase the students are given a homework.

The developed materials are also completed with a summary part entitled “*Let’s Review*” and a list of relevant vocabulary under title “*Words List*”. To end the unit, the students are given chance to evaluate themselves in a self-assessment phase entitled “*Self-reflection*”.

After the materials are developed, the materials are evaluated by materials experts. The evaluation process was done by distributing four-point *Likert* Scale questionnaire. The items of the questionnaire were developed based on *Instrumen Penilaian Buku Bahasa Inggris SMK* that evaluate four main aspects: content appropriateness, presentation appropriateness, language appropriateness and lay-out appropriateness. Based on the result, the reading-writing learning materials that are developed are appropriate with the needs of students as a group of ESP learners.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The aim of this research is to reveal the target needs, the learning needs and the appropriate reading-writing learning materials for the pharmacy students of grade X of SMK/SMF “INDONESIA” in the academic year of 2012/2013. This chapter describes the conclusion of the research and the suggestions derived from this research.

#### **A. Conclusions**

##### **1. Target Needs**

Based on the result of needs analysis questionnaire it can be concluded that the target needs (students’ view about target situation) can be listed as follows:

- a. The main goal of the students to learn English is to accomplish good mark at the National Examination.
- b. Most of the students admit that the type of texts they will find when they are working is about medication.
- c. Most of the students consider that their recent English proficiency is at the level of beginner, which means that they can only communicate at the level of Basic English.
- d. Most of the students plan to work soon after they graduate. Therefore, they are in need of English capability, especially for written communication.



## **2. Learning Needs**

In terms of learning needs, the students' view about what they should do to accomplish the target situation is classified into some components. The first component is the input. In terms of input, the students need sufficient number of texts related to pharmacy consisting no more than 250 words. The students also need sufficient vocabulary list related to the topic being discussed. Then, in terms of activities, most of the students admit that they prefer doing tasks about answering some comprehensive questions based on the text in pairs. The students also like to listen to teacher's grammatical explanation and perform active participation within the classroom activities.

## **3. Characteristics of reading-writing learning materials for students of Pharmacy Study Program.**

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

The first part of the unit is the title of the unit. The title reflects the whole topic of the unit. There is also a brief explanation about the topic of the forthcoming unit. This is to give students a more clear explanation about what they are going to do.

Then, a warming-up task is following the title. The task is aimed at giving students modality to learn the unit. This first task is also provided with relevant pictures to prompt the students' attention.

The next part is the main reading-writing learning materials. The tasks provided in the reading section (*Let's Read*) are used as the inputs before the students are producing a certain written text. Within the parts of the unit, there is part about language focus (*Grammar Tour*) or language focus (*Language House*). This is to give students sufficient inputs in terms of grammar knowledge since this is required in Indonesian context of SMK (*SK-KD Sekolah Menengah Kejuruan*). The next phase is writing section (*Ready to Write?*). This part is considered as the output of the reading comprehension. After the students are given sufficient inputs through learning reading and grammar focus, the students then given a chance to produce certain text types on each unit.

The last part of the unit is the reinforcement. The reinforcement covers homework for students, summary of the materials, vocabulary list, and self-reflection. The first part is homework. The homework represents the topic of the unit. The students will have more times to do further exploration at home by doing the homework. The second part is materials summary (*Let's Review*). This part consists of summary of the topic of the materials. By exploring this, the students will access the language focus of the unit more easily. The next part is vocabulary. This part is a compulsory as stated in the *Instrumen*

*Penilaian Buku SMK*, which states that the developed materials should provide a list of words related to the topic of the unit. The last part is self-assessment. Based on *Instrumen Penilaian Buku SMK*, the availability of self-evaluation form is required to check the students' level of understanding towards the materials. Therefore, considering the aforementioned reasons, the availability of reinforcement part of a developed learning material is needed.

## **B. Suggestions**

The final product of this research is reading-writing learning materials for grade X students of SMK/SMF "INDONESIA". The result of this research is expected to be beneficial for the following stakeholders.

### **1. English Teachers at Vocational High School**

English teacher is the one who knows the students' needs and background. It is suggested that the English teacher develop his/her own materials for the students based on the needs analysis. The process of needs analysis can be done through classroom observation during his/her teaching and learning process, or informal conversation with students to reveal their needs, lacks and wants. The teacher does not need to develop several units once. He/she may develop a unit for a certain topic, then analyzes the result. If the materials are helpful for the students, the teacher may develop further units. It is also suggested that the teacher evaluate the developed materials (expert judgement), by proposing the developed materials to materials expert.

However, if the teacher does not have sufficient time to develop the materials, he/she may serve authentic materials for certain topics of discussion by adapting or adopting them. Adaptation is a way of making use materials by picking a part of certain authentic materials by making some modifications to meet the needs, while adopting is making use a whole material without modifying this.

## 2. Others materials developer

The first suggestion for those who are developing materials is that the most important key in developing materials is the needs analysis. Before developing a certain English learning materials the materials developer should really consider the students' needs. Since this material is designed for ESP learners, the needs analysis procedure should be in accordance with the learners' program of expertise. Therefore, the materials that are developed can meet the learners' needs.

Secondly, considering students' background knowledge and recent ability are also essential. The materials will not be helpful if the materials are too difficult to access by the students.

The third suggestion for other materials developer is that the lay-out of the materials should be interesting and eye-catching. A good lay-out will help students motivate themselves to learn English well. One of the components of lay-out is the availability of pictures. The provided pictures should be relevant to the topic of the discussions in order to maximize the exposure.

Last but not least, for those who develop English learning materials for Vocational High School the principle of content authenticity should be really considered. Learners will learn best through content (Richards and Rodgers, 2001). Therefore, providing students with authentic contents that are related to the topic is really essential to help them explore the real text they will find when they are working.

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## **APPENDICES**



## **APPENDIX A**

### **THE NEEDS ANALYSIS QUESTIONNAIRE**



**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat : Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281*

---

Kepada

Siswa dan Siswi kelas X - D  
SMK/SMF "INDONESIA"

Di

Tempat

Sehubungan dengan dilaksanakannya penelitian tentang pengembangan materi pembelajaran *reading* dan *writing* Bahasa Inggris untuk kelas X SMK/SMF "INDONESIA", saya mengharapkan kesediaan adik-adik untuk meluangkan waktu mengisi angket berikut ini.

Angket ini terdiri dari dua bagian. Bagian pertama bertujuan untuk mengetahui gambaran umum mengenai adik-adik, sedangkan bagian kedua pada angket ini bertujuan untuk mengetahui kebutuhan belajar Bahasa Inggris sesuai dengan sudut pandang adik-adik.

Angket ini tidak akan berpengaruh terhadap nilai pembelajaran Bahasa Inggris adik-adik, melainkan hanya untuk mengumpulkan informasi mengenai kebutuhan adik-adik dalam belajar Bahasa Inggris, khususnya *reading* dan *writing*. Saya mengharapkan adik-adik memberikan jawaban yang sebenarnya sesuai dengan yang adik-adik harapkan. Data yang adik-adik berikan akan saya jaga kerahasiaannya sesuai dengan kode etik penelitian.

Terima kasih atas kesediaan adik-adik meluangkan waktu untuk mengisi angket ini.

Yogyakarta, Januari 2013

Peneliti

Mahasiswa Jurusan Pendidikan Bahasa Inggris UNY

Fahmi Dwi Prasetyo

NIM. 09202244037

*Untuk kritik dan saran silahkan hubungi no atau alamat  
E-mail dibawah ini:*

*Phone : 085725847387*

*E-mail : prasetyo.task@yahoo.co.id*

## ANGKET DATA PENELITIAN

### 1. Data Pribadi Siswa

Isilah data diri adik-adik sesuai dengan format sebagai berikut.

Nama (*Boleh tidak diisi*) : .....  
Umur : .....  
Jenis Kelamin : L / P (*lingkari yang sesuai*)  
Alamat : .....

### 2. Kebutuhan Belajar Siswa

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

1. Alasan saya belajar Bahasa Inggris di sekolah adalah agar: (*Jawaban boleh lebih dari satu*)
  - a. Dapat menempuh Ujian Nasional Bahasa Inggris dengan sukses
  - b. Memiliki bekal untuk bekerja di Apotek
  - c. Memiliki bekal untuk melanjutkan ke perguruan tinggi jurusan Farmasi
  - d. Memiliki bekal untuk melanjutkan ke perguruan tinggi jurusan Non-Farmasi
  - e. Melanjutkan ke kursus tertentu setelah lulus
  - f. Lainnya. Sebutkan \_\_\_\_\_
2. Saat menjadi seorang apoteker Bahasa Inggris akan saya gunakan untuk: (*Jawaban boleh lebih dari satu*)
  - a. Berkomunikasi secara lisan dan tertulis, bila ada pasien orang asing
  - b. Mempelajari buku Farmasi / pengobatan dalam bahasa Inggris
  - c. Memahami instruksi dalam obat-obatan yang menggunakan bahasa Inggris
  - d. Memahami dan menulis surat/memo/undangan kepada rekan kerja dalam Bahasa Inggris
  - e. Lainnya. Sebutkan. \_\_\_\_\_
3. Menurut saya, pembelajaran Bahasa Inggris dengan tema Farmasi:
  - a. Sangat Penting
  - b. Penting
  - c. Kurang Penting
  - d. Tidak Penting
4. Jenis bacaan yang akan sering saya temui saat menjadi apoteker adalah teks dengan tema: (*Jawaban boleh lebih dari satu*)
  - a. Jenis-jenis penyakit dan cara pengobatannya dalam Bahasa Inggris
  - b. Jenis-jenis obat dan kegunaannya dalam Bahasa Inggris
  - c. Lainnya. Sebutkan \_\_\_\_\_

5. Jenis *skill* dan pengetahuan Bahasa Inggris yang akan sering saya gunakan saat menjadi apoteker adalah: (*Jawaban boleh lebih dari satu*)
  - a. *Listening* (mendengarkan)
  - b. *Speaking* (berbicara)
  - c. *Reading* (membaca)
  - d. *Writing* (menulis)
  - e. *Grammar* (tata bahasa)
  - f. *Vocabulary* (kosa kata)
  - g. Lainnya. Sebutkan \_\_\_\_\_
6. Fungsi kebahasaan (*language functions*) yang akan sering saya gunakan saat menjadi apoteker adalah: (*Jawaban boleh lebih dari satu*)
  - a. Menyapa dan menyambut pasien, berterima kasih
  - b. Menanyakan keluhan pasien
  - c. Memberikan sugesti mengenai obat-obatan yang cocok
  - d. Memberikan saran tertentu, seperti menyarankan klien untuk rujuk ke Rumah Sakit
  - e. Memberikan saran tentang apa yang harus dan tidak boleh dilakukan selama sakit
  - f. Menulis resep menggunakan istilah-istilah tertentu
  - g. Menulis memo/pesan singkat kepada atasan/rekan kerja
  - h. Memahami simbol-simbol tertentu dalam dunia pengobatan
  - i. Lainnya. Sebutkan \_\_\_\_\_
7. Selama ini, kemampuan bahasa Inggris saya secara umum adalah pada level:
  - a. Pemula (*beginner*), bisa menggunakan bahasa Inggris untuk komunikasi sehari-hari dengan sangat sederhana
  - b. Pertengahan (*intermediate*), bisa menggunakan Bahasa Inggris untuk berbagai situasi dimanapun, meski dengan terbata-bata
  - c. Mahir (*advanced*), bisa menggunakan Bahasa Inggris untuk berbagai situasi dimanapun dengan lancar dan akurat
8. Jumlah kosa kata bahasa Inggris dalam dunia Farmasi yang sudah saya mengerti adalah:
  - a. < 100 kosa kata
  - b. 100-500 kosa kata
  - c. 500 – 1000 kosa kata
  - d. > 1000 kosa kata
9. Dalam belajar Bahasa Inggris, saya sering mengalami kesulitan ketika: (*Jawaban boleh lebih dari satu*)
  - a. Mengekspresikan ungkapan – ungkapan tertentu (menyapa, memberikan saran/anjuran, menunjukkan simpati, dll) , baik secara lisan maupun tertulis
  - b. Mendeskripsikan benda-benda, ciri-ciri suatu hal tertentu dalam Bahasa Inggris
  - c. Memahami istilah-istilah tertentu, terutama istilah-istilah kefarmasian
  - d. Menghafalkan rumus
  - e. Memahami suatu jadwal tertentu

- f. Memahami simbol-simbol tertentu, terutama dalam dunia Farmasi
  - g. Menulis memo / undangan kepada orang-orang tertentu
  - h. Lainnya. Sebutkan \_\_\_\_\_
10. Secara umum, saya menginginkan pembelajaran Bahasa Inggris yang menjadikan saya: (*Jawaban boleh lebih dari satu*)
- a. Mampu menguasai kosa kata dengan baik, baik kosa kata umum, maupun istilah-istilah dunia Farmasi
  - b. Mampu menguasai *grammar* (tata bahasa) dengan baik
  - c. Mampu memahami dan menggunakan setiap kata, kalimat dan ungkapan dalam Bahasa Inggris
  - d. Mampu membedakan ungkapan-ungkapan formal dan non-formal dalam suatu teks tertentu
  - Lainnya. Sebutkan \_\_\_\_\_
11. Dalam pembelajaran membaca (*Reading*) dan menulis (*Writing*), saya lebih suka bila bacaan yang diberikan berupa: (*Jawaban boleh lebih dari satu*)
- a. Teks sederhana mengenai jenis-jenis penyakit dan cara pengobatannya
  - b. Teks sederhana mengenai jenis-jenis obat
  - c. Teks sederhana berisi istilah-istilah penting dalam dunia Farmasi dalam Bahasa Inggris
  - d. Contoh dialog sederhana yang biasa digunakan antara apoteker dengan klien nya
  - e. Lainnya. Sebutkan \_\_\_\_\_
12. Dalam pembelajaran membaca (*Reading*) dan menulis (*Writing*), teks yang diberikan sebaiknya sepanjang:
- a. < 250 kata
  - b. 251 – 350 kata
  - c. 351 – 450 kata
  - d. > 450 kata
13. Menurut saya, tersedianya gambar dalam materi pembelajaran Bahasa Inggris :
- a. Sangat membantu
  - b. Membantu
  - c. Kurang membantu
  - d. Tidak membantu
14. Dalam pembelajaran membaca (*Reading*), jenis tugas yang saya sukai adalah: (*Jawaban boleh lebih dari satu*)
- a. Mencocokkan antara pernyataan satu dengan yang lain
  - b. Menjawab pertanyaan dari bacaan yang diberikan
  - c. Membaca teks dengan nyaring di depan kelas
  - d. Menganalisa arti kosa kata tertentu dan penggunaannya berdasarkan konteks yang dibaca
  - e. Menganalisa arti ungkapan-ungkapan tertentu dan penggunaannya berdasarkan konteks yang dibaca
  - f. Memilih pernyataan Benar/ salah (*True / False*)
  - g. Lainnya. Sebutkan \_\_\_\_\_

15. Dalam pembelajaran menulis (*Writing*), saya lebih menyukai aktivitas seperti: (*Jawaban boleh lebih dari satu*)
- Melengkapi dialog antara seorang apoteker dengan klien nya
  - Membuat teks singkat dan sederhana mengenai suatu permasalahan tertentu.
  - Melengkapi bagian yang kosong pada suatu teks
  - Menyusun kalimat sehingga menjadi suatu paragraf yang benar
  - Mengidentifikasi dan memperbaiki kesalahan struktur kalimat
  - Lainnya. Sebutkan \_\_\_\_\_
16. Dalam mempelajari kosa kata (*vocabulary*), saya lebih suka jika: (*Jawaban boleh lebih dari satu*)
- Mencocokkan kata-kata / ungkapan Bahasa Inggris sesuai dengan konteks yang disediakan
  - Mengartikan kata-kata
  - Melengkapi kalimat / paragraf dengan kata-kata yang telah disediakan sebelumnya
  - Melengkapi kalimat / paragraf dengan kata-kata sendiri berdasarkan pengetahuan yang dimiliki
  - Mengidentifikasi kelompok kata dalam teks
  - Lainnya. Sebutkan \_\_\_\_\_
17. Dalam proses pembelajaran membaca (*Reading*) dan menulis (*Writing*), tugas yang diberikan sebaiknya dikerjakan secara:
- Individu
  - Berpasangan (2 orang)
  - Group kecil (anggota 3-4 orang)
  - Group besar (anggota 5 orang atau lebih)
  - Lain-lain. Sebutkan \_\_\_\_\_
18. Saat pembelajaran membaca (*Reading*) dan menulis (*Writing*), guru sebaiknya: (*Jawaban boleh lebih dari satu*)
- Menjelaskan rumus, kemudian memberikan tugas pada siswa
  - Menuntun siswa dalam membahas teks
  - Membaca nyaring kemudian menterjemahkannya bersama siswa
  - Memberikan materi secara singkat kemudian membiarkan siswa bereksplorasi
  - Mengitari kelas sambil mengamati siswa mengerjakan tugas yang diberikan
  - Menjelaskan materi sambil duduk di meja guru
  - Lainnya. Sebutkan \_\_\_\_\_
19. Saat pembelajaran membaca (*Reading*) dan menulis (*Writing*), siswa sebaiknya: (*Jawaban boleh lebih dari satu*)
- Mendengarkan penjelasan guru, kemudian menulis apa yang ditulis guru di papan tulis / dikte
  - Berpartisipasi aktif dalam diskusi dan tukar pendapat dengan guru dan siswa lainnya mengenai masalah tertentu
  - Belajar sendiri (individu), mengerjakan soal-soal dalam situasi yang tenang
  - Lainnya. Sebutkan \_\_\_\_\_

*Terima Kasih*

**APPENDIX B**

**THE NEEDS ANALYSIS  
DATA**

### THE RESULT OF THE NEEDS ANALYSIS QUESTIONNAIRE

No	Aspects	Questions / Statements	Items to answer	N	F	Percentage
<b>1</b>	<b>Target Needs</b>					
	<b>Necessities</b>	What is your main goal of studying English?	a. To get successfulness in English National Examination	82	32	<b>39 %</b>
			b. To get equipped with sufficient English ability for future job as a pharmacist	82	15	18.3 %
			c. to get equipped with sufficient English ability to continue the study to the Pharmacy Department at University	82	20	<b>24.3 %</b>
			d. To get equipped with sufficient English ability to continue the study to any Department at University	82	7	8.5 %
			e. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	82	3	3.6 %
			f. Etc.	82	5	6 %
		When I am working as a pharmacist, I	a. a way of communication with foreign customers	82	28	<b>34.1 %</b>



		will use English as ...	coming to the drugstore			
			b. modalities for studying Pharmacy books written in English	82	26	<b>65 %</b>
			c. modalities to comprehend the instruction on any medical packages	82	25	31.7 %
			d. modalities to comprehend and writing any kinds of letter/memo/invitation to the others in English	82	3	3.6 %
		I think, English for Pharmacy is..	a. Very Important	40	13	32,5 %
			b. Important	40	27	<b>67.5 %</b>
			c. Quite Important	40	0	
			d. Not Important	40	0	
		Types of texts that I will face when becoming a pharmacist are about...	a. Kinds of diseases and the ways to cure them	56	21	<b>37.5 %</b>
			b. Kinds of medications and their indication	56	30	<b>53.5 %</b>
			c. Etc	56	5	8.9 %
		Skills and knowledge that I will occasionally use is / are ...	a. Listening	143	23	16 %
			b. Speaking	143	38	<b>26.5 %</b>
			c. Reading	143	25	<b>17.4 %</b>
			d. Writing	143	17	11.8%
			e. Grammar	143	19	13.28 %
			f. Vocabulary	143	21	14.68 %
			g.	143		
		Language activity that I will occasionally use is / are ...	a. Greeting and welcoming customers, and thanking	134	29	<b>21.6 %</b>
			b. Asking for the customers' condition	134	21	<b>15.6 %</b>

			c. Giving suggestions about the most appropriate medication	134	13	9.7 %
			d. Giving particular advice, such as advising customer to go to Hospital, etc.	134	12	8.9 %
			e. Giving suggestions about what should/should not be consumed during the period of getting sick	134	20	14.9 %
			f. Writing prescription by using particular terms	134	17	12.6 %
			g. Writing a memo/any kinds of short functional message to the partners	134	4	2.9 %
			h. Understanding particular signs and symbols of Pharmaceutical matters	134	18	13.4 %
			i.	134		
	<b>Lacks</b>	So far, my English proficiency is at the level of ...	a. Beginner, being able to communicate in daily life context	40	20	50 %
			b. Intermediate, being able to communicate in any kinds of discourse	40	20	30 %
			c. Advanced, being able to communicate in English in any discourse fluently and accurately	40		
		So far,	a. < 100 words	39	23	58.9 %

		number of vocabulary on Pharmacy that I have already known is / are ...	b. 100 – 500 words	39	15	38.4 %
			c. 500 – 1000 words	39	1	2.5 %
			d. > 1000 words	39		
		When I perform written and spoken English, it is difficult for me when I have to ...	a. Express particular language functions (greeting, giving advice, showing sympathy, etc.)	81	13	16 %
			b. Describing particular things, characteristics of particular things in English	81	10	12.3 %
			c. Comprehending particular terms, especially terms on Pharmacy	81	20	<b>24.6 %</b>
			d. Memorizing the patterns (formulas of tenses)	81	17	<b>20.9 %</b>
			e. Comprehending a particular time schedule	81	3	3.7 %
			f. Comprehending particular signs and symbols on Pharmacy	81	9	11.1 %
			g. Writing memo / invitations for particular addressee	81	9	11.1 %
			h.	81		
	<b>Wants</b>	Generally, I want to learn English so that...	a. I am able to master vocabularies, both the general or Pharmaceutical ones	110	34	<b>30.9 %</b>
			b. able to master	110	31	<b>28,1 %</b>

			grammar well				
			c. ble to use any kinds of words, sentences and expressions in English to communicate	110	31	<b>28,1 %</b>	
			d. able to differ the formality of the expressions	110		<b>12.7%</b>	
<b>2.</b>	<b>Learning Needs</b>						
	<b>Input</b>	When I am learning reading and writing I want to have ...	a. Simple texts about kinds of diseases and ways of curing them	65	25	<b>38.4 %</b>	
			b. Simple texts about kinds of medications	65	10	15.3 %	
			c. Simple texts containing terms on Pharmacy	65	14	21.5 %	
			d. Examples of dialogues between a pharmacist and his/her customer	65	16	<b>24.6 %</b>	
			e.	65			
		When I learn reading and writing, I suppose to have the text with the length of ...	a. < 250 words	39	19	<b>48.7 %</b>	
			b. 251 – 350 words	39	13	33.3 %	
			c. 351 – 450 words	39	4	10.2 %	
			d. > 450 words	39	3	7.6 %	
		I think, the availability of relevant pictures in the materials is ...	a. Very helpful	40	35	<b>87.5 %</b>	
			b. Helpful	40	5	12.5 %	
			c. Quite helpful	40			
			d. Not helpful	40			
		<b>Procedures</b>	When I learn reading,	a. Matching statements	88	12	13.6 %

		types of tasks that I like is / are ...	b. Answering questions based on the readings	88	21	<b>23.8 %</b>
			c. Reading aloud a particular text in front of the class	88	8	<b>9 %</b>
			d. Analyzing meanings of particular vocabulary based on the context read	88	16	<b>18.1 %</b>
			e. Analyzing meanings of particular expressions and their usage by using the context given	88	14	<b>15.9 %</b>
			f. Choosing the statements whether they are True / False	88	17	<b>19.3 %</b>
			g.	88		
		When I learn writing, types of tasks that I like is / are ...	a. Completing a dialogue between a pharmacist and his/her client	<b>62</b>	<b>13</b>	<b>20.9 %</b>
			b. Writing a simple text about a particular problem	62	11	<b>17.7 %</b>
			c. Completing banks on an incomplete text	62	18	<b>29%</b>
			d. Arranging jumbled paragraph into a well meaningful paragraph	62	17	<b>27.4 %</b>
			e. Identifying and correcting sentences that are grammatically incorrect	62	3	<b>4.8 %</b>
			f.	62		

		When I learn vocabulary, types of tasks that I like is / are ...	a. Matching the words and its context	74	16	21.6 %
			b. Translating words and terms	74	28	<b>37.8 %</b>
			c. Completing a paragraph by using given words	74	20	<b>27 %</b>
			d. Completing a paragraph by using own words	74	7	9.4 %
			e. Identifying parts of speech in a text	74	3	4 %
			f.	74		
	<b>Setting</b>	When I learn reading and writing, the tasks given by the teacher are better to do ...	a. Individually	48	13	27 %
			b. In pairs (2 students)	48	16	<b>33.3 %</b>
			c. In a small groups ( 3 – 4 students)	48	14	<b>29%</b>
			d. In a big groups ( 5 or more students)	48	4	8.3 %
			e. <i>Unlimited</i>	48	1	2 %
	<b>Teacher's Role</b>	When I learn reading and writing, it is better if the teacher ...	a. Explains the formulas and the gives tasks to the students	73	19	<b>26 %</b>
			b. Leads the students in discussing a particular text	73	18	<b>24.6 %</b>
			c. Reads a text aloud and translate it together with the students	73	13	17.8 %
			d. Gives a simple explanations about the materials and then lets the students explore the tasks	73	14	19.1 %
			e. Walks around the classroom and observing the	73	8	10.9 %

			students when doing the tasks			
			f. Explains the materials while sits on the front desk	73	1	1.3 %
	<b>Learner's role</b>	When I learn reading and writing, it is better if the students ...	a. Listen to the teacher's explanation, and then copy what teacher's write or read verbatim	58	20	<b>34.4 %</b>
			b. Actively participate in a classroom discussion and share their opinion with all classmates and the teacher	58	33	<b>56.8 %</b>
			c. Learn individually in a silent classroom situation	58	4	6.8 %
			d. Etc.	58	1	1.7 %

# **APPENDIX C**

## **COURSE GRID**



## COURSE GRID

Name of the School : SMK/SMF “INDONESIA” Yogyakarta  
 Program of Expertise : Pharmacy  
 Class/Semester : X / 2  
 Standard of Competence : *Communicating in English at Novice Level*

UNIT	Unit Title	Topic	Basic Competencies	Indicators	Language Focus		Activities	Character Values	Input
					Vocabulary	Grammar			
1	<i>This white round tablet is an amoxicillin.</i>	Kinds of Medicines, their characteristics and their uses.	1. 3 Describing things, people, characteristics, time, days, months and year.	<b>Reading</b> Students are able to: - Identify the meanings of adjectives in descriptive texts  - Identify detailed information in a simple medical text  <b>Writing</b> Students are able to: - Produce a draft of a descriptive text  - Produce a simple description text about particular medicine in terms of its physical appearance	Specific terms of Pharmacy related to diseases - <i>Relieve</i> - <i>Cure</i> - <i>Diseases</i> - <i>Bacteria</i> - <i>Dispensary</i>  Kinds of Adjectives:  - <i>Shape:</i> <i>Circle</i> <i>Round</i> <i>Oval</i>  - <i>Colors:</i> <i>White</i> <i>Pale blue</i>  - <i>Size:</i> <i>Small</i>	- Appropriate order of adjective (Adjective in Series)  - The use of Simple Present Tense (S+V1+O)	<b>Reading:</b> - Discussing the meanings of adjectives in a simple descriptive text  - Matching the pictures with appropriate adjectives  - Answering some questions based on the text  - Determining a statement whether it is <i>True</i> or <i>False</i>  <b>Writing</b> - Completing missing words of a text - Arranging jumbled sentences into a	- Respect - Creativity	<b>Reading</b> - Simplified and adapted texts about kinds of medicines, their characteristics and uses.  <b>Writing</b> - Simplified and adapted texts about kinds of medicines, their characteristics and uses.

							<p>good paragraph</p> <ul style="list-style-type: none"> <li>- Writing a draft of a simple descriptive text</li> <li>- Writing a simple description about kinds of medicines</li> </ul>		
UNIT	Unit Title	Topic	Basic Competencies	Indicators	Language Focus		Activities	Character Values	Input
					Vocabulary	Grammar			
2	<i>To : All pharmacists of Siaga Medika</i>	Dosage of taking medicine	1.6 Understanding simple memo and menus, schedules and signs.	<p><b>Reading</b> Students are able to:</p> <ul style="list-style-type: none"> <li>- Identify the basic functions and generic structures of a memo</li> <li>- Identify detailed information (intended messages) in a memo</li> </ul> <p><b>Writing</b> Students are able to:</p> <ul style="list-style-type: none"> <li>- Produce a draft of a memo</li> </ul>	<p>Words related to memo and schedule:</p> <ul style="list-style-type: none"> <li>- <i>memo</i></li> <li>- <i>formal</i></li> <li>- <i>informal</i></li> <li>- <i>prefer</i></li> <li>- <i>brief</i></li> </ul>	<p>The use of <i>Bare Infinitive</i> as <i>imperative verbs</i> (Drink it, Eat it)</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Studying the differences between a formal and informal memo</li> <li>- Finding out the meaning of particular terms on medics in an example of memo</li> <li>- Matching the terms with appropriate meanings</li> <li>- Determining a statement whether it is <i>True</i> or <i>False</i></li> <li>- Answering questions based on the memo</li> </ul>	<ul style="list-style-type: none"> <li>- Carefulness</li> <li>- Consciousness</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Examples of a memo</li> <li>- Examples of schedule</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Examples of memo and schedule</li> </ul>


				- Produce a memo based on the context given			and menu given  <b>Writing:</b> - Arranging jumbled sentences into a good memo  - Producing a draft of a memo  - Producing an informal memo		
UNIT	Unit Title	Topic	Basic Competencies	Indicators	Language Focus		Activities	Character Values	Input
					Vocabulary	Grammar			
3	<i>The label shows that the Medicine is for rectal Use only.</i>	Prescription of a particular medicine	1.6 Understanding simple memo and menus, schedules and signs.	<b>Reading:</b> - Identify detailed information in a schedule  - Identify medical symbols and signs and their meanings  <b>Writing:</b> - Determining the meanings of signs in pharmacy and hospital  - Produce a simple schedule	Terms occasionally found in pharmaceutical labels, signs and symbols:  <i>-rectal</i> <i>-insomnia</i> <i>-drowsiness</i> <i>-dizziness</i> <i>-crush</i> <i>-signs</i> <i>-label</i>	The Use of Modals (Should and Should Not)  - Have to - Does not have to - Should... - Should not...	<b>Reading:</b> - Matching the terms with appropriate meanings - Determining a statement whether it is <i>True</i> or <i>False</i> - Answering questions about particular signs and symbols of Pharmacy - Answering questions about particular schedule	- Awareness - Courage	<b>Reading :</b> - Examples of signs and symbols of medical and pharmacy  - Example of simple prescription  - Examples of signs and symbols of medical and pharmacy  <b>Writing:</b> - Examples of schedule

				based on the provided information			<b>Writing:</b> <ul style="list-style-type: none"> <li>- Answering questions based on the schedules</li> <li>- Arranging jumbled sentences into a good paragraph</li> <li>- Writing a simple description about particular symbols and signs</li> <li>- Develop a simple schedule based on given information</li> </ul>		- Pictures of Symbols and signs on Pharmacy
UNIT	Unit Title	Topic	Basic Competencies	Indicators	Language Focus		Activities	Character Values	Input
					Vocabulary	Grammar			
4	<i>Pharmacognosy is a branch of pharmacy concerning with natural medication.</i>	Chemical and Herbal Medicines	1.7 Comprehending foreign words and terms and simple sentences based on forms	<b>Reading</b> Students are able to: <ul style="list-style-type: none"> <li>- Identify the meanings of words in a medical text</li> <li>- Identify the detailed information in a text containing foreign words and terms</li> </ul>	Terms usually used in a text of natural medication:  <i>-herbal</i> <i>-natural</i> <i>-plants</i> <i>-ginger</i> <i>-relieve</i> <i>-healing</i>	The use of <ul style="list-style-type: none"> <li>- If Clause: (Type I, II, III)</li> <li>- The Use of Passive Voice (S+ to be+V3)</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>- Discussing the meanings of particular words/terms provided within the text</li> <li>- Answering some questions based on the text containing foreign words and terms</li> <li>- Determining a</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness</li> <li>- Cooperation</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>- Examples of simple texts about medicine containing <i>If Clause</i> and <i>Passive Voice</i></li> <li>- Examples of simple texts containing foreign words on medicine</li> </ul>

				<p><b>Writing</b> Students are able to:</p> <ul style="list-style-type: none"> <li>- Produce sentences based on the forms given</li> <li>- Produce a draft of a paragraph containing technical words on medicine</li> <li>- Produce a simple paragraphs based on the forms given</li> </ul>			<p>statement whether it is <i>True</i> or <i>False</i></p> <ul style="list-style-type: none"> <li>- <i>Finding literal meanings of pharmacy terms</i></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Breaking up passive voice sentences into its parts</li> <li>- Arranging jumbled sentences into a good paragraph</li> <li>- Writing a draft of paragraph containing <i>If Clause</i> and <i>Passive Voice</i> based on some pictures and clues</li> <li>- Writing a paragraph containing <i>If Clause</i> and <i>Passive Voice</i> based on pictures without any clues.</li> </ul>		<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Simplified texts containing <i>If Clause</i> and <i>Passive Voice</i></li> <li>- Examples of simple texts containing foreign words on medicine</li> </ul>
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## **APPENDIX D**

### **THE FIRST DRAFT OF THE MATERIALS**



**This small, round, white tablet is an amoxicilin.**

When you work as a pharmacist, you will be required to read many texts about pharmacy, not to mention about kinds of medicines in terms of their forms and their uses. You will also have to be able to describe those kinds of medicines and their uses. So, in this unit you are going to learn about how to describe medicines in terms of their forms, colors, shape, and uses to cure particular diseases.

**UNIT 1**



### TASK 1

*Study the pictures below. Match the pictures with appropriate terms provided on the box. Do it individually.*



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4



Picture 1.5

**orange**

/ˈbrɪndʒ/

**blue**

/bluː/

**round**

/raʊnd/

**small**

/smɔːl/

**oval**

/ˈəʊv əl/



## TASK 2

**Study the picture below. Individually, give a circle in the adjective that describe the picture of pills below. You may choose more than one adjectives.**



Picture 1.6

oval	green	huge	expensive	white
round	orange	small	bitter	blue
triangle	red	tiny	sweet	yellow



## TASK 3

**Read the following text. In pairs, underline the adjective that you find within the text.**

### ***Decolgen***

*Decolgen* is a well-known brand of medicine in Indonesia. *Decolgen* is available in the form of small pills containing three layers of colors; white, yellow and orange. These small and round pills are also affordable and available in the drugstores. People usually take a pill when he or she is suffering from cold and influenza.



Picture 1.7





## TASK 4

Luna is trying to find 8 (eight) adjectives in this box. Help her by giving a circle on each adjective that you can find.

Picture 1.8

C	I	O	R	P	I	S	H	E	D
I	V	U	I	R	B	L	U	E	U
R	O	W	R	N	K	I	N	G	S
C	R	H	A	L	M	A	T	S	T
L	Y	I	F	A	O	T	E	M	I
E	S	T	A	B	V	I	R	A	F
W	R	E	C	T	A	N	G	L	E
U	O	P	M	A	L	Y	O	L	N
T	U	I	R	N	G	U	A	P	S
E	N	V	I	R	O	S	D	O	E
N	D	O	V	E	R	S	I	O	N



The adjectives that you find will be discussed frequently in this unit.



## TASK 5

After finding the adjectives on the box above, write down the adjectives in the table and find their meanings. Do it in pairs.

Adjectives	Category	Meanings
Circle	Shape	Bulat / Lingkaran



## TASK 6

Study the following words. These are kinds of Adjectives that we will study in this chapter.

Words	Pronunciation	Meanings
opinion	/ə <sup>1</sup> ˈpɪnjən/	<i>pendapat</i>
size	/saɪz/	<i>ukuran</i>
quality	/ˈkwɒlɪti/	<i>kualitas</i>
shape	/ʃeɪp/	<i>bentuk</i>
color	/ˈkʌlə r /	<i>warna</i>
material	/mə <sup>1</sup> ˈtɪəriəl/	<i>bahan</i>



Picture 1.9



### THE USE OF ADJECTIVES

Have you ever heard the word "adjectives"? Yes, you must have heard that. What is meant by adjective?

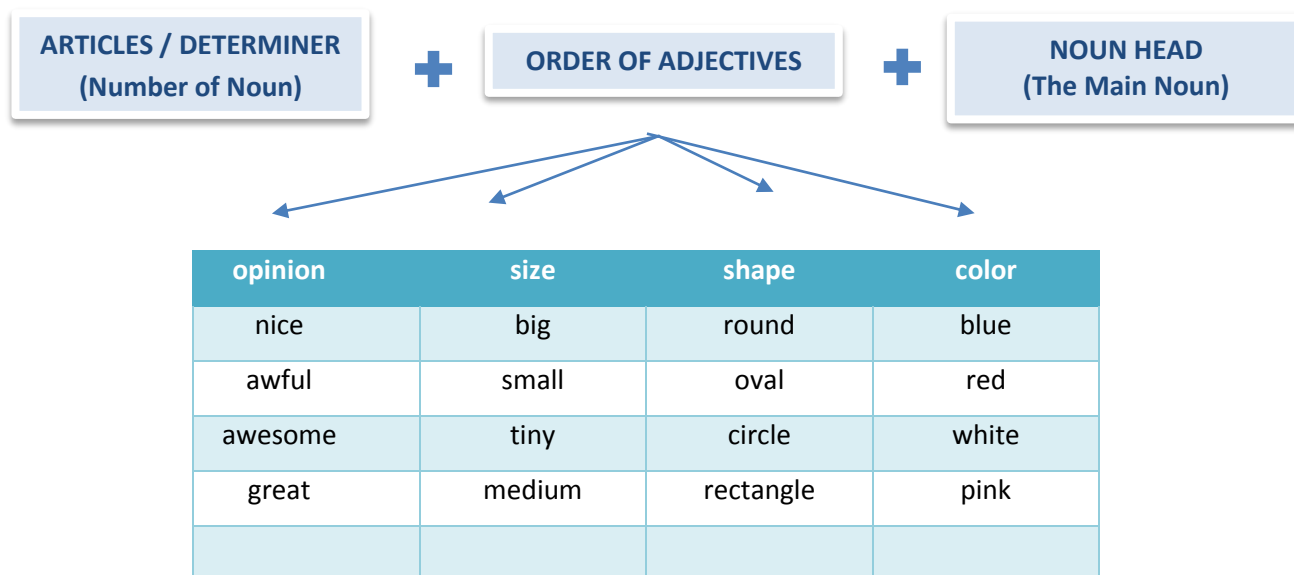
**Adjectives** can be defined as one of part speeches that functions as compliment of a noun. Below are examples of the use of adjective in simple sentences.

1. *My home is very big.*

→ In this example, the word "big" explains the home.

Now, what if the number of adjectives in a sentence is more than one adjective?

When we are about to mention more than one adjectives in a single noun, we have to follow the order of adjectives, presented as follows.



Examples:

1. I have two small, round, blue pills of Aspirin.

DETERMINER

ADJECTIVES

NOUN HEAD

2. There are some nice, big, oval, white tablets of Ampicillin.

DETERMINER

ADJECTIVES

NOUN HEAD



## TASK 7

**Read the following text. Individually, answer the questions that follow.**

### *Aspirin*

Have you ever seen a pill of aspirin? How does it look like? Yes. You are right. Aspirin are mostly in the form of pills. They are circle white small pills used to relieve diseases like headache. The colors of aspirin are also various. Some colors of aspirin pills are yellow, pale blue and also pink. They are available on any drugstore and quite affordable.



Picture 1.10

1. What is the text about?
2. How does an aspirin pill look like?
3. What colors can be found in aspirin pills?
4. Where can you find this medicine?
5. What disease can be cured by taking aspirin?



## TASK 8

**Match the following pictures with the appropriate adjectives on the box. One adjective may be linked more than once. The first has been done for you.**



Picture 1.11



Picture 1.12



Picture 1.13



blue  
oval  
bitter  
small  
red  
yellow  
white  
green  
circle  
round  
big



Picture 1.14



Picture 1.15



Picture 1.16



Picture 1.17

You have learned well about kinds of adjectives. Adjectives are mostly used when we describe something. Now, we are going to move on to the next step; learning **how to describe something by using appropriate adjectives.**



## TASK 9

*Study the explanation below carefully.*

### HOW TO DESCRIBE SOMETHING



#### A. Definition

A descriptive text is a kind of text telling the readers about something specific. It may describe something from its appearance or characteristics, numbers or another parts.

#### B. Generic Structures (Parts)

There are two parts in a descriptive text. They are:

1. **General Identification**: It tells the reader about **the general description** about what will be discussed in the text.
2. **Description**: It consists of **some additional information** about something specific related to the topic.

#### C. Language Features

1. Focuses on specific participants/thing
2. The use of simple present tense (S + V1+ O/Adv.)

#### Example of a descriptive text:

Amoxicillin is one of the kinds of medicines on Penicillin family.

On one form, it is a **small, white, round** pill. In another form it is a **small, oval**, two-coloured capsule. The last form of amoxicillin can be found is in **white** liquid in a bottle. Amoxicillin, like other medicine of Penicillin family, is used to against infections.



General  
Identification



Description



## TASK 10

Read some description below. In pairs, determine whether the part is the general description or the identification of the passage. Number one has been done for you.

Text	Parts	Answer
1	It is available in capsules, oral liquid and injection. First of all, ampicillin in the form of capsule is a <b>small</b> , and <b>oval</b> one, and it has two colors (mostly blue and white). The other forms of Ampicillin medicine that can be found are liquid and injection. It is used to treat bacterial infections, such as infections of the chest and ear, by killing or stopping the growth of bacteria.	Description
	Ampicillin is another medicine of Penicillin family	General Identification
2	An antifatulent agent is a drug used for the alleviation or prevention of excessive intestinal gas.	
	Antiflatulent medication is available in the form of liquid and <b>oval</b> tablet. The color of the tablet form is <b>light brown</b> , while it is <b>pink</b> in the form of liquid.	
3	Antidiarrhoeal drugs is available in the form of tablets and <b>small</b> capsules. In the form of tablets, it is <b>small</b> and has <b>brown</b> color.	
	Antidiarrhoeal drugs cure the bacteria causing diarrhea.	
4	<i>Amikacin</i> is a family of antibiotic drugs.	
	<i>Amikacin</i> is only available in the form of liquid that is injected to the patient. The color of <i>Amikacin</i> liquid is <b>plain</b> .	
5	Paromomycin is available in the form of capsules with various colors, such as, <b>red-yellow</b> and <b>green-yellow</b> capsules. The other form is liquid that is injected into intramuscular parts of the body.	
	Paromoycin is a family of antibiotics that cures intestinal infections caused by bacteria.	

From the example above, we can see some adjectives there. The adjectives are bold typed. Can you identify them?

In a descriptive text, we also have to employ the form of **Simple Present Tense**, because the medicine that we are describing is a “general truth”.

Remember, the main indicator of Simple Present is the use of **V1**.



## TASK 11

**Study the following description about Dicloxacillin. Underline the verb that indicates the Simple Present.**

### **Dicloxacillin**

*Dicloxacillin* is another medicine on Penicilin family. It is mostly found in the form of small blue oval capsule and liquid. Like other member of Penicilin, this medicine cures many different types of bacterial infections, especially those caused by *staphylococcus* bacteria.



Picture 1.18



## TASK 12

**Read the text above again. Write down the adjectives that you can find there in the table below.**

Adjectives	Category	Meanings



## TASK 13

Study the explanation below carefully.

### SIMPLE PRESENT TENSE



When we write a description about something, we have to employ Simple Present Tense.

Simple Present Tense is a Tense that is employed when we:

1. Tell something in general
2. Describe something
3. Mentioning a general truth (truth that exists all the time)
4. Tell someone about our habits.

The form of **Simple Present Tense** is:

**S + V<sub>1</sub> + O / Adj / Adverb**

S (Subject) : I, you, they, we, he, she it, *pronoun, gerund*

V<sub>1</sub> : Verb 1

O : Object (Object of the Sentence if needed)

Adj : Adjective

Subject	Regular Verb Used	Example in Sentences	Linking Verb Used	Examples in descriptive sentences.
<b>I</b>	V1	I <b>consume</b> a pill of amoxicillin.	Am	I <b>am</b> really tall.
<b>You</b>	V1	You <b>buy</b> a pack of dicloxacillin.	Are	You <b>are</b> smart.
<b>They</b>	V1	They <b>take</b> <i>decolgen</i> three times a day.	Are	They <b>are</b> curious.
<b>We</b>	V1	We <b>get</b> an ampicillin tablet.	Are	We <b>are</b> young.



He	V1 + s/es	He <b>drinks</b> a teaspoon of Paracetamol.	Is	He <b>is</b> remarkable.
She	V1 + s/es	She <b>consumes</b> a teaspoon of antifatulent medicine.	Is	She <b>is</b> problematic.
It	V1 + s/es	This is an amoxicillin tablet. It <b>cures</b> cough.	Is	This tablet is very small. <b>It</b> is an ampicillin pill
Singular pronoun (It)	V1 + s/es	This is an amoxicillin tablet. It <b>cures</b> cough.	Is	This tablet is very small. It <b>is</b> an ampicillin pill.
Plural pronoun (They, These, Those)	V1	These are amoxicillin tablets. They <b>cure</b> cough.	Are	These tablets are red. They <b>are</b> amoxicillin.



## TASK 14

Read the sentences on the table below. Determine whether the sentence is true or false. Give a tick (✓) on the True column if the sentence is True and vice versa. If the statements are false, make corrections of them.

No	Sentence	True	False	Correction
1	This tablet are an amoxicillin.		✓	This tablet <b>is</b> an amoxicillin.
2	This <i>paromomycin</i> capsule cure intestinal infections.			
3	This small blue capsule is a <i>dicloxacillin</i> .			
4	Almira buy three packages of <i>Paracetamol</i> .			
5	This amoxicillin tablet cures cough.			
6	There is three tablets of antifatulent drugs on the show case.			
7	The color of <i>Amikacin</i> liquid is plain.			



## TASK 15

**Arrange the adjectives below into the correct order. Do it individually.**

1. Andi takes a (round/small/white) tablet of *Aspirin* twice a day.

**Answer :** \_\_\_\_\_

2. Hanny prepares a medicine. She puts the (blue/small/round) pills to a plastic package.

**Answer :** \_\_\_\_\_

3. Bobby gives a bottle of (blue/liquid) medicine, called *Antacid* to a patient suffering from gastritis.

**Answer :** \_\_\_\_\_

4. My mother inhales a (small/long/white) inhaler from a drugstore to relieve cold she is suffering from.

**Answer :** \_\_\_\_\_

5. Ani is a pharmacist. She gives a (gelatinous/ short/ round) capsule of antidiarrhoea to a patient.

**Answer :** \_\_\_\_\_



## TASK 16

**Read the following sentences. Rearrange the sentences below into the correct order to make a good paragraph. Do it in pairs.**

1. In one form antacids is available in blue liquid.

2. Antacids is a medication to cure gastritis.

3. The other forms are small tablets.

4. This medicine is available in the drugstores.

5. The colors of those tablets are pink, light blue and orange.

Rewrite those jumbled sentences here.



### TASK 17

**Study the following text. Complete the blank spaces with appropriate words provided on the box. The words to complete may be Adjectives, Verb or Noun.**

#### Paracetamol

Have you ever got fever? What medicine did you take? Yes, paracetamol. Paracetamol is widely available and cheap. It is the \_\_\_\_\_ pain medicine to reduce fever. In the market, paracetamol is commonly found in the form of tablet (pills), \_\_\_\_\_ liquid and injection. In the forms of pill, a paracetamol pill is commonly small, \_\_\_\_\_, white ones. For the liquid one, the colors of the liquid may vary, such as \_\_\_\_\_, red, yellow and white. Finally, for the injection one, the liquid is placed in a small bottle. Paracetamol can be given to \_\_\_\_\_ under the doctor's prescription.



Picture 1.19

medicine      purple      safest      oral      oval      toddlers



## TASK 18

*Study the pictures below. Fill in the blanks by using information provided in the picture.*



Picture 1.20

Name of Medicine : \_\_\_\_\_

Shape of Medicine : \_\_\_\_\_

Colors of Medicine : \_\_\_\_\_

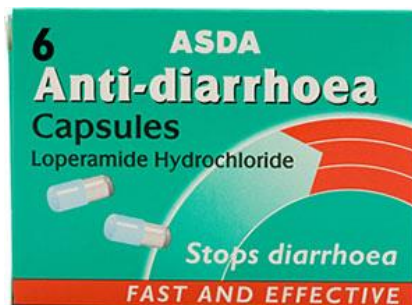


Picture 1.21

Name of Medicine : \_\_\_\_\_

Shape of Medicine : \_\_\_\_\_

Colors of Medicine : \_\_\_\_\_



Picture 1.22

Name of Medicine : \_\_\_\_\_

Shape of Medicine : \_\_\_\_\_

Colors of Medicine : \_\_\_\_\_



## TASK 19

***Based on the information above, make a draft of 50 – 100 words. Choose one of the pictures above. Do it individually.***



Write down your draft based on the guidelines below.

**Title :**

.....

**General Identification:**

.....

.....

.....

**Description:**

.....

.....

.....

.....

.....

To test your understanding about this material, after finishing making the draft, try to read your friend's work and underline the mistakes there. Yours may also be read by your friends to check whether you have made mistakes or not.





## TASK 20

**Write a simple description text by following the conditions below. Do it individually.**

### Conditions:

1. Write at about 100 - 200 words.
2. Employ the guidelines of making a descriptive paragraph.
3. Choose one of the topics below:
  - a. *Medicine that you have at your house.*
  - b. *Medicine that you have ever consumed*
  - c. *Medicine that you often find in a pharmacy/drugstore.*
4. Do not forget to put appropriate adjectives (size, colors, shape and materials).



## TASK 21



Find a medicine at your house. Draw it and make a short (30 – 50 words) descriptive passage about it. You may also add information about the use of the medicine. Do not forget to employ the guideline that we have learned before.

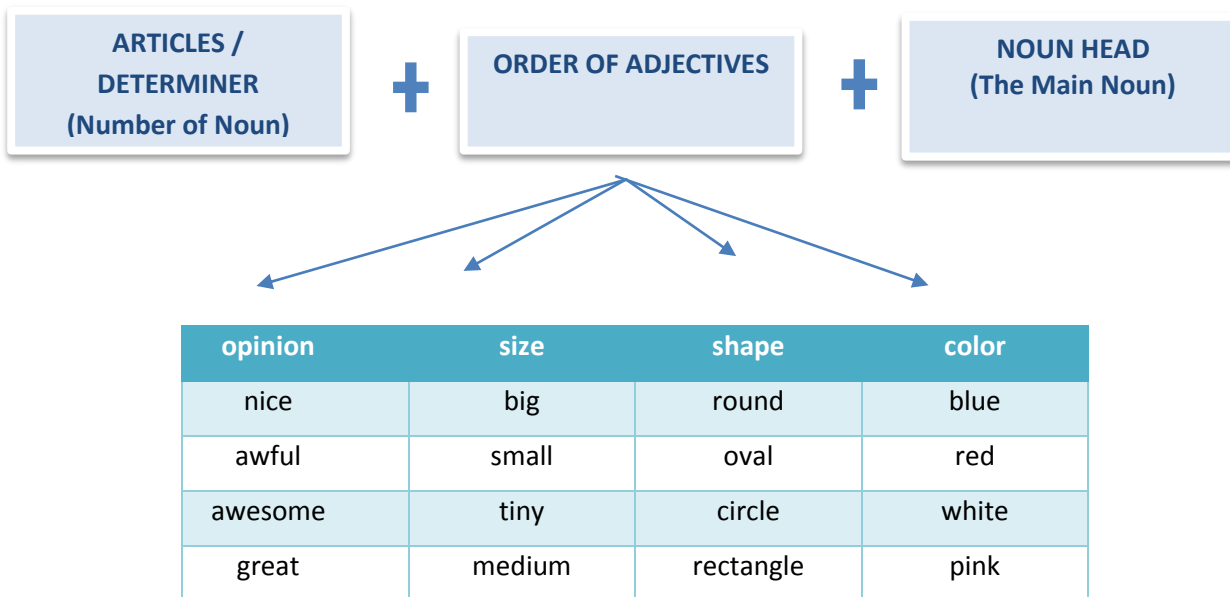


Hi, there!

What have you learned throughout this unit?  
Let's sum up what we have learned!

## A. PROPER ORDER OF ADJECTIVES

Here is the proper order of adjectives that we have learned:



## B. HOW TO DESCRIBE SOMETHING

### A. Definition

A descriptive text is a kind of text telling the readers about something specific. It may describe something from its appearance or characteristics, numbers or another parts.

### B. Generic Structures (Parts)

There are two parts in a descriptive text. They are:

1. **General Identification:** It tells the reader about **the general description** about what will be discussed in the text.
2. **Description :** It consists of **some additional information** about something specific related to the topic.

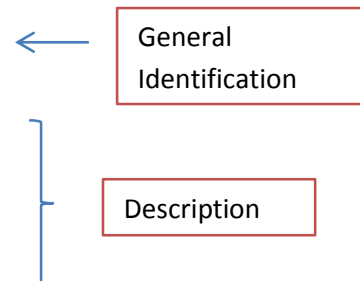
### C. Language Features

1. Focuses on specific participants/thing
2. The use of simple present tense (S + V1+ O/Adv.)

#### Example of a descriptive text:

Amoxicillin is one of the kinds of medicines on Penicillin family.

On one form, it is a **small, white, round** pill. In another form it is a **small, oval**, two-coloured capsule. The last form of amoxicillin can be found is in **white** liquid in a bottle. Amoxicillin, like other medicine of Penicillin family, is used to against infections.



### C. THE USE OF SIMPLE PRESENT TENSE

When we write a description about something, we have to employ Simple Present Tense.

Simple Present Tense is a Tense that is employed when we:

1. Tell something in general
2. Describe something
3. Mentioning a general truth (truth that exists all the time)
4. Tell someone about our habits.

The form of **Simple Present Tense** is:

**S + V1 + O/ Adj/ Adverb**

S (Subject) : I, you, they, we, he, she it, *pronoun, gerund*

V1 : Verb 1

O : Object (Object of the Sentence if needed)

Adj : Adjective





Words	Pronunciation	Indonesian Meanings
red	/red/	merah
white	/waɪt/	putih
purple	/ˈpɜːpl/	ungu
small	/smɔːl/	kecil
big	/bɪɡ/	besar
round	/raʊnd/	bulat
oval	/ˈəʊv əl/	oval/lonjong
medication	/ˌmedɪˈkeɪʃ ə n/	pengobatan
acute	/əˈkjuːt/	akut
liquid	/ˈlɪkwɪd/	larutan/cairan
infections	/ɪnˈfekʃ ə n/	infeksi
proper	/ˈprɒpər /	cocok
particular	/pəˈtɪkjʊlər /	khusus
allergic	/əˈlɜːdʒɪk/	alergi
medicine	/ˈmedɪsən/	obat
amount	/əˈmaʊnt/	jumlah
cure	/kjʊr/	mengobati
dispensary	/dɪˈspentsəri/	toko obat
drugstore	/ˈdrʌɡstɔːr /	apotek
pharmacy	/ˈfɑːməsi/	pusat obat
opinion	/əˈpɪnjən/	pendapat
size	/saɪz/	ukuran
quality	/ˈkwɒlɪti/	kualitas
shape	/ʃeɪp/	bentuk
color	/ˈkʌlə r /	warna
material	/məˈtɪəriəl/	bahan



*This is the time to reflect what you have been learning so far. Have you understood all ? Let's check.  
Give a tick (v) on the column of the statements related to what you have been learning.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I am able to understand the kinds of adjectives (Size, Color, etc.)						
2	I am able to understand the meanings of adjectives						
2	I am able to understand the proper use of adjective						
3	I am able to identify the generic structure (parts) of a descriptive text.						
4	I am able to produce a simple draft of a descriptive text.						
5	I am able to write a simple descriptive text containing particular adjectives.						



Picture 1.1 [www.depositphotos.com](http://www.depositphotos.com)

Picture 1.2 [www.indiamart.com](http://www.indiamart.com)

Picture 1.3 [news.vanderbilt.edu](http://news.vanderbilt.edu)

Picture 1.4 [www.dogarthritisisblog.info](http://www.dogarthritisisblog.info)

Picture 1.5 [www.nutsinbulk.com](http://www.nutsinbulk.com)

Picture 1.6 [ramp.ie](http://ramp.ie)

Picture 1.7 [www.mimsonline.com](http://www.mimsonline.com)

Picture 1.8 <http://www.womansday.com/cm/womansday/images/GE/pharmacist-insider-secrets-mdn.jpg>

Picture 1.9 [www.google.com/search](http://www.google.com/search)

Picture 1.10 <http://ebae.net/pill-image/gravol-50-anti-nauseant.jpg>

Picture 1.11 <http://www.medicinestransparency.org/meta-countries/ghana/>

Picture 1.12 <https://healthy.kaiserpermanente.org/static/drugency/images/TEV31250.JPG>

Picture 1.13 [www.dogarthritisisblog.info](http://www.dogarthritisisblog.info)

Picture 1.14 <http://www.everydayhealth.com/drugs/images/multum/Amoxicillin%20500%20mg-RAN.jpg>

Picture 1.15 <http://footage.shutterstock.com/clip-486550-stock-footage--d-animated-pill.html>

Picture 1.16 [http://thumbs.dreamstime.com/thumblarge\\_87/11594502580iEgUv.jpg](http://thumbs.dreamstime.com/thumblarge_87/11594502580iEgUv.jpg)

Picture 1.17 [djfree.blogspot.com](http://djfree.blogspot.com)

Picture 1.18 [pharm.kku.ac.th](http://pharm.kku.ac.th)

Picture 1.19 <http://arsiv.ntvmsnbc.com/news/283022.jpg>

Picture 1.20 [www.realsimple.com](http://www.realsimple.com)

Picture 1.21 [www.women-health-info.com](http://www.women-health-info.com)

Picture 1.22 [www.mysupermarket.co.uk](http://www.mysupermarket.co.uk)



Once you work at a pharmacist, especially in a hospital pharmacy, you will occasionally be given a memo containing special prescription of a medicine. As a good pharmacist you have to be able to understand what is intended in the memo. So, in this unit, you are going to learn to understand and produce a memo, and understand signs on pharmacy. Let's start.

## UNIT 2



### TASK 1

*Study the following words. Find their meanings and write them down in the blank spaces.*

Memorandum

Formal

Informal

Brief

_____	_____	_____	_____
_____	_____	_____	_____



## TASK 2

Study the following informal memo. Individually, answer the questions that follow.

Hi, Andy.

I will be returning lately tonight. Do not forget to take your Aspirin this afternoon. No more than a pill as the dosage, please. Do not forget to ask your little brother to take the *Panadol*. I don't want him to get worse. Don't ignore it, honey.

Lovely,  
Mommy.




1. What is the memo about?
2. Who is the writer of the memo?
3. To whom is the memo addressed?
4. Where can you find such this memo? Discuss it with your partner.
5. Have you ever found such a memo? To whom the memo was addressed?



## TASK 3

Study the following memo. Compare the following memo to the memo above. Mention the differences of both kinds of memo on the following table. Do it in pairs.

 <b>FARMA MEDIKA</b> Drugstore, Dispensary and Health Consultant Jl. DI. Panjaitan, Karawang, Indonesia	
MEMO	
Thursday, January 23 <sup>rd</sup> 2012	
To : All pharmacists	
From : Mr. Rudi (head of Manager)	
Subject: <u>Organizing the medicine</u>	
I'm on my way to Singapore till next two weeks. Please re-categorize the medicine by referring to the guide book. Make a list of the medicines urgently	

needed. Sent the list to my e.mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com). Three days from the date on the memo will be the last day to send the file. Thank you.

Rudi Budiarto  
Head of Manager

Memo 1	Memo 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5



#### TASK 4

*Read the memo from Mr. Rudi again. Individually, answer the questions below.*

1. What is the memo about?
2. To whom the memo is for?
3. Who is Mr. Rudi? What is he asking for?
4. What days will be the latest day to send the file?



The main differences between a formal memo is that a formal memo can usually be found in a formal institution, while the informal one can be seen in our house (if any). The language and the format is also different. Can you identify them?



#### TASK 5

*Read the memo below. Then, determine whether the statements are True or False by giving a tick (v) on the appropriate column.*

## MEMO

To : Anita  
From : Rudy

Thanks for the aspirin you gave me yesterday when I had my headache. After taking it for three times each day for two days, as the dosage of it, I feel much better. I want to ask for a stripe more in case I feel this later. Lot of laugh. Anyway, thanks a lot for your help.

Love

No	Statements	True	False	Correction
1	The memo is about offering a medicine.		√	The memo is about <b>thanking</b> .
2	The sender of the memo is satisfied with the medicine given.			
3	The medicine should be taken more than three times a day.			
4	The sender of the memo was suffering from headache before she asked for her friend's help.			
5	The sender asks for more stock medicine since she is not getting well.			



### TASK 6

Study the explanation below. Ask your teacher if you find difficult words.



*A memo is a written message sent by someone or department to another in the same business organization. It is used to deliver a particular message (not the confidential one) from a staff to another. There are two kinds of memos; Formal and Informal. The formal is usually available at formal institution, while the informal one can be seen at our house or other informal institutions.*

There are three parts of a memo; heading, memo identity and memo body.

		<b>FARMA MEDIKA</b> <i>Drugstore, Dispensary and Health Consultant</i> Jl. DI. Panjaitan, Karawang, Indonesia	] Heading
MEMO			
		Thursday, January 23 <sup>rd</sup> 2012	Memo Identity
To : All pharmacists From : Mr. Rudi (head of Manager) Subject: <u>Organizing the medicine</u>			
I'm on my way to Singapore till next two weeks. Please re-categorize the medicine by referring to the guide book. Make a list of the medicines urgently needed. Send the list to my e-mail account at <a href="mailto:rudi_budiarto@gmail.com">rudi_budiarto@gmail.com</a> . Three days from the date on the memo will be the last day to send the file. Thank you.			Memo Body
Rudi Budiarto Head of Manager			



The language in a memo is very straightforward. It employs the concept of Imperative verbs, to get someone to do something. The explanation about imperative verb is delivered below.

### IMPERATIVE VERB



In the memo above you find:

- **Make** a list of the medicines urgently needed.
- **Send** the list to my e-mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com)

The sentence is initiated with the use of V1 functioning as an order. The verb used as an order is called **Imperative Verbs**, since it gets someone to do something.

Make a list of the medicines urgently needed.

Verb 1 used as an imperative verb.





## TASK 7

**Re-arrange the following words into a correct order. Do it individually. Number one has been done for you.**

1. medicine – the – referring – by – categorize – book - guide

**Answer :** Categorize the medicine by referring to the guide book.

**Imperative Verb :** Categorize

2. the – put- into – medicine – medical – the - plastic.

**Answer :** .....

**Imperative Verb :** .....

3. doctor– ask – the – to – get – medicine – the – box - in.

**Answer :** .....

**Imperative Verb :** .....

4. three – the – patient – give – pills – aspirin – of.

**Answer :** .....

**Imperative Verb :** .....

5. to– patient – ask – the – twice a day – paracetamol – the.

**Answer :** .....

**Imperative Verb :** .....



## TASK 8

**Read the exercise above again. Put the imperative verb on the column below and find their meanings. You may consult to your dictionary.**

No	Imperative Verb	Meanings
1	Categorize	Kategorikan
2		
3		
4		
5		



## TASK 9

**Read the menu below. In pairs, study the characteristic of the menu below.**

Riani is a diabetic. She has to have a strict menu that may avoid him to suffering from worse diabetes. Here is the menu of her daily diets.

# Menu for Diabetics

## Breakfast

- 1 slice toasted whole wheat bread with 1 teaspoon margarine
- 1/4 cup egg substitute or cottage cheese
- 1/2 cup oatmeal
- 1/2 cup skim milk
- 1/2 small banana

## Lunch

- 1 cup vegetable soup with 4-6 crackers
- 1 turkey sandwich (2 slices whole wheat bread, 1 ounce turkey and 1 ounce low-fat cheese, 1 teaspoon mayonnaise)
- 1 small apple

## dinner

- 4 ounces broiled chicken breast with basil and oregano sprinkled on top
- 2/3 cup cooked brown rice
- 1/2 cup cooked carrots
- 1 small whole grain dinner roll with 1 teaspoon margarine
- Tossed salad with 2 tablespoons low-fat salad dressing
- 4 unsweetened canned apricot halves or 1 small slice of angel food cake

Picture 2.1



## TASK 10

**Study the vocabulary below. Find their meanings in your dictionary. Do it in pairs.**

Words	Pronunciation	Meanings
teaspoon	/ˈtiːspuːn/	
cottage	/ˈkɒtɪdʒ/	
oatmeal	/ˈəʊt.miːl/	
turkey	/ˈtɜːki/	
ounce	/aʊn t s/	
fat	/fæt/	
basil	/ˈbæz ə l/	
canned	/kænd/	
small	/smɔːl/	
slice	/slaɪs/	
vegetable	/ˈvedʒtəbl̩/	



## TASK 11

**Read the menu above again. Individually, answer the questions below.**

1. What fruit should she eat for breakfast?
2. How many cup of oatmeal should she eat at the breakfast?
3. How many slices of cheese should be added into the sandwich for lunch?
4. What foods should she eat to have dinner?
5. What is the condition of the carrot to eat for dinner?



## TASK 12

**Based on the menu above, determine whether the statements below are True or False by giving a tick (V) on the appropriate column. Do it individually.**

No	Statements	True	False
1	Riani is allowed to eat three apples for dinner.		
2	Riani is allowed to add sugar in the apricot for having dinner.		
3	She needs $\frac{1}{4}$ cups of egg for breakfast.		
4	The oregano for dinner should be put under the broiled chicken breast.		
5	She needs $\frac{1}{2}$ teaspoon of mayonnaise to be added on the lunch sandwich.		
6	She only needs a small banana for breakfast.		



## TASK 13

**Arrange the jumbled memo below into a good one. Do it individually.**

To : All pharmacists

From : Martin ( Head of the Drugstore)

1. Send the list to Maryo Drugs Supplier. Ask Martha for the address
2. Ask Martha for the medicine list paper.
3. I will not be here for three days since Thursday up to Saturday. I want you all to do all of these:
4. First, re-categorize the medicines on the shelf A
5. Then, make a list of medicine we need more.
6. Thank you.

Martin (Manager in Chief)

To : All pharmacists  
From : Martin ( Head of the Drugstore)

---

---

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Martin  
(Manager in Chief)



#### TASK 14

***Study the memo below. Complete the memo by using sentences provided on the box.***

To : Albert  
From : Daddy

You come home late again, son. I have left for a meeting at Panti Rapih hospital. Look after your health since you are still suffering from flu.

---

---

---

---

Daddy

- Take the amoxicillin on the drug box. Look at the prescription given by the doctor.
- Three times a day, you remember? After having breakfast, lunch and supper.
- Ask Mommy for any help. But you have to wait for her till 5 pm this afternoon. She is having a meeting on her office.



## TASK 15

**Complete the blank spaces of the memo below based on the story. Do it in pairs.**

Mr. Jason is a manager of a drugstore "SEHAT" in Yogyakarta. One day, he has to go to Jakarta to hold an annual meeting. He sends a memo to all of the pharmacists to make a monthly list about expired medicines and put the list on his desk. Help Mr. Jason to create the memo.

SEHAT Pharmacy and Drugstore	
<b>Internal Memo</b>	
To :	
From :	
Subject :	Making a list of expired medicine
Regards	
Mr. Jason	



## TASK 16

**Choose one of the stories below and write a memo based on the story you have chosen.**

### \*Story 1

Budi is the manager of "Mataram" drugstore. One day, he is going to go to Semarang to have a meeting with other managers. He asks Maria (the head of clerks of the drugstore) to arrange a weekly meeting. The report of the meeting should be sent to his email (budi\_pharm@yahoo.com) three days after the meeting is held.

### \*Story 2

Mr. Albert is an American pharmacist. He has been working at "INDONESIA" dispensary for 3 months. One day he is asking all the pharmacists at the dispensary to set a farewell party because he is returning to America soon.

### \*Story 3

Mrs. Clara is the head of pharmacist at "MAJU" drug supplier. One day, his husband is getting sick, so she is not able to come to the drugstore as usual. She, then, writes a memo to Andika, one of the pharmacists, to send a box of aspirin, three boxes of insulin and one box of antacids to 'MERDEKA" dispensary, no later than a week after the memo is released.



#### TASK 17



Find a formal memo and an informal one. You may search them on the internet or even at your house if any. Then, find the information below:

Sender : .....  
Receiver : .....  
Message : .....



#### TASK 18

Find two examples of menu for diabetics. You may find it in internet. Then, make a list of words of which you do not know the meaning.





Hi, there.

What did you get from this unit?

Let's recall them!

## 1. MEMO

A memo is a message or other information in writing sent by one person or department to another in the same business organization. The social function of a memo is as the media of asserting message in written form. A memo is often used by a higher-position man in an institution to the colleague with lower position. The message is usually simple, straightforward and direct.

There are three parts of a **Memo**:

<p style="text-align: center;">FARMA MEDIKA Drugstore, Dispensary and Health Consultant</p> <p style="text-align: center;">Jl. DI. Panjaitan, Karawang, Indonesia</p>	<p>} Memo heading</p>
<p style="text-align: center;">MEMO</p> <p style="text-align: right;">Thursday, January 23<sup>rd</sup> 2012</p> <p>To : All pharmacists</p> <p>From : Mr. Rudi (head of Manager)</p> <p>Subject: <u>Organizing the medicine</u></p> <p>I'm on my way to Singapore till next two weeks. Please re-categorize the medicine by referring to the guide book. Make a list of the medicines urgently needed. Sent the list to my e.mail account at <a href="mailto:rudi_budiarto@gmail.com">rudi_budiarto@gmail.com</a>. Three days from the date on the memo will be the last day to send the file. Thank you.</p> <p>Rudi Budiarto Head of Manager</p>	



### Types of a memo:

1. **Formal Memo:** A formal memo is usually found in an office, or any institution. It has a heading part, and is written formally.
2. **Informal Memo:** An informal memo can be usually found in a family's house and is mostly written by the member of the family to another member of the family (e.g, from the father to his son). The language used in an informal memo is more casual with the absence of memo heading.

## 2. THE USE OF IMPERATIVE VERB

Imperative verbs are commonly found in a memo. In the tasks you found:

- **Make** a list of the medicines urgently needed.
- **Send** the list to my e-mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com)

The sentence is initiated with the use of V1 functioning as an order. The verb used as an order is called **Imperative Verbs**, since it gets someone to do something.

Make a list of the medicines urgently needed.



Verb 1 used as an imperative verb.

Send the list to my e-mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com)



Verb 1 used as an imperative verb.



Words	Pronunciation	Indonesian Meanings
memo	/ <sup>1</sup> meməʊ /	memorandum
formal	/ fɔ:məl /	formal
informal	/ ɪn <sup>1</sup> fɔ:məl /	non - formal
do	/ du /	lakukan
take	/ teɪk /	ambil
from	/ frɒm /	dari
to	/ tu: /	untuk
menu	/ <sup>1</sup> menju: /	menu
preference	/ <sup>1</sup> prefə rə n t s /	pemilihan
prefer	/ prɪ <sup>1</sup> fɜ: r /	memilih
better	/ <sup>1</sup> betə r /	lebih baik
address	/ ə <sup>1</sup> dres /	tujuan
arrange	/ ə <sup>1</sup> reɪndʒ /	susun
categorize	/ <sup>1</sup> kætəg ə raɪz /	kategorikan
brief	/ brɪ: f /	singkat
messenger	/ <sup>1</sup> mesɪndʒə r /	pesan
sender	/ <sup>1</sup> sendə r /	pengirim



*This is the time to reflect what you have been learning so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have been learning.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I am able to identify the definition of a memo						
2	I am able to identify the differences between an informal memo and the formal one						
3	I am able to extract information provided in a memo						
4	I am able to understand the use of imperative verb in a memo						
5	I am able to identify information provided in a menu						
6	I am able to write a draft of a formal memo						
7	I am able to write a draft of an informal memo						
8	I am able to produce a simple memo based on the context given.						
9	I am able to write a memo freely.						



Picture 2.1 *Writer's document*




# The label shows that the medicine is for rectal use only.

Later, when you are working as a pharmacist, especially a hospital pharmacist, you will be faced with so many signs and schedules of work. It is compulsory for you to be able to understand the meanings of those signs, and symbols, and also to understand the schedule available at where you are working as a pharmacist.

In this unit, you are going to learn to understand meanings of particular symbols and signs that you will probably see. Besides, you will also be invited to learn how to understand a particular schedule,

**UNIT 3**



## TASK 1

*Study the following pictures. Give a tick (✓) on signs/labels you have ever seen and tell your friends about them.*



Picture 3.1



Picture 3.2



Picture 3.3



Picture 3.4



Picture 3.5



Picture 3.6



## TASK 2

**Study the following signs. Individually, match the pictures with the appropriate meanings by writing the number of the correct statements on the blank spaces.**



Picture 3.4



Picture 3..5



Picture 3.6



Picture 3.7

1. You are not allowed to pass this restricted area.
2. When you come to a hospital as a patient, you should do this.
3. When you need more intensive care, you will probably be asked to do this.
4. Do not turn off your phone.
5. You are not allowed to turn on any mobile phone in this area.



## TASK 3

**Study the signs on pharmacy below. Individually, determine whether the meanings of the signs are True or False by giving a tick (✓) on the proper column. Do it in pairs.**



Picture 3.8  
(1)



(2)  
Picture 3..9



(3)  
Picture 3.10



(4)  
Picture 3.11

Picture No	Statements	True	False	Correction
1	This sign means that you can rent an ambulance to go to hospital.			
2	This parking area is only for paramedic staffs.			
3	This sign tells the reader about the direction to go to particular places.			
4	This is the place is used when the rooms for patients are fully equipped and no more place to treat them.			



#### TASK 4

Study the following explanation.

#### THE USE OF MODALS (SHOULD/SHOULD NOT)

When we are going to say that we must do something or not to do something, we may use the following expressions:



##### Something to do

<i>Using Modals</i> (S + Imperative Modal+ V1+O)	<i>Using Auxiliary verb</i> (S + Have/has to + V1 + O)
1. I <b>must take</b> the medicine twice a day.	1. We <b>have to take</b> the whole medicine without crushing it.
2. The medicine <b>must be used</b> for external one.	2. She <b>has to take</b> the medicine three times a day.
3. We <b>should follow</b> the directions of consuming this medicine.	

##### Something not to do

<i>Using Modals</i> (S + Must+ Not + V1+O)	<i>Using Auxiliary verb</i> (S + Do/Does + Not + Have to + V1 + O)



1. I <b>must not take</b> the medicine with a glass of coffee or milk.	1. We <b>do not have to take</b> the whole medicine without crushing it.
2. She <b>must not drive</b> after taking the medicine.	2. He <b>does not have to drive</b> the car after consuming the medicine.
3. We <b>should not give</b> the medicine to toddler under the age of 7.	



## TASK 5

*Read the text below. In pairs, describe what the labels are about. Start by using "Must/Must not" or "Have to/Do not Have to" on the provided spaces that follow.*

Carla is a student at Pharmacy High School in Yogyakarta. When she is learning about drug labels, she gets difficulties since the labels are all written in English, Now, your duty is to help her to understand the labels.



Picture 3.11

1



2

Picture 3.12

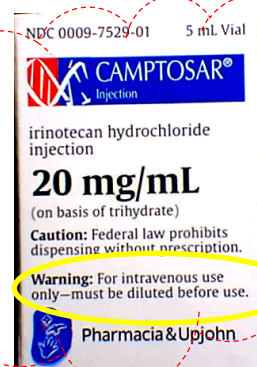


3

Picture 3.13



4



Picture 3.14

Picture 1: She must/must not \_\_\_\_\_

Picture 2: She has to/ does not have to \_\_\_\_\_

Picture 3: She should/should not \_\_\_\_\_

Picture 4: She ought to/ ought not to \_\_\_\_\_





## TASK 6

Study the following words. In pairs, find their meanings.

Words	Pronunciation	Meanings
<b>consent</b>	/kən'sent/	
<b>external</b>	/ɪk'stɜːnəl/	
<b>drowsiness</b>	/ˈdraʊzɪnəs/	
<b>medication</b>	/ˌmedɪˈkeɪʃən/	
<b>care</b>	/keə r /	
<b>refill</b>	/ˈriːfɪl/	
<b>intravenous</b>	/ˌɪntrəˈviːnəs/	
<b>prescription</b>	/prɪ'skrɪpʃən/	
<b>dilute</b>	/daɪˈluːt/	
<b>alertness</b>	/əˈlɜːtnəs/	
<b>affect</b>	/əˈfekt/	

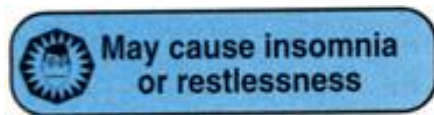


## TASK 7

Study the following medical labels and symbols. Match the symbols with their correct statements. Do it in pairs. Number one has been done for you.



Picture 3.15



Picture 3.16



Picture 3.17

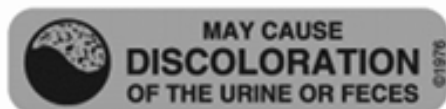
1. You are not allowed to drive yourself after consuming this medicine.
2. You have to consume this medicine thoroughly without breaking it up into pieces.
3. This medicine is never allowed to be swallowed.
4. After consuming this medicine, you will find your urine color plain.
5. You are never allowed to take this kind of medicine with your favorite juice.

THIS MEDICINE MAY AFFECT MENTAL ALERTNESS AND/OR COORDINATION. IF AFFECTED, DO NOT DRIVE A MOTOR VEHICLE OR OPERATE MACHINERY.

Picture 3.18



Picture 3.19



Picture 3.20

6. You are allowed not to sleep after taking this medicine.

7. This kind of medicine may bring you to bed.

8. Your urine will frequently pee.



## TASK 8

Study the schedule below. Individually, answer the questions that follow.

<b>'MEDIKA FARMA'</b> Drugstore and Dispensary Schedule of Health Consultant		
Days	Time/period	Doctors on Duty
Sunday	12.00 - 15.00	dr. Abdi Hakim, Apt
	17.30 - 20.00	dr. Mahmoud G, Apt, M.Kes
Monday	10.00 - 14.00	dr. Ervina Dyah, Apt
	16.00 - 20.00	dr. I Gusti Ayu
Tuesday	10.00 - 14.00	dr. Basikin
	16.00 - 20.00	dr. Anissa Sri W
Wednesday	10.00 - 14.00	dr. Georgeous H, Apt
	16.00 - 20.00	dr. Dera Maharani
Thursday	10.00 - 14.00	dr. I Gusti Ayu
	16.00 - 20.00	dr. Abdi Hakim, Apt
Friday	10.00 - 14.00	dr. Basikin
	16.00 - 20.00	dr. Ervina Dyah
Saturday	10.00 - 14.00	dr. Mahmoud G, Apt. M.Kes
	16.00 - 20.00	dr. Dera Maharani

1. What is the schedule above about?

2. How many doctors working on each day?

3. Angga is going to Medika Farma on Thursday at 19.30. Which doctor will Angga probably meet?
4. In what days does Dr. Basikin work at Medika Farma dispensary?
5. Fatin is a student of a Pharmacy High School. One day, she is going to the dispensary, to have an observation for the school's project. She is going to interview a doctor there. If she is going there on Saturday at 09.00, who (doctor) she will probably meet?



### TASK 9

**Read the schedule above again. Determine whether the statements below are True or False by giving a tick (✓) on the appropriate column. Give correction if the statements are wrong.**

No	Statements	True	False	Correction
1	Dr. Abdi Hakim works three times a week.			
2	It is possible to have a consultation with Dr. Ervina Dyah on Monday.			
3	Dr. Dera Maharani always have to work from 16.00 – 20.00 on her two days of work.			
4	Martin can meet Dr. Basikin at the dispensary at 17.00 on Tuesday.			
5	If we come to the dispensary on Monday at 18.00, we will be able to meet Dr. Mahmoud.			



### TASK 10

**Study the signs below. Write down what we must/must not do according to the labels below. You are allowed to use another expression. Number one has been done for you.**

1. We must not drink juice to take the medicine.



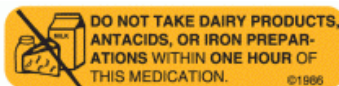
Picture 3.21

Sarah should have a break after taking the medicine.



Picture 3.22

2. Maria \_\_\_\_\_ an hour after she takes the medicine.



Picture 3.23

3. You \_\_\_\_\_ to use the medicine.



Picture 3.24

4. I \_\_\_\_\_ in taking the medicine.

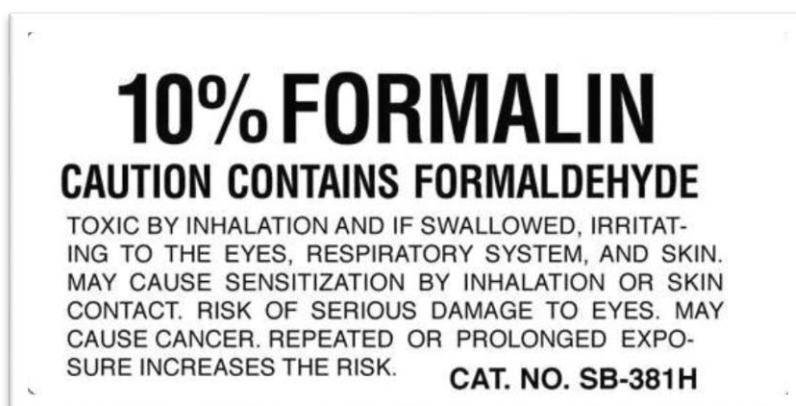


Picture 3.25



## TASK 11

*Study the following drug labels. Then write down information that you can find in the label. Do it in pairs.*



Picture 3.26

Example:

- *It is dangerous if swallowed because it is poisonous.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## TASK 12

Study the following signs. Write down what is told by the signs in your own words.



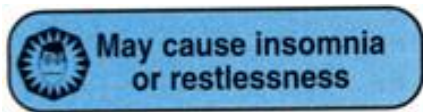
Picture 3.27

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Picture 3.28

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Picture 3.29

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Picture 3.30

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### TASK 13

Complete the following schedule by using the information provided on the box.

MEDICA HOSPITAL "We Provide The Best"		
SCHEDULE OF PHARMACISTS-ON-DUTY		
Days	Time	Doctors on Duty
Monday	10.00 - 14.00	
	16.00 - 20.00	
Tuesday	10.00 - 14.00	
	16.00 - 20.00	
Wednesday	10.00 - 14.00	
	16.00 - 20.00	Dr. Marcus
Thursday	10.00 - 14.00	
	16.00 - 20.00	
Friday	10.00 - 14.00	
	16.00 - 20.00	
Saturday	10.00 - 14.00	
	16.00 - 20.00	

Example:

\* Dr. Marcus will be able to meet you on Wednesday afternoon at 19.15.

1. You are allowed to meet Dr. Diana on Thursday at 16.20.
2. You cannot meet Mr. Superman if you come after 20.00 on Monday. He will have just left.
3. Rahmat wants to meet Dr. Ali, so he comes to the pharmacy before 14.00 on Monday.
4. Erny has made an appointment with Mr. Sudjana. So, she comes on Saturday afternoon at 17.30.
5. I will have a consultation about my health with Dr. Anggun. So I have to meet her on Friday morning at about 11.00.



## TASK 14

**Read the story below. Fill in the blank spaces with the correct information. Do it in pairs.**

Griya Sehat is one of the drugstores in Sleman, Yogyakarta. There are a number of pharmacists there. Anita and Arby are two of them. First of all is Anita. She has to go to work twodays a week, Monday and Thursday. On Monday she has to be at work at 09.00 - 17. 00. On Thursday, however, she is working at 06.00 - 14.00. Her friend, Arby, has a different schedule. He goes to work three days a week, Sunday, Tuesday and Friday. On Sunday and Tuesday, he goes to work at 07.00 - 15.00, and on Friday, he works at 13.00 - 21.00.

<b>MEDICA HOSPITAL</b> <b>"We Provide The Best"</b> <b>SCHEDULE OF PHARMACISTS-ON-DUTY</b>		
<b>Days</b>	<b>Time</b>	<b>Pharmacists on Duty</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		
<b>Saturday</b>		
<b>Sunday</b>		

# homework



## TASK 15

Go to a drugstore and find some medical symbols there. Then ask the pharmacists the meaning of that symbols. Then, write 5 sentences about the symbols you have found.



## TASK 16



Find an example of other schedule. It can be a schedule of railway station or another schedule. Then, rewrite the schedule on your book. Bring the schedule you have rewritten on the next meeting.





Hi, friends!  
How is your understanding about symbols and signs in Pharmacy?  
Have you got something by learning this unit?  
Let's recall them, then!

## 1. THE USE OF MODALS (SHOULD/SHOULD NOT)

When we are going to say that we must do something or not to do something, we may use the following expressions:

### Something to do

<i>Using Modals</i> (S + Imperative Modal+ V1+O)	<i>Using Auxiliary verb</i> (S + Have/has to + V1 + O)
1. I <b>must take</b> the medicine twice a day.	1. We <b>have to take</b> the whole medicine without crushing it.
2. The medicine <b>must be used</b> for external one.	2. She <b>has to take</b> the medicine three times a day.
3. We <b>should follow</b> the directions of consuming this medicine.	

### Something not to do

<i>Using Modals</i> (S + Must+ Not + V1+O)	<i>Using Auxiliary verb</i> (S +Do/Does + Not + Have to + V1 + O)
1. I <b>must not take</b> the medicine with a glass of coffee or milk.	1. We <b>do not have to take</b> the whole medicine without crushing it.
2. She <b>must not drive</b> after taking the medicine.	2. He <b>does not have to drive</b> the car after consuming the medicine.
3. We <b>should not give</b> the medicine to toddler under the age of 7.	



Words	Pronunciation	Indonesian Meanings
schedule	/ <sup>1</sup> ʃedʒuːl/	jadwal
label	/ <sup>1</sup> leɪb əl/	label
use	/juːz/	penggunaan
drink	/drɪŋk/	minum
take (medicine)	/teɪk/	minum (obat)
medicine	<sup>1</sup> medɪ sən/	obat
alcohol	/ <sup>1</sup> ælkəhɒl/	alcohol
rectal	/ <sup>1</sup> rekt əl/	anus
insomnia	/ɪn <sup>1</sup> sɒmniə/	insomnia
drowsiness	/ <sup>1</sup> draʊzɪnəs/	mengantuk
dizziness	/ <sup>1</sup> dɪzɪnəs/	pusing
crush	/krʌʃ/	hancur
paramedic	/ <sup>1</sup> pærə <sup>1</sup> med.ɪk/	paramedic
signs	/saɪn/	tanda
label	/ <sup>1</sup> leɪb əl/	label
on duty	/on/ <sup>1</sup> djuːti /	jaga
pharmacist	/ <sup>1</sup> fɑːməsɪst/	apoteker
consultation	/ <sup>1</sup> kɒnsəl <sup>1</sup> teɪʃ ə n/	konsultasi
appointment	/ə <sup>1</sup> pɔɪntmənt/	perjanjian
have to	/hæv/ /tuː /	harus
must	/mʌst/	harus
should	/ʃʊd/	harus



*This is the time to reflect what you have been learning so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have been learning.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can identify medical signs/label and their meanings.						
2	I am able to interpret what should do/should not do with the medicine according to the labels in it.						
3	I am able to identify information provided in a schedule						
4	I am able to write a draft of a schedule by completing it by using provided information.						



Picture 3.1 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.2 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.3 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.4 [http://www.lhsigns.com/Portals/159524/Gallery/Album/4124/Symbols\\_20\\_fs.jp](http://www.lhsigns.com/Portals/159524/Gallery/Album/4124/Symbols_20_fs.jp)

Picture 3.5 <http://www.ismp.org/images/camptosar2.gif>

Picture 3.6 <http://www.shamrocklabels.com/assets/item/large/A-34.jpg>

Picture 3.7 <http://www.shamrocklabels.com/assets/item/large/A-37.jpg>

Picture 3.8 <http://www.ucpzeller.com/news.aspx?id=51>

Picture 3.9 <http://www.glasbergen.com/pharmacy-cartoons/?nggpage=3>

Picture 3.10 <http://www.bls.gov/ooh/Healthcare/Pharmacists.htm>

Picture 3.11 [http://www.futurity.org/wp-content/uploads/2012/06/Rx\\_warnings\\_525.jpg](http://www.futurity.org/wp-content/uploads/2012/06/Rx_warnings_525.jpg)

Picture 3.12 [http://futurity.org/wp-content/uploads/2010/01/med\\_warninglabel.jpg](http://futurity.org/wp-content/uploads/2010/01/med_warninglabel.jpg)

Picture 3.13 <http://2.bp.blogspot.com/-o3ZWwwj8Q54/UEzU2Y>

Picture 3.14 <http://www.ismp.org/images/camptosar2.gif>

Picture 3.15 <http://www.medidose.com/images/products/display/TLAX328.jpg>

Picture 3.16 <http://pskills.pharm.ku.edu/auxlabel/1057.jpg>

Picture 3.17 <http://images.monstermarketplace.com/pharmacy-and-nursing-supplies>

Picture 3.18 <http://www.godui.org/news/wp-content/uploads/2012/07/>

Picture 3.19 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.20 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>



## Pharmacognosy is a branch of pharmacy concerning with natural medication.

A good pharmacist must be able to master any aspects of medication knowledge. To achieve this you will have to learn all the time. When you are reading a book of pharmacy, there must be manifold terms on pharmacy. You need to understand them as well. So, throughout this unit, you will learn meanings of several terms on pharmacy especially those related to medication. Are you ready? Let's go.

### UNIT 4



#### TASK 1

Study the pictures below. Match the pictures with their correct description.



Picture 4.1



Picture 4.2



Picture 4.3



Picture 4.4

herbal medication

herbalist

diseases

treatment

dispensary

/ˈhɜː bəl/ /ˌmedɪˈkeɪʃən/

/ˈhɜː bəlɪst/

/dɪˈziːz/

/ˈtriːtmənt/

/dɪˈspensəri/



## TASK 2

Study the following words. Individually, give a circle on herbal medicine and a square on the chemical ones. Do it in pairs. You may look at previous unit to remind you about these terms.

acupressure

antacids

dicloxacillin

kava-kava

cajuput oil

ginkobiloba

amoxicillin

ampicillin

eucalyptus

paracetamol

curcuma

garlic

chili

lemon

antibiotics

clove

ginger

acupuncture

aloe vera

thymee



## TASK 3

Read the following passage. In pairs, answer the questions that follow.

### Cajuput Oil

Cajuput oil is a volatile oil obtained by distillation from the leaves of the myrtaceous tree *Melaleuca leucadendra*, and probably other *Melaleuca* species. The name “cajeput” is derived from its Indonesian name, “kayu putih” or “white wood”.

The drug is a typical volatile oil, and is used internally in doses of 2 to 3 minims, for the same purposes as, say, clove oil. It is frequently employed externally as a counterirritant. It is used as an ingredient in inhalants/decongestants and topical pain/inflammation remedies such as Olbas Oil. It is noted for its antiseptic properties, as is its cousin, Tea tree oil. Like Tea tree oil it may have use against resistant staph infections.



Picture 4.5

1. What is the text about?
2. What kind of diseases that can be cured by using cajuput oil?
3. Where can we find cajuput oil?
4. Have you ever found medicine of cajuput oil? If so, what was that?
5. Could you mention another plant that can be used as natural medicine?



#### TASK 4

*Read the text above again. Determine whether the statements below are True or False by giving a tick (✓) on the right column. If the statements are false, try to make corrections about them. Number one has been done for you.*

No	Statements	True	False	Correction
1	Cajuput oil name is derived from Malaysian language.		✓	Cajuput oil name is derived from <b>Indonesian</b> language.
2	Cajuput oil is used in the form of oil and powder.			
3	Cajuput oil can be used to cure irritant agent.			
4	Inflammation cannot be cured by using cajuput oil.			
5	Cajuput oil can also be used in the form of inhalant.			



#### TASK 5

*Re-read the text above and find the meanings of the terms below.*

Words	Pronunciation	Meanings
volatile	/ˈvɒl.ətaɪl/	
obtain	/əbˈteɪn/	
oil	/ɔɪl/	
internal	/ɪnˈtɜːnəl/	
remedy	/ˈremədi/	

*Have you ever heard about **passive voice**?*

**Passive voice** is used to tell something passive. There is no change in terms of meaning compared to active sentence.

However, passive voice is used to emphasize the object of the sentence.



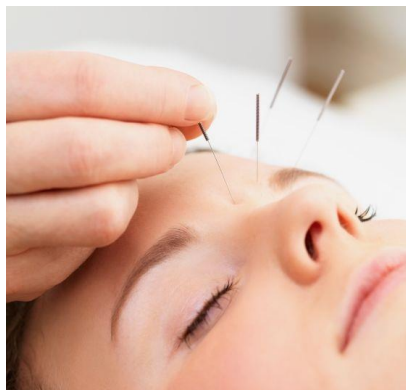




## TASK 6

Read the following text. Then, discuss the underlined phrases.

### Acupuncture



Picture 4.6

Nowadays, humans natural healing can be encouraged thorough acupuncture therapy. Acupuncture is also practiced to improve body functioning.

The acupuncture points are inserted some needles by the therapists. The points on the nervous system are stimulated to release chemicals in the muscles, spinal cord, and brain. These chemicals will either change the experience of pain, or they will trigger the release of other chemicals and hormones which influence the body's own internal regulating system.

Adapted from : [Wikipedia. org/acupuncture](https://en.wikipedia.org/wiki/Acupuncture)



## TASK 7

Read the text above again. Individually, answer the questions below.

1. What is an acupuncture therapy?
2. What are the benefits of acupuncture?
3. How is an acupuncture therapy practiced?



## TASK 8

Find the meaning of following words in the dictionary. Do it in pairs.

Words	Pronunciation	Meanings
healing	/hi:l/	
encourage	/In <sup>1</sup> kʌrɪdʒ/	
needles	/ <sup>1</sup> ni:dl/	
trigger	/ <sup>1</sup> trɪgə r /	
release	/rɪ <sup>1</sup> li:s/	
chemicals	/ <sup>1</sup> kemɪk ə l/	





## TASK 9

Read the text above again. In pairs, find six (6) words related to the text above.

R	S	Y	S	T	E	M	Q	G	C
I	E	N	A	T	U	R	A	L	T
H	T	A	L	I	N	G	R	A	H
E	H	E	A	L	I	N	G	E	O
A	E	E	T	T	E	P	E	A	R
T	R	R	H	U	D	O	O	N	M
V	A	J	I	R	L	L	S	C	O
S	p	I	N	A	L	I	R	E	N
P	Y	V	M	C	S	Y	W	V	E
E	M	O	T	I	O	N	A	N	R



## TASK 10

Study the explanation below.

### THE USE OF PASSIVE VOICE



In the text entitled “Acupuncture” you find the underlined expressions such as:

- natural healing **can be encouraged** thorough ...
- Acupuncture **is** also **practiced** to improve ...
- **This is done** by inserting ...
- The points on the nervous system **are stimulated to** release chemicals in the muscles

Those expressions are examples of **Passive Voice**.

Passive voice is the passive form of a sentence. The **subject** of an active sentence will be moved **as the object** of the prepositions “**by**”. There is no change in meaning when we compare the active sentences with the passive ones. The difference is only the emphasis on the sentence part.

See the comparison below:

Active Sentence Form	Passive Sentence Form
The therapist <u>inserts</u> some needles to the acupuncture points.	The acupuncture points <u>are inserted</u> some needles by the therapists

The examples shows that on the first sentence (Active Sentence Form), the author emphasizes the sentence on the “doer” / subject → ***The therapist*** (as the subject of the sentence).

However, on the second example the author emphasizes on “what is getting done” /object that is positioned as the subject of the sentence → ***The acupuncture points***.

#### Main form of Passive Voice

**S + to be + V<sub>3</sub> + O/ by + O**

#### A. Present Passive

**S + to be (am/is/are) + V<sub>3</sub> + O**

The patient    is treated    by a pharmacist.

S                    to be + V<sub>3</sub>                    O

#### B. Past Passive

**S + to be (was/were) + V<sub>3</sub> + O**

Yesterday, the pills of Aspirin on the table were taken    by my father.

S                                    to be + (was/were) V<sub>3</sub>                    O

#### C. Continuous Passive

**S+ to be (am/is/are) + being + V<sub>3</sub> +O/A**

The use of garlic as a medicine    is being researched    by most of pharmacist.

S                                    to be (am/is/are) being + V<sub>3</sub>                    O/A

#### D. Modal Passive

**S+ modal (will/can/may)+ be + V<sub>3</sub> +O/A**

Cajuput oil                    can be used                    to relieve irritant agent

S                                    modal (will/can/may)+ be                    V<sub>3</sub> +O/A



## TASK 11

Read the following text. In pairs, discuss the bold-typed expressions.

### Ginger

Ginger root was discovered 2000 years ago. It has several uses, some of which are still used today. Ginger roots is usually consumed by people who suffers from cold. Then, **if we consume it regularly we will be healthier** since Ginger can be used as a digestive aid by increasing both saliva and stomach secretions. In another occasion, **our skin can be protected if we consume ginger**, since it will increase the production of sweat. At last, **this perennial plant may help relieving the pregnant women from vomiting if they put it in their daily diets.**

*Adapted from [www.whfoods.com](http://www.whfoods.com)*



Picture 4.7



Picture 4.8



## TASK 12

Read the text above again. Individually, answer the questions below.

1. What is the text about?
2. What are the functions of consuming ginger?
3. How a piece of ginger may treat flu diseases?
4. Is it possible to consume ginger to relieve digestive problems? If so, how?



## TASK 13

Find the meanings of the following words. You may consult to your teacher if needed.

Words	Pronunciation	Meanings
consume	/kənˈsjuːm/	
suffer	/ˈsʌfə r /	
digestive	/d a ɪˈdʒestɪv/	
saliva	/səˈlɑɪvə/	

secretion	/sɪˈkriːʃən/	
relieve	/rɪˈliːv/	
vomit	/ˈvɒmɪt/	



## TASK 14

*Study the following explanation. Ask your teacher should you have difficulties.*

### THE USE OF IF CLAUSE



If Clause is a clause (sentence) that employs “If” in it. This type of sentence shows a conditionality between the sentences. As you found in the example on the text entitled “Ginger” :

- ✓ if we consume it regularly we will be healthier...
- ✓ our skin can be protected if we consume ginger

A conditional sentence is divided into two parts:

If clause

and

main clause

- ✓ if we consume it regularly we will be healthier...

If clause

main clause

- ✓ our skin can be protected if we consume ginger

main clause

If clause

There are three types of If Clause as explained below.

#### Type I : **PRESENT PROBABILITY**

- To show something that may happen other things happen.

If + S + V1+ O , S+ will/may+V1+O/Adv

If clause

main clause

**Example:**

If I get headache, I will take a pill of Aspirin.

If clause

main clause

### Type II : **PRESENT IMPROBABILITY**

- To show something that has happened and will never come back (Real-time Oriented)

If + S + V2+ O , S+ would/might+V1+O/Adv

If clause

main clause

**Example:**

If I were not suffering from cold, I would not take a pill of Aspirin.

If clause

main clause

### Type III : **PAST IMPROBABILITY**

- To show something that has happened in the past and will never re-occur.

If + S +had+ V3+ O , S+ would/might+have+V3+O/Adv

**Example:**

If it had not been so cold, I would not have drunk so many ginger water.

If clause

main clause



## TASK 15

**Read the following passage. In pairs, underline the passive form that you can find. One has been done for you. Do it in pairs.**

### Cloves

Cloves are Indonesian herbs. Cloves are benefited in the form of its oil, fruit and odor. These herbs are often mixed with cigarette, especially in Indonesia. However, they can also be used to alleviate the pain on your teeth by dabbing a little clove oil on a cotton ball and placing it on the sore tooth or on your gums.

In the form of oil, the oil clove can be used as oil to massage sore muscles; some also use it for arthritis and rheumatism. Since Cloves are high in vitamins, minerals and fiber are also made use of by people to reduce gas pressure in the stomach, aiding in the proper elimination of food and toxins.



Picture 4.9

Adapted from <http://www.mindbodygreen.com> and <http://www.globalhealingcenter.com>



## TASK 16

**Based on the passive form that you have found within the text above, break down the sentences into the right column. Number one has been done for you. Do it in pairs.**

No	Sentence	Subject	Passive Verb
1	Cloves are benefited in the form of its oil	Cloves	are benefited



## TASK 17

*Re-arrange the jumbled below into a correct order of a paragraph. Do it individually.*

1. Finally, it is also functioned to cure skin disorder as a vulnerary to relieve skin from burned.
2. It is really beneficial for our health.
3. By consuming this, our cardiovascular health is improved well.
4. *Aloe vera* is Aloe Vera is an incredible plant.
5. This unique plant can easily be found in our environment.
6. First, our body's natural ability can be boosted to adapt to external changes and resist illness.
7. Then, *aloe vera* can be benefited for the remedy for people with problems on stomach.

Rewrite those jumbled sentences here.



## TASK 18

*Study the following pictures and clues about them. In pairs, write a simple paragraph (6-7 sentences) containing the clue. Use passive form by following the examples in the previous task.*

Pictures	Clues	Paragraph
 <p>Picture 4.10</p>	<p><b>Name:</b> <i>Garlics</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- For treating colds</li> <li>- Curing bacterial infections</li> <li>- Boosting immunity</li> <li>- Helping clear out toxins</li> </ul>	
 <p>Picture 4.11</p>	<p><b>Name:</b> <i>Peppermint leaves</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- Used as aromatherapy</li> <li>- Used to treat all sorts of digestive ailments</li> <li>- Used to cure sleepiness</li> </ul>	
 <p>Picture 4.12</p>	<p><b>Name:</b> <i>Curcumin</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- Improve your overall mood</li> <li>- Weaken virus in the body</li> <li>- Ease the pain of tendinitis</li> </ul>	
 <p>Picture 4.13</p>	<p><b>Name:</b> <i>Dandelion</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- used as digestive tonic</li> <li>- helps flush out your urinary tract</li> </ul>	





## TASK 19

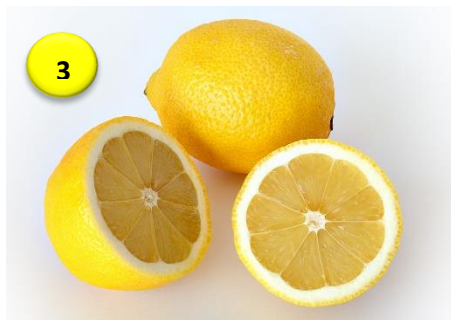
**Study the pictures. Find information about these pictures in the internet or source books. Make a paragraph containing their uses in the form of passive voice. Do it individually.**



Picture 4.14



Picture 4.15



Picture 4.16



Picture 4.17



Picture 4.18



## TASK 20



Find other examples of herbal medication at your house environment. Try to find out what their functions are. Then, write a paragraph about the herbal medicine you have found at your house. Write at about 50 words.



Welcome to the last part of this unit. This is our time to sum up what we have learned in this unit.  
Have you got some new vocabulary? Hopefully they will be useful for you when you are working as a pharmacist.

## 1. THE USE OF PASSIVE VOICE

Here is a comparison between Active Voice and Passive Voice.

Active Sentence Form	Passive Sentence Form
The therapist <b>inserts</b> some needles to the acupuncture points.	The acupuncture points <b>are inserted</b> some needles by the therapists

Passive voice is the passive form of a sentence. The **subject** of an active sentence will be moved **as the object** of the prepositions “by”.

### Main form of Passive Voice

**S + to be + V3 + O/ by + O**

Types of Passive Voice	Formulas	Examples in Sentences
Present Passive	<b>S + to be (am/is/are) + V3+ O</b>	The patient is treated by a pharmacist.
Past Passive	<b>S + to be (was/were) + V3+ O</b>	Yesterday, the pills of Aspirin on the table were taken by my father.
Continuous Passive	<b>S+ to be (am/is/are) + being + V3 +O/A</b>	The use of garlic as a medicine is being researched by most of pharmacist.
Modal Passive	<b>S+ modal (will/can/may)+ be + V3 +O/A</b>	Cajuput oil can be used to relieve irritant agen

## 2. THE USE OF IF CLAUSE

*If Clause is a clause (sentence) that employs "If" in it. This type of sentence shows a conditionality between the sentences.*

A conditional sentence is divided into two parts: **If clause** and **main clause**

**An example of If Clause:**

✓ if we consume it regularly we will be healthier.

**If clause**                      **main clause**

There are three types of If Clause → **Type I, Type II, Type III**

<b>Types</b>	<b>Formulas</b>		<b>Examples in Sentences</b>
	<b>If Clause</b>	<b>Main Clause</b>	
<b>I</b> ( <i>Possibility</i> )	If + S + V1+ O	S+ will/may+V1+O/Adv	If I get headache, I will take a pill of Aspirin.
<b>II</b> ( <i>Present Impossibility</i> )	If + S + V2+ O	S+ would/might+V1+O/Adv	I were not suffering from cold, I would not take a pill of Aspirin.
<b>III</b> ( <i>Past Impossibility</i> )	If + S +had+ V3+ O	S+ would/might+have+V3+O/Adv	If It had not been so cold, I would not have drunk so many ginger water.



Words	Pronunciation	Indonesian Meanings
herbal	/ ˈhɜːb ə l/	alami
natural	/ ˈnætʃ ə r ə l/	alami
plants	/ plɑːnt/	tanaman
ginger	/ ˈdʒɪndʒə r /	jahe
inflammation	/ ɪnfləˈmeɪʃ ə n/	gatal
healing	/ ˈhiːlɪŋ/	menyembuhkan
needles	/ ˈniːdl ɪ /	jarum
balance	/ ˈbæl ə n t s/	keseimbangan
treatment	/ ˈtriːtmənt/	perawatan
digestive	/ d a ɪ ˈdʒestɪv/	pencernaan
relieve	/ rɪˈliːv/	mengobati
sweat	/ swet/	berkeringat
extract	/ ɪk ˈstrækt/	ekstrak
coriander	/ ɪ kɔri ˈændə r /	kunyit
tamarind	/ ˈtæmə rɪnd/	asam
clove	/ kləʊv/	cengkeh
headache	/ ˈhedeɪk/	sakit kepala
method	/ ˈmeθəd/	metode
encourage	/ ɪn ˈkʌrɪdʒ/	mendukung
antiseptic	/ ɪ ænti ˈseptɪk/	antiseptic
resistant	/ rɪˈzɪst ə nt/	resistensi
irritant	/ ˈɪrɪt ə nt/	iritasi



*This is the time to reflect what you have been learning so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have been learning.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can identify the meanings of foreign terms about natural medication						
2	I am able to comprehend the formulas of sentences using If Clause						
3	I am able to comprehend the formulas of sentences using passive Voice						
4	I can convert active sentences into passive one						
5	I can produce written sentences implementing If Clause.						



- Picture 4.1 <http://nccam.nih.gov/sites/nccam.nih.gov/files/bio2hi.jpg>
- Picture 4.2 <http://us.123rf.com/>
- Picture 4.3 [http://2.bp.blogspot.com/\\_3XGxKVe61w0](http://2.bp.blogspot.com/_3XGxKVe61w0)
- Picture 4.4 <http://www.altmedicinezone.com/wp-content/uploads/2009/04/herbal-treatment.jpg>
- Picture 4.5 [http://www.cirrusimage.com/Trees/cajuput\\_leaves.jpg](http://www.cirrusimage.com/Trees/cajuput_leaves.jpg)
- Picture 4.6 [www.spalakemary.com](http://www.spalakemary.com)
- Picture 4.7 [www.bonappetit.com](http://www.bonappetit.com)
- Picture 4.8 [howtotreatacidreflux.info](http://howtotreatacidreflux.info)
- Picture 4.9 <http://www.mindbodygreen.com/0-9991/6-health-benefits-of-cloves.html>
- Picture 4.10 [www.sunwarrior.com](http://www.sunwarrior.com)
- Picture 4.11 [holistichomestead.webs.com](http://holistichomestead.webs.com)
- Picture 4.12 [www.hangthebankers.com](http://www.hangthebankers.com)
- Picture 4.13 [www.wildmanstevebrill.com](http://www.wildmanstevebrill.com)
- Picture 4.14 [blog.zansaar.com](http://blog.zansaar.com)
- Picture 4.15 [www.bundakonicare.com](http://www.bundakonicare.com)
- Picture 4.16 [commons.wikimedia.org](http://commons.wikimedia.org)
- Picture 4.17 [jamuayu.com](http://jamuayu.com)
- Picture 4.18 [kedokteranherbal.wordpress.com](http://kedokteranherbal.wordpress.com)

## **APPENDIX E**

### **THE EXPERT JUDGEMENT QUESTIONNAIRE**

**ANGKET EVALUASI MATERI PEMBELAJARAN  
(EXPERT JUDGEMENT)**

*Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMK*

**A. IDENTITAS RESPONDEN**

Nama : \_\_\_\_\_

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

Pekerjaan : \_\_\_\_\_

Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3

Lama bekerja : \_\_\_\_\_

**B. EVALUASI MATERI PEMBELAJARAN**

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

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

**EVALUASI MATERI PEMBELAJARAN UNIT 1**

**THIS SMALL, ROUND WHITE TABLET IS AN AMOXICILLIN**

No	Statements	STS	TS	S	SS
<b>Kelayakan Isi</b>					
1	Materi yang disusun sesuai dengan SK KD SMK kelas X ( <i>1.3. Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan dan tahun.</i> )				



2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa				
3	Materi (teks, gambar dan tabel) relevan dengan topik yang dibahas				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa Farmasi SMK Kelas X				
5	Materi yang disusun mengangkat isu-isu kesehatan terbaru				
6	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja Farmasi				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi social dari teks yang dibahas				
10	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur makna dari teks yang dibahas				
11	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistic dari teks yang dibahas				

Lain – lain :

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No	Statements	STS	TS	S	SS
<b>Kelayakan Penyajian</b>					
12	Kegiatan pembelajaran ( <i>task</i> ) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit				
13	Kegiatan pembelajaran ( <i>task</i> ) yang disusun memiliki keseimbangan antar bab				

14	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendukung siswa untuk berkomunikasi secara tertulis				
15	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mengarahkan siswa untuk berfikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran ( <i>task</i> ) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas				

Lain – lain :

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 .....

No	Statements	STS	TS	S	SS
<b>Kelayakan Bahasa</b>					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				

25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).				
27	Materi yang disajikan memiliki ketertautan dengan materi selanjutnya				

Lain – lain :

.....

.....

<b>Kegrafikaan</b>					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat estetis dan fungsional				

Lain – lain :

.....

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1. Apakah tanggapan ibu secara umum mengenai materi pada Unit 1 yang saya kembangkan ini?

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

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3. Menurut Ibu, apakah saran Ibu bagi materi pada Unit 1 ini?

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## REKOMENDASI

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

- ☐ Layak tanpa revisi
- ☐ Tidak Layak
- ☐ Layak dengan revisi sebagai berikut :

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Yogyakarta, September 2013

Evaluator Materi,

(Nama Evaluator Materi)

NIP.

## EVALUASI MATERI PEMBELAJARAN UNIT 2

**TO: ALL PHARMACISTS OF SIAGA MEDIKA**

No	Statements	STS	TS	S	SS
<b>Kelayakan Isi</b>					
1	Materi yang disusun sesuai dengan SK KD SMK kelas X (1.6. Memahami Memo dan Menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas)				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa, berkaitan dengan pemahaman terhadap memo dan menu sederhana.				
3	Materi yang disusun diambil dari sumber yang relevan				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa Farmasi SMK Kelas X				
5	Materi yang disusun mengangkat isu-isu terbaru				
6	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja Farmasi				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi social dari teks yang dibahas				
10	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur makna dari teks yang dibahas				

11	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistic dari teks yang dibahas				
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Lain – lain :

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No	Statements	STS	TS	S	SS
<b>Kelayakan Penyajian</b>					
12	Kegiatan pembelajaran ( <i>task</i> ) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit				
13	Kegiatan pembelajaran ( <i>task</i> ) yang disusun memiliki keseimbangan antar bab				
14	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendukung siswa untuk berkomunikasi secara tertulis				
15	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mengarahkan siswa untuk berfikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran ( <i>task</i> ) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				

20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas				

Lain – lain :

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.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Bahasa</b>					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).				
27	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				

Lain – lain :

.....

.....

No	Statements	STS	TS	S	SS
<b>Kegrafikaan</b>					
28	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				



30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat estetis dan fungsional				

Lain – lain :

.....  
 .....  
 .....

1. Apakah tanggapan ibu secara umum mengenai materi pada Unit 2 yang saya kembangkan ini?

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

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3. Menurut Ibu, apakah saran Ibu bagi materi pada Unit 2 ini?

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## REKOMENDASI

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

- ☐ Layak tanpa revisi
- ☐ Tidak Layak
- ☐ Layak dengan revisi sebagai berikut :

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Yogyakarta, September 2013

Evaluator Materi,

(Nama Evaluator Materi)

NIP.

### EVALUASI MATERI PEMBELAJARAN UNIT 3

THE LABEL SHOWS THAT THIS MEDICINE IS FOR RECTAL USE ONLY

No	Statements	STS	TS	S	SS
<b>Kelayakan Isi</b>					
1	Materi yang disusun sesuai dengan SK KD SMK kelas X (1.6. Memahami Memo dan Menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas)				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa, berkaitan dengan pemahaman terhadap rambu-rambu, label obat dalam Bahasa Inggris,				
3	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa, berkaitan dengan pemahaman terhadap jadwal dalam Bahasa Inggris				
4	Materi yang disusun diambil dari sumber yang relevan				
5	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa Farmasi SMK Kelas X				
6	Materi yang disusun mengangkat isu-isu terbaru				
7	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja Farmasi				
8	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
9	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.				
10	Materi yang disusun mengarahkan siswa untuk memahami fungsi social dari teks yang dibahas				

11	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur makna dari teks yang dibahas				
12	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistic dari teks yang dibahas				

Lain – lain :

.....  
 .....  
 .....

No	Statements	STS	TS	S	SS
<b>Kelayakan Penyajian</b>					
13	Kegiatan pembelajaran ( <i>task</i> ) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit				
14	Kegiatan pembelajaran ( <i>task</i> ) yang disusun memiliki keseimbangan antar bab				
15	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendukung siswa untuk berkomunikasi secara tertulis				
16	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mengarahkan siswa untuk berfikir dan bertindak secara kreatif				
17	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendorong siswa untuk belajar mandiri				
18	Kegiatan pembelajaran ( <i>task</i> ) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
19	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				

20	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
21	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
22	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas				

Lain – lain :

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No	Statements	STS	TS	S	SS
<b>Kelayakan Bahasa</b>					
23	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
24	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
25	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
26	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).				
27	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).				
28	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				

Lain – lain :

.....

.....

<b>Kegrafikaan</b>					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				

31	Penyajian gambar bersifat estetis dan fungsional				
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Lain – lain :

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 .....

1. Apakah tanggapan ibu secara umum mengenai materi pada Unit 3 yang saya kembangkan ini?

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 .....  
 .....

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

.....  
 .....  
 .....

3. Menurut Ibu, apakah saran Ibu bagi materi pada Unit 3 ini?

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### REKOMENDASI

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

- ☐ Layak tanpa revisi
- ☐ Tidak Layak
- ☐ Layak dengan Revisi sebagai berikut :

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Yogyakarta, September 2013

Evaluators Materi,

(Nama Evaluator Materi)  
NIP.

## EVALUASI MATERI PEMBELAJARAN UNIT 4

### PHARMACOGNOSY IS A BRANCH OF PHARMACY CONCERNING WITH NATURAL MEDICATION

No	Statements	STS	TS	S	SS
<b>Kelayakan Isi</b>					
1	Materi yang disusun sesuai dengan SK KD SMK kelas X ( <i>1.7. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus</i> )				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa, berkaitan dengan pemahaman terhadap istilah – istilah asing dunia Farmasi				
3	Materi yang disusun diambil dari sumber yang relevan				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa Farmasi SMK Kelas X				
5	Materi yang disusun mengangkat isu-isu terbaru				
6	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja Farmasi				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi social dari teks yang dibahas				
10	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur makna dari teks yang dibahas				



11	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistic dari teks yang dibahas				
----	--	--	--	--	--

Lain – lain :

.....

.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Penyajian</b>					
12	Kegiatan pembelajaran ( <i>task</i> ) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit				
13	Kegiatan pembelajaran ( <i>task</i> ) yang disusun memiliki keseimbangan antar bab				
14	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendukung siswa untuk berkomunikasi secara tertulis				
15	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mengarahkan siswa untuk berfikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran ( <i>task</i> ) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				

21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas				
----	--	--	--	--	--

Lain – lain :

.....

.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Bahasa</b>					
26	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
27	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
28	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
29	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> ).				
30	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> ).				
31	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				

Lain – lain :

.....

.....

<b>Kegrafikaan</b>					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat estetis dan fungsional				

Lain – lain :

.....  
.....

1. Apakah tanggapan ibu secara umum mengenai materi pada Unit 4 yang saya kembangkan ini?

.....  
.....  
.....

2. Menurut Ibu, apakah kekurangan dari materi pada Unit 4 yang saya kembangkan ini?

.....  
.....  
.....

3. Menurut Ibu, apakah saran Ibu bagi materi pada Unit 4 ini?

.....  
.....  
.....

### REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 4 dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak Layak
- ☐ Layak dengan Revisi sebagai berikut :

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Yogyakarta, September 2013

Evaluator Materi,

(Nama Evaluator Materi)  
NIP.

## **APPENDIX F**

### **THE EXPERT JUDGEMENT DATA**

**THE RESULT OF MATERIALS EVALUATION QUESTIONNAIRE  
(EXPERT JUDGEMENT)**

**UNIT 1**

<b>No</b>	<b>Evaluated Aspect</b>	<b>Items</b>	<b>Means (x)</b>
1	Content	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.3).	4.00
		The developed materials are relevant to students' daily life.	4.00
		Materials (text, figures and tables) are relevant to the topics being discussed.	4.00
		The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
		The developed materials provide recent health issue	3.00
		The developed materials are in accordance with students' target competence of pharmacy	3.50
		The developed materials contain knowledge about life skill	3.50
		The developed materials contain appropriate types of texts appropriate for students' need.	3.50
		The developed materials lead the students to understand the social function of the discussed text.	3.50
		The developed materials lead the students to understand the generic structure of the discussed text.	3.50
		The developed materials lead the students to understand the linguistic features of the discussed text.	3.50
2	Presentation	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	4.00
		There is good balance among the tasks in a unit with the tasks in the next unit.	3.50
		The developed tasks encourage students to perform written communication effectively.	4.00
		The developed tasks encourage the students to be creative.	3.50

		The developed tasks encourage students to learn independently	3.50
		The developed tasks contain guided activities and free guided activities	3.50
		The developed materials provide evaluation form for the students to check their understanding	3.50
		The developed materials contain opening activities, main activities and closing activities	3.50
		The developed materials contain vocabulary that is related to the topic of the unit.	3.50
3	Language	The language used are relevant to students' cognitive development	3.50
		The language of instruction can be easily understood by the students.	3.00
		The materials are developed in a grammatical English.	3.00
		The spelling of the language of instruction are in accordance with spelling principle.	3.00
		The choice of words of the materials are in accordance with word choice principle.	3.00
		The developed materials in a unit are linked to the materials in the next unit.	3.50
4	Lay-out	The fonts used are not too various.	3.50
		The fonts used are not too big / too small.	3.50
		The color of the materials are not disturbing the reader.	3.50
		The pictures are provided for aesthetic and functional purposes.	3.50

## UNIT 2

No	Evaluated Aspect	Items	Means (x)
1	Content	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.6).	4.00
		The developed materials are relevant to students' daily life , especially dealing with memo and simple menu.	3.50
		Materials (text, figures and tables) are relevant to the topics being discussed.	4.00

		The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
		The developed materials provide recent health issue	3.50
		The developed materials are in accordance with students' target competence of pharmacy	3.50
		The developed materials contain knowledge about life skill	3.50
		The developed materials contain appropriate types of texts appropriate for students' need.	3.00
		The developed materials lead the students to understand the social function of the discussed text.	3.50
		The developed materials lead the students to understand the generic structure of the discussed text.	3.50
		The developed materials lead the students to understand the linguistic features of the discussed text.	3.50
2	Presentation	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3.50
		There is good balance among the tasks in a unit with the tasks in the next unit.	3.50
		The developed tasks encourage students to perform written communication effectively.	4.00
		The developed tasks encourage the students to be creative.	3.50
		The developed tasks encourage students to learn independently	3.50
		The developed tasks contain guided activities and free guided activities	3.50
		The developed materials provide evaluation form for the students to check their understanding	3.50
		The developed materials contain opening activities, main activities and closing activities	4.00
		The developed materials contain vocabulary that is related to the topic of the unit.	4.00
		The developed materials provide students with specific terms related to the topic.	3.50



3	Language	The language used are relevant to students' cognitive development	3.50
		The language of instruction can be easily understood by the students.	3.00
		The materials are developed in a grammatical English.	3.00
		The spelling of the language of instruction are in accordance with spelling principle.	3.00
		The choice of words of the materials are in accordance with word choice principle.	3.00
		The developed materials in a unit are linked to the materials in the next unit.	4.00
4	Lay-out	The fonts used are not too various.	4.00
		The fonts used are not too big / too small.	3.50
		The color of the materials are not disturbing the reader.	4.00
		The pictures are provided for aesthetic and functional purposes.	4.00

### UNIT 3

No	Evaluated Aspect	Items	Means ( $\bar{x}$ )
1	Content	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.6).	4.00
		The developed materials are relevant to students' daily life , especially dealing with public signs and medical labels written in English.	4.00
		The developed materials are relevant to students' daily life , especially dealing with understanding schedule written in English.	4.00
		Materials (text, figures and tables) are relevant to the topics being discussed.	4.00
		The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
		The developed materials provide recent health issue	4.00
		The developed materials are in accordance with students' target competence of pharmacy	4.00

		The developed materials contain knowledge about life skill	3.50
		The developed materials contain appropriate types of texts appropriate for students' need.	4.00
		The developed materials lead the students to understand the social function of the discussed text.	4.00
		The developed materials lead the students to understand the generic structure of the discussed text.	3.50
		The developed materials lead the students to understand the linguistic features of the discussed text.	4.00
2	Presentation	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	4.00
		There is good balance among the tasks in a unit with the tasks in the next unit.	3.50
		The developed tasks encourage students to perform written communication effectively.	4.00
		The developed tasks encourage the students to be creative.	3.50
		The developed tasks encourage students to learn independently	3.50
		The developed tasks contain guided activities and free guided activities	3.50
		The developed materials provide evaluation form for the students to check their understanding	3.50
		The developed materials contain opening activities, main activities and closing activities	4.00
		The developed materials contain vocabulary that is related to the topic of the unit.	4.00
		The developed materials provide students with specific terms related to the topic.	3.50
3	Language	The language used are relevant to students' cognitive development	3.50
		The language of instruction can be easily understood by the students.	3.00
		The materials are developed in a grammatical English.	3.00
		The spelling of the language of instruction are in accordance with spelling principle.	3.00

		The choice of words of the materials are in accordance with word choice principle.	4.00
		The developed materials in a unit are linked to the materials in the next unit.	4.00
4	Lay-out	The fonts used are not too various.	4.00
		The fonts used are not too big / too small.	3.50
		The color of the materials are not disturbing the reader.	4.00
		The pictures are provided for both aesthetic and functional purposes.	4.00

#### UNIT 4

No	Evaluated Aspect	Items	Means ( $\bar{x}$ )
1	Content	The developed materials are in accordance with Standard of Competence and basic Competencies of Vocational High School Grade X (1.7).	4.00
		The developed materials are relevant to students' daily life dealing with comprehending specific terms about pharmacy.	4.00
		Materials (text, figures and tables) are relevant to the topics being discussed.	4.00
		The developed materials are in accordance with the needs analysis for Pharmacy students Grade X.	4.00
		The developed materials provide recent health issue	3.50
		The developed materials are in accordance with students' target competence of pharmacy	4.00
		The developed materials contain knowledge about life skill	3.50
		The developed materials contain appropriate types of texts appropriate for students' need.	4.00
		The developed materials lead the students to understand the social function of the discussed text.	4.00
		The developed materials lead the students to understand the generic structure of the discussed text.	3.50

		The developed materials lead the students to understand the linguistic features of the discussed text.	4.00
2	Presentation	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	4.00
		There is good balance among the tasks in a unit with the tasks in the next unit.	4.00
		The developed tasks encourage students to perform written communication effectively.	4.00
		The developed tasks encourage the students to be creative.	4.00
		The developed tasks encourage students to learn independently	3.50
		The developed tasks contain guided activities and free guided activities	3.50
		The developed materials provide evaluation form for the students to check their understanding	4.00
		The developed materials contain opening activities, main activities and closing activities	4.00
		The developed materials contain vocabulary that is related to the topic of the unit.	4.00
		The developed materials provide students with specific terms related to the topic.	4.00
3	Language	The language used are relevant to students' cognitive development	4.00
		The students can easily understand the language of instruction.	4.00
		The materials are developed in a grammatical English.	3.50
		The spelling of the language of instruction are in accordance with spelling principle.	4.00
		The choice of words of the materials are in accordance with word choice principle.	3.50
		The developed materials in a unit are linked to the materials in the next unit.	4.00
4	Lay-out	The fonts used are not too various.	4.00
		The fonts used are not too big / too small.	4.00
		The color of the materials are not disturbing the reader.	4.00
		The pictures are provided for both aesthetic and functional purposes.	4.00

## THE RESULT OF MATERIALS VALIDATION

### UNIT 1

No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	8	4	Very Good
2	Accuracy of the materials	8	3.50	Good
3	Materials learning support	6	3.50	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	4	3.75	Very Good
2	Learning presentation	6	3.67	Good
3	Presentation Completeness	10	3.50	Good
<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.25	Fair
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	3.75	Very Good

### UNIT 2

No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	8	3.87	Very Good
2	Accuracy of the materials	8	3.60	Good
3	Materials learning support	6	3.50	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	4	3.50	Good
2	Learning presentation	6	3.67	Good
3	Presentation Completeness	10	3,70	Good
<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.25	Fair
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	4	Very Good

### UNIT 3


No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	10	3.90	Very Good
2	Accuracy of the materials	8	3.75	Very Good
3	Materials learning support	6	3.50	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	4	3.75	Very Good
2	Learning presentation	6	3.67	Good
3	Presentation Completeness	10	3.90	Very Good
<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.25	Fair
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	4	Very Good

### UNIT 4

No	Component	n	Mean	Description
<b>A. Appropriateness with SK KD for SMK</b>				
1	Appropriateness with SK KD	8	3.87	Very Good
2	Accuracy of the materials	8	3.75	Very Good
3	Materials learning support	6	3.67	Good
<b>B. Materials Presentation</b>				
1	Technique of presentation	4	4	Very Good
2	Learning presentation	6	3.83	Very Good
3	Presentation Completeness	10	3.8	Very Good
<b>C. Language Appropriateness</b>				
1	Appropriateness with students' cognitive development	2	3.50	Good
2	Communicativeness	8	3.75	Very Good
3	Language Continuity	2	3.50	Good
<b>D. Materials lay-out</b>				
1	Materials lay-out	8	3.87	Very Good

## **APPENDIX G**

### **THE FINAL DRAFT OF THE MATERIALS**



# This small, round, white tablet is an amoxicilin.

When you work as a pharmacist, you will be required to read many texts about pharmacy, not to mention about kinds of medicines in terms of their forms and their uses. You will also have to be able to describe those kinds of medicines and their uses. So, in this unit you are going to learn about how to describe medicines in terms of their forms, colors, shape, and uses to cure particular diseases.

**UNIT**  
**1**



## TASK 1

*Study the pictures below. Match the pictures with appropriate terms provided on the box. Do it individually.*



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4



Picture 1.5

**orange**

**/ˈɒrɪndʒ/**

**blue**

**/bluː/**

**round**

**/raʊnd/**

**small**

**/smɔːl/**

**oval**

**/ˈəʊv əl/**





## TASK 2

**Study the picture below. Individually, circle the adjectives that describe the picture of pills below. You may choose more than one adjectives.**



Picture 1.6

oval	green	huge	expensive	white
round	orange	small	bitter	blue
triangle	red	tiny	sweet	yellow



## TASK 3

**Read the following text. In pairs, underline the adjective that you find within the text.**

### ***Decolgen***

*Decolgen* is a well-known brand of medicine in Indonesia. *Decolgen* is available in the form of small pills containing three layers of colors; white, yellow and orange. These small and round pills are also affordable and available in the drugstores. People usually take a pill when he or she is suffering from cold and influenza.



Picture 1.7



## TASK 4

Luna is trying to find 8 (eight) adjectives in this box. Help her by giving a circle on each adjective that you can find.

C	I	O	R	P	I	S	H	E	D
I	V	U	I	R	B	L	U	E	U
R	O	W	R	N	K	I	N	G	S
C	R	H	A	L	M	A	T	S	T
L	Y	I	F	A	O	T	E	M	I
E	S	T	A	B	V	I	R	A	F
W	R	E	C	T	A	N	G	L	E
U	O	P	M	A	L	Y	O	L	N
T	U	I	R	N	G	U	A	P	S
E	N	V	I	R	O	S	D	O	E
N	D	O	V	E	R	S	I	O	N

Picture 1.8



The adjectives that you find will be discussed frequently in this unit.



## TASK 5

After finding the adjectives on the box above, write down the adjectives in the table and find their meanings. Do it in pairs.

Adjectives	Category	Meanings
Circle	Shape	Bulat / Lingkaran



## TASK 6

Study the following words. These are kinds of Adjectives that we will study in this chapter.

Words	Phonetic Transcription	Meanings
opinion	/ə'pɪnjən/	<i>pendapat</i>
size	/saɪz/	<i>ukuran</i>
quality	/ˈkwɒlɪti/	<i>kualitas</i>
shape	/ʃeɪp/	<i>bentuk</i>
color	/ˈkʌlə r /	<i>warna</i>
material	/mə'tɪəriəl/	<i>bahan</i>



Picture 1.9



### THE USE OF ADJECTIVES

Have you ever heard the word "adjectives"? Yes, you must have heard that. What is meant by adjective?

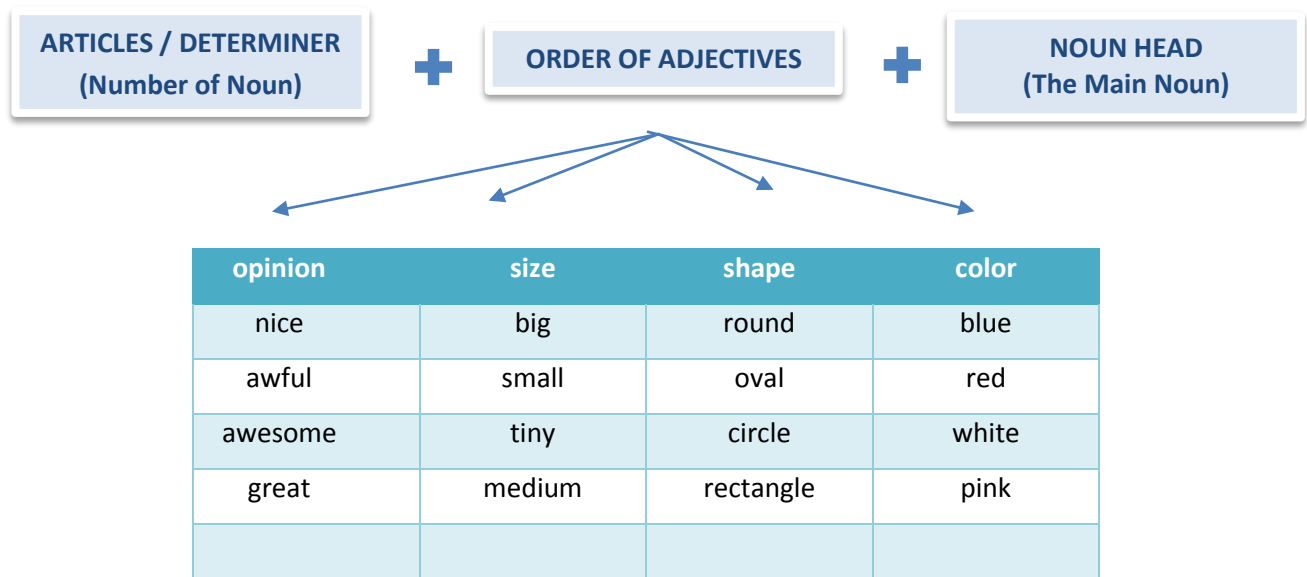
**Adjectives** can be defined as one of part speeches that functions as compliment of a noun. Below are examples of the use of adjective in simple sentences.

1. *My home is very big.*

→ In this example, the word "big" explains the home.

Now, what if the number of adjectives in a sentence is more than one adjective?

When we are about to mention more than one adjectives in a single noun, we have to follow the order of adjectives, presented as follows.



Examples:

1. I have two small, round, blue pills of Aspirin.

DETERMINER

ADJECTIVES

NOUN HEAD

2. There are some nice, big, oval, white tablets of Ampicillin.

DETERMINER

ADJECTIVES

NOUN HEAD



## TASK 7

**Read the following text. Individually, answer the questions that follow.**

### *Aspirin*

Have you ever seen a pill of aspirin? How does it look like? Yes. You are right. Aspirin are mostly in the form of pills. They are circle white small pills used to relieve diseases like headache. The colors of aspirin are also various. Some colors of aspirin pills are yellow, pale blue and also pink. They are available on any drugstore and quite affordable.



Picture 1.10

1. What is the text about?
2. How does an aspirin pill look like?
3. What colors can be found in aspirin pills?
4. Where can you find this medicine?
5. What disease can be cured by taking aspirin?



## TASK 8

**Match the following pictures with the appropriate adjectives on the box. One adjective may be linked more than once. The first has been done for you.**



Picture 1.11



Picture 1.12



Picture 1.13



blue  
oval  
bitter  
small  
red  
yellow  
white  
green  
circle  
round  
big



Picture 1.14



Picture 1.15



Picture 1.16



Picture 1.17

You have learned well about kinds of adjectives. Adjectives are mostly used when we describe something. Now, we are going to move on to the next step; learning **how to describe something by using appropriate adjectives.**



## TASK 9

*Study the explanation below carefully.*

### HOW TO DESCRIBE SOMETHING



#### A. Definition

A descriptive text is a kind of text telling the readers about something specific. It may describe something from its appearance or characteristics, numbers or another parts.

#### B. Generic Structures (Parts)

There are two parts in a descriptive text. They are:

1. **General Identification:** It tells the reader about **the general description** about what will be discussed in the text.
2. **Description :** It consists of **some additional information** about something specific related to the topic.

#### C. Language Features

1. Focuses on specific participants/thing
2. The use of simple present tense (S + V1+ O/Adv.)

#### Example of a descriptive text:

Amoxicillin is one of the kinds of medicines on *Penicillin* family.

On one form, it is a **small, white, round** pill. In another form it is a **small, oval**, two-coloured capsule. The last form of amoxicillin can be found is in **white** liquid in a bottle. Amoxicillin, like other medicine of Penicillin family, is used to against infections.



General  
Identification



Description



## TASK 10

Read some description below. In pairs, determine whether the part is the general description or the identification of the passage. Number one has been done for you.

Text	Parts	Answer
1	It is available in capsules, oral liquid and injection. First of all, ampicillin in the form of capsule is a <b>small</b> , and <b>oval</b> one, and it has two colors (mostly blue and white). The other forms of Ampicillin medicine that can be found are liquid and injection. It is used to treat bacterial infections, such as infections of the chest and ear, by killing or stopping the growth of bacteria.	Description
	Ampicillin is another medicine of Penicillin family	General Identification
2	An antifatulent agent is a drug used for the alleviation or prevention of excessive intestinal gas.	
	Antiflatulent medication is available in the form of liquid and <b>oval</b> tablet. The color of the tablet form is <b>light brown</b> , while it is <b>pink</b> in the form of liquid.	
3	Antidiarrhoeal drugs is available in the form of tablets and <b>small</b> capsules. In the form of tablets, it is <b>small</b> and has <b>brown</b> color.	
	Antidiarrhoeal drugs cure the bacteria causing diarrhea.	
4	<i>Amikacin</i> is a family of antibiotic drugs.	
	<i>Amikacin</i> is only available in the form of liquid that is injected to the patient. The color of <i>Amikacin</i> liquid is <b>plain</b> .	
5	Paromomycin is available in the form of capsules with various colors, such as, <b>red-yellow</b> and <b>green-yellow</b> capsules. The other form is liquid that is injected into intramuscular parts of the body.	
	Paromoycin is a family of antibiotics that cures intestinal infections caused by bacteria.	

From the example above, we can see some adjectives there. The adjectives are bold typed. Can you identify them?

In a descriptive text, we also have to employ the form of **Simple Present Tense**, because the medicine that we are describing is a “general truth”.

Remember, the main indicator of Simple Present is the use of **V1**.



## TASK 11

**Study the following description about Dicloxacillin. Underline the verb that indicates the Simple Present.**

### ***Dicloxacillin***

*Dicloxacillin* is another medicine on Penicilin family. It is mostly found in the form of small blue oval capsule and liquid. Like other member of Penicilin, this medicine cures many different types of bacterial infections, especially those caused by *staphylococcus* bacteria.



Picture 1.18



## TASK 12

**Read the text above again. Write down the adjectives that you can find there in the table below.**

Adjectives	Category	Meanings





## TASK 13

Study the explanation below carefully.

### SIMPLE PRESENT TENSE



When we write a description about something, we have to employ Simple Present Tense.

Simple Present Tense is a Tense that is employed when we:

1. Tell something in general
2. Describe something
3. Mentioning a general truth (truth that exists all the time)
4. Tell someone about our habits.

The form of **Simple Present Tense** is:

**S + V<sub>1</sub> + O / Adj / Adverb**

S (Subject) : I, you, they, we, he, she it, *pronoun, gerund*

V<sub>1</sub> : Verb 1

O : Object (Object of the Sentence if needed)

Adj : Adjective

Subject	Regular Verb Used	Example in Sentences	Linking Verb Used	Examples in descriptive sentences.
I	V1	I <b>consume</b> a pill of amoxicillin.	Am	I <b>am</b> really tall.
You	V1	You <b>buy</b> a pack of dicloxacillin.	Are	You <b>are</b> smart.
They	V1	They <b>take</b> <i>decolgen</i> three times a day.	Are	They <b>are</b> curious.
We	V1	We <b>get</b> an ampicillin tablet.	Are	We <b>are</b> young.

He	V1 + s/es	He <b>drinks</b> a teaspoon of Paracetamol.	Is	He <b>is</b> remarkable.
She	V1 + s/es	She <b>consumes</b> a teaspoon of antifatulent medicine.	Is	She <b>is</b> problematic.
It	V1 + s/es	This is an amoxicillin tablet. It <b>cures</b> cough.	Is	This tablet is very small. <b>It</b> is an ampicillin pill
Singular pronoun (It)	V1 + s/es	This is an amoxicillin tablet. It <b>cures</b> cough.	Is	This tablet is very small. It <b>is</b> an ampicillin pill.
Plural pronoun (They, These, Those)	V1	These are amoxicillin tablets. They <b>cure</b> cough.	Are	These tablets are red. They <b>are</b> amoxicillin.



## TASK 14

Read the sentences on the table below. Determine whether the sentence is true or false. Give a tick (✓) on the True column if the sentence is True and vice versa. If the statements are false, make corrections of them.

No	Sentence	True	False	Correction
1	This tablet are an amoxicillin.		✓	This tablet <b>is</b> an amoxicillin.
2	This <i>paromomycin</i> capsule cure intestinal infections.			
3	This small blue capsule is a <i>dicloxacillin</i> .			
4	Almira buy three packages of <i>Paracetamol</i> .			
5	This amoxicillin tablet cures cough.			
6	There is three tablets of antifatulent drugs on the show case.			
7	The color of <i>Amikacin</i> liquid is plain.			



### TASK 15

**Arrange the adjectives below into the correct order. Do it individually.**

1. Andi takes a (round/small/white) tablet of *Aspirin* twice a day.

**Answer :** \_\_\_\_\_

2. Hanny prepares a medicine. She puts the (blue/small/round) pills to a plastic package.

**Answer :** \_\_\_\_\_

3. Bobby gives a bottle of (blue/liquid) medicine, called *Antacid* to a patient suffering from gastritis.

**Answer :** \_\_\_\_\_

4. My mother inhales a (small/long/white) inhaler from a drugstore to relieve cold she is suffering from.

**Answer :** \_\_\_\_\_

5. Ani is a pharmacist. She gives a (gelatinous/ short/ round) capsule of antidiarrhoea to a patient.

**Answer :** \_\_\_\_\_



### TASK 16

**Read the following sentences. Rearrange the sentences below into the correct order to make a good paragraph. Do it in pairs.**

1. In one form antacids is available in blue liquid.

2. Antacids is a medication to cure gastritis.

3. The other forms are small tablets.

4. This medicine is available in the drugstores.

5. The colors of those tablets are pink, light blue and orange.



Rewrite those jumbled sentences here.

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## TASK 17

**Study the following text. Complete the blank spaces with appropriate words provided on the box. The words to complete may be Adjectives, Verb or Noun.**

### Paracetamol

Have you ever got fever? What medicine did you take? Yes, paracetamol. Paracetamol is widely available and cheap. It is the \_\_\_\_\_ pain medicine to reduce fever. In the market, paracetamol is commonly found in the form of tablet (pills), \_\_\_\_\_ liquid and injection. In the forms of pill, a paracetamol pill is commonly small, \_\_\_\_\_, white ones. For the liquid one, the colors of the liquid may vary, such as \_\_\_\_\_, red, yellow and white. Finally, for the injection one, the liquid is placed in a small bottle. Paracetamol can be given to \_\_\_\_\_ under the doctor's prescription.



Picture 1.19

medicine      purple      safest      oral      oval      toddlers



## TASK 18

*Study the pictures below. Fill in the blanks by using information provided in the picture.*



Picture 1.20

Name of Medicine : \_\_\_\_\_

Shape of Medicine : \_\_\_\_\_

Colors of Medicine : \_\_\_\_\_

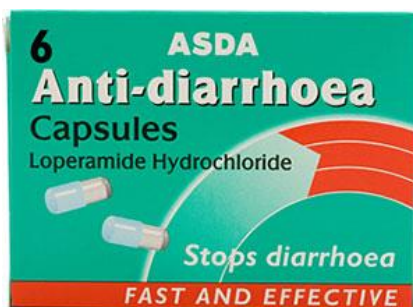


Picture 1.21

Name of Medicine : \_\_\_\_\_

Shape of Medicine : \_\_\_\_\_

Colors of Medicine : \_\_\_\_\_



Picture 1.22

Name of Medicine : \_\_\_\_\_

Shape of Medicine : \_\_\_\_\_

Colors of Medicine : \_\_\_\_\_



## TASK 19

**Based on the information above, make a draft of 50 – 100 words. Choose one of the pictures above. Do it individually.**



Write down your draft based on the guidelines below.

**Title :**

.....

**General Identification:**

.....  
.....  
.....

**Description:**

.....  
.....  
.....  
.....  
.....

To test your understanding about this material, after finishing making the draft, try to read your friend's work and underline the mistakes there. Yours may also be read by your friends to check whether you have made mistakes or not.





## TASK 20

**Write a simple description text by following the conditions below. Do it individually.**

### Conditions:

1. Write at about 100 - 200 words.
2. Employ the guidelines of making a descriptive paragraph.
3. Choose one of the topics below:
  - a. *Medicine that you have at your house.*
  - b. *Medicine that you have ever consumed*
  - c. *Medicine that you often find in a pharmacy/drugstore.*
4. Do not forget to put appropriate adjectives (size, colors, shape and materials).



## TASK 21



Find a medicine at your house. Draw it and make a short (30 – 50 words) descriptive passage about it. You may also add information about the use of the medicine. Do not forget to employ the guideline that we have learned before.

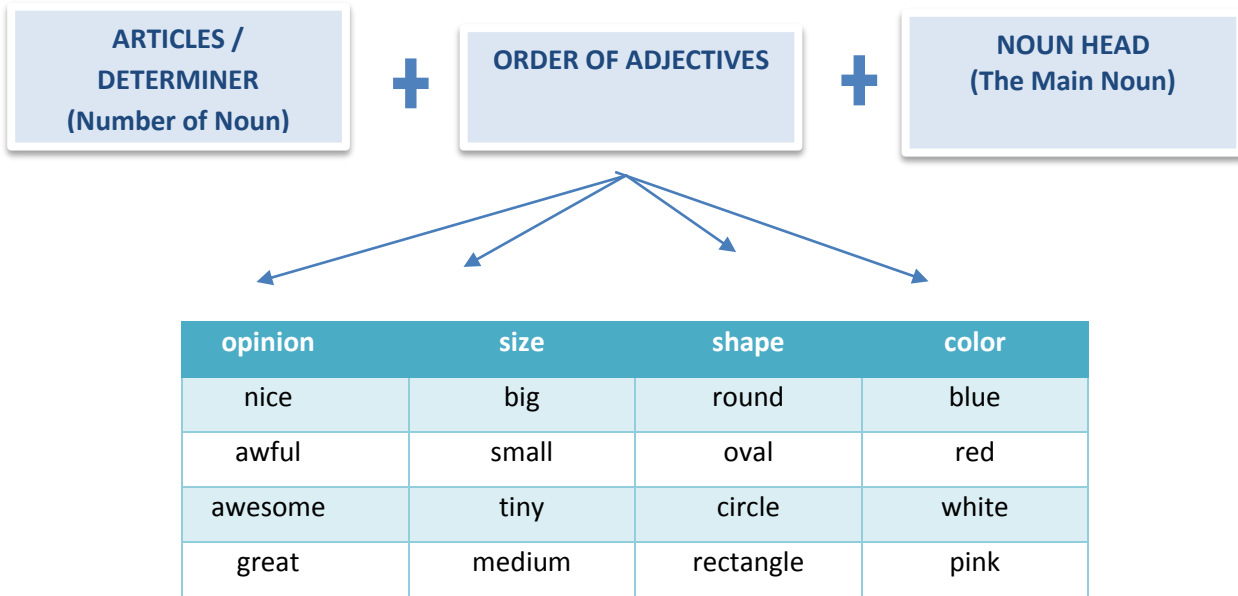


Hi, there!

What have you learned throughout this unit?  
Let's sum up what we have learned!

## A. PROPER ORDER OF ADJECTIVES

Here is the proper order of adjectives that we have learned:



## B. HOW TO DESCRIBE SOMETHING

### A. Definition

A descriptive text is a kind of text telling the readers about something specific. It may describe something from its appearance or characteristics, numbers or another parts.

### B. Generic Structures (Parts)

There are two parts in a descriptive text. They are:



1. **General Identification:** It tells the reader about **the general description** about what will be discussed in the text.
2. **Description :** It consists of **some additional information** about something specific related to the topic.

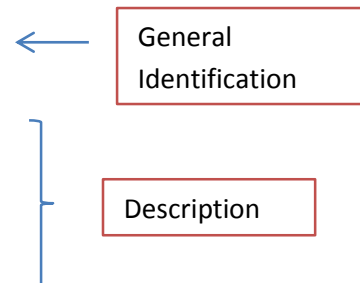
### C. Language Features

1. Focuses on specific participants/thing
2. The use of simple present tense (S + V1+ O/Adv.)

#### Example of a descriptive text:

Amoxicillin is one of the kinds of medicines on Penicillin family.

On one form, it is a **small, white, round** pill. In another form it is a **small, oval**, two-coloured capsule. The last form of amoxicillin can be found is in **white** liquid in a bottle. Amoxicillin, like other medicine of Penicillin family, is used to against infections.



### C. THE USE OF SIMPLE PRESENT TENSE

When we write a description about something, we have to employ Simple Present Tense.

Simple Present Tense is a Tense that is employed when we:

1. Tell something in general
2. Describe something
3. Mentioning a general truth (truth that exists all the time)
4. Tell someone about our habits.

The form of **Simple Present Tense** is:

**S + V1 + O/ Adj/ Adverb**

S (Subject) : I, you, they, we, he, she it, *pronoun, gerund*

V1 : Verb 1

O : Object (Object of the Sentence if needed)

Adj : Adjective



Words	Pronunciation	Indonesian Meanings
red	/red/	merah
white	/waɪt/	putih
purple	/ˈpɜːpl/	ungu
small	/smɔːl/	kecil
big	/bɪɡ/	besar
round	/raʊnd/	bulat
oval	/ˈəʊv əl/	oval/lonjong
medication	/ˌmedɪˈkeɪʃ ə n/	pengobatan
acute	/əˈkjuːt/	akut
liquid	/ˈlɪkwɪd/	larutan/cairan
infections	/ɪnˈfekʃ ə n/	infeksi
proper	/ˈprɒpər /	cocok
particular	/pəˈtɪkjʊlər /	khusus
allergic	/əˈlɜːdʒɪk/	alergi
medicine	/ˈmedɪsən/	obat
amount	/əˈmaʊnt/	jumlah
cure	/kjʊr/	mengobati
dispensary	/dɪˈspentsəri/	toko obat
drugstore	/ˈdrʌɡstɔːr /	apotek
pharmacy	/ˈfɑːməsi/	pusat obat
opinion	/əˈpɪnjən/	pendapat
size	/saɪz/	ukuran
quality	/ˈkwɒlɪti/	kualitas
shape	/ʃeɪp/	bentuk
color	/ˈkʌlə r /	warna
material	/məˈtɪəriəl/	bahan



*This is the time to reflect what you have learned so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have learned.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can understand the kinds of adjectives (Size, Color, etc.)						
2	I can understand the meanings of adjectives						
2	I can understand the proper use of adjective						
3	I can identify the generic structure (parts) of a descriptive text.						
4	I can produce a simple draft of a descriptive text.						
5	I can write a simple descriptive text containing particular adjectives.						



Picture 1.1 [www.depositphotos.com](http://www.depositphotos.com)

Picture 1.2 [www.indiamart.com](http://www.indiamart.com)

Picture 1.3 [news.vanderbilt.edu](http://news.vanderbilt.edu)

Picture 1.4 [www.dogarthritisisblog.info](http://www.dogarthritisisblog.info)

Picture 1.5 [www.nutsinbulk.com](http://www.nutsinbulk.com)

Picture 1.6 [ramp.ie](http://ramp.ie)

Picture 1.7 [www.mimsonline.com](http://www.mimsonline.com)

Picture 1.8 <http://www.womansday.com/cm/womansday/images/GE/pharmacist-insider-secrets-mdn.jpg>

Picture 1.9 [www.google.com/search](http://www.google.com/search)

Picture 1.10 <http://ebae.net/pill-image/gravol-50-anti-nauseant.jpg>

Picture 1.11 <http://www.medicinestransparency.org/meta-countries/ghana/>

Picture 1.12 <https://healthy.kaiserpermanente.org/static/drugency/images/TEV31250.JPG>

Picture 1.13 [www.dogarthritisisblog.info](http://www.dogarthritisisblog.info)

Picture 1.14 <http://www.everydayhealth.com/drugs/images/multum/Amoxicillin%20500%20mg-RAN.jpg>

Picture 1.15 <http://footage.shutterstock.com/clip-486550-stock-footage--d-animated-pill.html>

Picture 1.16 [http://thumbs.dreamstime.com/thumblarge\\_87/11594502580iEgUv.jpg](http://thumbs.dreamstime.com/thumblarge_87/11594502580iEgUv.jpg)

Picture 1.17 [djfree.blogspot.com](http://djfree.blogspot.com)

Picture 1.18 [pharm.kku.ac.th](http://pharm.kku.ac.th)

Picture 1.19 <http://arsiv.ntvmsnbc.com/news/283022.jpg>

Picture 1.20 [www.realsimple.com](http://www.realsimple.com)

Picture 1.21 [www.women-health-info.com](http://www.women-health-info.com)

Picture 1.22 [www.mysupermarket.co.uk](http://www.mysupermarket.co.uk)



# To : All pharmacists of Siaga Medika.

Once you work as a pharmacist, especially in a hospital pharmacy, you will occasionally be given a memo containing special prescription of a medicine. As a good pharmacist you have to be able to understand what is intended in the memo. So, in this unit, you are going to learn to understand and produce a memo, and understand signs on pharmacy. Let's start.

## UNIT 2



### TASK 1

Study the following words. Find their meanings and write them down in the blank spaces.

Memorandum

Formal

Informal

Brief

\_\_\_\_\_

\_\_\_\_\_



## TASK 2

Study the following informal memo. Individually, answer the questions that follow.

Hi, Andy.

I will be returning lately tonight. Do not forget to take your Aspirin this afternoon. No more than a pill as the dosage, please. Do not forget to ask your little brother to take the *Panadol*. I don't want him to get worse. Don't ignore it, honey.

Lovely,  
**Mommy.**




1. What is the memo about?
2. Who writes the memo?
3. To whom is the memo addressed?
4. Where can you find such this memo? Discuss it with your partner.
5. Have you ever found such a memo? Where did you find it?



## TASK 3

Study the following memo. Compare the following memo to the memo above. Mention the differences of both memos by completing the following table. Do it in pairs.

	<p><b>FARMA MEDIKA</b> Drugstore, Dispensary and Health Consultant  Jl. DI. Panjaitan, Karawang, Indonesia</p>
<p style="text-align: center;">MEMO</p> <p style="text-align: right;">Thursday, January 23<sup>rd</sup> 2012</p> <p>To : All pharmacists From : Mr. Rudi (Head Manager) Subject: <u>Putting the medicine in the right category</u></p>	

I'm on my way to Singapore till next two weeks. Please re-categorize the medicine by referring to the guide book. Make a list of the medicines urgently needed. Send the list to my e.mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com). Three days from the date on the memo will be the last day to send the file. Thank you.

Rudi Budiarto  
Head of Manager

Memo 1	Memo 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5



#### TASK 4

*Read the memo from Mr. Rudi again. Individually, answer the questions below.*

1. What is the memo about?
2. Mr. Rudi Budiarto addresses the memo to ...
3. Who is Mr. Rudi? What is he asking for?
4. What day will be the latest day to send the file?



The main difference between a formal memo and informal one is that a formal memo can usually be found in a formal institution, and the informal one can be seen in our house (if any). The language and the format is also different. Can you identify them?



#### TASK 5

*Read the memo below. Then, determine whether the statements are True or False by giving a tick (✓) on the appropriate column.*

## MEMO

To : Anita  
From : Rudy

Thanks for the *Aspirin* you gave me yesterday when I had my headache. After taking it for three times each day for two days, as the dosage of it, I feel much better. I want to ask for a stripe more in case I feel the headache comes back. Lot of laugh. Anyway, thanks a lot for your help.

Love

No	Statements	True	False	Correction
1	The memo is about offering a medicine.		√	The memo is about <b>thanking</b> .
2	The sender of the memo is satisfied with the medicine given.			
3	The medicine should be taken more than three times a day.			
4	The sender of the memo was suffering from headache before she asked for her friend's help.			
5	The sender asks for more stock medicine since she is not getting well.			



### TASK 6


Study the explanation below. Ask your teacher if you find difficult words.



*A memo is a written message sent by someone or department to another in the same business organization. It is used to deliver a particular message (not the confidential one) from a staff to another. There are two kinds of memos; Formal and Informal. The formal is usually available at formal institution, while the informal one can be seen at our house or other informal institutions.*



There are three parts of a memo; heading, memo identity and memo body.

 <p><b>FARMA MEDIKA</b> <i>Drugstore, Dispensary and Health Consultant</i> Jl. DI. Panjaitan, Karawang, Indonesia</p>	<p><b>Memo Heading</b></p>	
<p>MEMO</p>		
<p>Thursday, January 23<sup>rd</sup> 2012</p> <p>To : All pharmacists From : Mr. Rudi (head of Manager) Subject: <u>Organizing the medicine</u></p>	<p><b>Memo Identity</b></p>	
<p>I'm on my way to Singapore till next two weeks. Please re-categorize the medicine by referring to the guide book. Make a list of the medicines urgently needed. Send the list to my e-mail account at <a href="mailto:rudi_budiarto@gmail.com">rudi_budiarto@gmail.com</a>. Three days from the date on the memo will be the last day to send the file. Thank you.</p> <p>Rudi Budiarto Head of Manager</p>		<p><b>Memo Body</b></p>



The language in a memo is very straightforward. It employs the concept of Imperative verbs, to get someone to do something. The explanation about imperative verb is delivered below.

## IMPERATIVE VERB



In the memo above you find:

- **Make** a list of the medicines urgently needed.
- **Send** the list to my e-mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com)

The sentence is initiated with the use of V1 functioning as an order. The verb used as an order is called **Imperative Verbs**, since it gets someone to do something.

Make a list of the medicines urgently needed.

Verb 1 used as an imperative verb.



### TASK 7

*Re-arrange the following words into a correct order. Do it individually. Number one has been done for you.*

1. medicine – the – referring – by – categorize – book - guide

**Answer :** Categorize the medicine by referring to the guide book.

**Imperative Verb :** Categorize

2. the – put- into – medicine – medical – the - plastic.

**Answer :** .....

**Imperative Verb :** .....

3. doctor– ask – the – to – get – medicine – the – box - in.

**Answer :** .....

**Imperative Verb :** .....

4. three – the – patient – give – pills – aspirin – of.

**Answer :** .....

**Imperative Verb :** .....

5. to– patient – ask – the – twice a day – paracetamol – the.

Answer : .....

Imperative Verb : .....



### TASK 8

**Read the exercise above again. Put the imperative verb on the column below and find their meanings. You may consult to your dictionary.**

No	Imperative Verb	Meanings
1	Categorize	<i>Kategorikan</i>
2		
3		
4		
5		




### TASK 9

**Read the menu below. In pairs, study the characteristic of the menu below.**

Riani is a diabetic. She has to have a strict menu that may avoid her from suffering from worse diabetes. Here is the menu of her daily diets.

# Menu for Diabetics



Breakfast


- 1 slice toasted whole wheat bread with 1 teaspoon margarine
- 1/4 cup egg substitute or cottage cheese
- 1/2 cup oatmeal
- 1/2 cup skim milk
- 1/2 small banana

Lunch

- 1 cup vegetable soup with 4-6 crackers
- 1 turkey sandwich  
(2 slices whole wheat bread, 1 ounce turkey and 1 ounce low-fat cheese, 1 teaspoon mayonnaise)
- 1 small apple

dinner

- 4 ounces broiled chicken breast with basil and oregano sprinkled on top
- 2/3 cup cooked brown rice
- 1/2 cup cooked carrots
- 1 small whole grain dinner roll with 1 teaspoon margarine
- Tossed salad with 2 tablespoons low-fat salad dressing
- 4 unsweetened canned apricot halves or 1 small slice of angel food cake



Picture 2.1



## TASK 10

**Study the vocabulary below. Find their meanings in your dictionary. Do it in pairs.**

Words	Pronunciation	Meanings
teaspoon	/ˈtiːspuːn/	
cottage	/ˈkɒtɪdʒ/	
oatmeal	/ˈəʊt.miːl/	
turkey	/ˈtɜːki/	
ounce	/aʊn t s/	
fat	/fæt/	
basil	/ˈbæz ə l/	

canned	/kænd/	
small	/smɔ:l/	
slice	/slaɪs/	
vegetable	/'vedʒtəbl/	

What is the difference between the terms *diabetes* and *diabetics*?

Diabetes is the name of the disease, while the diabetics are people who suffer from diabetes.



### TASK 11

Based on the menu above, match the following foods with the correct containers. Then, develop the pairs into a simple sentences. Do it in pairs. The first has been done for you.

Foods	Container	Sentences
Milk	A tablespoon	
Sugar	A cup	Shanty drinks a <b>cup of milk</b> .
Egg	A teaspoon	
Water	Two slices	
Mayonnaise	Three glasses	
Bread	A kilogram	



### TASK 12

Read the menu above again. Individually, answer the questions below.

1. What fruit should she eat for breakfast?
2. How many cup of oatmeal should she eat for breakfast?
3. How many slices of cheese should be added into the sandwich for lunch?

4. What foods should she eat to have dinner?
5. How should Riani cook the carrot for the dinner menu?



### TASK 13

**Based on the menu above, determine whether the statements below are True or False by giving a tick (V) on the appropriate column. Do it individually.**

No	Statements	True	False
1	Riani is allowed to eat three apples for dinner.		
2	Riani is allowed to add sugar in the apricot for dinner.		
3	She needs $\frac{1}{4}$ cups of egg for breakfast.		
4	The oregano for dinner should be put under the broiled chicken breast.		
5	She needs $\frac{1}{2}$ teaspoon of mayonnaise to be added on the lunch sandwich.		
6	She only needs a small banana for breakfast.		



### TASK 14

**Arrange the jumbled memo below into a good one. Do it individually.**

To : All pharmacists

From : Martin ( Head of the Drugstore)

1. Send the list to Maryo Drugs Supplier. Ask Martha for the address
2. Ask Martha for the medicine list paper.
3. I will not be here for three days since Thursday up to Saturday. I want you all to do all of these:
4. First, re-categorize the medicines on the shelf A
5. Then, make a list of medicine we need more.

6. Thank you.

Martin (Manager in Chief)

To : All pharmacists

From : Martin ( Head of the Drugstore)

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Martin

(Manager in Chief)



### TASK 15

**Study the memo below. Complete the memo by using sentences provided on the box.**

To : Albert

From : Daddy

You come home late again, son. I have left for a meeting at Panti Rapih hospital. Look after your health since you are still suffering from flu.

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---

Daddy

- Take the amoxicillin on the drug box. Look at the prescription given by the doctor.
- Three times a day, you remember? After having breakfast, lunch and supper.
- Ask Mommy for any help. But you have to wait for her till 5 pm this afternoon. She is having a meeting on her office.



### TASK 16

**Complete the blank spaces of the memo below based on the story. Do it in pairs.**

Mr. Jason is a manager of a drugstore "SEHAT" in Yogyakarta. One day, he has to go to Jakarta to hold an annual meeting. He sends a memo to all of the pharmacists to make a monthly list about expired medicines and put the list on his desk. Help Mr. Jason to create the memo.

SEHAT Pharmacy and Drugstore	
<b>Internal Memo</b>	
To :	
From :	
Subject :	Making a list of expired medicine
Regards Mr. Jason	





## TASK 17

*Choose one of the stories below and write a memo based on the story you have chosen.*

### \*Story 1

Budi is the manager of "Mataram" drugstore. One day, he is going to go to Semarang to have a meeting with other managers. He asks Maria (the head of clerks of the drugstore) to arrange a weekly meeting. The report of the meeting should be sent to his email (budi\_pharm@yahoo.com) three days after the meeting is held.

### \*Story 2

Mr. Albert is an American pharmacist. He has been working at "INDONESIA" dispensary for 3 months. One day he is asking all the pharmacists at the dispensary to set a farewell party because he is returning to America soon.

### \*Story 3

Mrs. Clara is the head of pharmacist at "MAJU" drug supplier. One day, his husband is getting sick, so she is not able to come to the drugstore as usual. She, then, writes a memo to Andika, one of the pharmacists, to send a box of aspirin, three boxes of insulin and one box of antacids to 'MERDEKA' dispensary, no later than a week after the memo is released.



## TASK 18



Find a formal memo and an informal one. You may search them on the Internet or even at your house if any. Then, find the information below:

Sender : .....  
Receiver : .....  
Message : .....



## TASK 19

Find two examples of menu for diabetics. You may find it in the Internet. Then, make a list of words of which you do not know the meaning.





Hi, there.

What did you get from this unit?

Let's recall them!

## 1. MEMO

A memo is a message or other information in writing sent by one person or department to another in the same business organization. The social function of a memo is as the media of asserting message in written form. A memo is often used by a higher-position man in an institution to the colleague with lower position. The message is usually simple, straightforward and direct.

There are three parts of a **Memo**:

<p style="text-align: center;"><b>FARMA MEDIKA</b> <i>Drugstore, Dispensary and Health Consultant</i></p> <p style="text-align: center;"><b>Jl. DI. Panjaitan, Karawang, Indonesia</b></p>	<p>}</p> <p><b>Memo heading</b></p>
<p style="text-align: center;"><b>MEMO</b></p> <p style="text-align: right;"><b>Thursday, January 23<sup>rd</sup> 2012</b></p> <p><b>To : All pharmacists</b> <b>From : Mr. Rudi (Head Manager)</b> <b>Subject: <u>Putting the medicine into the right order</u></b></p> <p>I'm on my way to Singapore till next two weeks. Please re-categorize the medicine by referring to the guide book. Make a list of the medicines urgently needed. Send the list to my e.mail account at <a href="mailto:rudi_budiarto@gmail.com">rudi_budiarto@gmail.com</a>. Three days from the date on the memo will be the last day to send the file. Thank you.</p> <p><b>Rudi Budiarto</b> <b>Head Manager</b></p>	

### Types of a memo:

1. **Formal Memo:** A formal memo is usually found in an office, or any institution. It has a heading part, and is written formally.
2. **Informal Memo:** An informal memo can be usually found in a family's house and is mostly written by the member of the family to another member of the family (e.g, from the father to his son). The language used in an informal memo is more casual with the absence of memo heading.

## 2. THE USE OF IMPERATIVE VERB

Imperative verbs are commonly found in a memo. In the tasks you found:

- **Make** a list of the medicines urgently needed.
- **Send** the list to my e-mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com)

The sentence is initiated with the use of V1 functioning as an order. The verb used as an order is called **Imperative Verbs**, since it gets someone to do something.

Make a list of the medicines urgently needed.



Verb 1 used as an imperative verb.

Send the list to my e-mail account at [rudi\\_budiarto@gmail.com](mailto:rudi_budiarto@gmail.com)



Verb 1 used as an imperative verb.



Words	Pronunciation	Indonesian Meanings
memo	/ <sup>1</sup> meməʊ/	memorandum
formal	/fɔ:məl	formal
informal	/ɪn <sup>1</sup> fɔ:məl/	non – formal
do	/du/	lakukan
take	/teɪk/	ambil
from	/frɒm/	dari
to	/tuː/	untuk
menu	/ <sup>1</sup> menjuː/	menu
preference	/ <sup>1</sup> prefə rə n t s/	pemilihan
prefer	/prɪˈfɜː r /	memilih
better	/ <sup>1</sup> betə r /	lebih baik
address	/əˈdres/	tujuan
arrange	/əˈreɪndʒ/	susun
categorize	/ <sup>1</sup> kætəg ə raɪz/	kategorikan
brief	/briːf/	singkat
messenger	/ <sup>1</sup> mesɪndʒə r /	pesan
sender	/ <sup>1</sup> sendə r /	pengirim



*This is the time to reflect what you have learned so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have learned.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can identify the definition of a memo						
2	I can identify the differences between an informal memo and the formal one						
3	I can extract information provided in a memo						
4	I can understand the use of imperative verb in a memo						
5	I can identify information provided in a menu						
6	I can write a draft of a formal memo						
7	I can write a draft of an informal memo						
8	I can produce a simple memo based on the context given.						
9	I can write a memo freely.						



Picture 2.1 *Writer's document*




# The label shows that the medicine is for rectal use only.

Later, when you are working as a pharmacist, especially a hospital pharmacist, you will find so many signs and schedules at work. It is compulsory for you to be able to understand the meanings of those signs, and symbols, and also to understand the schedule found at work

In this unit, you are going to learn to understand meanings of particular symbols and signs that you will probably see. Besides, you will also learn to understand a particular schedule,

**UNIT 3**



Study the following pictures. Give a tick (✓) on signs/labels you have ever seen and tell your friends about them.



Picture 3.1



Picture 3.2



Picture 3.3



Picture 3.4



Picture 3.5



Picture 3.6





## TASK 2

Study the following signs. Individually, match the pictures with the appropriate meanings by writing the number of the correct statements on the blank spaces.



Picture 3.4



Picture 3..5



Picture 3.6



Picture 3.7

1. You are not allowed to pass this restricted area.
2. When you come to a hospital as a patient, you should do this.
3. When you need more intensive care, you will probably be asked to do this.
4. Do not turn off your phone.
5. You are not allowed to turn on any mobile phone in this area.



## TASK 3

Study the signs on pharmacy below. Individually, determine whether the meanings of the signs are True or False by giving a tick (✓) on the proper column. Do it in pairs.



Picture 3.8  
(1)



(2)  
Picture 3..9



(3)  
Picture 3.10



(4)  
Picture 3.11

Picture No	Statements	True	False	Correction
1	This sign means that you can rent an ambulance to go to hospital.			
2	This parking area is only for paramedic staffs.			
3	This sign tells the reader about the direction to go to particular places.			
4	This is the place is used when the rooms for patients are fully equipped and no more place to treat them.			



#### TASK 4

Study the following explanation.

#### THE USE OF MODALS (SHOULD/SHOULD NOT)

When we are going to say that we must do something or not do something, we may use the following expressions:



##### Something to do

<i>Using Modals</i> (S + Imperative Modal+ V1+O)	<i>Using Auxiliary verb</i> (S + Have/has to + V1 + O)
1. I <b>must take</b> the medicine twice a day.	1. We <b>have to take</b> the whole medicine without crushing it.
2. The medicine <b>must be used</b> for external one.	2. She <b>has to take</b> the medicine three times a day.
3. We <b>should follow</b> the directions of consuming this medicine.	

##### Something not to do

<i>Using Modals</i> (S + Must+ Not + V1+O)	<i>Using Auxiliary verb</i> (S + Do/Does + Not + Have to + V1 + O)

1. I <b>must not take</b> the medicine with a glass of coffee or milk.	1. We <b>do not have to take</b> the whole medicine without crushing it.
2. She <b>must not drive</b> after taking the medicine.	2. He <b>does not have to drive</b> the car after consuming the medicine.
3. We <b>should not give</b> the medicine to toddler under the age of 7.	



## TASK 5

*Read the text below. In pairs, describe what the labels are about. Start by using "Must/Must not" or "Have to/Do not Have to" on the provided spaces that follow.*

Carla is a student at Pharmacy High School in Yogyakarta. When she is learning about drug labels, she gets difficulties since the labels are all written in English, Now, your duty is to help her to understand the labels.



Picture 3.11

1



2

Picture 3.12

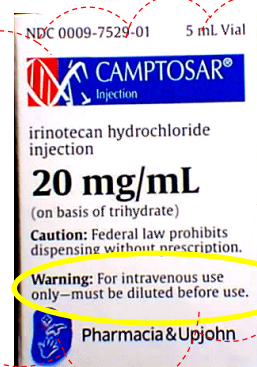


3

Picture 3.13



4



Picture 3.14

Picture 1: She must/must not \_\_\_\_\_

Picture 2: She has to/ does not have to \_\_\_\_\_

Picture 3: She should/should not \_\_\_\_\_

Picture 4: She ought to/ ought not to \_\_\_\_\_



## TASK 6

Study the following words. In pairs, find their meanings.

Words	Pronunciation	Meanings
<b>consent</b>	/kən'sent/	
<b>external</b>	/ɪk'stɜ:nəl/	
<b>drowsiness</b>	/'draʊzɪnəs/	
<b>medication</b>	/ˌmedɪ'keɪʃ ə n/	
<b>care</b>	/keə r /	
<b>refill</b>	/'ri:fil/	
<b>intravenous</b>	/ˌɪntrə'vi:nəs/	
<b>prescription</b>	/prɪ'skrɪpʃ ə n/	
<b>dilute</b>	/daɪ'lʊ:t/	
<b>alertness</b>	/ə'lɜ:tnəs/	
<b>affect</b>	/ə'fekt/	

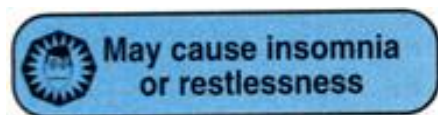


## TASK 7

Study the following medical labels and symbols. Match the symbols with their correct statements. Do it in pairs. Number one has been done for you.



Picture 3.15



Picture 3.16



Picture 3.17

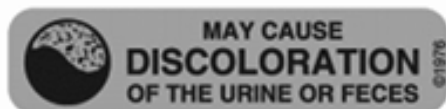
1. You are not allowed to drive yourself after consuming this medicine.
2. You have to consume this medicine thoroughly without breaking it up into pieces.
3. This medicine is never allowed to be swallowed.
4. After consuming this medicine, you will find your urine color plain.
5. You are never allowed to take this kind of medicine with your favorite juice.

THIS MEDICINE MAY AFFECT MENTAL ALERTNESS AND/OR COORDINATION. IF AFFECTED, DO NOT DRIVE A MOTOR VEHICLE OR OPERATE MACHINERY.

Picture 3.18



Picture 3.19



Picture 3.20

6. You must not sleep after taking this medicine.

7. This kind of medicine may bring you to bed.

8. You will urinate frequently.



## TASK 8

Study the schedule below. Individually, answer the questions that follow.

<b>MEDIKA FARMA"</b> <b>Drugstore and Dispensary</b> <b>Schedule of Health Consultant</b>		
Days	Time/period	Doctors on Duty
Sunday	12.00 – 15.00	dr. Abdi Hakim, Apt
	17.30 – 20.00	dr. Mahmoud G, Apt, M.Kes
Monday	10.00 – 14.00	dr. Ervina Dyah, Apt
	16.00 – 20.00	dr. I Gusti Ayu
Tuesday	10.00 – 14.00	dr. Basikin
	16.00 – 20.00	dr. Anissa Sri W
Wednesday	10.00 – 14.00	dr. Georgeous H, Apt
	16.00 – 20.00	dr. Dera Maharani
Thursday	10.00 – 14.00	dr. I Gusti Ayu
	16.00 – 20.00	dr. Abdi Hakim, Apt
Friday	10.00 – 14.00	dr. Basikin
	16.00 – 20.00	dr. Ervina Dyah
Saturday	10.00 – 14.00	dr. Mahmoud G, Apt. M.Kes
	16.00 – 20.00	dr. Dera Maharani

1. What is the schedule above about?

2. How many doctors are working on each day?

3. Angga is going to Medika Farma on Thursday at 7.30 p.m. Which doctor will Angga probably meet?
4. In what days does Dr. Basikin work at Medika Farma dispensary?
5. Fatin is a student of a Pharmacy High School. One day, she is going to dispensary, to have an observation for the school's project. She is going to interview a doctor there. If she is going there on Saturday at 09.00, who (doctor) she will probably meet?



## TASK 9

**Read the schedule above again. Determine whether the statements below are True or False by giving a tick (✓) on the appropriate column. Give correction if the statements are wrong.**

No	Statements	True	False	Correction
1	Dr. Abdi Hakim works three times a week.			
2	It is possible to have a consultation with Dr. Ervina Dyah on Monday.			
3	Dr. Dera Maharani always has to work from 16.00 – 20.00 on her two days of work.			
4	Martin can meet Dr. Basikin at the dispensary at 17.00 on Tuesday.			
5	If we come to the dispensary on Monday at 18.00, we will be able to meet Dr. Mahmoud.			



## TASK 10

**Study the signs below. Write down what we must/must not do according to the labels below. You are allowed to use another expression. Number one has been done for you.**

1. We must not drink juice to take the medicine.



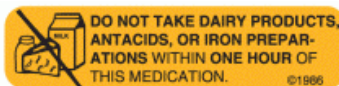
Picture 3.21

Sarah should have a break after taking the medicine.



Picture 3.22

2. Maria \_\_\_\_\_ an hour after she takes the medicine.



Picture 3.23

3. You \_\_\_\_\_ to use the medicine.



Picture 3.24

4. I \_\_\_\_\_ in taking the medicine.

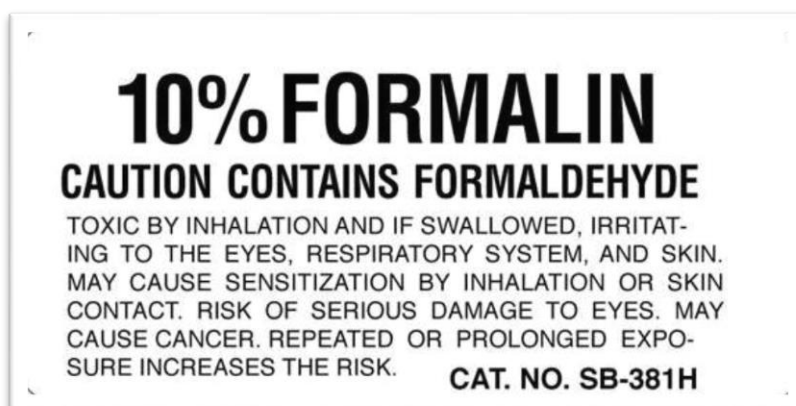


Picture 3.25



## TASK 11

*Study the following drug labels. Then write down information that you can find in the label. Do it in pairs.*



Picture 3.26



Example:

- *It is dangerous if swallowed because it is poisonous.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## TASK 12

Study the following signs. Write down what is told by the signs in your own words.



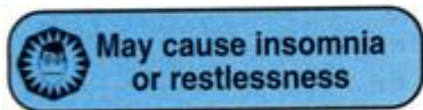
Picture 3.27

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Picture 3.28

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Picture 3.29

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Picture 3.30

This sign tells us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





### TASK 13

Complete the following schedule by using the information provided on the box.

MEDICA HOSPITAL "We Provide The Best"		
SCHEDULE OF PHARMACISTS-ON-DUTY		
Days	Time	Doctors on Duty
Monday	10.00 - 14.00	
	16.00 - 20.00	
Tuesday	10.00 - 14.00	
	16.00 - 20.00	
Wednesday	10.00 - 14.00	
	16.00 - 20.00	Dr. Marcus
Thursday	10.00 - 14.00	
	16.00 - 20.00	
Friday	10.00 - 14.00	
	16.00 - 20.00	
Saturday	10.00 - 14.00	
	16.00 - 20.00	

Example:

\* Dr. Marcus will be able to meet you on Wednesday afternoon at 19.15.

1. You are allowed to meet Dr. Diana on Thursday at 16.20.
2. You cannot meet Mr. Superman if you come after 20.00 on Monday. He will have just left.
3. Rahmat wants to meet Dr. Ali, so he comes to the pharmacy before 14.00 on Monday.
4. Erny has made an appointment with Mr. Sudjana. So, she comes on Saturday afternoon at 17.30.
5. I will have a consultation about my health with Dr. Anggun. So I have to meet her on Friday morning at about 11.00.



## TASK 14

**Read the story below. Fill in the blank spaces with the correct information. Do it in pairs.**

Griya Sehat is one of the drugstores in Sleman, Yogyakarta. There are a number of pharmacists there. Anita and Arby are two of them. First of all is Anita. She has to go to work twodays a week, Monday and Thursday. On Monday she has to be at work at 09.00 - 17. 00. On Thursday, however, she is working at 06.00 - 14.00. Her friend, Arby, has a different schedule. He goes to work three days a week, Sunday, Tuesday and Friday. On Sunday and Tuesday, he goes to work at 07.00 - 15.00, and on Friday, he works at 13.00 - 21.00.

<b>MEDICA HOSPITAL</b> <b>"We Provide The Best"</b> <b>SCHEDULE OF PHARMACISTS-ON-DUTY</b>		
<b>Days</b>	<b>Time</b>	<b>Pharmacists on Duty</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		
<b>Saturday</b>		
<b>Sunday</b>		

# homework



## TASK 15

Go to a drugstore and find some medical symbols there. Then ask the pharmacists the meaning of that symbols. Then, write 5 sentences about the symbols you have found.



## TASK 16



Find an example of other schedule. It can be a schedule of railway station or another schedule. Then, rewrite the schedule on your book. Bring the schedule you have rewritten on the next meeting.



Hi, friends!  
How is your understanding about symbols and signs in Pharmacy?  
Have you got something by learning this unit?  
Let's recall them, then!

## 1. THE USE OF MODALS (SHOULD/SHOULD NOT)

When we are going to say that we must do something or not to do something, we may use the following expressions:

### Something to do

<i>Using Modals</i> (S + Imperative Modal+ V1+O)	<i>Using Auxiliary verb</i> (S + Have/has to + V1 + O)
1. I <b>must take</b> the medicine twice a day.	1. We <b>have to take</b> the whole medicine without crushing it.
2. The medicine <b>must be used</b> for external one.	2. She <b>has to take</b> the medicine three times a day.
3. We <b>should follow</b> the directions of consuming this medicine.	

### Something not to do

<i>Using Modals</i> (S + Must+ Not + V1+O)	<i>Using Auxiliary verb</i> (S +Do/Does + Not + Have to + V1 + O)
1. I <b>must not take</b> the medicine with a glass of coffee or milk.	1. We <b>do not have to take</b> the whole medicine without crushing it.
2. She <b>must not drive</b> after taking the medicine.	2. He <b>does not have to drive</b> the car after consuming the medicine.
3. We <b>should not give</b> the medicine to toddler under the age of 7.	



Words	Pronunciation	Indonesian Meanings
schedule	/ <sup>1</sup> ʃedjuːl/	jadwal
label	/ <sup>1</sup> leɪb əl/	label
use	/juːz/	penggunaan
drink	/drɪŋk/	minum
take (medicine)	/teɪk/	minum (obat)
medicine	<sup>1</sup> medɪ sən/	obat
alcohol	/ <sup>1</sup> ælkəhɒl/	alcohol
rectal	/ <sup>1</sup> rekt əl/	anus
insomnia	/ɪn <sup>1</sup> sɒmniə/	insomnia
drowsiness	/ <sup>1</sup> draʊzɪnəs/	mengantuk
dizziness	/ <sup>1</sup> dɪzɪnəs/	pusing
crush	/krʌʃ/	hancur
paramedic	/ <sup>1</sup> pærə <sup>1</sup> med.ɪk/	paramedic
signs	/saɪn/	tanda
label	/ <sup>1</sup> leɪb əl/	label
on duty	/on/ <sup>1</sup> djuːti /	jaga
pharmacist	/ <sup>1</sup> fɑːməsɪst/	apoteker
consultation	/ <sup>1</sup> kɒnsəl <sup>1</sup> teɪʃ ən/	konsultasi
appointment	/ə <sup>1</sup> pɔɪntmənt/	perjanjian
have to	/hæv/ /tuː/	harus
must	/mʌst/	harus
should	/ʃʊd/	harus



*This is the time to reflect what you have learned so far. Have you understood all? Let's check.  
Give a tick (v) on the column of the statements related to what you have learned.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can identify medical signs/label and their meanings.						
2	I can interpret what should do/should not do with the medicine according to the labels in it.						
3	I can identify information provided in a schedule						
4	I can write a draft of a schedule by completing it by using provided information.						



Picture 3.1 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.2 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.3 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.4 [http://www.lhsigns.com/Portals/159524/Gallery/Album/4124/Symbols\\_20\\_fs.jp](http://www.lhsigns.com/Portals/159524/Gallery/Album/4124/Symbols_20_fs.jp)

Picture 3.5 <http://www.ismp.org/images/camptosar2.gif>

Picture 3.6 <http://www.shamrocklabels.com/assets/item/large/A-34.jpg>

Picture 3.7 <http://www.shamrocklabels.com/assets/item/large/A-37.jpg>

Picture 3.8 <http://www.ucpzeller.com/news.aspx?id=51>

Picture 3.9 <http://www.glasbergen.com/pharmacy-cartoons/?nggpage=3>

Picture 3.10 <http://www.bls.gov/ooh/Healthcare/Pharmacists.htm>

Picture 3.11 [http://www.futurity.org/wp-content/uploads/2012/06/Rx\\_warnings\\_525.jpg](http://www.futurity.org/wp-content/uploads/2012/06/Rx_warnings_525.jpg)

Picture 3.12 [http://futurity.org/wp-content/uploads/2010/01/med\\_warninglabel.jpg](http://futurity.org/wp-content/uploads/2010/01/med_warninglabel.jpg)

Picture 3.13 <http://2.bp.blogspot.com/-o3ZWwwj8Q54/UEzU2Y>

Picture 3.14 <http://www.ismp.org/images/camptosar2.gif>

Picture 3.15 <http://www.medidose.com/images/products/display/TLAX328.jpg>

Picture 3.16 <http://pskills.pharm.ku.edu/auxlabel/1057.jpg>

Picture 3.17 <http://images.monstermarketplace.com/pharmacy-and-nursing-supplies>

Picture 3.18 <http://www.godui.org/news/wp-content/uploads/2012/07/>

Picture 3.19 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>

Picture 3.20 <http://www.pharmex.com/images/PharmacyWarningLabels/wl/Eng-A.gif>



**Pharmacognosy is a branch of pharmacy concerning with natural medication.**

A good pharmacist must have profound medication knowledge. To achieve this you will have to learn all the time. When you are reading a book of pharmacy, there must be manifold terms on pharmacy. You need to understand them as well. So, throughout this unit, you will learn meanings of several terms on pharmacy especially those related to medication. Are you ready? Let's do it.

## UNIT 4



### TASK 1

*Study the pictures below. Match the pictures with their correct description.*



Picture 4.1



Picture 4.2



Picture 4.3



Picture 4.4

**herbal medication**

**herbalist**

**diseases**

**treatment**

**dispensary**

/<sup>h</sup>h3: b ə l/ /<sup>i</sup>medɪ ' keɪ f ə n/

/<sup>h</sup>h3: b ə lɪ st/

/dɪ ' zi: z/

/<sup>i</sup>tri: tmənt/

/dɪ ' spent sə ri/





## TASK 2

Study the following words. Individually, give a circle on herbal medicine and a square on the chemical ones. Do it in pairs. You may look at previous unit to remind you about these terms.

acupressure    antacids    dicloxacillin    kava-kava    cajuput oil

ginkobiloba    amoxicillin    ampicillin    eucalyptus    paracetamol

curcuma    garlic    chili    lemon

antibiotics    clove

ginger    acupuncture    aloe vera    thymee



## TASK 3

Read the following passage. In pairs, answer the questions that follow.

### Cajuput Oil

Cajuput oil is a volatile oil obtained by distillation from the leaves of the myrtaceous tree *Melaleuca leucadendra*, and probably other *Melaleuca* species. The name "cajuput" is derived from its Indonesian name, "kayu putih" or "white wood".

The drug is a typical volatile oil, and is used internally in doses of 2 to 3 minims, for the same purposes as, say, clove oil. It is frequently employed externally as a counterirritant. It is used as an ingredient in inhalants/decongestants and topical pain/inflammation remedies such as Olbas Oil. It is noted for its antiseptic properties, as is its cousin, Tea tree oil. Like Tea tree oil it may have use against resistant staph infections.



Picture 4.5

1. What is the text about?
2. What kind of disease can be cured by using cajuput oil?
3. Where can we find cajuput oil?
4. Have you ever made use of cajuput oil as a therapy method? For what disease was that?
5. Could you mention another plant that can be used as natural medicine?



#### TASK 4

*Read the text above again. Determine whether the statements below are True or False by giving a tick (✓) on the right column. If the statements are false, try to make corrections on them. Number one has been done for you.*

No	Statements	True	False	Correction
1	Cajuput oil name is derived from Malaysian language.		✓	Cajuput oil name is derived from <b>Indonesian</b> language.
2	Cajuput oil is used in the form of oil and powder.			
3	Cajuput oil can be used to cure irritant agent.			
4	Inflammation cannot be cured by using cajuput oil.			
5	Cajuput oil can also be used in the form of inhalant.			



#### TASK 5

*Re-read the text above and find the meanings of the terms below.*

Words	Pronunciation	Meanings
volatile	/ˈvɒl.ətaɪl/	
obtain	/əbˈteɪn/	
oil	/ɔɪl/	
internal	/ɪnˈtɜːnəl/	
remedy	/ˈremədi/	

Have you ever heard about **passive voice**? Passive Voice is a grammatical construction in which the object of an active sentence becomes the subject. However, there is no change in terms of meaning.





## TASK 6

*Read the following text. Then, discuss the underlined phrases.*

### Acupuncture



Picture 4.6

Nowadays, humans natural healing can be encouraged thorough acupuncture therapy. Acupuncture is also practiced to improve body functioning.

The acupuncture points are inserted some needles by the therapists. The points on the nervous system are stimulated to release chemicals in the muscles, spinal cord, and brain. These chemicals will either change the experience of pain, or they will trigger the release of other chemicals and hormones which influence the body's own internal regulating system.

*Adapted from : Wikipedia. org/acupuncture*



## TASK 7

*Read the text above again. Individually, answer the questions below.*

1. What is an acupuncture therapy?
2. What are the benefits of acupuncture?
3. How is an acupuncture therapy practiced?



## TASK 8

*Find the meaning of following words in the dictionary. Do it in pairs.*

Words	Pronunciation	Meanings
healing	/hi:l/	
encourage	/In <sup>1</sup> kʌrɪdʒ/	
needles	/ <sup>1</sup> ni:dl/	
trigger	/ <sup>1</sup> trɪgə r /	
release	/rɪ <sup>1</sup> li:s/	
chemicals	/ <sup>1</sup> kemɪk ə l/	



## TASK 9

Read the text above again. In pairs, find six (6) words related to the text above.

R	S	Y	S	T	E	M	Q	G	C
I	E	N	A	T	U	R	A	L	T
H	T	A	L	I	N	G	R	A	H
E	H	E	A	L	I	N	G	E	O
A	E	E	T	T	E	P	E	A	R
T	R	R	H	U	D	O	O	N	M
V	A	J	I	R	L	L	S	C	O
S	p	I	N	A	L	I	R	E	N
P	Y	V	M	C	S	Y	W	V	E
E	M	O	T	I	O	N	A	N	R



## TASK 10

Study the explanation below.

### THE USE OF PASSIVE VOICE



In the text entitled “Acupuncture” you find the underlined expressions such as:

- natural healing **can be encouraged** thorough ...
- Acupuncture **is** also **practiced** to improve ...
- **This is done** by inserting ...
- The points on the nervous system **are stimulated to** release chemicals in the muscles

Those expressions are examples of **Passive Voice**.

Passive voice is the passive form of a sentence. The **subject** of an active sentence will be moved **as the object** of the prepositions “**by**”. There is no change in meaning when we compare the active sentences with the passive ones. The difference is only the emphasis on the sentence part.

See the comparison below:

Active Sentence Form	Passive Sentence Form
The therapist <u>inserts</u> some needles to the acupuncture points.	The acupuncture points <u>are inserted</u> some needles by the therapists

The examples shows that on the first sentence (Active Sentence Form), the author emphasizes the sentence on the “doer” / subject → ***The therapist*** (as the subject of the sentence).

However, on the second example the author emphasizes on “what is getting done” /object that is positioned as the subject of the sentence → ***The acupuncture points.***

#### Main form of Passive Voice

**S + to be + V3 + O/ by + O**

#### A. Present Passive

**S + to be (am/is/are) + V3+ O**

The patient    is treated    by a pharmacist.

**S                    to be + V3                    O**

#### B. Past Passive

**S + to be (was/were) + V3+ O**

Yesterday, the pills of Aspirin on the table were taken    by my father.

**S    to be + (was/were) V3    O**

#### C. Continuous Passive

**S+ to be (am/is/are) + being + V3 +O/A**

The use of garlic as a medicine    is being researched    by most of pharmacist.

**S    to be (am/is/are) being + V3    O/A**

#### D. Modal Passive

**S+ modal (will/can/may)+ be + V3 +O/A**

Cajuput oil    can be used    to relieve irritant agent

**S    modal (will/can/may)+ be    V3 +O/A**



## TASK 11

Read the following text. In pairs, discuss the bold-typed expressions.

### Ginger

Ginger root was discovered 2000 years ago. It has several uses, some of which are still used today. Ginger roots is usually consumed by people who suffer from cold. Then, **if we consume it regularly we will be healthier** since Ginger can be used as a digestive aid by increasing both saliva and stomach secretions. In another occasion, **our skin can be protected if we consume ginger** since it will increase the production of sweat. At last, **this perennial plant may help to relieve the pregnant women from vomiting if they put it in their daily diets.**

Adapted from [www.whfoods.com](http://www.whfoods.com)



Picture 4.7



Picture 4.8



## TASK 12

Read the text above again. Individually, answer the questions below.

1. What is the text about?
2. What are the functions of consuming ginger?
3. How a piece of ginger may treat flu diseases?
4. Is it possible to consume ginger to relieve digestive problems? If so, how?



## TASK 13

Find the meanings of the following words. You may consult to your teacher if needed.

Words	Pronunciation	Meanings
consume	/kənˈsjuːm/	
suffer	/ˈsʌfə r /	
digestive	/d a ɪˈdʒestɪv/	
saliva	/səˈlɑɪvə/	

secretion	/sɪˈkriːʃən/	
relieve	/rɪˈliːv/	
vomit	/ˈvɒmɪt/	



## TASK 14

*Study the following explanation. Ask your teacher should you have difficulties.*

### THE USE OF IF CLAUSE



If Clause is a clause (sentence) that employs “If” in it. This type of sentence shows a conditionality between the sentences. As you found in the example on the text entitled “Ginger” :

- ✓ if we consume it regularly we will be healthier...
- ✓ our skin can be protected if we consume ginger

A conditional sentence is divided into two parts:

If clause

and

main clause

- ✓ if we consume it regularly we will be healthier...

If clause

main clause

- ✓ our skin can be protected if we consume ginger

main clause

If clause

There are three types of If Clause as explained below.

#### Type I : **PRESENT PROBABILITY**

- To show something that may happen other things happen.

If + S + V1+ O , S+ will/may+V1+O/Adv

If clause

main clause

**Example:**

If I get headache, I will take a pill of Aspirin.

If clause

main clause

### Type II : **PRESENT IMPROBABILITY**

- To show something that has happened and will never come back (Real-time Oriented)

If + S + V2+ O , S+ would/might+V1+O/Adv

If clause

main clause

**Example:**

If I were not suffering from cold, I would not take a pill of Aspirin.

If clause

main clause

### Type III : **PAST IMPROBABILITY**

- To show something that has happened in the past and will never re-occur.

If + S +had+ V3+ O , S+ would/might+have+V3+O/Adv

**Example:**

If It had not been so cold, I would not have drunk so many ginger water.

If clause

main clause





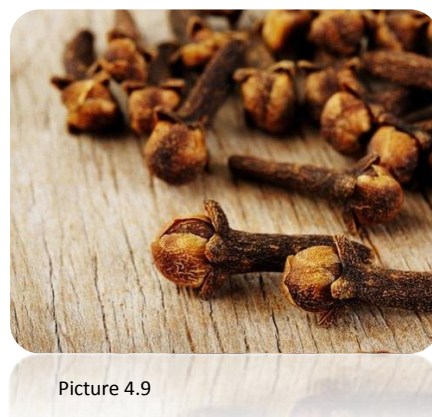
## TASK 15

**Read the following passage. In pairs, underline the passive form that you can find. One has been done for you. Do it in pairs.**

### Cloves

Cloves are Indonesian herbs. Cloves are benefited in the form of its oil, fruit and odor. These herbs are often mixed with cigarette, especially in Indonesia. However, they can also be used to alleviate the pain on your teeth by dabbing a little clove oil on a cotton ball and placing it on the sore tooth or on your gums.

In the form of oil, the oil clove can be used as oil to massage sore muscles; some also use it for arthritis and rheumatism. Since cloves are high in vitamins, minerals and fiber are also made use of by people to reduce gas pressure in the stomach, aiding in the proper elimination of food and toxins.



Picture 4.9

Adapted from <http://www.mindbodygreen.com> and <http://www.globalhealingcenter.com>



## TASK 16

**Based on the passive form that you have found within the text above, break down the sentences into the right column. Number one has been done for you. Do it in pairs.**

No	Sentence	Subject	Passive Verb
1	Cloves are benefited in the form of its oil	Cloves	are benefited



## TASK 17

*Re-arrange the jumbled below into a correct order of a paragraph. Do it individually.*

1. Finally, it is also functioned to cure skin disorder as a vulnerary to relieve skin from burned.
2. It is really beneficial for our health.
3. By consuming this, our cardiovascular health is improved well.
4. *Aloe vera* is Aloe Vera is an incredible plant.
5. This unique plant can easily be found in our environment.
6. First, our body's natural ability can be boosted to adapt to external changes and resist illness.
7. Then, *aloe vera* can be benefited for the remedy for people with problems on stomach.

Rewrite those jumbled sentences here.



## TASK 18

*Study the following pictures and clues about them. In pairs, write a simple paragraph (6-7 sentences) containing the clue. Use passive form by following the examples in the previous task.*

Pictures	Clues	Paragraph
 <p>Picture 4.10</p>	<p><b>Name:</b> <i>Garlics</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- For treating colds</li> <li>- Curing bacterial infections</li> <li>- Boosting immunity</li> <li>- Helping clear out toxins</li> </ul>	
 <p>Picture 4.11</p>	<p><b>Name:</b> <i>Peppermint leaves</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- Used as aromatherapy</li> <li>- Used to treat all sorts of digestive ailments</li> <li>- Used to cure sleepiness</li> </ul>	
 <p>Picture 4.12</p>	<p><b>Name:</b> <i>Curcumin</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- Improve your overall mood</li> <li>- Weaken virus in the body</li> <li>- Ease the pain of tendinitis</li> </ul>	
 <p>Picture 4.13</p>	<p><b>Name:</b> <i>Dandelion</i></p> <p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>- used as digestive tonic</li> <li>- helps flush out your urinary tract</li> </ul>	



## TASK 19

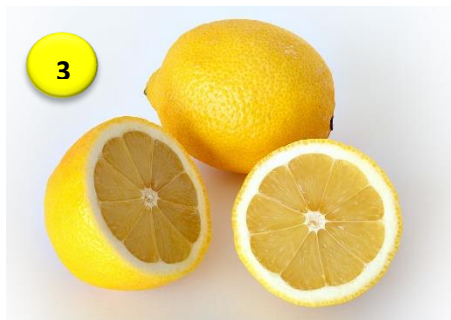
**Study the pictures. Find information about these pictures in the internet or source books. Make a paragraph containing their uses in the form of passive voice. Do it individually.**



Picture 4.14



Picture 4.15



Picture 4.16



Picture 4.17



Picture 4.18



## TASK 20



Find other examples of herbal medication at your house environment. Try to find out what their functions are. Then, write a paragraph about the herbal medicine you have found at your house. Write at about 50 words.



Welcome to the last part of this unit. This is our time to sum up what we have learned in this unit.  
Have you got some new vocabulary? Hopefully they will be useful for you when you are working as a pharmacist.

## 1. THE USE OF PASSIVE VOICE

Here is a comparison between Active Voice and Passive Voice.

Active Sentence Form	Passive Sentence Form
The therapist <b>inserts</b> some needles to the acupuncture points.	The acupuncture points <b>are inserted</b> some needles by the therapists

Passive voice is the passive form of a sentence. The **subject** of an active sentence will be moved **as the object** of the prepositions “by”.

### Main form of Passive Voice

**S + to be + V3 + O/ by + O**

Types of Passive Voice	Formulas	Examples in Sentences
Present Passive	<b>S + to be (am/is/are) + V3+ O</b>	The patient is treated by a pharmacist.
Past Passive	<b>S + to be (was/were) + V3+ O</b>	Yesterday, the pills of Aspirin on the table were taken by my father.
Continuous Passive	<b>S+ to be (am/is/are) + being + V3 +O/A</b>	The use of garlic as a medicine is being researched by most of pharmacist.
Modal Passive	<b>S+ modal (will/can/may)+ be + V3 +O/A</b>	Cajuput oil can be used to relieve irritant agen

## 2. THE USE OF IF CLAUSE

*If Clause is a clause (sentence) that employs "If" in it. This type of sentence shows a conditionality between the sentences.*

A conditional sentence is divided into two parts: **If clause** and **main clause**

**An example of If Clause:**

✓ if we consume it regularly we will be healthier.

**If clause**

**main clause**

There are three types of If Clause → **Type I, Type II, Type III**

Types	Formulas		Examples in Sentences
	If Clause	Main Clause	
<i>I</i> (Possibility)	If + S + V1+ O	S+ will/may+V1+O/Adv	If I get headache, I will take a pill of Aspirin.
<i>II</i> (Present Impossibility)	If + S + V2+ O	S+ would/might+V1+O/Adv	I were not suffering from cold, I would not take a pill of Aspirin.
<i>III</i> (Past Impossibility)	If + S +had+ V3+ O	S+ would/might+have+V3+O/Adv	If It had not been so cold, I would not have drunk so many ginger water.



Words	Pronunciation	Indonesian Meanings
herbal	/ ˈhɜːb ə l/	alami
natural	/ ˈnætʃ ə r ə l/	alami
plants	/ plɑːnt/	tanaman
ginger	/ ˈdʒɪndʒə r /	jahe
inflammation	/ ɪnfləˈmeɪʃ ə n/	gatal
healing	/ ˈhiːlɪŋ/	menyembuhkan
needles	/ ˈniːdl ɪ /	jarum
balance	/ ˈbæl ə n t s/	keseimbangan
treatment	/ ˈtriːtmənt/	perawatan
digestive	/ d a ɪ ˈdʒestɪv/	pencernaan
relieve	/ rɪˈliːv/	mengobati
sweat	/ swet/	berkeringat
extract	/ ɪkˈstrækt/	ekstrak
coriander	/ ɪ kɔri ˈændə r /	kunyit
tamarind	/ ˈtæmə rɪnd/	asam
clove	/ kləʊv/	cengkeh
headache	/ ˈhedeɪk/	sakit kepala
method	/ ˈmeθəd/	metode
encourage	/ ɪnˈkʌrɪdʒ/	mendukung
antiseptic	/ ɪ ænti ˈseptɪk/	antiseptic
resistant	/ rɪˈzɪst ə nt/	resistensi
irritant	/ ˈɪrɪt ə nt/	iritasi



*This is the time to reflect what you have learned so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have learned.*

**1: Strongly Disagree**

**2 : Disagree**

**3 : Neutral**

**4: Agree**

**5 : Strongly Agree**

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can identify the meanings of foreign terms about natural medication						
2	I can comprehend the formulas of sentences using If Clause						
3	I can comprehend the formulas of sentences using passive Voice						
4	I can convert active sentences into passive one						
5	I can produce written sentences implementing If Clause.						





- Picture 4.1 <http://nccam.nih.gov/sites/nccam.nih.gov/files/bio2hi.jpg>
- Picture 4.2 <http://us.123rf.com/>
- Picture 4.3 [http://2.bp.blogspot.com/\\_3XGxKVe61w0](http://2.bp.blogspot.com/_3XGxKVe61w0)
- Picture 4.4 <http://www.altmedicinezone.com/wp-content/uploads/2009/04/herbal-treatment.jpg>
- Picture 4.5 [http://www.cirrusimage.com/Trees/cajuput\\_leaves.jpg](http://www.cirrusimage.com/Trees/cajuput_leaves.jpg)
- Picture 4.6 [www.spalakemary.com](http://www.spalakemary.com)
- Picture 4.7 [www.bonappetit.com](http://www.bonappetit.com)
- Picture 4.8 [howtotreatacidreflux.info](http://howtotreatacidreflux.info)
- Picture 4.9 <http://www.mindbodygreen.com/0-9991/6-health-benefits-of-cloves.html>
- Picture 4.10 [www.sunwarrior.com](http://www.sunwarrior.com)
- Picture 4.11 [holistichomestead.webs.com](http://holistichomestead.webs.com)
- Picture 4.12 [www.hangthebankers.com](http://www.hangthebankers.com)
- Picture 4.13 [www.wildmanstevebrill.com](http://www.wildmanstevebrill.com)
- Picture 4.14 [blog.zansaar.com](http://blog.zansaar.com)
- Picture 4.15 [www.bundakonicare.com](http://www.bundakonicare.com)
- Picture 4.16 [commons.wikimedia.org](http://commons.wikimedia.org)
- Picture 4.17 [jamuayu.com](http://jamuayu.com)
- Picture 4.18 [kedokteranherbal.wordpress.com](http://kedokteranherbal.wordpress.com)